

2023-24



# STUDENT & FAMILY HANDBOOK



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# MESSAGE FROM THE SUPERINTENDENT

Dear GCS students and families:

Welcome to the 2023-24 school year. This handbook provides a selection of policies that are pertinent to all GCS students and parents. Please review the document as it addresses questions you may have about grades, field trips, student assignment, health, safety and discipline. Please refer to our website at [www.gcsnc.com](http://www.gcsnc.com) for the most up-to-date policies and information.

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. Family is a key part of that success, and I invite you to remain an active participant in your child's education. Together, we can achieve all that we dream for our students.

For all children,



Dr. Whitney Oakley  
Superintendent  
Guilford County Schools



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## STAY CONNECTED

GCS APP | [www.gcsnc.com](http://www.gcsnc.com) | GCSTV

# GUILFORD COUNTY BOARD OF EDUCATION



District 1  
T. Dianne Bellamy  
Small



District 2  
Crissy Pratt



District 3  
Bill Goebel



District 4  
Linda Welborn



District 5  
Deborah Napper



District 6  
Khem Irby



District 7  
Bettye Taylor Jenkins



District 8  
Deena A. Hayes



Alan Sherouse  
At Large



Dr. Whitney Oakley  
Superintendent

## CENTRAL OFFICE ADMINISTRATION

Dr. Eboni Chillis, Chief Innovation Officer

Dr. Tracey Lewis, Chief Communications Officer

Jusmar Maness, Chief Academic Officer

Marshall Matson, Assistant Superintendent of Schools

Dr. Julius Monk, Deputy Superintendent of Business and Operations

Dr. Shirley Morrison, Chief Human Resources Officer

Jose Oliva, Chief of Staff

Mike Richey, Assistant Superintendent of School Safety

Dr. Rashad Slade, Chief Technology Officer

Dr. Kimberly Steinke, Interim Chief Student Services Officer

Dr. Sonya Stephens, Chief Performance Officer

Dr. Anitra Wells, Deputy Superintendent of Instructional Leadership and Wellness

# STAY CONNECTED TO GCS!

Guilford County Schools wants to hear from you! Stay connected through our website, [www.gcsnc.com](http://www.gcsnc.com). There you'll find the latest news and information about what's going on in the district.

Share good news with the district's communication office by sending an email to [goodnews@gcsnc.com](mailto:goodnews@gcsnc.com).

Tune in to GCSTV, the Guilford County Schools television channel on Spectrum Cable, AT&T U-Verse and YouTube!

GCSTV is on Spectrum Cable channels 2 and 74-1 in Guilford County, on AT&T U-verse channel 99, and seen around the world on the GCSTV Livestream.

You can also find us on social media.

- [Facebook.com/GCschoolsNC](https://www.facebook.com/GCschoolsNC)
- Twitter: [GCschoolsNC](https://twitter.com/GCschoolsNC)
- YouTube: [GCschoolsNC](https://www.youtube.com/GCschoolsNC)
- Instagram: [GCschoolsNC](https://www.instagram.com/GCschoolsNC)
- Linked In: [Guilford County Schools](https://www.linkedin.com/GuilfordCountySchools)



Have a question? Use Let's Talk!, an innovative communication solution to help you reach district leaders anytime, from anywhere. Simply click the Let's Talk! button on the district website, [www.gcsnc.com](http://www.gcsnc.com), and choose your topic. We welcome questions and comments about what's on your mind! A response is guaranteed within 48 hours.

You can also connect with us using the GCS app, available for free on Google Play or the App store. Scan the code to link to the GCS app:

Sign up to receive flyers from Guilford County Schools and its partners! Go to [Peachjar.com](http://Peachjar.com) and register with your email. You will only receive flyers that have been approved through your child's school. You can also stay in the know through Guilford Parent Academy. Be the first to know about upcoming events and get timely tips through weekly emails. To learn more, contact Guilford Parent Academy at (336) 279-4924 or [parentacademy@gcsnc.com](mailto:parentacademy@gcsnc.com).

## INCLEMENT WEATHER

Guilford County Schools is dedicated to promoting the safety and wellbeing of students and staff. In the event of inclement weather, the district has procedures for determining if schools should be in session or if a delay, early dismissal or closure should be issued. While following these plans and evaluating local weather reports and road closures, we use our best judgment in the interest of student and staff safety.

Inclement weather closures will be announced via phone, email and text message through our mass notification system, through social media, on our district website and through the local media outlets. Please make sure your school data manager has updated contact information so you don't miss an important message.

# GUILFORD COUNTY SCHOOLS

## 2023-24 TRADITIONAL ACADEMIC CALENDAR

August 17	Optional Teacher Workday*
August 21-25	Mandated Workdays
August 28	First Day of School
September 4	Holiday
September 25	Optional Teacher Workday*
November 1	First Grading Period Ends (GP 46)
November 2	Mandated Workday
November 3	Optional Teacher Workday*
November 10	Holiday
November 22	Vacation Day
November 23-24	Holiday
December 22-January 2	Winter Break for Students
December 22, 28, 29	Vacation
December 25, 26, 27	Holiday
January 1	Holiday
January 2	Optional Teacher Workday*
January 15	Holiday
January 19	Second Grading Period Ends (GP 42)
January 22	Mandated Workday
March 22	Third Grading Period Ends (GP 44)
March 25-April 1	Spring Break for Students
March 25, 26, 27, 28	Vacation
March 29	Holiday
April 1	Mandated Workday
May 27	Holiday
June 7	Fourth Grading Period Ends (GP 48)
June 7	Last Day for Students
June 10	Mandated Workday
June 11	Optional Teacher Workday*
June 12, 13	Vacation

\*Annual leave may be taken on these days.



# 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.

## SCHOOL LUNCHESES FOR THE 2023-2024 SCHOOL YEAR

This year due to the USDA waivers coming to an end our school meals will be priced accordingly:

Student Breakfast \$1.00

Student Lunch \$2.85

Student Nutrition Services is urging all families to fill out a Free and Reduced Application. These forms can be found on-line or a paper copy is available in each school. Only one form is needed per household for those not attending a Community Eligible Program CEP school. This year however, GCS is waiving the reduced-price status for breakfast and lunch. All students that qualify for free or reduced meals will receive a FREE breakfast and lunch each day.

Lunch Meals will be served in the cafeteria and virtual students will be able to pick their meals up at designated locations. Breakfast Meals vary by school as to whether they are delivered to the classrooms or consumed in the cafeteria.

A la carte sales will resume at each school with a variety of options depending upon the school.

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 | 2 oz. equivalent minimum            |
| 5. Bread/Grain          | 1 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 PAYMENT

Money can be placed on a student's account in person or on-line as well through the K12Payment Center and any existing balances will be carried over until the following year.

## 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.

# SELECTED REGULATIONS

THIS SECTION OF THE HANDBOOK CONTAINS EXCERPTS FROM ADMINISTRATIVE REGULATIONS AND BOARD-ADOPTED POLICIES. THE COMPLETE MANUAL OF POLICIES AND REGULATIONS CAN BE ACCESSED [HERE](#).

## PROHIBITION AGAINST DISCRIMINATION, HARASSMENT, AND BULLYING: (1710/4021/7230)

The Guilford County Board of Education (the “Board”) acknowledges the dignity and worth of all students and employees and strives to create a safe, positive and caring learning and working environment that facilitates student achievement. It is the policy of the Board to maintain an environment that is free from discrimination, harassment, and bullying in all of its educational programs and employment activities. This includes, but is not limited to discrimination, harassment, and bullying based on an individual's real or perceived race, color, creed, political belief, ancestry, national origin, religion, linguistic and language differences, sex, gender, sexual orientation, gender identity/ expression, socioeconomic status, academic status, height, weight, physical characteristics, pregnancy, marital status, parental status, disability, or age.

The Board strictly prohibits and will not tolerate or condone discrimination, harassment, or bullying based upon any of those differences. The board similarly prohibits discrimination, harassment, and bullying, based on a student or employee's association with others. The Board will provide equal access to designated youth groups as required by law.

### A. PROHIBITED BEHAVIORS AND CONSEQUENCES

#### 1. Discrimination, Harassment, and Bullying

Students, school system employees and board members (“employees”), volunteers, and visitors are expected to behave in a civil and respectful manner. It shall be a violation of board policy for any student, school system employee, volunteer, or visitor to harass, bully, or discriminate against any person based upon any of the differences listed above or upon any other characteristic or feature that becomes the focus of unwanted and unwelcome behavior as described below. It shall also be a violation of this policy for any school employee to tolerate such harassment, bullying, or discrimination of any person by a student or school employee, or by any third parties subject to the supervision and control of the Guilford County Schools.

## **2. Consequences**

Any violation of this policy is serious and school officials shall promptly take appropriate action.

### **a. Disciplinary Consequences for Students**

- Students will be disciplined in accordance with the school's student behavior management plan (see policy 4302, School Plan for Management of Student Behavior). Based on the nature and severity of the offense and the circumstances surrounding the incident, the student will be subject to appropriate consequences and remedial actions ranging from positive behavioral interventions up to, and including, reassignment or expulsion.
- Incidents of misbehavior that do not rise to the level of discrimination, harassment, or bullying may violate acceptable standards of student behavior, including but not limited to the expectation that students will demonstrate civility and integrity in their interactions with others. See policy 4310, Integrity and Civility. The consequences for such behavior will be consistent with applicable board policy and the Student Code of Conduct. This policy shall not be construed to allow school officials to punish student expression or speech based on undifferentiated fear or apprehension of a disturbance or out of a desire to avoid the discomfort and unpleasantness that may accompany an unpopular viewpoint.

### **b. Disciplinary Consequences for Employees**

- Employees who violate this policy will be subject to disciplinary action, up to, and including, dismissal. Nothing in this policy shall preclude the school system from taking disciplinary action against an employee when the evidence does not establish discrimination, harassment, or bullying, but the conduct otherwise violates board policy or expected standards of employee behavior.

### **c. Consequences for Others**

- Board members who violate this policy will be subject to any process established by the Board or law for addressing board member violations. Volunteers and visitors who violate this policy will be directed to leave school property and/or reported to law enforcement, as appropriate, in accordance with policy 5020, Visitors to the Schools. A third party under the supervision and control of the school system will be subject to termination of contracts/agreements and suspension from school property or other disciplinary action.

## **3. Other Responses**

- When considering if a response beyond the individual level is appropriate, school administrators should consider the nature and severity of the misconduct to determine whether a classroom, school-wide, or school system-wide response

is necessary. Such classroom, school-wide, or school system-wide responses may include staff training, harassment and bullying prevention programs, and other measures deemed appropriate by the Superintendent to address the behavior. The actions taken in response to discrimination, harassment or bullying behavior shall be reasonably calculated to end the behavior, eliminate a hostile environment if one has been created, and prevent recurrence of the behavior.

#### **4. Retaliation**

- The Board prohibits reprisal, harassment, or retaliation against any person for reporting or intending to report violations of this policy, supporting someone for reporting or intending to report a violation of this policy, or participating in the investigation of reported violations of this policy.
- After consideration of the nature and circumstances of the reprisal or retaliation and in accordance with applicable federal, state or local laws, policies, and regulations, the Superintendent or designee shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

## **B. APPLICATION OF POLICY**

This policy prohibits discrimination, harassment, and bullying by students, employees, volunteers, and visitors. "Visitors" includes persons, agencies, vendors, contractors, and organizations doing business with or performing services for the school system.

This policy applies to behavior that takes place:

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

## **C. DEFINITIONS**

For purposes of this policy, the following definitions apply:

### **1. Discrimination**

2. Discrimination for purposes of this policy means any act or failure to act, whether intentional or unintentional, that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category or on a personal characteristic listed in the opening paragraph of this policy. Harassment and Bullying

a. Harassment or bullying behavior is conduct intended to intimidate, discredit, injure, or disturb another person or a group of persons. Such conduct violates this policy when any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication:

1) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or

2) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits or by adversely affecting an employee's ability to function successfully in the work place.

- "Hostile environment" means that the victim subjectively views the conduct as harassment or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is harassment or bullying. A hostile environment may be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe.
- Harassment and bullying include, but are not limited to, behavior described above that is reasonably perceived as being motivated by any actual or perceived differentiating characteristic such as those listed in the opening paragraph of this policy or motivated by an individual's association with a person who has or is perceived to have such a differentiating characteristic. Examples of behavior that may constitute bullying or harassment include, but are not limited to, acts of disrespect, intimidation, or threats, such as verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, lewd propositions, exclusion from peer groups, extortion of money or possessions, implied or stated threats, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Harassment and bullying may also occur through electronic means ("cyberbullying"), such as via the internet, emailing, or text messaging, or by use of personal web sites to support deliberate, repeated, and hostile behavior intended to cause harm to persons or groups. Legitimate age-appropriate pedagogical techniques are not considered harassment or bullying.
- Harassment, including sexual or gender-based harassment described below, is not limited to specific situations or relationships. It may occur between fellow students or co-workers, between supervisors and subordinates, between employees and students, or between non-employees, including visitors, and employees or students. Harassment may occur between members of the opposite sex or the same sex.

b. The board prohibits sexual harassment. Unwanted, unwelcome, and uninvited sexual advances, requests for sexual favors, and other verbal or physical conduct or communication of a sexual nature constitute sexual harassment when:

- 1) submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, academic progress, or completion of a school-related activity;
- 2) submission to or rejection of such conduct is used as the basis for employment decisions affecting the individual, or in the case of a student, submission to or rejection of such conduct is used in evaluating the student's performance within a course of study or other school-related activity; or
- 3) such conduct is sufficiently severe, persistent, or pervasive that it has the purpose or effect of (1) unreasonably interfering with an employee's work performance or a student's educational performance; (2) limiting a student's ability to participate in or benefit from an educational program or environment or interfering with effective employee-student relations; or (3) creating an abusive, intimidating, hostile, or offensive work or educational environment.

- Sexually harassing conduct includes, but is not limited to, deliberate, unwanted, unwelcome, and uninvited touching that has sexual connotations or is of a sexual nature; suggestions or demands for 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; sexual assault; sexual violence; or the display of sexually suggestive drawings, objects, pictures, or written materials. Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex, but not involving sexual activity or language, may be combined with incidents of sexually harassing conduct to determine if the incidents of sexually harassing conduct are sufficiently serious to create a sexually hostile environment.
- As provided in policy 4040/7310, Staff-Student Relations, employees are strictly prohibited from engaging in a romantic or sexual relationship with any student enrolled in the Guilford County Schools whether or not it is consensual. Such conduct is prohibited whether or not it constitutes sexual harassment.

c. Gender-based harassment is also a type of harassment. Gender-based harassment may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping but not involving conduct of a sexual nature. This includes subjecting another person to demeaning sexual

stereotypes, innuendoes, insults, or other conduct that is pervasively intimidating, offensive, or hostile, or that creates an environment that unreasonably interferes with a student's opportunity to learn or an employee's ability to function successfully in the work place.

## **D. REPORTING AND INVESTIGATING COMPLAINTS OF DISCRIMINATION, HARASSMENT, OR BULLYING**

Any person who believes that he or she may have been bullied, harassed, or discriminated against in violation of this policy by any student, employee, board member, visitor, or third-party subject to the supervision and control of the school system should inform a school official designated to receive such complaints, as described in administrative regulation 1710/4021/7230-R, Discrimination, Harassment, and Bullying Complaint Procedure.

Any employee who has witnessed or who has reliable information that a person has been subjected to bullying, harassment, or discrimination, has a duty to report such conduct in accordance with administrative regulation 1710/4021/7230-R. If an employee knowingly ignores, fails to report or take proper action, or knowingly provides false information in an incident of bullying, harassment, or discrimination, the employee will be subject to disciplinary action up to and including dismissal.

Students, parents, volunteers, visitors, and others are strongly encouraged to report any actual or suspected incidents of discrimination, harassment, or bullying of others in accordance with administrative regulation 1710/4021/7230-R. Reports may be made anonymously; however, anonymous reports cannot be the sole basis of student or employee discipline and consequently signed reports are encouraged.

All reports and complaints shall be investigated in accordance with administrative regulation 1710/4021/7230-R.

## **E. TRAINING AND PROGRAMS**

The Board directs the Superintendent to establish training and other programs for staff and students that are designed to prevent discrimination, harassment, and bullying and to foster an environment of understanding and respect for all members of the school community. Information about this policy and the related complaint procedure must be included in the training plan and provided to all new employees during orientation. The Superintendent is responsible for maintaining records of the training.

As funds are available, the Board will provide additional training for students, employees, and volunteers who have significant contact with students regarding the Board's efforts to address discrimination, harassment, and bullying and will create programs to address these issues. The training or programs should (1) provide examples of behavior that constitutes discrimination, harassment, or bullying; (2) teach employees to identify groups that may be the target of discrimination,



harassment, or bullying; and (3) train school employees to be alert to locations where such behavior may occur, including locations within school buildings, at school bus stops, on cell phones, and on the Internet.

## **F. NOTICE**

The Superintendent is responsible for providing effective notice to students, parents, and employees of this policy and of the procedures for reporting and investigating complaints of discrimination, harassment, and bullying established in administrative regulation 1710/4021/7230-R, Discrimination, Harassment, and Bullying Complaint Procedure. The Superintendent must ensure that each school principal makes a copy of this policy and administrative regulation 1710/4021/7230-R available to students, employees, and parents or other responsible care givers at the beginning of each school year. In addition, both policies must be posted on the school system website and copies of the policies must be readily available at each school and work site. Notice of the policies must appear in all student and employee handbooks and in any school or school system publication that sets forth the comprehensive rules, procedures, and standards of conduct for students and employees.

## **G. COMPLIANCE OFFICER**

The Superintendent is directed to appoint a Compliance Officer to coordinate the school system's efforts to comply with and carry out its responsibilities under federal non-discrimination laws. These responsibilities include investigating any complaints communicated to school officials alleging noncompliance with Title VI or Title IX of the Civil Rights Act, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), the Age Discrimination Act, and/or the Boy Scouts Act, or alleging actions which would be prohibited by those laws. The name and contact information for the Compliance Officer (s) shall be provided in an administrative procedure associated with this policy or otherwise publicized to the school community and shall be made available by contacting the Superintendent's office.

## **H. RECORDS AND REPORTING**

The Superintendent or designee shall maintain confidential records of complaints or reports of discrimination, harassment, or bullying. The records must identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The Superintendent also shall maintain records of training conducted and corrective action(s) or other steps taken by the school system to provide an environment free of discrimination, harassment, and bullying.

The Superintendent shall report to the State Board of Education all verified cases of unlawful discrimination, harassment, or bullying. The report must be made through the Discipline Data Collection Report or through other means required by the State Board.

## **I. EVALUATION**

The Superintendent shall evaluate the effectiveness of efforts to correct or prevent discrimination, harassment, and bullying and shall share these evaluations periodically with the Board.

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

# **DISCRIMINATION, HARASSMENT, AND BULLYING COMPLAINT PROCEDURE: (1710/4021/7230-R)**

This complaint procedure is designed for those individuals who believe that they may have been discriminated against, bullied, or harassed in violation of policy 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying, or policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities. Individuals who have witnessed or who have reliable information that another person has been subject to discrimination, harassment, or bullying should also use this process to report such violations. In addition, this procedure should be used to report a violation of policy 4040/7310, Staff-Student Relations.

This procedure is not intended for raising allegations regarding or related to the identification, evaluation, educational placement, or free appropriate public education of a student under Section 504 or the IDEA. Such allegations may be raised through Policy 1730/4022/7231 Nondiscrimination on the Basis of Disabilities and associated Administrative Regulation 1730/4022/7231-R Nondiscrimination on the Basis of Disabilities Complaint Procedure or any subsequent procedure adopted on this topic).

## **A. DEFINITIONS**

### **1. ALLEGED OFFENDER**

The alleged offender is the individual alleged to have discriminated against, harassed, or bullied the complainant.

### **2. COMPLAINT**

A complaint is an oral or written notification made by a person who believes he or she is the victim of discrimination, harassment, or bullying.

### **3. COMPLAINANT**

The complainant is the individual complaining of being discriminated against, harassed, or bullied.

#### **4. DAYS**

Days are the working days, exclusive of Saturdays, Sundays, vacation days, or holidays, as set forth in the school calendar. In counting days, the first day will be the first full working day following receipt of the complaint. When a complaint is submitted on or after May 1, time limits will consist of all weekdays (Monday –Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

#### **5. INVESTIGATIVE REPORT**

The investigative report is a written account of the findings of the investigation conducted in response to a complaint.

#### **6. INVESTIGATOR**

The investigator is the district official responsible for investigating and responding to the complaint.

#### **7. REPORT**

A report is an oral or written notification that an individual, other than the reporter, is a suspected offender or victim of discrimination, harassment, or bullying.

### **B. REPORTING BY EMPLOYEES OR OTHER THIRD PARTIES**

#### **1. MANDATORY REPORTING BY DISTRICT EMPLOYEES**

Any employee who witnessed or who has reliable information or reason to believe that a student or other individual may have been discriminated against, harassed, or bullied in violation of policy 1710/4021/7230 or policy 1730/4022/7231, or that an employee has violated policy 4040/7310, Student/ Staff Relations must report the offense immediately to the student's principal or other school administrator, or to the employee's own supervisor or to an appropriate individual designated in subsection C.1., below. An employee who does not promptly report possible discrimination, harassment, or bullying shall be subject to disciplinary action.

#### **2. REPORTING BY OTHER THIRD PARTIES**

All members of the school community including students, parents, volunteers, and visitors are also strongly encouraged to report any act that may constitute an incident of discrimination, harassment, or bullying. Reports should be made to the school principal if the alleged act occurred in a location under the jurisdiction of the principal, such as at the school or other location of a school-related activity. If the alleged act occurred elsewhere, such as at the central office, the incident should be reported to the Chief Human Resources Officer or the Executive Director for Human Resources.

### **3. ELECTRONIC REPORTING**

Reports that a student may have been discriminated against, harassed, or bullied may also be made electronically through a portal on the district's web site.

### **4. ANONYMOUS REPORTING**

Reports of discrimination, harassment, or bullying may be made anonymously, except mandatory reporting by district employees, but formal disciplinary action may not be taken solely on the basis of an anonymous report. Consequently, signed reports are preferable.

### **5. INVESTIGATION OF REPORTS**

Reports of discrimination, harassment, or bullying will be investigated sufficiently by district officials to determine whether further action under this complaint procedure or otherwise is necessary, and district officials shall take such action as appropriate under the circumstances, regardless of the alleged victim's willingness to cooperate. At the option of the alleged victim, the report may be treated as a complaint by the alleged victim under this procedure.

