Greetings from the Superintendent

“We must sacrifice the things we do today in order to be the school system of tomorrow.”

- Dr. Rodney Peterson

Parents and Guardians,
Welcome to the 2021-22 school year! As we move into a new academic year, I am humbled by the responsiveness of our staff, students, and community to the COVID-19 pandemic. As transition to a “new normal” school year, we look forward to welcoming you back to our campuses. The pandemic has created challenges that we intend to meet head-on. With your assistance, we will be able to conquer any obstacles we face. It is in unprecedented times like these that make this work most rewarding. Now, more than ever, our students need to be surrounded by caring, compassionate, and competent adults who will challenge, encourage, help and nurture them along their public school journey to success.

Our PCS staff, students, and parents worked collaboratively to achieve success during the many opening plans we endured in 2020. Since June we have had an overwhelmingly successful summer program and now we are ready for a new school year to showcase the best of Person County Schools. In order to lay the footing for a successful school year, it is important that you review the information contained within the Parent Gazette. Please share and stress what is applicable to each student in your home.

As a school district, we offer a variety of ways for communication between the schools and families. Our goal is to provide resources to enhance every student’s educational experience in Person County.

**District and School Websites:**
- www.pcsnc.org
- www.powerschool.com

**ConnectEd Messaging Options**
- Parent and Student Contact Information
- Responsive Design
- User Friendly on All Devices
- Multiple Translation Options

**PowerSchool Parent Portal:**
https://personco.powerschool.com/public

- Grade and Attendance Updates

**Communication is the Key to Success**

BlackBoard Mass Communication Parent Portal:
http://person.parentlink.net

- Parent and Student Contact Information
- ConnectEd Messaging Retrieval
- ConnectEd Messaging Options
- Mobile App Available - MyConnect

Social Media:
- facebook.com/personcountyschools
- twitter.com/PersonCoSchools

**INCLEMENT WEATHER**

REMINDER TO PARENTS OF STUDENTS IN PERSON COUNTY SCHOOLS

During extremely bad weather, it sometimes becomes necessary for a decision to be made concerning the closing of schools. When a decision is made in the early morning that schools will close for the day, it must be relayed quickly to all students and parents. In order to accomplish this task efficiently and with maximum coverage, school officials are asking all students and parents to cooperate by following the suggestions listed below:

1. A decision to delay or close schools will be announced by 6:00 am. A Blackboard message will be sent notifying parents of this decision.
2. Local TV and radio stations post Person County School announcements. Information will also be posted on the school system webpage www.pcsnc.org and school websites, and will be sent out through Facebook and Twitter.

3. Do not telephone the weather bureau, radio or television stations, newspaper offices, school officials, or school offices. Calls to these offices will result in “clogged” lines and will hinder communication. Announcements will reach you via Blackboard, radio, and television.
4. The absence of any announcement indicates that the schools will open as usual.
5. Parents of younger children should have a supervision plan for their children in the event that school is dismissed early.

Keep this Gazette for your future reference throughout what we know will be a very successful school year for us all. Thank you for entrusting us with your most prized possession, your student. I extend my best wishes to you and your student for a great 2021-22 school year.

Dr. Rodney Peterson
Superintendent

**MISSION STATEMENT**

The mission of Person County Schools is to prepare students for success in a changing world.

**VISION STATEMENT**

Our graduates are prepared to deal with the challenges of the 21st Century. Our graduates have the critical thinking, communicative, collaborative, and creative skills necessary for problem-solving. Because we expect and develop leadership at every level, we take on the challenges before us with passion and willingness to accept and tackle those problems. Industry recognizes the literal, social and technical skills our graduates exhibit. Local universities recruit our students because of their solid educational foundation. Person County students are service-oriented citizens willing to give back to our local and extended community.

**DISTRICT GOALS**

1. Increase Academic Achievement
2. Safe and Orderly Schools
3. Adequate Resources
4. Stakeholder Involvement

**DISTRICT FOCUS AREAS**

1. Improved Customer Service
2. Professional Learning Communities
3. Data Literacy

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The Parent Gazette Disclaimer: All Information located in The Parent Gazette is accurate and complete as of the day of printing. Policies and regulations are subject to change based on Federal, State and Local mandates. The most current and up to date Board Policies are located on the Person County Schools website: https://boarapolicyonline.com/1b-person.

Printed July 2021
A. PURPOSE
The board believes that students should progress to the next level of study only after they are proficient in their knowledge and application of the current curriculum level. To the extent reasonably possible, students should be given as much time as or little time as they need to be proficient at a particular level of study. Students will be promoted to the next level of study as described in this policy.

B. STUDENT PROMOTION STANDARDS
The superintendent shall develop (1) proposed promotion standards and (2) a process to be used in determining a student’s readiness to progress to the next level of study and shall submit the standards and process to the board for approval. The standards will be based, in part, upon proficiency in reading. The standards and process must provide multiple criteria for assessing a student’s readiness to progress to the next level of study, such as standardized test scores, formative assessments, a portfolio or anthology of the student’s work, and, when appropriate, accepted standards for assessing developmental growth. The standards and process will incorporate all state law and State Board of Education policy requirements as well as the needs for promotion of third grade students as described in G.S. 115C-83.6et seq. and State Board of Education Policies KNEC-0022d and -003.

Principals shall ensure that the promotion standards are used by teachers and school administrators in assessing each student’s readiness to progress to the next level of study. Principals have the authority to promote or retain students based upon the standards approved by the board and any applicable standards set by the State Board of Education.

To reduce the number of students who do not meet promotion standards, the board directs school administrators and teachers to address the needs of students who are not making adequate academic progress as required by policy 3405, Students at Risk of Academic Failure.

C. DIPLOMA STANDARDS
To receive a North Carolina high school diploma, a student must complete the requirements set forth in policy 3460, Graduation Requirements.

D. APPEALS OF PROMOTION DECISIONS
1. Appeal to the Superintendent
Within five workdays of receiving the principal’s written decision to promote or retain a student, the student’s parents may appeal the decision to the superintendent. The superintendent may overturn the principal’s decision only upon a finding that the principal’s decision was arbitrary and capricious (i.e., without a rational basis) or was otherwise an abuse of discretion.

The superintendent must render a decision within 10 workdays of receiving the appeal. The superintendent may support the principal’s decision, remand it back to the principal for consideration of additional issues, or reverse the decision.

The superintendent’s findings must be in writing and must be provided to the parents.

2. Appeal to the Board of Education
The superintendent’s decision to promote or retain a student may be appealed to the board in accordance with the procedures set forth in subsection E.5 of policy 1740/4010, Student and Parent Grievance Procedure.

E. READING CAMPS
The board will provide reading camp opportunities as required by law at no fee for students who have not yet demonstrated reading proficiency at a grade level at the end of their first or second grade who have demonstrated reading comprehension proficiency at a grade level. The superintendent or designee shall encourage parents of eligible students to enroll their children in reading camp. To the extent resources permit, the board will offer fee-based reading camp opportunities to students who have successfully demonstrated reading proficiency appropriate for a third grade student and to first and second grade students who have demonstrated appropriate developmental abilities in reading comprehension. Annually, the board will establish criteria for priority enrollment in its fee-based reading camps and will set the attendance fee at an amount not to exceed the statutory limit. The superintendent or designee shall notify interested parents of the application procedure for the fee-based reading camps.

F. PROMOTION STANDARDS FOR STUDENTS WITH DISABILITIES
To the extent possible, students with disabilities must be held to the same promotion standards as all other students. However, for students who take alternative assessments in lieu of the end-of-grade (EOG) or end-of-course (EOC) tests, promotion decisions must be based on criteria recommended by the IEP team.

All intervention strategies and other opportunities, benefits, and resources that are made available to students without disabilities must be made available to those students with disabilities who are subject to the student promotion standards. Such opportunities must be in addition to the special education services provided to the student.

G. CREDIT BY DEMONSTRATED MASTERY
Beginning with the 2014-15 school year, the superintendent shall provide for students in grades 9 through 12 to earn course credit by demonstrating mastery of course material without first completing the regular period of classroom instruction in the Students in grades 6 through 8 may earn credit by demonstrating mastery for high school courses offered in middle school. To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and application of knowledge through a multiple-phase standards based assessment established by the State Board of Education and any additional standards established by the superintendent.

H. CREDIT RECOVERY
Students who fail a high school course may retake parts of the course through credit recovery to earn credit for the course. Credit recovery delivers a subset of the blueprint of the original course in order to specifically address deficiencies in a student’s mastery of the course and target specific components of a course necessary for completion. A pre-assessment of the student’s understanding of the course material will be administered at the beginning of the course and the credit recovery will be tailored to meet the needs of the individual student. The length of a credit recovery course is dictated by the skills and knowledge the student needs to recover and not a fixed length of seat time.

If an EOC exam associated with the credit recovery course is required or the student opted to take the exam, the student will be administered no later than 30 days upon completion of the credit recovery course. The credit recovery will be graded as pass or fail and will not impact the student’s grade point average. The original grade for the course will remain on the student’s transcript.

The superintendent shall develop procedures addressing the implementation of credit recovery opportunities across the school system.

I. REPEATING A COURSE FOR CREDIT
1. Repeating a Previously Failed Course
As provided in State Board of Education policy CCRE-001, high school students who fail a course for credit may repeat that course. To take advantage of this option, the student must repeat the course for credit. Beginning with the 2015-16 school year, when a student initially fails a high school course and successfully repeats the course for credit, the new course grade will replace the original failing grade for the course on the student’s transcript and in calculations of the student’s GPA, class rank, and honor roll eligibility. The superintendent may develop procedures for students to indicate their intent to repeat a course for credit under this paragraph and may establish any other rules as necessary and consistent with State Board policy.

2. Repeating a Course for which Credit was Earned (Grade Suppression)
The board recognizes that high school students may need to repeat a course for which they have earned credit in order to increase their understanding of the course content, to improve skill mastery, or to meet postsecondary goals. Students may repeat a course for which they have previously earned credit, subject to the following preconditions and any other reasonable rules established by the superintendent:

a. the student must have earned a letter grade of C or lower in the course in the first attempt;

b. the student must make a written request to repeat the course;

c. the principal or designee must approve the request;

d. there must be space available after seats have been assigned to students who are taking the course for the first time or repeating a previously failed course;

e. the course to be repeated must be a duplicate of the original class and must be taken during the regular school day at a high school in this school system or through the North Carolina Virtual Public School;

f. upon completion of the repeated course, the new course grade will replace the student’s original grade on the student’s transcript and in calculations of the student’s GPA, class rank, and honor roll eligibility, regardless of whether the later grade is higher or lower than the student’s original mark;

g. credit towards graduation for the same course will be given only once;

h. a course may be repeated only one time; and

i. students may repeat a maximum of four previously passed courses during their high school careers. The superintendent shall require notice to students and parents of these preconditions and of any other relevant information deemed advisable by the superintendent.

The superintendent shall require notice to students and parents of these preconditions and of any other relevant information deemed advisable by the superintendent.

J. ACCELERATION
Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail or providing different types of educational experiences. To challenge a student sufficiently, the principal may reassign the student to a different class level or of study and/or may identify concurrent enrollment or other curriculum expansion opportunities (acceleration) in grades 1-5, 6-9, and 10-12.

The principal, after consulting with the professional staff and the student’s parents, may determine that skipping a grade level is appropriate.

K. REPORTING REQUIREMENTS
1. Superintendent’s Report to the Board
At least on an annual basis, the superintendent shall provide the board with the following information for each school:

- aggregate student performance scores on state mandated tests and any other standardized tests used by a school or the school system;

- the number and percentage of students retained and/or not meeting the standards for third grade level;

- the number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in state law; and

- remedial or additional educational opportunities provided by the school system and the success of these efforts in helping students meet promotion standards.

2. Report to the North Carolina State Board of Education and Department of Public Instruction
Pursuant to statutory requirements and standards established by the Department of Public Instruction, all required information regarding student performance will be provided annually to the State Board of Education and the Department of Public Instruction.

3. Publication on the School System Website
Information about the reading performance of first, second, and third grade students will be posted on the district website in accordance with state law.

K. RESOURCES
Consistent with the objective of improving student performance, the board will provide schools with maximum flexibility in the allocation of state funds. School personnel are expected to budget financial resources in a manner that will meet the standards established in this policy. The board will consider requests to transfer funds from other funding allotment categories to intervention strategies as part of the school improvement plan submitted by
school officials. All funds will be used in a fiscal sound manner in accordance with policy 8890, Fiscal Management Standards.

L. NOTIFICATION TO PARENTS

The superintendent or designee shall provide information regarding promotion standards to all students and parents. In addition, if a kindergarten, first grade, second grade, or third grade student (1) is demonstrating difficulty with reading development or (2) is not reading at grade level, the student's teacher shall provide the student's parents timely written notice advising that if the student is not demonstrating reading proficiency by the end of third grade, the student will be retained, unless exempt from mandatory retention for good cause.

Parents are to be notified when a team meets with the promotion standards and will have opportunities to discuss the promotion standards and procedures with teachers and the principal. Information provided to parents should be in the parents' native language when appropriate foreign language resources are readily available.

The teacher of a student who does not meet promotion standards must notify the student's parents that the student has failed to meet the standards for progression to the next level of study and must provide the parents with information concerning retesting, intervention, remedial and alternative procedures. When a student is retained, the principal shall provide the student's parents written notice of the retention and, if the student will be retained in accordance with G.S. 115C-83.7(a) for failure to demonstrate reading proficiency, (1) written notice of the reasons the student is not eligible for good cause exemption as provided in G.S. 115C-83.7(b) and (2) a description of proposed retraining interventions that will be provided to the student to remediate identified areas of reading deficiency. Teachers shall provide parents of students retained under G.S. 115C-83.7(a) at least monthly written reports on student progress toward reading proficiency. The evaluation of a student's progress will be based upon the student's classroom work, observations, tests, assessments, and other relevant information.

M. CHILDREN OF MILITARY FAMILIES

As required by the Interstate Compact on Educational Opportunity for Military Children (I.C.E.O.M.C.) and policy 4155, Assignment to Classes, school administrators have the authority to exercise flexibility in waiving course or program prerequisites or other preconditions for the placement of children of military families in courses or programs offered by the school system.

PARENT AND STUDENT RIGHTS

PERSON COUNTY SCHOOLS

The purpose of this document is to inform parents, students, and Person County Schools staff of parent and student rights. It is presented in a question/answer format and is divided into several sections based on topics. If there are additional questions about parent and student rights, they may be addressed to any school principal or to the office of the Person County Board of Education (336-599-2191).

Discipline and School Safety

What must happen when a student is suspended from school for up to and including 10 school days ("short-term suspension")?

- The principal must promptly investigate the alleged misconduct.
- The student must be provided with oral notice of the accusation and evidence against him/her and given the opportunity to respond.
- A written notice of suspension must be sent to the parent, including the reasons for the suspension and a description of the alleged student behavior upon which the suspension is based.

How are the procedures for suspension different if the suspension is for more than 10 days ("long-term suspension")?

- The principal will invoke a short-term suspension of 10 days and recommend to the superintendent that a long-term suspension be imposed. The superintendent, or his/her designee, will determine whether to uphold, modify or reject the principal's recommendation.
- The principal must provide the student's parent(s) written notice of the recommendation for long-term suspension by the end of the work day during which the long-term suspension is recommended or as soon thereafter as is practicable. The parent(s) may request a hearing before the superintendent within 3 days of receiving notice of the recommendation for long-term suspension. The appeal hearing shall be held in writing in which the parent(s) and student shall state the issues for the hearing, including any concerns about the severity of the penalty. If the student will have an attorney present, the request should provide the name and telephone number of the student's attorney.
- The decision of the superintendent may be appealed to the Board of Education.

Are there instances when a short-term (less than 10 day) suspension of student with a disability (i.e., a student with an IEP or who is eligible under Section 504) be disciplined?

Yes. Students receiving special education services or who are eligible under Section 504 may be suspended for 10 days or less in a given school year, without receiving educational services, by the following: (1) suspending the student's educational suspension (more than 10 days) is being considered, or (2) if a series of short-term suspensions causes a disciplinary change in placement (see next question), then a Manifestation Determination Review meeting must be held to determine if the behavior was caused by, or had a direct and substantial relationship to, the student's disability. If the student's Individual Education Plan (IEP) or 504 team, which includes the parent as a team member, determines that the behavior was caused by, or had a direct and substantial relationship to, the student's disability, the team will then determine whether a change in program or placement for the student is appropriate, including developing or revising the student's behavior plan. If it is determined that the student's actions were not the result of the disability, then the student will not receive the same consequence as a regular education student, except that educational services must be continued for students who have an IEP. The educational services may include providing instruction in the home of the student if suspended. There is not an educational services requirement for 504-eligible students.

Discipline and School Safety

What protection is there for students regarding other kinds of harassment?

The Person County Schools Student Code of Conduct policy prohibits discrimination and harassment on the basis of race, sex, color, national origin, religion, and disability in any of its education activities and programs. See Policy 1710/4020/7230. Discrimination and Harassment Prohibited by Federal Law, and Policy 4320/7311. Bullying and Harassing Behavior Prohibited, for additional information.

Can a student be suspended from a school bus for the remainder of the school year?

Yes. This is a decision reached by the building principal and the School Transportation Department. Parents may appeal this decision to the Superintendent and ultimately the Board of Education.

When can a student be searched?

A student can be searched by a school official any time there is reasonable cause to believe the search will lead to the discovery of evidence of a violation of the Student Code of Conduct, or state or federal law, or discovery of anything which presents an immediate danger of harm such as a weapon, contraband, or illegal substance.

What can be searched by school personnel?

All lockers and storage areas in the school used by students may be searched. Any motor vehicle brought on campus may be searched. The student's personal effects, including book bags, purses, gym bags or similar containers, may be searched, as well as a "pat down" of the student's outer clothing.

What happens to items seized during a search?

If items seized provide evidence of a violation of the Student Code of Conduct or present a danger, they may be seized, returned to parents, destroyed (if they have no significant value), or turned over to law enforcement.

Do teachers and other school employees have the right to report parents for suspected cases of child abuse or neglect?

North Carolina state statute requires that public school personnel report suspicions of child abuse or neglect to the Department of Social Services.

Promotion/Retention/Grading

Does a parent or student have any input into a decision by the principal to retain a student?

No. A parent or student has no input into the decision by the principal to retain a student.
Curriculum and Instruction

Does a parent or student have a right to select the courses or teachers he/she will have in school?

Yes. Person County has adopted as a practice that parents be informed of the expectations of their child. The parents' right to select the courses or the teachers begins at the beginning of the school year at the time the initial open house for each school is held.

If a parent believes that a book or other instructional material is inappropriate for his or her child, can he/she request the material be removed from the school?

Yes. Person County has adopted a procedure to address the notification of parents or other individuals of the contents of instructional material. Parents may request notification concerning content and to request the material be removed from the school. The request may be made in writing to the principal or his/her designee. All requests may be submitted at any time during the school year. The request must be submitted in writing to the principal or designee. The request shall include the name of the book, the author, and a statement of the objections. The request shall be addressed in accordance with the policy. The request shall be addressed by the principal or his/her designee.

Do parents or child have the right to appeal a grade to a given student?

A parent or child may request the teacher review a grade given either on an assignment or on a report card. If a resolution is not found, then the appeal may be made to the principal who makes the final decision at the school level. Any decision of the principal may be appealed to the superintendent through the Grievance Policy, but the appeal must be based on a violation, misapplication or misinterpretation of policy or state or federal law.

Special Programs

What special rights do students with disabilities and their parents possess?

Parents of students with disabilities have certain rights regarding the educational program and placement of their children. A Handbook on Parent Rights and Responsibilities in Special Education is given each year to each parent of a special education student that details these rights. Parents are urged to review this material thoroughly. Additional copies may be requested at any school's office or accessed online at https://www.dpi.nc.gov/media/11182/download?attachment.

