



2018-19

STUDENT HANDBOOK

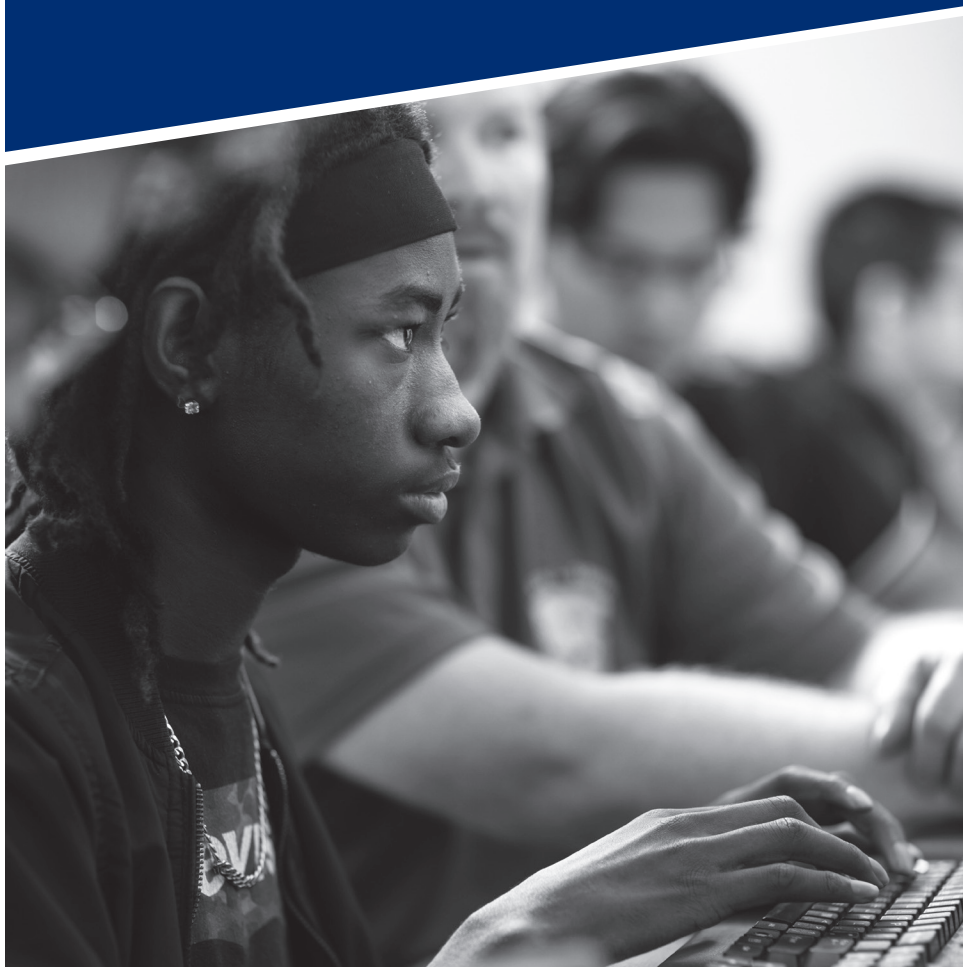


TABLE OF CONTENTS

MESSAGE FROM THE SUPERINTENDENT	1
GUILFORD COUNTY BOARD OF EDUCATION AND CENTRAL ADMINISTRATION	2
I. INTRODUCTION	3
II. DEFINITIONS	6
III. GENERAL PROVISIONS	8
IV. IMPLEMENTATION	9
V. PROCEDURE FOR DISCIPLINARY ACTIONS AND APPEALS	9
VI. MAINTENANCE OF DISCIPLINARY RECORDS, EXPUNGEMENT.....	11
VII. DISCIPLINARY MEASURES.....	12
VIII. EXPULSION OF A GUILFORD COUNTY STUDENT.....	14
IX. VIOLATIONS OF THE CODE OF CONDUCT.....	22
Rule 1: Trespassing	
Rule 2: Attendance	
Rule 3: Cheating	
Rule 4: Inappropriate or Lewd Interpersonal Behavior	
Rule 5: Use of Tobacco Products	
Rule 6: Noncompliance with Directives from Principals, Teachers and Other School Personnel	
Rule 7: Bus Misbehavior	
Rule 8: Insulting, Abusive, Harassing, Profane, Obscene or Seriously Disrespectful Words, Acts of Touching, Gestures, Signs, Verbal Threats or Other Acts	
Rule 9: Gambling	
Rule 10: Forging Notes/Documents	
Rule 11: Open Lunch Compliance	
Rule 12: Arson or Making or Possessing Explosive or Incendiary Devices	
Rule 13: Unjustified Activation of a Fire or Other Alarm System	
Rule 14: Fighting Among Students	
Rule 15: Extortion	
Rule 16: Theft or Destruction of School or Personal Property	
Rule 17: Robbery, Burglary, Taking or Destroying Property, Using Violence or Threat of Violence	
Rule 18: Incidents of Aggressive Physical Action	
Rule 19: Threats or Actions of Assault Against Adults	

- Rule 20: Physical Assault Upon a Student
- Rule 21: Possession of a Firearm
- Rule 22: Possession of a Dangerous Weapon or Other Instrument
- Rule 23: Disruption of School
- Rule 24: Possession, Use, Sale, Delivery or Distribution of Marijuana, Narcotics, Stimulants, Alcoholic Beverages, and Any Other Unauthorized or Illegal Substances or Drug Paraphernalia
- Rule 25: Gang Activity or Gang-related Activity
- Rule 26: Violations of North Carolina Criminal Statutes
- Rule 27. Prohibitions on the Use of Cellular Phones and Other Electronic Devices
- Rule 28: Student Dress

X.	STUDENTS WITH DISABILITIES	40
XI.	STUDENT ASSIGNMENT	40
XII.	STUDENTS IN TRANSITION.....	45
XIII.	SELECTED PROCEDURES AND ADOPTED POLICIES	47
	Sexual Harassment of Students (GAMAA).....	47
	Registered Sex Offenders – Students (JBCE)	52
	Sexual Harassment by Students (JCDAE).....	53
	Student Harassment, Bullying and Discrimination Free Environment (JCDAD).....	55
	Drug and Alcohol Free School Environment (JCDAC)	57
	Acceptable Use of Electronic Transmission Capabilities (EFE/EFE-P).....	58
	Field Trips (IFCB)	64
	Children with Disabilities/Special Needs	66
	Grading and Reporting Student Progress (IHA)	67
	Graduation Requirements (IHF)	69
	Early Graduation.....	71
	Student Accountability Standards, K-12(IKEA/IKEA-P)	71
	Attendance Policy K-12 (JBD)	81
	Student Dress Code (JCDB/JCDB-P)	87
	Grievances - Students/Parents (JCE)	89
	Administration of Medications to Students (JGCD/JGCD-P).....	98
	School Nurse	103
	Diabetes	103
	Secret Societies (JHCAA)	103
	Student Records (JR)	103
	Military Recruitment	121
	School Health Education Program: Reproductive Health and Safety Education	121

Summary of Testing Procedures by Testing Program	121
Students Participating in Extracurricular Activities (JH)	128
Student Participation in Interscholastic Activities (JI)	131
Visitors at School Sponsored Activities (KM)	135
XIV. OTHER IMPORTANT INFORMATION	136
XV. APPENDIX	
APPENDIX A – Verification of Review and Understanding	
APPENDIX B – Parent/Guardian Verification of Receipt and Review	
APPENDIX C – Memorandum of Disciplinary Action	
APPENDIX D – Expungement of Long-term Suspensions or Expulsions	
APPENDIX E – Harassment, Bullying Or Discrimination Reporting Form	
Parent Consent and Photo Release Form	
XVI.GUILFORD COUNTY SCHOOLS TRADITIONAL CALENDAR	

GUILFORD COUNTY SCHOOLS

Dear GCS students and families:

Welcome to the 2018-19 school year. We are excited to have you back in the classroom and ready to learn.

This handbook provides a selection of policies that are pertinent to all GCS students and parents. Please review the document as it may address any questions you have about grades, field trips, student assignment, health, safety and discipline. Many of our board policies are under review; please refer to our website at www.gcsnc.com for the most current policies.

Our mission is to prepare each student to be college- and career-ready, and we are proud of the many achievements made by our students and staff. Parents are a key part of that success, and I invite you to remain an active participant in your child's education. Together, we can soar to greatness.

In the interest of all children,

Sharon L. Contreras

Sharon L. Contreras, Ph.D., Superintendent
Guilford County Schools



STAY CONNECTED

GCS APP | www.gcsnc.com | GCSTV

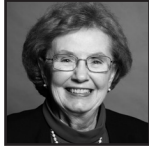
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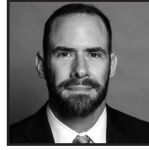
Guilford County Board of Education



District 1
T. Dianne Bellamy
Small



District 2
Anita Sharpe



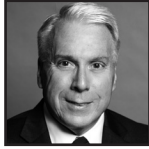
District 3
Pat Tillman



District 4
Linda Welborn



District 5
Darlene Garrett



District 6
Wes Cashwell



District 7
Byron Gladden



District 8
Deena A. Hayes



Dr. Sharon L. Contreras
Superintendent

Central Office Administration

Dr. Nora Carr, Chief of Staff
Angie Henry, Chief Financial Officer
Wanda Legrand, Chief Student Support Officer
Scott McCully, Chief Operations Officer
Dr. Shirley Morrison, Chief Human Resources Officer
Brian Schultz, Chief Academic Officer
Tony Watlington, Chief of Schools
Dr. Kathleen Dawson, Chief Innovation Officer

STUDENT **DISCIPLINE**

GRADES K-12

INTRODUCTION

Guilford County Schools (GCS) is committed to maintaining effective discipline in order to establish positive learning environments that ensure that every student has the maximum opportunity to receive appropriate education. GCS recognizes that establishing order and maintaining discipline in the school setting can be achieved only through the cooperative efforts of school personnel, students and parents/guardians.

State law addresses the responsibilities of teachers and principals as follows: "It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to maintain good order and discipline in their respective schools." (G.S. 115C-307)

"The principal shall have the authority to exercise discipline over the pupils of the school under policies adopted by the local board of education in accordance with G.S. 115C-390.1 through G.S. 115C-390.12." (G.S. 115C-288)

Discipline: A Cooperative Effort

In addition to meeting the requirements of the law, the district expects all school personnel to promote effective instruction and discipline through fair and non-discriminatory treatment of all students, to display an attitude of respect for all students, to initiate cooperative working relationships with all students and parents/guardians, and to seek parental/guardian input in planning and implementing discipline plans. It is the responsibility of all school personnel to consistently and impartially enforce the rules and regulations of the school and classroom while protecting the constitutional due process rights of the students.

Students are encouraged and expected to conduct themselves in a manner that is conducive to effective learning and that respects the personal, civil, and property rights of all members of the school community. Students are expected to know and to follow the rules and regulations of the school and each classroom teacher. If a student has a complaint or concern, he/she is encouraged to discuss the problem with school personnel and parents/guardians and to seek changes in an orderly, responsible manner.

Parents/guardians are encouraged to maintain regular communication with school personnel concerning their child's academic progress and conduct, to attend conferences scheduled at a time mutually convenient for all concerned,

and to bring to the attention of school personnel any concern or problem that affects the education of their child. Parents/guardians are also expected to know and to encourage their child to follow the rules and regulations of the school and each classroom teacher.

To facilitate and promote cooperation between students, parents, and school personnel, the administration has established system-wide standards for the proper conduct and behavior of students in the Guilford County Schools. The Handbook also sets out procedures for enforcing the Code and rights and responsibilities of students and parents in the event a disciplinary issue arises. This Code will be published annually in the Student Handbook. From time to time the practices and procedures change during the year. The Handbook is a guide. Updates to the Handbook and Code should be available at school sites and the administrative offices, in addition to our policy website.

GCS has broad jurisdiction over students enrolled in the system. Therefore, the Code shall apply to all facets of student behavior in the system before, during and after school hours while a student is at school in any school building and on any school premises. It shall apply: when students attend school-sponsored activities and while students are on or about any school-owned or operated vehicle and school-system contracted vehicles; while students are at designated bus stops; while students are off school property at any school-sponsored or school-approved activities or functions including, but not limited to, dances, field trips, and athletic events; during any period of time when students are subject to the authority of school personnel; and at any time when a student's behavior has a direct and immediate effect on maintaining order and discipline and protecting safety and welfare of students and staff.

The Code is not intended to restrict, in any way, the authority of principals or teachers to make rules, consistent with the Code, as they are authorized by law to make for the operation of their respective schools and classrooms. The classroom teacher has the first level of responsibility in matters of student discipline and most matters should be handled by the teacher at that level. Prevention is always preferred over intervention.

Any student who refuses to comply with reasonable rules, regulations or directives imposed by any principal, teacher, or authorized school employee shall be held in violation of the Code. It shall be the responsibility of the principal, or designee, to investigate fully the cases of students appropriately referred to his or her office for misbehavior and to determine what, if any, disciplinary action is warranted.

The Code uses a system of consequences and "ranges of consequences." In the event that a principal finds that mitigating or aggravating circumstances justify a different punishment, he or she shall so specify the circumstances in his/her Memorandum of Disciplinary Action (See Appendix C). Repeated violations of the Code of Conduct shall be considered an aggravating factor supporting

consequences beyond the recommended measure. With the aforementioned circumstances, the principal is granted the authority to exercise his/her good judgment to apply a greater or lesser consequence than that specified herein.

Preventive Measures

School administrators may use specifically trained canines to sniff school and students' personal property at any time in an effort to detect the suspected presence of prohibited substances. When it is recognized that a student is behaving in a manner that indicates potential disciplinary problems, school personnel shall make reasonable efforts to initiate preventive measures.

Possible preventive intervention procedures may include, but are not limited to:

- conferences with the student;
- conferences with the parents/guardians;
- periodic follow-up reports to parents/guardians; and
- referral to appropriate support personnel.

School personnel shall actively seek effective, positive methods and strategies to help each student learn to behave in a manner that is conducive to effective learning and that respects the rights of others. Each school principal shall systematically identify potential problem areas within his/her school that may contribute to discipline problems and shall work to maintain a positive school environment to minimize discipline problems.

Corporal Punishment, Use of Reasonable Force, Seclusion and Restraint.

The district believes that a well-disciplined school system can be maintained without the use of corporal punishment. Therefore, the district prohibits the use of corporal punishment by principals, assistant principals, teachers, substitute teachers and any other school system personnel, student teachers or volunteers.

While the district prohibits the use of corporal punishment as a means of discipline, school personnel may use reasonable force to control behavior or to remove a person from the scene in the following situations pursuant to G.S. 115C-390.3:

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

Schools shall not use seclusion or restraint as a means of discipline except as provided by law. The Superintendent is directed to develop procedures regarding the use of seclusion, restraint and isolation.

Suspension and Expulsion

While the teacher has the major responsibility for classroom discipline, some disruptive behavior may require the attention of the principal or his/her designee. State law assigns the principal the authority to suspend for 10 days or less, or with prior approval of the Superintendent, for more than 10 days (G.S. 115C-390.1 through 390.12). Special statutory provisions apply in the event that a student enrolled in an exceptional children's program exhibits behavior which might result in suspension or expulsion (G.S. 115C-112). The Board expects the principal to treat any suspension or expulsion as a very serious matter and in such instances the principal should utilize resources at his/her disposal in an effort to affect another solution. In the event that a student must be suspended or excluded, the Board expects such action will be in full compliance with the provisions of the law and with the administrative policies and/or procedures.

DEFINITIONS

Aggravating Factors – Aggravating factors suggesting consequences beyond the recommended penalty include, but are not limited to; repeated violations, imminent danger to self or others, failing or refusing to follow the directives of school personnel while they are attempting to investigate or control behavior during a potential Code violation, and other extreme circumstances within the discretion of the principal.

Alternative Setting – Educational services provided by the system or another provider in a setting other than the student's school assignment.

Board – The Guilford County Board of Education.

Classroom – Locations where designated learning experiences take place and where school officials have supervisory responsibility.

Consequences – Consequences for violations of the Code of Conduct include, but are not limited to; conferences with parents, confiscation of property which disrupts the learning environment, detention, isolation, restitution, in-school suspension, suspension from school activities and events, suspension of bus privileges, after-school detention, out-of-school suspension and expulsion (See also the section titled Disciplinary Measures).

Day or Days – School days excluding teacher workdays, holidays, vacation days, weekends and days when school is cancelled due to inclement weather or other emergencies.

Expulsion – Permanent exclusion of a student from entering the school, school grounds or riding on a school-owned or operated vehicle and prohibiting a student from enrolling in a Guilford County School.

In-School Suspension – The in-school suspension program is an alternative to students being suspended out-of-school. The purpose is to provide a form of consequence that result in improved behaviors without the removal of students from the school environment and supervision.

Long-Term Suspension – An out-of-school suspension for any designated period of more than 10 days, but not in excess of the maximum time allowed by law (N.C.G.S. 115C-390.7).

Memorandum of Disciplinary Action – The written summation by the principal or his/her designee of the charges against the student, the principal's findings and the disciplinary action assigned by the principal as a consequence of the action.

Mitigating Factors – Mitigating factors include, but are not limited to self-defense, provocation, former record of the student, and other factors in the discretion of the principal and Superintendent.

Out-of-School Suspension – The removal of the student from school, school activities and school grounds for a designated period of time as prescribed by law.

Parent – The natural parent, legal guardian, legal custodian or person serving in loco parentis having charge or control of any student enrolled in the Guilford County Schools.

Principal – The school principal or any school professional to whom the principal may officially delegate authority.

School Support Officer (SSO) – The individual responsible for assisting in management of discipline concerns. This individual works directly with the principal to create a positive, disciplined learning environment.

Restitution – To make whole, by replacement or restoration of property to its original condition, or payment of money sufficient to compensate for damage to property.

Student – Any person enrolled or attending any of the schools within the Guilford County School district.

Tardy – Late for a class or other school period as defined by the schools and North Carolina laws and regulations.

Teacher – The professional entrusted by the Board and the Superintendent with the responsibility pursuant to law for the education, health and well-being of students under his/her direction.

Teacher Assistant – The paraprofessional hired by the Board to provide classroom support and assistance to teachers.

Year-Long Suspension – Students who bring or possess firearms or a destructive device on educational property, or to a school-sponsored event off of educational property shall be suspended for 365 days or placed in an alternative setting if the criteria set out in N.C.G.S. 115C-390.10(f) are met.

GENERAL PROVISIONS

All students shall comply with all rules and regulations governing behavior and conduct. Violation of Board or Administrative Policies or Procedures, the Student Code of Conduct of the Guilford County School Administrative Unit, regulations issued by the individual school, rules designed by teachers to govern student behavior, or the North Carolina General Statutes may result in disciplinary action including suspension of the student from the Guilford County School Administrative Unit pursuant to the Due Process Procedures for Administrative Disciplinary Action of the Guilford County School Administrative Unit.

Students shall be informed by local school rules or local school authorities of any infractions not listed in this Code of Conduct that may result in short-term or long-term suspension or expulsion. During the period that a student is suspended, he/she is prohibited from entering the grounds of any school of the Guilford County School Administrative Unit and from attending any school-related functions without express permission of the building principal. Further, a student suspended from riding school-provided transportation should not enter a school bus or contract vehicle for the purpose of being transported from home to school or from school to home during the period of suspension.

Pursuant to North Carolina General Statute 115C-288, law enforcement authorities will be notified if the principal has personal knowledge or actual notice from school personnel that an act has occurred on school property involving assault resulting in serious personal injury, sexual assault, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a weapon in violation of the law, or possession of a controlled substance in violation of the law. Law enforcement will be called in other instances if the principal has reason to believe a crime may have been committed and may be called if the involvement of law enforcement would advance the principal's efforts to determine whether a crime has been committed, to quell a disturbance or to maintain order. School officials shall cooperate at all times with the efforts of law enforcement; however, school disciplinary measures will proceed independently of any criminal or juvenile investigation or prosecution.

Lockers, desks, and other school property remain at all times the property of the Board and shall be subject to search at the discretion of the Superintendent or his designee. Lockers, desks, parking lots, and any other property of the Guilford County Schools may not be used for any unlawful purpose, and any unlawful or disruptive or dangerous material found in or on school premises may be confiscated. School administrators may use specifically trained canines to sniff school and students' personal property at any time in an effort to detect the suspected presence of prohibited substances. School administrators may use specifically trained canines to sniff school and students' personal property at any time in an effort to detect the suspected presence of prohibited substances.

IMPLEMENTATION

In order to assure that all Guilford County Schools students and their parents are aware of the Student Code of Conduct and the consequences for its violation and all rights and responsibilities following an allegation of a Code violation, teachers will distribute the Code to all students and verify, in writing, the Code's distribution and discussion of the Code. Additionally, each student will be required to provide a copy of the Code of Conduct to his or her parent and every student and parent will sign a verification form that they have read and reviewed the Code and understand the expected behavior and consequences resulting from unacceptable behavior. This verification will take place at the beginning of the school year, or, in the case of students enrolling after the beginning of school, at the time of enrollment. Forms for the verifications by teachers, students, and parents are found in Appendix A and B of this document.

PROCEDURE FOR DISCIPLINARY ACTIONS AND APPEALS

(In-School Suspension/ISS and Out-of-School Suspensions/OSS for 10 days or less)

North Carolina General Statute 115C-390.5(a) states that "The principal shall have authority to impose short term suspension on a student who wilfully engages in conduct that violates a provision of the Code of Student Conduct authorizing short term suspension." A disciplinary action of any suspension in-school or a suspension out-of-school for 10 days or less shall be determined by the principal. Parents are encouraged to seek any clarification or explanation of any disciplinary action from the principal within two days of the assignment of the consequences.

(Out-of-School Suspensions/OSS of 10 days or more)

The following procedure will be utilized when a student is recommended for a long-term suspension by the principal:

1. The principal or designee shall investigate the alleged violation as it relates to the student;
 - a) A conference will be held with all parties involved in the situation including parent(s)/guardian(s), if they can be reached within a reasonable time,
 - b) The evidence related to the situation will be presented and reviewed during the conference,
 - c) If the investigation is complete at the conclusion of the conference, the parent/student will be informed of the long-term recommendation and given appeal information, and
 - d) If the investigation is incomplete at the conclusion of the conference, then the principal will render a decision as soon as the investigation is complete.

2. The principal or designee will prepare and forward the long-term suspension recommendation letter and appeal information by hand delivery to the parent/student within two (2) school days. The letter will include notice of the time, place and date of the long-term suspension hearing before the Hearing Officer, who is the Superintendent's designee. The principal's designee must deliver the letter to the parent, guardian or custodian or to the address of record for the student contained in the student's official school file;

- a) It is the goal of the Board that every student will be given a hearing with the Hearing Officer within six (6) school days from the student's initial date of suspension,
- b) The principal's designee will present to the Hearing Officer the evidence supporting the recommendation of long-term suspension and the parent/student will have an opportunity to present evidence disputing the recommendation of the principal,
- c) The hearing will be recorded and the student will have a right to a copy of the recording if requested at cost,
- d) The student has a right to legal representation at the hearing (at the student's expense) to present evidence, and to examine and present witnesses, including witnesses for the administration, and
- e) At the conclusion of the hearing the Hearing Officer, as the Superintendent's designee, will determine whether the principal's recommendation for long-term suspension should be upheld. In the alternative, the hearing officer may also consider disciplinary reassignment and a Behavior Modification Contract (BMC).

Disciplinary Reassignment Instead of Long-term Suspension with a Behavior Modification Contract (BMC)

In certain cases, at the discretion of the Hearing Officer, following the hearing regarding the long-term suspension recommendation of the principal, a student who is recommended for long-term suspension may be reassigned to an alternative school for a period of time, with a goal toward re-entry into the regular school community. Students will be placed on a Behavior Modification Contract (BMC). Conditions in the BMC will include disciplinary reassignment to the alternative school, acceptable attendance and appropriate behaviors at the alternative school. Other conditions may also be imposed. In the event that the student and parent consent to the reassignment and BMC and the terms of the BMC are met, the student will be eligible for reassignment back to the home school or another school at the beginning of the grading period following successful completion of the BMC. In the event the student successfully completes the BMC, the student's record will show the student was reassigned for a period of time and will not reflect a long-term suspension. In the event, however, that the BMC is not successfully completed or attendance at the alternative school is not satisfactory, the long-term suspension shall be reinstated and the student's record will reflect that the student was long-term suspended or the reassignment to the alternative school may be extended.

Appeal of the Superintendent's Decision to the Board of Education

The parent/student may appeal the decision of the hearing officer to a panel of the Board of Education. If the parent/student wishes to pursue an appeal to a panel of the Board, the written request must be received by the hearing officer within two (2) school days upon receipt of the written decision of the hearing officer.

A Board panel, composed of not less than three (3) members of the Board of Education, will hear and act upon the Hearing Officer/Superintendent's recommendation in the name of and on behalf of the Board.

1. The school administration and the parent/student will have the opportunity to present their case(s) to the Panel. The hearing will be recorded.
2. The student is entitled to have legal representation (at the student's expense), to present evidence, to present and examine witnesses, including witnesses for the administration.
3. The Panel will render a decision in a timely fashion.
4. The parent/student may request a copy of the recording of the proceedings at cost.

MAINTENANCE OF DISCIPLINE RECORDS (EXPUNGEMENT)

1. When notice is given to parents, guardians or students of a suspension of more than ten (10) days or an expulsion, the notice shall inform them that records of such suspensions and expulsions shall be included in the student's official school record and will give them information as to the procedure for expungement or removal of this information under N.C.G.S. 115C-402.

2. The record shall include the term of the suspension or expulsion, a description of the violation(s) for which the student was suspended or expelled, and any supporting documentation.

3. The student's parent, legal guardian or custodian or the student, if the student is age 16 or older or emancipated, may submit a request for removal of records of long-term suspensions or expulsions to the Superintendent or the Superintendent's designee. The request may be made using the Expungement of Disciplinary Records form. A copy of the form is in the Appendix D of this handbook.

4. The parent, guardian or eligible student may make the request based on the following criteria:

- a) The student has either graduated from high school or has not been expelled or suspended again during the two-year period beginning on the date of the student's return to school after the suspension or expulsion;

- b) The Superintendent or the Superintendent's designee determines the record of the long-term suspension or expulsion is no longer needed to maintain safe and orderly schools; and
- c) The Superintendent or the Superintendent's designee determines the record of the long-term suspension or expulsion is no longer needed to adequately serve the student.

5. The Superintendent or the Superintendent's designee will review the expungement request and any supporting documentation as well as other appropriate information including, but not limited to, the student's disciplinary, attendance and academic records.

6. The Superintendent or the Superintendent's designee shall expunge the record of long-term suspension or expulsion if the above criteria in subsection 4 are met.

7. If the Superintendent or the Superintendent's designee determines that the record of the long-term suspension or expulsion should not be removed from the student's record based upon the criteria in subsection 4, the student's parent or guardian or the eligible student has a right to submit to the Superintendent or the Superintendent's designee a statement of reasonable length explaining the objections to the suspension or expulsion notice contained in the records. This explanation submitted by the parent/guardian/student shall be placed in the student's permanent record to be disclosed by the school whenever the contested portion of the cumulative record is disclosed.

8. The Superintendent or his designee will render a written decision to the parent, guardian, or eligible student within seven (7) to ten (10) school days of receiving the request for expungement.

9. The Superintendent or the Superintendent's designee may expunge any record of a long-term suspension or expulsion provided that all other criteria under subsection 4 outlined above are met even if the eligible student or the student's parent or guardian does not request that the record be removed.

DISCIPLINARY MEASURES

The Board shall delegate to the Superintendent and his staff the responsibility for establishing and enforcing necessary regulations and procedures not in conflict with state or federal law so as to govern and control the conduct of students. The Board of Education expects school administrators to provide for and maintain an environment suitable for an orderly learning process. These disciplinary measures are consequences of violating the Student Code of Conduct and may include, but are not limited to the following:

- Conference with Parents - Parents are encouraged to set up an appointment with any teacher, counselor or administrator to discuss their student's progress or problems. School officials may also request such a conference;
- Confiscation - Any student's property which disrupts the learning environment will be removed from that student's possession;
- Court Referral - In case of a drug offense, assault or other violations of the North Carolina Statutes, a student may be taken to court;
- Detention - Any teacher or principal may have a student serve detention before or after regular school hours;
- Expulsion - Permanent exclusion from the school system requires the recommendation of the principal and Superintendent and Board action;
- In-School Suspension - A student is excluded from attending regular classes but not from attending school and is required to do assignments developed by his/her regular teachers. Credit is given for this work. A student will not be allowed to participate in any extra-curricular activities during the period of in-school suspension. Principals shall notify parents when a student is assigned to in-school suspension;
- Isolation - Any student may be removed from regular class activities for any portion of a school day as long as he/she is placed under the supervision of an adult;
- Involvement of Law Enforcement Agencies - In cases of violations of North Carolina General Statutes or as provided for by law, law enforcement agencies may be contacted;
- Loss of Privileges - Principals, teachers, and/or their designees may withdraw specific school privileges from students who exhibit inappropriate behaviors;
- Out-of-School Suspension - A student may be suspended from attendance at school for violations of the Student Code of Conduct;
- Short-term suspension – A suspension for 10 or less consecutive school days;
- Long-term suspension – A suspension for more than 10 consecutive school days;
- 365 Day Suspension – A suspension for 365 consecutive calendar days;
- Parent Contact - Teachers, counselors, and school administrators may contact parents by telephone or letter in an effort to inform them of student misconduct and to gain their support in altering that behavior;
- Referral to the Intervention Support Team (IST) - Students who have been referred to the principal for discipline two or more times may be referred by the teacher to a school-based committee, and the committee may recommend that the principal provide additional advice to the teacher, transfer the student to another classroom, assign the student to an alternative setting, refer the student to the multi-disciplinary committee, or provide other services;

- Removal from School-Provided Transportation - Students exhibiting inappropriate behavior may be prohibited from riding the bus or other school-provided transportation for periods of time specified in the Code's bus transportation rule or for any period of time up to the remainder of the school year should the misconduct warrant a longer suspension;
- Removal from the Classroom - The removal of a student from class by a classroom teacher or other school official for the remainder of a class period or school day and placement at some other place on the school premises shall not be considered a short-term suspension and shall not come under the rules and procedures governing suspensions;
- Restitution - The replacement of or payment for property taken, damaged, or destroyed will be required;
- Suspension from Extra-curricular Activities - A student may be suspended from participating in any or all extra-curricular activities, including graduation exercises. The Superintendent will establish a Code of Conduct and Rules for violations of the Code of Conduct that will be contained in a Student Handbook distributed to parents and students at the beginning of each school year. The Superintendent will also propose alternative learning opportunities for students who are disruptive to the learning environment or negatively impact the safety and welfare of students and staff in the regular education setting.