## **C. COMPLAINTS BROUGHT BY ALLEGED VICTIMS OF DISCRIMINATION, HARASSMENT, OR BULLYING**

### **1. FILING A COMPLAINT**

#### **a. Students**

Students who believe they have been discriminated against, harassed, or bullied by a school employee(s) or by another student(s), should notify a teacher, counselor, principal, or other school administrator. If the student's complaint is made to a teacher or counselor, the teacher or counselor shall notify the principal or other designated school administrator without delay. Alternatively, a student or student's guardian may file a complaint electronically through a portal on the district's website.

#### **b. Employees**

Employees who believe that they have been discriminated against, harassed, or bullied at the worksite or as a result of employment with the district are encouraged to file a complaint orally or in writing. The complaint should include the specific facts of the alleged incident(s) and the name(s) of the alleged offender(s) and should be made to:

1. the employee's immediate supervisor; or
2. if the immediate supervisor is directly involved or if the employee is

more comfortable discussing the concern with someone in Human Resources, the complaint should be made to the Chief Human Resources Officer or the Executive Director for Human Resources; or

3. if a member of the Board, the Superintendent, or any senior staff member is involved, the complaint should be made to the Board attorney.

### **c. Students and Employees**

A complaint of discrimination in violation of state or federal laws may also be filed with the GCS Compliance Officer. The name and contact information for the Compliance Officer is:

#### **Guilford County Schools Compliance Officer**

**Name: James Kim**

**Office Address: 120 Franklin Street, Greensboro, NC 27401**

**Phone Number: 336-370-8154**

**Email: [kimj@gcsnc.com](mailto:kimj@gcsnc.com)**

## **2. FORMAT FOR THE COMPLAINT**

Complaints may be made orally or in writing on the designated reporting form available from the Human Resources office. An electronic version of the reporting form is available on the district website for incidents in which the alleged victim is a student. Complaints may be made anonymously; however, a signed complaint is preferable because formal disciplinary action cannot be taken solely on the basis of an anonymous complaint.

If the complaint is made orally, the employee receiving the complaint should assist the complainant in completing a report form, or if the complainant is unable to do so, the employee shall complete the form on the complainant's behalf using the information provided by the complainant and have the complainant sign it. The information must be as thorough and detailed as reasonable.

## **3. TIME PERIOD FOR FILING A COMPLAINT**

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

## **4. INFORMAL RESOLUTION**

Many complaints may be addressed informally through such methods as conferences or mediation and the use of informal procedures such as mediation are encouraged to the extent possible; however, mediation or other informal

procedures will not be used to resolve complaints alleging sexual assault or sexual violence, complaints by a student of sexual harassment perpetrated by an employee, or when otherwise inappropriate. Informal procedures may be used only if the parties involved voluntarily agree.

If an informal process is used, the principal or other designated personnel must (1) notify the complainant that he or she has the option to end the informal process and begin formal procedures at any time and (2) make a copy of this complaint procedure and any relevant policies available to the complainant. Any informal process should be completed within a reasonable period of time, not to exceed 30 days unless special circumstances necessitate more time. If informal procedures fail to resolve the matter in a reasonable period of time or are inappropriate, or if the complainant requests formal procedures, the complaints will be investigated promptly, impartially, and thoroughly according to the procedures outlined in the remainder of this procedure.

## **5. OTHER RESOURCES**

Individuals may also contact the Office for Civil Rights at the U.S. Department of Education.

# **D. PROCESS FOR ADDRESSING COMPLAINTS OF ALLEGED INCIDENTS OF DISCRIMINATION, HARASSMENT, OR BULLYING**

## **1. INITIATING THE INVESTIGATION**

- a. Whoever receives a complaint of discrimination, harassment, or bullying pursuant to subsection C.1. shall immediately notify the appropriate investigator who shall respond to the complaint and investigate. When a complaint received by school staff involves allegations made against an employee, the principal or relevant supervisor shall promptly consult with Human Resources to provide notice of the complaint and to determine the appropriate investigator. The investigator of a complaint is determined as follows.
  1. If the alleged offender is a student, the investigator is the school principal.
  2. If the alleged offender is an employee other than the Chief Human Resources Officer, another member of the Superintendent's senior staff, or the Superintendent, the employee's supervisor shall conduct the investigation and report his or her findings and conclusions to the Chief Human Resources Officer or the Executive Director for Human Resources for further investigation as needed and/or action in accordance with this complaint procedure.

3. If the alleged offender is the Chief Human Resources Officer or another member of the Superintendent's senior staff, or a Board member, the Board attorney is the investigator. In such cases, whoever receives a complaint of discrimination, harassment, or bullying shall immediately notify the Superintendent who will direct the Board attorney to respond to the complaint and investigate. Unless the Board Chair is the alleged offender, the Superintendent will also notify the Board Chair of the complaint.
  4. If the alleged offender is the Superintendent, the Board attorney is the investigator. In such cases, whoever receives a complaint of discrimination, harassment, or bullying shall immediately notify the Chief Human Resources Officer, who shall notify the Board Chair without delay. The Board Chair will direct the Board attorney to respond to the complaint and investigate.
  5. If the alleged offender is a volunteer, visitor, or other third party, the principal is the investigator if the alleged conduct occurred under the jurisdiction of the principal. Otherwise, the Chief Human Resources Officer of designee shall be the investigator.
- b. The investigator shall immediately notify the GCS Compliance Officer of the complaint, and, as appropriate, may designate the Compliance Officer to conduct or assist with the investigation.
  - c. The investigator shall explain the process of the investigation to the complainant and inquire as to whether the complainant would like to suggest a course of corrective action. The investigator shall also determine whether steps to support and/or protect the complainant from further discrimination, harassment, or bullying are necessary pending the investigation.
  - d. Written documentation of all reports and complaints, as well as the district's response, must be maintained in accordance with policy 1710/4021/7230.
  - e. Failure to investigate and/or address claims of discrimination, harassment, or bullying shall result in disciplinary action.

## **2. CONDUCTING THE INVESTIGATION**

- a. The investigator is responsible for determining whether the alleged act(s) constitutes a violation of policy 1710/4021/7230, policy 1730/4022/7231, or policy 4040/7310. In so doing, the investigator shall impartially, promptly, and thoroughly investigate the complaint. The investigator shall interview all individuals who may have relevant information, including, (1) the complainant; (2) the alleged offender(s); (3) individuals identified as witnesses by the complainant or alleged offender(s); and (4) any other individuals, including

other possible victims, who may have relevant information. The alleged offender shall be notified of the general nature of the allegations and shall be allowed to respond. The investigation will include a review of all evidence presented by the complainant or alleged offender.

- b. If the investigator, after receipt of the complaint, an interview with the complainant, and consultation with the Board attorney, determines that the allegations submitted, even if factual, do not constitute discrimination, harassment, or bullying as defined in policy 1710/4021/7230, policy 1730/4022/7231, or policy 4040/7310, the matter will be treated outside the scope of this procedure. Information regarding the investigator's determination and the process for addressing the complaint will be provided to the complainant.
- c. The complaint and investigation will be kept confidential to the extent possible within the context of a thorough investigation and the need to initiate disciplinary action when there is a reasonable belief that conduct has occurred in violation of board policy. Information may be shared only with individuals who need the information in order to investigate and address the complaint appropriately and those with a legal right to access the information. Any requests by the complainant for further confidentiality will be evaluated within the context of the legal responsibilities of the district. Any complaints withdrawn to protect confidentiality must be recorded in accordance with policy 1710/4021/7230.
- d. The investigator shall review the factual information gathered through the investigation to determine whether, based on a preponderance of the evidence, the alleged conduct occurred and constitutes discrimination, harassment, or bullying, considering all factual information, the context in which the alleged incidents occurred, the age, and maturity of the complainant and alleged offender(s), and any other relevant circumstances. The investigator shall submit a written investigative report to the Superintendent and to the GCS Compliance Officer.

### **3. NOTICE TO COMPLAINANT AND ALLEGED OFFENDER**

- a. The investigator shall meet with the complainant and provide written notification to the complainant of the results of the investigation within 15 days of receiving the complaint, unless additional time is necessary to conduct an impartial, thorough investigation. The investigator shall specify whether the complaint was substantiated and, if so, shall also specify:
  - 1. reasonable, timely, age-appropriate, corrective action intended to end the discrimination, harassment, or bullying, and prevent it from recurring;
  - 2. as needed, reasonable steps to address the effects of the discrimination,



- harassment, or bullying on the complainant; and
3. as needed, reasonable steps to protect the complainant from retaliation as a result of communicating the complaint.
  4. The complainant shall advise the investigator of any continuing discrimination, harassment, or bullying within a reasonable period of time so that district officials can take appropriate steps to address it.
- b. If required by federal law, information regarding specific disciplinary action imposed on the alleged offender(s) will be given to the complainant, such as when the information relates directly to the complainant (e.g., an order requiring the offender not to have contact with the complainant). District officials are encouraged to consult with the Superintendent and Board attorney before releasing such information, however.
- c. If the investigator determines that the complaint was substantiated, the offender(s) shall be subject to discipline or other corrective steps, as described in policy 1710/4021/7230. If the corrective steps involve actions outside the scope of the investigator's authority, the Superintendent must be notified so that responsibility for taking the corrective steps may be delegated to the appropriate individual.
- d. Each alleged offender will be provided with a written summary of the results of the investigation in regard to whether the complaint was substantiated, whether the alleged offender violated relevant law or Board policies by his or her actions, and what, if any, disciplinary actions or consequences will be imposed upon the offender in accordance with Board policy. The offender may appeal any disciplinary action or consequence in accordance with Board policy and law. However, an appeal by the offender of disciplinary action does not preclude district officials from taking appropriate action to address the discrimination, harassment, or bullying.

#### **4. APPEAL**

If the complainant is dissatisfied with the results of the investigation, he or she may file a grievance using the grievance process established in regulation 1740/4010-R, Student and Parent Grievance Procedure, or regulation 1750/7220-R, Grievance Procedure for Employees. The grievance must be submitted in writing within five days of receiving notice of the results of the investigation.

### **E. TIMELINESS OF PROCESS**

The number of days indicated at each step of the process should be considered a maximum. Every effort should be made to expedite the process.

If any district official charged with investigating the complaint or reviewing

the investigation fails at any step in the process to communicate a decision within the specified time limit, the complainant will be entitled to appeal the complaint to the next step unless the official has notified the complainant of the delay and the reason for the delay, such as the complexity of the investigation, review, or report. The district official shall make reasonable efforts to keep the complainant apprised of progress being made during any period of delay. Delays that interfere with the exercise of any legal rights are not permitted.

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

## **F. GENERAL REQUIREMENTS**

1. No reprisals or retaliation of any kind will be taken by the Board or by an employee of the district against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to policy 1710/4021/7230, policy 1730-4022-7231, or this complaint procedure, unless the person knew or had reason to believe that the complaint or report was false or knowingly provided false information.
2. All meetings and hearings conducted pursuant to this complaint procedure will be private.
3. District officials will consider requests to hear complaints from a group, but the officials have the discretion to hear and respond to complainants individually.
4. The complainant may be represented by an advocate, such as an attorney, at any meeting with district officials. Should the complainant choose to be represented by an attorney, the complainant should notify district officials in advance so that an attorney for the district may also be present.
5. Should, in the judgment of the Superintendent or designee, the investigation or processing of a complaint require that an employee be absent from regular work assignments, such absences will be excused without loss of pay or benefits. This will not prevent the Superintendent or designee from suspending the alleged offender without pay during the course of the investigation.

## **G. RECORDS**

Records will be maintained as required by policy 1710/4021/7230.

# HARASSMENT, BULLYING OR DISCRIMINATION REPORTING FORM

**Directions: Harassment, bullying, and discrimination are serious and will not be tolerated. This is a form to report alleged harassment, bullying, or discrimination of a student in violation of Guilford County Board of Education Policy Code 1710/4021/7230, which provides information regarding the prohibition and definitions described in this form.**

The following definitions apply when evaluating an allegation of harassment, bullying, or discrimination:

Discrimination means any act or failure to act, whether intentional or unintentional, that unreasonably and unfavorably differentiates treatment of others based on an individual's real or perceived race, color, creed, political belief, ancestry, national origin, religion, linguistic and language differences, sex, gender, sexual orientation, gender identity/expression, socioeconomic status, academic status, height, weight, physical characteristics, pregnancy, marital status, parental status, disability, or age.

Harassment or bullying is conduct intended to intimidate, discredit, injure, or disturb another person or a group of persons. Such conduct violates this policy when any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication: (1) places a student in actual and reasonable fear of harm to his or her person or damage to his or her property; or (2) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits. "Hostile environment" means that the victim subjectively views the conduct as harassment or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is harassment or bullying. A hostile environment may be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe.

## REPORTING FORM

Today's date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

School: \_\_\_\_\_

Place an X in the appropriate box:

alleged Victim  Student  Parent/Guardian  Anonymous  School Staff

Other \_\_\_\_\_

Person Reporting Incident

(Note: If this is an anonymous report, leave name and telephone number blank.)

Name : \_\_\_\_\_

Telephone: \_\_\_\_\_

1. Name of alleged student victim: \_\_\_\_\_  
(Please print)

Grade level: \_\_\_\_\_

2. Name(s) of alleged offender(s) (if known): \_\_\_\_\_  
(Please print)

Grade level: \_\_\_\_\_ School (if known): \_\_\_\_\_  
(Please print)

Is he/she a student?  Yes  No

3. Were you an eyewitness to this behavior?  Yes  No

Name(s) of other witnesses (if known): \_\_\_\_\_  
(Please print)

Grade level: \_\_\_\_\_ School (if known): \_\_\_\_\_  
(Please print)

Is he/she a student?  Yes  No

4. On what date(s) did the incident happen? \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Month Day Year

\_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_      \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Month Day Year                      Month Day Year

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
- Retaliation for reporting
- Electronic Communication (specify)
- Other (specify)

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?

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9. How has the student been impacted by this incident?

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10. Has the climate of the school been impacted by this incident?  Yes  No

11. Was the alleged student victim absent from school as a result of the incident?

Yes  No

If yes, how many days was the student absent from school as a result of the incident?

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(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 Prohibition against Discrimination, Harassment, and Bullying Policy 1710/4021/7230 for a complete statement. Inquiries or complaints should be directed to the Guilford County Schools Director of Social and Emotional Learning, 120 Franklin Boulevard, Greensboro, NC 27401; 336-370-8397.

# NONDISCRIMINATION ON THE BASIS OF DISABILITIES: (1730/4022/7231)

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, the Guilford County Board of Education (the "Board") will not discriminate against qualified persons with disabilities on the basis of a disability. This non-discrimination policy includes, but is not limited to, benefits of and participation in school system educational programs and activities and employment policies and practices, as required by law. The system will provide aids, benefits and school services to a student with disabilities in the most integrated school setting appropriate to his or her needs so that he or she may have an opportunity commensurate to that provided to students without disabilities to obtain the same results, gain the same benefit or reach the same level of achievement.

**The Superintendent is directed to develop appropriate procedures to implement this nondiscrimination policy. The Superintendent or designee shall:**

1. submit an assurance of nondiscrimination with each application for federal financial assistance;
2. designate a school system official to coordinate the system's efforts to comply with Section 504 of the Rehabilitation Act of 1973 ("Section 504") and its regulations;
3. designate a person to coordinate the system's efforts to comply with the Americans with Disabilities Act and its regulations;
4. publish the name, office address, and phone number of the compliance coordinator(s)/compliance officer(s) in a manner intended to ensure that employees, applicants, students, parents and other individuals who participate in the school system's programs are aware of the coordinator(s)/compliance officer(s);
5. make complaint procedures available which provide opportunities for prompt and equitable resolutions to complaints alleging actions prohibited by Section 504 or ADA or regulations for these statutes;
6. provide notice that the school system does not discriminate on the basis of disability in violation of Section 504 or the ADA, or their implementing regulations, and make such notice accessible to employees, applicants, students and parents;
7. make reasonable accommodations for qualifying applicants or employees with disabilities; however, a reasonable accommodation does not include an accommodation that demonstrably would impose an undue hardship on the program or would fundamentally alter the nature of the service, program or activity;

8. not inquire about any disabilities that may need accommodation until after an applicant has been made an offer and, additionally, avoid using employment tests or other selection criteria that tend to screen out persons with disabilities unless the criteria are demonstrably job-related and effective alternatives are not available;
9. provide a free appropriate public education to each qualified student with disabilities in accordance with Section 504 and its regulations; and
10. establish and implement a system of procedural safeguards with respect to the identification, evaluation or educational placement of a student with disabilities under Section 504 that includes an opportunity for the student's parent or guardian to examine relevant records, an impartial hearing with the opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

# SECTION 504 IMPARTIAL HEARING PROCEDURE: (1730/4022/7231-R)

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (hereinafter collectively referred to as “Section 504”), this regulation provides a process by which a parent, guardian, or legal custodian (“parent or guardian”) may challenge a decision regarding the identification, evaluation, or placement of a child under Section 504. GCS encourages parents or guardians and school personnel to resolve disagreements at the school level. However, in cases where a resolution to the issues cannot be reached regarding the identification, evaluation, or placement of a student with disabilities, the parent or guardian has a right to a due process hearing before an impartial hearing officer. This regulation describes the rights afforded to parents or guardians as part of this impartial hearing process and the rules that will govern a hearing. These hearing procedures will not be available if the remedy requested by the parent or guardian is available through the due process procedures set forth in the Individuals with Disabilities Education Act (“IDEA”), 20 U.S.C. § 1415(f).

## A. SECTION 504 COORDINATOR

Each school has its own Section 504 Coordinator. Guilford County Schools has a district-wide Section 504 Coordinator who is charged with implementing this procedure. The name and contact information for the Guilford County Schools Section 504 Coordinator (“GCS 504 Coordinator”) are:

Melissa Carino, MA, CAS  
Office of Student Support Services  
Guilford County Schools  
2500 Lees Chapel Road  
Greensboro, NC 27405  
Phone Number: 336-375-2394  
Email: [carinom@gcsnc.com](mailto:carinom@gcsnc.com)

## B. RIGHT TO REVIEW RECORDS

Parents or guardians have the right to review records relevant to any identification, evaluation, or placement decision related to their student. Parents or guardians should request records through the Section 504 Coordinator at their child’s school.

## C. INFORMAL RESOLUTION OF DISAGREEMENTS

If a parent or guardian disagrees with a decision regarding the identification, evaluation, or placement of their child, the parent or guardian is encouraged to resolve the disagreement informally. The parent or guardian can resolve disagreements informally by raising the concerns with the principal. The principal, in collaboration



with the school's 504 coordinator, will review the request and determine an appropriate response.

If the parent or guardian continues to be dissatisfied, the parent or guardian is encouraged to notify the GCS 504 Coordinator. The GCS 504 Coordinator will meet with the parent or guardian and school staff, gather relevant information, and make a determination as to the appropriate response.

## **D. DUE PROCESS HEARING**

The parent or guardian has the right to request an impartial due process hearing as described below. The request must be submitted to the GCS 504 Coordinator within one year of any decision at the school level which forms the basis for a complaint regarding the identification, evaluation, or placement of their child under Section 504. These hearing procedures will not be available if the remedy requested by the parent or guardian is available through the due process procedures set forth in the Individuals with Disabilities Education Act ("IDEA"), 20 U.S.C. § 1415(f). These procedures are also not available to address complaints of discrimination, harassment, or bullying based on a child's disability. All complaints of disability-based discrimination not covered by this procedure or the Individuals with Disabilities Education Act are governed by Regulation Code 1710/4021/7230.

1. **Requesting a Due Process Hearing.** To seek a due process hearing with regard to an identification, evaluation, or placement decision, the parent or guardian must submit a written request to the GCS 504 Coordinator. The written request must be made on the form provided by GCS for that purpose. The GCS 504 Coordinator will assist any parent or guardian in completing the required form and assist the parent or guardian in clarifying any questions regarding due process rights under Section 504.
2. **Hearing Officer and Hearing Costs.** GCS will appoint an impartial Hearing Officer who is not a GCS employee to preside over the hearing and issue a decision. The Hearing Officer shall be familiar with the requirements of Section 504 and the Americans with Disabilities Act. GCS is responsible for the compensation of the Hearing Officer. GCS is not responsible for the costs of a parent's or guardian's legal counsel or any other parent or guardian representative or parent- or guardian-secured witness.
3. **Parent or Guardian Participation & Representation.** A parent or guardian has the right to participate, speak, and present information at the due process hearing, and to be represented by legal counsel or any other type of advocate or representative of their choice at their expense. If a parent or guardian is to be represented by an attorney at the due process hearing, the parent or guardian must inform the GCS 504 Coordinator and the appointed Hearing Officer of that fact in writing at least ten calendar days prior to the hearing date. Failure to notify the GCS 504 Coordinator and the appointed Hearing Officer of that fact in writing may cause the hearing date to be delayed.

4. **Scheduling and Pre-Hearing Procedures.** The appointed Hearing Officer shall schedule a hearing date in writing at the hearing officer's earliest opportunity at a mutually agreeable time. The Hearing Officer shall attempt to schedule the hearing within 45 calendar days of the parent's or guardian's formal request for a hearing. The Hearing Officer may conduct a pre-hearing telephone conference to identify and, if disputed, resolve the issues for hearing. The Hearing Officer will also identify the date the parties will exchange witness lists and proposed exhibits. This exchange shall occur no later than seven calendar days prior to the hearing.
5. **Conduct of Hearing.** The hearing shall be conducted in an informal, non-adversarial manner. Formal rules of evidence and civil procedure do not apply. The Hearing Officer is not required to entertain any legal evidentiary objections to the admissibility, authenticity, or probative value of either oral testimony or documentary exhibits offered at the hearing. In the exercise of discretion, however, the Hearing Officer may reasonably limit testimony and introduction of documentary exhibits for reasons of relevance. The Hearing Officer may consider any relevant evidence that is of a kind commonly relied on by reasonably prudent persons in the conduct of serious matters. The hearing shall be limited to issues raised in the hearing request and the Hearing Officer shall exclude any issues that are not related to identification, evaluation, and placement under Section 504.
6. **Recording.** The entire due process hearing will be audio recorded. The GCS 504 Coordinator will arrange for the audio recording. The parent or guardian may obtain a copy of the recording upon request. The parent or guardian may also make their own audio recording of the hearing.
7. **Format for Presentations.** Each party will be afforded up to two and one-half hours to present their case, including presentation, direct examination, cross examination, and argument. The parties may also submit any reports, evaluations, correspondence, notes, or any other documents that may support their positions and that the Hearing Officer will admit at the hearing officer's discretion. The party seeking relief bears the burden of persuasion and the burden of proof.
  - a. The Hearing Officer will begin the hearing with introductory remarks, addressing the purpose for the hearing, determining whether parties have complied with disclosure requirements, identifying any stipulations on the record, identifying the issue for the hearing on the record, and reminding the parties of time limits.
  - b. The Hearing Officer will provide an opportunity for each party to present evidence through calling witnesses and referencing exhibits. The Hearing Officer may ask questions of a witness. The party requesting the hearing will

present evidence first, followed by the responding party. A party may choose to reserve a portion of its time for closing or rebuttal.