May a parent request that his/her child be tested or evaluated for special education and/or related services to determine if the child qualifies for either an IEP or a 504 Plan?

Yes. If a parent has a concern about his/her child's academic progress or behavior, the parent may request that the child receive an evaluation. Parents are encouraged to discuss concerns with their child's teacher and/or the school principal prior to making a referral for an evaluation. Any referral from a parent for an evaluation should be made in writing and should be provided to the child's teacher or to the principal of the school the child attends. An administrator or person selected by the administrator will contact the parents to discuss the referral.

May parents request their children be considered for the Academically or IntellectuallyGifted (AIG) Program?

Yes. Parents should direct their request, in writing, to their child's teacher, guidance counselor, or principal.

What rights do parents have if their child is being served by the Title I remediation program?

Parents have a right to have input into how the program is developed, implemented, and evaluated each year. Parents are advised of this right and how to have input each year by Title I personnel in the school. Parents are also to be generally kept informed about Title I regulations through newsletters and the school webpages.

School Attendance

Does a student have to attend the age appropriate school in the Person County attendance area in which they live?

No. Parents may request reassignment to other schools, assuming the schools are not overcrowded. Parents may request reassignment to any school in the county but must provide transportation and to and from school if approved. Go to the Person County Schools web page, click on “Parents & Families”, then “Forms” for “The Application for Student Transfer or Release”. Once the form has been completed it must be submitted to the Central Office. The superintendent shall consider and make the determination upon the best interest of the child. The principal will provide a copy of the school's address to the parents to request the child's attendance in another school. The request shall be addressed by the principal or his/her designee. All requests may be submitted at any time during the school year. The request must be submitted in writing to the principal or designee. The request shall include the name of the school, the student's name, and the reasons for the request.

How many days of school can my student miss?

Regular attendance by every student is mandatory. The state of North Carolina requires all children between the ages of 7 and 16 to attend school. Students are assigned to classes by the principal. Middle and high school students have a variety of course options from which they can choose.

Do parents have a right to know what their child's teacher expects students to learn and how grades will be determined?

Yes. Person County has adopted as a practice that parents be informed of the expectations of their child's teachers at the beginning of the school year at the time the initial open house for each school is held.

May I enroll my 4-year-old child in school if he or she is exceptionally bright?

The system follows state guidelines for early entry to kindergarten. In extraordinary cases, if a child reaches the age of four on or before April 16 and the parents establish through prescribed procedures that the child is gifted and has the maturity to justify admission to school, a child may be enrolled in school as a 4-year-old. Each elementary school and the Person County AIG office can supply parents with the criteria.

Drug License

May the school request that a driver’s license be revealed for a student?

Yes. North Carolina law requires that schools make the Department of Motor Vehicles aware when students are not passing 70% of their courses, have dropped out, or have had certain disciplinary problems in school (i.e., long-term suspension, expulsion, assignment to alternative schools for more than 10 days). These factors may cause a student to lose his or her driver's license or learner's permit for an amount of time. Appeals may be made based on hardship to the principal or his/her designee.

School/Student Records

What rights do students and parents have to access student records?

Parents, legal guardians, and students who are 18 years of age may access student records. Copies of the records may also be requested from the school. A reasonable fee for copying the records may be charged and a reasonable amount of time must be allowed to the school to make the copies. Because student records are confidential, access to student records is generally not allowed, unless there is an applicable exception under federal or state law.

If a parent or student of age 18 believes that a student record is incorrect, can they request the record to be corrected?

Yes, a parent or student age 18 or older may challenge a record believed to be inaccurate, misleading or otherwise in violation of the student's privacy rights. The request is made to the principal and must be approved or denied within 10 working days. The principal may appeal the decision to the superintendent at the Person County Schools Board of Education Office.

Is there any student information that may be generally released to the public?

Yes. Certain information about students is declared each year as “directory information.” This information may be released to anyone who requests it. Parents receive notification each year as to what is considered directory information and have the right to request that the information not be released.

May a citizen request copies of school records?

A record is any information kept in any physical form maintained by the school district. The only records not available for public inspection are student records (with some exceptions relative to the parent) and personnel records.

See FERPA information on page 15

School Board/Advisory Councils/School Improvement Teams

Do parents have the right to serve on the Person County Schools Board of Education?

Yes. The school board is an elected body and anyone who is a registered voter residing in Person County for at least 30 days and is 21 years of age may run for this office.

Do parents and students have the right to address the Person County Schools Board of Education?

Yes, as does any member of the public. Persons wishing to address the Board must sign up to do so in person at the board meeting location or online no later than thirty (30) minutes prior to the beginning of the meeting. Speakers must provide name, contact information, and topic and limit comments to 3 minutes or less. Pursuant to the NC General Statutes, personnel and student disciplinary issues will not be discussed during public comment.

How are parents represented on individual School Improvement Teams? School Improvement Teams are charged with developing and identifying needed programs that will improve the school. Each school is required that two members of the team be parents elected by the other parents in the school.

Miscellaneous

Should there be an expectation that information sent home be provided in languages other than English?

Yes. To the extent practicable, and as otherwise required by law, the school system will provide translations of pertinent school system information and policies to those students and parents whose primary language is not English.

Who may use public school facilities for gatherings, meetings, etc.?

Most groups may use public school facilities for meetings, etc., if the meeting does not interfere with the regular operation of the school. All groups using facilities will pay for the presence of school personnel needed at the event and pay a rental fee. A schedule of the fees and request for facility usage forms are available at any of the Person County Schools. – Policy 5030

NOTICE OF NON-DISCRIMINATION

The board acknowledges the dignity and worth of all students and employees and strives to create a safe, orderly, caring, and inviting school environment facilitating student learning and achievement. The board prohibits discrimination on the basis of race, sex, color, national origin, religion, disability, or age (40 or older), and will provide equal access to the Boy Scouts and other designated youth groups as required by law. The board will not tolerate any form of unlawful discrimination or harassment in any of its education activities and programs. The board will not tolerate any forms of prohibited discrimination and harassment subject to this policy except the following, for which the board has established more specific policies.

• Discrimination and harassment on the basis of sex is addressed in policy 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex.

• Discrimination and harassment in employment is addressed in policy 7332, Discrimination and Harassment in the Workplace.
In addition, the process set out in this policy for bringing complaints does not apply to the following:

- Complaints of sexual harassment will be brought in accordance with the processes established in policies 1725/4035/7236, Title IX Sexual Harassment – Prohibited Conduct and Reporting Process, and 1726/4036/7237, Title IX Sexual Harassment Grievance Process.
- Employee allegations of discrimination or harassment will be addressed using the process established in policy 7232, Discrimination and Harassment in the Workplace.
- Allegations regarding or related to the identification, evaluation, educational placement, or free appropriate public education of a student under Section 504 or the IDEA may be raised through the system of educational safeguards established under policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities, (For Section 504 complaints) or in accordance with the procedures described in Parents Rights & Responsibilities in Special Education, published by the NC Department of Public Instruction (for IDEA complaints).

The board takes seriously all reports of unlawful discrimination and harassment and directs school officials to take prompt action to investigate and remedy violations of this policy. The superintendent is responsible for providing effective notice of this policy to students, parents, and employees.

The board encourages students, visitors, and other non-employee individuals who believe that they may have been discriminated against or harassed in violation of this policy, (including on the basis of disability) to report it as provided in policies 1723/4721, Nondiscrimination and Harassment, to report such conduct as soon as possible through the process provided in Section B of this policy. Employees who believe that they may have been discriminated against or harassed should report through the process provided in policy 7232, Discrimination and Harassment in the Workplace. Individuals who have witnessed or who have reliable information that another person has been subject to unlawful discrimination or harassment may report the conduct to an individual designated in Section B of this policy.

Any report made through the process established in this policy may be made anonymously, except mandatory employee reports.

A. Prohibited Behavior

Students, school system employees, volunteers, and visitors are expected to behave in a civil and respectful manner. The board expressly prohibits unlawful discrimination and harassment as defined below by students, school system employees, volunteers, or visitors. "Visitors" includes parents and other family members and individuals from the community, as well as vendors, contractors, and other persons doing business with or performing services for the school system.

1. Discrimination

Discrimination is any act or failure to act, whether intentional or unintentional, by an employee or agent of the school system that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a legally protected class that creates a hostile environment. Discrimination does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a person's ability to participate in or benefit from the services, activities, or privileges offered by the school system's education program. For purposes of this policy, the legally protected classes are race, color, national origin, religion, and disability.

2. Harassment

Prohibited harassment is deliberate unwelcome conduct directed at another person or group of persons based on their membership in a legally protected class that creates a hostile environment. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a person's ability to participate in or benefit from the services, activities, or privileges offered by the school system.

Examples of behavior that may constitute harassment include, but are not limited to, acts of disrespect, intimidation, or threats, such as verbal, name-calling and put-downs, derogatory comments or slurs, exclusion from peer groups, extortion of money or possessions, implied or stated threats, assault, stabbing, blocking movement, name calling, touching, or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Harassment may occur through electronic means, such as through the internet, email, or text messaging. Legitimate age-appropriate pedagogical techniques are not considered harassment.

3. Application of the Policy

This policy applies to behavior that takes place: (1) in any school building or on any school premises before, during, or after school hours; (2) on any bus or other vehicle as part of any school activity; (3) at a bus stop; (4) during any school-sponsored activity or extracurricular activity; (5) at any time or place when the individual is subject to the authority of school personnel; or (6) at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools.

This policy will not be construed to allow school officials to punish student expression or speech based on undifferentiated fear or apprehension of a disturbance or out of a desire to avoid the discomfort and unpleasantness that may accompany an unpopular viewpoint.

B. Reporting Discrimination or Harassment

1. Any person who believes that he or she has been discriminated against or harassed in violation of this policy by any student, employee, or other person under the supervision and control of the school system, or any third person who knows or suspects conduct that may constitute discrimination or harassment should inform a school official designated in Section C below. Reports also may be made anonymously through the anonymous tip line.

2. Mandatory Reporting by School Employees

Any employee who witnessed or who has reliable information or reason to believe that a student or other individual may have been discriminated against or harassed in violation of this policy must report the offense immediately to an appropriate individual designated in Section C below. Any doubt about whether particular conduct is possible discrimination or harassment under this policy or any other policy of the board must be resolved in favor of reporting the conduct.

Employees who observe an incident of harassment are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator and it is safe to do so. If an employee knows of a school incident involving discrimination or harassment and the employee fails to report the conduct or take proper action or knowingly provides false information in regard to the incident, the employee will be subject to disciplinary action up to, and including, dismissal.

3. Preliminary Inquiry

School officials may make a preliminary inquiry when a report is received to understand what occurred and to determine whether further action under this policy or otherwise is necessary.

C. Complaints of Discrimination and Harassment

1. A student, visitor, or other non-employee individual who believes he or she is the victim of discrimination or harassment may file a complaint with the board, or any person who has witnessed or who has reliable information that another person has been subject to unlawful discrimination or harassment under this policy, may make a formal written complaint to any of the following persons:

   a. the principal or assistant principal of the school at which either the alleged victim or alleged perpetrator attends or is employed;
   b. the Section 504 coordinator or the ADA coordinator for claims of discrimination on the basis of a disability; or
   c. for claims of other forms of prohibited discrimination, the applicable civil rights coordinator as established in Section I of this policy.

   If a written complaint alleges that the perpetrator is an employee, the school official receiving the complaint shall notify the senior human resources official without delay.

   2. A written complaint alleging that a student has been discriminated against or harassed will be addressed in accordance with this policy.

   A written complaint alleging that an employee has been discriminated against or harassed will be addressed in accordance with policy 7232, Discrimination and Harassment in the Workplace.

   A written complaint alleging that a person who is not a student or employee has been discriminated against or harassed will be addressed in accordance with the general process for resolving complaints provided in policy 1742/5060, Responding to Complaints, not this policy.

3. Time Period for Making a Complaint

Alleged discrimination or harassment should be reported as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the 30-day period may be investigated, however individuals should recognize that delays in reporting may significantly impair the ability of school officials to investigate and respond to such complaints.

D. School Officials’ Response to Reports and Complaints of Discrimination or Harassment

1. Investigation

School officials shall investigate all formal written complaints received. Reports of discrimination or harassment that are not followed by a formal written complaint may be investigated at the discretion of school officials and may be investigated even if the alleged victim does not seek action by school officials.

   a. The principal or designee or supervisor will be the investigator when the alleged perpetrator is a student or third party. The senior human resources official or designee will be the investigator when the alleged perpetrator is an employee. The superintendent may determine that individual circumstances warrant the assignment of a different investigator.

   b. As applicable, the investigator shall immediately notify the Section 504, ADA, or other relevant coordinator of the complaint, and, as appropriate, may request assistance from the coordinator in conducting the investigation.

   c. If the investigator, after interviewing the complaining party and/or the alleged victim and consulting with the board attorney, determines that the allegations submitted, even if factual, do not constitute discrimination or harassment as defined in this policy or policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities, school officials shall address the matter outside the scope of this policy. Information regarding the investigator’s determination and the process for addressing the complaint will be provided to the complaining party.

   d. Any investigation conducted must be impartial, prompt, and confidential. The investigator shall make an investigation through the facts and circumstances related to the allegation(s) of discrimination or harassment and give the alleged perpetrator an opportunity to respond to the allegations.

   The investigator shall consider all the evidence collected, the context in which the alleged incidents occurred, the age and maturity of the parties, and any other relevant circumstances, and
in consultation with the board attorney as appropriate, shall determine whether the alleged act(s) constitutes a violation of this policy, policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities, and/or any other board policy or expected standard of student or employee behavior.  
e. The complaint and investigation will be kept confidential to the extent possible and consistent with law. Information may be shared only with individuals who need the information in order to investigate and address the complaint appropriately and those with a legal right to access the information.  
2. Investigator’s Findings 
a. If the investigator finds that discrimination occurred, the investigator shall take or recommend steps to address the discrimination.  
b. If the investigator finds that harassment occurred and created a hostile environment, the investigator shall assign or recommend appropriate disciplinary consequences for the perpetrator and/or take or recommend other reasonable measures to eliminate the hostile environment and prevent its recurrence.  
c. If the investigator finds that the conduct did not violate this policy but violated policy 4529/7311, Bullying and Harassing Behavior Policy, or another board policy or expected standard of conduct, the investigator shall assign or recommend discipline or other action appropriate to the violation.  
d. The investigator shall make a record of the evidence and findings of the investigation and the assigned or recommended discipline and/or other remedial action and provide a copy to the appropriate civil rights coordinator. If the investigator recommends a disciplinary consequence or remedial action that is beyond his or her authority, the investigator shall provide a copy of the record to the superintendent for further action.  
e. The investigator shall inform the alleged victim and alleged perpetrator of the outcome of the investigation.  
3. Steps to Reasonably End Discrimination or Harassment 
a. The superintendent is responsible for taking or causing appropriate action to be taken in response to discrimination and harassment in violation of this policy. Appropriate action must include:  
i. reasonable, timely, age-appropriate corrective action intended to end the discrimination or harassment and prevent it from recurring;  
ii. as needed, reasonable steps to address the effects of the discrimination or harassment on the victim; and  
iii. as needed, reasonable steps to protect the victim from retaliation as a result of the complaint.  
b. Appropriate steps to end discrimination and harassment may include, but are not limited to, separating the parties, providing counseling for the parties, and/or taking disciplinary action against a perpetrator determined to have violated this policy. The superintendent may take non-punitive measures to end or prevent instances of discrimination or harassment regardless of whether any individual has been found responsible for the discrimination or harassment. The superintendent also may implement or direct the implementation of classroom-wide, school-wide, or school system-wide responses such as additional staff training, harassment prevention programs, and other measures reasonably calculated to end the behavior, eliminate a hostile environment and its effects if one has been created, and prevent recurrence of the behavior.  
c. The applicable civil rights coordinator shall encourage victims of discrimination and harassment to report any subsequent problems and may conduct follow-up inquiries as warranted to determine if there have been any new incidents of discrimination or harassment or any instances of retaliation.  
E. Appeals  
1. If the alleged victim is dissatisfied with the outcome of the investigation, he or she may appeal the decision to the superintendent (unless the alleged perpetrator is the superintendent, in which case the alleged victim may appeal directly to the board in accordance with the next paragraph). The appeal must be submitted in writing within three school business days of receiving the notice of the outcome of the investigation. The superintendent may review the documents, conduct any further investigation necessary, or take any other steps the superintendent determines to be appropriate in order to respond to the complaint. The superintendent shall provide a written response within 10 days after receiving the appeal, unless further investigation is needed.  
2. Student victims may appeal the superintendent’s decision to the board in accordance with subsection E.5.a of policy 1740/4010, Student and Parent Grievance Procedure. Employees may appeal the superintendent’s decision to the board in accordance with subsection E.4.a of policy 1750/7220, Grievance Procedure for Employees.  
3. Any student or employee subject to discipline for violating this policy will be accorded all rights provided by law.  
F. Retaliation Prohibited  
The board prohibits retaliation against any person for making a report or complaint of a violation of this policy, supporting someone for reporting or intending to report a violation of this policy, or participating in the investigation of a reported violation of this policy, reporting acts taken by the board against a complaining party or other individual who makes a good faith report of discrimination or harassment. Any person who is found to have engaged in retaliation will be subject to discipline, up to and including dismissal. Acts of retaliation may also be subject to policy 1760/7280, Prohibition Against Retaliation.  
G. Training and Programs  
The board directs the superintendent to establish training and other programs that are designed to prevent discrimination and harassment and to foster an environment of understanding and respect for all members of the school community. Information about the prohibited conduct and complaint procedure in this policy and those in policies 1740/4010, Title IX Sexual Harassment — Prohibited Conduct and Reporting Process, and 1726/4036/7237, Title IX Sexual Harassment Grievance Process, must be included in the training plan.  
As funds are available, the board will provide students, employees, and volunteers who have significant contact with students with additional training regarding the board’s efforts to address discrimination and harassment and will create programs to address these issues. The training or programs should: (1) provide examples of behavior that constitutes discrimination or harassment; (2) teach employees to identify groups that may be the target of discrimination or harassment; and (3) train school employees to be alert to locations where such behavior may occur, including locations within school buildings, at school bus stops, on cell phones, and on the Internet.  
H. Records  
The superintendent or designee shall maintain confidential records of complaints or reports of discrimination or harassment. The records must identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The superintendent also shall maintain records of training conducted and corrective action(s) or other steps taken by the school system to provide an environment free of discrimination and harassment.  
I. Contacts for Inquiries  
The superintendent has appointed individuals to coordinate the school system’s efforts to comply with and carry out its responsibilities under federal nondiscrimination laws, including investigating any complaints communicated to school officials. The titles, contact information, and duties of the school system’s contacts for inquiries about the application of the nondiscrimination laws addressed in this policy may be referred to the designated civil rights coordinator and/or the Assistant Secretary for Civil Rights in the Office for Civil Rights at the U.S. Department of Education.  
The contact information for the designated civil rights coordinators is as follows.  
   a. The Section 504 Coordinator: Executive Director for Student Support Services  
   Office Address: 304 South Morgan Street, Roxboro, NC 27573  
   Email Address: nondiscrimination@person.k12.nc.us  
   Phone Number: 336-599-2191  
   b. The ADA Coordinator: Executive Director for Student Support Services  
   Office Address: 304 South Morgan Street, Roxboro, NC 27573  
   Email Address: nondiscrimination@person.k12.nc.us  
   Phone Number: 336-599-2191  
   c. The Age Discrimination Coordinator: Chief Academic Officer  
   Office Address: 304 South Morgan Street, Roxboro, NC 27573  
   Email Address: nondiscrimination@person.k12.nc.us  
   Phone Number: 336-599-2191  
   d. The Coordinator for Other Non-discrimination Laws: Superintendent  
   Office Address: 304 South Morgan Street, Roxboro, NC 27573  
   Email Address: nondiscrimination@person.k12.nc.us  
   Phone Number: 336-599-2191  
The contact information for the U.S. Department of Education Office for Civil Rights with jurisdiction over North Carolina is as follows.  
4000 Maryland Ave, SW  
Washington, DC 20020-1475  
Telephone: 202-453-6200  
TDD: 800-877-8339  
FAX: 202-453-6021  
TDD: 800-877-8339  
Email: OCR.DC@ed.gov  