EXPULSION OF A GUILFORD COUNTY STUDENT

The Board of Education, in accordance with State statute, will expel a student only for the most serious and severe behavior. Expulsion is considered a total and final separation from the school district and its services. The Superintendent is directed to establish appropriate procedures which shall include a thorough review by the Superintendent or his designee prior to a recommendation to the Board for expulsion.

I. STANDARD FOR EXPULSION

TWO-TIERED TEST:

A. Did the student commit the act that forms the basis for the recommendation for expulsion?

B. Is the student's continued presence a clear threat to the safety of other students or and employees sufficient to justify expulsion from all school programs?

II. STRUCTURE OF PROCESS

N.C.G.S. §115C-390.11 provides that a student can be expelled from the Guilford County Schools if the Principal and Superintendent recommend expulsion to the Guilford County Board of Education and the Board finds, based on clear and convincing evidence, that the student's continued presence in school constitutes a clear threat to the safety of other students or employees. Therefore, the Principal and Superintendent or designee (anytime in this procedure the term Superintendent is used, it is understood to include "or designee") need to conduct an investigation and hearing to finalize their recommendation to the Board. Then a panel of the Board shall convene and determine whether to expel the student. The procedure for the decision-making process is as follows:

A. Administrative Level

The Principal determines if the conduct warrants recommendation for long-term suspension. The Principal shall:

1. Gather all documentary evidence, including written statements, photos, weapons, police reports, student discipline record for current year and any evidence of long-term suspensions from previous years, etc. and take such this information to his/her SSO for a review and discussion;
2. Put the recommendation in writing and forward it to the Superintendent's designee, with a copy of the recommendation to the parent or guardian, if the SSO and Principal concur that evidence supports expulsion by clear and convincing standards. Upon receipt of the recommendation, the Superintendent's designee shall set a time, date and place for a hearing and send notice of the hearing to the student and his or her parent or guardian. The notice should include;
 - a) The details of the behavior which forms the basis for the principal's recommendation,
 - b) A statement that before expulsion can be invoked, the student has a right to a hearing before the Board of Education or a panel thereof as provided in N.C.G.S. §115C-45(c),
 - c) The fact that if the Board of Education upholds the Superintendent's recommendation, the student will be excluded from school and all related services and activities for an indefinite period of time,
 - d) A date, time and place for the hearing before the Superintendent's designee,
 - e) A statement that the student has the right to be represented at the hearing by legal counsel, provided, however, that if the student intends to be represented, he/she must notify the Superintendent's designee for the Guilford County Schools system thereof prior to the date set for the

hearing, and

- f) A summary of the evidence which the Principal has available at the time the notice is sent and which will be introduced at the hearing, a copy of Student Code of Conduct, and a copy of the expulsion procedures.

A form shall be attached to the notice by which the student may waive his right to a hearing before the Superintendent's designee;

3. The hearing before the Superintendent's designee shall be scheduled as soon as practical following the receipt of the notice described above. The hearing shall be held prior to the expiration of the 10-day period for short-term suspensions when feasible;

4. The hearing shall be for the purpose of finding the facts as a basis for serious discipline. In those instances where the administration is recommending both long-term suspension and expulsion, the evidence and facts that form the basis of the recommendations can be heard simultaneously; and

5. The Principal shall present the evidence for the administration and the student and/or his parent or guardian shall present the evidence on the student's behalf. At the conclusion of the hearing, the Superintendent's designee shall determine whether there is sufficient evidence to recommend expulsion to the Board of Education.

B. Board of Education Level

If the Superintendent's designee determines that the conduct warrants recommendation for expulsion, he or she should:

1. Determine who will serve on behalf of the administration to present the case to the Board of Education. The Superintendent's designee has the right in the event that the student is represented by counsel to request that the administration also be represented by counsel;

2. Send notice to the student and his or her parent or guardian, including;

- a) The details of the behavior which forms the basis for the Superintendent's recommendation,
- b) A statement that before expulsion can be invoked, the student has a right to a hearing before the Board of Education or a panel thereof as provided in N.C.G.S. §115C-45(c),
- c) The fact that if the Board of Education upholds the Superintendent's recommendation, the student will be excluded from school and all related services and activities for an indefinite period of time,

- d) A date, time and place for the hearing before the Board,
- e) A statement that the student has the right to be represented at the hearing by legal counsel; provided, however, that if the student intends to be represented, he/she must notify the Superintendent for the Guilford County Schools system thereof prior to the date set for the hearing, and
- f) A summary of the evidence which the administration has available at the time notice is sent and which will be introduced at the hearing, a copy of Student Code of Conduct, and a copy of the expulsion procedures.

A form shall be attached to the notice by which the student may waive his/her right to a hearing before the Board;

3. The hearing before the Board shall be scheduled at the next available scheduled hearing date following the receipt of the notice described above. (Typically, the Board hears student matters every two weeks on Thursday afternoons, although the schedule is subject to some variance. Approximately every third hearing date is scheduled at night.);

4. The Superintendent's designee acts as district representative to prepare and present evidence to the Board supporting expulsion. He/she should be prepared with at least FIVE COPIES (one for each panel member, the student, and the Board attorney), student's discipline record, criminal record if appropriate, and all documentation supporting expulsion. The Board Panel Chairperson's copy will be considered the file copy;

5. The Board Panel shall;

- a) Consist of at least three members,
- b) Record the hearing and keep a permanent file of all proceedings and all written documentation reviewed at the hearing,
- c) Consider the student's age and maturity when determining its findings relative to the guidelines for expulsion,
- d) As Trier of fact, make findings based on the standard of CLEAR AND CONVINCING EVIDENCE as follows:
 - i. Did the conduct at issue occur?
 - ii. Is the conduct, considered with other pertinent data, evidence that the student is a threat to the safety of others in the regular education program?
 - iii. Is there an alternative placement within the school system or in the community?
 - iv. Should the student be removed from enrollment in Guilford County

Schools?

- e) Send written notice by certified mail of its decision regarding expulsion. The letter should contain a thorough description of expulsion, describe the findings of the Board Panel in summary fashion, forbid the student from entering the property of Guilford County Schools without written authorization from the building supervisor, and described the findings of the Board Panel in summary fashion, and
- f) Maintain records of expulsion hearings at least until the student reaches age twenty-one (21).

WAIVING THE RIGHT TO A HEARING IN EXPULSION

A student may waive his right to a hearing in an expulsion at the administrative level and/or at the Board level; provided, however, that the student's parents and/or his legal counsel, if any, must acquiesce to such waiver. The waiver may be effected by the student, his parents and/or his legal counsel, if any, affixing their signatures to the waiver form sent to the student with the notice described in Section B.2. hereinabove and returning such form to the offices of the Guilford County School System, 712 N. Eugene Street, P. O. Box 880, Greensboro, North Carolina 27402, prior to the date set for the hearing.

CLOSED HEARING

The hearings before the Administration and Board Panel are considered confidential student matters and can be attended only by the panel of the Board of Education, the Superintendent and/or the Superintendent's designee, the Principal and other administrative staff who were involved in the student's matter, the Guilford County Schools Board of Education's attorney, the student, the student's parents, and/or the student's legal counsel, if any. Others who will testify should be present only when they are giving information to the Board Panel. The student may be excluded at the discretion of the Board Panel with the concurrence of the student's parents.

RECORD OF THE HEARING

The Administration and Board Panel shall provide for the recording of any information orally presented to it at a hearing. The record of the hearing, statements and other written matter presented shall be kept on file by the Superintendent of Guilford County Schools until such time as the student reaches the age of twenty-one (21).

PRESENTATION OF CASE

Rules of evidence shall not apply to a hearing conducted under this policy, and the Board Panel may give probative effect to evidence that is the kind commonly relied on by reasonably prudent persons in the conduct of serious affairs.

All records, statements and evidence submitted to the Board Panel shall be confidential, and shall not be released except to reviewing authorities upon appeal.

USE OF WITNESSES

The hearing before the Board Panel shall consist of the oral examination, under oath, of witnesses presented to the Board Panel by a representative of the administration and the student, his/her parents or legal counsel, as well as a review of school records and other documentary evidence.

EXAMINATION OF WITNESSES

Members of the Board Panel, the designee for the administration, the student, his/or her parents or legal counsel, if any, may question witnesses about any matters relevant to the charge against the student and the proper disposition of the matter.

ROLE OF THE PARENTS

The parents of the student may be present at the hearing and shall have an opportunity to make a statement to the Board Panel and to answer questions, as well as advise the student during the hearing.

ADULT REPRESENTATION IN ADDITION TO PARENTS

If the parents cannot be present or if the student or his/her parents think his/her interests can better be protected by the presence at the hearing of another adult in addition to or in place of the parents or guardian, such an adult may act as a representative in the defense of the student, with the right to present the student's case.

COMPELLING THE APPEARANCE OF WITNESSES IN EXPULSION

If the Superintendent or the Superintendent's designee determines that the testimony of a witness is necessary for a proper investigation of the misconduct and if the witness refuses to attend the hearing after being requested to do so, he or she shall request the Guilford County Board of Education to use the subpoena power granted to it by the NORTH CAROLINA GENERAL STATUTE N.C.G.S. §115C-45 to compel his/her attendance.

The Guilford County Board of Education may also exercise the powers of contempt granted by the foregoing law if necessary in the opinion of a majority of the Board Panel.

DISPOSITION IN EXPULSION

The student and his/her parents shall be notified in writing by the Chairman of the Board of Education of the Board Panel's disciplinary decision within a reasonable period of time.

APPEAL IN EXPULSION

The student is entitled to judicial review of any decision made by the Guilford County Board of Education adverse to him/her pursuant to NORTH CAROLINA GENERAL STATUTE §115C-45(c)(1) and/or as otherwise allowed by law.

NORTH CAROLINA STATE BOARD OF EDUCATION

Priority: Healthy Responsible Students

Category: Safe Schools Program Guidelines

Policy ID Number: HRS-A-000

Policy Title: Acts of School Violence Reported Annually to the State Board of Education

Current Policy Date: 3/4/2010, 01/10/2001

Other Historical Information: Previous board dates: 12/02/1993, 12/07/1995, 08/07/1996, 12/05/1996, 02/05/1998, 01/13/1999, 01/10/2001.

Statutory Reference: G.S. 115C-12(21); G.S. 115C-288(g); G.S. 115C-307(a)

Administrative Procedures Act (APA) Reference Number and Category:

- (a) Principals who have personal knowledge or actually notice that any criminal offenses have occurred on school property shall report those offenses to law enforcement.
- (b) Pursuant to G.S. § 11 5C-12(21), principals shall report annually the following crimes to the State Board of Education via the Department of Public Instruction's approved discipline reporting system in conformity with the State's Uniform Education Reporting System:
 - (1) Assault resulting in serious personal injury as defined in G.S. 14-32.4;
 - (2) Sexual Assault as defined in G.S. 14-27.5A and 14-33(c)(2);
 - (3) Sexual offense as defined in G.S. 14-27.4 through 14-27.5 and 14-27.7A;
 - (4) Rape as defined in G.S. 14-27.2 through 14-27.3 and 14-27.7A;
 - (5) Kidnapping as defined in G.S. 14-39;
 - (6) Indecent liberties with a minor as defined in G.S. §14-202.1, 14-202.2 and 14-202.4;

- (7) Assault involving the use of a weapon as defined in G.S. § 14-32 through 14-34.9;
- (8) Possession of a firearm in violation of the law as defined in G.S. § 14-269.2;
- (9) Possession of a weapon in violation of the law as defined in G.S. § 14-269.2;
- (10) Possession of a controlled substance in violation of the law as defined in the North Carolina Controlled Substance Act as defined in Article 5 of G.S. §90-86 through 90-113.8;
- (11) Assault on school officials, employees and volunteers as defined in G.S. §14-33(c)(6);
- (12) Homicide as defined in G.S. §14-17
- (13) Robbery with a dangerous weapon as defined in G.S. §14-87;
- (14) Unlawful, underage sales, purchase, provision, possession, or consumption of alcoholic beverages as defined in G.S. §18B-302;
- (15) Making bomb threats or engaging in bomb hoaxes as defined in G.S. §14-69.2; and
- (16) Willfully burning a school building as defined in G.S. §14-60.

VIOLETIONS OF THE CODE OF CONDUCT

The following rules for conduct apply to all students, and the violation of the rules will result in consequences as described below. In appropriate circumstances the principal is granted the authority to exercise his/her good judgment and apply a greater or lesser consequence than those stated here. Principals must consult their School Support Officer (SSO) prior to suspending a student out of school for more than five (5) consecutive days. Aggravating circumstances may result in more severe consequences than listed for the specific rule violation.

Rule 1. Trespassing – Students shall not willfully enter or remain in any school structure, conveyance or property without having been authorized by school personnel. No student shall be on the campus of another school other than his or her assigned school without the knowledge and consent of the officials of the school he or she is visiting. No student shall refuse to depart from the property of the Guilford County Schools after being requested to do so.

Consequences

Elementary	Middle School	High School
In-school disciplinary action up to 1 day OSS.	In-school disciplinary action up to 3 days OSS. Law enforcement may be called.	In-school disciplinary action up to 3 days OSS. Law enforcement may be called.

Rule 2. Attendance – Students shall follow State and local attendance guidelines and attend classes in a timely and regular fashion.

a) Skipping (not coming to school) school in whole or in part - Students shall come to school and be present in their designated homeroom and/or their assigned classroom unless they have been authorized to be absent by the principal or his/her designee or they have an absence that is excused pursuant to State guidelines and Board policy for attendance.

Consequences

Elementary	Middle School	High School
In-school disciplinary action including Saturday or before/after-school detention.	In-school disciplinary action, including Saturday or before/after-school detention up to ISS.	In-school disciplinary action, including Saturday or before/after-school detention up to ISS.

b) Skipping (leaving school once present) school in whole or in part -- Students shall come to school, remain at school once they have arrived and be present in their designated homeroom and/or their assigned classroom unless they have been authorized to do otherwise by the principal or his/her designee.

Consequences

Elementary	Middle School	High School
In-school disciplinary action.	In-school disciplinary action up to 1 day OSS.	In-school disciplinary action up to 2 days OSS.

c) Unexcused Tardies in Homeroom, A/A Period and/or Assigned Classes – Students shall not be tardy to homeroom, A/A and/or assigned classes.

Consequences

Elementary	Middle School	High School
In-school disciplinary action.	In-school disciplinary action up to ISS.	In-school disciplinary action up to ISS.

Rule 3. Cheating – Students shall not engage in any act of deception or falsification of work product. This includes cheating by receiving any unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work, plagiarism by copying the language structure, idea and/or thought of another and representing it as one’s own work, and a verbal or written statement of untruth.

Consequences

Elementary	Middle School	High School
In-school disciplinary action up to 1 day OSS. Zero on assignment. May be allowed opportunity to redo assignment.	In-school disciplinary action up to 2 days OSS. Zero on assignment. May be allowed opportunity to redo assignment.	In-school disciplinary action up to 3 days OSS. Zero on assignment. May be allowed opportunity to redo assignment.

Rule 4. Inappropriate or Lewd Interpersonal Behavior – Students shall conduct their personal and social relationships according to acceptable community standards. Inappropriate public displays of affection as determined by the principal will not be allowed. Lewd, illegal or sexual gestures or acts, even if consensual, will result in serious consequences.

Consequences

Elementary	Middle School	High School
In-school disciplinary action up to long-term suspension. Law enforcement may be notified.	ISS up to long-term suspension. Law enforcement may be notified.	ISS up to long-term suspension. Law enforcement may be notified.

Rule 5. Use of Tobacco Products – Students shall not use or possess tobacco products, including e cigarettes, on any school property at any time while a student is at school in any school building and on any school premises, attending school-sponsored activities, on or about any school-owned or operated vehicle, off school property at any school-sponsored or school-approved activity or function or during any period of time when students are subject to the authority of school personnel and/or at any time when the student’s behavior has a direct and immediate effect on maintaining order and discipline and/or protecting the safety and welfare of students and staff.

Consequences

Elementary	Middle School	High School
In-school disciplinary action up to 1 day OSS.	Referral to Tobacco Education Program for first offense. Up to 3 days OSS for students refusing to participate in the program and for subsequent violations.	Referral to Tobacco Education Program for first offense. Up to 3 days OSS for students refusing to participate in the program and for subsequent violations.

Rule 6. Noncompliance with Directives from Principals, Teachers and Other School Personnel – Students shall comply with the directions of all principals, assistant principals, teachers, substitute teachers, counselors, media specialists, teacher assistants, student teachers, coaches, advisors, bus drivers, bus supervisors and any other authorized school personnel at all times while a student is at school in any school building and on any school premises, attending school-sponsored activities, on or about any school-owned or operated vehicle, off school property at any school-sponsored or school-approved activity or function or during any period of time when students are subject to the authority of school personnel, and/or at any time when the student’s behavior has a direct and immediate effect on maintaining order and discipline and/or protecting the safety and welfare of students and staff.

Consequences

Elementary	Middle School	High School
In-school disciplinary action measures for most infractions and up to 1 day OSS for repeated or serious infractions.	In school disciplinary action up to 3 days OSS. Long term suspension may result if aggravating circumstances are present.	In school disciplinary action up to 3 days OSS. Long term suspension may result if aggravating circumstances are present.

Rule 7. Bus Misbehavior – Students, at all times while riding a school bus or other school-owned or operated vehicle, shall observe the directives of the school bus driver and/or bus contract vehicle safety monitor. The following conduct is specifically prohibited and may result in revocation of school system provided transportation privileges; delaying the bus schedule, fighting, smoking, inappropriate behavior of a lewd or offensive nature, using profanity or refusing to obey the driver's instructions, tampering with or willfully damaging the school vehicle, getting off at an unauthorized stop, departing the bus via the emergency door or windows without being told to do so by the driver, distracting the driver's attention by participating in disruptive behavior while the vehicle is in operation, standing or moving around the bus while the vehicle is in motion, throwing objects from the bus windows or doors, failing to observe and obey safety regulations, failing to sit in an assigned seat if applicable, willfully trespassing on a school-owned or operated vehicle, or violating any other Code of Conduct rule while on the school bus. If a violation of this Code also violates other rules, consequences in addition to those listed below may be implemented.

Consequences

Elementary	Middle School	High School
In-school discipline action up to 5 days suspension from transportation.	In-school discipline action up to 10 days suspension from transportation and repeated or serious offenses may result in out-of-school suspension.	In-school discipline action up to 10 days suspension from transportation and repeated or serious offenses may result in out-of-school suspension.

Rule 8. Insulting, Abusive, Harassing, Profane, Obscene or Seriously Disrespectful Words, Acts of Touching, Gestures, Signs, Verbal Threats, Acts of Bullying or Intimidation, or Other Acts – Students shall respect other students, visitors, school employees and other persons by utilizing appropriate language and behaviors at all times. Any action which is insulting, abusive, harassing, profane, obscene, bullying, intimidating or seriously disrespectful and which disrupts the learning process for any student or which demeans or degrades another person based on his/her race, color, sex, religion, creed, political belief, age, national origin, linguistic and language differences, sexual orientation, gender identity/expression, socioeconomic status, height, weight, physical characteristics, marital status, parental status or disability is specifically prohibited. Students who believe they have been subjected to bullying, harassment or discrimination should inform a teacher, counselor or school administrator.

Consequences

Elementary	Middle School	High School
In-school disciplinary action. Repeated or serious violations up to 3 days OSS.	In-school disciplinary action up to 5 days OSS. Long term suspension may result if aggravating circumstances are present.	In-school disciplinary action up to 5 days OSS. Long term suspension may result if aggravating circumstances are present.

Rule 9. Gambling – Students shall not engage in any form of games of chance or gambling for money and/or things of value.

Consequences

Elementary	Middle School	High School
In-school disciplinary action up to 1 day OSS. Law enforcement may be notified.	In-school disciplinary action up to 3 days OSS. Law enforcement may be notified.	In-school disciplinary action up to 5 days OSS. Law enforcement may be notified.

Rule 10. Forging Notes/Documents – Students shall not provide false information to school officials and/or parents or guardians with regard to any report card, attendance matter, grades or progress reports, discipline matters or any other school business.

Consequences

Elementary	Middle School	High School
In-school disciplinary action up to 3 days OSS.	In-school disciplinary action up to 5 days OSS.	In-school disciplinary action up to 5 days OSS.

Rule 11. Open Lunch Compliance – Students shall comply with the rules relating to open lunch for seniors. Students in any other grade and any senior not having parental permission to participate in open lunch are forbidden from leaving campus for lunch, and seniors are forbidden from aiding, inducing or transporting an underclassman not authorized to participate in open lunch.

Consequences

Elementary	Middle School	High School
N/A	N/A	In-school disciplinary action up to 3 days OSS.

Rule 12. Unlawfully setting a fire or Making or Possessing Destructive Devices, Exploding Firecrackers or Igniting Similar Devices, Causing a Fire or Committing Arson – a) Setting Fire or Burning - Students shall not cause any fire whether or not there is an intent to commit arson or other crimes involving fire or explosion at any time while a student is at school in any school building and on any school premises, attending school-sponsored activities, on or about any school-owned or operated vehicle, off school property at any school-sponsored or school-approved activity or function or during any period of time when students are subject to the authority of school personnel and at any time when the student's behavior has a direct and immediate effect on maintaining order and discipline and protecting the safety and welfare of students and staff. Students shall not set fire to anything unless directed to do so under the supervision of a teacher or administrator for educational purposes.

Consequences

Elementary	Middle School	High School
OSS up to long-term suspension. Law enforcement shall be called. Restitution may be required.	OSS up to long-term suspension. Law enforcement shall be called. Restitution may be required.	OSS up to long-term suspension. Law enforcement shall be called. Restitution may be required.

b) Willfully Burning a School Building - A student shall not wantonly or willfully set fire to, burn, causes to be burned, or aid, counsel, or procure the burning of any schoolhouse or building owned, leased, or used by any public school, college, or educational institution (GS 14-60).

Consequences

Elementary	Middle School	High School
OSS up to long-term suspension. Law enforcement will be called. Restitution will be required.	OSS up long-term suspension. Law enforcement will be called. Restitution will be required.	OSS up to long-term suspension. Law enforcement will be called. Restitution will be required.

c) Making or Possessing Exploding Firecrackers or Similar Igniting Devices - Students shall not make or possess firecrackers or smoke-creating devices or materials or facsimiles thereof, including matches or lighters. In the event that a device is discovered, it shall be confiscated and not returned to the student.

Consequences

Elementary	Middle School	High School
In-school disciplinary action or OSS up to long-term suspension. Confiscate device. Law enforcement may be called. Restitution may be required.	In-school disciplinary action or OSS up to long-term suspension. Confiscate device. Law enforcement may be called. Restitution may be required.	In-school disciplinary action or OSS up to long-term suspension. Confiscate device. Law enforcement may be called. Restitution may be required.

d) Bringing or Possessing Destructive Devices on Educational Property - Students shall not bring or possess any destructive device. A destructive device is defined as an explosive, incendiary, or poison gas; including a 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 other similar device.

Consequences

Elementary	Middle School	High School
365 day suspension. Law enforcement will be called. Restitution may be required.	365 day suspension. Confiscate device. Law enforcement will be called. Restitution may be required.	365 day suspension. Confiscate device. Law enforcement will be called. Restitution may be required.

Rule 13. Unjustified Activation of a Fire or Other Alarm System – Students shall not activate any fire or other alarm system unless authorized to do so by school employees or unless there are reasonable grounds to believe that an actual emergency situation exists.

Consequences

Elementary	Middle School	High School
In-school disciplinary action up to 10 days OSS. Law enforcement and fire department will be called.	10 days OSS up to long-term suspension. Law enforcement and fire department will be called.	10 days OSS up to long-term suspension. Law enforcement and fire department will be called.

Rule 14. Fighting Among Students – Students shall not fight or attempt to cause bodily harm to another student through physical contact. If a student is attempting to involve another student in a fight, the other student should walk away and report it to a teacher, assistant principal or principal. If a student is a victim of a violent attack, he or she may defend themselves only as it is necessary so long as to protect oneself from harm or place oneself under the protection of a school official or the School Resource Officer.

Consequences

Elementary	Middle School	High School
In-school disciplinary action up to 10 days OSS. Law enforcement may be called.	3 days OSS up to long-term suspension. Law enforcement may be called.	5 days OSS up to long-term suspension. Law enforcement may be called.

Rule 15. Extortion – Students shall not extort through verbal, written or physical threats, coercion or intimidation anything of value (personal property, money, or information) from any other student or school employee.

Consequences

Elementary	Middle School	High School
In-school disciplinary action up to 10 days OSS. Law enforcement may be called.	3 days OSS up to long-term suspension. Law enforcement may be called.	5 days OSS up to long-term suspension. Law enforcement may be called.

Rule 16. Theft or Destruction of School or Personal Property – Students shall not steal or attempt to steal, knowingly be in possession of stolen property, or intentionally damage or attempt to damage any school or private property while under school jurisdiction. Students shall not vandalize damage, steal or attempt to damage property belonging to others.

Consequences

Elementary	Middle School	High School
In-school disciplinary action up to 10 days OSS. Law enforcement may be called. Restitution may be required.	In-school disciplinary action or OSS up to and including long-term suspension. Law enforcement may be called. Restitution may be required.	In-school disciplinary action or OSS up to and including long-term suspension. Law enforcement may be called. Restitution may be required.

Rule 17. Robbery, Burglary, Taking or Destroying Property, Using Violence or Threat of Violence – Students shall not steal or attempt to steal, damage or destroy property of others using violence or threats of bodily harm.

Consequences

Elementary	Middle School	High School
OSS up to long-term suspension. Law enforcement may be called. Restitution may be required.	OSS up to long-term suspension. Law enforcement will be called. Restitution may be required.	OSS up to long-term suspension. Law enforcement will be called. Restitution may be required.

Rule 18. Incidents of Aggressive Physical Action – Students shall not engage in minor incidents of hitting, biting, shoving, kicking, spitting, throwing objects or other similar offenses towards a student or an adult.

Consequences

Elementary	Middle School	High School
In-school disciplinary action up to 3 days OSS.	In-school disciplinary action up to 3 days OSS. OSS up to and including long-term suspension for repeated incidents.	In-school disciplinary action up to 3 days OSS. OSS up to and including long-term suspension for repeated incidents.

Rule 19. Threats or Actions of Assault Against Adults – a) Physical Assault or Physical Harm to School Employees and Other Adults – Students shall not cause or attempt to cause physical or bodily harm to principals, assistant principals, teachers, substitute teachers, student teachers, coaches, advisors, counselors, media specialists, bus drivers or monitors, or other adults at any time while a student is at school in any school building and on any school premises, attending school-sponsored activities, on or about any school-owned or operated vehicle, off school property at any school-sponsored or school-approved activity or function or during any period of time when students are subject to the authority of school personnel, and at any time when the student’s behavior has a direct and immediate effect on maintaining order and discipline and protecting safety and welfare of students and staff. If a teacher is assaulted or injured by a student and as a result the student is long-term suspended or reassigned to alternative education services, the student shall not be returned to that teacher’s classroom unless the teacher consents.

Consequences

Elementary	Middle School	High School
OSS up to long-term suspension. Law enforcement will be called.	10 days OSS up to long-term suspension. Law enforcement will be called.	10 days OSS up to long-term suspension. Law enforcement will be called.

b) Written or Verbal Assault to School Employees and Other Adults – Students shall not, through written or oral communication, threaten to cause, cause or attempt to cause harm to principals, assistant principals, teachers, substitute teachers, student teachers, teacher assistants, coaches, advisors, counselors, media specialists, bus drivers or monitors, or other adults at any time while a student is at school in any school building and on any school premises, attending school-sponsored activities, on or about any school-owned or operated vehicle, off school property at any school-sponsored or school approved activity or function or during any period of time when students are subject to the authority of school personnel and at any time when the student's behavior has a direct and immediate effect on maintaining order and discipline and protecting safety and welfare of students and staff.

Consequences

Elementary	Middle School	High School
In-school discipline action to 10 days OSS. Law enforcement will be called.	OSS up to long-term suspension. Law enforcement may be called.	OSS up to long-term suspension. Law enforcement may be called.

Rule 20. Physical Assault Upon a Student – a) Physical Assault Upon a Student – Students shall not cause, attempt to cause or threaten to cause (whether orally or in writing) injury of any kind to a student while a student is at school in any school building and on any school premises, attending school-sponsored activities, on or about any school-owned or operated vehicle, off school property at any school-sponsored or school-approved activity or function or during any period of time when students are subject to the authority of school personnel and at any time when the student's behavior has a direct and immediate effect on maintaining order and discipline and protecting safety and welfare of students and staff.

Consequences

Elementary	Middle School	High School
OSS up to 10 days. Law enforcement will be called if required by law, and may be called in other circumstances.	OSS up to long-term suspension. Law enforcement will be called if required by law, and may be called in other circumstances.	OSS up to long-term suspension. Law enforcement will be called if required by law, and may be called in other circumstances.

b) Violent Physical Assault Upon a Student Resulting in Injury –Students shall not physically attack any other student causing severe or aggravated bodily injury involving, but not limited to, broken bones, loss of teeth, possible internal injuries, severe lacerations and bleeding or loss of consciousness, and/or requiring emergency medical services by trained school personnel or other health professionals (e.g., EMS) and/or hospitalization.

Consequences

Elementary	Middle School	High School
10 days OSS up to long-term suspension. Law enforcement will be called if required by law, and may be called in other circumstances.	10 days OSS up to long-term suspension. Law enforcement will be called if required by law, and may be called in other circumstances.	10 days OSS up to long-term suspension. Law enforcement will be called if required by law, and may be called in other circumstances.

Rule 21. Possession of a Firearm, Other Types of Guns, or Other “Look-Alike” Firearms – Students shall not possess or conceal or transport any gun, air gun, BB gun, pellet gun, firearm, stun-gun, starter pistol, paintball gun, zip gun or any similar weapon that is capable of or causing serious bodily injury or any gun facsimile (an exact or close reproduction or imitation of an actual or real gun) or incidental items relating to firearms use, such as bullets, magazine clips, or other projectile items at any time while a student is at school in any school building and on any school premises, attending school-sponsored activities, on or about any school-owned or operated vehicle, off school property at any school-sponsored or school-approved activity or function or during any period of time when students are subject to the authority of school personnel, and at any time when the student’s behavior has a direct and immediate effect on maintaining order and discipline and protecting safety and welfare of students and staff.

a) Possession of a Firearm – Students shall not possess a firearm which is any of the following: 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 or any such weapon; any firearm muffler or firearm silencer; the term shall not include an inoperable antique firearm, a BB gun, stun gun, air rifle, or air pistol.