- c. After all evidence has been presented, the Hearing Officer may ask for closing statements. The Hearing Officer may request that the parties submit written closing statements within a specified number of days after the hearing.
  - d. The Hearing Officer will conclude the hearing, addressing the timeline for a decision and a statement on the record that the hearing is concluded.
8. **Hearing Officer Decision.** Within thirty calendar days of the conclusion of the hearing, the Hearing Officer will issue a written decision with findings of fact and conclusions of law. The Hearing Officer must confine the orders and rulings to those matters that involve identification, evaluation, or placement of children under Section 504 and to the provisions of the regulations implementing Section 504. A Hearing Officer may not award attorneys' fees or reimbursement as a part of relief granted to a parent or guardian. The Hearing Officer also issues recommendations to the Superintendent regarding the issues raised and recommending what corrective action, if any, the district should take. The decision of the Hearing Officer is binding on all parties.

## **E. REVIEW OF HEARING OFFICER'S DECISION**

If not satisfied by the final decision, a parent or guardian may seek review of the hearing decision from a second independent hearing officer. The request for review by a second independent hearing officer must be received by the GCS 504 Coordinator no later than thirty (30) calendar days from the date that the initial hearing officer issues the final decision. The second independent hearing officer's decision will be a review on the record, which will include the written request for the hearing, the hearing transcript, any hearing exhibits, the Hearing Officer's decision, the District's Procedures for Section 504 Due Process Hearings, any written argument provided by the parent or guardian regarding the decision, and any additional written argument submitted by the District regarding the decision. The second independent hearing officer may reverse the Hearing Officer's decision if there was an error in the application of Section 504, an error of procedure that prejudiced the outcome of the hearing, the decision was arbitrary and capricious, or the decision was not supported by substantial evidence in view of the entire record. Substantial evidence refers to relevant evidence as a reasonable mind might accept as adequate to support a conclusion.

# REQUEST FOR SECTION 504 IMPARTIAL HEARING FORM

## SUBMIT TO GCS 504 COORDINATOR

This form is to request an impartial hearing challenging a decision of Guilford County Schools regarding an identification, evaluation, or placement of your child under Section 504 of the Rehabilitation Act. To file a Request for Section 504 impartial Hearing, please fill out the form completely and submit it in person, by email, or by U.S. Mail to the GCS 504 Coordinator.

1. Name: \_\_\_\_\_  
Today's date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
                                    Month                      Day                      Year
2. Student's name: \_\_\_\_\_  
School: \_\_\_\_\_
3. Street address: \_\_\_\_\_  
City, State: \_\_\_\_\_ Zip: \_\_\_\_\_
4. Home phone: \_\_\_\_\_  
Cell phone: \_\_\_\_\_  
Other phone: \_\_\_\_\_
5. Email: \_\_\_\_\_
6. The name of the school system employee or other individuals whose decision or action is at issue: \_\_\_\_\_  
\_\_\_\_\_
7. Please state your reasons for seeking an impartial hearing regarding the identification, evaluation, or placement of your child, including the particular violations, facts, and witnesses if any, to support your request (attach additional sheets if needed): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Date of the event or series of events covered in this request:  
      \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
          Month      Day      Year
9. Please describe the specific resolution desired: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. If you will be represented by a lawyer at the due process hearing, please identify the person representing you:

Name: \_\_\_\_\_

Organization's name (if applicable): \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

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Signature of Parent/Guardian

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Date

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Method of Delivery

**Submit to the Guilford County Schools Section 504 Coordinator**

**Melissa Carino, MA, CAS**

**Office of Student Support Services**

**Guilford County Schools**

**2500 Lees Chapel Road**

**Greensboro, NC 27405**

**Phone Number: 336-375-2394**

**Email: [carinom@gcsnc.com](mailto:carinom@gcsnc.com)**

# REGISTERED SEX OFFENDERS-STUDENTS (4260/4260)

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.

## 4260-R

This process shall govern and control the execution of policy 4260 – 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: <https://sexoffender.ncsbi.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.

## TITLE IX SEXUAL HARASSMENT – PROHIBITED CONDUCT AND DISTRICT RESPONSE: (1725/4035/7236)

The Board acknowledges the dignity and worth of all students and employees and strives to create a safe, orderly, caring, and inviting school environment to facilitate student learning and achievement. The Board will not tolerate sexual harassment in the education program and activities of the District. The Board takes seriously all reports and formal complaints of sexual harassment. This Title IX sexual harassment policy specifically prohibits sexual harassment as that term is defined under Title IX and directs the Superintendent to establish a formal complaint grievance process that is designed to achieve prompt and equitable resolution of complaints of sexual harassment in accordance with the requirements of Title IX.

### A. PROHIBITED BEHAVIOR

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

Sexual harassment prohibited under Title IX and by this policy is conduct on the basis of sex occurring in a District education program or activity that satisfies one or more of the following:

1. an employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
2. unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activities. This determination requires consideration of all the facts and circumstances, including, but not limited to, the ages and disability statuses of the harasser and the victim and the number of individuals involved and their authority;
3. sexual assault including rape, statutory rape, fondling, and incest;
4. dating violence;
5. domestic violence; or
6. stalking.

Conduct that satisfies this standard is not sexual harassment for purposes of this policy if the conduct occurred (1) outside the United States or (2) under circumstances in which the District did not have substantial control over both the harasser and the context in which the harassment occurred.

All references to "sexual harassment" in this policy mean sexual harassment that meets this definition. Conduct that is determined not to meet the definition above may violate other board policies or established standards of conduct and will be treated accordingly. Nothing in this policy is intended to limit discipline for violation of other board policies when appropriate and consistent with law.

## **B. REPORTING SEXUAL HARASSMENT**

### **1. MANDATORY REPORTING BY SCHOOL EMPLOYEES AND BOARD MEMBERS**

Any employee or member of the Board of Education who has actual knowledge of sexual harassment or allegations of sexual harassment occurring in the education program or any activity of the District must report that information immediately to the Title IX coordinator.

Any of the following confers "actual knowledge" and must be reported immediately:

- a. a report of sexual harassment from a student or other person;
- b. the employee or board member witnesses conduct that is or reasonably could be sexual harassment; or



- c. the employee or board member discovers evidence of sexual harassment, such as sexualized graffiti on school property, or otherwise has reliable information or reason to believe that a student, employee, or other individual may have been sexually harassed in violation of this policy, even if no one has reported the sexual harassment.

Employees who observe an incident of sexual harassment are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator, and it is safe to do so. An employee with actual knowledge of possible sexual harassment in violation of this policy who does not promptly report the conduct and/or take proper action as required by this subsection, or who knowingly provides false information about the incident, will be subject to disciplinary action, up to and including dismissal.

Any doubt about whether particular conduct is possible sexual harassment must be resolved in favor of reporting the conduct.

The mandatory reporting required by this section is in addition to and does not replace other required reporting by school employees.

## **2. ALL OTHER REPORTS**

Any students who believe they are a victim of sexual harassment occurring in the District's education programs or activities are encouraged to report the matter to the student's principal or to the Title IX coordinator. Reports may also be made to a teacher, counselor, assistant principal, teacher assistant, or any other school employee. Middle and high school students may also report sexual harassment through the anonymous tip line, but school officials may be limited in their ability to respond if the report does not identify the alleged victim.

All other members of the school community are strongly encouraged to report any act that may constitute an incident of sexual harassment in violation of this policy to the school principal, the Title IX coordinator, or the superintendent.

## **3. CONTENT OF THE REPORT**

To the extent possible, reports should be sufficient to put school officials on notice of conduct that could constitute sexual harassment. Employees making mandatory reports should provide as much detail about the alleged sexual harassment as is known, unless such disclosure would violate law or standards of professional ethics. Reports, other than mandatory reports by employees, may be made anonymously, but anonymous reports may limit the District's ability to respond fully if the alleged victim is not identified.

#### **4. TIME PERIOD FOR MAKING A REPORT**

School employees and board members with actual knowledge of sexual harassment must report that information immediately. Reports by any other person can be made at any time. During non-business hours, reports can be made by using the contact information for the Title IX coordinator provided on the District's website. A report should be made as soon as possible after disclosure or discovery of the facts giving rise to the report. Delays in reporting may impair the ability of school officials to investigate and respond to any subsequent formal complaint.

#### **C. DISTRICT RESPONSE TO REPORTS**

School officials shall respond promptly and impartially to actual knowledge of alleged sexual harassment in a manner that is not deliberately indifferent. A report alleging conduct that is not sexual harassment as defined in this policy may be referred to appropriate school officials as a possible violation of other board policies. For purposes of this policy, the term "report" is not a formal complaint of sexual harassment; a formal complaint begins the formal complaint grievance process described in Section D.

#### **D. REQUIREMENTS OF SEXUAL HARASSMENT FORMAL COMPLAINT GRIEVANCE PROCESS**

The Superintendent will develop a formal complaint grievance process that complies with the requirements and definitions of Title IX, including but not limited designation of an unbiased Title IX investigator to investigate any formal complaint of sexual harassment. The formal complaint grievance process must contain the following elements:

##### **1. PRESUMPTION OF NON-RESPONSIBILITY OF RESPONDENT AND BAR ON DISCIPLINARY SANCTIONS WITHOUT DUE PROCESS.**

The respondent (the individual alleged to have engaged in sexual harassment) identified in any report alleging sexual harassment under this policy will be presumed not responsible for the alleged conduct until the respondent's responsibility is conclusively established through the formal complaint grievance process. No disciplinary sanction may be imposed for a violation of this policy unless the respondent agrees to a specific disciplinary sanction or action in an informal resolution or has been determined to be responsible for the sexual harassment at the conclusion of a formal complaint grievance process. Notwithstanding the limitation just described, respondents are subject to emergency removal as described in Section E of this policy.

## **2. EQUITABLE TREATMENT**

Complainants (the individual who allegedly experienced the sexual harassment) and respondents must be treated equitably throughout the formal complaint grievance process. They will both be provided information regarding the range of supportive measures available to them. Relevant evidence collected in the investigation of a formal complaint must be evaluated objectively. No individual designated as a Title IX coordinator, investigator, decision-maker, or appeal decision-maker will have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

The complainant and respondent shall be provided an equal opportunity to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be an attorney. If a party elects to be represented by an attorney, the party should notify school officials in advance so that an attorney for the District may also be present. Any restrictions on advisor participation in any proceeding must be applied equally to both parties.

## **3. ADEQUATE TRAINING**

The Title IX coordinator, and all persons serving as Title IX investigators, decision-makers, or appeal decision-makers shall receive training on what constitutes sexual harassment, the scope of the District's education program and activities, how to conduct an investigation and grievance process, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. Decision-makers will be trained on any technology to be used at a live hearing and on issues of relevance of questions and evidence. Materials used to train coordinators, investigators, decision-makers, and appeal decision-makers will not rely on sex stereotypes and shall promote impartial investigations and adjudications of sexual harassment.

## **4. BURDEN OF PROOF AND PRODUCTION OF EVIDENCE**

The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility will at all times rest on the District and not on the complainant or respondent. Formal rules of evidence shall not apply in the formal complaint grievance process. The burden of proof will be a preponderance of the evidence standard.

## **5. WRITTEN NOTICE OF MEETINGS AND OTHER PROCEEDINGS**

Parties whose participation is invited or expected at any hearing, investigative interview, or other meeting will be provided written notice of the event's date,

time, location, participants, and purpose with sufficient time for the party to prepare to participate.

## **6. CONFIDENTIALITY AND PRIVACY**

The District will keep confidential the identity of any individual who has made a report or formal complaint of sexual harassment, any complainant, any respondent, and any witness, except as may be permitted by FERPA, as required by law, or as necessary to carry out a Title IX proceeding. A violation of this provision may constitute retaliation.

All meetings, hearings, or other proceeding conducted pursuant to this policy will be private except to the extent that the parties are permitted to be accompanied by a personal advisor.

## **7. NO DISCLOSURE OF PRIVILEGED INFORMATION**

No person acting on behalf of the District shall require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

School officials shall not access, consider, disclose, or otherwise use a party's medical, mental health, or other records that are made or maintained by a professional or paraprofessional in connection with the provision of treatment to the party without the party's voluntary written consent.

## **8. TIMELINESS OF PROCESS**

School officials shall make a good faith effort to conduct a fair, impartial grievance process in a timely manner designed to provide all parties with a prompt and equitable resolution. Delays for good cause will be permitted with written notice to the parties of the delay and the reason for the delay. Good cause may include but is not limited to the absence of the parties or witnesses, concurrent law enforcement activity, or the need for language assistance or accommodation of disabilities. The Title IX coordinator or other responsible school official shall make reasonable efforts to keep the complainant and respondent apprised of progress being made during any period of delay.

## **E. EMERGENCY REMOVAL OF RESPONDENT FROM SCHOOL OR EMPLOYMENT**

Any respondent is subject to removal from the District's education program and activities, or any part of the program or activities, on an emergency basis if a school-level team conducts an individualized safety and risk analysis and determines that removal is justified because the person poses an immediate health or safety threat to any person arising from the allegations of sexual harassment. A removal under this

subsection may include a transfer of a student to an alternative school. A schedule change, and/or removing a student from an extracurricular activity where such action would not otherwise constitute a supportive measure.

The emergency removal may take place regardless of whether a formal complaint has been filed. The respondent shall receive notice of the removal and an opportunity to challenge the decision in an informal hearing with the Superintendent or designee immediately following the removal.

An employee may be placed on administrative leave with or without pay during the pendency of the grievance process if consistent with state law.

The Superintendent or designee shall document all emergency removal decisions under this subsection, including the immediate threat to health or safety that justified the removal.

## **F. DISCIPLINARY CONSEQUENCES, REMEDIES, AND OTHER RESPONSES FOR SUBSTANTIATED SEXUAL HARASSMENT**

### **1. DISCIPLINARY CONSEQUENCES FOR STUDENTS**

Disciplinary consequences for substantiated sexual harassment will be assigned in accordance with the Code of Student Conduct. Based on the nature and severity of the offense and the circumstances surrounding the incident, the student will be subject to appropriate consequences and remedial actions ranging from positive behavioral interventions up to, and including, expulsion. In addition, the conduct also may be reported to law enforcement, as appropriate.

False or malicious complaints of sexual harassment and false statements made in bad faith in the course of any grievance proceeding conducted pursuant to this policy are subject to disciplinary action.

Nothing in this policy will preclude the District from taking disciplinary action against a student when the evidence does not establish sexual harassment as defined in this policy but the conduct violates other board policy and/or the Code of Student Conduct.

### **2. DISCIPLINARY CONSEQUENCES FOR EMPLOYEES**

Substantiated sexual harassment by employees is subject to discipline up to and including dismissal. In addition, the conduct may also be reported to law enforcement, as appropriate.

Nothing in this policy will preclude the District from taking disciplinary action against an employee when the evidence does not establish sexual harassment as defined in this policy, but the conduct violates other board policy or expected standards of employee behavior.

### **3. CONSEQUENCES FOR OTHER PERPETRATORS**

Volunteers and visitors who engage in sexual harassment will be directed to leave school property and/or be reported to law enforcement, as appropriate, in accordance with policy 5020, Visitors to the Schools. A third party under the supervision and control of the District will be subject to termination of contracts/agreements, restricted from access to school property, and/or subject to other consequences, as appropriate. Board members are specifically prohibited from violating this policy and the Board may take appropriate action to address violations. Nothing in this policy will be construed to confer on any third party a right to due process or other proceedings to which student and employee respondents are entitled under this policy unless such right exists under law.

### **4. REMEDIES**

At the conclusion of the grievance process, the Superintendent or other decision-maker shall confer with the Title IX coordinator to determine the remedies to be provided to the complainant when the respondent is found responsible for sexual harassment. The Title IX coordinator shall consult with the complainant in determining appropriate remedies. The Title IX coordinator shall be responsible for the effective implementation of the remedies to be provided to the complainant.

If the Superintendent determines that a school-wide or District-wide response is needed in order to respond to the sexual harassment in a way that is not clearly unreasonable under the circumstances, the Superintendent shall provide additional staff training, harassment prevention programs, or such other measures as determined appropriate to protect the safety of the educational environment and/or to deter sexual harassment.

### **G. RETALIATION PROHIBITED**

Any act of retaliation or discrimination against any person for the purpose of interfering with any right or privilege secured by Title IX or because the person has made a report or filed a formal complaint or testified, assisted, or participated or refused to participate in any investigation, proceeding, or hearing involving sexual harassment is prohibited. Any person who is found to have engaged in retaliation will be subject to discipline, up to and including dismissal.

Complaints alleging retaliation are to be treated as claims of sex discrimination and may be filed in accordance with the Bullying, Harassment, and Discrimination policies and procedures.

## H. RECORDS

The Title IX Coordinator will document reports and formal complaints of sexual harassment as required by Title IX. The Title IX coordinator shall create and maintain for a period of seven years records of all reports and formal complaints of sexual harassment as well as all Title IX training materials.

Legal References: Title IX of the Education Amendments Act of 1972, 20 U.S.C. 1681 et seq., 34 C.F.R. pt. 106; *Gebser v. Lago Vista Independent School District*, 524 U.S. 274 (1998); *Davis v. Monroe County Board of Education*, 526 U.S. 629 (1999); G.S. 115C-335.5 Adopted: April 13, 2021

# DRUG AND ALCOHOL-FREE SCHOOL ENVIRONMENT (4325)

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.



# TITLE IX SEXUAL HARASSMENT FORMAL COMPLAINT GRIEVANCE PROCESS: (1725/4035/7236-R)

The process provided in this administrative regulation is designed for those who believe that they have been sexually harassed in violation of policy 1725/4035/7236, Title IX Sexual Harassment – Prohibited Conduct and District Response, and wish to file a formal complaint. School officials shall follow the grievance process established in this administrative regulation when responding to all formal complaints of sexual harassment as that term is defined by Title IX.

## A. DEFINITIONS

The following definitions apply in this administrative regulation.

### 1. REPORT

A report is an oral or written notification that an individual is an alleged or suspected perpetrator or victim of sexual harassment. No disciplinary action will be taken against a respondent for sexual harassment based on a report alone.

### 2. FORMAL COMPLAINT

A formal complaint is a document signed and filed with the Title IX coordinator by a complainant or signed by the Title IX coordinator alleging sexual harassment against a respondent and requesting that school officials investigate the allegation(s). Filing a formal complaint initiates the grievance process set forth in the Title IX Sexual Harassment Grievance Process developed by the Superintendent (1725/4035/7236-R).

At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activities of the District.

### 3. COMPLAINANT

The complainant is the individual(s) who is alleged to be the victim of conduct that could constitute sexual harassment.

### 4. RESPONDENT

The respondent is the individual(s) who has/have been reported to be the perpetrator of conduct that could constitute sexual harassment.

### 5. GRIEVANCE PROCESS

Grievance process means the process for investigating and reaching a final determination of responsibility for a formal complaint of sexual harassment.

The sexual harassment grievance process is set out by the Superintendent in 1725/4035/7236-R.

## **6. TITLE IX COORDINATOR**

The Title IX coordinator is a school official who is designated to coordinate the District's response to sexual harassment and allegations of sexual harassment. Contact information for the Title IX coordinator is posted on the District's website.

## **7. SUPPORTIVE MEASURES**

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the District's education program and activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment. The Superintendent is directed to develop a list of supportive measures available to the parties.

## **8. DAYS**

Days are calendar days unless specified otherwise.

## **9. STUDENT(S)**

"Student(s)" means the student and/or the student's parent or legal guardian unless the context clearly indicates otherwise. When the complainant or respondent is a student, references to those terms also include the student's parent or legal guardian unless the context clearly indicates otherwise.

## **B. FILING A FORMAL COMPLAINT TO INITIATE THE GRIEVANCE PROCESS**

A formal complaint initiates the grievance process. To be eligible to file a formal written complaint, the complainant must be participating in or attempting to participate in the education program or activities of the District at the time of filing. If the complainant does not wish to file a formal complaint and the matter has not been adequately resolved through the provision of supportive measures, the Title IX coordinator may initiate the grievance process by signing a formal complaint. In accordance with law, only the complainant and the Title IX coordinator may initiate the formal complaint grievance process; no other individuals or school officials shall have authority to do so.

School officials will initiate the grievance process regardless of when the formal complaint is submitted, but delays in reporting may significantly impair the ability of school officials to investigate and respond to the allegations.

The formal complaint may be filed with the Title IX coordinator in person, by mail, or by email, and should be submitted on forms provided for that purpose. Complaint forms may be obtained from the Title IX coordinator or on the District website.

The Title IX Coordinator is responsible for notifying students and their parents or legal guardians, employees, and applicants for employment of this policy and ensuring that each principal or site supervisor provides a copy of this policy to these persons.

The Title IX Coordinator will document reports and formal complaints of sexual harassment as required by Title IX.

The Title IX Coordinator may consolidate formal complaints where the allegations of sexual harassment arise out of the same facts or circumstances. The Title IX coordinator shall advise the complainant if the formal complaint will be consolidated with others.

## **C. DISMISSAL OF FORMAL COMPLAINT**

The Title IX coordinator shall review the allegations and determine whether the formal complaint must be dismissed without further investigation because the conduct alleged in the formal complaint, even if assumed true, would not constitute sexual harassment under Title IX, did not occur in the District's education program or activities, or did not occur against a person in the United States. Such a dismissal does not preclude action under another provision of the Code of Student Conduct, board policy, or expected standards of employee behavior.

The Title IX coordinator may also dismiss the formal complaint or any allegations therein if at any time during the investigation or decision-making process: (1) the complainant notifies the Title IX coordinator in writing that he or she would like to withdraw the formal complaint or any allegations therein; (2) the respondent is no longer enrolled or employed by the District; or (3) specific circumstances prevent school officials from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal for any reason, the Title IX coordinator shall promptly send written notice of the dismissal and reason(s) for such dismissal. The parties have the right to appeal the decision as provided in Section I.

The Title IX coordinator shall refer the matter that was the subject of the dismissed complaint to the principal or the HR Department for further action as warranted.

## **D. INFORMAL RESOLUTION**

Informal resolution processes are available to resolve some formal complaints of sexual harassment without a full investigation and adjudication. Informal resolution is not available unless a formal complaint is filed and will not be used to resolve formal complaints alleging that an employee sexually harassed a student. Further, school officials shall never condition an individual's enrollment, employment, or other rights on an agreement to waive the individual's right to a formal investigation and adjudication of a formal complaint.