TITLE IX NONDISCRIMINATION ON THE BASIS OF SEX  
The school system does not discriminate on the basis of sex in its education programs or activities and is required by Title IX of the Education Amendments Act of 1972 and federal regulations to not discriminate in such a manner. This requirement extends to admission and employment. The board will not tolerate discrimination on the basis of sex, including any form of sexual harassment as that term is defined under Title IX, in any program or activity of the school system.  
A. Inquiries About Title IX  
The board has designated a Title IX coordinator to coordinate its efforts to comply with its obligations under Title IX and its implementing regulations. Inquiries about the application of Title IX and its implementing federal regulations may be referred to the Title IX coordinator and/or the Assistant Secretary for Civil Rights in the Office for Civil Rights at the U.S. Department of Education.  
The contact information for the Title IX coordinator is as follows.  
The Title IX Coordinator is: Chief Human Resources Officer  
Office Address: 304 South Morgan Street, Roxboro, NC 27573  
Email Address: nondiscrimination@person.k12.nc.us  
Phone Number: 336-599-2191  
The contact information for the Office for Civil Rights with jurisdiction over North Carolina is as follows.  
4000 Maryland Ave, SW  
Washington, DC 20020-1475  
Telephone: 202-453-6200  
TDD: 800-877-8339  
FAX: 202-453-6021  
Email: OCR.DC@ed.gov
The following conduct is prohibited as outlined below:

1. **Academic Integrity** – Engaging in or attempting to engage in cheating, plagiarism, falsification, violation of software or print copyright laws, or violation of computer access regulations. Students are subject to disciplinary action as outlined in this policy and/or academic penalty.
   - Consequences:
     - 1st Offense – In school discipline and parental notification by teacher or principal
     - 2nd Offense or Subsequent Offense – Maximum of 1 day suspension

2. **Aggressive Behavior** – Using threat, fear, intimidation, coercion, force, violence or any other form of conduct, or when a student behaves in such a manner as could reasonably cause physical injury to any student or staff member.
   - Consequences:
     - 1st Offense – Maximum 5 day suspension
     - 2nd Offense – Maximum 5 day suspension
     - 3rd or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension

3. **Arson** – Burning or attempting to burn any school building or school property. Possessing incendiary material, (i.e., gasoline, kerosene, or other flammable liquid), for the purpose of burning or attempting to burn school property.
   - Consequences:
     - 1st or Subsequent Offenses – 10 day suspension with recommendation for long-term suspension upon principal determining that aggravating factors exist.
     - 4th Assault – Assaulting or attacking, or attempting to cause physical injury, to another student, or intentionally behaving in such a manner that could reasonably cause physical injury to any student.
   - Consequences:
     - 1st or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension upon principal determining that aggravating factors exist.

4. **Assault on any Teacher or Other School Personnel** – Physically assaulting and causing serious injury to a teacher or school personnel or to a volunteer or other adult who is not a student. To include hitting, pushing, shoving, kicking or otherwise assaulting, intentionally or unintentionally, a teacher or other school employee engaged in breaking up an altercation.
   - Consequences:
     - 1st or Subsequent Offenses – 10 day suspension with recommendation for long-term suspension upon principal determining that aggravating factors exist.

5. **Assault causing serious injury** – Physically assualting and causing serious bodily injury to any student, school employee, or volunteer.
   - Consequences:
     - 1st or Subsequent Offenses – 10 day suspension with recommendation for long-term suspension upon principal determining that aggravating factors exist.

6. **Bomb Threat or Hoax** – A. Communicating by any means to any person or group of persons, a report, knowing or having reason to know that the report is false, that there is located on educational property any device designed to destroy or damage property by explosion, blasting, or burning. or B. With intent to perpetrate a hoax, concealing, placing, or displaying a device, machine, instrument, or artifact on educational property or at a school-sponsored curricular or extra-curricular activity off educational property, so as to cause any person reasonably to believe the same to be a bomb or other device capable of causing injury to persons or property.
   - Consequences:
     - 1st or Subsequent Offenses – 10 day suspension with recommendation for long-term suspension upon principal determining that aggravating factors exist.

7. **Conduct on the School Bus** – Failing to follow the directives of the school bus driver and the rules and regulations of school bus safety as well as the rules of this policy while at a school bus stop, or in the school bus parking lot, or while riding on a school bus or other school vehicle. Violation of these rules may result in temporary or permanent suspension from the privilege of school transportation services as well as from the school. Other violations of the student code of conduct that occur on the school bus can supersede this particular violation.
   - Consequences:
     - 1st or Subsequent Offenses – 10 day suspension with recommendation for long-term suspension upon principal determining that aggravating factors exist.

8. **Damage under $1,000**
   - Consequences:
     - 1st Offense – Maximum 5 day suspension and payment for cost of replacement, repair, or restoration of property.
     - 2nd Offense – Maximum 10 day suspension and payment for cost of replacement, repair, or restoration of property.
     - 3rd or Subsequent Offenses – 10 day suspension and payment for cost of replacement, repair, or restoration of property with possible recommendation for long-term suspension.

9. **Violation of the Code of Student Conduct**
   - Violations of the Code of Student Conduct, other Board of Education policies, prohibited conduct or disciplinary measures identified in individual school behavior plans developed in accordance with Policy 4302, or the North Carolina General Statutes may result in disciplinary actions as described in Policy 4300 Section D and in this regulation

   Students may also be assigned to an alternate program approved by the Board of Education for certain violations. All such assignments will be made by the Superintendent or his designee on a case-by-case basis and shall only be done under conditions of probation. Violation of this probationary status while assigned to an alternate learning program may result in long-term suspension.
b. Damage of $1,000 or more
Consequences:
1st Offense and subsequent offenses – 10 day suspension and payment for cost of replacement, repair, or restoration of property with possible recommendation for long-term suspension.

11. Disruptive Behavior – Using any form of conduct that causes the disruption of any lawful function, mission or process of the school, or urging any other student to engage in such conduct. Horseplay and falsely reporting a violation of the code of conduct are also considered disruptive behaviors.
Consequences:
1st Offense – In school discipline by principal and parental notification
2nd Offense – Maximum 3 day suspension
3rd Offense – Maximum 5 day suspension
4th or Subsequent Offenses – Maximum 10 day suspension with possible recommendation for long-term suspension.

12. Disruptive or Obscene Literature and Illustrations – Possessing and distributing literature, illustrations, or digital content that are obscene or that significantly disrupt the educational process.
Consequences:
1st Offense – Maximum 10 day suspension upon principal determining that aggravating factors exist.
2nd or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension upon principal determining that aggravating factors exist.

13. Disruptive Protests/Boycotts – Engaging in any protest, boycott, march, picket, walk-out, sit-in, or similar activity, which has as its purpose the disruption of any lawful function, mission, or process of the school or which, in fact, creates such a disruption.
Consequences:
1st Offense – Maximum 5 day suspension
2nd Offense – Maximum 10 day suspension
3rd or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension

14. Explosives:
Possessing or placing on educational premises any explosive device, including, but not limited to, dynamite, dynamite cartridge, bomb, grenade, mine, nitroglycerine, or any other powerful explosives capable of causing injury or damage to persons or property.
Consequences:
1st or Subsequent Offenses – 10 day suspension with recommendation for long-term suspension upon principal determining that aggravating factors exist.

15. Extortion – Extorting or attempting to extort money, personal property, or personal services by use of implied or stated threats or intimidation.
Consequences:
1st Offense – Maximum 10 day suspension
2nd or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension

16. Failure to Comply with Lawful Directive – Failing to follow a directive that compromises safety of students or staff, and/or substantially disrupts the learning environment after being personally notified by any school employee.
Consequences:
1st Offense – Maximum 10 day suspension
2nd or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension

17. Fighting/Attempting to Fight/Instigating a Fight – Assaulting or attacking, or causing or attempting to cause physical injury to another student or intentionally behaving in such a manner that could reasonably cause physical injury to any student, hitting, shoving, scratching, biting, blocking the passage of, or throwing objects at another person. Taking any action, posterizing, instigating, or making comments or written messages which are reasonably expected to result in a fight. However, a student who is attacked may use reasonable force in self-defense, but only to the extent to free himself from the attack and notify proper school authorities.
Consequences:
1st Offense – Maximum 10 day suspension.
2nd or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension upon principal determining that aggravating factors exist.

18. Fire Alarms – Setting off, attempting to set off, or aiding and abetting anyone in giving a false fire alarm. It shall also be prohibited to interfere with or damage any part of a fire alarm, fire detection, smoke detection, or fire extinguishing system.
Consequences:
1st Offense – In school discipline by principal
2nd or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension upon principal determining that aggravating factors exist.

19. Firearms or Ammunition – Possessing, distributing, igniting or using any firearms or ammunition on school premises, or in any vehicles on school premises.
Consequences:
1st Offense – Maximum 10 day suspension.
2nd or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension upon principal determining that aggravating factors exist.

20. Gambling – Participation in any unauthorized games of chance in which money or items of value may be won or lost.
Consequences:
1st Offense – In school discipline by principal and parental notification
2nd Offense – One day suspension
3rd or Subsequent Offenses – Maximum of 3-day suspension

21. Gangs and Gang-Related Activity
Students and staff in Person County deserve to be safe and secure in their persons, on school property, on the school bus, and at school activities, whether on or off campus. The Board of Education is aware that threats and messages of violence have the capacity to seriously disrupt an otherwise effective learning environment, and, furthermore, school dress, particularly gang-related apparel, significantly influences pupil behavior. As such, the Board of Education elects to publish these Guidelines in an effort to assist school staff in preventing gang-related activity in the school setting. It is important that parents, students and school officials understand that the particular brands, styles and subtleties of apparel and other items which indicate a student’s membership in or support for a gang with, or support for a gang are ever-changing and, therefore, these guidelines must remain fluid to meet practical changes as they arise within the schools.
A. Conduct Prohibited. No student shall commit any furthering gangs or gang-related activities.
B. Definition of Gang. A gang is any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts and having a common name or common identifying signs, colors, or symbols. As used herein, the phrase “gang-related” shall mean any conduct engaged in by a student (1) on behalf of an identified gang, (2) to perpetrate the existence of any identified gang, or (3) to effect the common purpose and design of any identified gang.
C. Conduct prohibited by this policy includes:
1. Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.), with the intent to convey or promote membership in or affiliation with a gang.
2. Tagging or otherwise defacing school property or public graffiti, symbols or slogans intended to convey or promote membership in or affiliation with a gang.
3. Requesting payment of protection, insurance, or otherwise intimidating or threatening any person related to gang activity;
4. Inciting other students to intimidate or to act with physical violence upon any other person related to gang activity;
5. Soliciting others for gang membership;
6. Committing or conspiring to commit any other illegal act or other violation of school policies in connection with gang-related activity.

The Superintendent or his designee shall regularly consult with law enforcement officials to maintain current examples of gang-related activities, including but not limited to, gang symbols and particularized examples of gang indicators including symbols, hand signals, graffiti, clothing, accessories, and behaviors.
Each principal shall maintain current examples of gang-related activities in the main office of the school, to assist students, parents, and teachers in identifying gang symbols and practices. Not being included in the examples maintained by the principal is not conclusive evidence that any particular symbol, hand signal, graffiti, clothing/accessory, or behaviors is a gang indicator. In providing this information for students and parents, the Board acknowledges that not all potential gang indicators connote actual membership in a gang. This policy shall be applied in a non-discriminatory manner based on the objective characteristics of the student’s conduct in light of the surrounding circumstances. The Superintendent is authorized to develop any rules necessary to implement this policy.
Consequences:
1st Offense – Maximum 5 day suspension
2nd or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension

22. Group Fighting/Inciting a Riot – Fight that involves 3 or more individuals during an affair as determined by the principal. Individuals involved in inciting a riot will be subject to discipline as assigned to group fighting.
Consequences:
1st or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension upon principal determining that aggravating factors exist.

23. Harassment/Bullying – Bullying or harassing behavior is any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication that takes place on school property, at any school-sponsored function, or on a school bus, and that: (1) Places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or (2) Creates or is certain to create a hostile environment by substantially interfering with or impairing a student’s educational performance, opportunities, or benefits. For purposes of this instruction, “hostile environment” means the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior. Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.
Consequences:
1st Offense – Maximum 10 day suspension upon principal determining that aggravating factors exist.
2nd or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension upon principal determining that aggravating factors exist.

24. Hazing – Requiring a fellow student to wear abnormal dress, playing abusive or ridiculous tricks on a fellow student, frightening, scaring, intimidating, bullying,ielding, swearing, harassing, or subjecting a fellow student to personal indignity.
Consequences:
1st Offense – Maximum 10 day suspension
2nd or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension upon principal determining that aggravating factors exist.

25. Inappropriate Language/Disrespect – Verbal action that is disrespectful or vulgar in nature.
Consequences:
1st Offense – In school discipline by principal and parental notification
2nd Offense – One day suspension
3rd or Subsequent Offenses – Maximum of 3-day suspension.
26. Inappropriate Peer Relations – Engaging in behavior that is indecent, overtly affectionate, or of an inappropriate nature while in the school setting.  
Consequences:  
1st Offense – In school discipline by principal and parental notification  
2nd Offense – Maximum 5 day suspension  
3rd or Subsequent Offenses – Maximum of 10 day suspension

27. Insubordination/Defiance – Refusal to comply with any appropriate and reasonable directive from an administrator, SRO, teacher, and all other school officials (including volunteers) who are authorized to give such directions during any time when a student is subject to the authority of school personnel.  
Consequences:  
1st Offense – In school discipline by principal and parental notification  
2nd Offense – Maximum 5 day suspension  
3rd or Subsequent Offenses – Maximum 10 day suspension with possible recommendation for long-term suspension.

28. Kidnapping – Causing or attempting to cause the abduction, unwinding transport, unwrapping removal, or unwrapping detention of a student. Law enforcement and school officials acting in their official capacity to remove a student from school grounds or a school event are exempt from this section.  
Consequences:  
1st or Subsequent Offenses – 10 day suspension with recommendation for long-term suspension upon principal determining that aggravating factors exist.

29. Possession or Use of a Firearm, Facsimile of a Weapon, or Destructive Device – Possessing, handling, transferring or bringing onto educational property, or to a school-sponsored curricular or extra-curricular activity on or off school property a firearm, facsimile of a weapon, or destructive device.  
Definitions:  
Firearm – A weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of such weapon; or any firearm or muffer or firearm silencer. The term shall not include an inoperable antique firearm, a BB gun, stun gun, air rifle, or air pistol.  
Destructive Device – An explosive, incendiary, or poison gas; bomb; grenade; rocket having a propellant charge of more than four ounces; missile having an explosive or incendiary charge of more than one-quarter ounce; mine; or device similar to any of the devices listed in this definition.  
Consequences:  
A student who brings a firearm onto school property shall be suspended for 180 calendar days unless the superintendent recommends placement in an alternative program approved by the Board of Education. Expulsion may be recommended if the student is fourteen years of age or older. 

30. Possession of Weapons Other Than Firearms – Possessing, handling, transferring or bringing onto school property any items including, but not limited to, any knife, razor, replica firearm, replica weapon, BB gun, air rifle, air pistol, sledge hammer, blackjack or brass knuckles, taser, or facsimile of the aforementioned, or any item that could be considered a weapon or dangerous instrument.  
Consequences:  
1st or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension upon principal determining that aggravating factors exist.

31. Possession or Use of Drugs or Alcohol – Knowingly possessing, using, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, or prescription drug not prescribed for the student by a physician or medical provider, other controlled substance, any alcoholic beverage, malt beverage, fortified wine, other intoxicating liquor, drug paraphernalia, or counterfeit drugs. It shall also be a violation of this policy for a student to inhale or ingest any chemicals or products with the intention of altering the student’s mood or behavior.  
Consequences:  
1st or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension upon principal determining that aggravating factors exist.

32. Purchases/Sale/Exchange of Drugs and Alcohol – Selling, buying, distributing or conspire to sell or buy or distribute, any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, or prescription drug not prescribed for the student by a physician or medical provider, other controlled substance, any alcoholic beverage, malt beverage, fortified wine, other intoxicating liquor, counterfeit drugs, or any chemicals or products intended to alter a person’s mood or behavior while on school property, including school bus stops, or any school-sponsored activity.  
Consequences:  
1st or Subsequent Offenses – 10 day suspension with recommendation for long-term suspension upon principal determining that aggravating factors exist.

33. Sexual Acts – Engaging in any consensual sexual act while on school property or at a school-sponsored activity or event.  
Consequences:  
1st Offense – Maximum 10 day suspension.  
2nd or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension upon principal determining that aggravating factors exist.

34. Sexual Assault – Engaging in physical harassment as defined in the Sexual Harassment Policy or offensively touching another person’s private parts, or forcing or attempting to force another to engage in a sexual act against his/her will.  
Consequences:  
1st or Subsequent Offenses – 10 day suspension with recommendation for long-term suspension upon principal determining that aggravating factors exist.

35. Sexual Harassment – Engaging, verbally or through other non-physical means, in sexual harassment as defined in the Sexual Harassment Policy, retaliating against someone for reporting alleged sexual harassment, or intentionally filing a false claim of sexual harassment.  
Consequences:  
1st Offense – Maximum 10 day suspension upon principal determining that aggravating factors exist.  
2nd or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension upon principal determining that aggravating factors exist.

36. Skipping School or Class – Leaving school grounds during the instructional day without prior approval from the site administrator or being in a location on school grounds other than in the assigned class without the permission of the teacher.  
Consequences:  
1st Offense – In school discipline by principal and parental notification  
2nd Offense – In school discipline and parent conference  
3rd Offense – In school discipline and/or recommendation for alternative educational setting

37. Terrorist Threat or Hoax  
A. Communicating by any means to any person or group of persons, a report, knowing or having reason to know the report is false, that there is located on educational property or at a school-sponsored curricular or extra-curricular activity off educational property any device, substance or material designed to cause harm or life-threatening illness or injury to another person;  
B. With intent to perpetrate a hoax, concealing, placing or displaying a device, machine, instrument, artifact, letter, package, material or substance on educational property or at a school-sponsored curricular or extra-curricular activity off educational property, so as to cause any person reasonably to believe the same to be a substance or material capable of causing harmful or life-threatening illness or injury to another person.  
C. Threatening to commit, on educational property or at a school-sponsored curricular or extra-curricular activity off educational property, an act of terror that is likely to cause serious injury or death, when that threat is intended to cause a significant disruption to the instructional day or school-sponsored activity, or causes such disruption.  
D. Making a report, knowing or having reason to know the report is false, that there is about to occur or is occurring on educational property or at a school-sponsored curricular or extra-curricular activity off educational property, an act of terror that is likely to cause serious injury or death, when that report is intended to cause a significant disruption to the instructional day or school-sponsored activity, or causes such disruption.  
E. Conspiring to make a terrorist threat or hoax within the meaning of this policy.  
Consequences:  
1st or Subsequent Offenses – 10 day suspension with recommendation for long-term suspension upon principal determining that aggravating factors exist.

38. Theft – Stealing, attempting to steal, or knowingly being in possession of stolen property. Any restitution must be paid if items stolen are damaged and/or not returned.  
Consequences:  
1st Offense – Maximum 3 day suspension  
2nd Offense – Maximum 5 day suspension  
3rd or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension

39. Threat / False Threat – Making any threat through written or verbal language, sign or conduct which communicates an intention of personal harm or distribution of harm to another person. Furthermore, no student shall make a false threat of harm or violence, even in jest, which causes or is reasonably likely to cause fear or a disruption to school activities.  
Consequences:  
1st Offense – Maximum 10 day suspension  
2nd Offense – 10 day suspension  
3rd or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension.