Consequences

Elementary	Middle School	High School
365 day suspension. Confiscate weapon. Law enforcement will be called.	365 day suspension. Confiscate weapon. Law enforcement will be called.	365 day suspension. Confiscate weapon. Law enforcement will be called.

b) Possession of Other Types of Guns – Students shall not possess or conceal or transport or use any air gun, BB gun, pellet gun, stun-gun, taser, zip gun or any other weapon capable of firing a projectile or any gun facsimile (an exact or close reproduction or imitation of a gun reasonably perceived by a person to be an actual or real gun).

Consequences

Elementary	Middle School	High School
In-school discipline up to a long-term suspension. Confiscate weapon. Law enforcement will be called.	In-school discipline up to a long-term suspension. Confiscate weapon. Law enforcement will be called.	In-school discipline up to a long-term suspension. Confiscate weapon. Law enforcement will be called.

c) Possession of Other “Look-alike” Firearms or Incidental items relating to firearms – Students shall not possess any other “look-alike” gun such as a plastic gun, rubber gun, candy gun or water pistol, paintball guns, or incidental items relating to firearms use, such as bullets, magazine clips, or other projectile items.

Consequences

Elementary	Middle School	High School
In school discipline up to 3 days of OSS and conference with parent for first offense. Confiscate “look-alike” weapon. Repeated offenses will result in longer OSS terms.	In school discipline up to 3 days of OSS and conference with parent for first offense. Confiscate “look-alike” weapon. Repeated offenses will result in longer OSS terms.	In school discipline up to 3 days of OSS and conference with parent for first offense. Confiscate “look-alike” weapon. Repeated offenses will result in longer OSS terms.

Rule 22. Possession of a Dangerous Weapon or Other Instrument – Students shall not possess or conceal or transport any weapon, chemical agent or other instrument that could cause or that is intended to cause bodily injury or other harm to another or misuse otherwise acceptable objects in a manner intended to cause harm to others at any time while a student is at school in any school building and on any school premises, attending school-sponsored activities, on or about any school-owned or operated vehicle, off school property at any school-sponsored or school-approved activity or function or during any period of time when students are subject to the authority of school personnel, and at any time when the student’s behavior has a direct and immediate effect on maintaining order and discipline and protecting safety and welfare of students and staff.

Consequences

Elementary	Middle School	High School
In-school disciplinary action up to 10 days OSS. Confiscate weapon. Law enforcement will be called. Repeated offenses may result in long-term suspension.	OSS up to long-term suspension. Confiscate weapon. Law enforcement will be called.	OSS up to long-term suspension. Confiscate weapon. Law enforcement will be called.

Rule 23. Disruption of School – a) Communicating a False Bomb Report or Perpetrating a Bomb Hoax – Students shall not communicate a false bomb report that there is located on any school property or at any school-sponsored event on or off school property any device designed to cause damage by explosion, blasting or burning. Students shall not perpetrate a bomb hoax by any means, including the concealment, placement or display of any device, machine, or artifact to cause a person to reasonably believe the item is a bomb.

Consequences

Elementary	Middle School	High School
OSS up to long-term suspension. Law enforcement will be called.	10 days OSS up to long-term suspension. Law enforcement will be called.	10 days OSS up to long-term suspension. Law enforcement will be called.

b) Communicating a Terroristic Threat or Perpetrating a Terroristic Hoax – Students shall not communicate a false report by any means that there is located on school property or at any school-sponsored activity off school property any device, substance or material designed to cause harmful or life-threatening illness or injury to others. Students shall not perpetrate a hoax by concealing, placing, disseminating or displaying on school property or at school-sponsored activity off school property any device, machine, instrument, artifact, letter, package, material or substance to cause a person to reasonably believe the item is capable of causing harmful or life-threatening illness or injury. Students shall not threaten to commit an act of terror with the intent of causing a serious disruption to or causing an actual significant disruption of the instructional day or school-sponsored activity while a student is on any school property or at school-sponsored activity on or off school property. Students shall not communicate a false report that a terroristic act likely to cause serious injury or death is about to occur or is occurring on any school property or at any school-sponsored event off school property, with the intent of causing a significant disruption or actually causing an actual significant disruption of the instructional day or school-sponsored activity.

Consequences

Elementary	Middle School	High School
OSS up to long-term suspension. Law enforcement will be called.	OSS up to long-term suspension. Law enforcement will be called.	OSS up to long-term suspension. Law enforcement will be called.

c) Inciting or Participating in Student Disorder – Students shall not lead or participate in any activity that has as its purpose the disruption of school business or which significantly affects the educational process. In the event that the disruption does not abate immediately or if the principal deems it appropriate, law enforcement will be called.

Consequences

Elementary	Middle School	High School
OSS up to long-term suspension. Law enforcement will be called.	OSS up to long-term suspension. Law enforcement will be called.	OSS up to long-term suspension. Law enforcement will be called.

Rule 24. Possession, Use, Sale, Delivery or Distribution of Marijuana, Narcotics, Stimulants, Alcoholic Beverages and Any Other Unauthorized or Illegal Substances or Drug Paraphernalia – Students shall not possess, use, sell, transmit, deliver or distribute marijuana, narcotics, stimulants, alcoholic beverages or any other controlled or unauthorized or illegal substances or drug paraphernalia or any substance which impairs or otherwise mimics the hallucinatory, euphoric, depressive and/or intoxicating effects of illegal substances at any time while a student is at school in any school building and on any school premises, attending school-sponsored activities, on or about any school-owned or operated vehicle, off school property at any school-sponsored or school-approved activity or function or during any period of time when students are subject to the authority of school personnel, and/or at any time when the student's behavior has a direct and immediate effect on maintaining order and discipline and protecting safety and welfare of students and staff. In all cases the substance will be confiscated.

Consequences

Elementary	Middle School	High School
OSS up to 10 days. Confiscate substance. If illegal activity is implicated, law enforcement will be called. Intervention program may be required.	OSS up to long-term suspension. Confiscate substance. If illegal activity is implicated, law enforcement will be called. Intervention program may be required.	OSS up to long-term suspension. Confiscate substance. If illegal activity is implicated, law enforcement will be called. Intervention program may be required.

Rule 25. Gang Activity or Gang-related Activity – No students shall commit any act which furthers gangs or gang-related activities. A gang is any ongoing organization, association or group of three or more persons, whether formal or informal, having as its primary activities the commission of criminal acts and having a common name, identifying sign, colors or symbols. Conduct prohibited by this policy includes:

- Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs, visible tattoos and body markings, or other items, or bring in possession of literature that shows affiliation with a gang, or is evidence of membership or affiliation in any gang or with the purpose of promoting gang affiliation;
- Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.), to convey membership affiliation in any gang or that promotes gang affiliation;
- Tagging or otherwise defacing school or personal property with gang or gang-related symbols or slogans;

- Requiring payment of protection, money or insurance, or otherwise intimidating or threatening any person related to gang activity;
- Inciting other students to intimidate or to act with physical violence upon any other person related to gang activity;
- Soliciting others for gang membership; and
- Conspiring to commit any violation of this policy or committing or conspiring to commit any other illegal act or other violation of school district policies that related to gang activity.

This rule will only apply when the behavior does not meet the standards of any other violation. If gang-related activity is associated with another act of misconduct, evidence of gang activities shall be considered an aggravating factor.

Before being suspended for the first offense of wearing gang-related attire (when not involved in any other kind of gang related activity or behavior), a student shall receive a warning and be allowed to immediately change or remove the attire that is in violation of this policy, unless the student has been specifically notified of a prohibited item of attire.

Consequences

Elementary	Middle School	High School
In-school disciplinary action up to OSS. Up to 3 days OSS for repeated or serious violations. Repeat or serious violators may be required to participate in a gang intervention program or meeting.	OSS up to 10 days for repeated or serious violations. Repeat or serious violators may be required to participate in a gang intervention program or meeting.	OSS up to 10 days for repeated or serious violations. Repeat or serious violators may be required to participate in a gang intervention program or meeting.

Rule 26. Violations of North Carolina Criminal Statutes – Students shall not violate any criminal statute or local ordinance or commit any act which could result in criminal prosecution or juvenile proceedings not previously covered elsewhere in these rules at any time while a student is at school in any school building and on any school premises, attending school-sponsored activities, on or about any school-owned or operated vehicle, off school property at any school-sponsored or school-approved activity or function or during any period of time when students are subject to the authority of school personnel, and at any time when the student’s behavior has a direct and immediate effect on maintaining order and discipline and protecting safety and welfare of students and staff.

Consequences

Elementary	Middle School	High School
OSS up to long-term suspension. Law enforcement will be called.	OSS up to long-term suspension. Law enforcement will be called.	OSS up to long-term suspension. Law enforcement will be called.

Rule 27. Prohibitions on the Use of Cellular Phones and Other Electronic Devices – a) Inappropriate Use of Electronic Devices – Students may not

use Electronic Devices, examples of which include but are not limited to cellular phones, laptops, school computers and iPods, in any way that either compromises educational integrity, disrupts the educational environment, or any other lewd, inappropriate or otherwise disruptive manner.

Consequences

Elementary	Middle School	High School
Inappropriate use of school electronic devices may result in loss of privileges to use the equipment. Confiscation of the Portable Electronic Device for up to 5 school days with the device to be returned only to an authorized parent or guardian.	Inappropriate use of school electronic devices may result in loss of privileges to use the equipment. Confiscation of the Portable Electronic Device for up to 5 school days with the device to be returned only to an authorized parent or guardian. Repeated or serious violations may result in ISS up to 3 days OSS.	Inappropriate use of school electronic devices may result in loss of privileges to use the equipment. Confiscation of the Portable Electronic Device for up to 10 school days with the device to be returned only to an authorized parent or guardian or to the student in the event the child is 18 years of age or older. Repeated or serious violations may result in ISS up to 3 days OSS.

b) Use of any Portable Electronic Device for elementary and middle school students, examples of which include but are not limited to cellular phones and iPods, during the school day, meaning from five minutes prior to the first tardy bell to five minutes after the dismissal bell, is strictly prohibited. Exceptions include a laptop/notebook computer, calculator or other similar item either furnished by Guilford County Schools for the purpose of educational instruction or similar personal items with the express permission of the principal for the purpose of educational instruction.

Consequences

Elementary	Middle School
Confiscation of the Portable Electronic Device for up to 5 school days with the device to be returned only to an authorized parent or guardian.	Confiscation of the Portable Electronic Device for up to 10 school days with the device to be returned only to an authorized parent or guardian. Repeated violations may result in ISS up to 3 days OSS.

c) Prohibition of the Use of Portable Electronic Devices for High School Students – High school students shall comply with the policies and procedures of their own individual high school regarding cell phones and other portable electronic devices.

Consequences

High School
Consequence may be up to but shall not exceed confiscation of the Portable Electronic Device and/or ISS up to 10 days OSS.

Rule 28. Student Dress – A student will maintain personal attire and grooming standards that promote safety, health and acceptable standards of social conduct and are not disruptive to the educational environment. This will include student clothing that materially and substantially disrupts classes or other school activities, including but not limited to gang articles of clothing. Please see the dress code or Standard Mode of Dress (SMOD) policy at your school.

Before being disciplined for the first offense, a student shall receive a warning and be allowed to immediately change or remove the attire that is in violation of this rule and his/her parent(s) or guardian(s) will be contacted.

Consequences:

Elementary	Middle School	High School
In-school disciplinary action (and parent contact).	In-school disciplinary action (and parent contact) for the first three offenses that occur on different school days during a grading period.	In-school disciplinary action (and parent contact) for the first three offenses that occur on different school days during a grading period.

STUDENTS WITH DISABILITIES

Students receiving services pursuant to IDEA or section 504 may have additional or different procedures and outcomes for suspensions of more than 10 days. Please consult the Guilford County Guidelines for Long-Term Suspension of Students with Disabilities available at each school. Additionally, the Handbook of Parents' Rights, published by the State of North Carolina, provides information about the process of suspending students who receive special education.

STUDENT ASSIGNMENT

The Guilford County Board of Education will adopt attendance zones for the schools within the district. School attendance zones shall be recommended by the Superintendent and adopted by the Board of Education, incorporating the guiding principles as noted in Section III.

I. Student Assignment and Transfer Within the School System

A. Assignment

1. It is the intent of the Board that all students who qualify for admission to its schools shall be assigned to the schools in the attendance zone of their domicile. However, students may be assigned to schools based on administrative or programmatic issues such as specialized programs or classrooms, handicap accessibility, student safety, discipline or issues deemed in the best interest of the student and/or effective administration of the schools. An out-of-district student who has been accepted for admission shall be assigned to a school within a reasonable proximity to the student's domicile that meets the best interest of the student and the orderly and efficient administration of the public schools. The district is under no obligation to furnish school transportation for students living outside the district.
2. Students whose parents, legal guardian, or legal custodian change their domicile within the school district during a school year may be permitted to complete the remainder of the school year in their initial school, provided they submit necessary request forms to the Student Assignment Office, have no attendance or behavior problems and furnish their own transportation.
3. Students whose parents, legal guardian or legal custodian change their domicile to outside the county during the school year may be permitted to complete the remainder of the year in their present school location provided they meet the requirements stated in SCHOOL ADMISSION POLICY: JBC, furnish their own transportation, and pay tuition when applicable.

B. Transfers/Assignments within the School System

The Superintendent or his/her designee (Director of Student Assignment) shall have the authority to approve or deny requests for transfers/assignments based upon the following factors:

1. The best interest of the child includes but is not limited to:
 - a. documentation of extreme and unusual hardship which affects the student's achievement and/or behavior;
 - b. sibling preference. In cases where a child in a family has been granted a transfer/assignment, preference will be considered for a sibling whenever possible; for high school student reassignments granted for a particular course of study, or high school option placements granted in accordance with Policy IEM and IEM-P, sibling preference will not be applicable.
 - c. weighing factors such as: capacity of the school, capacity of the given grade level, a continuance of the family's need that allowed the other child's transfer/assignment to be granted, and continued enrollment of the other child at the requested school;
 - d. documented child care situations;

2. The orderly and efficient administration of the public schools includes but is not limited to:
 - a. Change of domicile during the school year. Students whose domicile changes from one school attendance zone to another within the district during the same school year may choose to complete that school year in the same school or attend school in the zone to which they have moved. If they elect to remain in the first school in order to complete that year, they shall be required to attend the school according to the zone in which they live at the beginning of the next school year. A student who is moving from one school and is a rising 5th, 8th, 10th, 11th or 12th grader, may choose either to complete his/her elementary, middle or high school education in the school he or she is currently attending or to attend school in the new attendance zone. Students whose domicile has changed but who choose to complete the school year at their first school shall be responsible for their own transportation to and from school; and
 - b. When the Board of Education adopts new attendance zones, the district will give students who will be in the 5th, 8th, 10th, 11th and 12th grades for the year that their schools' attendance zones are scheduled to be implemented the option to remain in their previously assigned school or to attend their newly-assigned school. The District will not provide transportation to students who exercise the option to remain at their previously assigned school;

3. The proper administration of the school to which reassignment is requested includes but not limited to:

- a. school enrollment capacity; students will not be reassigned to schools that are identified as already exceeding core facility capacity or where appropriate class size will be jeopardized; and
- b. employee hardship. Employees of the school system may request a transfer for their children in order to facilitate the performance of their work and parental responsibilities. Employee-requested transfers may be granted after considering the convenience to the employee, the program and/or facility availability, and the concerns of the employee's supervisor;

4. The instruction, health and safety of all students includes but not limited to:

- a. documented severe medical reasons;
- b. program availability (each case will be reviewed based on the educational intent for the student);
- c. safety issues as a result of past or threatened conduct or other documented concerns;

C. Procedure for Requesting Transfer includes but is not limited to:

1. Requests for transfers for the upcoming year must be made in writing to the Superintendent or the Superintendent's designee (Director of Student Assignment) by the parent, legal guardian or legal custodian between May 1 and July 1;

2. Any documentation that the parent, legal guardian or legal custodian wishes to present to support the request for reassignment must be presented at the time of the original request. The Board of Education may, at its discretion, consider additional documentation regarding the request for reassignment;

3. The Superintendent or Director of Student Assignment shall notify the parents, legal guardian, or legal custodian of the decision in writing. If the request for transfer is disapproved, the notice shall be given to the applicant by certified or registered mail;

4. Transfers granted by the Superintendent or Director of Student Assignment only cover one school year. Applicants for a transfer must reapply each year; and

5. Except for changes of domicile during the year as noted in Section I.B.2.a., once reassigned by the Superintendent, Director of Student Assignment or the Board, it is the intent to allow the student to remain in that school assignment through its highest grade in so long as the reason for the legitimate reassignment exists each successive year and is predicated on good attendance and behavior and on space availability. These items will be reviewed when the request form is submitted each year.

D. Appeal to the Board

If the application for reassignment or transfer is denied, the applicant may, within five (5) days after receiving notice of the denial, apply in writing to the Director of Student Assignment for a hearing with a Board of Education panel and shall be entitled to a prompt and fair hearing on the question of the reassignment or transfer of the child to a different school. The Board of Education panel may, at its discretion, consider additional documentation regarding the request for reassignment. The hearing officer shall have responsibility for scheduling Board panel hearings. At the hearing, the panel shall consider the applicants written documentation as previously provided in Section I.C.2. and the applicant will be given ten (10) minutes to provide oral presentation to the panel citing why the initial decision was in error of supporting the reassignment request. Five (5) minutes will be allotted for the panel to pose questions. The applicant will then be excused and the panel will deliberate after receiving instructions and advice from designated counsel. The panel decision will be forwarded to the Board. The applicant will be advised of the decision following a meeting of the Board. Persons wishing to appeal their assignment requests to the Board shall be granted the opportunity to appeal each decision one (1) time during the school year.

To facilitate the efficient and effective administration of education to students, generally students will not be reassigned during the school year. In unusual circumstances such as medical emergency or extreme safety risk the Superintendent's designee may assign a student to a school other than the original school of assignment for that school year. No appeal shall lie from a request for special assignment made outside the stated application period in Section I.C.1.

II. Releases to Other School Systems

A. The Superintendent or his/her designee (Director of Student Assignment) shall have authority to approve or deny requests for releases based upon the following factors:

- documented medical reasons;
- documented evidence of extreme and unusual hardship which affects the student's achievement and/or behavior;
- change of domicile during the school year; and
- program availability.

B. Students whose parents, legal guardian, or legal custodian establish their domicile within the school district during a school year may be granted a release to complete the remainder of the school year in their present school location provided they pay any fees required by that school, and furnish their own transportation.

C. Students released to other school systems must meet financial obligations required by their new school systems and provide their own transportation.

D. Procedure for requesting release:

1. Except in emergency circumstances affecting the health, safety or welfare of the child, applications for releases must be made to the Superintendent or his/her designee (Director of Student Assignment) by the parent, legal guardian or legal custodian between May 1 and July 1; and

2. The Superintendent or his/her designee (Director of Student Assignment) shall notify the parents, legal guardian or legal custodian and the other school system of the decision in writing. If the request for a release is disapproved, the notice shall be given to the applicant by certified or registered mail.

E. Appeal to the Board

If the application for release is denied, the applicant may, within five (5) days after receiving notice of the denial, apply to the Director of Student Assignment for a hearing with a Board of Education panel in writing on the question of the release of the child to a different school district.

III. Attendance Zone Considerations

A. The school attendance plan for Guilford County Schools is designed to foster the mission of public education, to include promotion of higher levels of academic achievement and good citizenship development, by:

1. Recognizing and valuing diversity;
2. Using clearly defined boundaries, where practical;
3. Working toward common feeder patterns throughout the district;
4. Organizing schools in a K-5, K-8, 6-8 and 9-12 pattern generally;
5. Seeking to avoid changing an attendance zone more often than every four (4) years; and
6. Encouraging participation by all citizens in our schools.

B. The plan should serve the economic interest of taxpayers by:

1. efficiently utilizing transportation dollars;
2. anticipating needs for additional schools or additions to existing facilities in areas of high growth and communicating to the public these needs in a timely way;
3. anticipating and communicating to the public the need to have all facilities meet approved health, safety, environmental and educational standards applicable to public schools; and
4. seeking to utilize school facilities fully and efficiently.

LEGAL REFERENCE: G.S. 115C-367-369

NOTE: This Board Policy revises and replaces the previous Administrative Policy JBCC issued by the Superintendent 4-15-02.

Students in Transition

Students' families may experience housing emergencies and crises. Support services are available for students in these transitional situations and who lack fixed, regular and adequate overnight lodging. These transitional situations are defined as:

- Living with a friend, relative or someone else because loss of housing
- Staying in a hotel, motel or campground due to lack of adequate alternative accommodations
- Living in an emergency shelter, transitional shelter or a domestic violence shelter
- Having a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Unaccompanied youth living with a friend, relative or someone else due to being a runaway, being told to leave home or have been abandoned by parents/legal guardian

These services are provided under the McKinney-Vento Assistance Act, also known as Title X, Part C, of the No Child Left Behind Act. This is the primary piece of federal legislation dealing with the education of children and youth experiencing homelessness. It provides grants and legal protections so children and youth in homeless situations can enroll in, attend, and succeed in school and preschool programs.

In compliance with the McKinney-Vento Homeless Assistance Act, special outreach services are provided to students from homeless families who attend GCS schools. The program addresses the needs of K-12 students experiencing homelessness, focusing on academic challenges and family issues affecting academic performance. These children and youth have specific education rights which can be obtained from the Homeless and Transition Services office.

Students must be identified if they are to receive the full protection of the McKinney-Vento Act, including the help they need to enroll, attend and succeed in school. The law, therefore, requires all school districts, led by the local liaison and in coordination with school staff and other agencies, to identify students in homeless situations. Identifying students in homeless situations is also an important way to create greater awareness of homelessness in the school district and community.

A homeless student who is currently found in Guilford County must be enrolled immediately, even if the student is not accompanied by an adult and cannot provide proof of residency, school and immunization records, birth certificates or other documents.

Please contact the social worker, counselor or other school staff member at your child's school for information regarding support available for your child. You may also contact the Greensboro Housing Coalition at 336-691-9521 for information on services available for families experiencing homelessness.

SELECTED PROCEDURES AND ADOPTED POLICIES

THIS SECTION OF THE HANDBOOK CONTAINS EXCERPTS FROM ADMINISTRATIVE POLICIES, ADMINISTRATIVE PROCEDURE OR BOARD ADOPTED POLICIES. THE RESPECTIVE POLICIES AND PROCEDURES ARE LOCATED ON OUR WEBSITE (www.gcsnc.com) IN THEIR ENTIRETY.

Sexual Harassment of Students (GAMAA/GAMAA-P)

The Guilford County Schools is committed to providing a learning environment for students that is free of sexual harassment. Sexual Harassment of students will not be tolerated or condoned in the Guilford County Schools.

Sexual harassment of a student is a violation of Title IX of the Education Amendments of 1972. Sexual harassment of students includes but is not limited to unwelcome sexual advances, request for sexual favors and other verbal communication of a sexual nature or physical conduct that either explicitly or implicitly contains a condition of performance for educational decisions or creates an atmosphere of intimidation, hostility or otherwise interferes with effective employee-student relations. Staff shall not engage in a romantic or sexual relationship with any student enrolled in the Guilford County Schools whether or not it is consensual. Materials used for the purposes of education are excluded from the definition of sexual harassment.

GAMAA-P

The following procedure shall be utilized to implement Administrative Policy GAMAA.

This procedure applies to all allegations of sexual harassment by any adult that is school related. While the procedures below relate particularly to personnel of the Guilford County Board of Education, allegations of sexual harassment of students that occur as a consequence of school activities by other adults, including contracted services, volunteers, and adults present on campus for school-related activities or functions should also be reported immediately following these procedures.

All employees (except GCS student employees) are prohibited from dating, courting or entering into a romantic or sexual relationship with any student enrolled in the school district regardless of the student's age by policy GAMAA. Employees who are reporting conduct that violates this policy should also use this procedure.

Acts of sexual harassment or inappropriate staff-student relations are prohibited at all times, during the school day or after school hours, on-campus or off-campus, or during school related functions such as sporting events, social activities or field trips. Any student who believes that he/she has been subjected

to sexual harassment by any employee(s) of the Guilford County Schools and any student or employee who has knowledge of sexual harassment or inappropriate staff-student relations should report the facts of the incident(s) and the name(s) of all the individual(s) involved in any material way immediately to the student's principal or to the supervisor of the person reporting the incident. Employees, who ignore, falsify evidence or knowingly fail to report incidents of sexual harassment or inappropriate staff-student relations are subject to disciplinary actions up to and including dismissal. When the incident involves the principal, or is too sensitive to report to the principal/assistant principal, or the alleged infraction occurs outside of the jurisdiction of a particular school, the incident should be reported to the Chief Human Resources Officer or the Executive Director for Human Resources. Reports of such incidents should be made in writing using a Guilford County Schools Incident Report Form GAMAA and submitted to the Chief Human Resources Officer or the Executive Director for Human Resources by the site supervisor where the report is made. Copies of the report will also be made to the supervisor.

Principals will make available to student complainants all support services personnel such as counselors, school social workers and school psychologists to offer adequate counseling, emotional and physical support. No reprisals of any kind will be taken by the Board or any employee of the school district against any complainant on account of his or her participation in a good faith complaint filed and decided pursuant to this procedure.

The principal, or when appropriate, the Chief Human Resources Officer or the Executive Director for Human Resources, will respond to the complaint and schedule a conference with the complainant. A subsequent conference will be held with the accused personnel to make a preliminary assessment of the facts and merit surrounding the complaint. The appropriate authority cited above will conduct an investigation. If a full and thorough investigation cannot be completed within the prescribed ten (10) day period, the complainant shall be informed of the reason for the delay in writing and given a date within a reasonable time frame when the investigation should be completed and when a disposition should be rendered.

Once the investigation is completed at the school level the principal should inform Chief Human Resources Officer or the Executive Director for Human Resources of his/her findings and conclusion. If it is determined that a violation of Administrative Policy GAMAA has occurred, then the matter should be turned over to the Chief Human Resources Officer or the Executive Director for Human Resources to make a recommendation for appropriate disciplinary action against the accused personnel. If the accused is a non-employee, actions may be taken to restrict access by the volunteer, contractor or other adult, to the school or the student.

The Chief Human Resources Officer or the Executive Director for Human Resources may conduct further investigation into the incident if he/she feels further investigation is warranted. Within ten (10) school days after receiving the principal's conclusion the Chief Human Resources Officer or the Executive Director for Human Resources should inform the complainant and the accused personnel of the final disposition of the matter including any recommendation of disciplinary action(s). Confidentiality will be maintained throughout all proceedings and reports, and all actions taken will be in compliance with applicable law.

INCIDENT REPORT FORM GAMAA

Name of Complainant: _____

School: _____

Home Address: _____

Home Phone: _____

Date and Place of Incident(s): _____

Name of Alleged Harasser: _____

Position of Alleged Harasser: _____

Work Location: _____

Name of Witnesses: _____

Describe the incident(s) as clearly as possible, including such things as: what force, if any was used; any verbal statements (i.e. threats, requests, demands, etc.); what if any, physical contact was involved; what did you do to avoid the situation, etc. Attach additional pages if necessary.

Evidence of Harassment (i.e. letters, photos): _____

Any other information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

Received by: _____ Date: _____

WITNESS DISCLOSURE FORM

Name of Witness: _____

Position of Witness: _____

Date of Testimony/ Interview: _____

Description of Incident(s) Witnessed:

Any Other Information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

Registered Sex Offenders- Students (JBCE/ JBCE-P)

The Board is committed to the safety of students, employees and other persons on school property. In order to create and maintain a safe school environment, the Board directs the Superintendent to establish procedures consistent with the following principles for students who are registered sex offenders as defined by N.C.G.S. 14-208.18:

1. Each student who is a registered sex offender shall be presented to a Committee established by the Superintendent and made up of a representative from the Student Safety office, a principal from student's school, an Exceptional Children's administrator, a representative of the Student Services administration and such other representatives as the Superintendent deems appropriate.
2. The Committee shall consider whether the student should be recommended for an alternative education placement with additional supervision, or limited and supervised access to GCS campus premises, or expulsion from the Guilford County Schools pursuant to N.C.G.S. 115C-391 (d). In the event that the Committee determines that the student cannot enter the school campus regardless of the student's age, and the student is not recommended for expulsion, the Committee shall make recommendations for the student's alternative education.

JBCE-P

This process shall govern and control the execution of policy JBCE – Registered Sex Offenders – Students. All principals, school supervisors and School Resource Officer (SRO) should familiarize themselves with this procedure.

Student Sex Offenders

1. Principals will complete an online registration form that enables them to receive electronic alerts of registered student sex offenders who are over the age of 16 and who live within their school zones. New principals will complete this registration process as a part of their new principal orientation program 14 days after being appointed to their duties. The link is as follows: <http://sexoffender.ncdoj.gov>.
2. Immediately after being notified of a registered student sex offender, principals (or their assigned designees) will cross reference their student database to identify any enrolled sex offenders.
3. Principals will forward the offender's name and demographic information (name, age, address, ID number, grade level, and transcript) to the Committee established by the Superintendent. During the interim period between the date that an enrolled student sex offender is identified and the date that the Committee provides a disposition, principals will treat this information as confidential with their staff, and students will receive an alternate placement (suspension, ISS, home placement with suspension).

4. The Committee will recommend of one of the following decisions:
 - a. Limited and supervised access to GCS premises, or
 - b. An alternative education placement, or
 - c. Expulsion, wherein normal discipline hearing procedures will be followed.
5. Principals will work collaboratively with their SRO and the District Office of Safety and School Security to ensure compliance.

An annual review will be conducted by the Committee to determine if the decision continues to be appropriate. The Committee will provide in writing the decision regarding the student's placement.

Sexual Harassment By Students (JCDAE/ JCDAE-P)

The Guilford County Schools takes seriously its responsibility to provide a working and learning environment free from sexual harassment and prohibits any student to engage in sexual harassment against fellow students, employees or any other individuals on school grounds, in school vehicles or at school-related functions. Harassment is unwanted, unwelcomed or uninvited behavior that demeans, threatens or offends the victim and results in a hostile environment for the victim.

Sexual harassment includes but is not limited to unwanted, unwelcomed and uninvited behavior that may also include, but is not limited to: deliberate, unwelcome touching; suggestions or demands of sexual involvement accompanied by implied or overt promises of preferential treatment or threats; pressure for sexual activity; continued or repeated offensive sexual flirtations, advances or propositions; continued or repeated verbal remarks about an individual's body; sexually degrading words used toward an individual or to describe an individual; or the display of sexually suggestive objects or pictures.