The Title IX coordinator may offer the parties an informal process to resolve a formal complaint at any time prior to reaching a final determination regarding responsibility. Before using an informal resolution process, school officials must ensure that both parties have given voluntary, informed, written consent to attempt informal resolution.

Any agreement reached by the parties through informal resolution may include measures that are designed to restore or preserve the parties' equal access to the education program and activities, including measures that may be punitive or disciplinary in nature.

Any informal process should be completed within a reasonable period of time, not to exceed 60 days from filing the complaint unless special circumstances necessitate more time. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process.

## **E. DESIGNATION OF TITLE IX INVESTIGATOR**

If the complaint may proceed, the Title IX coordinator shall notify the appropriate investigator, who shall investigate the formal complaint.

In order to provide a neutral and objective investigation, the investigator shall not be a party to the complaint under investigation. The investigator of a formal complaint is ordinarily determined as described below; however, the Title IX coordinator, in consultation with the Superintendent or designee, may determine that conflict of interest, bias, or other individual circumstances warrant the assignment of a different investigator.

1. If the respondent is a student, the investigator is the principal or designee of the school with jurisdiction over the incident.
2. If the respondent is an employee or applicant for employment, the investigator is the senior human resources official or designee.
3. If the respondent is neither a student nor an employee/applicant for employment, the principal of the school/site supervisor at which the complainant is enrolled or employed shall be the investigator.

4. Notwithstanding the above designations, (1) if the respondent is the senior human resources official, the Superintendent shall investigate the complaint; (2) if the respondent is the Superintendent or a member of the Board, the Title IX coordinator shall immediately notify the Board Chair who shall direct the Board attorney to investigate, unless the Board Chair determines that outside counsel should be engaged to investigate.

## F. INVESTIGATION

The investigator is responsible for gathering evidence sufficient to reach a determination of whether the allegations in the formal complaint are true and whether the facts as determined by the investigator establish that sexual harassment as defined in this policy occurred. In so doing, the investigator shall impartially, promptly, and thoroughly investigate the complaint.

1. The investigator shall explain the process of the investigation to the complainant and respondent.
2. The investigator shall interview all individuals who may have relevant information, including (1) the complainant; (2) the respondent; (3) individuals identified as witnesses by the complainant or respondent; and (4) any other individuals who are thought possibly to have relevant information. Prior written notice shall be provided to a party whose participation is invited or expected for any investigative interview or meeting. The investigator shall provide the complainant and respondent an equal opportunity to present fact and expert witnesses and other evidence tending to prove or disprove the allegations.
3. At any meeting or interview with the Investigator, a complainant or respondent may bring a personal adviser. The personal adviser may not speak on behalf of the complainant or respondent during any meeting with the Investigator. The adviser may be asked to leave if he or she does not comply with the directives of the Investigator. If the complainant or respondent plans to bring an attorney as his or her personal advisor, notification to the Investigator must be provided so that an attorney for the District may attend the meeting, and the meeting may be rescheduled if necessary.
4. The investigator shall ensure that the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the District and not on the complainant or respondent.
5. The investigator shall not restrict the ability of either party to gather and present relevant evidence or to discuss the allegations under investigation.
6. The formal complaint and the investigation will be kept confidential to the extent possible and as required by law. Information may be shared only with individuals who need the information in order to investigate and address the

complaint appropriately and those with a legal right to access the information. Any requests by the complainant or respondent for further confidentiality will be evaluated within the context of the legal responsibilities of the District.

## **G. INVESTIGATIVE REPORT AND OPPORTUNITY TO REVIEW EVIDENCE**

1. The investigator shall prepare an investigative report that fairly summarizes the relevant evidence.
2. Before completing the final report, the investigator shall provide to each party and the party's advisor, if any, all the evidence collected which is directly related to the allegations raised in the formal complaint. The parties shall have 10 days to submit a written response for the investigator's consideration before the investigator finalizes the investigative report.
3. Following the parties' opportunity to respond to the written evidence, the investigator shall finalize the written investigative report, including a recommendation on the question of responsibility and any recommended discipline sanction.
4. The investigator shall provide a copy of the report to each party and the party's advisor, if any, for their review and written response. The investigator shall also notify the parties of the opportunity to submit written questions to the other party and witnesses as provided in subsection H.2 below. The parties shall have 10 days to provide a written response to the investigative report, along with the party's initial set of written questions.
5. The investigator shall provide to the decision-maker a copy of the investigative report, the relevant evidence, and the parties' written responses to the report and initial sets of written questions.

The investigator shall also provide a description of the procedural steps taken, starting with the receipt of the formal complaint and continuing through the preparation of the investigative report, and including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence.

## **H. ADJUDICATION OF FORMAL COMPLAINTS**

The Superintendent or designee shall serve as the decision-maker. In his or her role as decision-maker, the Superintendent or designee shall provide for the exchange of questions between the parties and a decision on responsibility in a manner consistent with law and as provided below.

### **1. STEP 1 – STUDENT'S OPPORTUNITY TO REQUEST A HEARING**

In cases where the respondent is a student, after the investigative report has been sent to the parties, both parties shall have five calendar days to

request a hearing. Requests for a hearing must be sent via e-mail to the Title IX Coordinator. If either party requests a hearing, the long-term suspension hearing procedures shall be followed, except that (1) both parties shall have the right to participate in the hearing to the extent required by Title IX; (2) the evidence will be made available at the hearing to give each party equal opportunity to refer to such evidence during the hearing; and (3) prior to the hearing, both parties shall have a limited opportunity to submit and respond to written questions and follow-up questions as provided below.

## **2. STEP 2: QUESTIONS AND ANSWERS**

After the parties are sent the investigative report, the parties shall have an opportunity to submit written, relevant questions that the party wants asked of any other party or witness. This opportunity will be provided regardless of whether a hearing is requested, and should be undertaken before a hearing if one is requested.

Initial questions must be submitted along with any response to the investigative report within ten (10) calendar days of receiving the investigative report via e-mail to the Title IX Coordinator. The Superintendent or designee will evaluate the questions for relevance and submit questions that are relevant to each party. Responses must be provided within three calendar days from receipt of the questions. Upon receipt of the answers to relevant questions, each party will have three calendar days to submit follow-up questions via e-mail to the Title IX Coordinator. The Superintendent or designee will evaluate the follow-up questions for relevance and submit the relevant questions. Each party will have three calendar days to respond to the follow-up questions via e-mail to the Title IX Coordinator.

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior will be considered irrelevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's sexual behavior with respect to the respondent and is offered to prove consent. The Superintendent or designee must explain to the party proposing the questions any decision to exclude questions as irrelevant.

## **3. STEP 3 – DECISION ON THE QUESTION REGARDING RESPONSIBILITY**

Following the exchange of questions and/or hearing as described above, the Superintendent or designee shall decide the question regarding responsibility, any disciplinary action, and any other measures the Superintendent or designee deems appropriate. The Superintendent or designee shall consider all the

relevant evidence objectively, including evidence in the investigative report, any testimony of witnesses at the hearing, if one was held, and any additional information provided by the parties through the exchange of questions and responses as provided above.

Based on an objective evaluation of the evidence, the Superintendent or designee shall determine whether the preponderance of the evidence supports a finding that the respondent is responsible for sexual harassment in violation of board policy, and if so, what disciplinary sanction will be imposed.

#### **4. STEP 4 – WRITTEN DETERMINATION REGARDING RESPONSIBILITY**

The Superintendent or designee shall issue a written determination regarding responsibility simultaneously to both parties.

### **I. APPEAL OF FORMAL COMPLAINTS**

The parties shall have the right to appeal to the Board of Education the determination regarding responsibility, the outcome of any disciplinary proceeding, and any dismissal of a formal complaint or any allegations therein. If both parties appeal, the appeals will be heard at the same time.

Either party may appeal by submitting a request in writing via e-mail to the Title IX Coordinator within five calendar days of receiving the determination regarding responsibility or dismissal, unless the party is entitled to a longer appeal period under state law or board policy. Any longer appeal period applicable to one party shall apply equally to the other party.

In all appeals, the other party will be notified in writing when an appeal is filed and be provided a copy of the appeal.

#### **1. APPEAL PROCEDURES**

a. The Board will hear the appeal. Unless otherwise required by law, the Board may designate a panel of two or more Board members to hear and act on behalf of the Board.

b. Appeal procedures will be implemented equally for both parties. In cases of a student-respondent, the appeal will follow the procedures for student discipline matters. In cases of an employee-respondent, the appeal will follow the procedures for employee hearings, as applicable.

#### **2. DECISION ON APPEAL**

a. The Board will provide a written decision describing the results of the appeal and rationale for the result within thirty days after receiving the appeal unless the decision is delayed for good cause. The written decision will be provided simultaneously to both parties. The Board may make any appropriate determination and take any action it deems appropriate based on the evidence before it.



### **3. WHEN THE DECISION BECOMES FINAL**

If an appeal is timely filed, the determination regarding responsibility becomes final at the conclusion of the appeal process. However, if the decision on appeal is to remand the matter back to the Superintendent or designee, the determination regarding responsibility does not become final until that process, including any appeal of the proceedings on remand, is concluded. If an appeal is not filed, the determination regarding responsibility becomes final after the three-day appeal period.

The Superintendent or designee shall ensure that a copy of the final decision is provided to the Title IX coordinator and shall confer with the Title IX coordinator regarding any remedies to be provided to either party.

# RESPONSIBLE USE OF ELECTRONIC TRANSMISSION CAPABILITIES

## 3225/4312/7320-R

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 (e-mail) 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 Information 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 [3225/4312/7320](#) 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 and personal digital devices with Internet connectivity.

Students and staff may bring their privately-owned electronic devices to use on Guilford County Schools' campuses. GCS retains the right to determine where and when personal devices may be connected to the network. There should be no expectation of privacy once they have connected to the district's computer system. There should be no expectation of network availability. Technology Services uses network appliances to control and monitor network access. Network access control (NAC) tools may require users to authenticate (user name and password) and/or load required software (such as virus protection). The administration also reserves the right to determine if the use of the personal device is appropriate and/or disrupts the learning environment.

The following users are not permitted by students or staff 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.
- c. One example of an inappropriate use is using a camera phone to take pictures, emailing the pictures, or posting the pictures on the web.

Teachers and staff members that have devices capable of these functions are guided by the tenets of Policy [3225/4312/7320](#) and are to ensure that no privacy rights are violated regarding the 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 monitor all activity, log network usage, make decisions regarding whether or not a user has violated standards, policies or procedures; and may deny, revoke, or suspend access at any time.

### 11. B. WEB 2.0/SOCIAL NETWORKING TOOLS

Web 2.0/Social Networking Tools are a catch all phrase used to describe technology which integrates technology, social interaction and content creation.

Limited use of Web 2.0/Social Networking Tools are permitted, however, personal use should not interfere with assigned duties and responsibilities.

Some examples are:

- Blogs
- Chat Rooms
- Podcasts
- Social Networking Sites
- Tweeting “Tweets”
- Virtual Worlds
- Wikis

Employees should familiarize themselves with GCS Code of Conduct found in the Personnel Handbook (<https://www.gcsnc.com/domain/5196>) and other guidelines/resources (such as the Social Media Guidelines) posted on the Guilford County Schools' web site that provide direction for employees participating in online social media activities. The use of Web 2.0/Social Networking Tools requires that you abide by acceptable rules of etiquette. The following conducts are discouraged:

- Engaging in vulgar or abusive language, personal attacks, or offensive terms targeting individual and/or groups
- Endorsement of commercial products, services, or entities
- Endorsement of political parties, candidates, or groups
- Lobbying members of any elected body using resources of GCS.

Issues to be aware of:

- Items published on the web are persistent. You should consider all items published on the web to be public domain.
- When discussing item(s) involving GCS or GCS related matters you may wish to contact the District Relations Department prior to publishing content.
- Per the State of North Carolina guidelines for school system employees, you must maintain an appropriate relationship with students in all settings.
- Access to social media must be closely monitored to ensure that it is appropriate for student use. The educator is solely responsible for the content they allow students to view.
- When posting to web sites outside of GCS you may wish to include a disclaimer such as, “The views expressed in this post are not those of Guilford County Schools.”

- Do not reference your position within the GCS system when writing in a nonofficial capacity.
- Respect copyright laws.
- Make sure your online presence reflects how you wish to be seen by the public as a GCS Professional.
- Have no expectation of privacy.

## **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, requires that recipients (Guilford Country Schools) of federal technology funds 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, child pornography, or to any material deemed harmful to minors.

### **INAPPROPRIATE NETWORK USAGE**

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

- unauthorized access, including so-called 'hacking', and other unlawful activities
- unauthorized disclosure, use, and dissemination of personal identification information regarding students
- using another student's user name and password to access network resources
- transmitting obscene or pornographic visual imagery
- harassing, menacing, any type of language that is deemed profane, cyberbullying, threatening or communication that indicates fear or intimidation to an individual or groups of individuals.

## EDUCATION, SUPERVISION AND MONITORING

While GCS takes considerable steps to electronically block inappropriate materials and sites, it is the responsibility of all district school staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet.

- Students, teachers and staff members will be informed of the intent of the Responsible Use Policy by its inclusion in the Student Handbook and Personnel Handbook.
- The district will provide teachers, students and parents with guidelines and various computerized informational resources for the protection of students while using technology. The resources will be age-appropriate and designed to promote student safety with regard to Internet usage. This includes lessons on cyberbullying, appropriate online interactions and the use of social networking sites.

Cyberbullying is the act of bullying or harassment through the use of any electronic means. Any form of cyberbullying is strictly prohibited and will result in appropriate disciplinary action. Students should promptly disclose to their teacher or other school official any inappropriate, threatening, or unwelcomed message (as outlined in District Policy [1710/4021/7230](#)).

- Technology Services for Guilford County Schools will 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 tenets of Policy [3225/4312/7320](#), the 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.
- Procedures for the disabling or otherwise modifying of any technology protection measures shall be the responsibility of Guilford County Schools Technology Services or designated representatives.

# FIELD TRIPS (3320)

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. Children with disabilities/special needs will be included in field trip activities alongside their non-disabled peers. 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 (3400/3400-R)

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/guardians 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.

## GRADUATION REQUIREMENTS (3460/3460-R)

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 for all students.
- Students receiving a diploma must pass CPR as a graduation requirement beginning with the graduating class of 2015.

### 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.

### **FOR STUDENTS ENTERING GRADE 6 DURING 2022-23 AND BEYOND.**

A student must complete ONE arts credit (music, visual art, theatre arts, dance) between Grade 6 and Grade 12 in order to graduate from high school, beginning with those students entering Grade 6 in 2022.

**FOR STUDENTS ENTERING GRADE 9 FOR THE FIRST TIME IN 2021-22 AND BEYOND.**

<p><b>STUDENTS FOLLOWING THE FUTURE-READY CORE OF STUDY MUST PASS THE FOLLOWING 22 CREDITS.</b></p>	<p><b>STUDENTS FOLLOWING THE OCCUPATIONAL COURSE OF STUDY MUST PASS THE FOLLOWING 22 CREDITS PLUS ANY LOCAL REQUIREMENTS.</b></p>
<p><b>FOUR SEQUENTIAL ENGLISH CREDITS WHICH SHALL BE:</b></p> <ul style="list-style-type: none"> <li>• Starting with English I</li> <li>• English II</li> <li>• English III</li> <li>• English IV</li> </ul>	<p><b>FOUR SEQUENTIAL ENGLISH CREDITS WHICH SHALL BE:</b></p> <ul style="list-style-type: none"> <li>• Starting with English I</li> <li>• English II</li> <li>• English III</li> <li>• English IV</li> </ul>
<p><b>FOUR MATHEMATICS CREDITS WHICH SHALL BE EITHER:</b></p> <ul style="list-style-type: none"> <li>• NC Math 1, 2, and 3 and a fourth mathematics course to be aligned with the student's post high school plans</li> <li>• In the rare instance a principal exempts a student from the Future-Ready Core mathematics sequence, except as limited by N.C.G.S. §115C-81(b), the student will be required to pass: NC Math 1 and Math 2 plus two additional courses identified on the NC DPI Math options chart.</li> </ul> <p><b>Note:</b> Credit shall be awarded for Math I, II, III if taken prior to the 2016-17 school year.</p>	<p><b>FOUR MATHEMATICAL CREDITS WHICH SHALL BE:</b></p> <ul style="list-style-type: none"> <li>• Intro to Math</li> <li>• Math I</li> <li>• Financial Management</li> <li>• Employment Prep IV Math</li> </ul>
<p><b>THREE SCIENCE CREDITS WHICH SHALL BE:</b></p> <ul style="list-style-type: none"> <li>• a physical science course</li> <li>• Biology</li> <li>• an earth/environmental science course</li> </ul>	<p><b>THREE SCIENCE CREDITS WHICH SHALL BE:</b></p> <ul style="list-style-type: none"> <li>• Employment Prep I Science</li> <li>• Biology</li> <li>• Applied Science I</li> </ul>
<p><b>FOUR SOCIAL STUDIES CREDITS WHICH SHALL BE:</b></p> <ul style="list-style-type: none"> <li>• Founding Principles of the United States of America and North Carolina: Civic Literacy</li> <li>• Economics and Personal Finance</li> <li>• American History</li> <li>• World History</li> </ul>	<p><b>FOUR SOCIAL STUDIES CREDITS WHICH SHALL BE:</b></p> <ul style="list-style-type: none"> <li>• Founding Principles of the United States of America and North Carolina: Civic Literacy</li> <li>• Economics &amp; Personal Finance</li> <li>• Employment Prep II Citizenship IA (to include 75 work hours)</li> <li>• Employment Prep II Citizenship 1B (to include 75 work hours)</li> </ul>

**FOR STUDENTS ENTERING GRADE 9 FOR THE FIRST TIME IN 2021-22 AND BEYOND.**

STUDENTS FOLLOWING THE FUTURE-READY CORE OF STUDY MUST PASS THE FOLLOWING 22 CREDITS.	STUDENTS FOLLOWING THE OCCUPATIONAL COURSE OF STUDY MUST PASS THE FOLLOWING 22 CREDITS PLUS ANY LOCAL REQUIREMENTS.
<p><b>ONE HEALTH AND PHYSICAL EDUCATION CREDIT</b></p> <ul style="list-style-type: none"> <li>• Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation.</li> <li>• Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.</li> </ul>	<p><b>ONE HEALTH AND PHYSICAL EDUCATION CREDIT</b></p> <p>Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation. Accommodations and/or alternative assessments for students identified by ADA or IDEA will be provided.</p>
<p><b>TWO ELECTIVE CREDITS OF ANY COMBINATION FROM EITHER:</b></p> <ul style="list-style-type: none"> <li>• Career and Technical Education (CTE) or</li> <li>• Arts Education or</li> <li>• World Language</li> </ul> <p><b>Note:</b> For clarification, possible elective combinations may include 2 World Language credits; or 1 CTE credit and 1 Arts Education credit; or 2 CTE credits; or 1 Arts Education credit and 1 World Language credit; or other combinations from a, b and c.</p>	<p><b>TWO ELECTIVE CREDITS OF ANY COMBINATION FROM EITHER:</b></p> <p>Career and Technical Education (CTE) or Arts Education or Career Training</p> <p><b>Note:</b> 600 Employment Training Hours made up of 150 School-Based Hours, 225 Community-Based Training Hours and 225 Competitive Employment Hours (or additional CBT hours if competitive employment cannot be obtained). A Transition Portfolio and Presentation are required at the end of senior year</p>
<p><b>FOUR ELECTIVE CREDITS FROM THE FOLLOWING (FOUR-COURSE CONCENTRATION RECOMMENDED):</b></p> <ul style="list-style-type: none"> <li>• Career and Technical Education (CTE)</li> <li>• JROTC</li> <li>• Arts Education (e.g., dance, music, theater arts, visual arts)</li> <li>• Any other subject area or cross-disciplinary courses (e.g., mathematics, science, social studies, English and dual enrollment course</li> </ul>	<p><b>FOUR CTE CREDITS ARE REQUIRED:</b></p> <p>Students will utilize a modified blueprint and take a final Indicator Proof of Learning (IPOL) for each CTE course taken. Students can take the same course up to 3 times or until all skills are mastered.</p>

**FOR STUDENTS ENTERING GRADE 9 FOR THE FIRST TIME IN 2020-21.**

<p><b>STUDENTS FOLLOWING THE FUTURE-READY CORE OF STUDY MUST PASS THE FOLLOWING 22 CREDITS.</b></p>	<p><b>STUDENTS FOLLOWING THE OCCUPATIONAL COURSE OF STUDY MUST PASS THE FOLLOWING 22 CREDITS PLUS ANY LOCAL REQUIREMENTS.</b></p>
<p><b>FOUR SEQUENTIAL ENGLISH CREDITS WHICH SHALL BE:</b></p> <ul style="list-style-type: none"> <li>• Starting with English I</li> <li>• English II</li> <li>• English III</li> <li>• English IV</li> </ul>	<p><b>FOUR ENGLISH CREDITS THAT SHALL BE:</b></p> <ul style="list-style-type: none"> <li>• English I</li> <li>• English II</li> <li>• English III</li> <li>• English IV</li> </ul>
<p><b>FOUR MATHEMATICS CREDITS WHICH SHALL BE EITHER</b></p> <ul style="list-style-type: none"> <li>• NC Math 1, 2, and 3 and a fourth mathematics course to be aligned with the student's post high school plans.</li> <li>• In the rare instance a principal exempts a student from the Future-Ready Core mathematics sequence, except as limited by N.C.G.S. §115C-81(b), the student will be required to pass: NC Math 1 and Math 2 plus two additional courses identified on the NC DPI Math options chart.</li> </ul>	<p><b>THREE MATHEMATICS CREDITS THAT SHALL BE:</b></p> <ul style="list-style-type: none"> <li>• Introduction to Mathematics</li> <li>• NC Math I</li> <li>• Financial Management</li> </ul>
<p><b>THREE SCIENCE CREDITS WHICH SHALL BE:</b></p> <ul style="list-style-type: none"> <li>• a physical science course</li> <li>• Biology</li> <li>• an earth/environmental science course</li> </ul>	<p><b>TWO SCIENCE CREDITS THAT SHALL BE:</b></p> <ul style="list-style-type: none"> <li>• Applied Science</li> <li>• Biology</li> </ul>



**FOR STUDENTS ENTERING GRADE 9 FOR THE FIRST TIME IN 2020-21.**

**STUDENTS FOLLOWING THE FUTURE-READY CORE OF STUDY MUST PASS THE FOLLOWING 22 CREDITS.**

**STUDENTS FOLLOWING THE OCCUPATIONAL COURSE OF STUDY MUST PASS THE FOLLOWING 22 CREDITS PLUS ANY LOCAL REQUIREMENTS.**

**FOUR SOCIAL STUDIES CREDITS WHICH SHALL BE:**

- a founding principles course which shall be either:
  - I. American History: Founding Principles, Civics and Economics
  - II. Founding Principles of the United States of America and North Carolina: Civic Literacy
- an American history course which shall be either:
  - I. American History I
  - II. American History II
  - III. American History
- World History
- Economics and Personal Finance

**TWO SOCIAL STUDIES CREDITS THAT SHALL BE:**

- Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy
- Economics and Personal Finance

**ONE HEALTH AND PHYSICAL EDUCATION CREDIT**

- Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation.
- Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.