40. Threats (Serious) – Threats of death or bodily injury communicated toward any student, school employee, or school volunteer by verbal, written or other communication.  
Consequences:  
1st or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension upon principal determining that aggravating factors exist.

41. Tobacco Products and Electronic Cigarettes – Using or possessing any tobacco products in any school building or school bus at any time or on the school premises. Possession of lighters or matches by students is prohibited. Contraband will be confiscated by school personnel.  
Consequences:  
1st Offense - One (1) day ISS.  
2nd Offense - Three (3) days ISS.  
3rd Offense – Up to two (2) days out-of-school suspension.  
4th and Subsequent Offenses – Up to five (5) days out-of-school suspension.

42. Trespassing – Being on the campus of any school except the one to which the student is assigned during the school day without the knowledge and consent of the officials of that school. Students who loiter at any school after the close of the school day without special need or proper supervision are trespassers and may be prosecuted if they fail to leave when instructed to do so. A student who has been suspended or expelled from school is trespassing if he or she appears on the property of any Person County school or at any school-sponsored activity during the suspension or expulsion period without the express permission of the principal. The principal reserves the right to issue a no trespassing letter at any time.  
Consequences:  
1st Offense – In school discipline by principal and parental notification  
2nd or Subsequent Offenses – Referral to Law Enforcement/Social Services
43. Use of a Weapon – Using in a threatening or dangerous manner any weapon, or other object that can reasonably be considered a weapon, replica or a facsimile of a weapon. Consequences:

1° or Subsequent Offenses – 10 day suspension with recommendation for long-term suspension upon principal determining that aggravating factors exist.

44. Verbal Abuse/Assault – Participation in verbal action that prevents an orderly and peaceful learning environment. Cursing, using vulgar, obscene, or abusive language and/or signs including, but not limited to slurs or insults intended to mock a person's race, religion, sex, national origin, disability or intellectual ability; or using sexually offensive or deriding language are specifically prohibited.

Consequences:

1° Offense – Maximum 10 day suspension
2° Offense – 10 day suspension
3° or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension.

POLICY 4340 SCHOOL LEVEL INVESTIGATIONS

The board is committed to creating a safe, orderly environment for students and employees. Principals are authorized and responsible for investigating conduct that may violate a board policy, school standard, school rule, or the Code of Student Conduct.

All employees and students, including students alleged to have engaged in misconduct, are expected to respond fully and truthfully to any questions or issues raised in the course of the investigation and any related proceedings.

Any student who has violated a board policy, school standard, school rule, or the Code of Student Conduct must accept the consequences for his or her misbehavior. All consequences must be administered in a fair and nondiscriminatory manner.

The school administrator shall take the following steps in addressing all cases of alleged misbehavior appropriately referred to his or her office:

1. investigate the facts and circumstances related to the alleged misbehavior;
2. offer the student an opportunity to be heard on the matter; and
3. determine whether a board policy, school standard, school rule, or the Code of Student Conduct has been violated.

If a violation has occurred, the school administrator shall implement an appropriate consequence in accordance with the school’s plan for managing student behavior, the Code of Student Conduct, or applicable board policy. Parents are to be notified and involved in accordance with policy 4341, Parent Involvement in Student Behavior Issues.

When the misbehavior may result in a suspension or an expulsion from school, procedures provided in related board policies also will apply. See policy 4351, Short-Term Suspension, and policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion.

A student with disabilities recognized by Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act (IDEA) will be accorded all rights granted by federal and state laws and regulations (see policy 4307, Disciplinary Action for Exceptional Children/Students with Disabilities).

POLICY 4351 SHORT TERM SUSPENSION

A short-term suspension is the disciplinary exclusion of a student from attending his or her assigned school for up to 10 school days. A short-term suspension does not include (1) the removal of a student from class by the classroom teacher, the principal, or other authorized school personnel for the remainder of the subject period or for less than one-half of the school day, (2) the changing of a student’s location to another room or place on the school premises, or (3) a student’s absence under G.S. 130A-440 (for failure to submit a school health assessment form within 30 days of entering school). A student who is placed on a short-term suspension will not be permitted to be on school property or to take part in any school function during the period of suspension without prior approval from the principal.

The principal or designee has the authority to determine when a short-term suspension is an appropriate consequence and to impose the suspension, so long as all relevant board policies are followed.

In accordance with G.S. 115C-390.6(e) and 115C-45(c)(1), a student is not entitled to appeal the principal’s decision to impose a short-term suspension to either the superintendent or the board unless it is appealable on some other basis.

A. PRE-SUSPENSION RIGHTS OF THE STUDENT

Except in the circumstances described below, a student must be provided with an opportunity for an informal hearing with the principal or designee before a short-term suspension is imposed. The principal or designee may hold the hearing immediately after giving the student oral or written notice of the charges against him or her. At the informal hearing, the student has the right to be present, to be informed of the charges and the basis for the accusations against him or her, and to make statements in defense or mitigation of the charges.

The principal or designee may impose a short-term suspension without first providing the student with an opportunity for a hearing if the presence of the student (1) creates a direct and immediate threat to the safety of other students or staff or (2) substantially disrupts or interferes with the education of other students or the maintenance of discipline at the school. In such cases, the principal or designee shall give the student notice of the charges and an opportunity for an informal hearing as soon as practicable.

B. STUDENT RIGHTS DURING THE SUSPENSION

A student under a short-term suspension must be provided with the following:

1. the opportunity to take textbooks home for the duration of the suspension;
2. upon request, the right to receive all missed assignments and, to the extent practicable, the materials necessary to permit the student to make up missed work related to or associated with the suspension;
3. the opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period.

C. NOTICE TO PARENT OR GUARDIAN

When imposing a short-term suspension, the principal or designee shall provide the student’s parent or guardian with notice that includes the reason for the suspension and a description of the student conduct upon which the suspension is based. The principal or designee must give this notice by the end of the workday during which the suspension is imposed when reasonably possible, but in no event more than two days after the suspension is imposed. If English is the second language of the parent, the notice must be provided in English and in the parent’s primary language, when the appropriate foreign language resources are readily available. Both versions must be in plain language and easily understandable.

The initial notice may be by telephone, but it must be followed by timely written notice. The written notice must include all of the information listed above and may be sent by fax, e-mail, or any other method reasonably designed to give actual notice. School officials also shall maintain a copy of the written notice in the student’s educational record.

Multiple short-term suspensions for a student with disabilities will be addressed in accordance with the Policies Governing Services for Children with Disabilities and other applicable state and federal law.

POLICY 4353 LONG-TERM SUSPENSION, 365 SUSPENSION, EXPULSION

A. DEFINITIONS

1. Superintendent – For purposes of this policy, superintendent includes the superintendent and the superintendent’s designee.

2. Principal – For purposes of this policy, principal includes the principal and the principal’s designee.

3. Long-Term Suspension

A long-term suspension is the disciplinary exclusion of a student from attending his or her assigned school for more than 10 school days. Disciplinary reassignment of a student to a full-time educational program that meets the academic requirements of the standard course of study established by the State Board of Education and that provides the student with the opportunity to make timely progress toward graduation and grade promotion is not a long term suspension requiring the due process procedures set out in this policy, nor is an absence under G.S. 130A-440 (for failure to submit a school health assessment form within 30 days of entering school).

Upon the recommendation of the principal, the superintendent may impose a long-term suspension on a student who willfully engages in a serious violation of the Code of Student Conduct and the violation either (1) threatens the safety of students, staff, or school visitors, or (2) threatens to substantially disrupt the educational environment. The principal may recommend long-term suspension for a minor violation if aggravating circumstances justify treating the student’s behavior as a serious violation.

If the offense leading to the long-term suspension occurred before the final quarter of the school year, the exclusion must be no longer than the remainder of the school year in which the offense was committed. If the offense leading to the long-term suspension occurred during the final quarter of the school year, the exclusion may include a period up to the remainder of the school year in which the offense was committed and the first semester of the following school year.

4. 365-Day Suspension - A 365-day suspension is the disciplinary exclusion of a student from attending his or her assigned school for 365 calendar days. The superintendent may impose a 365-day suspension only for certain firearm and destructive device violations, as identified in policy 4333, Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety.

5. Expulsion - An expulsion is the indefinite exclusion of a student from school enrollment for disciplinary purposes. Upon the recommendation of the superintendent, the board may expel a student who is 14 years of age or older for certain types of misbehavior as provided in policy 4325, Drugs and Alcohol, policy 4330, Theft, Trespass, and Damage to Property, policy 4331, Assaults and Threats, and policy 4333, Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety.

6. Determination of appropriate consequence

A. Principal’s Recommendation

The principal may impose a short-term suspension or any other consequence that is consistent with policy 4351, Short-Term Suspension, policy 4302, School Plan for Management of Student Behavior, and the Code of Student Conduct. If the principal determines that a suspension of more than 10 days (either long-term or 365 day) or an expulsion is an appropriate consequence, the principal shall propose the disciplinary penalty based upon a review of the student’s culpability and dangerousness and the harm caused by the student, plus any other mitigating or aggravating factors the principal finds relevant.
a. 

1. The student's age;
2. The student's ability to form the intent to cause the harm that occurred or could have occurred; and
3. Evidence of the student's intent when engaging in the conduct.

b. Dangerousness of the Student - In assessing the dangerousness of the student, the principal may consider criteria such as:
1. The student's disciplinary or criminal record related to anti-social behavior or drugs and alcohol;
2. Whether a weapon was involved in the incident and if a weapon was involved, whether the student had the ability to inflict serious injury or death with the weapon;
3. Evidence of the student's ability to cause the harm that was intended or that occurred; and
4. Whether the student is subject to policy 4260, Student Sex Offenders.

c. Harm Caused by the Student - In assessing the severity of the harm caused by the student, the principal may consider criteria such as whether any of the following occurred:
1. Someone was physically injured or killed;
2. Someone was directly threatened or property was extorted through the use of a weapon;
3. Someone was directly harmed, either emotionally or psychologically;
4. Educational property or other's personal property was damaged or destroyed;
5. Students, school employees, or parents were aware of the presence of a weapon or of dangerous behavior on the part of the perpetrator.

After considering the above factors, the principal shall make a recommendation to the superintendent, stating the nature of the offense, the substance of the evidence involved, and the length of suspension recommended. The principal also must consider and make recommendations as to whether any alternative education services, counseling, or other programs should be part of the consequence for violating board policy, the Code of Student Conduct, school standards, or school rules.

If the principal recommends a 365-day suspension, he or she shall include the type of firearm or destructive device involved and the evidence substantiating that the student brought it to school grounds or to a school activity or possessed it on school grounds or at a school activity.

If the principal recommends an expulsion, he or she shall identify the basis for determining that there is clear and convincing evidence that the student's continued presence in school constitutes a clear threat to the safety of other students or employees.

2. Notice to the Student's Parent

The principal must provide to the student's parent written notice of the recommendation for long-term suspension, 365-day suspension, or expulsion by the end of the workday during which the long-term suspension or expulsion is recommended when reasonably possible or as soon thereafter as practicable. The notice must be written in plain English and, when appropriate language resources are readily available, also in the parent's native language. The notice must contain the following 10 elements:

a. The notice type, i.e., notice of long-term suspension, 365-day suspension, or expulsion;
b. A description of the incident and the student's conduct that led to the recommendation;
c. The specific provision(s) of the Code of Student Conduct that the student allegedly violated;
d. The specific process by which the parent may request a hearing to contest the decision and the deadline for making the request;
e. The process by which the hearing will be held, including all due process rights to be accorded the student during the hearing;
f. Notice of the right to retain an attorney to represent the student in the hearing process;
g. Notice that an advocate, instead of an attorney, may accompany the student to assist in the presentation of the appeal;
h. Notice of the right to review and obtain copies of the student's educational records prior to the hearing;
i. Reference to policy 3454, Student Discipline Records, regarding the expungement of disciplinary records; and
j. The identity and phone number of a school employee whom the parent may call to obtain assistance in receiving a Spanish translation of the English language information included in the document.

*This information must be provided on the notice in both English and Spanish.

3. Superintendent's Decision

The student or parent may request a hearing before the superintendent within three days of receiving notice of the principal of the recommendation for long-term suspension, 365-day suspension, or expulsion. Any hearing held will follow the hearing procedures outlined in Section A of policy 4370, Student Discipline Hearing Procedures. A decision will be rendered before the long-term suspension is imposed.

If the student or parent makes a timely request for a hearing, the superintendent shall:
1. Confirm that the charges against the student, if substantiated, could warrant the recommended disciplinary action and shall give the student and parent reasonable notice of the time and place of the hearing.

If neither the student nor the parent appears for a scheduled hearing after being given reasonable notice of the time and place of the hearing, the student and parent are deemed to have waived the right to a hearing.

If the student and parent fail to make a timely request for a hearing or if they waive the right to a hearing by failing to appear for a duly scheduled hearing, the superintendent shall review the record of the hearing. Following this review, the superintendent (1) may impose the long-term or 365-day suspension if it is consistent with board policies and appropriate under the circumstances, (2) may impose another appropriate penalty authorized by board policy, or (3) may decline to impose any penalty.

If the student or parent requests a postponement of the hearing, or if the request for the hearing is untimely, the hearing will be scheduled, but the student does not have the right to return to school pending the hearing.

Based on substantial evidence presented at the hearing, the superintendent shall decide whether to uphold, modify, or reject the principal's recommendation. The superintendent shall immediately inform the principal of the decision regarding the recommended disciplinary penalty of a long-term or 365-day suspension and, when applicable, of any modifications to the penalty recommended by the principal.

The superintendent shall send notice of the decision via certified mail to the student and parent. The notice must include:

a. The basis of the decision, with reference to any policies or rules that the student violated;
b. Notice of what information will be included in the student's official record pursuant to G.S. 115C-402;
c. Notice of the student's right to appeal the decision and the procedures for such appeal;
d. If the decision is to suspend the student for 365 days, notice of the student's right to petition the board for readmission pursuant to G.S. 115C-390.12;
e. If applicable, notice that the superintendent or designee is recommending to the board that the student be expelled and any required notifications related to the expulsion if the student did not already receive such notice from the principal or designee; and
f. If the student is to be suspended, notice of the superintendent's or designee's decisions as whether to offer alternative education services to the student during the period of suspension, and, as applicable, a description of the services to be offered or the reason justifying the superintendent's or designee's decision to deny such services.

Following issuance of the decision, the superintendent shall implement the decision by authorizing the student's return to school upon the completion of any short-term suspension or by imposing the suspension reflected in the decision.

The superintendent shall offer alternative education services to any student who receives a long-term or 365-day suspension unless the superintendent provides a significant or important reason for declining to offer such services. Alternative education services are part-time or full-time programs that provide direct or computer-based instruction to allow the student to progress in one or more core academic courses. Such services may include programs described in policy 3470/4305, Alternative Learning Programs/Schools.

The student may appeal to the board the superintendent's decision not to provide alternative education services, as permitted by G.S. 115C-456(c2). Any appeal to the board must be made in writing within five days of receiving the superintendent's decision. The superintendent shall inform the board chairperson of the request for an appeal and arrange in a timely manner a hearing before the board. In advance of the hearing, the superintendent shall provide to the student and parent and to the board a written explanation for the denial of services along with any documents or other information supporting the decision. The hearing will be conducted pursuant to policy 2500, Hearings Before the Board. The board will provide to the student and parent and to the superintendent written notice of its decision within 30 days of receiving the appeal.

If the superintendent determines that expulsion is appropriate, the superintendent shall submit to the board a recommendation and the basis for the recommendation along with any proposal for alternative education services.

4. Hearings Before the Board

a. Long-Term or 365-Day Suspensions

A student or his or her parent may appeal an imposed long-term or 365-day suspension. The student or parent must appeal to the board in writing within three days of receiving the superintendent's decision. The superintendent shall inform the board chairperson of the request for an appeal and arrange in a timely manner a hearing before the board. In advance of the hearing, the superintendent shall provide to the student and parent and to the board a written explanation for the denial of services along with any documents or other information supporting the decision. The hearing will be conducted pursuant to policy 2500, Hearings Before the Board. The board will provide to the student and parent and to the superintendent written notice of its decision not more than 30 calendar days after receiving the appeal.

b. Expulsions

The student or parent may request a hearing within five days of receiving notice of the superintendent's recommendation that the student be expelled. The hearing will be scheduled with the board within five days of the superintendent's receipt of the hearing request. The superintendent shall notify the student and parent of the date, time, and place of the hearing. Any appeal of a long-term or 365-day suspension will be addressed in the same hearing. The hearing will be conducted pursuant to Section 8 of policy 4370, Student Discipline Hearing Procedures. The board will provide to the student and parent and to the superintendent written notice of its decision not more than 30 calendar days after receiving the appeal.

When the board decides to expel a student, the board will document the basis for its determination that there is clear and convincing evidence that the student's behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of other students or employees. The board will also consider and make a written determination of whether alternative education services are to be provided to the expelled student. Regardless of whether the school system provides alternative services...
A. Administrative Hearings

The superintendent shall appoint a hearing officer to conduct all administrative hearings conducted pursuant to this policy. The following rules will govern hearings held by the hearing officer in assessing misbehavior and appropriate consequences.

1. The hearing will be informal and will be conducted in private.
2. Prior to the hearing, the student and his or her parents and representative will have an opportunity to review any audio or video recordings of the incident and, consistent with state student records laws and regulations, the information that may be presented as evidence against the student, including statements made by witnesses whose names are withheld in accordance with number 5, below.
3. The hearing must be attended by the hearing officer, the principal and/or assistant administrators and any persons the hearing officer deems necessary. The student has the right to be present at the hearing, to be accompanied by his or her parents and to be represented by an attorney or non-attorney advocate. Witnesses should be present only when providing information.
4. The school representatives have the burden of proving the misbehavior; the violation of board policy, the Code of Student Conduct, school standards or school rules; and the appropriateness of the recommended consequence for the violation.
5. The school representatives will present the witnesses and documentary evidence against the student first. School officials may withhold witness names or other identifying information if identification of a witness could threaten the witness' safety.
6. After the school representatives have presented their evidence, the student or his or her representative may present evidence, relating to the facts of disciplinary infraction, the student's intent at the time of the incident, any mitigating or aggravating factors involved, the disciplinary and academic history of the student and the potential benefits to the student of alternatives to suspension. Such evidence may include oral testimony by the student or witnesses, written statements and other documents.
7. Both the school representatives and the student or his or her parent or representative may examine the witnesses presented by the other side. The hearing officer has the power to limit questioning by any person if the questioning is unproductive, unnecessarily lengthy, repetitive or irrelevant.
8. Following the hearing, the hearing officer shall determine the relevant facts and credibility of witnesses based on the evidence presented at the hearing, including the documents produced in the hearing, the testimony of the witnesses and any other evidence presented at the hearing. Formal rules of evidence do not apply and the hearing officer may rely on evidence that a reasonably prudent person would consider in the conduct of serious affairs.
9. The hearing officer shall submit his or her written findings and conclusions to the superintendent within two school days of the hearing. The superintendent will then make a final decision on the suspension, and the superintendent must adopt the hearing officer's factual determinations unless they are not supported by substantial evidence in the record. If the superintendent determines a violation occurred, the superintendent shall also determine the appropriateness of the recommended consequence.
10. The superintendent shall notify the student and parent of the decision in accordance with the requirements of policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion.
11. The hearing officer shall provide for making a record of the hearing, including any findings or conclusions made by the hearing officer. The student will have the right to make his or her own audio recording of the hearing.

B. Board Hearings

1. Appeal of a Long-Term or 365 Day Suspension

The board will provide the opportunity for a hearing that follows the procedures established for administrative hearings, except that (1) the superintendent or designee will represent the school system and the board or a panel of the board will be the decision maker, and (2) unless the board requests otherwise or does so would create a substantial threat of unfairness, the board will limit presentations of testimony to the student, the student’s parent and a representative, and the school system’s representative and will limit documentation to the records and evidence presented at the administrative hearing. The board, at its discretion, may request additional information or evidence.