It is also considered sexual harassment when a student subjects another student or person to demeaning sexual stereotypes, innuendos, intimidation, insults or other conduct that is pervasively intimidating, offensive or hostile, or creates an environment that unreasonably interferes with another student's opportunity to learn.

Violation of this policy shall result in disciplinary action against the student perpetrator(s) and/or accomplice(s) pursuant to policy JD, the Student Code of Conduct and will result in disciplinary consequences. Incidents of misbehavior that do not rise to the level of harassment may violate acceptable standards of student behavior that establishes an expectation that students will demonstrate civility and integrity in their interactions with others. The consequences for such behavior will follow those provided in policy JD, the Student Code of Conduct.

Persons who believe they have been subjected to sexual harassment by students shall report incidents of sexual harassment to their teacher, counselor or principal and all staff persons observing behavior they believe to be sexual harassment also have a duty to report such conduct to the principal and the principal will follow the procedures accompanying this policy in JCDAE-P. If a GCS employee knowingly ignores, fails to report or take proper action, or knowingly provides false information in an incident of student sexual harassment, that employee is subject to disciplinary action up to and including dismissal.

Persons who report sexual harassment shall have a right to a report of the outcome of the investigation of the allegations within the bounds of the law. Additionally, any person who reported sexual harassment who is not satisfied with the outcome of the investigation of the allegations has a right to file a grievance pursuant to policy GAE (grievances by staff members) or JCE (grievances by students).

No one is permitted to retaliate against a person who reports an allegation of sexual harassment against a student. The principal will take steps to correct any discriminatory effects of sexual harassment and to assure that there is no recurrence of the conduct.

JCDAE-P

Any student who believes that he or she is the victim of harassment by another student shall make a complaint to a teacher, counselor or principal. Depending on the age and abilities of the complainant, the concerns should be reduced to writing by either the student or, the person receiving the complaint using the information reported by the student and signed by the student on the Harassment, Bullying or Discrimination Reporting Form. The information shall be as thorough and detailed as reasonable and the student shall sign the form. The student's complaint shall be handled as confidentially as possible within the context of a thorough investigation. The accused shall receive full and adequate disclosure and be allowed to respond to the charges and/or allegations against him or her.

In the event that the alleged harassment is reported to someone other than the principal, the staff member receiving the complaint shall promptly bring the allegation to the attention of the principal. The principal will promptly and thoroughly investigate all complaints and respond to the complainant within five (5) work days of completing an investigation. At the conclusion of the investigation the principal shall meet with the complainant and discuss the findings. In the event that the student or parent is not satisfied with the actions of the Principal, the student or parent can file a grievance pursuant to district policy JCE and Administrative Procedure JCE-P.

At no time should a complainant or witness to a sexual harassment allegation be retaliated against in any way. In the event that principal finds that the complainant has been a victim of sexual harassment, the principal shall take all reasonable steps to correct any discriminatory effects of the harassment and assure that there is no recurrence of the harassment. The complainant shall advise the principal of any continuing conduct that has the effect of discrimination within a reasonable time so the principal can take appropriate steps to prevent its recurrence.

Students found to have engaged in sexual harassment shall be subject to discipline pursuant to the Student Code of Conduct under Rule 8 or any other rule violated by the conduct. The district provides a Harassment, Bullying or Discrimination Reporting Form to be used by those filing harassment complaints. See appendix E.

Student Harassment, Bullying and Discrimination Free Environment (JCDAD/ JCDAD-P)

The Board acknowledges the dignity and worth of all students and employees and strives to create a safe, positive and caring environment to facilitate learning and achievement. It is the policy of the Guilford County Board of Education to maintain a learning environment that is free from harassment, bullying and discrimination. Students are prohibited from engaging in harassment, bullying or discrimination based on an individual's real or perceived race, color, sex, religion, creed, political belief, age, national origin, linguistic and language differences, sexual orientation, gender identity/expression, socioeconomic status, height, weight, physical characteristics, marital status, parental status, disability, or any other characteristic or feature that becomes the focus of unwanted and unwelcomed behavior as described below. Similarly, the Board prohibits harassment, bullying and discrimination based on a student or employee's association with others. Students who violate this policy shall be disciplined pursuant to policy JD, the Student Code of Conduct, and students may be reassigned where appropriate.

Bullying or harassing behavior includes, but is not limited to, acts of disrespect, intimidation, threats or any pattern or gesture that takes place on school property, at any school-sponsored function or otherwise related to school that is reasonably perceived as being motivated by any actual or perceived differentiating characteristic, including those listed above. Further, such behavior either 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 creates a hostile educational environment, which does, or is certain to substantially interfere with or impair a student's educational performance, opportunities or benefits or an employee's ability to function successfully in the work place.

Persons who believe they have been bullied, harassed or discriminated against shall inform a teacher, counselor or the school principal and all staff persons observing behavior have a duty to report such conduct to the principal. Students may anonymously report inappropriate activity; however, anonymous reports cannot be the sole basis of student discipline and consequently are not encouraged. The principal will follow the procedures accompanying this policy in JCDAD-P and promptly assure that all allegations are investigated. If a GCS employee knowingly fails to report or take proper action, or knowingly provides false information in an incident of student bullying, harassment or discrimination, the employee will be subject to disciplinary action.

Persons who report bullying, harassment or discrimination pursuant to this policy have a right to know the outcome of the investigation of the allegations within the bounds of the law, unless the report was anonymous. Additionally, any person who reported conduct pursuant to this policy who is not satisfied with the outcome of the investigation has a right to file a grievance pursuant to policy (Refer to JCE Grievances by Students and Parents).

No one is permitted to retaliate against persons who allege a violation of this policy. GCS will take steps to prevent a recurrence of the conduct and will take steps to correct any discriminatory effects, including reassignment of students where necessary.

The Board directs the Superintendent to provide training to staff and students designed to prevent harassment, bullying and discrimination and to foster an atmosphere of respect and understanding for all members of the school community. The Superintendent will develop procedures for maintaining records of training, giving notice to students and others in the school community about this policy and procedures and evaluating the effectiveness of the procedures.

JCDAD-P

Harassment, bullying and discrimination are expressly prohibited by the Guilford County Board of Education. Harassment, bullying and discrimination are defined as conduct intended to intimidate, discredit, injure or disturb a student or groups of students to the extent that the behavior causes mental and/or physical harm to students and is sufficiently severe, persistent and pervasive so that it creates a learning environment that is intimidating, threatening or abusive. Harassment, bullying and discrimination can occur face to face, in writing or through use of electronic means such as the internet, emailing or text messaging. Cyberbullying can include the use of personal websites to support deliberate, repeated and hostile behavior intended to cause harm to persons or groups.

Any student who believes that he or she is the victim of harassment, bullying or discrimination by another student shall make a complaint to a teacher, counselor or principal. Depending on the age and abilities of the complainant, the concerns should be reduced to writing by either the student or, the person receiving the complaint using the information reported by the student and signed by the student on the Harassment, Bullying or Discrimination Reporting Form. The information shall be as thorough and detailed as reasonable and the student shall sign the form. All complaints shall be handled as confidentially as possible within the context of a thorough investigation. The accused shall receive full and adequate disclosure and be allowed to respond to the charges and/or allegations against him or her.

In the event that the alleged conduct is reported to someone other than the principal, the staff member receiving the complaint shall promptly bring the allegation to the attention of the principal. The principal will promptly and thoroughly investigate all complaints and respond to the complainant within five (5) work days of completing an investigation. At the conclusion of the investigation the principal shall meet with the complainant and discuss the findings. In the event that the student or parent is not satisfied with the actions of the Principal, the student or parent can file a grievance pursuant to district policy JCE and Administrative Procedure JCE-P.

At no time should a complainant or witness to an allegation be retaliated against in any way. In the event that principal finds that the complainant has been a victim of harassment, bullying or discrimination, the principal shall take all reasonable steps to correct any discriminatory effects of the harassment and assure that there is no recurrence of the conduct. The complainant shall advise the principal of any continuing conduct that has the effect of discrimination within a reasonable time so the principal can take appropriate steps to prevent its recurrence.

Students found to have engaged in harassment, bullying or discrimination shall be subject to discipline pursuant to the Student Code of Conduct under Rule 8 or any other rule violated by the conduct. Students shall also be subject to reassignment of classes and/or schools if appropriate.

The district provides a Harassment, Bullying or Discrimination Reporting Form to be used by those filing harassment complaints. See Appendix E.

Drug and Alcohol-Free School Environment (JCDAC)

It is the policy of the Guilford County Board of Education that a drug and alcohol free school environment shall be maintained. The Board prohibits the unlawful manufacture, sale, distribution, dispensing, possession or use of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcohol or

any other psychoactive or controlled substance or counterfeit substance as defined in Schedules I through V of Section 202 of the Controlled Substances Act (21 U.S.C.812) and further defined by regulation at 21 CFR 1308.11 through 1308.15, or by the General Statutes of the State of North Carolina. This policy shall govern each student while on any property owned by or under the control of the Board and, in addition, shall apply at any school-sponsored event or activity, regardless of whether held during normal school hours.

The Guilford County Board of Education, recognizing that substance abuse and chemical dependency are problems that affect a student's academic performance, attendance, and relationships, as well as the total education process, directs the Superintendent to implement the following activities:

1. Provide specific education/prevention programs on substance abuse/chemical dependency for inclusion in the K-12 curriculum that is age appropriate and sequential, in accordance with the Standard Course of Study.
2. Implement appropriate intervention procedures/programs in all schools.
3. Develop and implement a referral procedure for directing students into appropriate treatment programs within the school or the community.
4. Develop a re-entry procedure for students returning to school from non-school based treatment program.
5. Enforce the Student Code of Conduct as it applies to the possession, sale, distribution, manufacture, dispensing and/or use of illicit substances or any other unlawful or unauthorized chemical substance or drug paraphernalia. Acts prohibited by this code do not include the lawful and proper use of drugs prescribed by a doctor or over-the-counter medications.

The Superintendent shall establish any needed administrative regulations, rules and procedures for the implementation of this policy.

Acceptable Use Of Electronic Transmission Capabilities (EFE/EFE-P)

The Guilford County Board of Education recognizes that technology and the Internet offer students and staff the resources of thousands of computers all over the world and to millions of individual people. Students, teachers and staff may have access to: 1) electronic mail (email) communication with people all over the world; 2) information and news, some of which may include advertisements, from a variety of sources and research institutions; 3) discussion groups on a wide variety of topics; 4) access to many university libraries, the Library of Congress and other libraries around the world.

Guilford County Schools' Network and Internet connection have been established in the belief that the information and interaction made available are valuable additions to educational resources.

The intent of this policy is to ensure that all uses of the Guilford County Schools' technology and the Internet are consistent with the goals and educational philosophy of the school system. Basic tenets of the policy are:

- The use of technology resources and Internet access is to support research and education and to extend the resources of Guilford County Schools.
- All use of technology must be in support of education, research or enrichment and be consistent with the intended purposes.
- Technology Services is responsible for establishing and users are required to follow all standards, policies and procedures related to the use of technology in the Guilford County Schools.
- Use of other organization's networks or computing resources must comply with the rules appropriate for that network.
- Transmission of any material in violation of any law or system policy is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, material protected by trade secret, materials used for commercial activities by for-profit institutions and material used for product advertisement or political lobbying.
- Students, teachers and staff members will be informed of issues regarding network etiquette, security and vandalism with the understanding that any violation of the regulations is unethical and may constitute a criminal offense or violation of the "Student Code of Conduct" and require appropriate disciplinary action.
- Teachers and each school's Media Advisory Committee will monitor the use of the Internet and will take reasonable measures to ensure use is consistent with the purposes of the Guilford County Schools. This policy represents the standard for acceptable use of electronic media. The tenets of the standard are communicated to parents, guardians and students with additional notification of the policy by its inclusion in the student handbook. Schools also may develop individualized local regulations regarding use of technology, email and Internet access on school premises. Supervisors will likewise monitor staff use.
- Guilford County Schools does not endorse or authorize the use of any of its school names in any electronic medium, including websites, user groups and uniform resource locators (URLs), unless express written consent is granted by the Guilford County Schools.

Board Policy EFE along with its Administrative Procedure EFE-P revises and replaces the former Administrative Policy EFE issued June 3, 2002.

EFE-P

1. Network Etiquette: The use of technology requires that you abide by accepted rules of etiquette, which include, but are not limited to, the following:

- a) Courtesy: Do not send or forward abusive messages to anyone.
- b) Appropriate Content: Defamatory, intentionally inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing or illegal material is prohibited.
- c) Privacy: All communication and information accessible via the network should be assumed to be copyrighted property. Transmission of data on the Internet cannot be guaranteed to be private or secure. Note that electronic mail (email) is not guaranteed to be private. People who operate the system do have access to all mail and electronic transmissions. Electronic transmissions relating to or in support of illegal activities may be reported to the authorities. Do not reveal your or any individual's personal address, phone or credit card number.

2. Email

Limited personal use of email is permitted, however, personal use should not interfere with assigned duties and responsibilities. The use of email requires that you abide by accepted rules of etiquette, which include, but are not limited to, the following:

- a) SPAM, the sending of unwanted mail, is a significant problem for users and for the network. Do not send emails that are not directly business or school related to groups or persons within the system.
- b) Using GCS email directories or address books to send emails that are for personal gain or that promise personal gain are a violation of Administrative Policy GAG.
- c) Use of GCS email directories or address books to communicate views, solicit membership or raise funds for any non-school sponsored purpose, whether profit or non-profit, is prohibited.
- d) Network administrators will distribute virus warnings. If you feel you have information regarding a virus, please contact network administration immediately and do not forward such emails to users.
- e) Email is not private. Technicians who operate the system can access all mail. Access is usually limited to investigative or trouble-shooting purposes, however, the Chief of Human Resources, Chief Operations Officer or the Superintendent may at any time, and for any reason, allow the search of email or data stored on all district owned computers.

- 3. Passwords:** Passwords are personal and should not be shared with anyone. Attempts to log in to the system as any other user will result in cancellation of user privileges and/or criminal prosecution.
- 4. Copyright:** Information transmitted through the Internet, which is copyrighted, is subject to the same copyright laws as govern non-electronic data.
- 5. Security:** Security on any computer system is high priority, especially when the system involves many users. If you feel you can identify a security problem on the service provided you, notify a system administrator or teacher. Do not demonstrate the problem to other users.
- 6. Plagiarism:** Data received through the Internet is subject to the same rules of documentation as traditional information. Give credit for all material used in research.
- 7. Vandalism:** Vandalism will result in cancellation of your privileges. This includes, but is not limited to, altering web sites, intentionally damaging equipment or cabling, uploading or creation of a computer virus, and any other activity that corrupts individual programs, data or the network.
- 8. Network resources:** The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are: wastefully using resources such as file space, file sharing networks, circumventing safety configurations, modifying setup policies, modifying settings on machines, attaching unauthorized devices, modifying infrastructure, invading the privacy of individuals, gaining unauthorized access to resources or entities, using the network while access privileges are suspended or revoked.
- 9. Unauthorized charges:** The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges and/or equipment or line costs.
- 10. Warranties:** GCS makes no warranties of any kind, whether expressed or implied, for the service it is providing. GCS will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed deliveries or service interruptions caused by its negligence or the users' errors, omissions or failure to properly back up their data and files.
- 11. Emerging Technologies:** The tenets of Policy EFE are inclusive of emerging technologies in devices that provide wireless capabilities. Examples of these devices include, but are not limited to, mobile phones with cameras with Internet capabilities/connectivity. The following are not permitted uses of these devices by students on Guilford County Schools' campuses and school related activities:

- a) Connecting to unfiltered Internet information,
- b) Using such a device to capture images, transmit and manipulate media electronically.

One example of an inappropriate use is using a camera phone to take pictures, emailing the pictures, and posting the pictures on the web. Student use of these devices is not allowed without written permission from Guilford County Schools' administrative staff with expressed intent and purpose for use.

Teachers and staff members that have devices capable of these functions are guided by the tenets of policy EFE and are to ensure that no privacy rights are violated regarding Family Education Rights Privacy Act (FERPA). The use of technology resources and Internet access is a privilege and not a right; inappropriate use will result in cancellation of those privileges. Do not use the network in any way that will disrupt the use of the network by others. Technology Services may make decisions regarding whether or not a user has violated standards, policies or procedures; and may deny, revoke or suspend at any time.

12. Internet Safety and Children's Internet Protection Act (CIPA) and Guilford County Schools Student Email Accounts: The Children's Internet Protection Act ("CIPA"), enacted December 21, 2000, require recipients (Guilford County Schools) of federal technology funds to comply with certain Internet filtering and policy requirements.

Access to Inappropriate Material

To the extent practical and feasible, technology protection measures (or "Internet filters") are used to block or filter Internet traffic, and other forms of electronic communications (student email). Access to inappropriate information as required by the Children's Internet Protection Act, will be filtered or blocked. This is applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Inappropriate Network Usage

To the extent practical and feasible technology and policies are used to promote the safety and security of users of the online computer networks when using electronic mail or other forms of direct electronic communications, inappropriate network usage includes, but is not limited to:

- (a) Unauthorized access, including so-called 'hacking,' and other unlawful activities;
- (b) Unauthorized disclosure, use and dissemination of personal identification information regarding students;
- (c) Using another student's user name and password to access network resources;

- (d) Transmitting obscene or pornographic visual imagery;
- (e) Harassing, menacing or any type of language that is deemed profane, cyber-bullying, threatening; any communication that indicates fear or intimidation to an individual or groups of individuals.

Supervision and Monitoring

Technology Services for Guilford County Schools supervise and monitor usage of district resources, the network infrastructure and access to the Internet in accordance with this policy and the Children's Internet Protection Act. Any use of an electronic medium connected to these resources (an example is but not limited to; student email accounts) is governed by this Policy.

Anyone found violating any Policy EFE, Internet Safety, and Children's Internet Protection Act (CIPA) and Guilford County Schools Student Email Accounts will have their access revoked and will be subject to the actions defined in the Student Code of Conduct.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of Guilford County Schools Technology Services or designated representatives.

Board Policy EFE along with its Administrative Procedure EFE-P revises and replaces the former Administrative Policy EFE issued June 18, 2002.

SPECIAL NOTE: Technology and student email accounts are provided as tools for educational purposes. Continued use of Technology and student email account requires student compliance with; a) The Children's Internet Protection Act ("CIPA") and b) Guilford County School Board Policy EFE and specific Internet Safety and electronic communication policy requirements.

Access to Inappropriate Material

Technology protection measures (or "Internet filters") are used to block or filter Internet traffic, and other forms of electronic communications (student email). Access to inappropriate information as required by the Children's Internet Protection Act, will be filtered or blocked. This is applied to visual depictions of material deemed obscene or to any material deemed harmful to minors.

Inappropriate Network Usage

Technology and policies are used to promote the safety and security of students and the online computer networks when using electronic mail, other forms of direct electronic communications inappropriate network usage includes, but is not limited to:

- (a) Unauthorized access, including so-called 'hacking,' and other unlawful activities,*
- (b) Unauthorized disclosure, use, and dissemination of personal identification information regarding students,*
- (c) Using another student's user name and password to access network resources,*
- (d) Transmitting obscene or pornographic visual imagery,*

(e) Harassing, menacing or any type of language that is deemed profane, “cyber-bullying”, threatening; any communication that indicates fear or intimidation to an individual or groups of individuals,

(f) Using “chat rooms” or “social networking” sites.

Supervision and Monitoring

Technology Services for Guilford County Schools supervise and monitor usage of district resources, the network infrastructure, and access to the Internet in accordance with this policy and the Children’s Internet Protection Act. Any use of an electronic medium connected to these resources (an example is but not limited to; student email accounts) is governed by this Policy.

Students violating Policy EFE, Internet Safety, and Children’s Internet Protection Act (CIPA) or Guilford County Schools Student Email Accounts provision will have their access revoked and will be subject to the actions defined in the Student Code of Conduct.

Field Trips (IFCB)

The Guilford County Board of Education recognizes the field trip as a valuable learning experience provided it is properly planned and carefully executed. Planning would include advance preparation, opportunities for students to assimilate the experience during the field trip, and integration of the experience into the regular classroom program at the conclusion of the trip. Planning would also direct attention to safety, transportation, school lunches, liability, supervision, time away from school and experiences. The principal shall approve field trips only when he/she is assured that these requirements have been fulfilled and that the field trip is an extension of the classroom instructional program.

As an extension to the classroom instructional program, students shall not be denied participation in a field trip as a consequence for behavioral infractions.

Usual and customary activities associated with athletics, competitive forensics, music and other similar experiences are not field trips within the meaning of this policy. However, field trips by school clubs must meet the same criteria and be approved in the same manner as all other school-approved field trips. All school-sponsored trips including co-curricular and extra-curricular trips (such as athletics, etc.) are subject to cancellation or postponement as outlined below under “Approval.”

Criteria for Field Trips

Teachers, principals and administrators shall consider the following criteria in planning and approving field trips. The field trip should:

- relate to a particular aspect of the on-going classroom instruction and the standard curriculum of the school system.

- afford a meaningful learning experience which cannot be provided in the school setting.
- provide activities suitable to the age level of the students.
- be reasonable in terms of length of trip, duration, distance traveled and cost.
- provide assurances that no student is denied the opportunity to participate because of an inability to pay expenses associated with the cost of the field trip.

Written Permission

Because the safety of the students is a primary consideration in the approval of and carrying out of field trips, students must have the written permission of their parents for their participation in each specific field trip.

Student Conduct

The policies, rules and regulations which the Guilford County Schools or any of its individual schools have adopted concerning student conduct are applicable while students are participating in field trips.

Approval

The sponsoring teacher must hold a preliminary conference with the building principal(s) and secure the principal(s)' tentative approval before conducting any discussions with students/parents regarding the proposed field trip.

- All field trips within the state must be approved by the school principal.
- Additionally, prior to any notice to students, parents or the community, overnight and/or out-of-state field trips must have the initial approval of the SSO or his/her designee. Final approval must be obtained from the SSO or his/her designee at least one month in advance of the date of the trip.
- All school trips are subject to cancellation or postponement by the SSO, when emergency or hazardous conditions exist. Such conditions include severe weather warnings. Staff, parents and students should be aware of this possibility as any trip is planned.

Absences and Make-Up Work

Participation in an approved field trip shall be considered an excused absence and the student shall be entitled to make up his/her work. Prior to any field trip, arrangements shall be made by the principal and the staff for students to make up any work missed in other classes. Additionally, no student's grade shall be lowered if the parents do not consent for the student to go on the field trip.

Children with Disabilities/Special Needs

Consideration will be made for children with disabilities or special needs, prior to the field trips. If there are children with special needs the teacher will identify the special need(s) and notify the principal of the special need(s) at the time the field trip application is submitted to the principal. The principal, or his designee (hereafter termed principal), will make the necessary arrangement for the student with special needs. The principal will determine by telephone or letter during this time if the destination has the accommodations to satisfy the requirements for the student with disabilities/special needs. The principal should determine if specialized transportation is needed and arrange for specialized transportation. The specialized transportation should be confirmed a minimum of three weeks prior to the field trip.

Resources

If the destination that the teacher intends to travel does not accommodate the child with a disability/special need, the principal should consult in the Access North Carolina book or other such field trip resource references to identify a similar field trip that is accessible to all.

Medications

Medication taken by a student during the school day should also be administered in accordance with the North Carolina Board of Nursing's Nurse Practice Act. Whether and how delegation is appropriate is a determination that can be made only considering the activity involved, the related circumstances of the activity, the age and maturity and other relevant characteristics of the student and the available people who could perform the delegated service. The Nurse Practice Act does not allow delegation of medical procedures by the school nurse including administration of medication outside the state of North Carolina. Precautions must be taken to ensure that storage of the medication is secure and the appropriate dosage is given. A copy of the Medication Authorization form signed by the parent and the medical provider will be taken on the field trip. If the field trip extends to times of day when the student receives medication outside the school day and existing form, a special Medication Authorization form must be completed for that particular instance and trip. The principal will make the necessary arrangement(s) for the student requiring medical administration and/or medical procedures.

When taking an in-state field trip, the principal or designee shall work with the school nurse to make sure that all paperwork (from healthcare provider and parent) and training of staff, if necessary, has been completed at least two weeks prior to the field trip. Nurses may delegate the care of a student if their assessment validates that UAPs (unlicensed assistive personnel) can provide the needed care while on the in-state field trip.

Supervision

The principal must make certain that adequate supervision is provided for all field trips. At least two adults are required per class for a trip. In addition to teachers, parents can fulfill this minimum supervision requirement. The Superintendent shall develop procedures for the implementation of this policy.

Grading and Reporting Student Progress (IHA/IHA-P)

Guilford County Schools requires that all parents/guardians be informed at regular intervals on the academic progress of their children.

Grades are a reflection of the student's progress in meeting the state and local requirements. Grades shall be weighted only for Advanced Placement (AP), International Baccalaureate (IB), college courses, and designated honors courses. Students taking AP lab courses may opt to take the course as Pass/Fail, which does not affect the student's GPA, or for a non-weighted grade, which is included in calculating GPA.

A report card will be sent to the parents of each student at the end of each grading period. In addition to the regular report cards, interim progress reports will be issued to all students at the midpoint of the grading period to inform parents/guardians and to invite participation regarding student progress. Additional reports or contact will be made when it appears students are making unsatisfactory progress or have been absent from school an excessive number of days.

Teachers shall keep accurate records that reflect how they have determined each student's grades. Completing the progress report shall be the responsibility of the classroom teacher.

The scale to report student progress in grades K-2 shall be:

- 4 = Consistently exceeds grade level expectations
- 3 = Consistently meets grade level expectations independently
- 2 = Needs support to meet grade level expectations
- 1 = Below grade level expectations with support

The grade scale for grades 3-12 students in Guilford County Schools shall be:

- A = 90 - 100
- B = 80 - 89
- C = 70 - 79
- D = 60 - 69
- F = 59 and BELOW
- I = INCOMPLETE

Pass/Fail (ONLY for students wishing to take the Lab portion of an AP Course as non-graded, which will not affect the student’s GPA).

The Superintendent or his/her designee shall issue regulations to ensure that the grading system is uniform at all grade levels throughout the school system with the exception noted below:

After a review by the Board of Education, students attending magnet or option schools, students following the Adaptive Curriculum in non-public or alternative schools and students attending the four special public separate schools may receive report cards that reflect unique program goals. Adaptive Curriculum report cards allow for specific tasks analysis and relates specifically to the extended content standards.

For freshman classes prior to the 2015-16 academic year, grades shall be weighted for AP, IB, college courses, and designated honors courses per chart below.

FINAL GRADE	QUALITY POINTS		
	AP/IB	HONORS COURSES	ALL OTHER COURSES
A	6	5	4
B	5	4	3
C	4	3	2
D	3	2	1
F	0	0	0

Effective with the freshman class of 2015-16, grades shall be weighted per chart below.

FINAL GRADE	QUALITY POINTS		
	AP/IB	HONORS COURSES	ALL OTHER COURSES
A	5	4.5	4
B	4	3.5	3
C	3	2.5	2
D	2	1.5	1
F	0	0	0

Graduation Requirements (IHF/ IHF-P)

In their eighth grade year, all students will be advised of the requirements for graduation and requirements for special recognition that will be given by local, state, or national groups that require additional credits or specific courses.

In order for students to be eligible for graduation, Guilford County Schools requires the following:

- Students satisfy all state and local course requirements including the prerequisite units of study: 22 units of study if attending a traditionally scheduled high school, 28 units of study if attending a block high school.
- Students completing the Future-Ready Occupational Course of Study satisfy all state and local course requirements including required work hours: 22 units of study if attending a traditionally scheduled high school, 28 units of study if attending a block high school.
- Students earning a minimum of one course credit through Twilight High School, or SCALE during their fourth year of high school or fifth year seniors must satisfy all state requirements including the prerequisite units of study: 21 units of study if student entered ninth grade in the 2010-11 through 2011-12 academic year, or 22 units of study if entering the ninth grade for the first time in 2012-13 and beyond.
- Students receiving a diploma must pass CPR as a graduation requirement beginning with the graduating class of 2015.

In order for students to be eligible for graduation, Greensboro College Middle College, The Middle College at Bennett, The Middle College at GTCC Greensboro, The Middle College at GTCC High Point, The Middle College at GTCC Jamestown, The Middle College at NC A&T, The Middle College at UNCG, The Kearns Academy at Central, The Academy at Smith, STEM Early College at NC A&T, Early College at Guilford or Doris Henderson Newcomers School require the following:

- Students satisfy all state requirements including the prerequisite units of study: 22 units of study if entering the ninth grade for the first time in 2012/2013 and beyond.
- Students receiving a diploma must pass CPR as a graduation requirement beginning with the graduating class of 2015.

State and Local Course Requirements for High School Graduation

Content Area	Future-Ready Core		Occupational Course of Study (OCS)
	For Ninth Graders Entering in 2014-15 and beyond		
English	4 Credits English I English II	English III English IV	4 Credits English I English II English III English IV
Mathematics	4 Credits NC Math 1, 2, and 3 and a fourth mathematics course to be aligned with the student's post high school plans. <i>Note: Credit shall be awarded for Math I, II, III if taken prior to the 2016-17 school year.</i>		3 Credits Introduction to Mathematics NC Math 1 Financial Management
Science	3 Credits Earth/Environmental Science A Physical Science Biology		2 Credits Applied Science Biology*
Social Studies	4 Credits World History American History: The Founding Principles, Civics, and Economics American History I: Founding Principles American History II		For Eligible Students Entering Grade 9 for the First Time in 2014-15: 2 credits that shall be American History I and American History II For Eligible Students Entering Grade 9 for the First Time in 2017-18: 2 credits that shall be American history: Founding Principles, Civics, and Economics and American History I or American History II
World Languages	Not required for graduation but 2 levels required for admission to the UNC System		Not required
Health and Physical Education	1 Credit Health/Physical Education I <i>Note: Successful completion of CPR for students graduating 2015 and beyond</i>		1 credit Health/Physical Education I Successful completion of CPR for students graduation 2015 and beyond
CPR	Successful completion of CPR for students graduation 2015 and beyond		
Electives or Other Requirements	6 Credits required 2 elective credits of any combination from either: – Career and Technical Education (CTE) – Arts Education – World Languages 4 elective credits strongly recommended (four course concentration) from one of the following: – Career and Technical Education (CTE)*** – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. social studies, science, mathematics, English)		6 Credits Occupational Preparation: OCS Preparation I, II, III, IV**** Completion of IEP objectives Career Portfolio required
Career/Technology			4 Credits Career/Technical Education electives
Arts Education	DPI recommends at least one credit in an arts discipline, but is not required to meet graduation standards.		DPI recommends at least one credit in an arts discipline, but is not required to meet graduation standards.
Total	28 credits (block schools) 22 credits (traditional calendar, middle colleges, SCALE, Twilight, Newcomers, Academy at Smith, and Academy at Central)		22 credits plus any additional local requirements

* OCS courses aligned with Future-Ready Core courses in English II, NC Math 1, and Biology (New NC State Standards and new NC Essential Standards implemented in the 2012-13 school year).