**ONE HEALTH AND PHYSICAL EDUCATION CREDIT**

- Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation.
- Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.

**FOR STUDENTS ENTERING GRADE 9 FOR THE FIRST TIME IN 2020-21.**

**STUDENTS FOLLOWING THE FUTURE-READY CORE OF STUDY MUST PASS THE FOLLOWING 22 CREDITS.**

**STUDENTS FOLLOWING THE OCCUPATIONAL COURSE OF STUDY MUST PASS THE FOLLOWING 22 CREDITS PLUS ANY LOCAL REQUIREMENTS.**

**TWO ELECTIVE CREDITS OF ANY COMBINATION FROM EITHER:**

- Career and Technical Education (CTE) or
- Arts Education or
- World Language

**NOTE:** For clarification, possible elective combinations may include 2 World Language credits; or 1 CTE credit and 1 Arts Education credit; or 2 CTE credits; or 1 Arts Education credit and 1 World Language credit; or other combinations from a, b and c.

Six Occupational Preparation Education credits, which shall be Occupational Preparation I, II, III, and IV (i.e., completion of 150 hours of school-based training with work activities and experiences that align with student's post school goals, 225 hours of community-based training, and 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours.

**FOUR ELECTIVE CREDITS FROM THE FOLLOWING (FOUR-COURSE CONCENTRATION RECOMMENDED):**

- Career and Technical Education (CTE)
- JROTC
- Arts Education (e.g., dance, music, theater arts, visual arts)
- Any other subject area or cross-disciplinary courses (e.g., mathematics, science, social studies, English and dual enrollment courses)

**FOUR CAREER AND TECHNICAL EDUCATION ELECTIVE CREDITS**

- A career portfolio
- Completion of the student's IEP objectives

**FOR STUDENTS ENTERING GRADE 9 FOR THE FIRST TIME BETWEEN 2014-2015 AND 2019-20.**

**STUDENTS FOLLOWING THE FUTURE-READY CORE OF STUDY MUST PASS THE FOLLOWING 22 CREDITS.**

Four sequential English credits which shall be:

- Starting with English I
- English II
- English III
- English IV

Four Mathematics credits which shall be either

- NC Math 1, 2, and 3 and a fourth mathematics course to be aligned with the student's post high school plans
- In the rare instance a principal exempts a student from the Future-Ready Core mathematics sequence, except as limited by N.C.G.S. §115C-81(b), the student will be required to pass: NC Math 1 and Math 2 plus two additional courses identified on the NC DPI Math options chart.

**NOTE: CREDIT SHALL BE AWARDED FOR MATH I, II, III IF TAKEN PRIOR TO THE 2016-17 SCHOOL YEAR.**

Three Science credits which shall be:

- a physical science course
- Biology
- an earth/environmental science course

**Four Social Studies credits which shall be:**

**Effective 2021-22:**

- A. a founding principles course which shall be either:
  1. American History: Founding Principles, Civics and Economics
  2. Founding Principles of the United States of America and North Carolina: Civic Literacy

**Note:** These courses must follow the NCSCOS in its entirety and may not be satisfied by any other courses.
- B. American history courses which shall be either:
  1. American History I and American History II
  2. American History I or II and another Social Studies course
  3. American History and another Social Studies course
- C. World History

Health and Physical Education credit

- Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation.
- Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.

**FOR STUDENTS ENTERING GRADE 9 FOR THE FIRST TIME BETWEEN 2014-2015 AND 2019-20.**

**STUDENTS FOLLOWING THE FUTURE-READY CORE OF STUDY MUST PASS THE FOLLOWING 22 CREDITS.**

Two Elective credits of any combination from either:

- Career and Technical Education (CTE) or
- Arts Education or
- World Language

**NOTE: FOR CLARIFICATION, POSSIBLE ELECTIVE COMBINATIONS MAY INCLUDE 2 WORLD LANGUAGE CREDITS; OR 1 CTE CREDIT AND 1 ARTS EDUCATION CREDIT; OR 2 CTE CREDITS; OR 1 ARTS EDUCATION CREDIT AND 1 WORLD LANGUAGE CREDIT; OR OTHER COMBINATIONS FROM A, B AND C.**

Four Elective credits from the following (four-course concentration recommended):

- Career and Technical Education (CTE)
- JROTC
- Arts Education (e.g., dance, music, theater arts, visual arts)
- Any other subject area or cross-disciplinary courses (e.g., mathematics, science, social studies, English and dual enrollment courses)

# STUDENT PROMOTION AND ACCOUNTABILITY (3420)

## A. PURPOSE

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 setting 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.

## B. STUDENT PROMOTION STANDARDS

The superintendent shall develop administrative regulations to this policy that include (1) promotion standards, (2) a process to be used in determining a student's readiness to progress to the next level, and (3) required intervention, supports, and family engagement steps to meet the needs of students who are not on track to meet promotion standards.

The superintendent shall ensure that the promotion standards and processes are used by teachers and school administrators in assessing each student's readiness to progress to the next level of study. Pursuant to state law, principals have the authority to promote or retain students based upon the standards and processes established by the superintendent and any applicable standards set by the State Board of Education.

### PROMOTION FOR KINDERGARTEN THROUGH GRADE 8

The standards for students in grades kindergarten through 8 shall be based, in part, upon proficiency in reading. The standards and process must provide multiple criteria for assessing a student's readiness to progress to the next level of study, such as standardized test scores, formative and diagnostic assessments, grades, a portfolio or anthology of the student's work, and, when appropriate, accepted standards for assessing developmental growth. The standards and process will incorporate all state law and State Board of Education policy requirements, including those for the assessment and promotion of third grade students as described in [G.S. 115C-83.6](#) *et seq.* and State Board of Education Policies [KNEC-002](#) and [-003](#).

## **PROMOTION FOR GRADES 9 THROUGH 12**

The standards for high school shall be based upon the completion of a number of units earned to be on track for graduation. The standards and process will incorporate all state law and State Board of Education policy requirements.

### **STUDENTS WITH DISABILITIES**

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

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

### **CHILDREN OF MILITARY FAMILIES**

As required by the Interstate Compact on Educational Opportunity for Military Children ([G.S. §115C-407.5](#)) and [G.S. §115C-407.12](#), the superintendent has the authority to exercise flexibility in waiving course or program prerequisites or other preconditions for the placement of children of military families, as defined in policy 4050, Children of Military Families, in courses or programs offered by the school system.

## **C. APPEALS OF PROMOTION DECISIONS**

Appeals may only be considered due to an alleged violation of a specified federal or state law, federal or state regulation, State Board of Education policy, or local board of education policy or regulation pursuant to policy 1740/4010, Student and Parent Grievance. Appeals of grades shall be considered according to regulation 4700-R, Student Records.

## **D. CREDIT BY DEMONSTRATED MASTERY**

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

## E. CREDIT RECOVERY

The Board of Education believes in providing high school students who have not earned required course credit for graduation with an opportunity to recover lost credits. In accordance with North Carolina State Board of Education policy, the Board defines credit recovery as an alternative to repeating an entire course to earn credit for high school graduation. Credit recovery specifically addresses deficiencies in a student's mastery of the course content and targets the specific components or standards of a course necessary for mastery. Credit recovery courses are pass/fail only and do not replace the original record of a failed course on the student transcript. Students who wish to modify their grade-point averages (GPAs) must repeat an entire course for credit.

The Board further believes that such credit recovery opportunities for students should include additional, consistent, and equitable access to standards-based content that fosters greater student mastery of the concepts and skills necessary for future academic success. Students may take an unlimited number of credit recovery courses to earn credit for failed courses prior to high school graduation.

## F. 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 as required by [G.S. §115C-83.10](#).

# ATTENDANCE POLICY K-12 (4400)

School attendance and class participation are critical to academic achievement and are integral to the teaching-learning process. Through regular attendance, students develop patterns of behavior essential to professional and personal success in life. Regular attendance by every student is mandatory. The State of North Carolina requires that every child in the State between the ages of 7 (or younger if enrolled) and 16 attend school.

Parents and legal guardians are responsible for ensuring that students attend and remain at school daily. Guilford County Schools is committed to supporting students and families in their efforts to attend school every day.

## A. ATTENDANCE RECORDS

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

a student must be present in school for at least one-half of the instructional day (one-half of the class periods for attendance in secondary schools) on-site in the school or at a place other than the school attending an authorized school-related activity. To be in attendance during remote instruction days, students must: (1) complete their daily assignments, either online or offline; and/or (2) have a daily check-in through two-way communication with (a) the homeroom teacher for grades K-5 or (b) for all other grade levels, each course teacher as scheduled.

Students who are on an approved homebound placement based on medical recommendations will be considered in attendance.

## **B. LATE ARRIVALS AND EARLY DEPARTURES**

Students are expected to be at school on time and to remain at school until dismissed. During the school day, students are expected to be present at the scheduled starting time for each class and to remain until the class ends.

When a student must be late to school or leave school early, a written excuse signed by a parent or guardian should be presented upon the student's arrival at school. Tardies or early departures may be excused for any of the reasons listed below in Section C.

No student may leave school after arrival on campus except with the permission of a designated school official and in accordance with the school's established sign-out procedures.

Any disciplinary consequences for unexcused tardiness or unexcused early departures from school or class will be consistent with policy 4300, Student Discipline. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for such offenses.

## **C. LAWFUL (EXCUSED) ABSENCES**

Parents and guardians are requested to contact school officials immediately when unanticipated absences occur. When a student must miss school, an explanation of the absence must be communicated, by any method reasonably designed to achieve notice (e.g. written note or email) to the student's teacher or attendance office official as soon as possible and within three days of the student's return. Absences due to extended illnesses may also require a statement from a health care practitioner.

All anticipated periods of absence should be reported to school officials prior to the period of absence and must receive prior approval in advance from the school principal or designee in order to be considered an excused absence.

An absence may be lawful/excused for any of the following reasons:

1. personal illness or injury that makes the student physically unable to attend school;



2. isolation ordered by the local health officer or by the State Board of Health or isolation or quarantine that is a required state or local control measure;
3. death in the immediate family (includes, but is not necessarily limited to, grandparents, parents, brothers, and sisters);
4. medical or dental appointments;
5. participation as a party or under subpoena as a witness in a court or administrative tribunal proceeding, including a proceeding before the Guilford County Schools Board of Education;
6. for observance of an event required or suggested by the religion of the student or the student's parent(s) or legal guardian, students are entitled to up to two days each academic year;
7. participation in a valid educational opportunity, such as travel or service as a legislative or governor's page, with prior approval from the principal;
8. child care: illness or medical appointment during school hours of a child of whom the student is the custodial parent;
9. a minimum of two days each academic year for visitation with the student's parent or legal guardian if the student is not identified as at risk of academic failure because of unexcused absences and the student's parent or legal guardian (a) is an active duty or inactive member of the uniformed services as defined by policy 4050, Children of Military Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting; or
10. any other reason as approved by the board in a board resolution.

## **D. UNLAWFUL (UNEXCUSED) ABSENCES**

All absences for reasons other than those identified under Section B, Lawful (Excused) Absences, will be deemed unlawful.

Out-of-school suspension or expulsion will not be considered unlawful absence for purposes of the compulsory attendance law.

## **E. SCHOOL-RELATED ACTIVITIES**

While recognizing the importance of classroom learning, the board also acknowledges that out-of-classroom, school-related activities can provide students with valuable experiences not available in the classroom setting. The following school-related activities will not be counted as absences from either class or school:

1. field trips sponsored by the school;
2. job shadows and other work-based learning opportunities, as described in [G.S. 115C-47\(34a\)](#);
3. school-initiated and scheduled activities;
4. athletic contests or other competition events that require early dismissal or absence from school; and
5. Career and Technical Education student organization activities approved in advance by the principal.

In addition, students participating in disciplinary techniques categorized as in-school suspensions will not be counted as absent.

## F. MAKEUP WORK

In the case of excused absences, short-term out-of-school suspensions, and absences under [G.S. 130A-440](#) (for failure to submit a school health assessment form within 30 days of entering school), the student will be permitted to make up his or her missed work. (See also policy 4110, Immunization and Health Requirements for School Admission.) Assignments missed due to participation in school-related activities also are eligible for makeup by the student. Guidelines for making up work and demonstrating mastery within a reasonable time frame shall be outlined in administrative regulations issued by the Superintendent.

## G. EXCESSIVE ABSENCES

Class attendance and participation are critical elements of the educational process and may be taken into account in assessing academic achievement. Students are expected to be at school on time and to be present at the scheduled starting time for each class.

Any school disciplinary consequences for unexcused absences will be consistent with policy 4300, Student Discipline. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for such offenses. Students shall not be suspended for violating attendance policies.

## H. CHRONIC ABSENTEEISM

Guilford County Schools focuses on improving the academic success of every student, and that success begins with ensuring that students can attend school every day, ready and able to learn. Because class attendance and participation are critical elements of the educational process, any absences, whether excused or unexcused, can have a negative impact on a student's academic achievement. Regular attendance must be prioritized within each school and encouraged throughout the community.

Guilford County Schools defines chronic absenteeism as missing ten percent or more of school days due to absences for any reason, lawful/excused or unlawful/unexcused, for any student who is enrolled for at least 10 school days during the year. School administrators shall monitor and analyze attendance data to develop and implement strategies for reducing chronic absenteeism. Such strategies should involve engaging students and parents, recognizing good and improved attendance, providing early outreach to families of students missing school, and identifying and addressing barriers to attendance.

## **I. SPECIAL CIRCUMSTANCES**

### **1. Students with Chronic Health Problems**

No penalties will be imposed for absences due to documented chronic health problems.

### **2. Students Experiencing Homelessness**

For students experiencing homelessness (see board policy 4125, Homeless Students), school officials must consider issues related to the student's homelessness, such as a change of caregivers or nighttime residence, before taking disciplinary action or imposing other barriers to school attendance based on excessive absences or tardies.

### **3. Attendance Requirements for Extracurricular Activities**

Absences may impact eligibility for participation in extracurricular activities. Principals shall inform students and parents of the applicable attendance standards for the various types of extracurricular activities, including interscholastic athletics. See also policy 3620, Student Participation in Extracurricular Activities.

The Board authorizes the Superintendent to issue administrative regulations to implement this policy.

# STUDENT DRESS CODE (4316/4316-R)

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.

## **4316-R**

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.

# STUDENT AND PARENT FORMAL GRIEVANCE FORM

Please Check:

\_\_\_\_\_ Employee \_\_\_\_\_ Student \_\_\_\_\_ Parent \_\_\_\_\_ Other

Do you wish to be represented by a third party? \_\_\_\_\_

If so, please provide the following information:

\_\_\_\_\_

Name of person filing grievance: \_\_\_\_\_

Title: \_\_\_\_\_ Telephone No.: \_\_\_\_\_

Address: \_\_\_\_\_

Name of School Involved In This Grievance: \_\_\_\_\_

\_\_\_\_\_

Specific Nature Of Grievance: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date of incident that caused grievance: \_\_\_\_\_

Time of incident: \_\_\_\_\_ Place: \_\_\_\_\_

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

# STUDENT AND PARENT GRIEVANCES (1740/4010-R)

## A. FORMAL GRIEVANCE PROCEDURE

The primary purpose of the formal grievance procedure is to secure an equitable resolution to the claim of parents and students, while resolving 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.

## B. DEFINITION

A grievance is 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 Board policies and administrative regulations. A grievance does not apply to:

1. any matter for which the method of review is prescribed by law;
2. any matter for which there is a more specific Board policy providing a process for addressing the concern;
3. any matter upon which the Board is without authority to act;
4. claims of discrimination, harassment, or bullying, which must be processed under policy 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying, and its accompanying administrative regulations, except that a complainant dissatisfied with the result of an investigation carried out under that policy may appeal the result using the grievance process;
5. appeals of long-term suspensions or expulsions under policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion;
6. complaints of matters related to the identification, evaluation, educational placement, or free appropriate public education of a student under Section 504 or the IDEA (Individuals with Disabilities Education Act). Such allegations may be raised through the procedures established under policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities (for Section 504), or in accordance with the procedures described in the Parents Rights Handbook published by the NC Department of Public Instruction (for IDEA); or
7. complaints of matters related to student assignment, which may be addressed through the process described in policy 4150, Student Assignment.
8. complaints of matters related to Title IX, Patsy Mink Equal Opportunity in Education Act, which may be addressed through the process described in policy 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying, and its accompanying administrative regulation.



No coercion, discrimination, or other reprisals of any kind will be taken by the Board or by an employee of the school system against any student or student's parent, or against any other student or employee participant or witness because of his or her participation in a grievance filed and decided pursuant to this policy and its administrative regulation.

## **C. RIGHT TO REPRESENTATION**

Both Grievant and the person against whom the grievance is being filed may be represented at all stages of the formal grievance procedure by a third party representative whose role and type of participation shall be determined by the parties of interest.

## **D. FILING A FORMAL GRIEVANCE**

The following steps outline the formal grievance procedure for school-based matters that do not involve the principal. Only the parent, legal custodian, or person acting in loco parentis for a student may file a grievance using this procedure.

1. Within twenty (20) days following the event or condition that is the basis of the grievance, the individual may file a written grievance form, including all information requested on the form, at the Office of the Principal. See Exhibit 1740/4010-A, Formal Grievance Form.
2. The written statement of grievance shall include, at a minimum:
  - a. the name of the person against whom the grievance is being filed;
  - b. the specific nature of the grievance and a thorough description of the conduct, event, policy or regulation, or other matter to be considered;
  - c. the date, time, and place of the event or condition that caused the grievance;
  - d. the name and title of third party representative of the grievant, if applicable; and,
  - e. the signature of the grievant.
3. The Principal or designee will indicate receipt of the grievance within two (2) work days, and will begin investigating the grievance.
4. Within five work (5) days following the receipt of the written grievance, the Principal shall set a time and place for a meeting with the Grievant.
5. The Principal shall convene the meeting after investigation and hear from the Grievant and any other parties with information relevant to the grievance. The principal can consider the written statements of others in conducting the meeting.
6. The Principal shall then make written findings and conclusions within five (5) days of the meeting with the grievant.
7. The Principal shall also create a record of the evidence considered by the Principal in the determining the outcome of the grievance.

8. In the event that the Grievant is still not satisfied with the outcome of the grievance or a timely response is not received, he/she may file the Formal Grievance Appeal Form to the Principal's School Support Officer (SSO). (Please note: School Support Officers and addresses may be found on the GCS website staff directory, [www.gcsnc.com](http://www.gcsnc.com), or by calling the Chief of Schools' Office at 336-370-8106.)
9. The SSO will then follow steps three (3) through eight (8), and will adhere to the same timelines.
10. In the event that the Grievant is still not satisfied with the outcome of the grievance or a timely response is not received, he/she may file the Formal Grievance Appeal Form to the Chief of Schools, 712 N. Eugene Street, Greensboro, NC, 27401.
11. The Chief of Schools will then follow steps three (3) through eight (8), and adhere to the same timelines.
12. In the event that the grievant is still not satisfied with the outcome of the grievance or a timely response is not received, he/she may file the Formal Grievance Appeal Form to the Superintendent, 712 N. Eugene Street, Greensboro, NC, 27401.
13. The Superintendent will then follow steps three (3) through eight (8), adhere to the same timelines, and will render a Final Administrative Decision.
14. In the event that the grievant is still not satisfied with the outcome of the grievance or a timely response is not received, he/she may file the Formal Grievance Appeal Form to the Board of Education, 712 N. Eugene Street, Greensboro, NC, 27401.
15. Appeals to the Board of Education will follow the process outlined below, in Section E: Appeals from a Final Administrative Decision.

## **E. APPEALS FROM A FINAL ADMINISTRATIVE DECISION**

A matter that is properly appealed to the board in accordance with the grievance procedure established by the Superintendent shall be heard by a panel of two members of the Board of Education appointed by the Board Chair, or by the full Board, at its discretion. Reasonable efforts will be made to hear the appeal within 20 days after receipt of the appeal and upon at least five days' notice to the grievant.

All hearings will be conducted pursuant to policy 2500, Hearings Before the Board. The Superintendent may establish procedures for the exchange of materials prior to the hearing and may establish the order of presentations and the time allotted to the respective parties at the hearing.

The Board or Board panel acting on behalf of the Board will provide a final written decision within five days of the hearing unless further investigation is necessary, or the hearing necessitates that more time be taken to respond. The Board will affirm, reverse, or modify the final administrative decision.

The Superintendent shall be responsible for maintaining the hearing record.

## **F. NOTICE**

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

## **G. RECORDS**

The Superintendent or designee will maintain appropriate records in accordance with state and federal law.

# ADMINISTRATION OF MEDICATIONS TO STUDENTS (6125)

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 6125-R

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

## 6125-R

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 CONDITIONS**

When students are diagnosed with chronic health conditions such as: allergic reactions to bee stings or specific foods, diabetes, epileptic seizures, asthma, or other documented medical conditions that require intervention at school, it is the parent's/guardian's responsibility to ensure that the school administration is aware of the student's individual health care needs. An Emergency Care Plan will be developed by the school nurse with opportunity for input from school administration, parent/guardian, and health care provider, as needed. It is the parent's/guardian's responsibility to notify school administration of any needed changes to the student's Emergency Care Plan. Please see policy JGCD for students requiring emergency medications at school.

### **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. It is the responsibility of the parent/guardian, to notify the school nurse of this need.
- 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) \_\_\_\_\_

# 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 336-641-7802 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 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 (3622)

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 (4700/4700-R)

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.

## **STUDENT RECORDS PROCEDURE 4700-R — 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.

## **FEEES 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.*

## MILITARY RECRUITMENT

Under the Every Student Succeeds Act, the Department of Public Instruction will generate a list of secondary school students' names, addresses and telephone listings after day 30 of each districts school year for military recruiters. 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.

## SUMMARY OF TESTING PROCEDURES BY TESTING PROGRAM

### END-OF-COURSE TESTING PROGRAM

#### GENERAL DESCRIPTION

Students enrolled in courses that result in credit for Math 1, Math 3, 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. 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.