The board will review any records created by the hearing officer’s decision and the record created from any administrative hearing held. The board will review the hearing officer’s decision to be sure that: (1) there was a reasonable basis for determining that the student engaged in the specified misbehavior; (2) a board policy, the Code of Student Conduct, a school standard or a school rule was violated; (3) the consequence for the violation was reasonable; and (4) procedures established by board policy were followed.

2. Board Decision on Expulsion

The board will provide an opportunity for a hearing to review the superintendent’s recommendation for expulsion. The rules established for administrative hearings will be followed, except that the superintendent or designee will represent the school system and the board or panel of the board will be the decision maker. The board may request additional records or witnesses. A decision will be made on the superintendent’s recommendation following the standards for expulsion established in policy 4353, Long-Term Suspension, 365 Day Suspension, Expulsion.

Additional information regarding student discipline can be found in the policy manual, including Policy 4345, Student Discipline Records, and Policy 4352, Removal of Student during the Day.

POLICY 4370

STUDENT DISCIPLINE HEARING PROCEDURES

POLICY 4328

GANG-RELATED ACTIVITY

The board strives to create a safe, orderly, caring and inviting school environment. Gangs and gang-related activities have proven contrary to that mission and are prohibited within the schools. A gang is any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts and having a common name or common identifying sign, colors or symbols. The violence and crime that accompany gangs pose a serious threat to the safety of students and employees of the school system. Even absence of violence or crime of any gang activity does not remove the threat of gang-related activity within the schools creates an atmosphere of fear and hostility that obstructs student learning and achievement. Thus, the board condemns the existence of gangs and will not tolerate gang-related activity in the school system.

A. PROHIBITED BEHAVIOR

Gang-related activity is strictly prohibited within the schools. For the purposes of this policy, “gang-related activity” means: (1) any conduct that is prohibited by another board policy and is engaged in by a student on behalf of an identified gang or as a result of the student’s gang membership; or (2) any conduct engaged in by a student to perpetuate, proliferate or display the existence of any identified gang.

Conduct prohibited by this policy includes:
1. wearing, possessing, using, distributing, displaying or selling any clothing, jewelry, emblems, badges, symbols, signs or other items with the intent to convey membership or affiliation in a gang;
2. communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) with the intent to convey membership or affiliation in a gang;
3. tagging, or otherwise defacing school or personal property with symbols or slogans intended to indicate membership or affiliation in a gang (see policy 4330, Theft, Trespass, and Damage to Property);
4. requiring payment of protection, insurance or otherwise intimidating or threatening any person related to gang activity (see policy 4331, Assaults and Threats);
5. inciting others to intimidate or to act with physical violence upon any other person related to gang activity (see policy 4331);
6. soliciting others for gang membership;
7. committing any other illegal act or other violation of school system policies in connection with gang-related activity.

B. NOTICE

The superintendent or designee shall regularly consult with law enforcement officials to maintain current examples of gang-related activities, including but not limited to gang names and particularized examples of potential gang indicators including symbols, hand signals, graffiti, clothing, tattoos, drawings, etc. Each school shall maintain a list of current examples of gang-related activities to assist students, parents, and teachers in identifying gang symbols and practices. The list shall be available in an easily accessible location in the main office of the school. Parents, students, and school employees may, upon request, access the list, which shall include a warning that wearing or displaying clothing, hand signs, or symbols identified in the list with the intent to convey membership or affiliation in any gang may subject a student to disciplinary consequences.

In addition, the Code of Student Conduct and all student handbooks (or such other similar materials distributed to parents and students in lieu of a student handbook) shall contain notice that (1) current information on gang-related activities is maintained in the main office at each school; (2) notification on gang-related activities is subject to change and the principal should be consulted for updates; and (3) wearing or displaying clothing, hand signs, or symbols identified in the list with the intent to convey membership or affiliation in any gang may subject a student to discipline under this policy. The Code of Student Conduct and student handbook (or such other similar materials) also shall provide the addresses of websites that contain additional identification information about gang signs, symbols, clothing, and other gang indicators.

In providing this information for students and parents, the board acknowledges that not all potential gang indicators connote actual membership in a gang.
C. CONSEQUENCES

Before receiving disciplinary consequences for a violation of subsection A.1 or A.2, above, a student shall receive an individualized warning as to what item or conduct is in violation of this policy and shall be permitted to immediately change or remove any prohibited items. A student may be disciplined only if he or she previously received notice that the specific item or conduct is prohibited.

Disciplinary consequences for violations of subsections A.1, A.2 and A.6, above, shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of these subsections.

Violations of subsections A.3, A.4, A.5 and A.7, above, are violations of both this policy and other board policies. Disciplinary consequences for such violations shall be consistent with Section D of policy 4300 and the specific range of consequences listed in the Code of Student Conduct for the other board policy violated. That the violation was gang-related shall be an aggravating factor when determining the appropriate consequences.

In a situation where a student has violated this policy or is otherwise suspected of gang affiliation through other circumstantial evidence, the principal shall conduct an intervention involving the principal and/or assistant principal, the student and the student’s parent. Such intervention also may include the school resource officer and others as appropriate. The purpose of an intervention is to discuss school officials’ observations and concerns and to offer the student and his or her parents information and an opportunity to ask questions or provide other information to the school officials.

This policy shall be applied in a non-discriminatory manner based on the objective characteristics of the student’s conduct in light of the surrounding circumstances.

POLICY 4331

ASSAULTS AND THREATS

The board will not tolerate assaults or threats from any student. Any student engaging in such behavior will be removed from the classroom or school environment for as long as is necessary to provide a safe and orderly environment for learning.

A. PROHIBITED BEHAVIOR

1. Assault

   Students are prohibited from assaulting, physically injuring, attempting to injure or intentionally behaving in such a way as could reasonably cause injury to any other person. Assault includes engaging in a fight.

2. Threatening Acts

   Students are prohibited from directing toward any other person any language that threatens force, violence or disruption, or any sign or act that constitutes a threat of force, violence or disruption.

Bomb and terrorist threats are also addressed in policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety.

B. CONSEQUENCES

The disciplinary consequences for violations of this policy shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

A student who is long-term suspended or reassigned to alternative education services as a result of assaulting or injuring a teacher shall not return to that teacher’s classroom without the teacher’s consent.

Security Checks

The safety of our students is paramount in Person County Schools. In realizing that students need a safe environment in which to attend school, Person County Schools will conduct random safety checks throughout the school year. These safety checks can include students being asked to go through metal detection devices, and in conjunction with the Person County Sheriff’s Department, the use of K-9 assistance in examining student possesions and automobiles. Parents will be notified via Blackboard Connect after any student is identified as a student of concern.

POLICY 4316

STUDENT DRESS CODE

The board believes that the dress and personal appearance of students greatly affect their academic performance and their interaction with other students. The board requests that parents outfit their children in clothing that is conducive to learning. Generally, dress and grooming standards as designated by school officials for this school will be deemed acceptable. However, the board prohibits any appearance or clothing that the does the following:

1. violates a reasonable dress code adopted and publicized by the school;
2. is substantially disruptive (for information on gang-related attire, see policy 4338, Gang-Related Activity);
3. is provocative or obscene; or
4. endangers the health or safety of the student or others.

Before receiving disciplinary consequences, a student who is not in compliance with this policy or a school dress code will be given a reasonable period of time to make adjustments so that he or she will be in compliance. Disciplinary consequences for a student who fails to comply after being offered this opportunity shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violation of the dress code.

ACCESSING PUBLIC BENEFITS AND RELEASING PERSONALLY IDENTIFIABLE INFORMATION TO THE NC DIVISION OF HEALTH BENEFITS (NC MEDICAID)

Federal law requires each State to develop agreements with non-educational public agencies to ensure all services necessary to provide a free appropriate public education (FAPE) are provided to children with disabilities at no cost to the parent. This includes the State Medicaid agency when local education agencies (LEAs) are seeking reimbursement for some health care services provided at school.

Under the Family Education Rights and Privacy Act (FERPA), parent consent is required for the school system to release information about a child with a disability to the North Carolina Division of Health Benefits (NC Medicaid) in order to access the child’s public benefits. Parent(s) are entitled to have a copy of any information the school system releases to the state Medicaid program.

The funds collected from Medicaid in this school system will be used to help cover the costs of providing necessary school-based health services (e.g., evaluations, speech-language therapy, occupational therapy, physical therapy) to the child in accordance with his/her Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), Section 504 Plan, Individualized Health Plan (IHP), or Behavior Intervention Plan (BIP).

This notice is to parents who provide or have provided prior written consent for the Person County Schools to release information needed to access North Carolina Medicaid (NC Medicaid) reimbursement for services provided through their child’s Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), Section 504 Plan, Individualized Health Plan (IHP), or Behavior Intervention Plan (BIP). This annual notice confirms the school district may release the following information to North Carolina Medicaid:

- Child’s name;
- Medicaid number;
- Child’s date of birth;
- Child’s service documentation, including evaluations;
- The dates and times services are provided to the child at school;
- Reports of the child’s progress, including therapist notes, progress notes, and report cards.

Whether or not the parent provides consent, the child will continue to receive all required IEP services at no cost to the parent. A parent may revoke his/her consent at any time. Revoking parental consent does not change the school district’s responsibility to provide all required services at no cost. Parents may ask questions about this program or revoke consent at any time by contacting the Director of Exceptional Children Programs at 336-599-2191.

Jenna Regan, Director of Secondary Education and Student Support Services, at jregan1@person.k12.nc.us or 336-599-2191.

REGULATION 4302-R

RULES FOR USE OF SECLUSION AND RESTRAINT IN SCHOOLS

The following rules will govern the use of seclusion and restraint by school personnel. As used in this regulation, “school personnel” means employees of the board and any persons working on school grounds at all or a school function (1) under a contract or written agreement with the school system to provide educational or related services to student or (2) for another agency providing educational or related services to students.

A. PHYSICAL RESTRAINT

Physical restraint means the use of physical force to restrict the free movement of all or a part of a student’s body.

Physical restraint will be considered to be a reasonable use of force when used in the following circumstances:

1. as reasonably needed to obtain possession of weapons or other dangerous objects on the person or within the control of a student;
2. as reasonably needed to maintain order or to prevent or break up a fight;
3. as reasonably needed for self-defense;
4. as reasonably needed to ensure the safety of any student, employee, volunteer, or other person present;
5. as reasonably needed to teach a skill, to calm or comfort a student, or to prevent self-injurious behavior;
6. as reasonably needed to escort a student safely from one area to another;
7. if used as provided for in an IEP, Section 504, or behavior intervention plan; or
8. as reasonably needed to prevent imminent destruction to school or another person’s property.

Except as set forth above, physical restraint of students will not be considered a reasonable use of force, and its use is prohibited. In addition, prone (face down) restraint will not be considered a reasonable use of force and its use is prohibited. Finally, physical restraint will not be considered a reasonable use of force when used solely as a disciplinary consequence.

B. MECHANICAL RESTRAINT

Mechanical restraint means the use of any device or material attached or adjacent to a student’s body that restricts freedom of movement or normal access to any portion of the student’s body and that the student cannot easily remove.

Mechanical restraint of a student by school personnel is permissible only in the following circumstances:

- Child’s service documentation, including evaluations;
- The dates and times services are provided to the child at school;
- Reports of the child’s progress, including therapist notes, progress notes, and report cards.

Whether or not the parent provides consent, the child will continue to receive all required IEP services at no cost to the parent. A parent may revoke his/her consent at any time. Revoking parental consent does not change the school district’s responsibility to provide all required services at no cost. Parents may ask questions about this program or revoke consent at any time by contacting the Director of Exceptional Children Programs at 336-599-2191.

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2. as reasonably needed to maintain order or to prevent or break up a fight;
3. as reasonably needed for self-defense;
4. as reasonably needed to ensure the safety of any student, employee, volunteer, or other person present;
5. as reasonably needed to teach a skill, to calm or comfort a student, or to prevent self-injurious behavior;
6. as reasonably needed to escort a student safely from one area to another;
7. if used as provided for in an IEP, Section 504, or behavior intervention plan; or
8. as reasonably needed to prevent imminent destruction to school or another person’s property.

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- The dates and times services are provided to the child at school;
- Reports of the child’s progress, including therapist notes, progress notes, and report cards.

Whether or not the parent provides consent, the child will continue to receive all required IEP services at no cost to the parent. A parent may revoke his/her consent at any time. Revoking parental consent does not change the school district’s responsibility to provide all required services at no cost. Parents may ask questions about this program or revoke consent at any time by contacting the Director of Exceptional Children Programs at 336-599-2191.

Jenna Regan, Director of Secondary Education and Student Support Services, at jregan1@person.k12.nc.us or 336-599-2191.
1. when properly used as an assistive technology device included in the student's IEP; Section 504, or behavior intervention plan as or otherwise prescribed by a medical or related service provider;  
2. when using seat belts or other safety restraints to secure a student during transportation;  
3. as reasonably needed to obtain possession of weapons or other dangerous objects on the person or within the control of a student;  
4. as reasonably needed for self-defense;  
5. as reasonably needed to ensure the safety of any student, employee, volunteer, or other person.  

Except as set forth above, mechanical restraint, including the tying down, taping, or strapping down of a student, will not be considered to be a reasonable use of force, and its use is prohibited.

C. SECLUSION  
Sedation means the confinement of a student alone in an enclosed space from which the student is (a) physically prevented from leaving by locking hardware or other means or (b) incapable of leaving due to physical or intellectual capacity.  

Seclusion of a student by school personnel may be used in the following circumstances:  
1. as reasonably needed to respond to a person in control of a weapon or other dangerous object;  
2. as reasonably needed to maintain order or prevent or break up a fight;  
3. as reasonably needed for self-defense;  
4. as reasonably needed when a student's behavior poses a threat of imminent physical harm to self or others or imminent substantial destruction of school or another person's property; or  
5. when used as specified in the student's IEP, Section 504, or behavior intervention plan; and  
   a. the student is monitored by an adult in close proximity who is able to see and hear the student at all times while the student is in seclusion;  
   b. the student is released from seclusion upon cessation of the behaviors that led to the seclusion, or as otherwise specified in the student's IEP, Section 504, or behavior intervention plan;  
   c. the confining space has been approved for such use by the local education agency;  
   d. the space is appropriately lighted, ventilated, and heated or cooled; and  
   e. the space is free from objects that unreasonably expose the student or others to harm.  

Except as set forth above, the use of seclusion is not considered to be reasonable force, and its use is prohibited. In addition, seclusion will not be considered a reasonable use of force when used solely as a disciplinary consequence.

D. ISOLATION  
Isolation means a behavior management technique in which a student is placed alone in an enclosed space from which the student is not prevented from leaving.  

Isolation is permitted as a behavior management technique provided that:  
1. the isolation space is appropriately lighted, ventilated and heated or cooled;  
2. the duration of the isolation is reasonable in light of the purpose for the isolation;  
3. the student is reasonably monitored while in isolation; and  
4. the isolation space is free from objects that unreasonably expose the student or others to harm.

E. TIME-OUT  
Time-out means a behavior management technique in which a student is separated from other students for a limited period of time in a monitored setting. Teachers are authorized to use time-out to regulate behavior within their classrooms.

F. AVERSIVE PROCEDURES  
Aversive procedure means a systematic physical or sensory intervention program for modifying the behavior of a student with a disability that causes or reasonably may be expected to cause one or more of the following:  
1. Significant physical harm, such as tissue damage, physical illness, or death;  
2. Serious and foreseeable long-term psychological impairment;  
3. Obvious repulsion on the part of observers who cannot reconcile such extreme procedures with acceptable standard practice, for example:  
   a. electric shock applied to the body;  
   b. extremely loud auditory stimuli;  
   c. forcible introduction of foul substances to the mouth, eyes, ears, nose or skin;  
   d. placement in a tub of cold water or shower;  
   e. slapping, pinching, hitting or pulling hair;  
   f. binding or other forms of visual blocking;  
   g. unreasonable withholding of meals;  
   h. eating one’s own vomit; or  
   i. denial of reasonable access to toileting facilities.

The use of aversive procedures in public schools is prohibited.

G. NOTICE, REPORTING AND DOCUMENTATION  
1. School staff will promptly notify the principal or designee of any of the following:  
   a. any use of aversive procedures;  
   b. any prohibited use of mechanical restraint;  
   c. any use of physical restraint resulting in observable physical injury to a student;  
   d. any prohibited use of seclusion; or  
   e. any seclusion exceeding 10 minutes or beyond the amount of time specified on a student's behavior intervention plan.  
2. Notice to Parents  
When a principal or designee has personal or actual knowledge of any of the events listed subsection G.1, above, he or she shall promptly notify the student's parent or guardian and shall provide the name of the school employee whom the parent or guardian may contact regarding the incident. Such notice shall be provided by the end of the workday during which the incident occurred when reasonably possible, but no later than the end of the following workday. Such notice also shall be provided in addition to the written incident report required in subsection G.3, below.

3. Written Report to Parents  
Within a reasonable period of time not to exceed 30 days after any incident involving the use of physical restraint, mechanical restraint, seclusion, isolation, or aversive procedures, the principal or designee shall also provide the parent or guardian with a written incident report. This report must include the following:  
   a. the date, time of day, location, duration, and description of the incident and interventions;  
   b. the event(s) that led up to the incident;  
   c. the nature and extent of any injury to the student; and  
   d. the name of a school employee the parent or guardian can contact regarding the incident.

4. Reporting to State Board  
The board will maintain a record of incidents reported under the procedure described above and will provide this information annually to the State Board of Education.

5. Non-Retaliation for Reporting  
An employee making a report alleging a prohibited use of physical or mechanical restraint, seclusion or aversive procedure will not be discharged, threatened, or retaliated against through compensation, terms, conditions, location or privileges of employment by unless the employee knew or should have known that the report was false.

GENERAL STATUTE 115C-391.1 - PERMISSIBLE USE OF SECLUSION AND RESTRAINT  
(a) It is the policy of the State of North Carolina to:  
1. Promote safety and prevent harm to all students, staff, and visitors in the public schools.  
2. Treat all public school students with dignity and respect in the delivery of discipline, use of physical restraints or seclusion, and use of reasonable force as permitted by law.  
3. Provide school staff with clear guidelines about what constitutes use of reasonable force permissible in North Carolina public schools.  
4. Improve student achievement, attendance, promotion, and graduation rates by employing positive behavioral interventions to address student behavior in a positive and safe manner.  
5. Promote retention of valuable teachers and other school personnel by providing appropriate training in prescribed procedures, which address student behavior in a positive and safe manner.

(b) The following definitions apply in this section:  
1. “Assistive technology device” means any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capacities of a child with a disability.  
2. “Aversive procedure” means a systematic physical or sensory intervention program for modifying the behavior of a student with a disability which causes or reasonably may be expected to cause one or more of the following:  
   a. Significant physical harm, such as tissue damage, physical illness, or death.  
   b. Serious, foreseeable long-term psychological impairment.  
   c. Obvious repulsion on the part of observers who cannot reconcile such extreme procedures with acceptable standard practice, for example:  
      a. electric shock applied to the body;  
      b. extremely loud auditory stimuli;  
      c. forcible introduction of foul substances to the mouth, eyes, ears, nose, or skin;  
      d. placement in a tub of cold water or shower;  
      e. slapping, pinching, hitting or pulling hair;  
      f. binding or other forms of visual blocking;  
      g. unreasonable withholding of meals;  
      h. eating one’s own vomit; or  
      i. denial of reasonable access to toileting facilities.  
3. “Behavioral intervention” means the implementation of strategies to address behavior that is dangerous, disruptive, or otherwise impedes the learning of a student or others.  
4. “IEP” means a student’s Individualized Education Plan.  
5. “Isolation” means a behavior management technique in which a student is placed alone in an enclosed space from which the student is not prevented from leaving.  
6. “Law enforcement officer” means a sworn law enforcement officer with the power to arrest.  
7. “Mechanical restraint” means the use of any device or material attached or adjacent.
to a student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove.