** For additional information on CTE courses that meet requirements for selected Courses of Study, refer to the CTE Clusters chart located at: <http://www.ncpublicschools.org/docs/cte/standards/careerclusters2012.pdf>.

*** Students entering 9th grade prior to the 2014-15 school year: completion of 300 hours school-based training, 240 hours community-based training and 360 hours competitive paid employment. Students entering 9th grade for the first time in the 2014-15 school year: completion of 150 hours school-based training, 225 hours community-based training and 225 hours of paid employment or unpaid vocational training, unpaid internships, paid employment at community rehabilitation facilities and volunteer and/or community service hours.

Graduation Project

The Graduation Project, or Senior Project, is a site-based decision for each high school in Guilford County Schools. For more information, contact the school counselor or principal.

Graduation Project Components

The Graduation Project consists of four components:

- A paper demonstrating research and writing skills
- A product created through the use of knowledge and skills to accomplish a goal
- A portfolio, a learning record of the student's process and progress through all the steps of the graduation project
- An oral presentation during which the student will present information on the chosen topic to a review panel

Early Graduation

Conferences with the school counselor will assure a comprehensive analysis of post-secondary options available to early graduates. Students who have completed all graduation requirements including specific course and testing requirements, an appropriate course of study, and total number of graduation credits required, may request to graduate early, either at mid-year of their senior year or at the end of their junior year. The student's grade classification will be based on the GCS high school promotion standards. Diplomas are awarded only at the end of the school year.

Student Accountability Standard (IKEA)

The Guilford County Board of Education recognizes its responsibility to provide a sound basic education for all students, kindergarten through grade twelve (K- 12), based on the North Carolina Standard Course of Study and the State Board of Education's mandates, which set student accountability standards.

Student promotion and accountability standards within this school system are guided by both state and local standards. The student accountability standards adopted for specific grade levels are based on the belief that all students must have the reading, writing, mathematics, technology and higher order thinking skills critical for successful participation in higher education and in the work force.

Standards for Promotion K-12

These standards recognize the statutory authority of the principal to make promotion decisions by taking these and other factors into consideration in assigning students to the grade level which provides the best opportunity for the student to progress and develop educationally.

A variety of factors should be considered and carefully evaluated before promotion and retention decisions are made: academic progress, social maturity, age, and emotional, psychological and physical needs. Students will be assigned, by the principal, to the grade level which provides the student the best opportunity to progress and develop educationally.

Alternatives to retention at the elementary and middle level shall include interventions such as extended learning opportunities, remediation/acceleration, and individualized instruction.

High School 9 -12

Each academic year, students in grades 9-12 must meet the minimum culmination of units to be eligible for promotion.

High Schools 9-12 Block Schedule

- Grade 9 to 10 – A minimum of 6 units cumulative must be earned.
- Grade 10 to 11 – A minimum of 13 units cumulative must be earned.
- Grade 11 to 12 – A minimum of 20 units cumulative must be earned.
- Graduation - A minimum of 28 units and successful completion of any other state or local requirements must be earned.

High Schools 9-12 Traditional Schedule

- Grade 9 to 10 - A minimum of 5 units cumulative must be earned.
- Grade 10 to 11 - A minimum of 10 units cumulative must be earned.
- Grade 11 to 12 - A minimum of 16 units cumulative must be earned.
- Graduation - A minimum of 22 units and successful completion of any other state or local requirements must be earned.

Promotion Standards 9-12

High school students must meet the diploma pathways to graduate. Students at non-block schools must meet 22 units, while students at block schools must meet 28. Each year, students must meet minimum units to be eligible for graduation.

SCHOOLS

Block Schedules	Grade 9 to 10: 6 units Grade 10 to 11: 13 units Grade 11 to 12: 20 units
Non-Block Schedules	Grade 9 to 10: 5 units Grade 10 to 11: 10 units Grade 11 to 12: 16 units

Students With Disabilities

All students with disabilities in grades 3-12 shall participate in the Student Accountability Standards to the extent possible. Students with disabilities may take an alternative assessment as outlined by the Individualized Education Plan (IEP) Team in accordance with established state procedures.

Students of Limited English Proficiency

All students with Limited English Proficiency (LEP) shall participate in the Student Accountability Standards in grades 3-8 through End-of-Grade testing, and for grades 9-12 through End-of-Course testing in NC Math 1, English II and Biology. Procedures for promotion and intervention used with LEP students must be in accordance with established state procedures.

Reporting Requirements for Student Accountability Standards

The superintendent will provide an annual report on student performance and the progress made toward meeting the Student Accountability Standards. The superintendent is instructed to develop and implement administrative procedures needed to carry out this policy.

Student Accountability Standard IKEA-P

The goal of Guilford County Schools is to identify and support, as early as possible, students who are below grade level and not likely to meet State Accountability Standards. Those standards include End-of-Grade tests at grades 3-8 in reading and math, grades 5 and 8 in science, and at the secondary level, End-of-Course assessments in English II, NC Math 1 and Biology. To assist students in meeting Student Accountability Standards at the elementary (grades 3-8) and secondary level, GCS has developed interim assessments for these courses, as well as other interventions to support student academic growth.

Promotion Standards, Grades K-2

To be promoted in grades K-2, principals should consider the following data points:

- Students at the K-2 level will perform at proficient levels using the Text Reading and Comprehension (TRC) assessment in accordance with state guidelines:
 - Grade K Reading TRC Level D
 - Grade 1 Reading TRC Level J
 - Grade 2 Reading TRC Level M
- Students will also demonstrate mastery of math concepts as determined by the K-2 NC Math Assessment.

Promotion Standards 3

Students will perform at or above Level III on the NC End-of-Grade Test of Reading or at or above Level III on the Read to Achieve Alternate Assessment in accordance with state guidelines.

Students meeting a Good Cause Exemption may be placed in the fourth grade based on principal discretion. A Good Cause Exemption indicates that students may be exempt from mandatory retention in third grade for good cause but shall continue to receive instructional supports and services and reading interventions appropriate for their age and reading level.

Good cause exemptions shall be limited to the following:

1. Limited English Proficient students with less than two years of instruction in an English as a Second Language program.
2. Students with disabilities, as defined in G.S. 115C-106.
3. Students who demonstrate reading proficiency appropriate for third grade students on an alternative assessment approved by the State Board of Education. Teachers may administer the alternative assessment following the administration of the State-approved standardized test of reading comprehension typically given to third grade students at the end of the school year, or after a student's participation in the local school administrative unit's summer reading camp.
4. Students who have (i) received reading intervention and (ii) previously been retained more than once in kindergarten, first, second, or third grades.

Promotion Standards 4-5

Principals will make promotion and retention decisions based on how students perform on interim assessments, grades in core subject areas, performance on End of Grade tests in reading, math and science (5th grade only) and any other data point deemed by the administrative team.

Promotion Standards 6-8

To be promoted in grades 6-8, principals should consider the following data points:

- meeting the local promotion standards for Guilford County Schools
 - pass a minimum of five (5) subjects
- may not fail more than one of the core subjects (language arts, mathematics, science, social studies)
- review interim assessment data
- review student work portfolio
- review student growth from one year to the next

NOTE: If a student fails the same core subject more than once during the middle school years, he/she must receive appropriate supplemental assistance in order to be promoted to high school.

To ensure that parents are well informed, a progress report will be sent to the parents of each student at the end of each grading period. Teachers need to meet with parents of students who are experiencing learning difficulties.

If students are being considered for retention, parents shall be notified by the third quarter. The school shall convene a committee to review student performance and intervention strategies that have been implemented.

The committee shall be comprised of the following:

- 3 teachers (one of whom must be an EC teacher or an ESOL teacher, if student is EC or LEP respectively);
- One school administrator (principal or assistant principal) who functions as leader;
- Parent or guardian of any student being presented shall have the right to speak on behalf of his/her child.

The principal will consider all relevant information and will make the final decision regarding promotion or retention. Appeals will be heard if requested by a parent or teacher. According to state statute, it remains the principal's authority to make grade placement decisions.

Promotion Standards 9-12

Each academic year, students in grades 9-12 must meet the minimum culmination of units to be eligible for promotion.

High Schools 9-12 Block Schedule

- Grade 9 to 10 – A minimum of 6 units cumulative must be earned
- Grade 10 to 11 – A minimum of 13 units cumulative must be earned
- Grade 11 to 12 – A minimum of 20 units cumulative must be earned
- Graduation - A minimum of 28 units and successful completion of any other state standards must be earned

High Schools 9-12 Traditional Schedule

- Grade 9 to 10 - A minimum of 5 units cumulative must be earned
- Grade 10 to 11 - A minimum of 10 units cumulative must be earned
- Grade 11 to 12 - A minimum of 16 units cumulative must be earned
- Graduation - A minimum of 22 units and successful completion of any other state standards must be earned

Assessments

Due to the critical factor of providing interventions as early and as focused as possible, Guilford County Schools will utilize interim assessments for the Student Accountability Standards. These assessments will be administered in grades 3-8 in reading and math, grades 5 and 8 in science and in EOC courses at the secondary level for NC Math 1, Biology, and, English II. The purpose of the interim assessments will be to guide teachers as they modify instruction and curriculum for students in danger of not meeting the current standards. The superintendent shall direct collaboration between central administration and each school to conduct and monitor the outcome of those interim assessments.

Intervention for Students Not Meeting Student Accountability Standards

Intervention must be provided for any student who does not meet proficiency standards or graduation standards as established by the state and district LEA. Such interventions shall involve extended instructional opportunities which are specifically designed to improve students' performance. These interventions can include smaller class sizes, modified instructional programs, extended learning opportunities, tutorial sessions, assignments, and opportunities for parental involvement. For students performing at or below Level III in grades 3-12, extended sessions should be a component of the student's PEP.

School Wide Intervention Plans and/or Personal Education Plan (PEP)

Session Law 2015-46 removed the State legal requirement for developing a PEP for individual students; however it does not prohibit the creation of a plan for identified students at risk of academic failure or any other student in need. Local school administrative units shall identify for students who are at risk for academic failure and who are not successfully progressing toward grade promotion and graduation including documentation of students receiving intervention (Schoolwide Intervention Plan). Identification shall occur as early as can reasonably be done and can be based on grades, observations, state assessments, and other factors, including reading on grade level, that impact student performance. If students are not responding to the group intervention, an individual PEP will be written by the classroom teacher that includes additional interventions needed to address deficit areas/targeted skills.

A School-wide Intervention Plan may have the following components:

- Grade level or content area focus
- Percentage of students not meeting grade level/college readiness expectation
- Data source used to measure progress of students
- Research based strategies to increase the percentage of students meeting grade level expectations
- Monitoring plan, including strategies, outcomes for students and method of measuring outcomes

A Personal Education Plan (PEP) must have the following components:

- Diagnostic data
- Research-based intervention strategies
- Monitoring plan, including strategies and assessment dates

Parents should be notified and involved in the PEP process.

Repeating a High School Course for Credit:

Students who do not receive a passing grade in a course may have the opportunity to recover the credit through face-to-face instruction, online through NC Virtual Public Schools, or through an approved GCS online credit recovery program. Students recovering credit through an online program must complete and demonstrate mastery of the assigned lesson modules. The assigned modules which target specific skills are to be identified by the course teacher. Because credit recovery is based on content mastery, seat time is not a requirement.

Students are permitted to repeat a course for credit when they have failed a course. Beginning in 2015–16, for students who initially fail a high school course and repeat the course for credit, upon completion of the repeated course, the new course grade shall replace the previous grade for the course. When a student repeats a course for credit and passes the course, the student only earns credit towards graduation once.

Students who attended a GCS high school the semester prior to summer school registration may participate, tuition free, in the district's summer school program. Incoming GCS students who did not attend a GCS high school the semester prior to the current summer program may enroll in summer courses upon registering for fall enrollment at a GCS school.

Online Courses for Initial or Repeating Course Credit:

Students who enroll in an online course to recover a credit or to receive initial course credit, may do so only through district approved programs. Students may not register for an online course for initial credit without prior approval of both the principal and the Office of Virtual Learning.

Reporting Requirements for Student Accountability Standards

On an annual basis, the Superintendent will provide the Board with the following information for each school: Aggregate student performance scores on state tests;

- The numbers and percentages of all students according to proficiency for each grade level;
- System-wide and school-based intervention strategies being provided by the Guilford County Schools, and the status of these efforts toward increasing the number of students meeting the standards; and
- Student performance reported by gender and the following state identified subgroups: the school as a whole, White, Black, Hispanic, Asian, Native American, and Multiracial students, limited English proficient students, economically disadvantaged students, and students with disabilities.

Credit by Demonstrated Mastery (CDM)

“Credit by demonstrated mastery” is the process by which LEAs shall, based upon a body-of-evidence, award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time.

The State Board of Education defines “mastery” as a student’s command of course material at a level that demonstrates a deep understanding of the content standards and the ability to apply his or her knowledge of the material.

Beginning with the 2014-15 school year, to inform student placement for the 2015-16 school year, Credit by Demonstrated Mastery is available for all GCS students in grades 9-12 for high school courses and in grades 6-8 for high school courses taught in middle school.

The Process

Students shall demonstrate mastery through a multi-phase assessment, consisting of (1) a standard examination, which shall be the EOC where applicable, or a final exam developed locally and (2) an artifact which requires the student to apply knowledge and skills relevant to the content standards. Phase 2 may have additional requirements, such as performance tasks, for some content areas.

For courses taught in a predetermined sequence, a student may only attempt to earn CDM for the next course in the sequence. For example, if a student has taken NC Math 1 and would like to attempt CDM for NC Math 3, s/he would need to first successfully earn credit for NC Math 2, either through CDM or traditional enrollment in the course.

Excluded Courses

The following courses are excluded from CDM:

- Career and Technical Education (CTE) work-based learning courses (co-op, internship, apprenticeship)
- CTE courses that have a clinical setting as a requirement of the course, such as ProStart, Early Childhood

Education I/II and Nursing Fundamentals

- CTE Advanced Studies courses
- English Language Learner (ELL) courses
- Healthful Living required courses
- AP/IB Courses

Phase I qualifying scores

- For EOC courses, students must achieve a Level V exhibiting a superior understanding, to qualify for Phase II artifact development.
- For CTE courses, students must achieve a scale score of 93 to qualify for Phase II artifact development.
- For non-EOC courses, students must achieve a 90 or higher on the exam.

For EOC, CTE, and non-EOC courses, re-testing is not permitted. Students attempting CDM receive one opportunity per course to achieve the minimum standards to earn CDM.

Students shall not be penalized for an unsuccessful attempt and such attempts shall never, under any circumstances, affect the student's grades or transcript.

Appeals Process

Families may appeal Phase II committee decisions regarding the decision of earning CDM. Students and their parents should submit appeals within ten days of receiving notification that an attempt was not successful and a subset of the various CDM teams will review and finalize appeal decisions within ten days of appeal submission. The decisions of appeals panels are final.

Receiving Credit

Students who demonstrate mastery through the CDM process shall receive credit for the course toward graduation requirements.

Credit shall be indicated on a student's transcript and where applicable, the "passed EOC" indicator will be set to the level at which the student scored. The school shall not grant a numeric or letter grade for the course and shall not include the grade in the student's grade point average (GPA) calculation.

Students who demonstrate mastery through the CDM process shall receive credit for the course toward graduation requirements.

For students who successfully earn CDM for courses with an EOC, Phase I EOC scores for these students must be submitted through DPI Accountability Division's approved process, no later than the close of the accountability year (last working day of June) to ensure the scores are included in accountability reporting. Students must successfully complete Phase I and Phase II for their scores to be included in DPI's accountability reporting.

STUDENT ATTENDANCE K-12

A. Lawful Absences

1. Excusable absences permitted by NC State Board of Education Attendance Rules:

- (a) Illness or injury
- (b) Quarantine
- (c) Death in family
- (d) Medical/Dental appointments
- (e) Court proceedings
- (f) Religious observances
- (g) Educational opportunity
- (h) Suspension
- (l) Expulsion

B. Unlawful Absences

Unlawful (unexcused) absences are defined as the student's willful absences from school without the knowledge of the parents/guardians, or the student's absences from school without justifiable causes with the knowledge of parents/guardians.

C. Homebound Placements

Homebound placements are based on medical recommendations and students are credited as in attendance when pre-approved by the appropriate official in the Guilford County Schools.

D. Make-up Work

Students are responsible for all work missed when absent from school. Immediately upon returning to school students must make arrangements with their teacher(s) to make up all work (assignments, tests, projects, etc.) missed while absent.

E. Absence Documentation Requirement

All absences require a written note from the parent/guardian explaining the absence(s). The student should deliver the note to school authorities (teacher, attendance office official, etc.) as soon as possible upon his/her return to school. Failure to submit such notes within 3 school days after returning to school will result in an unlawful absence being recorded. Parents/guardians are requested

to contact school officials immediately when unanticipated absences occur. All anticipated periods of absence should be reported to school officials prior to the period of absence. Such absences should receive prior approval by school officials. Prior approval is required for any student departing from campus once he/she has arrived; this approval is required throughout the school day. Students must follow a sign-out procedure as established by the school.

F. Attendance Awards

A student qualifies for an Attendance Award by being in attendance each day that school is in session during an entire school year. In addition, high schools have the option of allowing students with at least 97% attendance to waive one final exam at the end of each semester. (Note: Course exams required by the state are not eligible to be waived.)

G. Definition of being "in attendance"

To be considered "in attendance," a student must be present in the school for at least one-half of the school day (or one-half of the class for class attendance in secondary schools).

Students may, with the approval of school principal or designees, attend an authorized school activity and be considered "in attendance." Such activities include, but may not be limited to, job shadowing and other work based learning activities, field trips, athletic contests or other competitions, student conventions, music festivals, concerts, or similar activities approved by the school.

H. Unlawful Absence Disciplinary Actions

Unlawful absence will result in conferences with parents/guardians. Unlawful absence and/or truancy may lead to disciplinary action to include court proceedings involving parents and/or students if the student is under sixteen years of age. North Carolina General Statute (G.S. 115C-378) requires attendance until age sixteen (16).

II. ELEMENTARY SCHOOL ATTENDANCE REQUIREMENTS

The goal of Guilford County Schools is to have at least 95% attendance. Schools seek to have partnerships with parents to improve attendance, and ask that parents commit to this goal. Teachers in K-5 schools will work with students to give extra help in making up work missed due to absences. Intervention methods will be utilized after excessive absences. These include but are not limited to:

- Calls to parents after 5 absences
- Teacher-parent conferences
- Parent meetings with the principal
- Home visits from the school social worker
- Referral to Intervention Support Team
- Letters to the parents after 3, 6, and 10 days of absences
- The social worker will contact parents after 5 unlawful absences
- Excessive absences will be a factor in consideration of retention

Teachers will record the number of absences on Interim Reports and quarterly reports.

When students accumulate unlawful absences, parents of students under the age of 16 will receive a notification under the North Carolina Compulsory Attendance Law, which states that they are in violation of the law. Unlawful absences will result in conferences with parents/guardians. Unlawful absences and/or truancy may lead to disciplinary action to include court proceedings involving parents and/or students if a student is under 16 years of age. North Carolina General Statute (G.S. 115C-378) requires attendance until age 16.

III. MIDDLE SCHOOL ATTENDANCE REQUIREMENTS

Students are limited to six (6) absences per semester or twelve (12) absences per school year. Any absences beyond six (6) and twelve (12) would require make-up time. When an absence qualifies for make-up time, it must be made up immediately following that absence. If the absence occurs at the end of the first, second or third marking periods, the absence must be made up within ten (10) days. During the last marking period, all absences must be made up within that marking period. Four hours of make-up time will constitute one day of absence. Students will have two days per each day's absence to make up assignments, with exceptions considered by each school's principal.

Each school will design its own Extra Help Program for making up time; programs may include opportunities for making up time before school, after school, on weekends or teacher workdays.

Parents will receive notification of all absences at three (3) days, six (6) days, and ten (10) days. Excessive absences will be a factor in consideration for retention.

IV. HIGH SCHOOL ATTENDANCE REQUIREMENTS

Records are kept on each student's attendance for the duration of each course. Each student's attendance record, for the purpose of this procedure, is assessed during the length of the course.

School attendance has been identified as a critical component to academic success. This policy and Attendance Procedure JBD-P are designed to ensure all students meet the requirements of the North Carolina Compulsory Attendance Law 115C-378.

ATTENDANCE PROCEDURE K-12

EXCESSIVE LAWFUL ABSENCES PROCEDURE

Guilford County Schools requires the following clock hours for attendance to earn course credit:

- Block Schedule Schools: 126 Clock Hours
- Traditional Schedule Schools: 153 Clock Hours

The initial three (3) lawful absences are handled between student and teacher(s). Students are expected to make up work assigned during the lawful absence(s) within three school days of the student's return to school. The ultimate responsibility for makeup work lies with the student. Students who have excessive excused absences from a class during the following time periods will be recorded as incomplete status until make-up time has been met:

- Four (4) absences during a marking period from a 180-day class.
- Four (4) absences during a marking period from a 90-day block class.
- Four (4) absences during a marking period from a 90-day A Day/B Day class.

(See Suspensions for information regarding absences resulting from suspension from school.)

UNLAWFUL ABSENCES:

Unlawful (unexcused) absences: the student's willful absences from school without the knowledge of the parents/guardians, or the student's absences from school without justifiable causes with the knowledge of parents/guardians.

EXCESSIVE UNLAWFUL ABSENCES

Students who have excessive unlawful absences from a class during the following time periods will be placed on INCOMPLETE STATUS (INC) until attendance obligations have been met and must apply for a "Request for Permission" to complete attendance obligations:

- Four (4) absences during a marking period from a 180-day class.
- Four (4) absences during a marking period from a 90-day block class.
- Four (4) absences during a marking period from a 90-day A Day/B Day class.

Parents will be notified by the school of the INCOMPLETE STATUS (INC). The INCOMPLETE STATUS (INC). will be recorded on the report card in lieu of a letter grade for all courses each marking period, regardless of that student's present grade average. Students can meet course attendance obligations, thereby eliminating INCOMPLETE STATUS (INC). Programs may include opportunities for making up time and assignments before school, after school, on weekends, or teacher workdays. Each excessive absence (unlawful and lawful) is made up by:

- Block – 1 absence = 45 minutes make-up time
- Traditional – 1 absence = 30 minutes make-up time

When an absence qualifies for make-up time, it should be made up three (3) days following that absence. If the absence occurs at the end of a grading period, the absence must be made up within ten (10) days. In the last grading period of the year, all absences must be made up within that grading period.

A student who has completed the make-up time to earn credit will receive his/her earned grade. If a student does not complete the make-up time, their INCOMPLETE STATUS will convert to an F (59) as their final grade for that marking period. In addition to make-up time policy, students with unlawful absences may face disciplinary consequences (as described in Code of Conduct).

REQUEST FOR PERMISSION

Students and parents may appeal to the principal for permission (e.g., medical and /or unusual circumstances) to remove INCOMPLETE STATUS (INC) or to extend make-up time. This request must be made in writing to the principal within ten (10) school days of notification of INCOMPLETE STATUS (INC). Additionally, a request for permission to amend the INCOMPLETE STATUS (INC) due to a chronic medical condition needs to be made in writing to the principal and include appropriate medical documentation.

NOTIFICATION OF ABSENCES

The following schedule will be used to notify parents/guardians of student absences:

- After 3 absences
- After 6 absences
- After 10 absences

Methods of notification vary from school to school but can include personal telephone messages, computer-generated telephone messages, letters, and home visits. Parents should monitor their student's attendance closely; notifications sent by the school can follow the actual absence by a number of days due to time needed for processing, mailing, etc. Schools may also communicate attendance information to parents through a student information application.

STATE MANDATED ATTENDANCE POLICY

Parents/Guardians with students under the age of 16 years will receive notification under North Carolina General Statute (G.S. 115C-378). According to North Carolina General Statute (G.S. 115C-378), unlawful absences will result in conferences with parents/guardians. Unlawful absences and/or truancy may lead to disciplinary action to include court proceedings involving parents and/or students if a student is under sixteen years of age. North Carolina General Statute (G.S. 115C-378) requires attendance until age sixteen.

MORE IMPORTANT ATTENDANCE INFORMATION

The principal has the authority to waive seat time requirements when students have chronic health issues or other significant obstacles.

Attendance notes: A note from a parent or guardian is required when students are absent. All notes are due within three school days after a student's return. Failure to present a note will result in that absence being categorized as unlawful.

Tardies: Each school will design its own program for discouraging students from being late to school or class.

Field trips: Students are considered "present" in school when on field trips and other school-sponsored activities. Ask your attendance staff or school administrator when clarification is needed; refer to each individual school's procedure.

Time required in class: Attendance in class for at least one-half of the class period is required for the student to be counted "present."

Suspensions: By state statute, out-of-school suspensions are counted as lawful absences. Therefore, absences incurred from Out of School Suspension (OSS) do NOT have make-up time.

Athletic participation: The North Carolina High School Athletic Association (NCHSAA) requires students to meet local attendance requirements for athletic participation. All Guilford County high schools are members of NCHSAA and their players/participants must meet these local requirements to be eligible for athletic participation. Students are responsible for having knowledge of and meeting these requirements; coaches and school athletic directors can provide complete information regarding NCHSAA regulations.

All absences, excused and unexcused, whether they have been made up or not, count towards attendance eligibility.

Student Dress Code (JCDB/JCDB-P)

The Guilford County Board of Education respects a student's interest in self expression through his or her appearance. The Board also recognizes the importance of creating an orderly and respectful environment in which to learn. Balancing those interests and other legitimate pedagogical principles governing student learning, every student shall maintain an appearance that is clean and appropriate for the school setting. Each school shall publish its dress code prior to the beginning of each school year so that students and parents are aware of attire that would violate the school's dress code. A student whose appearance or apparel disrupts the educational environment or violates an individual school's dress code will be required to change his or her attire.

Principals will maintain written guidelines to assist students in determining appropriate dress for school, copies of which shall be made available to parents and students. Students, parents and staff should be involved in the formulation of the guidelines. All such guidelines are subject to the review of the Superintendent.

Standard Mode of Dress (SMOD) or School Uniforms

With the approval of the Superintendent or designee, schools may initiate plans in which students are required to wear a standard mode of dress or a school uniform at school during the regular school day. In order to initiate plans for a uniform or standard mode of dress, schools must support their recommendation with pedagogical reasons. Such reasons could include, among others, achieving instructional objectives of the school, having a favorable impact on student attitudes and school spirit, reducing socio-economic pressures and divisions, as well as promoting a positive school climate, increasing school safety, and producing a safe and orderly instructional environment. Schools interested in pursuing a standard mode of dress or a school uniform must follow procedures established by the Superintendent. Once the dress code is approved by the Superintendent or designee and adopted by the school, the school must do the following:

1. Give adequate notice and provisions for purchasing the attire accepted by the school;
2. Provide a procedure for registering religious or medical objections, or other physical limitations or special needs requiring modification of the prescribed attire; and
3. Provide clear guidelines for the enforcement of the attire.

It is within the Superintendent's purview to recommend to the Board a standard mode of dress in any school within the Guilford County School district if circumstances at the school warrant the implementation of SMOD. The Board will consider his recommendation at the next meeting and will take action on the recommendation.

JCDB-P

The Guilford County Schools Board of Education supports an environment that is conducive to teaching and learning. One strategy for promoting a positive learning environment is to implement a standard mode of dress. The implementation of that process should include broad-based support from the parents, students, faculty and staff.

DEFINITION OF TERMS:

Standard Mode Of Dress (SMOD) has been implemented in several of the district's schools to help alleviate peer pressure associated with fashion, to address a positive learning environment, to promote a positive school climate, to increase school safety, and to produce a safe and orderly instructional environment. The SMOD varies for each school, but it typically consists of a collared or polo-type shirt paired with khaki, black or navy pants, shorts or skirts. The pants must be fitted in the waist, and skirts or shorts must be at least knee-length. The SMOD also calls for closed-toe shoes.

PROCESS FOR APPROVAL

With the approval of the Superintendent, schools may implement plans in which students are required to wear a standard mode of dress or a school uniform at school during the regular school day. This approval is based on the recommendation from the School Based Leadership team and predicated on sound educational reasons that would benefit the school.

Schools interested in pursuing a standard mode of dress or a school uniform must solicit parent feedback. This process of parent and faculty engagement should assure adequate time for the school to receive feedback. Before any uniform or SMOD policy is implemented, the school must do all of the following:

1. The School Leadership Team will draft a school based SMOD plan (with data to support the request) and recommend adoption to the principal.
2. The principal will convene a minimum of two parent meetings to share information with parents, to receive feedback, and to administer a parent survey. To ensure the integrity of the voting process, ballots will be distributed at these parent meetings. Schools with large student populations may choose to hold more parent meetings.
3. If at least 50% of the school's parents complete a ballot and if at least 75% of parents vote yes, the principal may submit the SMOD plan to his/her supervisor for final review and approval. If less than 50% of total parents attend the parent meetings, schools may use Connect Ed to survey parents.
4. Once approved, the principal will notify parents with a copy of the school's approved SMOD plan by May 15th of the prior school year. Notice will

include information regarding the purchase of attire. Notice will also include the procedure for registering religious objections for the wearing of the prescribed attire.

5. Each school will publish its dress code prior to the beginning to the school year.

If a parent cannot afford SMOD clothing, the principal will investigate available community resources and consult with the parent to develop a plan.

IMPLEMENTATION GUIDELINES

There will be no “opt out” schools designated for students who do not wish to wear SMOD attire.

Schools will make efforts to implement SMOD in such manner that supports a goal of minimal disciplinary consequences for students. This may include and is not limited to making arrangements to provide students who arrive at school dressed in non SMOD clothing with replacement clothing (subject to availability) in lieu of disciplinary action when appropriate.

Schools will make efforts to ensure continuity in SMOD by limiting changes to the dress code to every three to four years (except in cases where schools choose to remove SMOD).