## **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. Students who do not complete a required EOC test will be assigned a zero (0) score as 20% of the final course grade.

## **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.

## **AMERICAN COLLEGE TESTING PROGRAM (ACT)**

### **GENERAL DESCRIPTION**

North Carolina administers the ACT Suite of assessments which includes WorkKeys. The new school accountability model 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, or expected to be Career and Technical Education (CTE) Concentrators.

### **PURPOSE/USE**

The ACT test assesses high school students' general educational development and their ability to complete college-level work. The ACT for North Carolina has four multiple-choice tests covering skill areas of English, mathematics, reading, and science.

## **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 are two additional dates 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 two 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 SAT. 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 during the month of October. New this year, the assessment will be administered digitally. All students in grades 10 and 11 will take the PSAT/NMSQT during the school day at no cost to the family.

## 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).

The SAT measures 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

There is no charge for the district-sponsored administration of the SAT. The SAT is administered at selected sites on seven national weekend test dates: August, October, November, December, March, May and June. For these national administrations, 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**

For national administration dates, 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 for national administration dates. 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: Modern.

### **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 (3620)

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](http://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 athletic fee for middle and high school athletes.

# STUDENT PARTICIPATION IN INTERSCHOLASTIC ATHLETICS (3621)

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 AND SCHOOL-SPONSORED ACTIVITIES (5020)

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.

# SCHOOL ASSIGNMENT (4150)

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. In the instance of the construction of new roads or new subdivisions within a school year, the Superintendent is authorized to make minor changes to school attendance boundaries.

## 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 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. 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 except for transfers under the sibling preference and employee hardship criteria and those required by law;

- 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 3104 and 3104-R, 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. The student who is moving from one school district 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;

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;
- 3. 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 school year must be submitted by the parent, legal guardian, or legal custodian through the online reassignment application process managed by the Student Assignment Office. The requests for transfers must be submitted between the dates established annually by the Superintendent or his/her designee;
- 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 his/her designee shall notify the parents, legal guardian, or legal custodian of the decision in writing, which may include a notification from the online application system via text message and/or email;
- 4. Except for changes of domicile during the year as noted in Section B.2.a., once reassigned by the Superintendent, his/her designee or the Board, it is the intent to allow the student to remain in that school assignment through its highest grade and is predicated on good attendance and behavior, and on space availability

## D. APPEAL TO THE BOARD

1. 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 Student Assignment Office 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.
  - a. The Board of Education panel may, at its discretion, consider additional documentation regarding the request for reassignment.
  - b. The hearing officer shall have responsibility for scheduling Board panel hearings.
  - c. At the hearing, the panel shall consider the applicant's written documentation as previously provided (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.
  - d. The panel decision will be forwarded to the Board.
  - e. The applicant will be advised of the decision following a meeting of the Board.
  - f. 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.
2. 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 be granted for a request made outside the established application period in C.1.

## II. RELEASES TO OTHER SCHOOL SYSTEMS

### **A. THE SUPERINTENDENT OR HIS/HER DESIGNEE 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 OUTSIDE THE SCHOOL DISTRICT 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 by the parent, legal guardian, or legal custodian during the established application period in I.C.1
2. The Superintendent or his/her designee 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 denied, 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 Student Assignment Office 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.*

Adopted: March 8, 2022

## **EXCEPTIONAL CHILDREN'S (EC) DEPARTMENT**

A free appropriate public education (FAPE) must be available to all children residing in the State between the ages of three through 21, including children with disabilities. Any child with a disability who requires special education and related services and who has not graduated from high school is eligible to continue to receive a free appropriate public education until the end of the school year in which that child reaches the age of 22. This includes students who have been suspended or expelled from school or have been incarcerated in local jail who were eligible prior to their incarceration.

Special education refers to specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, hospitals and institutions, and in other settings. Specially designed instruction means adapting, as appropriate, to the needs of an eligible child, the content, methodology, or delivery of instruction. This intensive instruction is implemented in accordance to the Individualized Education Program, or IEP, in order to address the unique needs of the child that result from the child's disability. Special education ensures access to the general curriculum so the student can meet the educational standards within the jurisdiction of the public agency that apply to all children.

## **EXCEPTIONAL CHILDREN'S STAFF**

GCS schools are allotted EC teachers, teacher assistants, and related service providers based on need and in accordance with the North Carolina Policies on Students with Disabilities . These school-based teams are supported by EC School

Support Teacher Leaders, Coordinators, and Directors in the following areas: Pre-K, Elementary, Secondary Schools, Psychological Services, Related Services, Curriculum, Professional Learning, and Transition. An EC Parent Liaison is also available to answer questions and help parents navigate GCS and the special education process. The Assistant Superintendent for Exceptional Children's Services oversees the implementation of all EC programming. The name and contact information for the Guilford County Schools Assistant Superintendent for Exceptional Children's Services is:

**Dr. Kimberly K. Steinke**  
**Office of Exceptional Children**  
**Guilford County Schools**  
**134 Franklin Boulevard**  
**Greensboro, NC 27401**  
**Phone: 336-370-2323**  
**Email: [steinkk@gcsnc.com](mailto:steinkk@gcsnc.com)**

## **RIGHT TO REVIEW RECORDS**

Parents or guardians have the right to review records relevant to any identification, evaluation, or placement decision related to their student. Parents or guardians should request records through their student's EC Case Manager at the school their child currently attends.

## **REQUEST FOR INITIAL EVALUATION OR DETERMINATION OF ELIGIBILITY**

A parent of a child, or an LEA, may initiate a request for an initial evaluation to determine if the child is a child with a disability. If an oral request for an initial evaluation from a parent is made, the LEA must provide assistance, as needed, in completing a written referral. This written referral shall be given to the principal of the school, the child's teacher, the Superintendent or other appointed official of the LEA. For preschool children with disabilities, the referral may also be given to the person designated as the person in charge of services for preschool children with disabilities.



# STUDENTS IN TRANSITION

For families experiencing housing emergencies and crises, support services are available. Please contact the social worker, counselor or other school staff member at your child's school for information regarding support available for your student. You may also access the Student Support Services Resource Guide and the Student in Transition Affidavit on Guilford County School's website under "Homeless Services Department".

Guilford County Board of Education's Policy on Homeless Students (4125) is as follows:

## HOMELESS STUDENTS (4125)

As required by the [North Carolina Constitution](#) and North Carolina law, the Guilford County Board of Education (the "Board") is committed to providing a free public school education to all children who are legally entitled to enroll in the District. In accordance with the McKinney-Vento Homeless Assistance Act and the North Carolina State Plan for Educating Homeless Children, the Board will make reasonable efforts to identify homeless children and youth of school age located within Guilford County, encourage their enrollment, and eliminate barriers to their receiving an education that may exist in District policies or practices. Based on individual need, homeless students will be provided services available to all students, such as preschool, free or reduced price school meals, services for English learners, special education, career and technical education (CTE), academically or intellectually gifted (AIG) services, and before- and after-school care.

The provisions of this policy will supersede any and all conflicting provisions in Board policies that address the areas discussed in this policy.

### A. DEFINITION OF HOMELESS STUDENTS

Homeless students are children and youth who lack a fixed, regular, and adequate nighttime residence. The term "homeless student" will also be deemed to include the term "unaccompanied youth," which includes a youth who is not in the physical custody of a parent or guardian. Homeless children and youth include those students who are as follows:

1. sharing the house of other persons due to loss of housing, economic hardship, or a similar reason;
2. living in motels, hotels, transient trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
3. living in emergency or transitional shelters;

4. abandoned in hospitals;
5. living in a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or
7. living in a migratory situation that qualifies as homeless because the child lacks a fixed, regular, and adequate nighttime residence.

## **B. ENROLLMENT, ASSIGNMENT, AND TRANSPORTATION OF HOMELESS STUDENTS**

### **8. ENROLLMENT**

#### **a. Eligibility**

Notwithstanding the enrollment eligibility requirements established by the Board elsewhere in policy, school personnel shall immediately enroll homeless students even if they do not have proof of residency, school and immunization records, birth certificates, or other documents; have missed application or enrollment deadlines during a period of homelessness; have outstanding fees; or are not accompanied by an adult. The Homeless Liaison shall assist the students and parents or guardians in securing appropriate records or otherwise meeting enrollment requirements.

#### **b. Records**

Homeless students transferring into the District may provide cumulative and other records directly to District personnel. The Superintendent or designee shall not require that such records be forwarded from another district before the student may enroll. However, school personnel shall immediately request the official records from the previous school.

Information regarding a child or youth's homeless situation must be treated as a student record and protected accordingly. See policy 4700, Student Records.

### **3. ASSIGNMENT**

A homeless student (or the student's parent or guardian) may request to attend (1) his or her school of origin or (2) any public school that other students living in the same attendance area are eligible to attend. The school of origin is defined as the school the student attended before losing permanent housing or the school in which the student was last enrolled, including a preschool. When a student completes the final grade

level served by the school of origin, the school of origin includes the designated receiving school at the next grade level for all feeder schools. Unless not in the student's best interest, a homeless student who continues attending the school of origin will remain enrolled in the school of origin for the entire time the student is homeless and until the end of any academic year in which the student moves into permanent housing.

The Superintendent shall designate the Director of Student Assignment or other appropriate personnel to consider the parent/student's request and to decide, in consultation with the Homeless Liaison, which school a homeless student will attend. The decision must be based upon consideration of student-centered factors related to the student's best interest, including factors concerning the impact of mobility on achievement, education, health, and safety of homeless students, giving priority to the request of the student's parent or guardian or the unaccompanied youth. The Superintendent's designee must presume that keeping the student in the school of origin is in the student's best interest unless contradicted by the student's parent or guardian or the unaccompanied youth.

If the Superintendent's designee determines that it is not in the student's best interest to attend the school of origin or the school requested by the parent or guardian or unaccompanied youth, he or she must provide a written explanation of the reasons for the determination to the parent or guardian or unaccompanied youth, along with information regarding the right to appeal the placement decision, as described in Section D, below.

#### **4. TRANSPORTATION**

The Board of Education will provide homeless students with transportation services comparable to those of other students. In addition, at the parent or guardian's request (or at the request of the Homeless Liaison for unaccompanied youth), the Board will provide transportation services to/from the school of origin. The Superintendent or designee and the Homeless Liaison shall coordinate homeless students' transportation needs, based on the child's best interest. In situations in which a student attends school in this District but his or her temporary housing is in another district (or vice versa), the Superintendent or designee shall work with the other district to share the cost and/or responsibility for transportation. If an agreement cannot be reached between the districts, the cost of such transportation must be divided evenly.

If a homeless student becomes permanently housed and chooses to remain in his or her school of origin, the Board will provide transportation to the student for the remainder of the school year.

## **C. ELIGIBILITY FOR TITLE I SERVICES**

Homeless students are automatically eligible for Title I services. The Homeless Liaison and the Title I director shall collaborate to identify the needs of homeless students.

## **D. ENROLLMENT DISPUTE RESOLUTION**

The District will implement an enrollment dispute resolution process that is consistent with the process required by the State Board of Education in the North Carolina Administrative Code, [16 N.C.A.C. 6H .0114](#), [.0115](#), [.0116](#) and will publish the process on its website and/or in the Student and Parent Handbook.

The student or parent or guardian will be referred to the District's Homeless Liaison, who shall carry out the appeal process as expeditiously as possible after receiving notice of the dispute.

## **E. HOMELESS LIAISON**

The Superintendent or designee shall appoint and train a school employee to serve as the Homeless Liaison.

# **TITLE I PARENT AND FAMILY ENGAGEMENT (1320/3560)**

The Guilford County Board of Education recognizes the value of family engagement in a child's academic success and believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents and other family members are their children's first teachers; therefore, the continued involvement of parents and family members in the educational process is most important in fostering and improving educational achievement. District officials shall strive to support parents and provide parents and family members with meaningful opportunities to become involved in the programs offered by the Title I schools. The Board encourages parents and family members to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the District's Title I program in helping students meet state and local achievement standards.

## **A. DEFINITION OF PARENT AND FAMILY ENGAGEMENT**

For the purposes of this policy, the term "parent and family engagement" means the participation of parents, guardians, and other family members in regular, two-way, and meaningful communication involving student learning and other school activities, including ensuring the following:

1. that parents and family members play an integral role in assisting their child's learning;
2. that parents and family members are encouraged to be actively involved in their child's education at school;
3. that parents are full partners in their child's education and parents and family members are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
4. that the District utilizes activities to support parent and family engagement in the Title I programs.

## **B. PURPOSE AND OPERATION OF TITLE I PROGRAM**

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they receive an equitable, high-quality, well-rounded education and meet the District's challenging academic standards. The Title I program provides instructional activities and supportive services to eligible students over and above those provided by the regular school program.

Qualified Title I schools will operate as school-wide programs or targeted assistance programs based upon federal eligibility criteria. School-wide programs will provide comprehensive support to offer improved opportunities for all students in the school to meet the District's academic standards. Targeted assistance programs will provide services to eligible students most in need of assistance in the school, as determined by objective criteria established by the Superintendent or designee. Eligibility criteria may include, for example, standardized test scores, teacher judgment, and results of preschool screening and home-school surveys.

Both school-wide and targeted assistance programs shall be based on effective means of improving student achievement and shall include evidence-based strategies to support parent and family engagement.

## **C. ANNUAL MEETING AND PROGRAM EVALUATION**

Each year, school officials must invite parents of students participating in Title I programs to a meeting to explain parental rights, discuss the programs and activities to be provided with Title I funds, and solicit input on the Title I program and this policy. In addition, school officials must provide parents and family members a meaningful opportunity annually to evaluate the content and effectiveness of the Title I programs and the parent and family engagement policies and plans. Information collected from these proceedings will be used to revise Title I programs and parent and family engagement plans.

## D. PARENT AND FAMILY ENGAGEMENT EFFORTS

The Board believes that the involvement of Title I parents and family members in the design and implementation of the Title I program will increase the effectiveness of the program and contribute significantly to the success of the children. The Title I staff and all District personnel shall strive to conduct outreach to parents and family members and involve them in activities throughout the school year.

The Superintendent shall ensure that this District-level parent and family engagement plan is developed with, agreed upon with, and annually distributed to parents and family members of participating students. In addition to the District-level parent and family engagement plan, each school participating in the Title I program shall jointly develop and annually distribute to parents and family members a school-level written parent and family engagement plan that describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of all parents and family members of children participating in Title I programs, including parents and family members who have limited English proficiency, who have disabilities, or who are migratory. School-level plans must involve parents in the planning and improvement of Title I activities and must provide for the distribution to parents of information on expected student achievement levels and the school's academic performance.

School officials shall invite appropriate school personnel from private schools to consult on the design and development of its programs in order to provide equitable services to students enrolled in private schools. The Superintendent or designee shall establish any additional procedures necessary to achieve timely and meaningful consultation with private school officials in accordance with federal law.

In addition, District officials and Title I school personnel shall do the following:

1. involve parents and family members in the joint development of the Title I program and school support and improvement plan and the process of school review and improvement by including parents on the school advisory committee and any committees that review the Title I program;
2. provide coordination, technical assistance, and other support from various central office departments necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities that are designed to improve student academic achievement and school performance;
3. coordinate and integrate parent and family engagement strategies in the Title I program to the extent feasible and appropriate with parental engagement strategies established in other federal, state, and local laws and programs;

4. with the meaningful involvement of parents, conduct an annual evaluation of the content and effectiveness of the District parent and family engagement policies and program in improving the academic quality of the school and assisting students to meet the District's academic standards;
5. strive to eliminate barriers to parental participation by assisting parents who have disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;
6. provide outreach and assistance to parents and family members of children who are participating in Title I programs in understanding the state's testing standards, the assessments used, Title I requirements, and all national, state, and local standards and expectations through such efforts as community-based meetings, posting information on school websites, sending information home, newsletters, workshops, and newspaper articles;
7. design a parent–student–school staff compact that sets out respective responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained;
8. with the assistance of parents, ensure that teachers, specialized instructional support personnel, principals, and other staff are educated in the value of parents as partners in the educational process and understand how to work with, communicate with, and reach out to parents as equal partners in education;
9. distribute to parents information on expected student proficiency levels for their child and the school's academic performance, and provide materials and training to help parents monitor their child's progress and work with educators to improve achievement through such methods as literacy training or using technology, which may include education about the harms of copyright piracy;
10. coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with federal, state, and local programs, including public preschool programs, and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child;
11. strengthen the partnership with agencies, businesses, and programs that operate in the community, especially those with expertise in effectively engaging parents and family members in education;
12. ensure that parents are involved in the school's Title I activities; and
13. provide such other reasonable support for Title I parental involvement activities as requested by parents.

## E. NOTICE REQUIREMENTS

District officials and Title I school personnel shall provide effective notice of the following information as required by law. The notice must be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

### 1. PROGRAM FOR ENGLISH LEARNERS

Each year the principal or designee shall provide notice of the following to parents of English learners identified for participation in a Title I, Part A or Title III funded language-instruction educational program:

- a. the reasons for the child's identification;
- b. the child's level of English proficiency and how such level was assessed;
- c. methods of instruction;
- d. how the program will help the child;
- e. the exit requirements for the program;
- f. if the child has a disability, how the language instruction educational program meets the objectives of the child's individualized educational program (IEP);
- g. any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal, and selection of a program for English learners; and
- h. notice of regular meetings for the purpose of formulating and responding to recommendations from parents.

### 2. DISTRICT REPORT CARD

Each year, District officials shall disseminate to all parents, schools, and the public a District report card containing information about the District and each school, including, but not limited to:

- a. the following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;
- b. the performance of the District on academic assessments as compared to the state as a whole and the performance of each school on academic assessments as compared to the state and District as a whole;



- c. the percentage and number of students who are:
  - i. assessed,
  - ii. assessed using alternate assessments,
  - iii. involved in preschool and accelerated coursework programs, and
  - iv. English learners achieving proficiency;
- e. the per pupil expenditures of federal, state, and local funds; and
- f. teacher qualifications.

### **3. TEACHER QUALIFICATIONS**

- a. At the beginning of each year, District officials shall notify parents of students who are participating in Title I programs of (1) the right to request public information regarding the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child and (2) that such information will be provided in a timely manner (see policy 7820, Personnel Files).
- b. The principal or designee of a Title I school shall provide timely notice informing parents that their student has been assigned to or has been taught for at least four consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level or subject area in which the teacher has been assigned.

### **4. STUDENT'S ACADEMIC GROWTH AND ACHIEVEMENT**

School officials shall provide to each parent of a student who is participating in a Title I program information on the level of achievement and academic growth, if applicable and available, of the student on each of the state's academic assessments.

### **5. PARENTAL RIGHTS AND OPPORTUNITIES FOR INVOLVEMENT**

- a. Each year, the principal or designee of a Title I school shall provide notice to parents of the school's written parent and family engagement policy, parents' right to be involved in their child's school, and opportunities for parents and family members to be involved in the school.
- b. At the beginning of each school year, the principal or designee of a Title I school shall provide notice to parents of (1) their right to request information regarding student participation in state-required assessments and (2) that such information will be provided in a timely manner.

## F. WEBSITE DISTRIBUTION OF INFORMATION

Each year, District officials shall publicize on the District website and, where practicable, on the website of each school:

1. the report card described in subsection E.2, above; and
2. information on each assessment required by the state and, where feasible, by the District, organized by grade level. The information must include:
  - a. the subject matter assessed;
  - b. the purpose for which the assessment is designed and used;
  - c. the source of the requirement for the assessment;
  - d. if available, the amount of time students will spend taking the assessments and the schedule of the assessments; and
  - e. if available, the time and format for distributing results.

The Superintendent shall develop any administrative procedures necessary to implement the requirements of this policy.

# STAFF-STUDENT RELATIONS

## 4040/7310

The Guilford County Board of Education (“the Board”) expects all employees to maintain the highest professional, moral, and ethical standards in their interactions with students. Employees are required to provide an atmosphere conducive to learning through consistently and fairly applied discipline and established and maintained professional boundaries. Employees are expected to motivate each student to perform to his or her capacity while modeling the behavior expected of students in staff-student relationships.

The interactions and relationships between staff and students must be based upon cooperation, mutual respect, and an understanding of the appropriate boundaries between adults and students inside and outside of the educational setting. Employees are expected to demonstrate good judgment and to avoid the appearance of impropriety in their interactions with students. Employees must consult their supervisor any time they suspect or are unsure whether conduct is inappropriate or otherwise constitutes a violation of this or other board policy.

For the purposes of this policy, the terms “staff” and “employees” include independent contractors and school safety officers, but do not include student employees.

### A. ROMANTIC RELATIONSHIPS AND SEXUAL CONTACT PROHIBITED

All employees are prohibited from dating, courting, or entering into a romantic relationship or having sexual contact with any student enrolled in the District regardless of the student’s age. Employees engaging in such inappropriate conduct at any time or in any place whether during the school day or outside of school hours, on or off-campus, will be subject to disciplinary action, up to and including dismissal, and may be subject to criminal action as provided in [G.S. 14-202.4](#) and [14-27.32](#). Further, District personnel shall provide no assistance to an employee in finding another job, beyond the routine transmittal of personnel or administrative files, if the employee engaged in sexual misconduct with a minor or a student in violation of the law.

### B. RESTRICTIONS ON ELECTRONIC COMMUNICATIONS

1. In accordance with policy 7335, Employee Use of Social Media, employees are prohibited from communicating with current students through non-school-controlled social media without parental permission except to the extent that the employee and student have an appropriate relationship which originated outside of the school setting. Any communication through social

media authorized under policy 7335 must meet the professional standards established in this policy and must otherwise be consistent with law and all other board policy.

2. Instant messages, text messages, and similar technologies will be treated as a form of communication through social media subject to the terms of policy 7335 and subsection B.1 above, regardless of whether the messaging service is actually provided through a social media service or otherwise.
3. Employees are prohibited from engaging in other forms of one-to-one electronic communications (e.g., voice, voice mail, email, texting, in-application messaging technologies, photo or video transmission, and other emerging technologies) with students without written prior approval of the employee's supervisor and the student's parent. This rule shall not apply, however, if one or more of the following circumstances exist:
  - a. the communication (1) is for an educational purpose, (2) is conducted through a District-provided platform which archives all such communications for a period of at least three years, (this requirement does not apply to telephone or voice mail communications), and (3) occurs after the employee has given prior notice to his or her supervisor or designee that such communications will occur;
  - b. the communication serves an educational purpose and is simultaneously copied or transmitted to the employee's supervisor or designee and, upon request, to the parent or guardian;
  - c. the communication is necessary in a bona fide emergency, provided the communication is disclosed to the supervisor and parent or guardian as soon as reasonably possible; or
  - d. the communication derives from a relationship or association outside of the school setting and occurs with the consent of the parent or guardian, provided such communication does not otherwise violate this or other board policy.