(8) "Physical restraint", means the use of physical force to restrict the free movement of all or a portion of a student's body.

(9) "School personnel" means:
   a. Employees of a local board of education.
   b. Any person working on school grounds or at a school function under a contract or written agreement with the public school system to provide educational or related services to students.
   c. Any person working on school grounds or at a school function for another agency providing educational or related services to students.

(10) "Seclusion" means the confinement of a student alone in an enclosed space from which the student is:
   a. Physically prevented from leaving by locking hardware or other means.
   b. Not capable of leaving due to physical or intellectual incapacity.

(11) "Time-out" means a behavior management technique in which a student is separated from other students for a limited period of time in a monitored setting.

(c) Physical Restraint:
   (1) Physical restraint of students by school personnel shall be considered a reasonable use of force when used in the following circumstances:
      a. As reasonably needed to obtain possession of a weapon or other dangerous objects on a person or within the control of a person.
      b. As reasonably needed to maintain order or prevent or break up a fight.
      c. As reasonably needed for self-defense.
      d. As reasonably needed to ensure the safety of any student, school employee, volunteer, or other person present, to teach a skill, to calm or comfort a student, or to prevent self-injurious behavior.
      e. As reasonably needed to escort a student safely from one area to another.
      f. If used as provided for in a student's IEP or Section 504 plan or behavior intervention plan.
      g. As reasonably needed to prevent imminent destruction to school or another person's property.
   (2) Except as set forth in subdivision (1) of this subsection, physical restraint of students shall not be considered a reasonable use of force, and its use is prohibited.
   (3) Physical restraint shall not be considered a reasonable use of force when used solely as a disciplinary consequence.
   (4) Nothing in this subsection shall be construed to prevent the use of force by law enforcement officers in the lawful exercise of their law enforcement duties.

(d) Mechanical Restraint:
   (1) Mechanical restraint of students by school personnel is permissible only in the following circumstances:
      a. When properly used as an assistive technology device included in the student's IEP or Section 504 plan or intervention plan or as otherwise prescribed for the student by a medical or related service provider.
      b. When using seat belts or other safety restraints to secure students during transportation.
      c. As reasonably needed to obtain possession of a weapon or other dangerous objects on a person or within the control of a person.
      d. As reasonably needed for self-defense.
      e. As reasonably needed to ensure the safety of any student, school employee, volunteer, or other person present.
   (2) Except as set forth in subdivision (1) of this subsection, mechanical restraint, including the tying, taping, or strapping down of a student, shall not be considered a reasonable use of force, and its use is prohibited.
   (3) Nothing in this subsection shall be construed to prevent the use of mechanical restraint devices such as handcuffs by law enforcement officers in the lawful exercise of their law enforcement duties.

(e) Seclusion:
   (1) Seclusion of students by school personnel may be used in the following circumstances:
      a. As reasonably needed to respond to a person in control of a weapon or other dangerous object.
      b. As reasonably needed to maintain order or prevent or break up a fight.
      c. As reasonably needed for self-defense.
      d. As reasonably needed when a student's behavior poses a threat of imminent physical harm to self or others or imminent substantial destruction of school or another person's property.
      e. When used as specified in the student's IEP, Section 504 plan, or behavior intervention plan; and
         1. The student is monitored while in seclusion by an adult in close proximity who is able to see and hear the student at all times.
         2. The student is released from seclusion upon cessation of the behaviors that led to the seclusion or as otherwise specified in the student's IEP or Section 504 plan.
         3. The space in which the student is confined has been approved for such use by the local education agency.
         4. The space is appropriately lighted.
         5. The space is appropriately ventilated and heated or cooled.

   6. The space is free of objects that unreasonably expose the student or others to harm.
   (2) Except as set forth in subdivision (1) of this subsection, the use of seclusion is not considered reasonable force, and its use is not permitted.
   (3) Seclusion shall not be considered a reasonable use of force when used solely as a disciplinary consequence.
   (4) Nothing in this subsection shall be construed to prevent the use of seclusion by law enforcement officers in the lawful exercise of their law enforcement duties.

(f) Isolation - Isolation is permitted as a behavior management technique provided that:
   (1) The space used for isolation is appropriately lighted, ventilated, and heated or cooled.
   (2) The duration of the isolation is reasonable in light of the purpose of the isolation.
   (3) The student is reasonably monitored while in isolation.
   (4) The isolation space is free of objects that unreasonably expose the student or others to harm.

(g) Time-Out. - Nothing in this section is intended to prohibit or regulate the use of time-out as defined in this section.

(h) Averose Procedures. - The use of averose procedures as defined in this section is prohibited in public schools.

(i) Nothing in this section modifies the rights of school personnel to use reasonable force as permitted under G.S. 115C-390.3 or modifies the rules and procedures governing discipline under G.S. 115C-390.1 through G.S. 115C-390.12.

(j) Notice, Reporting, and Documentation.
   (1) Notice of procedures. - Each local board of education shall provide copies of this section and all local board policies developed to implement this section to school personnel and parents or guardians at the beginning of each school year.
   (2) Notice of specified incidents:
      a. School personnel shall promptly notify the principal or principal's designee of:
         1. Any use of averose procedures.
         2. Any prohibited use of mechanical restraint.
         3. Any use of physical restraint resulting in observable physical injury to a student.
         4. Any prohibited use of seclusion or seclusion that exceeds 10 minutes or the amount of time specified on a student's behavior intervention plan.
      b. When a principal or principal's designee has personal knowledge or actual notice of any of the events described in this subdivision, the principal or principal's designee shall promptly notify the student's parent or guardian and will provide the name of a school employee the parent or guardian can contact regarding the incident.
   (3) As used in subdivision (2) of this subsection, "promptly notify" means by the end of the workday during which the incident occurred when reasonably possible, but in no event later than the end of the following workday.
   (4) The parent or guardian of the student shall be provided with a written incident report for any incident reported under this section within a reasonable period of time, but in no event later than 30 days after the incident. The written incident report shall include:
      a. The date, time of day, location, duration, and description of the incident and interventions.
      b. The events or events that led up to the incident.
      c. The nature and extent of any injury to the student.
      d. The name of a school employee the parent or guardian can contact regarding the incident.
   (5) No local board of education or employee of a local board of education shall discharge, threaten, or otherwise retaliate against another employee of the board regarding that employee's compensation, terms, conditions, location, or privileges of employment because the employee makes a report alleging a prohibited use of physical restraint, mechanical restraint, averose procedure, or isolation, unless the employee knew or should have known that the report was false.

(k) Nothing in this section shall be construed to create a private cause of action against any local board of education, its agents or employees, or any institutions of teacher education or their agents or employees or to create a criminal offense. (2005-205, s. 2; 2006-264, s. 58; 2011-282, s. 3.)

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Student Education Records: The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school system to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify
PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collections and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

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

Receive notice and an opportunity to opt a student out of –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

If a parent or student chooses not to allow participation in the specific activities or surveys, the school district will provide and offer an opportunity for the parent or student to opt his or her child out of participation of the specific activity or survey. The school district will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled to occur more than 30 days into the school year, parents or legal guardians will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also provide an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution purposes.
- Administration of any protection information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with:
- Superintendent for further information

A. OPTIONS FOR RESOLVING COMPLAINTS

The board strives to resolve concerns and complaints of students and parents whenever possible. To this end, the board has provided opportunities for students and parents to express their concerns through established in board policies. Policy 1740/4010, Responding to Complaints, identifies these different processes, including a mechanism for resolving complaints in an informal manner.

While the board encourages resolutions of complaints through informal means, it recognizes that, at times, a formal process may be necessary for certain types of complaints or if the informal process did not produce satisfactory results. This policy provides a complaint procedure that may be used as described below.

Any parent or student who has questions about the options for proceeding with a complaint or concern may contact the principal or superintendent for further information and copies of all applicable board policies.
Whenever a student or parent or guardian believes that such decisions have adversely affected the student, parents and school system employees of the procedures for addressing the concern, or upon which the board is without authority to act.

4. Grievant

The grievant is the parent, student or group of parents or students submitting the grievance.

5. Parent

All references to parent include a student's parent, legal guardian, legal custodian, or another caregiver authorized to enroll a student under policy 4120, Domicile or Residence Requirements.

C. TIMELINESS OF PROCESS

The number of days indicated at each step of the grievance process should be considered a maximum, and every effort should be made to expedite the process. Failure by the official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report. The official shall make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays that interfere with the exercise of the grievant's legal rights are not permitted.

Failure by the grievant at any step of the process to appeal a grievance to the next step within the specified time limit will be considered acceptance of the decision at the current step, unless the grievant has notified the official of a delay and the reason for the delay and the official has consented in writing to the delay.

D. GENERAL REQUIREMENTS

1. No reprisals of any kind will be taken by the board or by an employee of the school system against any grievant or other student or employee because of his or her participation in a grievance filed and decided pursuant to this policy.

2. All meetings and hearings conducted pursuant to this policy will be private.

3. The board and school system officials will consider requests to hear grievances from a group of grievances, but the board and officials have the discretion to hear and respond to grievances individually.

4. The grievant may have a representative, including an attorney, at any stage of the grievance. However, if the grievant intends to be represented by legal counsel, he or she must notify the appropriate school official in advance so that school personnel also have the opportunity to be represented by legal counsel. At any meeting or hearing during the grievance process, a student grievant may be accompanied by a parent as well as a representative.

E. PROCESS FOR GRIEVANCE

1. Filing a Grievance

a. Whenever a student or parent or guardian believes that he or she has been adversely affected by a decision of a school employee, the student or parent or guardian may file a grievance as provided in this policy.

b. A grievance must be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after the 30 day period that claims a violation, misapplication or misinterpretation of state or federal law, the superintendent or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school system to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet legal obligations. However, students and guardians should recognize that delays in filing a grievance may significantly impair the ability of the school system to investigate and respond effectively to such complaints.

c. A student or parent or guardian who has a grievance must provide the following information in writing to the principal: (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any board policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that the parent or guardian or student believes has been misapplied, misinterpreted or violated; and (4) the specific resolution desired. If there is not a specific decision or action at issue and no concern that state or federal law has been misapplied, misinterpreted or violated, then the procedure established in policy 1742/5060 is appropriate, and the principal shall address the concern following that policy.

d. Even if the principal is the employee whose decision or action is at issue, the student must submit the grievance first to the principal in order for the principal to address the issue within the formal process. If, however, the grievance claims that a state or federal law has been misapplied, misinterpreted or violated, the student may submit the grievance directly to the superintendent or designee.

e. If a student wants to initiate a formal grievance regarding a decision by the superintendent that directly and specifically affects the student or parent, the general process described in this policy will be used, except that the grievance will be submitted to the chief human resources officer, who shall forward the grievance to the board chairperson.

2. Investigation

a. The principal shall schedule and hold a meeting with the grievant within five school days after the grievance has been filed with the principal.

b. The principal shall conduct any investigation of the facts necessary before rendering a decision.

3. Response by Principal

a. The principal shall provide a written response to the grievant within 10 days of the meeting with the grievant. The response will include the principal's decision regarding the resolution of the grievance and the basis for the decision. In responding, the principal may not disclose information about other students or employees that is considered confidential by law.

b. A copy of the grievance and the principal's response will be filed with the superintendent.

4. Response by Superintendent

a. If the grievant is dissatisfied with the principal's decision, the grievant may appeal the decision to the superintendent. The appeal must be made in writing within five days of receiving the principal's decision.

b. The superintendent may review the written documents and respond or the superintendent may schedule and hold a conference with the grievant, principal and any other individuals the superintendent determines to be appropriate within five school days after receiving the appeal. c. The superintendent shall provide a written response within 10 days after receiving the appeal. In responding, the superintendent may not disclose information about other students or employees that is considered confidential by law.

5. Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant will have the right to appeal a final administrative decision to the board of education (see subsection E.5.a, Mandatory Appeals, below). If a grievant has not alleged such specific violations, he or she may request a board hearing, which the board may grant at its discretion (see subsection E.5.b., Discretionary Appeals, below).

a. Mandatory Appeals

1) If the grievant is dissatisfied with the superintendent's response to his or her grievance and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant may appeal the decision to the board within five days of receiving the superintendent's response.

2) A hearing will be conducted pursuant to policy 2500, Hearings Before the Board.

3) The board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

b. Discretionary Appeals

1) If the grievant is dissatisfied with the superintendent's response to his or her grievance but has not alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, then within five days of receiving the superintendent's response, the grievant may submit to the superintendent a written request for a hearing before the board of education.

2) If the full board will be meeting within two weeks of the request for a hearing, the board will decide at that time whether to grant a hearing. Otherwise, the board chairperson will appoint a two-person panel to review the request and determine whether to (1) deny the appeal; (2) review the superintendent's decision on the written record only; or (3) grant a hearing. The panel will report the decision to the board. The board may modify the decision of the panel upon majority vote at a board meeting.

3) If the board denies the appeal, the decision of the superintendent will be final and the grievant will be notified within five days of the board's decision.

4) If the board decides to grant a hearing, the hearing will be conducted pursuant to policy 2500.

5) The board will provide a final written decision within 30 days of the decision to grant an appeal, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

F. NOTICE

The superintendent or designee is responsible for providing effective notice to students, parents and school system employees of the procedures for reporting and investigating grievances.

G. RECORDS

Appropriate records shall be maintained in accordance with state and federal law.
POLICY 6125
ADMINISTERING MEDICINES TO STUDENTS

The board recognizes that students may need to take medication during school hours. School personnel may administer medication prescribed by a health care practitioner upon the written request of a student’s parent. In limited circumstances, a student may be authorized to self-administer medication. In order to minimize disruptions to the school day, students should take medications at home rather than at school whenever feasible. School officials may deny a request to administer any medication that could be taken at home or when, in the opinion of the superintendent or designee in consultation with school nursing personnel, the administration of the medication by school personnel would pose a substantial risk of harm to the student or others.

For purposes of this policy, all references to “parent” include parents, legal guardians, and legal custodians. In addition, for purposes of this policy, the term “health care practitioner” is limited to licensed medical professionals who are legally authorized to prescribe medications under North Carolina law, such as doctors of medicine, doctors of osteopathic medicine, physician assistants, and nurse practitioners.

Unless otherwise indicated, the terms “medication” and “medications” include any substances intended for use in the diagnosis, cure, mitigation, treatment, or prevention of any disease. The term includes all parent and health care and all such substances available over-the-counter without a prescription, such as drugs, herbs, alternative medicines, and supplements (hereinafter “over-the-counter drugs”). The administration of any prescription or over-the-counter drug to students by school employees is prohibited except when performed in accordance with Section A. The self-administration of any prescription or over-the-counter drug by students at school is prohibited and constitutes a violation of policy 4325, Drugs and Alcohol, except in the limited circumstances described in Section C.

The administration, including by parents, school employees, or self-administration, of any substance containing cannabinoid (CBD) or tetrahydrocannabinol (THC) at school is prohibited unless (1) authorized by a health care practitioner in accordance with G.S. 90-94.1 and G.S. 90-113.101 for the treatment of intractable epilepsy, or (2) the CBD or THC product is available by prescription only and has been approved by the U.S. Food & Drug Administration (FDA); and all requirements of this policy are met.

A. Medication Administration by School Employees

1. Conditions for Administering Medication

   Authorized school employees may administer medication to students when all of the following conditions are met. These conditions apply to all medications, including those available over-the-counter without a prescription.

   a. Parental Consent: The student’s parent must make a signed, written request that authorizes school personnel to administer the medication to the student.

   b. Medication Authorization/Order: A health care practitioner must prescribe the medication for use by the student and provide explicit written instructions for administering the medication.

   c. Certification of Necessity: The student’s health care practitioner must certify that administration of the medication to the student during the school day is necessary to maintain and support the student’s continued presence in school.

   d. Proper Container/Labeling: If the medication to be administered is available by prescription only, the parent must provide the medication in a pharmacy-labeled container with the child’s name, the name of the medication, the exact dose to be given, the time/frequency the medication is to be given, the route of administration, the number of doses in the container, and the expiration date of the medication. If the medication is available over-the-counter, it must be provided in the original container or packaging, labeled with the student’s name.

   e. Proper Administration: The employee must administer the medication pursuant to the health care practitioner’s written instructions provided to the school by the student’s parent, and in accordance with professional standards.

The board of education and its employees assume no liability for complications or side effects of medication when administered in accordance with the instructions provided by the parent.

2. Procedures for Administering Medications

   The superintendent may develop procedures for the implementation of this policy. A copy of this policy and any procedures that are developed must be made available to all students and parents each school year. If developed, the superintendent’s procedures should be developed according to the guidelines listed below.

   a. The health and welfare of the student must be of paramount concern in all decisions regarding the administration of medication.

   b. Procedures for medication administration must be consistent with recommendations of the School Health Unit of the Child Health Services Branch of the N.C. Division of Public Health, as described in the North Carolina School Health Program Manual.

   c. Students with special needs are to be afforded all rights provided by federal and state law as enunciated in the Policies Governing Services for Children with Disabilities. Students with disabilities also are to be afforded all rights provided by anti-discrimination laws, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

   d. Except as permitted by this policy, no student may possess, use, sell, deliver or manufacture any drug or counterfeit drug prohibited by policy 4325, Drugs and Alcohol, nor be under the influence of any drug in violation of that policy.

   e. The board generally encourages school personnel to administer medication from a centralized location. However, in all instances, whether administered from a centralized location or multiple locations, any medications kept at school for a student must be kept in a locked and secure place. An exception to the requirement for locked storage may be made for emergency medications that must be immediately accessible. Access to controlled substances should be limited to the school nurse, school staff person authorized to administer medication, and the principal or designee.

   f. All school personnel who will be administering medications must receive appropriate training.

   g. Only medications clearly prescribed for the student by a health care practitioner may be brought a medication to school for administration. School personnel have concerns regarding the appropriateness of the medication or dosage for a student, a confirmation should be obtained from the student’s health care practitioner or another health care practitioner prior to administering the medication or allowing the student to self-administer the medication.

   h. Although efforts should be made not to disrupt instructional time, a parent has the right to administer medication to his or her child at any time while the child is on school property, unless otherwise prohibited by this policy.

   i. Written information maintained by school personnel regarding a student’s medicinal and health needs is confidential. Parents and students must be accorded all rights provided by the Family Educational Rights and Privacy Act and state confidentiality laws. Any employee who violates the confidentiality of the records may be subject to disciplinary action.

B. Emergency Medication

   Students who are at risk for medical emergencies, such as those with diabetes, asthma, or severe allergies, must have an emergency health care plan developed for them to address emergency administration of medication. Students must meet the requirements of subsection A.1, above, including providing authorization and instructions from the health care practitioner and written consent of the parent, in order for emergency medication to be administered by school personnel while the student is at school, at a school-sponsored activity, and/or while in transit to or from school or a school-sponsored event.

C. Student Self-Administering Medications

   The board recognizes that students with certain health conditions like diabetes or asthma, or an allergy that could result in an anaphylactic reaction, may need to possess and self-administer medication on school property in accordance with their individualized health care plan or emergency health care plan and any relevant administrative regulations; and (3) the requirements of this section are met. The superintendent may develop procedures for the possession and self-administration of such medication by students on school property during the school day, at school-sponsored activities, and/or while in transit to or from school or a school-sponsored event.