PROCESS FOR REMOVING SMOD

Schools interested in removing SMOD will follow Steps 1-3 above. If parents vote to remove SMOD, the principal will notify parents by June 15th and provide them with copies of the dress code that will be followed for the upcoming school year.

Grievances - Students/Parents (JCE)

It is the policy of Guilford County Schools to attempt to provide an environment that is conducive to educational success. The district believes that the potential for success is greatly enhanced in a school environment characterized by mutual respect, fair and impartial treatment, open lines of communication, and adequate procedures for solving differences, including access to upper level administrators and the Board of Education.

The district expects all teachers and administrators to attempt to reduce sources of conflict between students and school system employees and attempt to resolve differences when they occur. Likewise, the district expects all students to attempt to resolve points of differences routinely, and when this effort proves unsuccessful, to facilitate efforts to resolve grievances.

The district believes that most differences and problems need to be resolved in an expeditious manner through an open and honest discussion between the parties concerned. However, the district recognizes that open discussion may not be able to resolve all problems. Therefore, a grievance procedure is provided which shall be printed in the student handbook.

The district shall countenance no harassment or intimidation of any student because of having used the grievance procedure. Further, no reference to use of this procedure will be used in the student's permanent record file.

The Grievance Procedure

The grievance procedure is an open and positive process through which relationships and communications between students, parents, and employees may be improved. The primary purpose of the grievance procedure is to secure an equitable resolution to the claim of the parents, and all parties involved shall show a good faith attempt to resolve the claim at the lowest possible administrative level. During all grievance conferences and hearings, effort shall be focused on finding a resolution to the problem, rather than merely describing or elaborating on the problem itself. No coercion, discrimination, or reprisal of any kind shall be taken by the Board or by any administrator against any student because of his/her or his/her parent's participation in the grievance procedure.

I. Definitions

A. Grievant – any student currently enrolled in the Guilford County Schools (“GCS”) or his/her parent who files a grievance.

B. Grievance – a claim based on an event or condition that adversely affects a parent or his/her child, allegedly caused by a violation, misinterpretation, or inequitable application of Federal or State statutes and/or Guilford County Board of Education policies and administrative policies or procedures.

A grievance does not apply to:

- Any matter for which a method of review is prescribed by Federal or State law;
- Any matter that is beyond the scope of the authority of the Guilford County Board of Education;
- Any matter involving a suspension of more than ten (10) days or other discipline for which procedures are established (refer to Guilford County Administrative Policy JD for concerns involving suspensions for more than ten (10) days or other discipline);
- Any matter relating to student assignment (refer to Guilford County Administrative Policy JBCC for concerns involving student assignment);
- Any exceptional child issue that is addressed by separate procedures and regulations established by GCS or State or Federal law;
- Any matter relating to Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990 and their amendments (hereinafter

collectively referred to as "Section 504"), which are addressed in the Grievance Procedure JCE-p504 and related forms; or

- Any matter for which alternative methods of resolution exist.

C. Parties of interest or interested parties – the person who is filing the grievance, any employee who might be required to take action or against whom action might be taken in order to resolve the grievance, and the designated third party representatives.

D. Day or Days – school days excluding teacher workdays, holidays, designated vacation days and weekends (unless otherwise noted).

II. Right to Representation

Both grievant and the person against whom the grievance is being filed may be represented at all stages of the informal and formal grievance procedures by a third party representative whose role and type of participation shall be determined by the parties of interest. Third-party representation shall exclude legal counsel at all conferences and hearings at administrative levels below the first level of appeal to the Superintendent or the Superintendent's designee.

III. Procedures and Timeliness

The individual filing a grievance may elect to begin with the informal or formal procedure.

A. Informal Grievance

1. Informal grievances against school-based employees other than the principal: Within five (5) days following the event or condition that is the basis for the grievance, the individual may request an appointment with the employee with whom they disagree to present the matter orally. Within five (5) days following the conference request, the employee shall confer with the grievant and attempt to resolve the grievance through an oral response. If the grievant is not satisfied with the employee's oral response, the informal grievance may advance to the principal in the event that the original grievance did not involve the principal. Any grievance that is not advanced to the next level of authority or to the formal procedure within five (5) days following the oral response shall be deemed abandoned. The principal shall then consider the informal grievance and provide an oral response to the grievant within five (5) days. In the event that the grievant is still not satisfied with the outcome of the grievance, he/she must file a formal grievance within five (5) days of the oral response of the principal or the grievance will be deemed abandoned.
2. Informal grievances involving principals: In the event that the principal is the employee to whom the grievance was addressed originally, the grievant must within five (5) days following the event or condition that is the basis for the grievance request an appointment with the principal to present the matter

orally. Within five (5) days following the conference request, the principal shall confer with the grievant and attempt to resolve the grievance through an oral response. If the grievant is not satisfied with the principal's oral response, he/she must file a formal grievance within five (5) days of the oral response of the principal or the grievance is deemed abandoned.

B. Formal Grievance

In the formal grievance procedure, the grievance is filed in writing, using the Formal Grievance Form, and the person receiving the grievance responds in writing. All written documents, formal communications and any school records pertaining to the grievance proceedings shall be forwarded to the next level of appeal in the event that the matter is appealed. Written records of the grievance proceedings shall not be placed in the student's permanent record file.

1. Formal Grievances against school-based employees other than the principal:

Within five (5) days following the event or condition that is the basis for the grievance, the individual may file a written grievance form at the office of the Principal, including all information requested on the form. A copy of the Formal Grievance Form is attached hereto. The written statement of grievance shall include, at a minimum:

- the name of the person against whom the grievance is being filed;
- the specific nature of the grievance and a thorough description of the conduct, event, policy or regulation or other matter to be considered;
- the date, time and place of the event or condition that caused the grievance;
- the action requested to resolve the grievance;
- the name and title of the third party representative of the grievant;
- and the signature of the grievant.

Within five (5) days following the receipt of the written grievance, the employee shall meet with the grievant to attempt to resolve the grievance. Within five (5) days following the conference, the employee shall provide the grievant with a written response to the grievance. The written response must be signed and dated by the grievant, or it must be sent to the grievant through certified mail. Any formal grievance that is not advanced to the principal within five (5) days following the receipt of the employee's written response shall be deemed abandoned. In the event that the grievance advances to the principal, the principal shall then consider the grievance within five (5) days of receiving notice of appeal from the employee's response and provide a written response to the grievant within five (5) days. In the event that the grievant is still not satisfied with the outcome of the grievance, he/she must file the Formal Grievance Appeal Form, a copy of which is attached hereto, to the SSO within five (5) days of the written response of the principal or the grievance will be deemed abandoned.

2. Formal grievances involving principals: In the event that the principal is the employee to whom the grievance was addressed originally, the grievant must within five (5) days following the event or condition that is the basis for the grievance file a written grievance form, including all information requested on the form. A copy of the Formal Grievance Form is attached hereto and described in the preceding section. Within five (5) days following the receipt of the written grievance, the principal shall meet with the grievant to attempt to resolve the grievance. Within five (5) days following the conference, the principal shall provide the grievant with a written response to the grievance. The written response must be signed and dated by the grievant, or it must be sent to the grievant through certified mail. In the event that the grievant is still not satisfied with the outcome of the grievance, he/she must file a formal appeal to the appropriate SSO within five (5) days of the written response of the principal or the grievance will be deemed abandoned.

C. Appeals from the school-based level:

Following the completion of the process described above, if an individual is not satisfied with the outcome of the formal grievance procedure after completing the hearing procedure at the school level, he/she may submit a Formal Grievance Appeal Form to have his/her grievance considered as follows:

First Level of Appeal: The Formal Grievance Appeal Form should be filed and submitted to the appropriate SSO within 5 days of the written response to the grievance. The SSO shall then consider the facts and circumstances as presented and determine whether to uphold or alter the decision of the principal.

Second Level of Appeal: The next in-district appeal level is to the Chief Academic Officer. This appeal must be requested in writing addressed to the Chief Academic Officer, 712 N. Eugene Street, Greensboro, North Carolina, 27401 within five (5) days of the written response of the SSO. The Chief Academic Officer shall then consider the facts and circumstances as presented and determine whether to uphold or alter the decision of the SSO.

D. Appeal to the Board of Education:

If the grievant is not satisfied with the written response rendered by the Chief Academic Officer or if a written response has not been received within five (5) days following the scheduled meeting, the grievant may appeal the same grievance in writing (using the Formal Grievance Appeal Form) to the Board. The Superintendent shall ask the Board to schedule a grievance hearing and to make a decision within twenty (20) days following the receipt of the appeal.

The procedure for hearing before the Board shall be as follows:

The Board shall give at least two (2) days notice of the scheduled hearing and the hearing shall be held in executive session by a panel of the Board consisting of no less than three (3) Board members designated by the Chairperson. The grievant and any party interested (personally or through their representative) may each make an opening statement of no more than five (5) minutes in length. Each side shall then have no more than thirty (30) minutes to present his or her position. Following the presentation of positions, each party shall have five (5) minutes to make a closing statement. Each party may present no less than four copies of any written material for the consideration of the panel (with one copy for the opposing side) at the beginning of the hearing. The panel will make their determination within five (5) days.

IV. Confidentiality

All conferences, hearings, informal and formal written records and tapes are confidential and shall not be shared in any manner with any person(s) except the interested parties.

V. By-passing Rights

If the student can provide adequate documentation that his/her learning conditions may be further adversely affected by the grievance procedures, he/she may request permission from the Superintendent through the Human Resources Office to by-pass the school-based levels of the formal grievance procedure.

VI. Release Time

If the grievance proceedings require an employee, third-party representative, or administrator to be released from his/her regular assignment, he/she shall be released without loss of salary or benefits.

Note: This Administrative Policy combines and replaces former Board Policy JCE and Procedure JCE-P

FORMAL GRIEVANCE FORM

Please Check:

_____ Employee _____ Student _____ Parent _____ Other

Do You Wish To Be Represented By A Third Party? _____

If So, Give Name And Title:

Name Of Person Filing Grievance: _____

Address: _____

Telephone No.: _____

Name of School Involved In This Grievance:

Specific Nature Of Grievance: _____

Date Of Incident That Caused Grievance: _____

Time Of Incident: _____

Name Of Person(s) Involved In The Incident:

Name Of Person(s) Against Whom Grievance Is Filed: _____

Action Requested (Or Expected) To Resolve Grievance: _____

Is A Conference Requested? Yes _____ No _____

Date Filed: _____

Signature Of Person Filing Grievance

FORMAL GRIEVANCE APPEAL FORM

Please Check:

_____ Employee _____ Student _____ Parent _____ Other

Do You Wish To Be Represented By A Third Party? _____

If So, Give Name And Title:

Name Of Person Filing Appeal: _____

Address: _____

Telephone No.: _____

Name of School Involved In This Appeal:

Reason For Appeal: _____

Name Of Person(s) Against Whom Grievance Was Filed:

Name Of Person(s) To Who Appeal Is Being Sent: _____

Action Requested (Or Expected) To Resolve Grievance: _____

Is A Conference Requested? Yes _____ No _____

Date Filed: _____

Signature Of Person Filing Grievance Appeal

SCHOOL NUTRITION SERVICES

The Healthy, Hunger-Free Kids Act (HHFKA) of 2010 updated the requirements for the National School Lunch Program and School Breakfast Program. School Nutrition Services provides meals that offer whole grains, a variety of fruits and vegetables and lean proteins. As all food items on the breakfast and lunch menus offered at GCS meet the HHFKA guidelines, students are required to have the option to choose any of the components on a daily basis.

Lunch

There are five (5) meal components offered at lunch. Students are required to take a minimum of three (3) of the five (5) components including at least one (1) fruit serving or one (1) vegetable serving to make a lunch meal.

The five (5) components offered daily at lunch to students in grades K-8 include a minimum of:

- | | |
|-------------------------|-------------------------------------|
| 1. Milk | 8 oz. of 1 %, skim or flavored skim |
| 2. Fruits | 1 serving (1/2 cup each) |
| 3. Vegetables | 2 servings (1/2 cup each) |
| 4. Meat/Meat Alternates | 1 oz. equivalent minimum |
| 5. Bread/Grain | 1 oz. equivalent minimum |

The five (5) components offered daily at lunch to students in grades 9-12 include a minimum of:

- | | |
|-------------------------|-------------------------------------|
| 1. Milk | 8 oz. of 1 %, skim or flavored skim |
| 2. Fruits | 2 servings (1/2 cup each) |
| 3. Vegetables | 2 servings (1/2 cup each) |
| 4. Meat/Meat Alternates | 2 oz. equivalent minimum |
| 5. Bread/Grain | 2 oz. equivalent minimum |

Breakfast

There are four (4) meal components offered at breakfast. Students are required to take a minimum of three (3) of the four (4) components including at least one (1) fruit serving (1/2 cup) to make a breakfast meal.

The four (4) components offered daily at breakfast to students in grades K-12 include a minimum of:

- | | |
|--|-------------------------------------|
| 1. Milk | 8 oz. of 1 %, skim or flavored skim |
| 2. Fruits | 2 servings (1/2 cup each) |
| 3. Bread/Grain | 1 oz. equivalent minimum |
| 4. Bread/Grain or Meat/Meat Alternates | 1 oz. equivalent minimum |

Online Prepayment

The School Nutrition Department's online pre-payment system can be found at www.k12paymentcenter.com. Parents and guardians can access this site to make payments to their child's account and verify balances. A \$1.95 fee is applied to each transaction.

Meal Charge Policy

In 2012, the Guilford County Schools Board of Education adopted a new meal charge policy. The policy in summary includes the following:

1. Students in elementary and middle schools have a meal charge limit of \$19.25.
2. If a student's balance exceeds \$19.25, Connect-Ed calls are made to inform parents that their child's account has exceeded the limit and that their child will receive an alternative meal for lunch of up to four fruits and vegetables, a roll and water until such time as the debt is paid.
3. Charge letters are sent home with students on a weekly basis.
4. Letters are mailed to parents if their child's account has exceeded the \$19.25 limit.
5. High school students are not permitted to charge meals.

National School Lunch and School Breakfast Program

GCS School Nutrition continues to lead the way by providing the highest quality meals to our students every day. With the adoption of the 2010 Healthy Hunger-free Kids Act, the USDA has challenged school nutrition programs to raise the bar on nutrition. GCS School Nutrition continues to exceed the parameters set forth by the USDA. Students will see more fruit options at breakfast, along with yogurt and other healthy, nutritious entrees geared for kids on the go. GCS School Nutrition also makes every effort to accommodate students who need special dietary modifications for food allergies, diabetes and textural modifications.

Administration of Medications to Students (JGCD/JGCD-P)

The Guilford County Board of Education recognizes that under certain circumstances it will be necessary for students to take medication during school hours or after school hours while participating in extra-curricular activities or tutorials. The General Statutes permit public school employees, when given the authority by the Board, to administer medication prescribed by a doctor upon written request of the parent/guardian. The Board authorizes school system personnel to administer medications in the case of a student who has a chronic health problem, or a student with an unusual health problem where emergency measures may be required.

School staff may administer medication to students at school only if the health care provider deems it necessary for the medication to be given during the school hours and if a parent/guardian requests it in writing. Medication shall be administered in accordance with the health care provider's instructions and established procedures.

The school will assume no liability for students who self-medicate or for the transportation of medication to and/or from school. The school and its personnel and the Board of Education will assume no liability for complications or side effects of medications when administered in accordance with the instructions provided by the parent/guardian and health care provider.

A student with asthma or a student subject to anaphylactic reactions, or both, may possess and self administer medication as prescribed for treatment during the school day, at school sponsored activities or while in transit. The student must demonstrate to the school nurse, or the nurse's designee, the skill level necessary to use the asthma medication and any device that is necessary to administer the medication. The student's parent or guardian must provide written authorization including medical verification as outlined in JGCD-P.

The Superintendent shall establish administrative procedures for the implementation of this policy.

JGCD-P

Medications administered during school hours by school personnel should be kept to a minimum. The child in need of medication to sustain his/her maintenance in school is the child with a chronic health problem, or a child with an unusual health problem where emergency measures are indicated. The policy and procedures are intended for this type of child in the school setting.

I. It is the parent or guardian's responsibility to:

- Provide to the school the medication in an appropriately labeled container which includes the student's name, the name of the medication, the unit dosage to be given and the time and method of administration.
- Provide new containers with appropriate labeling when medication changes are made, and to remove medications from school premises when they are discontinued by the health care clinician. (Note: A health care clinician is defined as a licensed health care provider who can prescribe medication under North Carolina statute.)
- Ensure that the "Authorization of Medication for a Student at School" form is completed, signed by the health care clinician and parent/guardian and returned to school. (Note: The health care clinician may use another format [letter, computer printout, etc.] to authorize the administration of medication as long as all information requested in the "Authorization of Medication for a Student at School" form is provided.)

- Inform the school in writing if he/she wishes to withdraw authorization for medication to be given at school. The withdrawal of authorization is documented on the "Authorization of Medication for a Student at School" form.
- Remove medication from school premises at the end of the school year.

II. It is the responsibility of the school administration to:

- Take reasonable measures to ensure that the medications are kept in a secure place.
- Ensure that one or more persons shall be designated the responsibility for security and/or administration of the medication. A backup person may be needed in the absence of the person designated to administer the medication. (Note: Administration of medication is defined as giving the medication directly to the student and observing the student taking the medication.)
- Maintain confidential records of the administration of the medication to the student and document any errors made in the administration of medication. See attached forms: "Medication Log", "Authorization of Medication for a Student at School" form, and "Documentation of Medication Error" form.
- Maintain a file for each student who is receiving medication during school hours, and review the file periodically with the school nurse to assure effective monitoring of the child's medication need.
- Maintain the "Authorization of Medication for a Student at School" forms as part of the student's medication files.
- Maintain "Medication Log" and "Authorization of Medication for a Student at School" forms under the supervision of the principal for three school years.

III. It is the responsibility of the school nurse to:

- Monitor the administration of medication program under the direction of the principal.
- Serve as the primary resource for clarification of any questions arising from personnel administering medications. The nurse will contact the health care clinician involved for further instructions if in his/her judgment there is a problem.

IV. Chronic Health Problems

When students are subject to unusual health problems such as: allergic reactions to bee stings or specific foods; insulin reaction or diabetic coma; epileptic seizure, asthma, or other documented medical conditions it is the parent's/guardian's responsibility to assure that the school administration is aware of the situation and prepared to employ the emergency measures indicated.

The school administration, parent/guardian and the school nurse will assure that an Emergency Care Plan is developed for the child, and that written permission is given by the parent or guardian to institute emergency or first aid procedures. It should include authorization for medication and written instructions from a health care clinician for the immediate care of the child; the after care of the child will be determined by the health care clinician who sees the child either in the office or in the emergency room. When an order for "as needed" medication is given, school personnel shall consult with the school nurse to develop a specific plan as authorized by the student's health care clinician.

V. Student Administered Medication

- If there is a child who may need an injection in an emergency situation for a severe allergic reaction, the school nurse shall train at least two (2) individuals at a school in the correct procedures to administer the injection.
- Students may possess and self administer certain emergency medications with a health care clinician's authorization. A student must demonstrate to the school nurse the skill level necessary to use the medication and devices, such as inhalers or epinephrine auto-injector, needed to administer the medication.

AUTHORIZATION OF MEDICATION FOR A STUDENT AT SCHOOL

Check one: _____ Prescription _____ Non-Prescription

School _____

School Address _____

Name of Student _____ Date of Birth _____

IN ORDER TO KEEP THIS STUDENT IN OPTIMUM HEALTH AND TO HELP MAINTAIN MAXIMUM SCHOOL PERFORMANCE, IT IS NECESSARY THAT MEDICATION BE GIVEN DURING SCHOOL HOURS.

NOTE: Please Complete a Separate Form for each Medication

PRESCRIBER INSTRUCTIONS:

Prescribing Health Care Clinician (print) _____ Phone _____

Medication _____ Diagnosis _____

Dosage, Time, and Method of Administration _____

Expected Dates for Administration _____

List Any Possible Adverse Reactions That Should Be Reported to Health Care Clinician:

- Check here if serious reaction can occur if medication is not given exactly as prescribed.
- Check here if serious reaction can occur even when medication is administered properly.
- Student has been instructed, understands and has demonstrated the skill to self administer his/her emergency medication.

Special handling instructions _____

NOTE: The health care clinician may use another format (computer printout, letter, etc.) to authorize administration of the medication. However, all information requested above must be provided.

Signature of Health Care Clinician _____ Date _____ Phone _____

.....
PARENT'S PERMISSION I hereby give my permission for my child (named above) to receive medication during school hours. This medication has been prescribed by a licensed physician or other health care clinician. I hereby release the Board of Education and their agents and employees from any and all liability that may result from my child taking the prescribed medication.

Signature of Parent or Guardian _____ Date _____ Phone _____

.....
(SCHOOL USE ONLY)

Name and title of person(s) designated by principal to administer medication:

- Student has demonstrated to the school nurse the skill to self administer his/her emergency medication.

Content reviewed by:

Signature of School Health Nurse _____ Date _____

Withdrawal of authorization was made in writing (attach note from parents) _____

Date

School Nurse

The School Health Nurse is a part of a team of nurses within the Guilford County Department of Health and Human Services-Public Health Division that provides students with primary and preventive nursing care. As the health services expert in your child's school, the School Health Nurse takes a lead role in detecting and addressing health problems, educating students and staff on health issues, and helping to manage the care of students with chronic illnesses and other special health care needs. The nurse supports student learning by working with the students, school staff, parents, healthcare providers and the community.

A nurse is assigned to each school. Parents can reach the nurse by calling their child's school or the Guilford County Department of Health and Human Services-Public Health Division at 641-3896 in Greensboro, or 641-7802 in High Point.

Diabetes

Parents of students who have diabetes should notify the school staff of their child's health status. A Health Care Plan will be completed for each student to ensure appropriate care. The school nurse will consult with the parent, medical professionals and school staff to develop that plan.

Dental and Vision Screenings

Dental and Vision screenings are provided to students in cooperation with the Guilford County Public Health Department and other trained individuals. Students in grades K, 1, 4 & 7 receive vision screenings from Guilford County Public Health School Nurses and trained volunteers. Dental Screenings of students in Kindergarten are conducted by a Dental Hygienist from the Guilford County Public Health Department.

Secret Societies (JHCAA)

The Guilford County Board of Education prohibits the formation of secret societies and directs principals to take steps to disband any such groups already formed and to prevent their formation in the future.

Student Records (JR/JR-P)

The Guilford County Board of Education shall maintain a cumulative record for each student attending its schools. Cumulative records shall be in the custody of the principal of the school which the student attends. If a student no longer attends a school within the district, the cumulative record shall be kept at a location designated by the Superintendent and the Superintendent (or his/her designee) shall be the custodian.

Definition of Official Record

Student records are defined to be all official records, files and data directly related to students, including all material that is incorporated into each student's cumulative record folder, and intended for school use or to be available to parties outside the school or school system and specifically including but not necessarily limited to identifying data, academic work completed, level of achievement, grades, attendance data, standardized intelligence, aptitude and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns.

Personal notes of teachers or of other professionals are not considered a part of the official record.

Directory Information

The Guilford County School District has designated items to be included in directory information to include:

- student's name
- major course of study
- date and place of birth
- participation in officially recognized activities and sports
- weight and height of members of athletic teams
- dates of attendance (date of enrollment through date of withdrawal or graduation)
- degrees and awards received
- date of graduation
- most recent previous educational agency or institution attended

The Guilford County Board of Education does not designate a student's home address, telephone number, email address or parents' names as directory information.

Parents/guardians or eligible students may refuse to permit the designation of any or all of the categories of personally identifiable information with respect to that student as directory information. The parent/guardian or eligible student must inform the Guilford County School District in writing within thirty days of the opening of school each year that such personally identifiable information is not to be designated as directory information with respect to that student and should not be released without their prior consent. If a parent/guardian or eligible student waits until after this time period has elapsed, the Guilford County Schools will honor such requests for future disclosures.

Each year, Guilford County Schools will notify the student's parents or the eligible student him/herself what information will be included as directory information, what their rights are under FERPA, and that they have a right to complain about violations to the Department of Education. This information will be sent in writing to parents of currently enrolled students during the first week of school through the student handbook. If the parent or guardian does not notify the school otherwise, the following will be considered directory information:

The Board of Education directs the Superintendent to develop procedures consistent with State and Federal law to protect the confidentiality of student records and to allow access to student records as appropriate for educational and other designated purposes. Those procedures should include procedures for protecting the social security numbers of students and for challenging material in a student record, allowing access to student records, notifying parents and students about the right to protect directory information from disclosure and other procedures necessary for the administration of this policy.

JR-P

Right to Access

A parent/guardian or eligible student has the right to access the student's official record. An eligible student is defined as one who is 18 years of age or older. Parents/guardians have the right to see official records of their children from pre-school until the student has attained eighteen (18) years of age or is attending an institution of post-secondary education.

Parents/guardians or eligible students who wish to inspect and review the cumulative record shall submit a request in writing to the principal of the student's school. Upon receipt of the request for review of the records from a parent/guardian or an eligible student who has a right to inspect the records, the principal shall schedule a time and place for the review. The appointment date should be as early as possible but never later than 15 days after the request was made. The inspection and review shall be made in the office of the principal or at another place designated by the principal.

A school official competent in interpreting student records shall be present to explain the implications of the records that are examined.

Challenging the Record

Parents/guardians of a student who has not yet reached the age of 18 and an eligible student have the right to challenge the content of records in the cumulative record of the student. The parent/guardian of an eligible student may not challenge a teacher's grade other than to question the accuracy of the record.

A parent/guardian or student who believes that information contained in the cumulative record is inaccurate, misleading or otherwise violates the rights of the student may request, in writing, that the records be amended by the principal of the school where the records are kept. This request must be made within ten days following the parent/guardian/student inspection of the record. Not later than five school days after receiving a request to amend, the principal shall schedule a meeting with the parent/guardian or eligible student to review the contested data. If the data are adjudged to be inaccurate, misleading or inappropriate, the principal shall delete or remove the contested data. If the principal finds that the challenge is not justified, the data shall remain in the student record and the person who made the request shall be informed of the right to request, in writing, a hearing before the Superintendent or the his/her designee. If a parent/guardian or eligible student requests a hearing, the hearing officer shall set a date for the hearing as soon as possible but no more than 10 school days after the request for the hearing was made and shall give the parent/guardian or the student at least two school days advance written notice of where and when the hearing will be held. At his/her own expense, the parent/guardian/student may be assisted at the hearing by an attorney or anyone else of his/her choice. The parent/guardian/student or counsel may present any relevant evidence at the hearing.

The hearing officer shall render a written decision within five school days after the hearing. The decision shall be based only on the evidence presented at the hearing and shall include a summary of this evidence and the reasons for the decision.

If the hearing officer decides that the information is not inaccurate or misleading or does not otherwise violate the rights of the student, the parent/guardian/student shall be notified of that decision. At the same time, the parent/guardian/student shall be informed of the right to submit to the principal of the school where the records are kept, a statement of reasonable length explaining the objections to the information contained in the records. This explanation submitted by the parent/guardian/student shall be placed in the cumulative record of the student to be disclosed by the school whenever the contested portion of the cumulative record is disclosed.

By mutual consent of the parties, any time limits set forth in this policy may be waived or extended.

Access Without Consent

The consent of the parent/guardian or eligible student is required prior to the release of records, except under the following conditions:

- a) School personnel employed by the Board who have legitimate educational interests in them and who are directly involved in working toward either the affective or cognitive goals of the system.
- b) School personnel from other local education agencies in which the student seeks or intends to enroll. Parents will be notified of the records released by board policy or individual contact.
- c) Certain authorized representatives of the state and federal governments as provided according to federal regulations including those affiliated with financial aid programs, accrediting organizations, and federal program auditors.
- d) When required by a judicial order upon condition that parents/guardians or eligible students are notified by the Guilford County Schools of all such orders in advance of the compliance. Parents/guardians or eligible students shall be afforded the opportunity to review and challenge the student's records prior to compliance of the school with the judicial order.
- e) When required by appropriate persons to protect the health and safety of the student or other persons in extreme emergencies.
- f) When the request is for directory information, directory information is defined as the student's name, place and date of birth, major course of student, participation in sports and other official school activities, height and weight of an athletic team member, date of graduation, dates of attendance (date of enrollment through date of withdrawal or graduation), degrees and awards. The administration will provide notice to parents/guardians of their right to maintain the confidentiality of directory information. Parents/guardians will be afforded a specified time in which to notify the administration in writing that they wish to maintain the confidentiality of directory information.
- g) Certain persons or organizations conducting studies for or on behalf of the Guilford County School District or another educational agency to develop or validate predictive tests, administer student aid programs, or improve instruction. Any report released on the basis of data collected under this paragraph may not include information that personally identifies students or their parents.

In all other instances, persons may gain access to a student's record only with the specified written consent of the parent/guardian or eligible student.

Recipients of student records should be cautioned that student information may not be released to third parties without the consent of the parent/guardian or eligible student.

Access and Maintenance

The official record of each student enrolled in the Guilford County School District shall be permanently maintained by the school district. Prior to graduation, student records will be housed at the school of enrollment; graduate records, inactive records, and withdrawals will be sent to the Student Records Office for processing when requested by the Student Records Office. These cumulative records will contain adequate identification data including date of birth, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized intelligence, aptitude and psychological testing, interest inventory results, medical health records, and family background data.

The Family Educational Rights to Privacy Act (FERPA) gives parents/guardians of students under the age of eighteen the right of access to all educational records kept about their child. Once he/she becomes eighteen or attends an institution of post-secondary education, the student him/herself becomes eligible to see all of his/her educational records except financial records of his/her parents or confidential letters of recommendation placed in the file before January 1, 1975. Any letters of recommendation placed in the file after January 1, 1975, may be viewed unless the student has waived his/her right to see them. All schools will maintain a "checkout" and return of any records requested and reviewed. Records are not to be taken out of the records office.

Records not Considered a Part of the Official School Records

Professionals (such as principals, teachers, school counselors, school psychologists, school social workers and school health personnel) working in the school may maintain personal and confidential notes or other memory aids for their own use in working with students. These notes are considered to be the personal property of the professional, are usually housed in his/her own file, and should be guarded by professional ethics. Privileges of confidentiality shall be protected and maintained in accordance with state and federal laws.

Directory Information

The Guilford County School District has designated items to be included in directory information in the STUDENT RECORDS Policy JR. Parents/guardians or eligible students may refuse to permit the designation of any or all of the categories of personally identifiable information with respect to that student as directory information. The parent/guardian or eligible student must inform the Guilford County School District in writing within thirty days of the opening of school each year that such personally identifiable information is not to be designated as directory information with respect to that student and should not be released without their prior consent. If a parent/guardian or eligible student waits until after this time period has elapsed, the Guilford County Schools will honor such requests for future disclosures.