Any one-to-one electronic communication permitted by this subsection must meet the professional standards established in this policy and must otherwise be consistent with law and all other board policies.

4. It is the duty of every employee to notify his or her supervisor of any unsolicited one-to-one communication, in any form, electronic or otherwise, received from a student when the communication lacks a clear educational purpose. School counselors are excluded from this requirement only to the extent that it conflicts with their professional duties.

5. Violations of this section will be considered unprofessional behavior subject to discipline, up to and including dismissal. Factors that may be relevant to the determination of an appropriate disciplinary response to unauthorized communications with students include, but are not limited to:
  - a. the content, frequency, subject, and timing of the communication(s);
  - b. whether the communication(s) was appropriate to the student's age and maturity level;
  - c. whether the communication(s) could reasonably be viewed as a solicitation of sexual contact or the courting of a romantic relationship, including sexual grooming;
  - d. whether there was an attempt to conceal the communication(s) from the employee's supervisor and/or the student's parent or guardian;
  - e. whether the communication(s) created a disruption of the educational environment; and
  - f. whether the communication(s) harmed the student in any manner.

## **C. REPORTING INAPPROPRIATE CONDUCT**

### **1. REPORTING BY EMPLOYEES**

Any employee who has reason to believe any of the following shall immediately report that information to the student's principal or to the employee's own supervisor, Superintendent or designee:

- that another employee is involved in a romantic or other inappropriate relationship or has had sexual contact with a student;
- that another employee has engaged in other behavior prohibited by this policy; or
- that the employee has witnessed behavior by another employee that has the appearance of impropriety, whether or not the behavior may have a valid purpose.

An employee who ignores, falsifies evidence, or fails to report the information as provided in this section may be subject to disciplinary action, up to and including dismissal.

### **2. REPORTING BY STUDENTS**

Any student who believes that he or she or another student has been subject to misconduct that violates this policy should immediately report the situation to a teacher, the principal or other school administrator, or a school counselor, or the Title IX coordinator.

### 3. REPORT OF CRIMINAL MISCONDUCT

Any principal who has reason to believe that a student has been the victim of criminal conduct shall immediately report the incident in accordance with policy 4335, Criminal Behavior.

### 4. REPORT TO STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Any administrator, at all levels of the organization, who knows or has reason to believe that a licensed employee has engaged in conduct that would justify automatic revocation of the employee's license pursuant to [G.S. 115C-270.35\(b\)](#) or which involves physical or sexual abuse of a child shall report that information to the Human Resources. Human Resources, in turn, will report within 24 hours to the Superintendent. Such an incident shall be reported by Human Resources to the State Superintendent of Public Instruction within five working days of any disciplinary action, dismissal, or resignation based on the conduct. For purposes of this subsection, physical abuse is the infliction of physical injury other than by accidental means or in self-defense, and sexual abuse is the commission of any sexual act upon a student or causing a student to commit a sexual act, regardless of consent and the age of the student. Failure to report such conduct may result in the suspension or revocation of an administrator's license by the State Board of Education.

This reporting requirement applies in addition to any duty to report suspected child abuse in accordance with state law and policy 4240/7312, Child Abuse and Related Threats to Child Safety, as applicable.

# GUILFORD COUNTY SCHOOLS CODE OF STUDENT CONDUCT

## GUIDING PRINCIPLES

The Board of Education for Guilford County Schools (GCS) believes that student discipline is an integral part of its educational program. Teaching students self-discipline helps them learn important skills of goal-setting, problem-solving, critical thinking, good citizenship, and respect for self, others, and property. Maintaining effective discipline is also critical to establishing safe, orderly, and positive learning environments so that all students have an opportunity to learn.

Recognizing that exclusion from instruction can exacerbate behavioral problems, diminish academic achievement, and hasten school drop outs, GCS seeks to avoid using discipline tactics that exclude a student from instruction when feasible and to reserve exclusion from instruction for the most serious misconduct that threatens the safety of students, staff, or visitors. Schools should implement interventions that support students in learning to make positive choices and minimize exclusion from instruction.

These principles should guide all decision-making related to student discipline and behavioral support across GCS.

## APPLICABILITY OF CODE OF CONDUCT

GCS maintains the Code of Student Conduct (“Code”) to make clear expectations of the school community. The Code applies to any student who is on school property, (which also includes any school-sponsored or school-provided transportation), who is in attendance at school or at any school-sponsored activity, or whose conduct at any time, place, or cyberspace, on or off campus, has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment. Students are expected to be familiar with all rules of behavior in the Code of Student Conduct. Further, students are expected to comply with any state and federal laws, school board policies, and local school rules governing student behavior and conduct regardless of whether they are specifically listed in this Code.

**Online Conduct:** Students who engage in online conduct that is reasonably expected to have an adverse direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment, regardless of where they are when they engage in that conduct, could be subject to disciplinary action for violation of the Code. The rules in the Code apply to student behavior online, in text messages, e-mails, electronic communications, social media, online applications, sharing of photographs, videos, memes, images, and any other

type of electronic communication, when the conduct is subject to the Code. However, GCS lacks jurisdiction over off-campus online conduct that is not reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment, and school officials may be limited in their ability to investigate incidents and enforce school rules for online conduct that occurs off-campus.

## REPORTS TO LAW ENFORCEMENT

School officials are obligated by certain legal requirements to notify law enforcement of certain conduct. Specifically, any of the following acts that occur on school property must be reported to law enforcement:

1. assault resulting in serious personal injury
2. sexual assault
3. sexual offense
4. rape
5. kidnapping
6. indecent liberties with a minor
7. assault involving the use of a weapon
8. possession of a firearm in violation of the law
9. possession of a weapon in violation of the law
10. possession of a controlled substance in violation of the law

School officials must also report to law enforcement any allegations of a violent crime against a child, a sexually violent crime against a child, or suspected child abuse regardless of where such acts occur. School officials must also report any allegations of child abuse or neglect to the local Child Protective Services, NC Department of Health and Human Services regardless of where such acts occur.

School officials may also collaborate with law enforcement to protect the safety of students and staff by notifying them of any safety concerns arising on school property.

Law enforcement officials make their own decisions regarding criminal prosecutions and juvenile justice consequences. This Code does not govern in any way how law enforcement may respond to a particular situation and contacting law enforcement is not considered to be a disciplinary consequence for violations of the Code. For some violations, the Code notes that the principal is obligated to notify law enforcement. This notation is not comprehensive and does not preclude any school official from seeking law enforcement assistance in any situation.



# LEVELS OF DISCIPLINARY INTERVENTION

The appropriate disciplinary intervention for violation of the Code of Student Conduct depends on the circumstances of the violation, the age and maturity of the student, the needs of the student, the severity of the violation, the harm caused by the violation, and the potential for disruption or safety concerns at the school after the violation. When determining the appropriate disciplinary intervention, the principal or designee should identify both the rule infraction and the level of intervention necessary to address it. The rules are divided into five different levels to guide principals in making these determinations. However, the levels and interventions described below are not intended to be an exhaustive list of options or a strict requirement for the principal or designee. The principal or designee has the discretion to impose different, less severe, or more severe consequences that are the appropriate pedagogical and safety response to the situation at hand. In determining whether a different level of intervention should be applied than that listed in any particular Code violation, the principal or designee should consider and be guided by the following mitigating and aggravating factors.

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V
Minimal disruption to school, consequences typically handled at the school level.	Mild disruption to school typically without injury to other students or staff.	Serious rule violations typically with serious impact on learning, well-being, and/or safety of students or staff.	Serious offenses that threaten the safety of others, or substantially disrupt the education environment.	Offenses that result in the indefinite removal of a student from school and all school properties by the GCS Board of Education.

**Mitigating Factors:** The principal or designee may choose to reduce the level of the violation when mitigating factors exist, which include but are not limited to:

- The student is in elementary school;
- The student did not and would not be expected to understand the full impact of their decision due to the age, grade level, and/or cognitive ability of the student;
- The student has not engaged in the type of conduct before;
- The student has no record of violating the Code of Student Conduct before;
- The student acknowledges the violation and indicates an understanding that they will not repeat the conduct;
- The conduct had a minimal impact on the educational environment;

- The conduct did not harm other students or staff; and/or
- Imposing a lower level of disciplinary intervention will not cause disruption to the educational environment or threaten the safety of other students at the school.

**Aggravating Factors:** The principal or designee may choose to increase the level of the violation when aggravating factors exist, which include but are not limited to:

- The student is in high school;
- The student is of an age and grade level that they are expected to understand the impact of their decision;
- The student has engaged in the type of conduct before;
- The conduct involved a combination of multiple rule violations;
- The student has violated the Code of Student Conduct before;
- The student does not acknowledge the violation;
- The conduct impacted the learning of other students;
- The conduct caused harm to other students or staff;
- The conduct disrupted the educational environment;
- Continued presence of the student on campus is likely to cause disruption or unsafe conditions; and/or
- The student incited others to engage in dangerous or disruptive conduct.

## RULES

The following rules for conduct apply to all students, and the violation of the rules will result in consequences consistent with the severity of the violation. The principal or designee is responsible for exercising their discretion in determining the appropriate response, within the parameters set forth in the rules.

### LEVEL I RULES

#### INTERVENTIONS FOR LEVEL I INFRACTIONS

A Level I infraction results in required consequences to address the behavioral needs of the student. Consequence options are typically implemented in the student's current school and may include services such as support related to anger management or conflict resolution. Options for interventions that may be required as part of a Level I infraction include but are not limited to:

- Verbal warning
- Parent/caregiver contact
- Conference with student and/or parent/caregiver
- Confiscation of unauthorized items
- Restricted use of electronic devices
- Required work-based contributions to the school
- Required participation in Counseling services
- Referral to student services team
- Required participation in Restorative practices program
- Bullying prevention training
- Required attendance at tobacco, CBD, or vaping addiction programs
- Temporary social restriction from peers
- Service Learning
- Return of property
- Restitution for damage
- Revocation of school-related privileges
- Behavior contract
- Up to a 3-day Suspension from receiving GCS-provided transportation
- Warning of referral to Level II (repeated offenses)
- Supports determined through the Multi-Tiered System of Support (“MTSS”) framework

## **RULE I-1 NONCOMPLIANCE**

Students must comply with all directions of school personnel or volunteers who are authorized to give such directions during any period of time when students are subject to the authority of school personnel, and/or at any time when a 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. Note that refusals to participate in valid requests by school personnel to search or comply with other security measures are covered in Level II (Rule II-4).

## **RULE I-2 SCHOOL/CLASS ATTENDANCE**

Being tardy to class, skipping class/school, or leaving campus without permission is prohibited. Students are not permitted to leave campus during lunch unless authorized by the school. Students are forbidden from aiding, inducing or transporting other students not authorized to participate in open lunch.

## **RULE I-3 OUT OF AREA**

Being in any area of the school campus or property without permission is prohibited.

Students are expected to attend classes, participate in activities, and move throughout the campus in a manner consistent with their schedules and the directives of school personnel. Going off campus without permission or loitering in areas where the student does not have permission to be is a violation of this rule.

## **RULE I-4 PROFANE, VULGAR, OR OBSCENE LANGUAGE OR MATERIALS**

Cursing or use of vulgar, profane, or obscene language is prohibited. Possessing, displaying, or sending materials or electronic text and/or images that convey a profane, vulgar, or obscene message or image are prohibited. Nudity or pornography of any kind will be considered an aggravating factor warranting a Level II response.

## **RULE I-5 INAPPROPRIATE DRESS**

Principals shall exercise appropriate discretion in implementing this policy, including making reasonable accommodations on the basis of students' religious beliefs or medical conditions. Students are expected to adhere to standards of dress and appearance that are compatible with an effective learning environment. Presenting profane or vulgar bodily appearance or wearing clothing which is disruptive, insufficient to cover the student's private areas, or which endangers the health or safety of the student or others is prohibited. Schools may implement dress code or Standard Mode of Dress (SMOD) policies at the school level. 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 their parent(s) or caregiver(s) will be contacted.

## **RULE I-6 USE OF UNAUTHORIZED ELECTRONIC DEVICES OR APPLICATIONS DURING INSTRUCTIONAL TIME**

Students may not use any electronic device or personal entertainment device during instructional time unless authorized by the classroom teacher or other school personnel with supervision responsibilities during instructional time. Further, students are prohibited from using electronic devices in an unauthorized manner, including but not limited to, playing games, sending messages, and browsing websites, unless authorized by the classroom teacher or school personnel with supervision responsibilities during instructional time. In addition to other disciplinary interventions, any device used in violation of this policy may be confiscated and only returned to the students' parents/caregiver.

## **RULE I-7 TRESPASSING**

No student shall be on the campus of any school except the one to which the student is assigned without the knowledge and consent of the officials of that school. Students who remain at school after the close of the school day or come onto school grounds when school is not in session without permission will be

considered trespassers. A student under suspension from school is trespassing if they appear on the property of any school or at any school sponsored activity during the suspension period without the express permission of the principal. Aggravating factors particular to this rule violation include but are not limited to circumstances indicating that the student violated this rule in order to engage in fighting, destruction of property, or violation of a suspension. Note: GCS reserves the right to deem any person who is prohibited from being on its property a criminal trespasser and seek support from law enforcement to enforce the school's prohibition.

## **RULE I-8 GAMBLING**

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

## **RULE I-9 INVASION OF PRIVACY**

Students are prohibited from taking photographs, videos, or other media of any other student or school personnel without permission. Students are further prohibited from posting any such media or images in public spaces including online or via social media platforms. This rule includes but is not limited to posting videos of fights or other disruptive conduct where permission is not granted for the posting of each person's image, and posting pages including images designed to make fun of or negatively target a particular student or staff member without their permission. If the invasion of privacy is done with an intent to embarrass, threaten, or otherwise emotionally harm another student or school personnel, such conduct will be considered an aggravating factor.

## **RULE I-10 TOBACCO AND CANNABIDIOL (CBD)**

No student shall possess, display, or use any tobacco product or CBD product. The prohibition on display of tobacco and CBD products does not extend to display that has a legitimate instructional or teaching purpose and is approved by a teacher or school administrator. More than one violation of this rule is considered an aggravating factor.

## **RULE I-11 VAPING**

Vapes and e-cigarettes (even those containing only flavored vapor) are banned from school campuses and school events. A student who is found in possession of a vape or e-cigarette or related paraphernalia may be subject to disciplinary action for violation of Rule I-10 (prohibition of tobacco and CBD) or Rule III-4 (related to other controlled substances). More than one violation of this rule is considered an aggravating factor.

## LEVEL II RULES

### INTERVENTIONS FOR LEVEL II INFRACTIONS

A Level II infraction is a clear violation of the rules that may cause some mild disruption to the school but has not caused injury to other students or staff. A Level II infraction results in required Restorative Measures or supportive interventions to address the behavioral needs of the student. Consequence options are typically implemented in the student's current school and include services such as support related to anger management or conflict resolution. However, a short-term suspension or reassignment may be appropriate to address a Level II infraction if determined by the Superintendent's designee in accordance with reassignment policies and procedures. Options for interventions that may be required as part of a Level II infraction include but are not limited to:

- Any responses available for Level I infractions
- In-school suspension
- Alternative classroom assignment
- After-school detention or Saturday school
- Permanent removal from participation in extracurricular/co- curricular programs or activities
- Suspension from receiving GCS-provided transportation
- Out-of-school suspension for one to 5 days
- Warning of referral to Level III (repeated offenses)
- Supports determined through the Multi-Tiered System of Support ("MTSS") framework

### RULE II-1 INTEGRITY

Any student who engages in or attempts to engage in cheating, plagiarism, falsification, violation of copyright laws, or violation of computer access shall be subject to disciplinary action. The following actions are specifically prohibited:

- a. Cheating—giving or receiving of any unauthorized assistance on academic work.
- b. Plagiarism—copying the language, structure, or idea of another and representing it as one's own work. Plagiarism includes using artificial intelligence or other online resources to develop work product that does not reflect the student's own independent thoughts or ideas. Students must follow any parameters set forth by their classroom teachers for use of online resources or artificial intelligence in completing assignments.

- c. Falsification—verbal or written statement of any untruth. Students shall not provide false information to school officials and/or parents/ caregivers regarding any report card, attendance matter, grades or progress reports, discipline matters or any other school business.
- d. Violation of copyright laws—unauthorized duplication of computer software (computer piracy), printed material, digital material, copyrighted media of any kind (such as sound recordings, motion pictures, etc.), and/ or the use of pirated computer software.
- e. Violation of computer access—logging on as a person other than oneself to any device or system of any kind and/or impersonating someone other than oneself or misrepresenting oneself online or through electronic means. Any conduct prohibited under Policy Code 3225/4312/7320 Technology Responsible Use is also subject to disciplinary action regardless of whether the violation is specifically described in this Code of Conduct.

## **RULE II-2 SCHOOL/CLASS/ACTIVITY DISTURBANCE**

Any physical or verbal disturbance which occurs within the school environment and which interrupts or interferes with teaching or orderly conduct of class/school activities is prohibited. Students are prohibited from causing the disruption of any lawful function, mission, or process of the school. Students shall not lead or participate in any activity that has a purpose of the disruption of school business or which significantly affects the educational process. Use of inappropriate gestures, symbols, or signs to incite disruption or promote dangerous behaviors is prohibited. Leading or inciting others to engage in violation of this rule, whether online or in person, is considered an aggravating factor.

## **RULE II-3 SCHOOL TRANSPORTATION DISTURBANCE OR MISBEHAVIOR**

Any physical or verbal disturbance which occurs on GCS-provided transportation (including public transportation) and which interrupts or interferes with the safe and orderly operation of the vehicle is prohibited. Students must 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 GCS-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 rule while on the school bus.

## **RULE II-4 NON-COMPLIANCE WITH SEARCH OR SAFETY PRECAUTION**

Students must comply with the directives of school officials to protect the safety of the school environment, which includes searching for dangerous materials or contraband, conducting safety drills, and preventing dangerous persons from entering the school. Non-compliance includes but is not limited to refusing to participate in mandatory searches, refusing to comply with security requirements such as maintaining locked doors, refusing to pass through metal detectors, and any other conduct that impedes the ability of school officials to protect the safety of students and staff.

## **RULE II-5 UNJUSTIFIED ACTIVATION OF A FIRE OR OTHER ALARM SYSTEM**

Students must 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. No student may interfere with or damage any part of a fire alarm, fire detection, smoke detection, fire extinguishing system, or emergency escape system. The principal must notify the fire marshal in the event this rule is violated.

## **RULE II-6 POSSESSION OF INCENDIARY MATERIAL**

The possession of any incendiary material (including but not limited to matches, lighters, or lighter fluid) or the use of any material reasonably likely to result in a fire on school property is prohibited.

## **RULE II-7 PROPERTY DAMAGE**

No student shall intentionally damage or attempt to damage or deface school property or personal property.

## **RULE II-8 THEFT**

No student shall steal, attempt to steal, or knowingly be in possession of stolen property.

## **RULE II-9 EXTORTION**

Students shall not extort through verbal, written or physical threats, including coercion or intimidation anything of value (personal property, money, or information) from another student or school employee.



## **RULE II-10 CONSENSUAL LEWD OR SEXUAL BEHAVIOR**

Students shall conduct their personal and social relationships according to acceptable community standards. Inappropriate public displays of affection will not be allowed. Lewd, illegal or sexual gestures or acts, whether by one individual or multiple individuals, are not permitted, and particularly harmful acts or gestures could be considered an aggravating factor. **Note:** non-consensual sexual acts are covered in Level III.

## **RULE II-11 THREAT/FALSE THREAT**

No student shall make any threat through written or verbal language, sign, or act which conveys a serious expression of intent to cause harm or violence. Note that threats involving bombs, weapons, or terrorist acts are listed in Level III, and threats that cause severe disruption or significant fear for safety could be considered an aggravating factor.

## **RULE II-12 FAILURE TO REPORT A FIREARM OR FIREARMS**

Any student who has knowledge that another student possesses or intends to bring a firearm on any school campus or to any school activity must immediately report this information to school or law enforcement authorities. If evidence supports a conclusion that the student's failure to report was due to reasonable fear of retaliation for reporting, such circumstances should be considered a mitigating factor warranting Level I intervention.

## **RULE II-13 BULLYING, HARASSMENT, OR DISCRIMINATION**

Students are prohibited from engaging in discrimination, harassment, or bullying of other students. Issues related to bullying will be handled in accordance with Policy 1710/4021/7230 Prohibition Against Discrimination, Harassment, and Bullying and accompanying regulations. Conduct that is particularly physically or emotionally harmful to other students may be considered an aggravating factor warranting Level III intervention. The following definitions apply to this rule:

- a. Discrimination is any act or failure to act, whether intentional or unintentional, that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category or on a personal characteristic.
- b. Harassment or bullying behavior is conduct intended to intimidate, discredit, injure, or disturb another person or a group of persons. Such conduct violates GCS policy when any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication places a student in actual and reasonable fear of harm to their person or damage to their property or creates or has the reasonable potential to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits.

Harassment and bullying include, but are not limited to, behavior described above that is reasonably perceived as being motivated by any actual or perceived differentiating characteristic or motivated by an individual's association with a person who has or is perceived to have such a differentiating characteristic. Examples of behavior that may constitute bullying or harassment include, but are not limited to, acts of disrespect, intimidation, or threats, such as verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, lewd propositions, exclusion from peer groups, extortion of money or possessions, implied or stated threats, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Harassment and bullying may also occur through electronic means ("cyberbullying"), such as via the internet, emailing, or text messaging, or by use of personal web sites to support deliberate, repeated, and hostile behavior intended to cause harm to persons or groups. **Note: harassment based on sex is covered in Level III.**

## **RULE II-14 AIDING AND ABETTING**

No student shall aid or abet another student in violating any rule in the Code of Student Conduct. No student shall assist any person, whether a student, visitor, or staff, in avoiding security measures put in place by the school such as mandatory scanners and locked doors.