1. Authorization to Self-Administer Medication

   Before a student will be allowed to self-administer medication pursuant to this section, the student’s parent must provide to the principal or designee all of the documents listed below:

   a. written authorization from the student’s parent for the student to possess and self-administer the medication;

   b. a written statement from the student’s health care practitioner verifying that:

      1) the student has diabetes or asthma, or an allergy that could result in an anaphylactic reaction;

      2) the health care practitioner prescribed the medication for use on school property during the school day, at school-sponsored activities, or while in transit to or from school or school-sponsored events; and

      3) the student understands, has been instructed in self-administration of the medication, and has demonstrated the skill level necessary to use the medication and any accompanying device, and has been determined to be competent for self-administration;

   c. a written treatment plan and written emergency protocol formulated by the prescribing health care practitioner for managing the student’s diabetes, asthma, or anaphylaxis episodes and for medication use by the student;

   d. a statement provided by the school system and signed by the student’s parent acknowledging that the board of education and its agents are not liable for injury arising from the student’s possession and self-administration of the medication; and

   e. any other documents or items necessary to comply with state and federal laws.

   Prior to being permitted to self-administer medication at school, the student also must demonstrate to the school nurse, or the nurse’s designee, (1) the skill level necessary to use the medication and any device necessary for its administration; and (2) sufficient knowledge and maturity to be independent in the management of the medication with no oversight from school staff.

   If available, the student’s parent should provide to the school backup medication that school personnel are to keep in a location to which the student has immediate access in the event the student does not have the required medication.

   All information provided to the school by the student’s parent must be reviewed by the school nurse and kept at the school in an easily accessible location. Any permission granted by the principal or designee for a student to possess and self-administer medication will be effective only for the same school year for 365 calendar days. Such permission must be renewed each school year.
2. Responsibilities of the Student
A student who is authorized in accordance with this policy to carry medication for self-administration must carry the medication in the original labeled container with the student's name on the label.

3. Consequences for Improper Use
A student who uses his or her medication in a manner other than as prescribed or who permits another person to use the medication may be subject to disciplinary action pursuant to the school disciplinary policy. However, school officials shall not impose disciplinary action on the student that limits or restricts the student's immediate access to the diabetes, asthma, or anaphylactic medication.

The board does not assume any responsibility for the administration of medication to a student by the student, the student's parent, or any other person who is not authorized by this policy to administer medications to students.

ADDITIONAL MEDICAL INFORMATION

Asthma: Any student with an asthma diagnosis who needs an inhaler at school must follow the medication policy (see above).

Diabetes: N.C. General Statute 115C-1231 addresses the procedures for the development of an individual diabetes care plan at the written request of a student’s parent or guardian. The parent or guardian is responsible for having this care plan and any diabetic supplies necessary in place prior to the student beginning the school year.

Immunizations: N. C. General Statute 130A-152 requires “every child present in this state” to be immunized against certain diseases. Parents/Guardians are advised to contact their local health care provider or the Person County Health Department for more information concerning any immunizations. Exceptions to the immunization requirements will be made only for religious reasons or for medical reasons approved by a physician pursuant to state law and regulations.

Vaccines Required in Middle School & High School
All students entering 7th grade or who have reached age 12, whichever comes first, are required to receive both of the following vaccines:
- A booster dose of Tdap (tetanus/diphtheria/pertussis) vaccine is required if the student has not previously received it; and
- The meningococcal conjugate vaccine (MCV).

All students entering the twelfth grade or who have reached age 17 are required to receive a booster dose of MCV.

For more information, see policy 4110: Immunization and Health Requirements for School Admission.

Head Lice: The management of head lice infestations should not disrupt the educational process. No disease is associated with head lice and in-school transmission is considered to be rare. Child found with live head lice should remain in class, but be discouraged from close direct head contact with others. Treatment should be sought prior to returning to school. The school nurse will be the primary point of contact.

Epinephrine Auto-Injection Devices: Designated trained school personnel are authorized to use emergency epinephrine auto-injector devices to deliver emergency medical aid to any person suffering from an anaphylactic reaction during the school day or at a school-sponsored event on school property. Epinephrine auto-injector devices provided by the school are not intended, and cannot be used, as the sole supply for students known to have medical conditions requiring the availability of an epinephrine auto-injector device. Parents of students with known life-threatening allergies and/or anaphylaxis should provide the school with written instructions from the student’s health care provider for handling anaphylaxis and all necessary medications for implementing the student specific order in accordance with policy 6125, Administering Medicines to Students. Students who meet the conditions established in policy 6125 may possess and self-administer their own medication. N.C. General Statute 115C-375.2A

SCHOOL BUS SAFETY

Providing a safe and orderly school does not begin at the school house doors. Students’ safety starts when the school bus begins its early morning route and extends until the last child is safely home. Safety is a shared responsibility that exists between school employees, the student, and the parent.

This documentation has been designed to share vital information to all three groups in an effort to heighten the awareness of the rules and guidelines needed for a safe student transportation system. It is the desire of the Person County Board of Education to provide the safest and most efficient transportation system in our state. Your help in this effort is greatly appreciated.

Central Services - 3361, 599-2191
Dr. Rodney Persin, Superintendent

BUS STOP CONCERNS
If you have a concern about the safety or location of your child's bus stop, you may request a stop location change by completing a Stop Concern Form. You may obtain this form from your child's school office or the Person County Schools' Website. If you need assistance in completing the Stop Concern Form, please contact the bus garage at 3361, 599-5672 or your child's school.

HOW TO AVOID THE BULLY ON THE BUS

Talk with your bus driver, teacher, principal, and parent when bullying happens.
- Ask for your assigned seat to be moved away from the bully.
- Sit as close to the bus driver as possible and on the right-hand side of the bus so you are visible to the driver.
- Pair up with a neighborhood friend and ride the bus together.
- Ignore or laugh off the situation.
- Be polite to someone who tries to bully you rather than reacting with anger; fighting back should never be an option and will only make the situation worse.
- Stand up for other students who are being bullied.

SAFETY RULES TO REMEMBER

ON THE WAY TO THE BUS
- Be on time. Be at the bus stop 10 minutes prior to your pick up time.
- Always use proper conduct while at the bus stop.
- Walk on the left side of the highway facing traffic when going to and from the bus.
- If crossing the highway to load the bus, always look in both directions for traffic before crossing.

AT THE BUS STOP
- Wait for the school bus in a safe place. Always stand away from the road at least ten feet.
- Load and unload in an orderly manner. Always use the handrail.
- Make sure the bus comes to a complete stop, the stop sign is out and the red lights are flashing before loading the bus.
- Never go behind the school bus. This is a “Danger Zone”.
- Remove ear buds and put away cell phone or any electronic devices.
- When preparing to enter or exit the bus, “Stop, Look and Listen”.
- Obey the driver’s hand signal.

WHEN RIDING THE BUS
- Use your classroom voice when riding the school bus. Loud noises may distract your bus driver.
- Never throw objects or put any part of your body or belongings (hands, arm, head, book bags, etc.) outside the window.
- Food and drink are not allowed on the bus. Any unsafe act, vandalism, tampering with equipment or misconduct is to be reported to the bus driver immediately upon arrival to school.
- Keep aisles clear. Book bags, books, band instruments, projects must not be in the way.
- Students should only carry items on the bus that can be transported in the student’s lap.
- Respect your bus driver.
- Remain seated until the bus has come to a complete stop.

Riding a school bus is a privilege. Students who do not comply with the rules and regulations may forfeit the right to ride the bus. Parents should be advised of the violations and notified that students who fail to comply with rules and regulations may lose their right for bus transportation. Remember - parents are responsible for seeing that children get to and from the bus stop and on the bus safely.

NORTH CAROLINA SCHOOL BUS STOP LAW

N.C. General Statute 115C - 246(b) - School bus routes.

Unless road or other conditions make it inadvisable, public school buses shall be routed on state-maintained highways, municipal streets, or other streets with publicly dedicated right-of-way. Each public school bus shall be routed so that the bus passes within one mile of the residence of each pupil assigned to that bus. A pupil who lives one and one-half miles or more from the school to which the pupil is assigned shall be eligible for school bus transportation.

N.C. Administrative Code, Title 16, Chapter 68. 0104 – Bus Routes.
(a) Superintendents shall plan bus routes in a way designed to conserve fuel and to use buses efficiently.
(b) A route may not deviate from a general path of direction of a distance of less than one-half mile and then return to the original path except for groups of 10 or more pupils, unescorted pupils in grades K-3 or special education students.
(c) Unless safety factors require otherwise, superintendents may not plan bus stops closer together than 0.2 miles. Each student must be at the designated stop at the time of the bus’s arrival.

N.C. General Statute 14-132.2 – Willfully trespassing upon, damaging, or impeding the

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progress of a public school bus.

(a) Any person who shall unlawfully and willfully demolish, destroy, deface, injure, burn or damage any public school bus or public school activity bus shall be guilty of a Class 1 misdemeanor.

(b) Any person who shall enter a public school bus or public activity bus after being forbidden to do so by the authorized school bus driver in charge thereof, or the school principal to whom the public school bus or public school activity bus is assigned, shall be guilty of a Class 1 misdemeanor.

(c) Any occupant of a public school bus or public school activity bus who shall refuse to leave said bus upon demand of the authorized driver in charge thereof, or upon demand of the principal of the school to which said bus is assigned, shall be guilty of a Class 1 misdemeanor.

(d) Any person who shall unlawfully and willfully stop, impede, delay, or detain any public school bus or public school activity bus being operated for public school purposes shall be guilty of a Class 1 misdemeanor.

WATCH THAT KID: DON’T PASS A STOPPED SCHOOL BUS!

Each spring since 1997, school bus drivers have submitted a one-day tally to produce a statewide snapshot of the problem with motorists passing stopped school buses. Consistently, between 1,600 and 2,100 times PER DAY, motorists pass a school bus that is displaying its flashing red lights and stop sign while it is picking up or dropping off students. Alarming, drivers consistently report 4 percent of these violations on the RIGHT side of the bus! The penalty for passing a stopped bus is 5 driver’s license points and dramatically higher insurance premiums. Most importantly, it endangers the life of a child.

For additional school bus safety information, visit: www.ncbusafety.org or www.ncbusafety.org

CROSSING THE STREET TO BOARD AND EXIT THE SCHOOL BUS INSTRUCTIONS

MORNING
- Stay on your side of the road, 12 feet away from traffic.
- Wait for the bus to stop and the stop arm to extend. The driver will be holding his left palm up for you to wait for traffic to stop.
- Stop and look for traffic both ways, then check again. When it is ok the driver will give you a “thumbs up” and then point in the direction you will walk to cross the street.
- Look for moving traffic both ways as you walk directly across the road.
- Cross 12 feet in front of the bus in full view of your driver. Be careful in the danger zone and board the bus without delay.

AFTERNOON
- Look for traffic in all directions, especially to your right, before you step off the bus. Cars sometimes pass on the right side. When ok...
- Walk away from the right front of the bus in full view of your driver, going past the extended bus crossing arm. Then stop and...
- Wait. Your bus driver will be holding his right palm up for you to wait until traffic is stopped.
- Stop. When it is ok to cross, the driver will give you a “thumbs up” and then point in the direction you will walk to cross the street.
- Look for moving traffic as you promptly cross and move 12 feet off the road.

A BUS HORN MEANS DANGER! LOOK AND FIND SAFETY! For more information go to www.ncbusafety.org/safety or contact NC Department of Public Instruction, Transportation Services 919-807-3570.

CHILD NUTRITION MEAL PRICES

The mission of School Nutrition Services is to provide every Person County School student a nutritious meal with quality service at an affordable price. Studies show that children who consume breakfast and lunch perform better in school. Our school meals are based on the meal pattern established by the U.S. Department of Agriculture and dietary specifications including limits on fats, sodium and calories.

MEAL PRICES 2021-2022

The U.S. Department of Agriculture has extended the Child Nutrition Program waiver. This waiver allows us to serve breakfast and lunch to all students at no cost through June 2022 regardless of family income. Students will need to take all items offered in order for the meal to be at no cost. If your student would like individual items, they will pay a la carte prices.

Adults: Items are available to purchase a la carte prices.

Frequently Asked Questions

Do I need to complete a meal application?

It is still important for parents to complete a Free or Reduced Lunch Application in order for our schools to receive important federal funding. Completing the lunch application allows us to receive federal funding for things like additional classroom teachers, instructional supplies and materials, and technology.

Parents can complete an online application at https://person.strataapps.com/ or scan the QR code with your mobile phone to complete your application.

All students should receive a Free & Reduced Meal application. Additional applications are available for download on our website or in the school cafeteria.

Can I Pre-Pay for my students’ breakfast and/or lunch?

Payments can be made using our online payment system www.k12paysystem.com or you may send cash or a check with your student to give to the cashier when they go through the lunch line.

We encourage parents to register for online payment system. There are several free benefits that are available to registered users such as checking account balances and automated low account balance notifications. To register for the online payment system, you will need your student’s ID number to complete their registration. This can be provided by the school office, cafeteria or the school nutrition main office. The parent/guardian will be asked to verify information on the student’s account before this information is released. To make payments using the online system, a convenience charge of $1.95 will be applied per online transaction. Funds can be deposited at any time day or night. Please allow 24 hours for the funds deposited online to become available in your student’s account.
D. ELECTRONIC COMMUNICATION AND OTHER COLLABORATIVE TOOLS

The superintendent is authorized to permit instructional personnel to incorporate email, social networking tools, blogs, wikis, video sharing tools, and other tools that provide online collaboration, instant messaging, texting, virtual learning environments, and/or other forms of direct electronic communications or Web 2.0 applications for educational purposes to the extent that the superintendent determines appropriate and in accordance with policy 7335, Employee Use of Social Media. The superintendent shall establish parameters and rules for use of these tools and shall require instruction for students in how to use such tools in a way that is effective, and students using these integrated online learning activities shall make all reasonable attempts to monitor student online activity and shall otherwise comply with the requirements of policy 3225/4312/7320, Technology Responsible Use, when using these tools.

E. TECHNOLOGY-RELATED PROFESSIONAL DEVELOPMENT

The superintendent shall plan a program of technology-enabled professional development that prepares the instructional staff for utilizing digital tools and resources. Professional development shall emphasize technology integration and continuous improvement, including the use of ongoing technology integration professional development. Teacher development shall address the mandatory or optional components of the school improvement plan and the staff development needs as provided in policy 1501/7800, Professional and Staff Development.

POLICY 3220 TECHNOLOGY IN THE EDUCATIONAL PROGRAM

In alliance with state school technology goals, the board is committed to establishing and supporting 21st century educational technology systems to foster globally competitive, healthy, and responsible students. The board recognizes the benefits of digital and technology-enabled teaching and learning resources that provide the ability to easily customize curriculum, provide accurate information, and enable access to quality materials at a lower cost than traditional materials. To that end, the board supports classroom digital and technology-enabled teaching and learning resources that are aligned with the current statewide instructional standards as they become available. In addition, to the extent funding permits, the board will endeavor to ensure that all students have access to personal digital and technology-enabled teaching and learning devices to foster the 21st century skills necessary for future-ready learners.

The board expects that information and communications technologies will be integrated across the curriculum and used to support student achievement. Such technologies will also be used to support programs and activities that promote safe schools and healthy and responsible students. The technology director shall provide guidance to the curriculum guidelines referenced in policy 3115, Curriculum and Instructional Guides, for integrating technological resources (as defined in Section A below) into the educational program. School administrators and teachers are authorized to integrate technology strategies for incorporating technology resources across the curriculum and utilizing the power of technology to improve learning outcomes while making more efficient use of resources. The strategies should be included in the school improvement plan if they require the transfer of funds or otherwise relate to any mandatory or optional components of the school improvement plan.

The superintendent shall integrate digital planning to support teaching and learning needs into school system strategic planning efforts and include various stakeholders such as curriculum leaders, teachers, administrators, and representatives from technology services, instructional technology, finance, and other departments as required. The superintendent shall establish relationships with businesses and seek grants and other funding sources in an effort to acquire technological resources for the educational program.

A. SELECTION OF TECHNOLOGICAL RESOURCES

Technological resources include, but are not limited to, the following: (1) hardware, including both fixed and mobile technologies and devices such as desktop computers, laptops, netbooks, tablets, e-readers, smartphones, and gaming devices; (2) software; (3) network and telecommunications systems and services; (4) Internet access; (5) multimedia equipped classrooms; (6) computer classrooms and laboratories; and (7) other existing or emerging mobile communications systems. All technological resources must be purchased and used in a manner consistent with applicable law and board policy, including laws and policies related to copyright, public records, bidding, and other purchase requirements, accessibility for students with disabilities, staff duties, and standards for student behavior.

Technological resources must meet or exceed the following standards before they may be considered for implementation.

1. Technological resources must support the current statewide instructional standards or the programs of the school system.
2. Technological resources must support the current use of learning and instructional management technologies in the school.
3. Technological resources must be compatible with the condition of the network and equipment in the school system. The technology director shall set minimum standards for technological resources that are purchased or donated. Upgrading, hardware conditions, and similar requirements must be maintained to the highest standards.
4. There must be sufficient staff to operate and maintain the technological equipment, programs, and systems.
5. There must be adequate funds budgeted to implement and support the technological resources and to train instructional staff to use the resources to improve educational outcomes.

B. DEPLOYMENT OF TECHNOLOGY TO SCHOOLS

The superintendent shall oversee the development of the school system’s technology deployment plan. The plan will be designed to ensure organized, effective, and efficient means of deploying new information and communications technologies. The superintendent shall develop procedures that outline the strategy of the technology deployment plan.

C. BRING YOUR OWN TECHNOLOGY (BYOT) INITIATIVE

The superintendent is authorized to investigate and develop a plan to allow staff and students the option to use their personal electronic devices in place of or along with their school system assigned devices. The plan should address, at a minimum, the instructional use of personal devices, compatibility requirements, access limitations or requirements, content filtering, security, and other issues as recommended by the technology director. The plan should be designed to ensure the use of repair and replacement of damaged or stolen devices and for any data or other charges arising from use of a personal device. The plan should require a written agreement for the use of personal technology devices from each employee or student who wishes to participate in the BYOT initiative. The plan should ensure that students who are unable to bring in outside technology will be able to access and utilize school equipment so that no student is excluded from instruction due to lack of access to technology.

POLICY 3225/4312/7320 TECHNOLOGY RESPONSIBLE USE

The board provides its students and staff access to a variety of technological resources. These resources provide opportunities to enhance learning and improve communication within the school community and with the larger global community. Through the school system’s technological resources, students can obtain access to information and tools that interact with others on a variety of subjects, and acquire access to current and in-depth information.

The board intends that students and employees benefit from these resources while remaining within the bounds of safe, legal, and responsible use. Accordingly, the board establishes this policy to govern student and employee use of school system technological resources. This policy applies regardless of the context or origin of the school system property, and it applies to all school system technological resources, including but not limited to computer networks and connections, the resources, tools, and learning environments made available by or on the networks, and all devices that connect to those networks.

A. EXPECTATIONS FOR USE OF SCHOOL TECHNOLOGICAL RESOURCES

The use of school system technological resources, including access to the Internet, is a privilege, not a right. Individual users of the school system’s technological resources are responsible for their behavior and communications when using those resources. Responsible use of school system technological resources requires users to be ethical, academically honest, and supportive of student learning. Each user has the responsibility to respect the other school community and on the Internet. Users are expected to abide by the generally accepted rules of network etiquette. All students and employee behavior standards, including those prescribed in applicable board policies, the Code of Student Conduct, and other regulations and school rules, apply to the use of the Internet and other school technological resources.

In addition, anyone who uses school system computers or electronic devices or who accesses the school network or the Internet using school system resources must comply with the additional rules for responsible use listed in Section B, below. These rules are intended to clarify expectations for conduct that should not be construed as all inclusive. Before using the Internet, all students must be trained about appropriate online behavior as provided in policy 3226/4205, Internet Safety.

All students and employees must be informed annually of the requirements of this policy and the methods by which they may obtain a copy of this policy. Before using school system technological resources, students and employees must understand and agree to follow the behavior standards, including those prescribed in this policy. The superintendent and technology director shall assist school system improvement teams should identify any staff development needs as provided in policy 1501/7800, Professional and Staff Development.