Each year, Guilford County Schools will notify the student's parents/guardians or the eligible student him/herself what information will be included as directory information, what their rights are under FERPA, and that they have a right to complain about violations to the Department of Education. This information will be sent in writing to parents of currently enrolled students during the first week of school through the student handbook. If the parent or guardian does not notify the school otherwise, the following will be considered directory information:

- student's name
- major course of study
- date and place of birth
- participation in officially recognized activities and sports
- weight and height of members of athletic teams
- dates of attendance (date of enrollment through date of withdrawal or graduation)
- degrees and awards received
- date of graduation
- most recent previous educational agency or institution attended

The Guilford County Board of Education does not designate a student's home address, telephone number, email address or parents' names as directory information.

Release of Directory Information and Other Student Information

Directory information on students may be utilized or released by the school or school district after proper notice and the opportunity to object has been given annually to the parent, guardian or eligible student. The Board does not consider and will not make public any non-directory information such as the student's address, telephone number, picture/likeness, social security number or parent/guardian's name or email address except for educational purposes to groups who foster the educational purpose of the district.

The notice of request for directory information should be made in writing directly to the school principal or student records department, whichever may be appropriate. The request should identify the specific student(s), or group(s) of students for which the directory information is being requested, along with the purpose and intended use of the information.

The requester (person, organization or institution requesting the information) should allow two to three weeks for the school district to approve (or disapprove) the request, and to compile and provide the information requested. For in-depth, voluminous or "unusual" requests, more processing time may be required along with a nominal fee for gathering such information. The decision to impose a fee should reflect the estimated actual cost of gathering the information.

Educational Source Information of Directory and Other Student Information

Student directory information may be provided to requesting post-secondary educational institutions that are accredited by a recognized accrediting agency or licensed by the state in which they are located, for the limited purpose of providing information to seniors about academic programs and requirements, tuition, scholarships, etc., as well as to nonprofit and/or business organizations or people for purposes that have been approved by the district. No directory or other personal student information will be collected or released for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose) without the written consent of the student (if eligible to give such consent) or the student's parent.

Similar lists and information may also be provided to various branches of the armed forces for the purpose of providing information to students about careers and educational opportunities in the military provided the parents of the student or the student, if emancipated, consent.

Directory information may also be provided to a person, group or organization responsible for promoting, or contacting past graduates in conjunction with class reunion or alumni activities through the respective school. No notice is required for the release of the names and addresses of students who have graduated from the school system. The requester (person, group, or organization requesting the information) should contact the respective high school for the information and allow a minimum of three to four weeks for the school to compile the information. In certain instances, the school may require additional time to compile the information.

Access Without Consent

The following individuals, institutions and/or agencies may access non-directory information without parental/guardian or eligible student consent for disclosure:

- a) school officials with legitimate educational interests in the records
- b) officials of a school to which the student is transferring
- c) federal/state educational officials
- d) educational institutions inquiring about the student's application for financial aid
- e) state/local officials to whom disclosure is required by state law and in accordance with federal law
- f) organizations conducting studies for testing or improving instruction
- g) accrediting organizations
- h) parents of a dependent student

Information contained in a cumulative record is also shared without parental consent in response to health or safety emergencies.

Release of Information

Written or electronic consent of the parent, guardian, or person standing in loco parentis, or eligible student must be presented for the release of the student's record or any information therein to any individual, agency, or organization not included in the above Access Without Consent section.

Access Pursuant to Subpoena or Court Order

Information from a student's record should be furnished without the parent's or student's consent when required by a judicial order or any lawfully issued subpoena upon condition that parents/students are notified by the Guilford County Schools of all such orders or subpoena in advance of the compliance. Parents/legal guardians or eligible students should be provided with the opportunity to review and challenge their child's records prior to compliance of the school with the judicial order or subpoena.

Access by School Personnel

The following school personnel have access to cumulative records and other student records when they have a legitimate responsibility related to the child's education:

- Superintendent
- Chief of Staff
- Senior Staff and Cabinet Level Administrators
- Associate/Assistant Superintendents
- Executive Directors
- Directors
- Supervisors/Instructional and Program Specialists
- Principal
- Assistant Principal(s)
- School Counselor(s)
- School Psychologist
- School Social Worker
- School Nurse
- Speech Therapist
- School Based Committee Chairperson
- Teachers
- Other Designated School Staff

Security, Maintenance, and Storage

It is the responsibility of the principal or designee to ensure that student records are maintained and stored in a confidential manner in a secure location. The principal or designee has discretion to establish how records will be stored within the school office so as to best maintain confidentiality and accommodate the needs of staff to access records to perform professional responsibilities. A recommended method of protecting records is storing them in a designated records room with metal file cabinets.

It is recommended that schools designate a certified person to be responsible for record maintenance and access and for educating staff about maintenance and access policies. All school personnel having access to records should receive periodic training in security, with emphasis upon privacy rights of students and parents.

Social security numbers will not be reprinted for any purpose other than as required or permitted by law. No more than five digits of a student's social security number may be used for identification purposes. Records should be kept under lock and key at all times, under the supervision of the designated certified staff member.

Access Procedures

Examination of a student's educational record will be subject to the following regulations:

1. Adequate proof of identity must be shown by the individual seeking access.
2. A request in writing is needed.
3. The contents of the educational records are to be examined only in the presence of a school official competent in interpreting student records.
4. A student's parent, guardian or person standing in loco parentis may request and schedule an appointment to examine the contents of the educational record at any reasonable time (within 15 days of the initial request) until the student reaches age eighteen (18) or is attending an institution of post-secondary education.
5. A student who has attained eighteen years of age or is attending an institution of post-secondary education may request and schedule an appointment to examine the contents of the educational record at any reasonable time (within 15 days of the initial request).
6. A student's parents who are separated/divorced follow the procedure as described in 1,2,3 and 4 above, unless the parent who is the legal custodian provides legal documentation (divorce judgment/separation agreement that specifically denies access or court order that terminates parental rights) to close records to the non-custodial parent.

Destruction of Student Records

Schools should routinely purge student records to discard outdated information. Records may not be destroyed when a parent or student has asked to see them and has not yet done so. No statement disagreeing with a particular record may be destroyed unless the record it refers to is also destroyed.

Confidentiality Requirement of Third Parties Having Access

All personal information provided about any student to third parties by the school system must be on condition that the agency or person receiving the information will not permit any other party to have access to the information without written consent.

Record Access

The Family Educational Rights to Privacy Act (FERPA) requires that the school district keep a record (inspection log) of all non-school based persons who were granted access to students' records.

Fees for Copying Student Records

Former students/alumni can request their records for a fee. There is no fee for transcripts for current students. No student records, report card, diploma may be withheld because of non-payment of any fee or charge.

Exceptional Children's Records

The Guilford County School District will comply with Procedures Governing Programs and Services for Children With Special Needs. All procedures specifically outlined for the official school record will be maintained for exceptional children's records also. The following process should be followed with ECS records.

Within each ECS file, the following documents will be photocopied separately and cross-referenced through a database with the corresponding permanent school record:

- a) initial parental permission for screening and evaluation
- b) most current parental permission for screening and evaluation
- c) results of initial evaluation necessary for placement
- d) results of most current evaluation necessary for placement
- e) initial parental permission for placement or parent notification of removal
- f) most current parental permission for placement or parent notification of removal
- g) initial individualized education program
- h) most current individual education program
- i) status of referral if evaluation is not completed
- j) initial re-evaluation and most current re-evaluation of placement

Each sending school is responsible for placing the above documents at the front of the ECS record prior to transferring the record to the Student Records Office. These documents should be so organized for Graduated, Inactives, Withdrawals and Transfers outside of the Guilford County Schools.

Transfer Records Outside the School System

A copy of the following data should be retained permanently by the local school district upon the transfer of the student:

- a) student's name and identifying information (including names and address of parents or guardian), verified birthdate, and birthplace
- b) dates of attendance
- c) name and address of the school to which student transferred or date of graduation
- d) date records were transferred
- e) student's grades and test information
- f) student's immunization and other health data
- g) an inspection log of all non-school based personnel

Note: Notification of the parents' right to access a student's record is included in the student handbook published each year.

Each school is responsible for forwarding the original Permanent School Record of any student (Grades K-12) transferring outside of the administrative unit to the Student Records Office at the Central Office at 120 Franklin Blvd., in Greensboro. These records can be sent through the local courier system. The Student Records Office will record these records on a database before microfilming the record and forwarding the original record to the requesting school within five working days (barring any unforeseen circumstances that would hinder this process). Written requests from the school to which the student transferred for school records will be required. A Transfer of Records Checklist will accompany each school record sent to the Student Records Office. This checklist shall be used to verify that each of the above documents is included in the Permanent School Record before sending the record to be microfilmed. All records should follow the uniform order on the Transfer of Records Checklist. The receiving school will sign the Transfer of Records Checklist to verify that it received the entire record and return the yellow copy to the sending school.

Transfers Within the School District

Permanent School Records for students transferring within the administrative unit will be exchanged directly between schools using the local courier system. A Transfer of Records Checklist will also be used for these in-system transfer records to verify documents included. The Transfer of Records Checklist will be signed by the receiving school and the yellow copy will be returned to

the sending school as a receipt that it received all documents listed. If each document is not received, the receiving school should request the sending school to send the remaining items.

Transfers to Corrections Facilities

Records requested by corrections facilities will be photocopied at the sending school and a copy will be mailed to the corrections facility; the student's original record will be housed at the sending school.

Transfers to Home Schools

Requests from home schools for records are handled as follows: original records are not sent when a child is being home-schooled. A copy of the entire record is supplied to the home school by the sending school and the original record is maintained at the sending school.

Graduate Records

A copy of the following data should be retained permanently by the local school district upon graduation of the student:

- Census card (when applicable)
- Brown envelope (High School only [when applicable])
- Personal Data Sheet and/or Enrollment Form
- Cumulative academic record and current report card
- Permanent Health Record
- Standardized Test Report

Schools are to maintain records of students' permanent school records for three years after graduation. After this 3-year period the records will be forwarded to the Student Records Office, 120 Franklin Blvd. in Greensboro, to be microfilmed. Record documents should be placed in the following order prior to being sent to the Student Records Office:

- Census card (when applicable)
- Brown envelope (High School only [when applicable])
- Personal Data Sheet and/or Enrollment Form
- Cumulative academic record and current report card
- Permanent Health Record
- Standardized Test Report
- Withdrawal Form (when applicable)

A list of the records (with student's full name) that are being sent should be included in the first box and labeled according to which school is sending them. These boxes will be inventoried according to the list and a letter of receipt will be issued by the Student Records Office.

Storage of Records

Graduate records will be processed according to the Technical Standards for Micrographics, State Records Branch, Division of Archives and Natural History, Department of Cultural Resources in Raleigh, N.C. Once accurate microfilming has been verified, the original school records will then be shredded. The original microfilm will be housed at the Division of Archives and Natural History in Raleigh. Duplicate microfilm of all graduate records as well as older school records will be housed at the Student Records Office at 120 Franklin Blvd. in Greensboro.

Definition of Transcript

A transcript will contain academic grades, graduation date, rank in class, and grade point average. A certifying official is required to sign the printed transcript. The district approved seal should be affixed to the printed transcript. Transcripts sent electronically may come directly from the school without the district approved seal. Transcripts requested from the Student Records Office will be signed and include the district approved seal. Former students/alumni can request their transcripts for a fee.

Inactive Records

Schools are to maintain records of students' permanent school records until requested for scanning by the Student Records Office, after they have withdrawn and their records have not been requested by another school. The records will be forwarded to the Student Records Office, 120 Franklin Blvd. in Greensboro, to be photocopied. These records should be prepared for photocopying in the same manner as transfer and graduate records. A list of students' full names whose inactive records are being processed should be included in the first box and labeled by the sending school when sent to the Student Records Office using the local courier. A letter of receipt will be issued by Student Records after inventory is taken.

ADDENDUM A: Forms

The forms listed below were developed for use beginning with the kindergarten class of 1993-94 and any new enrollee who does not already have a Permanent School Record or is entering a North Carolina Public School for the first time. New folders need not be created for present enrollees. All old forms with the exception of the Permanent Health Record (salmon colored) and the Health

Assessment Transmittal Form should be discarded at each school. New forms will be color-coded and requested using the ID# from the Warehouse at 712 N. Eugene St., Greensboro. The following are brief descriptions of the cumulative folder forms.

The following forms should be kept in the following order for a Permanent School Record:

- Cumulative Record Folder
- Cumulative Record Inspection Log
- Cumulative Application for Enrollment
- Current Pupil Data Sheet
- Picture Card
- Attendance Record
- Elementary Scholastic Record (if present)
- Middle School Scholastic Record (if present)
- High School Transcript
- Report Cards in K-12 Order
- Math and Language Arts Assessment Cards
- Student Withdrawal Form (K-5)
- Student Withdrawal Form (Grades 6-12)
- Permanent Health Record (include any Health Care Plan/Diabetes Care Plan)
- Health Assessment Transmittal Form
- Elementary Standardized Test - Individual Student Reports
- Secondary Standardized Test - Individual Student Reports
- Personalized Education Plan (PEP)
- Legal Documents
- ESOL Documents (if applicable)
- Exceptional Children's File (if applicable)
- Advanced Learner Documents (if applicable)

1.1 The Cumulative Record Folder

Each item on the Cumulative Record Folder needs to be completed in ink unless otherwise specified. Do not leave any spaces blank. The birthdate and birthplace must be verified from the birth certificate at entrance to school. It will not be necessary to maintain a copy of the birth certificate in the Cumulative Record Folder.

Withdrawals and re-entries need to be recorded for all withdrawals and re-enrollments including transfers within the Guilford County School District.

1.2 Cumulative Record Inspection Log

Each time a non-school based person inspects a Permanent School Record, their signature and the reason for inspection must be entered on the Inspection Log. Parents have the right to request in writing an opportunity to inspect their child's Permanent School Record (see section on [Access to School Records](#)). Parents may then request a copy of their child's complete Permanent School Record.

1.3 Pupil Data Sheet

The Pupil Data Sheet is designed to provide current emergency medical and family information on each student. It is completed annually by the parent, guardian or student and is stored in the Cumulative Record Folder. When a new form is completed, the old form should be purged. When a student transfers, this form should follow the student.

1.4 Picture Card

A school picture is affixed for each grade level to this card. If the picture does not have self-adhesive strip, use rubber cement.

1.5 Attendance Card

An attendance record will be generated by student information management system at the end of each school year to be affixed to the Attendance Card. Only one label per school year should be attached. Extra spaces are for students who repeat a grade.

1.6 Middle School Scholastic Record

This form is designed to provide a permanent record of the pupil's scholastic achievement, attendance, interests, activities and honors in grades 6 through 8. The record (which contains scholastic achievement and attendance data) should be affixed at the end of each school year. The original copy of this form should be retained in the Cumulative Record Folder of the student. If a student transfers, this form should follow the student.

1.7 High School Transcript

All transcripts will have the following items:

- District Seal
- Yearly Grades and Credits
- Grading Scale
- Grade Point Average and Rank in Class
- Graduation Date
- Signature of School Official

1.8 Permanent Health Record

The Permanent Health Record card is designed to provide a record of each child's immunizations and a continuous record of health screenings, observations and referrals while the child is enrolled. Accuracy in completing this card is required. The signature and title of the person recording the immunization dates are required. If a student transfers, this form should follow the student to the receiving school.

NOTE: Proof of immunizations must be provided within the first 30 calendar days after the student has enrolled.

1.9 Health Assessment

As required by General Statute 130A-440, every parent/guardian must submit proof of a health assessment for each child who is entering into Kindergarten or a higher grade in a North Carolina Public School for the first time.

A Health Assessment Transmittal Form should be made available to parents prior to the child's entrance into the public school system. The parent section should be completed by the parent/guardian. The parent is required to secure completion of the health care provider sections by a private or public health physician. The Health Assessment shall be conducted by a physician licensed to practice medicine, a physician's assistant as defined in G.S. 90-18.1 (a), a certified nurse practitioner, or a public health nurse meeting the Department's Standards for Early Periodic Screening, Diagnosis and Treatment Screening.

1.10 Elementary and Secondary Standardized Test - Individual Student Reports

The Elementary and Secondary Standardized Test - Individual Student Reports are designed to provide a permanent record of test scores from kindergarten through twelfth grade. Elementary test results are entered on one form and secondary test results are entered on a separate report.

The Standardized Test - Individual Student Report is designed to accommodate hand written test scores or pressure sensitive labels from machine-scored tests.

Elementary or secondary test results should be entered in date order sequence. If entry is typed or handwritten scores should be labeled using the following code:

- Percentile – %ile
- Stanine – S
- Grade Equivalent – G.E.
- Intelligence Quotient – I.Q.

Any other type of test results should be explained. Name of test, date given, and actual grade placement at time of testing should also be included. If the student transfers, this form must be forwarded to the receiving school.

1.11 Student Withdrawal Form (K-5)

The Student Withdrawal Form's purpose is to provide current placement information regarding the student who is transferring to another school.

It should be completed before the student withdraws. Note in the proper column all responsibilities not met (fees, damages, lost books, etc.). Appropriate signatures will indicate that the student is withdrawn. The white copy will remain in the student's folder, the pink copy is given to the student to be presented at the receiving school upon enrollment, and the yellow copy goes to attendance or the counselor at the sending school.

1.12 Student Withdrawal Form (Grades 6-12)

The Student Withdrawal Form's purpose is to provide current placement information regarding the student who is transferring to another school.

This form should be completed before the student withdraws. Note all responsibilities not met in the proper column (fees, damages, lost books, etc.). Appropriate signatures will indicate that the student is withdrawn. The white copy will remain in the student's folder, the pink copy is given to the student to be presented at the receiving school upon enrollment, and the yellow copy goes to attendance or the counselor at the sending school.

Note to Teachers: Record the student's numerical grade to date in the column corresponding to the grading period during which the student is withdrawing from each class. Also record all grades earned for each grading period prior to withdrawal. High school teachers only should complete the column for cumulative absences while the student was attending each class.

LEGAL REFERENCE: G.S. 115C-402

Military Recruitment

Under the No Child Left Behind legislation, public schools are required to provide military recruiters with lists of secondary school students' names, addresses and telephone listings. These are to be used for recruiting purposes and for informing young people of scholarship opportunities.

The legislation does give secondary school students and parents the option of requesting that the student's name, address and telephone number not be shared with military recruiters. Parents and students who choose this option should inform the school in writing within 30 days of the opening of school each year that information on their students should not be given to military recruiters (GCS Military Opt-Out Request Form). If a parent/guardian or eligible student waits until after this time period has elapsed, the Guilford County Schools will honor such requests for future disclosures.

School Health Education Program: Reproductive Health and Safety Education

Health and Physical Education is required as part of the curriculum adopted by the State Board of Education. Health Education includes topics such as mental and emotional health, personal and consumer health, interpersonal communications and relationships, nutrition and physical activity, and alcohol, tobacco, and other drugs. Physical Education includes categories such as motor skill development, movement concepts, health related fitness, and personal/social responsibility.

The nature of Health Education often includes discussion of sensitive topics. In these situations teachers are trained in appropriate content, as well as proper teaching methods. In particular, parents/guardians are advised that (1) puberty is taught in the fourth, fifth, and sixth grade curricula and (2) sexual abstinence until marriage, risks of premarital sexual activity, the prevention of unintended pregnancy and sexually-transmitted diseases, sexual assault and abuse, sex trafficking prevention and awareness, methods of contraception, and reproductive health and safety are taught in the seventh through high school curriculum. Parents/guardians will be notified of specific times when the curriculum/instructional materials which will be used may be reviewed at their child's school.

End-of-Grade Testing Program

General Description

The North Carolina READY End-of-Grade (EOG) tests in English Language Arts/Reading and Mathematics are administered to students at grades 3-8 as part of the statewide assessment program. The North Carolina End-of-Grade Tests of Science--Grades 5 and 8 are also required as part of the statewide assessment program. The NCEXTEND1 Alternate Assessment is an alternate assessment available for qualifying students who meet specific eligibility criteria.

Purpose/Use

The EOG tests were developed by the NC Department of Public Instruction to: provide an accurate measurement of individual student knowledge and skills specified in the NC Standard Course of Study; and provide an accurate measurement of the knowledge and skills attained by groups of students for school, school system and state accountability.

When Administered

Multiple-choice reading and mathematics tests are administered during the last 10 days of the school year for students in grades 3-8. The NCEXTEND1 alternate assessment is also administered during the last 10 days of the school year. The NCDPI reserves the right to grant additional days to complete end-of-year testing.

Make-up Administrations

Make-up testing is completed immediately following the regular administration of the EOG tests.

What if I miss make-ups?

After scoring is completed, there are no additional opportunities to take the tests.

End-of-Course Testing Program

General Description

Students enrolled in courses that result in credit for Math I, Biology and English II, are required to participate in the EOC tests. Each student shall take the appropriate EOC assessment the first time the student takes the course even if the course is an honors or Advanced Placement course. EOC online tests are now offered as an option to the paper-and-pencil EOC multiple-choice tests. Students may drop a course with an EOC assessment within the first 10 days of a block schedule or within the first 20 days of a traditional schedule. Students who are enrolled for credit after the 10/20 days must participate in the appropriate EOC.

Purpose/Use

The EOC tests were developed by the NC Department of Public Instruction to: provide an accurate measurement of individual student knowledge and skills specified in the NC Standard Course of Study; and provide an accurate measurement of the knowledge and skills attained by groups of students for school, school system and state accountability. Results of these tests are reported as a final exam grade and are required by the state to count as at least 20% of the student's final grade. Middle school students taking EOC courses also have their exam count 20% of the final grade.

When Administered

The test window for EOC tests is the last 5 days for semester courses and the last 10 days for traditional schedule. The NCDPI reserves the right to grant additional days to complete end-of-year testing.

Make-up Administrations

Make-up testing is completed immediately following the regular administration of the EOC tests. Each school will establish a schedule indicating date and time for makeup testing.

What if I miss make-ups?

After scoring is completed, there are no additional opportunities to take the tests.

Can I take my EOC early?

Certain situations involving military deployment or medical issues will be considered for early testing or exclusion by the NCDPI on a case-by-case basis. Students who miss the regularly scheduled EOC are permitted to take the test during the makeup period.

NC Final Exams

General Description

Students enrolled in certain non-EOC high school courses and some students in grades 3-8 are required to participate in the appropriate NC Final Exams. NC Final Exams measure students' academic progress in the North Carolina Standard Course of Study.

Purpose/Use

NC Final Exams scores (along with any other relevant EOC or EOG assessment scores) will be used in the Educational Value Added Assessment System (EVAAS) to produce student growth measures to satisfy Standards 6 and 8 of the North Carolina Educator Evaluation System. Final Exams were developed to replace locally developed assessments, providing teachers and principals with a common measure for all students state-wide during a given testing window. Results of these tests are reported as a final exam grade and count as 20% of the student's final grade. Regardless of the grade level in which a course is offered, student enrolled in high school courses in which NC Final Exams are required shall take the appropriate assessment at the completion of the course. Middle school students taking the NC Final Exam of Science or Social Studies may have their exam count as a test grade.

When Administered

The test window for NC Final Exams is the last 5 days for semester courses and the last 10 days for traditional schedule. The NCDPI reserves the right to grant additional days to complete end-of-year testing.

Make-up Administrations

Make-up testing follows the same schedule as EOCs and EOGs. Each school will establish a schedule indicating date and time for makeup testing.

What if I miss make-ups?

After scoring is completed, there are no additional opportunities to take the tests.

Can I take my NC Final Exam early?

Consideration for early testing or exclusion follows the same rules as EOCs and EOGs.

American College Testing Program (ACT)

General Description

North Carolina administers the ACT Suite of assessments which includes WorkKeys. The new school accountability model starting in 2012-13 includes ACT scores for all eleventh grade students. The ACT test results from the state administration can also be used by students for college admission purposes. WorkKeys is administered as a career-readiness measure to students who are projected to graduate in the current school year and are identified as Career and Technical Education (CTE) concentrators or expected to be concentrators.

Purpose/Use

The ACT test assesses high school students' general educational development and their ability to complete college-level work. The ACT has five subscores: four multiple-choice tests covering skill areas of English, mathematics, reading, and science; the Writing Test measuring skill in planning and writing a short essay.

When Administered

The ACT is administered once during the school year to all students enrolled in grade 11. The ACT is also administered at selected sites nationally. For these national administrations, students must pay and register by mail several weeks prior to the test date. Registration information is available in the school counselors' office at each high school. In the U.S., the ACT is administered on seven national test dates: in September, October, December, February, April, June, and July. There is no charge for the state administration of the ACT and WorkKeys.

Make-up Administrations

There is one additional date provided for students who miss the initial test day of the state administration of the ACT. Special regulations have been established by the American College Testing Program concerning test dates and sites. The school test coordinator will be glad to contact ACT concerning any special considerations about an administration.

What if I miss make-ups?

There are no additional dates provided for the state administration of the ACT.

Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT)

General Description

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT or more often simply called the PSAT) is aligned with the redesigned SAT which began in the spring of 2016. This test measures the skills and knowledge that are essential for college readiness and success through sections on evidence-based reading, writing and language, and math.

Reading and writing skills are assessed by multiple-choice questions which address vocabulary in context, command of evidence, analysis of informational texts, expression of ideas and standard English usage.

Math sections have both calculator active and inactive sections and employ multiple-choice and “grid-in responses” to measure how well students understand and apply mathematics to new situations and non-routine problems

Purpose/Use

The PSAT is used to help students practice for the SAT and to qualify for scholarships and recognition from such programs as the: National Merit Scholarships, National Achievement Scholarships for Outstanding Negro Students, National Hispanic Scholar Recognition Program, Student Search Service and some statewide and national industry scholarship competitions.

When Administered

The PSAT will be administered nationally on Wednesday, October 10, 2018 and Saturday, October 13, 2018. All students in grades 10 and 11 will take the PSAT/NMSQT on October 10, 2018 during the school day at no cost to the student.

Make-up Administrations

CEEB, which administers the PSAT, may be contacted about any consideration for another date/time.

SAT

General Description

The SAT is an optional test nationally administered by the College Entrance Examination Board (CEEB).

This redesigned SAT will measure the skills and knowledge that are essential for college readiness and success through sections on evidence-based reading, writing and language, math and an optional essay.

Students will be required to:

- Analyze challenging literary and informational texts, including texts in science, history, and social studies.
- Revise and edit extended texts to improve the way ideas are developed, organized, and expressed using Standard Written English conventions.
- Show command of math skills and use them to solve problems in science, social studies, and career-related contexts.
- Make careful and considered use of evidence as they read and write.
- Analyze data, including data represented graphically, in reading, writing, and math contexts.
- Demonstrate an understanding of vocabulary in context and how word choice affects meaning and tone.

Purpose/Use

The SAT is one of the admissions tests used by postsecondary institutions to assist in selecting students.

When Administered

In the U.S., the SAT is administered at selected sites on seven national test dates: in August, October, November, December, March, May, and June. Students must pay and register online or by mail several weeks prior to the test date. Registration information is available in the school counselors' office at each high school.

Make-up Administrations

Special regulations have been established by the College Board concerning test dates and sites. The school counselors will be glad to contact the College Board concerning any special considerations about an SAT administration.

What if I miss make-ups?

Partial refunds are allowed. Consult the College Board Registration Bulletin or the SAT Program for further information.

Advanced Placement (AP)

General Description

The College Entrance Examination Board (CEEB) will coordinate the national administration of the Advanced Placement exams in the following areas:

Art History, Biology, Calculus AB & BC, Capstone Research, Capstone Seminar, Chemistry, Chinese Language and Culture, Computer Science A, Computer Science Principles, English Language and Composition, English Literature and Composition, Environmental Science, European History, French Language and Culture, German Language and Culture, Government and Politics: Comparative and United States, Human Geography, Japanese Language and Culture, Latin, Macroeconomics, Microeconomics, Music Theory, Physics I and II, Physics C,

Psychology, Spanish Language and Culture, Spanish Literature and Culture Statistics, Studio Art: 2-D design, 3-D design and Drawing, United States History and World History.

Purpose/Use

Postsecondary institutions use Advanced Placement test results to help place students in the correct course level and to award credit for knowledge students have already attained. Taking Advanced Placement courses shows a commitment to the highest academic level and makes students more attractive candidates for admission to colleges and universities.

The North Carolina Department of Public Instruction funds the cost of AP exams for all students enrolled in the corresponding AP course.

When Administered

Tests are generally administered in the morning and afternoons during two weeks in May. A specific schedule of when each test is given will be provided to schools during the fall of the year.

Make-up Administrations

Special procedures have been established by the College Board concerning the administration of AP exams. The school counselors will be glad to contact the College Board concerning any special considerations about an AP administration. Additional fees may be charged in some circumstances.

What if I miss make-ups?

Some refunds are allowed and some exams may be administered later. Consult the school counselor, who has copies of Advanced Placement Program regulations and procedures.

International Baccalaureate (IB)

General Description

International Baccalaureate (IB) is a highly disciplined academic option available at four Guilford County High Schools: Grimsley, Smith, High Point Central and Page. Students not enrolled at these schools but who wish to attend should apply and will be considered for transfer, under GCS Student Assignment guidelines. IB students begin the Diploma Program courses in the 11th grade, though they are encouraged to attend an IB school beginning in 9th grade. A student who withdraws from an IB program at a school they would not normally attend will be reassigned to their sender school. Each school has an on-campus IB Coordinator to assist and counsel students.

Purpose/Use

Involvement in International Baccalaureate courses shows a commitment to the highest academic level and makes the students more attractive candidates

for admission to colleges and universities. Postsecondary institutions use International Baccalaureate test results to help place students in the correct course level and to award credit (in some cases) for knowledge students have already attained.

The North Carolina Department of Public Instruction funds the cost of IB exams for all students enrolled in the corresponding IB course.

When Administered

Tests will be administered in May. A specific schedule of when each test is given has been established. Students traditionally take one exam their Junior year and five their Senior year to achieve IB Diploma status.

Make-up Administrations

Students who miss or are unable to take a test will have the option of registering for a subsequent session, where additional fees are applicable. The school counselors or IB Coordinators will be glad to contact IB Americas concerning any special considerations about an IB administration.

What if I miss make-ups?

There are no refunds for IB testing. If you have questions, please consult the IB Coordinator at your school or your school counselor.