## **LEVEL III RULES**

### **INTERVENTIONS FOR LEVEL III INFRACTIONS**

Level III infractions are more serious violations of the Code of Student Conduct and typically have had a serious impact on the learning of others, or the well-being or safety of students and/or staff at the school. Consequences often involve removal of the student from their assigned school for a period of time, with completion of required consequences focused on behavioral interventions before being permitted to return to their assigned school. Options for interventions that may be required as part of a Level III infraction include but are not limited to:

- Any consequences under Level I or II
- Out-of-school suspension for one to 10 days
- Reassignment to an alternative learning program or school
- Warning of referral to Level IV (for repeated offenses)

### **RULE III-1 PHYSICAL AGGRESSION/FIGHTING**

Fighting or physical aggression toward students, staff, or any other person is prohibited. A student who is attacked may use reasonable force in self-defense (as defined below), but only to the extent necessary to get free from the attack and notify

proper school authorities. A student who exceeds reasonable force may be disciplined even though someone else provoked the fight. If a student is attempting to involve another student in a fight, the other student should walk away and report it to school personnel. Students must not continue to fight after they have been told to stop, even if the student was initially acting in self-defense.

No student shall engage in fighting or physical aggression towards others, including but not limited to:

- a. Choking, hitting, slapping, shoving, scratching, spitting, biting, blocking the passage of, or throwing objects at another person in an aggressive, confrontational or dangerous manner.
- b. Taking any action or making comments or writing messages that might reasonably be expected to result in a fight or physical aggression.

For purposes of this rule, "self-defense" means an act to respond to a threat of harm to one's person, where the perception of that threat was reasonable in light of the facts and circumstances and that the respondent had no other means of avoiding the physical altercation. Acts that go beyond what is necessary to protect one's person from attack are not considered to be self-defense.

**Note:** If a teacher is assaulted or injured by a student and as a result the student is reassigned to alternative education services, long-term suspended, or expelled, the student shall not be returned to that teacher's classroom unless the teacher consents. **Any assault resulting in serious personal injury or assault involving the use of a weapon must be reported to law enforcement.**

## **RULE III-2 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. Any student who finds a weapon or dangerous instrument/substance on school property or receives it from another person on school property and immediately provides it to school personnel is not in violation of this rule. **Note:** Refer to Level IV for violations involving Firearms/Destructive Devices. **Any violation of this rule must be reported to law enforcement.**

## **RULE III-3 POSSESSION OF A COUNTERFEIT DANGEROUS WEAPON OR OTHER INSTRUMENT**

Students shall not possess, conceal, transport, or wield any counterfeit weapon, chemical agent or other instrument that has the appearance of being able to cause bodily injury or other physical harm. Violation of this rule includes but is not limited to possession of airsoft rifles, toy guns, antique weapons or other paraphernalia

used for waging war even if inoperable, or replicas of any weapons. Any student who finds a counterfeit weapon or dangerous instrument/substance on school property or receives it from another person on school property and immediately provides it to school personnel is not in violation of this rule.

### **RULE III-4 NARCOTICS, ALCOHOLIC BEVERAGES, CONTROLLED SUBSTANCES, CHEMICALS, AND DRUG PARAPHERNALIA**

No student shall possess, use, distribute, sell, possess with intent to distribute or sell, or conspire or attempt to distribute or sell, purchase, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, other controlled substance, any alcoholic beverage, malt beverage, fortified wine, other intoxicating liquor, drug paraphernalia, counterfeit substance, any unauthorized prescription drug, or any other chemicals or products with the intention of bringing about a state of exhilaration, euphoria, or of otherwise altering the student's mood or behavior. The proper use of a drug authorized by valid medical prescription from a legally authorized health care provider shall not be considered a violation of this rule when the drug is taken by the person for whom the drug was prescribed. Definitions applicable to this rule are as follows:

- a. **Possession:** Having the prohibited substance on the student's person or in another place where the student, either alone or jointly with others, has control over it. This may include, but is not limited to, possession of a prohibited substance in an automobile, locker, book bag, or desk.
- b. **Use:** The consumption, injection, inhalation or absorption of a prohibited substance into a student's body by any means.
- c. **Under the influence:** The use of any prohibited substance when the prohibited substance would influence a student's mood, behavior, or learning to any degree.
- d. **Counterfeit Substance:** Any substance that is described or presented with the intention of deceiving another into believing that it is a substance prohibited under this policy.
- e. **Unauthorized Prescription Drug:** Any drug or medication that has not been prescribed for the student.
- f. **Drug Paraphernalia:** Objects used for ingesting, inhaling, or otherwise introducing controlled substances into the body, e.g., pipes, rolling papers, roach clips. Relevant evidence may be considered in determining whether an object is drug paraphernalia.
- g. **Conspiracy:** An agreement by two or more persons to commit an unlawful act in violation of this policy.

- h. Sell: The exchange of a prohibited substance for money, property, or any other benefit or item of value.
- i. Possession with Intent to Distribute/Sell: Intent to distribute or sell may be determined from the amount of the prohibited substance found, the manner in which it was packaged, the presence of packaging materials such as scales, baggies or other containers, or from statements or actions of the student that demonstrate an intent to distribute or sell. For purposes of this definition, a student has not “distributed” a prohibited substance (but may have violated the rule against “possession” or “use”) if the student’s only involvement is to share or pass a prohibited substance with other students in the course of using it, so long as the student was not the one who brought the prohibited substance onto school property or otherwise made it available to other students. A student may have violated the rule against “distributing” a prohibited substance even if the substance is given freely rather than exchanged for something of value.

When a first infraction of this policy involves only possession, conspiracy to possess, use, and/or being under the influence of a substance prohibited by this policy, the principal or designee should consider such circumstances to be a mitigating factor. The principal or designee should design the disciplinary intervention to promote participation in school and to address potential addiction concerns. **The principal must report possession of any controlled substance to law enforcement.**

### **RULE III-5 SEX-BASED HARASSMENT, SEXUAL ASSAULT, OR VIOLENT SEXUAL OFFENSES**

Students are prohibited from engaging in unwelcome conduct towards another student on the basis of sex that could create a hostile environment for another student. Unwanted, unwelcome, and uninvited sexual advances, requests for sexual favors, and other verbal or physical conduct or communication of a sexual nature are strictly prohibited. In some instances, such conduct is not so severe or pervasive as to create a hostile environment but are nonetheless prohibited. In those cases, principals may choose to treat the violation of this rule as Level I or II violation. **However, sexual assault or other violent sexual act may be considered an aggravating factor justifying a Level IV response.** Violations of this rule will be handled in collaboration with the GCS Title IX office and in accordance with Policy 1725/4035/7236 Title IX Sexual Harassment – Prohibited Conduct and District Response Policy and accompanying regulations. Any violation of Policy 1725/4035/7236 and any other violation of criminal law involving sexual offenses is a violation of this rule. **The principal must report any allegation of sexual assault or violent sexual act against a child to law enforcement.**

## RULE III-6 HAZING

Hazing is prohibited. No group or individual shall require a student to wear abnormal dress, play abusive or ridiculous tricks on him/her, frighten, scold, beat, harass, or subject him/her to personal indignity. Any violation of this rule 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, violent crime against a child, or sexually violent crime against a child **must be reported to law enforcement.**

## RULE III-7 BOMB THREAT

No student shall make a bomb threat or hoax by making a false report that a device designed to cause damage or destruction by explosion, blasting, or burning is located on the school premises or at the site of school activities. No student shall with the intent to perpetrate a hoax, conceal, place or display on school property or the site of school activities any device or artifact so as to cause any person reasonably to believe the same to be a bomb or other destructive device.

## RULE III-8 ACTS OF TERROR

No student shall threaten to commit an act of terror on school property or at the site of a school activity that is designed to cause, or is likely to cause, serious injury or death to another person, when the threat is intended to cause, or actually causes, a significant disruption to the instructional day or a school-sponsored activity. No student shall make a report that they know is false, that an act of terror designed to cause, or likely to cause, serious injury or death to another person on school property or at the site of a school-sponsored activity is imminent, when that report is intended to cause, or actually causes, a significant disruption to the instructional day or a school-sponsored activity.

# LEVEL IV RULES

## INTERVENTIONS FOR LEVEL IV INFRACTIONS

Level IV infractions are serious offenses involving conduct that substantially threatens the safety of students, staff, or visitors, or threatens to substantially disrupt the educational environment. Options at Level IV include long-term suspension and/or assignment to an alternative school or program. In certain situations, the reassignment may be permanent. Additionally, by law, with limited exceptions, students must be recommended for suspension for 365 days for bringing a firearm or destructive device onto school property.

## RULE IV-1 ARSON

Students shall not cause any fire whether or not there is an intent to commit arson or other crimes involving fire or explosion. Students shall not set fire to anything unless

directed to do so under the supervision of a teacher or administrator for educational purposes. **Any violation of this rule must be reported to the fire marshal.**

## **RULE IV-2 FIREARM/DESTRUCTIVE DEVICE**

Any student shall be recommended for suspension of 365 calendar days for bringing a firearm or destructive device onto school property or to a school-sponsored event off school property, or for possessing a firearm or destructive device on school property or at a school-sponsored event off school property. School property includes any property owned, used or leased by the Board of Education, including school buses, other vehicles and school bus stops. The following definitions apply to this rule:

- a. A “firearm” is a weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; or 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.
- b. A “Destructive Device” is an explosive, incendiary, or poison gas; bomb; grenade; rocket having a propellant charge of more than four ounces; missile having an explosive or incendiary charge of more than one-quarter ounce; mine; or device similar to any of the devices listed in this definition.

The recommendation for 365-day suspension does not apply to any student who finds the firearm on school property or receives it from another person on school property and who delivers the weapon, immediately, to school or law enforcement authorities.

**Violation of this rule must be reported to law enforcement.**

## **LEVEL V**

### **INTERVENTIONS FOR LEVEL V INFRACTIONS**

Level V refers to cases of expulsion: The indefinite removal of a student (age 14 or older) from school and all school properties by the GCS Board of Education whose continued presence constitutes a clear threat to other persons or who is a registered sex offender who is subject to the Jessica Lunsford Act. No infractions are listed under Level V. Instead, if a student commits a Level III or Level IV infraction and the aggravating factors justify expulsion, then the Superintendent or designee may recommend expulsion to the Board of Education.

**Accordingly, any violation of a rule listed under Level III or Level IV may result in Level V intervention if the circumstances and aggravating factors warrant such a response.**

# 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: PARENT/GUARDIAN VERIFICATION OF RECEIPT AND REVIEW

## GUILFORD COUNTY SCHOOLS STUDENT HANDBOOK AND CODE OF CONDUCT ADMINISTRATIVE POLICY 4300

### 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](http://www.gcsnc.com)).

Date \_\_\_\_\_

Parent's Signature \_\_\_\_\_

Parent's Name (Please Print)

\_\_\_\_\_

Student's Name \_\_\_\_\_

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

# APPENDIX B: MEMORANDUM OF DISCIPLINARY ACTION FORM

## GUILFORD COUNTY SCHOOLS STUDENT DEMOGRAPHIC INFORMATION

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

## STAFF INCIDENT INFORMATION

Date of Incident: \_\_\_\_\_ Time of Incident: \_\_\_\_\_

Location of Incident:

- |                                    |  |  |                                      |
|------------------------------------|--|--|--------------------------------------|
| <input type="checkbox"/> Assembly  | <input type="checkbox"/> Classroom         | <input type="checkbox"/> Media Center    | <input type="checkbox"/> Parking Lot |
| <input type="checkbox"/> Bathroom  | <input type="checkbox"/> Field Trip        | <input type="checkbox"/> Specialist Room | <input type="checkbox"/> Playground  |
| <input type="checkbox"/> Bus       | <input type="checkbox"/> Gym               | <input type="checkbox"/> Off-campus      | <input type="checkbox"/> Stadium     |
| <input type="checkbox"/> Bus Stop  | <input type="checkbox"/> Hallway/Breezeway | <input type="checkbox"/> Office/Grounds  | <input type="checkbox"/> Stairway    |
| <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Locker Room       | <input type="checkbox"/> Other Location  |                                      |

Brief Description of Incident:

\_\_\_\_\_  
\_\_\_\_\_

Brief Description of Previous Actions(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/<br>Guardian           | <input type="checkbox"/> Suspension- 10 days or less<br>(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<br>placement) EC only | <input type="checkbox"/> Referral to IST                                  |
| <input type="checkbox"/> Hearing Held<br>(change in placement)<br>EC only | <input type="checkbox"/> Referral to Mediation                            |
| <input type="checkbox"/> Home Visit                                       | <input type="checkbox"/> Referral to Social Worker                        |
| <input type="checkbox"/> Referral to IST                                  | <input type="checkbox"/> Report to Law Enforcement                        |
| <input type="checkbox"/> ISS Partial Day                                  | <input type="checkbox"/> Restitution                                      |
| <input type="checkbox"/> Loss of Privilege                                | <input type="checkbox"/> Send Home Early                                  |
| <input type="checkbox"/> Suspension-Bus                                   | <input type="checkbox"/> Tobacco Awareness Class                          |
| <input type="checkbox"/> Suspension (ISS)                                 | <input type="checkbox"/> Unilateral Change in Placement<br>(EC only)      |
| <input type="checkbox"/> Suspension- 10 days or less                      | <input type="checkbox"/> Warning  |
|   | <input type="checkbox"/> Other: _____                                     |

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 C: EXPUNGEMENT OF LONG-TERM SUSPENSIONS OR EXPULSIONS

## GUILFORD COUNTY SCHOOLS

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 D: HARASSMENT, BULLYING OR DISCRIMINATION REPORTING FORM

Harassment, bullying, and discrimination are serious and will not be tolerated. This is a form to report alleged harassment, bullying, or discrimination of a student in violation of Guilford County Board of Education Policy Code 1710/4021/7230, which provides information regarding the prohibition and definitions described in this form.

**The following definitions apply when evaluating an allegation of harassment, bullying, or discrimination:**

**Discrimination** means any act or failure to act, whether intentional or unintentional, that unreasonably and unfavorably differentiates treatment of others based on an individual's real or perceived race, color, creed, political belief, ancestry, national origin, religion, linguistic and language differences, sex, gender, sexual orientation, gender identity/expression, socioeconomic status, academic status, height, weight, physical characteristics, pregnancy, marital status, parental status, disability, or age.

**Harassment** or bullying is conduct intended to intimidate, discredit, injure, or disturb another person or a group of persons. Such conduct violates board policy when any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication: (1) places a student in actual and reasonable fear of harm to his or her person or damage to his or her property; or (2) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits. "Hostile environment" means that the victim subjectively views the conduct as harassment or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is harassment or bullying. A hostile environment may be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe.

## REPORTING FORM (PLEASE PRINT)

Today's date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ School: \_\_\_\_\_

Place an X in the appropriate box:       Alleged Victim       Student  
 Parent/Guardian       Anonymous       School Staff       Other \_\_\_\_\_

Person Reporting Incident (Note: If this is an anonymous report, leave name and telephone number blank.)

Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

1. Name of student victim: \_\_\_\_\_  
Grade Level: \_\_\_\_\_
2. Name(s) of alleged offender(s) (if known): \_\_\_\_\_  
Grade Level: \_\_\_\_\_

School (if known): \_\_\_\_\_

Is he/she a student?  Yes  No

**Were you an eyewitness to this behavior?**  Yes  No

3. Name(s) of other witnesses (if known):

\_\_\_\_\_ Grade Level: \_\_\_\_\_

School (if known): \_\_\_\_\_

Is he/she a student?  Yes  No

\_\_\_\_\_ Grade Level: \_\_\_\_\_

School (if known): \_\_\_\_\_

Is he/she a student?  Yes  No

\_\_\_\_\_ Grade Level: \_\_\_\_\_

School (if known): \_\_\_\_\_

Is he/she a student?  Yes  No

**On what date(s) did the incident happen?**

\_\_\_\_ / \_\_\_\_ / \_\_\_\_    \_\_\_\_ / \_\_\_\_ / \_\_\_\_    \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Month    Day    Year    Month    Day    Year    Month    Day    Year

**Place an X next to the statement(s) that best describes what happened (choose all that apply):**

- |  |  |
|--|--|
| <input type="checkbox"/> Any bullying, harassment, or intimidation that involves physical aggression                 | <input type="checkbox"/> Demeaning and making jokes about the victim       |
| <input type="checkbox"/> Teasing, name-calling, making critical remarks, or threatening, in person or by other means | <input type="checkbox"/> Intimidating (bullying), extorting, or exploiting |
| <input type="checkbox"/> Getting another person to hit or harm the student   | <input type="checkbox"/> Excluding or rejecting the student                |
| <input type="checkbox"/> Making rude and/or threatening gestures   | <input type="checkbox"/> Spreading harmful rumors or gossip                |
|  | <input type="checkbox"/> Retaliation for reporting                         |
|  | Electronic Communication (specify)   |
|  | <input type="checkbox"/> Other (specify) _____                             |
|  | _____  |

**Where did the incident happen (choose all that apply)?**

- |  |  |
|--|--|
| <input type="checkbox"/> On school property  | <input type="checkbox"/> On the way to/from school |
| <input type="checkbox"/> At a school-sponsored activity or event off school property | <input type="checkbox"/> Other _____               |
| <input type="checkbox"/> On a school bus   | _____  |

**What did the alleged offender(s) say or do?**

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(Attach a separate sheet if necessary)

**What factors contributed to the harassment, bullying or discrimination?**

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**How has the student been impacted by this incident?**

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**Has the climate of the school been impacted by this incident?**     Yes     No

**Was the alleged student victim absent from school as a result of the incident?**

Yes     No

**If yes, how many days was the student absent from school as a result of the incident?** \_\_\_\_\_

**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 Prohibition against Discrimination, Harassment, and Bullying Policy 1710/4021/7230 for a complete statement. Inquiries or complaints should be directed to the Guilford County Schools Director of Social and Emotional Learning, 120 Franklin Boulevard, Greensboro, NC 27401; 336-370-8397.



# APPENDIX E: PARENT CONSENT AND PHOTO RELEASE FORM

*Please sign and return this consent form to your child's teacher. There are two different items that require your signature – photo consent and directory information. 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 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 or 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

**Yearbook-Only 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 **EXCEPT** for publication in the school yearbook.

_____	_____	_____
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

# APPENDIX F: GUILFORD COUNTY SCHOOLS ANNUAL TECHNOLOGY AGREEMENT

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**TEACHERS WILL READ THIS AGREEMENT TO THEIR CLASS. STUDENTS MUST ACCEPT THIS AGREEMENT DIGITALLY BEFORE THEY CAN LOG ON TO A GCS COMPUTER THAT IS CONNECTED TO THE INTERNET THROUGH THE GCS NETWORK.**

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Technology provides opportunities to enhance learning, appeal to different learning styles, improve communication within the school community and with the larger global community, and achieve Guilford County Schools' ("GCS") educational goals. GCS will, to the extent feasible, issue a district-owned device and charger (a "District Student Device and Charger") at no charge to each duly enrolled student in grades PreK-12 for approved educational purposes.

By signing this form, the student and/or parent/guardian named below (the "Student" and the "Parent/Guardian") certify that they understand and agree to the following:

1. Any District Student Device and Charger is to be used for approved educational purposes only and remains the property of GCS at all times. If instructed to do so by any GCS teacher, administrator, or personnel, the Student or Parent/Guardian will immediately surrender possession of any District Student Device and Charger.
2. The Student's possession and use of any District Student Device and Charger will be governed at all times, on or off campus, by all applicable policies and regulations of GCS. It is the responsibility of the Student and Parent/Guardian to familiarize themselves with such policies and regulations, which are accessible on the district website or available for viewing during regular business hours at the Student's assigned school. These policies and regulations may be revised from time to time and include but are not necessarily limited to the following:
  - a. [Policy 3225/4312/7320 - Technology Responsible Use](#)
  - b. [Regulation Code: 3225/4312/7320-R Responsible Use of Electronic Transmission Capabilities](#)
  - c. [Policy Code: 1710/4021/7230 Prohibition Against Discrimination, Harassment, And Bullying](#)
  - d. [Policy Code: 3226/4205 Internet Safety](#)

e. [Regulation Code: 4300-R1\\* \(formerly JD-P\) Violations of the Code of Conduct](#)

3. The Student's possession and use of any District Student Device and Charger will be governed at all times, whether on or off campus, by all applicable laws, including but not limited to laws prohibiting hacking, copyright infringement, and illegal file-sharing. The Student and/or Parent/Guardian shall be solely responsible for any violations of civil or criminal law committed by the Student by means of any District Student Device and Charger.
4. Any misuse of the District Student Device and Charger or violation of any of the laws, policies, regulations, terms & conditions, or guidelines referenced above may result in additional restrictions on the Student's access to a District Student Device and Charger or other district technologies. Students whose District Student Device and Charger is lost, stolen, destroyed, or significantly damaged more than once may be required to leave any district-issued replacement at school and become a "Day User" only.
5. Any District Student Device and Charger may be inspected at any time by GCS officials, with or without prior notice, either in person or remotely via the Internet, consistent with [Policy 3225/4312/7320 - Technology Responsible Use](#). The Student and Parent/Guardian have no reasonable expectation of privacy to any data or information of any kind contained on any District Student Device, which shall at all times remain GCS property and is intended to be used only for approved educational purposes.

**I AGREE TO FOLLOW ALL THE RULES FOR USING COMPUTERS, DEVICES, AND NETWORKS AT SCHOOL AND AT HOME.**

**STUDENTS/PARENTS MUST COMPLETE THE FOLLOWING INFORMATION AND RETURN TO THE SCHOOL:**

**PLEASE PRINT ALL INFORMATION:**

**STUDENT NAME:**

\_\_\_\_\_  
LAST NAME                      FIRST NAME                      STUDENT ID#

**PARENT/GUARDIAN NAME:**

\_\_\_\_\_  
LAST NAME                      FIRST NAME                      PARENT EMAIL

\_\_\_\_\_  
ADDRESS

\_\_\_\_\_  
HOME PHONE                      WORK PHONE                      OTHER PHONE

Please initial the appropriate options below.

\_\_\_\_\_ I understand and agree to the information contained on both sides of this form. and accept a District Student Device and Charger on behalf of the Student consistent with the laws, policies, regulations, terms & conditions, and guidelines described in this Annual Technology Agreement.

\_\_\_\_\_ In partnership with Guilford County Schools, I will support my Student's responsible use of technology, supporting their adherence to laws, policies, regulations, and guidelines described in this Annual Technology Agreement.

\_\_\_\_\_ My child is attending PreK-3rd grade for the 2023-2024 school year and has received an iPad and iPad Charging Adapter.

\_\_\_\_\_ My child is attending 4th-12th grade for the 2023-2024 school year and has received a Chromebook and Chromebook Charging Adapter.

**Signatures**

I understand and agree to all the information contained on this form.

\_\_\_\_\_  
PARENT/GUARDIAN (REQUIRED)                      STUDENT SIGNATURE

\_\_\_\_\_  
DATE    DATE



**GUILFORD**  
**County Schools**

**BETTER TOGETHER**

In compliance with federal law, 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 Guilford County 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; 336-370-8154.

All Guilford County Schools facilities, both educational and athletic, are tobacco-free learning environments.

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