B. RULES FOR USE OF SCHOOL TECHNOLOGICAL RESOURCES

1. School system technological resources are provided for school-related purposes only. Acceptable uses of such technological resources are limited to responsible, efficient, and legal activities that support learning and teaching. Use of school system technological resources for commercial gain or profit is prohibited. Student personal use of school system technological resources for commercial gain or entertainment is also prohibited. Because some incidental and occasional personal use by employees is inevitable, the board permits infrequent and brief personal use by employees so long as it occurs on personal time, does not interfere with school system business, and is not otherwise prohibited by board policy or procedure.

2. Under no circumstance may software purchased by the school system be copied for personal use.

3. Students and employees must comply with all applicable laws, including those relating to copyright, trademarks, confidential, and public records. Any personal use that violates state or federal law is strictly prohibited. Plagiarism of Internet resources will be treated in the same manner as any other incidents of plagiarism, as stated in the Code of Student Conduct.

4. No user of technological resources, including a person sending or receiving electronic communications, may engage in creating, intentionally viewing, accessing, downloading, storing, printing, or transmitting images, graphics (including still or moving pictures), or other data or files, documents, or other forms of direct electronic communications or Web 2.0 applications that are harmful, defamatory, pornographic, harassing, abusive, or otherwise considered to be harmful to minors.

5. The use of anonymous proxies to circumvent content filtering is prohibited.
6. Users may not install or use any Internet-based file sharing program designed to facilitate sharing of copyrighted material as described in policy 4122.

7. Users of technological resources may not send electronic communications fraudulently (i.e., by misrepresenting the identity of the sender).

8. Users must respect the privacy of others. When using e-mail, chat rooms, blogs, or other forms of electronic communication, students must not reveal personal identifying information or information that is private or confidential, such as the home address or telephone number, credit or checking account information, or social security number of themselves or fellow students. For further information regarding what constitutes personal identifying information, see policy 4705/7825.

9. Users may not intentionally or negligently damage computers, computer systems, electronic devices, software, computer networks, or data of any user connected to school system technology resources. Users may not knowingly or negligently transmit computer viruses or self-replicating messages or deliberately try to degrade or disrupt system performance. Users must scan any downloaded files for viruses.

10. Users may not create or introduce games, network communications programs, or any foreign program or software onto any school system computer, electronic device, or network without the express permission of the technology director or designee.

11. Users are prohibited from engaging in unauthorized or unlawful activities, such as "hacking" or using the computer network to gain or attempt to gain unauthorized or unlawful access to other computers, computer systems, or accounts.

12. Users are prohibited from using another individual's ID or password for any technological resource without permission from the individual. Students must also have permission from the teacher or other school official.

13. Users may not read, alter, change, block, execute, or delete files or communications belonging to another user without the owner's express permission.

14. Employees shall not use passwords or user IDs for any data system (e.g., the state student identification and instructional improvement applications, time-keeping software, etc.) for an unauthorized or improper purpose.

15. If a user identifies a security problem on a technological resource, he or she must immediately notify a system administrator. Users must not demonstrate the problem to other users. Any user identified as a security risk will be denied access.

16. Teachers shall make reasonable efforts to supervise students' use of the Internet during instructional time.

17. Views may be expressed on the Internet or other technological resources as representing the view of the school system or part of the school system only with prior approval by the superintendent or designee.

C. RESTRICTED MATERIAL ON THE INTERNET

The Internet and electronic communications offer fluid environments in which students may access or be exposed to materials and information from diverse and rapidly changing sources, including some that may be harmful to students. The board recognizes that it is impossible to predict with certainty what information on the Internet students may access or obtain. Nevertheless, school system personnel shall take reasonable precautions to prevent students from accessing material and information that is obscene, pornographic, or otherwise harmful to minors, including violence, nudity, or graphic language that does not serve a legitimate pedagogical purpose.

The superintendent shall ensure that technology protection measures are used as provided in policy 3262/4205, Internet Safety, and are disabled or minimized only when permitted by law and board policy. The board is not responsible for the content accessed by users who connect to the Internet via their personal mobile telephone technology (e.g., 3G, 4G service).

D. PARENTAL CONSENT

The board recognizes that parents of minors are responsible for setting and conveying the standards their children should follow when using media and information sources. Accordingly, before a student may independently access the Internet, the student's parent must be made aware of the possibility that the student could obtain access to inappropriate material while engaged in independent use of the Internet. The parent and student must consent to the student's independent access to the Internet and to monitoring of the student's Internet activity and e-mail communication by school personnel.

In addition, in accordance with the board's goals and visions for technology, students may require accounts in third-party systems for school-related projects designed to assist students in more effective and productive online communications or to meet other educational goals. Parental permission will be obtained when necessary to create and manage such third party accounts.

E. PRIVACY

Students, employees, visitors, and other users have no expectation of privacy in anything they create, store, send, delete, receive, or display when using the school system's network devices, Internet access, email system, or other technological resources owned or issued by the school system, whether the resources are used at school or elsewhere, and even if the user is a person with whom the school system employees should not assume that files and communications created, transmitted, or displayed using school system technological resources or stored on servers or the storage mediums of individuals will be private. The school system may, without notice, (1) employ software to track access, communications, and use; (2) monitor and allocate fileserver space; and (3) access, review, copy, store, delete, or disclose the content of all user files, regardless of medium, the content of electronic mailboxes, and system outputs, such as printouts, for any lawful purpose. Such purposes may include, but are not limited to, maintaining system integrity, security, or functionality, ensuring compliance with board policy and applicable laws and regulations, protecting the school system from liability, and complying with public records requests. School system personnel shall monitor online activities of individuals who access the Internet via a school-owned device.

By using the school system's network, Internet access, email system, devices, or other technological resources, individuals consent to have that use monitored by authorized personnel in order to facilitate the use of school system resources as described in policy 4122.

F. USE OF PERSONAL TECHNOLOGY ON SCHOOL SYSTEM PROPERTY

Each principal may establish rules for his or her school site as to whether and how personal technology devices (including, but not limited to smartphones, tablets, laptops, etc.) may be used on campus. Students' devices are governed also by policy 4318, Use of Wireless Communication Devices. The school system assumes no responsibility for personal technology devices brought to school.

G. PERSONAL WEBSITES

The superintendent may use any means available to request the removal of personal websites that substantially disrupt the school environment or that utilize school system or individual school name, logos, or trademarks without permission.

1. Students

Though school personnel generally do not monitor students' Internet activity conducted on non-school system devices during non-school hours, when the student's online behavior has a direct and immediate effect on school safety or maintaining order and discipline in the school, the student may be disciplined in accordance with board policy (see the student behavior policies in the 4300 series).

2. Employees

Employees' personal websites are subject to policy 7335, Employee Use of Social Media.

3. Volunteers

Volunteers are to maintain an appropriate relationship with students at all times. Volunteers are encouraged to block students from viewing personal information on volunteer personal websites or online networking profiles in order to prevent the possibility that students could view materials that are not age-appropriate. An individual volunteer's relationship with the school system may be terminated if the volunteer engages in inappropriate online interaction with students.

Policy 4318 - Use of Wireless Communication Devices

The board recognizes that cellular phones and other wireless communication devices have become an important tool through which parents communicate with their children. Therefore, students are permitted to possess such devices on school property so long as the devices are not activated, used, displayed or visible during the instructional day or as otherwise directed by board rules or school personnel. Wireless communication devices include, but are not limited to, cellular phones, electronic devices with internet capability, paging devices, two-way radios and similar devices.

A. AUTHORIZED USE

Administrators may authorize individual students to use wireless communication devices for personal purposes when there is a reasonable need for such communication. Teachers and administrators may authorize individual students to use the devices for instructional purposes, provided that they supervise the students during such use.

Although use generally is permitted before and after school, use of cellular phones and other wireless communication devices may be prohibited on school buses when noise from such devices interferes with the safe operation of the bus. In addition, elementary and middle school students who participate in after-school programs are prohibited from using wireless communication devices during such programs.

B. CONSEQUENCES FOR UNAUTHORIZED USE

School employees may immediately confiscate any wireless communication devices that are on, used, displayed or visible in violation of this policy. Absent compelling and unusual circumstances, confiscated wireless communication devices will be returned only to the student's parent.

The disciplinary consequences for violations of this policy shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

The following factors should be considered when determining appropriate consequences: whether the wireless communication device was used (1) to reproduce images of tests, obtain unauthorized access to school information or assist students in any aspect of their instructional program in a manner that violates any school board policy, administrative regulation or school rule; (2) to bully or harass other students; (3) to send illicit text messages; (4) to take and/or send illicit photographs; or (5) in any other manner that would make more severe disciplinary consequences appropriate.

C. SEARCH OF WIRELESS COMMUNICATION DEVICES

In accordance with policy 4342, Student Searches, a student's wireless communication device and its contents, including, but not limited to, text messages and digital photos, may be searched whenever a school official has reason to believe the search will provide evidence that the student has violated or is violating a law, board policy, the Code of Student Conduct or a school rule. The scope of such searches must be reasonably related to the objectives of the search and not excessively intrusive in light of the nature of the suspected infraction.

D. LIABILITY

Students are personally and solely responsible for the security of their wireless communication devices. The school system is not responsible for the theft, loss or damage of a cellular phone or other personal wireless communication device.
INTEGRATED PEST MANAGEMENT

This notice is being distributed to comply with the North Carolina School Children's Health Act. Person County Schools has an Integrated Pest Management (IPM) Policy to comply with this law. IPM is a holistic, preventive approach to managing pests that minimizes pesticide use in our schools and on school grounds. IPM is explained further in the school's Pest Management Policy, which can be viewed in the school office.

The IPM Coordinator for our school district is:

Chris Clayton
Chief Operations Officer
304 S. Morgan Street Rm. 25
Roxboro, NC 27573
336-599-0223

The IPM Coordinator and your on-site contact maintain the pesticide product label and the Material Safety Data Sheet (MSDS) of each pesticide product that may be used on school property. The label and the MSDS are available for review upon request by a parent, guardian, staff-member, or student attending the school. Also, the IPM Coordinator is available to help answer any questions you might have about the school's system's pest management program and pesticide use decisions.

Notification of Pesticide Use: Our school system may find it necessary to use pesticides to control pests at your school or other school system site. North Carolina State law gives you the right to be notified annually of our school system's pesticide application schedule, and 72 hours in advance of pesticide applications made outside that schedule, but the latter only if you request notification ahead of time using the enclosed form.

Exemptions: Certain relatively low-risk pesticides are exempted from these notification requirements, including antimicrobial cleansers, disinfectants, self-contained salts and crack and crevice treatments and any pesticide products classified by the US Environmental Protection Agency (EPA) as belonging to the US EPA's Toxicity Class H, "relatively nontoxic." Your right to be notified extends to all non-exempt pesticide applications at your school or other non-school site (office building, garage, workshop, etc.) both indoor and outdoor pesticide applications, and including applications that take place over summer recess, holidays, weekends, or after school hours.

Emergency Pesticide Use: In the event that a non-exempt pesticide must be used for a pest control emergency at your school or other site and there is not adequate time to notify you more than 72 hours in advance, and you have requested advance notice, you will receive a notice of emergency pesticide application less than 72 hours before, or as soon as possible after the pesticide application.

If you would like advanced notification of non-exempt pesticide applications at your child's school or other site, please visit the PCS Maintenance Department at 420 Leasburg Road, Roxboro, NC for a copy of the form. Those wishing to receive pesticide use notification for multiple school district sites can list up to 5 sites on each form. You will need to submit a new copy of this form each year, and every time you wish to update or change your preferred contact information.

ASBESTOS NOTICE

The Environmental Protection Agency (EPA) issued regulations called the Asbestos Hazard Emergency Response Act (AHERA) in October 1987, in order to reduce risk to human health from exposure to asbestos-containing materials in school buildings. The purpose of this notice is to inform you of the school system's response to these regulations and of the system's attempts to provide for the safety of students and employees.

AHERA regulations required that all facilities used by the school system be inspected and a plan for managing all asbestos-containing materials be developed. These activities occurred during the summer of 1988. In 1988 the Board appropriated funds to remove asbestos-containing materials that would be difficult to monitor and manage properly. This work was completed in August 1989 by an accredited abatement firm. Any asbestos-containing materials remaining in the schools are generally inaccessible and are monitored periodically by certain maintenance employees who have completed comprehensive employee training regarding the handling of asbestos materials.


A specific description of the location of asbestos-containing materials and of the school system's plan to manage these materials is contained in management plans located in each principal's office and office of the Chief Operations Officer. These plans can be reviewed during normal business hours. Copies are available at a cost of ten cents per copy page.

AHERA requires that a person called the LEA AHERA Designee be appointed to administer the management plan. Chris Clayton is the Designee for Person County Schools. Should you have questions about AHERA or the Management Plan, please contact Mr. Clayton at 336-599-0223.

TESTING NOTIFICATION

The North Carolina READY Accountability Model acknowledges that we owe every child an education that properly prepares him or her for their next big steps after graduation – college, career, and adulthood. The North Carolina Department of Public Instruction and Accountability Services Division is committed to evaluating how students are learning and where we must make improvements based on performance indicators, progress indicators, and growth indicators. Because of state and federal laws, all students in North Carolina (including students with disabilities) are required to participate in the testing program. Below is a comprehensive list of the required testing for all North Carolina students and the testing windows provided by the North Carolina Department of Public Instruction. Specific dates for these tests can be found online at www.pcsnc.org.

The decision to administer a required assessment must be based on eligibility requirements, not grade level. Schools must obtain permission from the NC DPI to utilize the emergency test date.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Test</th>
<th>Grade</th>
<th>Test Window</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-8</td>
<td>W-APT and WDA Screener</td>
<td>K-8</td>
<td>Initial assessment required:</td>
</tr>
<tr>
<td>ACCESS for ELLs</td>
<td>Alternate ACCESS for ELLs</td>
<td>Test Window: January 24–March 11, 2022</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Beginning-of-Grade 3 Reading Test</td>
<td>Begins on the 11th day of the school year and continues through the 15th day</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>End-of-Grade (EOG) Reading and Mathematics Grades 3–8, and Science Grades 5 and 8</td>
<td>Final 10 instructional days of the school year</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Grade 3 EOG Reading</td>
<td>Retest Final 10 instructional days of the school year</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Read to Achieve Test for Grade 3</td>
<td>There are three windows within the year:</td>
<td>Spring 2022: Final 10 instructional days of the school year</td>
</tr>
<tr>
<td>3</td>
<td>NECXEND1 Alternate Assessment for Reading and Mathematics Grades 3–8, and Science Grades 5 and 8</td>
<td>Final 10 instructional days of the school year</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>End-of-Course (EOC) Tests for Biology, NC Math 1, and NC Math 3</td>
<td>Final 5 instructional days of the semester</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>ACT – Online Testing Standard &amp; Accommodations Windows</td>
<td>Final 10 instructional days of yearlong course</td>
<td></td>
</tr>
<tr>
<td>9-12</td>
<td>WIDA Screener</td>
<td>9-12</td>
<td>Initial assessment required:</td>
</tr>
<tr>
<td>9-12</td>
<td>Credit by Demonstrated Mastery (CDM) Phase 1 Assessments</td>
<td>9-12</td>
<td>Initial assessment required:</td>
</tr>
<tr>
<td>9-12</td>
<td>End-of-Course (EOC) Tests for Biology, English II, NC Math 1, and NC Math 3</td>
<td>9-12</td>
<td>Final 5 instructional days of the semester</td>
</tr>
<tr>
<td>9-12</td>
<td>ACT WorkKeys</td>
<td>10</td>
<td>Final 5 instructional days of the semester</td>
</tr>
<tr>
<td>10</td>
<td>Preact - College and Career Ready Alternate Assessment at Grade 10 (CCRAA)</td>
<td>October 11, 2021–May 13, 2022</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>NECXEND1 Alternate Assessment for English II, Biology, and NC Math 1 at Grade 10</td>
<td>Final 10 instructional days of the school year</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>College and Career Readiness Alternate Assessment (CCRAA) at Grade</td>
<td>11</td>
<td>Makeup Test Window:</td>
</tr>
<tr>
<td>11</td>
<td>NECXEND1 Alternate Assessment at Grade 11</td>
<td>11</td>
<td>Emergency Test Window:</td>
</tr>
</tbody>
</table>

External resources linked to the testing program include additional information for students and parents.
## Central Services Staff

Dr. Rodney Peterson, Superintendent  
Dr. Ron Anthony, Assistant Superintendent of Administrative Services  
Chris Clayton, Chief Operations Officer  
Julie Masten, Chief Finance Officer  
Lori Stacey, Chief Human Resource Officer  
Amy Whitlow, Chief Academic Officer  
Carol Bowes, Director of Transportation  
Judy Bradsher, Director of Career & Technical Education, GEAR UP, PECIL  
Jenna Regan, Director of Secondary Education  
Nikole Schukraft, Director of School Nutrition  
Tracy Scruggs, Public Information Officer/Beginning Teacher Support  
Greg Williams, Director of Custodial Services

## School Contact Information

<table>
<thead>
<tr>
<th>School</th>
<th>Principal/Director</th>
<th>Address</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earl Bradsher Preschool</td>
<td>Trece Lea-Jeffers</td>
<td>1040 S. Morgan Street, Roxboro, NC 27573</td>
<td>(336) 599-7585</td>
</tr>
<tr>
<td>Early Intervention</td>
<td>Dana Faulkner</td>
<td>1397 Hurdle Mills Road, Roxboro, NC 27573</td>
<td>(336) 597-2218</td>
</tr>
<tr>
<td>Helena Elementary</td>
<td>Chrysal Clayton</td>
<td>355 Helena Moriah Road, Timberlake, NC 27585</td>
<td>(336) 364-7715</td>
</tr>
<tr>
<td>North Elementary</td>
<td>Nell Sydnor-Waugh</td>
<td>260 Henderson Road, Roxboro, NC 27573</td>
<td>(336) 599-7262</td>
</tr>
<tr>
<td>North End Elementary</td>
<td>Sherra Fuller</td>
<td>378 Mill Creek Road, Roxboro, NC 27573</td>
<td>(336) 599-3313</td>
</tr>
<tr>
<td>Northern Middle</td>
<td>Ashley Warren</td>
<td>1935 Carver Drive, Roxboro, NC 27574</td>
<td>(336) 364-6344</td>
</tr>
<tr>
<td>Oak Lane Elementary</td>
<td>Heather Bowling</td>
<td>2076 Jim Morton Road, Hurdle Mills, NC 27541</td>
<td>(336) 364-2204</td>
</tr>
<tr>
<td>Person Early College for Innovation &amp; Leadership</td>
<td>Shirlrona Johnson</td>
<td>1715 College Drive, Roxboro, NC 27573</td>
<td>(336) 599-1181</td>
</tr>
<tr>
<td>Person County Learning Academy</td>
<td>Patti Barnes</td>
<td>361 Virginia Road, Roxboro, NC 27573</td>
<td>(336) 322-1021</td>
</tr>
<tr>
<td>Person High School</td>
<td>Dr. Jonté Hill</td>
<td>1010 Ridge Road, Roxboro, NC 27573</td>
<td>(336) 599-8321</td>
</tr>
<tr>
<td>South Elementary</td>
<td>Patrick Holmes</td>
<td>1333 Hurdle Mills Road, Roxboro, NC 27573</td>
<td>(336) 599-7133</td>
</tr>
<tr>
<td>Southern Middle</td>
<td>Dr. Melody Wilson</td>
<td>209 Southern Middle School Road, Roxboro, NC 27573</td>
<td>(336) 599-6995</td>
</tr>
<tr>
<td>Stories Creek Elementary</td>
<td>Dustin Martin</td>
<td>133 Stories Creek Road, Roxboro, NC 27573</td>
<td>(336) 503-8071</td>
</tr>
<tr>
<td>Woodland Elementary</td>
<td>Joseph Warren</td>
<td>7911 Semora Road, Semora, NC 27343</td>
<td>(336) 599-7442</td>
</tr>
</tbody>
</table>

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