Student Participation in Extracurricular Activities (JH)

The Guilford County Board of Education believes that students who participate in extracurricular activities at their school, including athletics, benefit from their participation in numerous ways. The goals of the Board of Education, in encouraging participation in extracurricular activities, are to:

1. Promote a sense of accomplishment;
2. Provide leadership opportunities;
3. Promote good sportsmanship;
4. Encourage self-discipline and individual responsibility;
5. Encourage cooperation and concepts of team building; and
6. Provide healthy outlets for competition and physical fitness.

Each school is expected to have an athletic director, coaches and sponsors who are familiar with the expectations of the Board of Education and any outside governing body (for example, National Honor Society). Where the NCHSAA is applicable, coaches and athletic directors are responsible for complying with the rules established for participation and with disseminating the rules to each student participant.

Conduct

Participation in extracurricular activities, including athletics, is a privilege, not

a right. The Guilford County Board of Education expects all students who represent their school through participation in extracurricular activities to be good representatives of their school community. Students should dress, act and conduct themselves in a way that reflects positively on their school. Each student is expected to display good citizenship at all times. Taunting is expressly prohibited. Taunting includes actions or comments which are intended to bail, anger, embarrass, ridicule or demean others, whether or not deeds or words are vulgar or racist. Any student who fails to conduct himself or herself appropriately may have the privilege of participation limited or revoked.

Athletics

Participation in sports is a privilege, not a right. Extracurricular sports are generally governed by the rules established by the North Carolina State Board of Education and the North Carolina High School Athletic Association. In addition to the rules established by NCHSAA, each Coach may have rules and expectations for the members of the team which shall be distributed to all players and parents at the beginning of the season. The Guilford County Schools Code of Conduct applies to all student athletes on and off the field of play. All students who participate in athletics are subject to disciplinary consequences imposed by coaches.

Eligibility to Participate

A student may participate in school or district sponsored extracurricular activities only if the student is regularly enrolled in Guilford County Schools.

A student who is suspended from school is not eligible to practice, play or attend any meeting during the time of suspension. If the suspension includes the last day of school before a vacation or weekend, the student becomes eligible the next calendar day after the last day of the suspension.

A student who is absent from school will not be allowed to practice or attend any meeting of the team or group on the day of the absence. Exceptions such as funerals, field trips, college visitations must be approved by the principal in advance.

Travel

All students will be required to travel to and from events with the coach or sponsor and the team unless the coach or sponsor receives information directly from the parent or guardian that the student has permission to travel by other means. The Superintendent shall develop procedures for the implementation of this policy.

Athletic Eligibility Rules and Regulations

Guilford County high schools abide by the North Carolina High School Athletic Association (NCHSAA) eligibility rules and regulations governing all sports and athletic activities including cheerleading. These rules and regulations can be

found in the NCHSAA Handbook. Guilford County middle schools abide by the State Department of Public Instruction (SDPI) eligibility rules and regulations governing all sports and athletic activities including cheerleading. These rules and regulations can be found in the SDPI Handbook for middle/junior high athletics. Students are responsible for having knowledge of and meeting these rules and regulations. Coaches and school athletic directors can provide complete information regarding these rules and regulations.

The NCHSAA Handbook and SDPI Athletic Handbook may be accessed online at the following website: www.nchsaa.org for complete information on eligibility requirements. State regulations concerning eligibility to participate in athletics pertain to age, physical examinations, enrollment in school, attendance, academics, promotion to the next grade level and residence requirements. A brief overview of the eligibility requirements follows.

High School Athletic Eligibility Requirements:

Age: A student may not participate in any sports if his or her 19th birth date comes on or before August 31st of the present school year.

Eight Semester Rule: A student may not participate at the high school level for a period lasting longer than 8 consecutive semesters, beginning with the student's first entry into the 9th grade.

Medical Examination: A student must receive a medical examination once every 395 days by a duly licensed physician, nurse practitioner or physician's assistant.

Enrollment: A student must be enrolled within the first 15 days of school.

Attendance: A student must have been in daily attendance 85% of the previous semester. Daily absences, excused or unexcused, cannot be made up for purposes of athletic eligibility. (All absences, regardless of reason, count in determining athletic eligibility.)

Academics: A student in a 4 x 4 block schedule must pass 3 courses for the semester immediately prior to the semester of participation. A student on a traditional schedule must have passed 5 courses in the prior semester.

Promotion Standards: A student must meet local promotion standards set by the Guilford County Schools. A set number of total units earned must be met in order to be promoted to the next grade level. Board Policy IKE - Continuous Academic Progress of Students is found in this handbook.

Residence Requirements: A student is eligible to participate in athletics at the school to which he or she is assigned by the Board of Education. Transfers within the Guilford County Schools administrative district are governed by local Board of Education Policy.

Middle and Early College Programs: If a high school does not have an athletic program, a student may participate in athletics at their home district school as long as they meet all other eligibility requirements.

Middle School Athletic Eligibility Requirements:

Age: A student may not participate on a middle school team if his or her 15th birth date comes on or before August 31st of the current school year.

Medical Examination: A student must receive a medical examination once every 395 days by a duly licensed physician, nurse practitioner or physician's assistant.

Attendance: A student must have been in daily attendance 85% of the previous semester. Daily absences cannot be made up under any circumstances for athletic eligibility purposes, even if a student attends Saturday classes, extra help sessions or any other means to make up academic work. (All absences count, regardless of reason, in determining athletic eligibility.)

Academics: For athletic participation in grades 6 through 8 a student must pass at least one less course than the number of required core courses as well as pass five courses the previous semester.

Promotion: For athletic participation in grades 6 through 8 a student must meet state and local promotion standards each semester. This includes the academic requirement listed above.

Residence Requirement: A student is eligible to participate at the school to which they are assigned by the Board of Education. Transfers within the Guilford County Schools are governed by Board of Education policy.

Student Athletic Fees

The Guilford County Board of Education approved an annual athletic fee of \$45 for middle and high school athletes. The fee is charged once annually, regardless of the number of teams on which the student is a member. Students approved for free or reduced meals are eligible for a waiver of the athletic fee and others experiencing financial hardship may request a waiver.

Student Participation in Interscholastic Athletics (JI)

The Guilford County Board of Education endorses athletic activities that support students' attainment of high academic achievement. The Board believes that student participation in interscholastic athletics should be contingent on student successes in school as measured by grade point average, attendance and conduct. Subject to law, local rules adopted by GCS and rules established by the North Carolina High School Athletic Association (NCHSAA) and the North Carolina Department of Public Instruction (NCDPI), high school students are eligible to participate in interscholastic athletics. Eligibility of students in the

programs for exceptional children will be in accordance with local, state and federal guidelines. The Guilford County Board of Education has established standards for student eligibility and developed forms and assurances for students, parents, coaches and assistant coaches.

Violations of any standards established for athletic participation by students or their parents or guardians and/or any misrepresentation of any information submitted for athletic participation may result in the loss of the student's eligibility to participate in athletics in Guilford County Schools, and, potentially, in any school sanctioned by the NCHSAA. Additionally, staff members who exercise direct or indirect influence upon prospective athletes in an attempt to influence an athlete's choice of school assignment for the purpose of athletics or who otherwise violate any part of the rules regarding athletic eligibility will be subject to disciplinary action, up to and including termination of employment.

Grade Point Average and Eligibility to Participate in Athletic Activities

To be eligible to participate in interscholastic athletics, students participating in athletics must pass a minimum load as established by NCHSAA during the preceding semester and must meet GCS and State promotion standards. In addition to existing academic requirements, all students are required to earn a weighted GPA of 2.0 each semester. First semester eligibility is determined by the GPA earned during the preceding spring semester and second semester eligibility is determined using the GPA in the first semester of the same school year. First year freshmen are required to earn a weighted 1.50 GPA for the first semester in order to be eligible during the second semester. Beyond their first semester as freshmen, all students will be required to have a weighted 2.0 GPA. If the GPA for the spring semester falls below a weighted 2.0, but the GPA for both semesters combined is at or above a weighted 2.0, the student will be eligible for participation during the first semester. Freshmen upon first entering the 9th grade are academically eligible to participate in athletic activities.

Promotion

In addition to meeting the grade point academic eligibility required by GCS described above, the State and GCS require students to be promoted from the previous grade in order to remain academically eligible to participate in athletics. Each school has established promotion standards based on that school's academic program consistent with the requirements of the State of North Carolina.

Attendance

GCS believes that regular attendance is a fundamental component of a successful educational experience and expects student athletes to meet attendance eligibility standards established for participation in interscholastic sports. Students must be present in school at least 85% of the school days each semester in order to remain eligible for the following school semester's sports. The attendance rules apply regardless of whether the absences are excused or unexcused.

Summer School

Courses taken during the formal July summer school program under guidelines established by GCS may be used to recover credit affecting athletic eligibility for the fall semester. Per NCHSAA guidelines, credits earned during summer school may be applied to the immediately preceding spring semester for athletic eligibility purposes.

Hardship Waiver of Academic Eligibility Requirements

Occasionally a student faces circumstances that are unforeseeable, unavoidable or out of the control of the student or his parent or guardian and that have the direct effect of rendering a student academically ineligible for participation in athletics. Additionally, although students with disabilities ordinarily can and will meet all eligibility criteria, occasionally students with disabilities may have circumstances that prevent them from meeting eligibility criteria. If their ineligibility has a direct relationship to the student's disability, the school may apply for a waiver.

GCS will consider whether it is appropriate to grant a waiver of the attendance or academic requirements for the semester at issue only. Hardship waivers will be considered at the request of the school administration of the school where the student is enrolled at the time of the request. The school administration shall follow the procedures established for consideration of a hardship waiver and will only be considered during the Hardship Waiver Period designated by the GCS Director of Athletics.

In order to be considered a hardship, the cause of the student's ineligibility must be directly and materially as a result of causes outside the control of the student and his family such as a serious illness or family emergency or other unforeseeable and uncontrollable condition or, if a student has a disability that the student believes directly and substantially caused the student's ineligibility, that may also be considered a hardship. The mere fact that a student has a disability, absent a direct relationship between the disability and the failure to meet the eligibility criteria, is not sufficient to establish a hardship. Consideration shall also be given to the potential effect of the commitment of time and effort required for athletic participation on the academic achievement of students for whom waivers are requested.

Students Assigned a Base School

The Board believes that students should not be allowed to transfer from school to school for the purpose of participating in athletics. To that end, students will be assigned a "base" school for the purposes of athletic participation. The "base" school will be the student's school of assignment according to the student's domicile or administrative assignment as determined by GCS in their ninth-grade year or whenever they first enter GCS schools in high school.

Students who attend schools other than their base schools after the beginning of ninth grade and whose transfers were consistent with administrative procedures (JI-P), will not have a 365-day waiting period from the date of enrollment at the non-base school before they are eligible to participate in interscholastic athletics. Students who attend schools other than their base schools after the beginning of ninth grade and whose transfers are not consistent with administrative procedures (JI-P) will have a 365-day waiting period from the date of enrollment at the non-base school before they are eligible to participate in interscholastic athletics.

Proof of Domicile

Annually, prior to participation in a sport for the current school year, parents and students are required to complete a residence verification form and provide at least two documents as proof of domicile. Parents and students should be aware that they may have only one domicile at any one time. In order to establish domicile, they must be able to show that they reside at the address full time and permanently, that they have abandoned any previous domicile, and that they intend to indefinitely continue to reside at the domicile. Temporary or part-time residences will not be considered domiciles for purposes of school assignment or athletic eligibility.

Cases of alleged impropriety related to residence will be investigated by the Athletic Eligibility Committee, to be established by the District Athletic Director. If the Committee determines that the student was improperly enrolled, the student will lose athletic eligibility for a period up to 365 days and will be required to enroll in the appropriate school.

Students who apply for enrollment at any school using false information shall be prohibited from participating in any extracurricular activities, including sports, for 365 days. Students and parents who fail to timely update their domicile information may also be subject to a period of ineligibility up to and including 365 days.

Schools with No Athletic Programs

Several GCS high schools, including early colleges, middle colleges and Weaver Academy, among others, have no athletic programs. Students enrolled in these schools are permitted to participate in athletics at their base school without a waiting period.

Student Conduct

A student who is suspended from school is not eligible to practice, play, dress out, travel or attend any meeting during the time of suspension. If the suspension includes the last day of school before a vacation or weekend, the student becomes eligible at their base school the next calendar day after the last day of the suspension. Students who transfer in lieu of completing or in the midst of serving a long-term suspension at their base school are not eligible to participate in athletics at their new school for 365-days.

A student who is absent from school will not be allowed to practice, play, dress out, travel or attend any meeting of the team or group on the day of the absence. Exceptions such as funerals, field trips and college visitations must be approved by the principal in advance.

The Superintendent shall develop procedures for the implementation of this policy.

VISITORS AT SCHOOL SPONSORED ACTIVITIES (KM)

The Guilford County Board of Education values the participation of parents and community in the activities of the schools and encourages adults to serve as role models for students. The Board welcomes visitors to the campuses of the schools and provides for opportunities to observe and learn about the educational programs, to use the facilities in compliance with policies designed for community use of our facilities, and to attend public events, including sporting events, musical and dramatic presentations offered to the public.

While visitors are welcome on campus, the paramount concern of the board is to provide a safe and orderly educational atmosphere in which disruptions and distractions are minimized. The Superintendent and each building supervisor may establish and enforce reasonable rules to address these concerns. In addition, the following requirements apply:

- All school visitors must report immediately to the administrative office at the school for permission to be in the school. Each principal is responsible for ensuring that signs are posted in the school to notify visitors of this requirement.
- Any personnel who see[s] an individual in a school who has not received permission must either direct the individual to the office or notify the principal depending on the circumstances.
- Students shall notify a staff member of any unusual or suspicious behavior that may endanger safety. Staff must report immediately to the principal any student's information or their own observation of such behavior.
- Visitors will not be allowed to distract the teacher from instruction or interrupt the instructional process.
- Spectators at events open to the public are expected to conduct themselves so as to model good sportsmanship and citizenship. This applies to student spectators as well as adult spectators. Spectators shall not:
 - Harass, degrade or heckle players, participants or referees:
 - Throw anything on the playing surface; and
 - Approach the coach of either team before, during or after the game unless invited by the coach to do so.
 - Student spectators who violate this policy are also in violation of the Code of Conduct and will be disciplined accordingly.

Any visitor to a school or school event who violates this policy will be asked to leave and may lose the privilege of coming on campus and/or attending school events in the future.

OTHER IMPORTANT INFORMATION

Student Insurance

The Guilford County Board of Education offers voluntary student accident insurance to each student each year. All enrollment information can be found on the GCS website. Several options are offered and a student may enroll throughout the school year. Enrollment forms can be requested from the schools for parents/guardians who do not have access for on-line enrollment. Parents are encouraged to review the voluntary accident insurance plans each year.

Athletic accident insurance is provided at no cost to students or parents for each student participating on a school-sponsored team. This coverage is only effective when participating in practice, an event, or traveling directly to and from an event. No accident coverage is provided for any accident outside the school-sponsored team. Physical education classes and recess are not covered.

Dropout Prevention/Driver's License Legislation

North Carolina has legislation reflecting a coordinated statewide effort to motivate and encourage students to complete their high school education. The law requires the revocation of the student's driving permit or license if the student does not maintain adequate academic progress or drops out of school. Adequate academic progress is defined as passing 70% of your subjects each semester. This would normally be five (5) subjects under a traditional schedule (6 or 7 period day) or 3 out of 4 classes in a block schedule school. The law became effective August 1, 1998. This law applies to all North Carolina students under the age of 18 who are eligible for a driving permit or license.

The legislation requires a student to present a Driving Eligibility Certificate, issued by the school and good for 30 days only, to the Department of Motor Vehicles to obtain a permit or license. In addition, students must also present a birth certificate, social security card and Driver Education Completion Certificate.

The Driving Eligibility Certificate will only be issued to students making adequate academic progress. Students who do not meet the academic progress requirements will be reported to the Department of Motor Vehicles and their permit or license will be revoked. There is a provision for a request for a review of the student's situation based on hardship considerations. Students may regain academic eligibility at the end of each semester.

Lose Control, Lose Your License Legislation

Effective July 1, 2000 students given an expulsion/suspension for more than 10 consecutive days for one of the three reasons listed below are subject to having their permit/license suspended for up to one calendar year.

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

Students who are at least 14 years old or who are rising eighth graders are subject to this law. This law applies to all students, even to those exempted under Dropout Prevention/Driver's License Legislation. Unlike the Dropout Prevention/Driver's License Legislation law that ends when a student turns 18 years old, the "Lose Control" law does not stop at age 18 nor does it stop when the student graduates.

Students who lose their permit/license under this legislation may be eligible to regain the permit/license after a six-month period by displaying exemplary behavior in an alternative educational setting or having successfully completed a school district approved drug or alcohol treatment counseling program.

APPENDIX A

Guilford County Schools
Student Handbook and Code of Conduct

Administrative Policy JD
Student Verification of Review and Understanding

Teacher's Section

This is to certify that I have been assigned as the teacher of the students whose names are affixed below, that I have distributed a copy of the Student Handbook (Student Code of Conduct) to these students, and that these procedures have been discussed with the students in my assigned class.

Date _____ Signature of Teacher _____

School _____ Class _____

Students' Section

My signature being affixed below certifies that I have received the information mentioned above and that I had an opportunity to ask questions about this Code. I have also received a copy of the Student Handbook and understand my responsibility to read and understand it.

Date _____ School _____

Student Signatures

- | | |
|-----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | 16. _____ |
| 17. _____ | 18. _____ |
| 19. _____ | 20. _____ |
| 21. _____ | 22. _____ |
| 23. _____ | 24. _____ |
| 25. _____ | 26. _____ |
| 27. _____ | 28. _____ |
| 29. _____ | 30. _____ |
| 31. _____ | 32. _____ |
| 33. _____ | 34. _____ |

APPENDIX B

Guilford County Schools
Student Handbook and Code of Conduct

Administrative Policy JD
Parent/Guardian Verification of Receipt and Review

Parent/Guardian Verification:

This is to certify that I have received and reviewed Administrative Policy JD (Student Discipline and Code of Conduct) and understand that this document governs the standards of behavior for students in the Guilford County School District. I have also reviewed the remainder of the Student Handbook including the section entitled "School Health Education Program: Reproductive Health and Safety Education" and understand that I may view materials in advance for their use based on the schedule set at my child's school. I understand that these standards of student behavior apply to school sites, off-site school sponsored activities and on any form of transportation provided by the Guilford County School. I understand policies may be revised and updated throughout the year and may also be found on the district's website (www.gcsnc.com).

Date _____

Parent's Signature _____

(Please Print) _____

Student's Name _____

Please return this form to your assigned teacher as soon as possible.

**Please note that this handbook was last updated on June 20, 2018.
For the most current board policies, please go to our website at www.gcsnc.com.**

APPENDIX C

Guilford County Schools Memorandum of Disciplinary Action Form

STUDENT DEMOGRAPHIC INFORMATION

School Name _____ EC Student?: _____
Student Name _____ EC Classification: _____
Address: _____ Parent/Guardian Name: _____
Grade _____ ID #: _____ Phone (Home): _____
Age: _____ DOB: _____ Phone (Work): _____
Race: _____ Gender: _____ Phone (Other): _____

STAFF INCIDENT INFORMATION

Date of Incident: _____ Time of Incident: _____

Location of Incident:

Assembly Classroom Media Center Parking Lot
 Bathroom Field Trip Specialist Room Playground
 Bus Gym Off-campus Stadium
 Bus Stop Hallway/Breezeway Office/Grounds Stairway
 Cafeteria Locker Room Other Location

Brief Description of Incident:

Brief Description of Previous Action(s) Taken by Referring Staff:

Signature of Referring Staff: _____ Date: _____

ADMINISTRATOR CONSEQUENCES

Code of Conduct Rule(s) Violated:

Victim Name(s):

None Non-Student/Staff Staff Parent/Caregiver Student
 Student @ Other School Unidentified

Weapon:

None Boxcutter Handgun Rifle Shotgun Knife Razor Pocket Knife
Other: _____

Consequences:

- | | |
|---|---|
| <input type="checkbox"/> Admin Conference w/Parent/
Guardian | <input type="checkbox"/> Suspension- 10 days or less
(pending hearing) |
| <input type="checkbox"/> Admin Conference w/Student | <input type="checkbox"/> Suspension- 11-364 days |
| <input type="checkbox"/> After School Detention | <input type="checkbox"/> Suspension- 365 days |
| <input type="checkbox"/> Alt. Learning School (SCALE) | <input type="checkbox"/> Expulsion |
| <input type="checkbox"/> Before School Detention | <input type="checkbox"/> Referral to CSW |
| <input type="checkbox"/> Behavior Contract/BIP | <input type="checkbox"/> Referral to Counselor |
| <input type="checkbox"/> Community based ALP | <input type="checkbox"/> Referral to Lifestyles |
| <input type="checkbox"/> Hearing Held (no change in
placement) EC only | <input type="checkbox"/> Referral to IST |
| <input type="checkbox"/> Hearing Held (change in placement) .
EC only | <input type="checkbox"/> Referral to Social Worker |
| <input type="checkbox"/> Homebound | <input type="checkbox"/> Report to Law Enforcement |
| <input type="checkbox"/> Home Visit | <input type="checkbox"/> Restitution |
| <input type="checkbox"/> Referral to IST | <input type="checkbox"/> Send Home Early |
| <input type="checkbox"/> ISS Partial Day | <input type="checkbox"/> Tobacco Awareness Class |
| <input type="checkbox"/> Loss of Privilege | <input type="checkbox"/> Unilateral Change in Placement
(EC only) |
| <input type="checkbox"/> Suspension-Bus | <input type="checkbox"/> Warning |
| <input type="checkbox"/> Suspension (ISS) | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Suspension- 10 days or less | |

Suspension Information:

Long Term Suspension: _____

Number of Days Suspended _____

Incident Recorded in Discipline Data System (Y/N)? _____

Recorded By _____

First Day of Suspension _____

Incident Reported to Law Enforcement (Y/N)? _____

Recorded By _____

Last Day of Suspension _____

Incident Reported to Parent? _____

Reported By _____

Date Student Returns to Bus or School _____

Via phone conference US mail email none

Contact Date _____

Number of Cumulative Suspensions _____

APPENDIX D

Guilford County Schools EXPUNGEMENT OF LONG-TERM SUSPENSIONS OR EXPULSIONS

Person submitting the request:

____ Student ____ Parent ____ Guardian ____ Custodian

Name of Person Submitting the Request: _____

Address: _____

Daytime Telephone No.: _____

Name of Student: _____

Student's Date of Birth _____

Name of Student's Current School or School Last Attended _____

Name of School(s) from which the Student Was Suspended or Expelled _____

School Year(s) for which the Student was Suspended or Expelled
(Example: long-term suspension 2003-2004): _____

Reason(s) for the Request

Please attach additional sheets if necessary. You may attach also any written documentation in support of your request.

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

Return the completed form to the Hearing Office at Guilford County Schools,
120 Franklin Boulevard, Greensboro, NC 27401 or by fax at 336-370-2354.

APPENDIX E HARASSMENT, BULLYING OR DISCRIMINATION REPORTING FORM

Directions: Harassment, bullying or discrimination are serious and will not be tolerated. This is a form to report alleged harassment, bullying or discrimination that occurred on school property; at a school-sponsored activity or event off school property; on a school bus; or on the way to and/or from school*, at any time when the student's behavior has a direct and immediate effect on maintaining order and discipline and protecting the safety and welfare of students and staff. If you are a student victim, the parent/guardian of a student victim, an adult relative/friend of a student victim, a student witness/bystander or a school staff member and wish to report an incident of alleged harassment, bullying or discrimination, complete this form and return it to the principal, assistant principal, teacher or counselor at the student victim's school. Contact the school for additional information or assistance at any time.

Harassment, bullying and discrimination are defined as conduct intended to intimidate, discredit, injure or disturb a student or groups of students to the extent that the behavior causes mental and/or physical harm to students and is sufficiently severe, persistent and pervasive so that it creates a learning environment that is intimidating, threatening or abusive. Harassment, bullying and discrimination can occur face to face, in writing or through use of electronic means such as the internet, emailing or text messaging. Cyberbullying can include the use of personal web sites to support deliberate, repeated and hostile behavior intended to cause harm to persons or groups.

Today's date: ____ / ____ / ____ School: _____

Place an X in the appropriate box: Victim Student Parent / Guardian
 Anonymous School Staff Other _____

Person Reporting Incident (Note: If this is an anonymous report, leave name and phone # blank.)

Name: _____ Telephone : (____) _____

1. Name of student victim: _____ Grade Level: _____
(Please print)

2. Name(s) of alleged offender(s) (If known): _____ Grade Level School (if known) Is he/she a student?
_____ Yes No
(Please print)

_____ Yes No
(Please print)

3. Were you an eyewitness to this behavior? Yes No

Name(s) of other witnesses (if known): _____ Grade Level School (if known) Is he/she a student?
_____ Yes No
(Please print)

_____ Yes No
(Please print)

4. On what date(s) did the incident happen?

____ / ____ / ____ ____ / ____ / ____ ____ / ____ / ____
Month Day Year Month Day Year Month Day Year
STUDENT HANDBOOK

5. Place an X next to the statement(s) that best describes what happened (choose all that apply):

- Any bullying, harassment, or intimidation that involves physical aggression
- Teasing, name-calling, making critical remarks, or threatening, in person or by other means
- Getting another person to hit or harm the student
- Making rude and/or threatening gestures
- Demeaning and making jokes about the victim
- Intimidating (bullying), extorting, or exploiting
- Excluding or rejecting the student
- Spreading harmful rumors or gossip
- Electronic Communication (specify) _____
- Other (specify) _____

6. Where did the incident happen (choose all that apply)?

- On school property At a school-sponsored activity or event off school property
- On a school bus On the way to/from school Other _____

7. What did the alleged offender(s) say or do? _____

(Attach a separate sheet if necessary)

8. What factors contributed to the harassment, bullying or discrimination?

(Attach a separate sheet if necessary)

9. How has the student been impacted by this incident? _____

10. Has the climate of the school been impacted by this incident? Yes No

11. Was the student victim absent from school as a result of the incident? Yes No

If yes, how many days was the student victim absent from school as a result of the incident? _____

12. Is there any additional information you would like to provide? (Attach a separate sheet if necessary) _____

I agree that all information on this form is accurate and true to the best of my knowledge.

Note: If this is an anonymous report, no signature is required.

Signature: _____ Date: _____

In compliance with federal laws, Guilford County Schools administers all educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability or gender, except where exemption is appropriate and allowed by law. Refer to the Board of Education's Discrimination Free Environment Policy AC for a complete statement. Inquiries or complaints should be directed to the Guilford County Schools Compliance Officer, 120 Franklin Boulevard, Greensboro, NC 27401; 336-370-2323

PARENT CONSENT AND PHOTO RELEASE FORM

Please sign and return this consent form to your child's teacher. There are three different items that require your signature – photo, directory information and military recruitment. For each item, please sign consent or no consent. Please return this form to your child's teacher. Thank you for your assistance.

At various times during the school year, school representatives, Guilford County Schools (GCS), partners/vendors of GCS and a variety of media outlets request permission to film, video tape and photograph in our schools. They subsequently publish, broadcast or use these materials, which often include images and depictions of students, as well as student work products.

If you consent and grant permission for your child's likeness or work products to be used/featured by your school, GCS/its partners or electronic/ social media, please sign in the appropriate space below.

1) Photo Consent: I do consent and allow my child to be filmed, videotaped and/or photographed for use by my school, GCS/its partners and the media. I also allow my child's work product to be featured by GCS (this will include the school yearbook and social media).

Child's Name	Parent's Signature	Date
--------------	--------------------	------

No Photo Consent: I do NOT consent nor allow my child to be filmed, videotaped and/or photographed for use by my school, GCS/its partners and the media (this will include the school yearbook and social media).

Child's Name	Parent's Signature	Date
--------------	--------------------	------

2) Directory Information Consent: I do consent and allow the district to release directory information on my child. Directory information includes the student's name, place and date of birth, major course of study, participation in sports and other official school activities, height and weight if an athletic team member, date of graduation, dates of attendance (date of enrollment through date of withdrawal or graduation), degrees and awards.

Child's Name	Parent's Signature	Date
--------------	--------------------	------

No Directory Information Consent: I do NOT consent nor allow the district to release directory information on my child.

Child's Name	Parent's Signature	Date
--------------	--------------------	------

3) Military Recruitment: Under the No Child Left Behind legislation, public schools are required to provide military recruiters with lists of secondary school students' names, addresses and telephone listings. These are to be used for recruiting purposes and for informing young people of scholarship opportunities.

Military Recruitment Consent: I do consent and allow the district to release my child's name, address and telephone listing to military recruiters.

Child's Name	Parent's Signature	Date
--------------	--------------------	------

No Military Recruitment Consent: I do NOT consent nor allow the district to release my child's name, address and telephone number to military recruiters.

Child's Name	Parent's Signature	Date
--------------	--------------------	------

GUILFORD COUNTY SCHOOLS 2018-19 TRADITIONAL ACADEMIC CALENDAR

August 15	Mandated Workday
August 16	Mandated Workday
August 20	Mandated Workday
August 21	Mandated Workday
August 22	Mandated Workday
August 23	Optional Teacher Workday*
August 24	Optional Teacher Workday*
August 27	FIRST DAY OF SCHOOL
September 3	Holiday
September 19	Optional Teacher Workday
October 31	First Grading Period Ends (GP 46)
November 1	Optional Teacher Workday*
November 2	Mandated Workday – Parent/Teacher Conferences
November 12	Holiday
November 21	Vacation
November 22, 23	Holiday
December 24-January 2	WINTER BREAK FOR STUDENTS
December 24, 25, 26	Holiday
December 27, 28, 31	Vacation
January 1	Holiday
January 2	Optional Teacher Workday* (I-1)
January 17	Second Grading Period Ends (GP 42)
January 18	Optional Teacher Workday* (I-2)
January 21	Holiday
January 22	Mandated Workday – Parent/Teacher Conferences
February 18	Optional Teacher Workday (I-3)
March 27	Third Grading Period Ends (GP 45)
March 28	Optional Teacher Workday (I-4)
March 29	Mandated Workday
April 19-26	SPRING BREAK FOR STUDENTS
April 19	Holiday
April 22-26	Vacation
May 27	Holiday
June 7	Fourth Grading Period Ends (GP 43)
June 7	LAST DAY FOR STUDENTS
June 10	Mandated Workday (I-5)
June 11	Optional Teacher Workday
June 12	Vacation

I days will become student days if other days are missed due to inclement weather.
Makeup days will be taken in the order indicated.

*Annual leave may be taken on these days.



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All Guilford County Schools facilities, both educational and athletic, are tobacco-free learning environments.

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