



Guilford County Board of Education
 Policy Committee Meeting
 January 10, 2:30 p.m.
 Board Room, GCS Central Administrative Offices

Committee Members: Darlene Garrett, Chairperson Nora Carr, Staff Liaison
 Wes Cashwell
 Byron Gladden
 Linda Welborn

AGENDA	
Welcome and Introductions	<i>Discussion Leader: Darlene Garrett</i>
Review of Minutes for (11/8/17)	<i>Discussion Leader: Darlene Garrett</i>
GBDBA (Interscholastic Athletic Coaches) <ul style="list-style-type: none"> • Coaches Evaluation – NCSBA Feedback 	<i>Discussion Leaders: Darlene Garrett and Nora Carr</i>
NCSBA Custom Policies for GCS: <ul style="list-style-type: none"> • 4001 – Equal Educational Opportunities • 4003 – Translating Policies for Students and Parents • 1730/4022/7231 – Nondiscrimination on the Basis of Disabilities • 4023 – Education for Pregnant and Parenting Students • 4050 – Children of Military Families • 1320/3560 – Title I Parent and Family Engagement • 0000/0000 – Parent Notification – Withholding Consent 	<i>Discussion Leader: Darlene Garrett and Nora Carr</i>
Other Business	<i>Discussion Leader: Darlene Garrett</i>
Next Meeting: <i>January 24, 11:00 a.m.</i>	
Adjournment	



POLICY COMMITTEE MEETING

November 8, 2017

Present: Darlene Garrett, Byron Gladden, Linda Welborn, Wes Cashwell

Staff: Nora Carr, Kim Hipp, Tamara Holloway, Jill Wilson

Approval of Minutes

Minutes from the September 13, 2017 meeting were approved as written.

Public Records Policy Update – *N. Carr*

The Policy Committee approved presenting the proposed Public Records – Retention, Release, and Disposition Policy 5070-7650 to the Board at the December 12 Board of Education meeting for a Second Reading. The administrative regulation has been changed to remove the proposed fee structure.

Coaches' Evaluation Update – *N. Carr*

The Policy Committee approved presenting the revised Interscholastic Athletic Coaches Policy GBDBA to the Board at the December 12 Board of Education meeting for a First Reading after receiving an update on the simplified procedure. However, after receiving additional suggestions from the North Carolina School Boards Association, this was delayed to provide time for additional review by the Committee.

Next Steps

The Policy Committee requested staff to propose dates for two additional Committee meetings (one in January and one in February) to allow the Committee additional time to review revised and new student policies presented by the NCSBA.

Next meeting

The next Policy Committee meeting is scheduled for December 13, 2017.

Submitted by:

Nora K. Carr, Ed.D.

Chief of Staff, Guilford County Schools

GBDBA

Descriptor Term: INTERSCHOLASTIC ATHLETIC COACHES
Descriptor Code: GBDBA
Presented to the Board: June 25, 2009 (First Reading)
July 23, 2009 (Second Reading)
Adopted by the Board: July 23, 2009
Revised by the Board:

The Guilford County Board of Education believes students who participate in athletic activities benefit from the experience in many ways. The most important benefits of athletic activities at the schools are educational, not athletic, and students deserve to be in an environment that fosters educational growth, sportsmanship, and fellowship. Coaches of interscholastic athletics must possess a commitment to the values and ideals of the Board. Coaches should be faculty members, i.e., licensed instructional or licensed instructional support personnel, of the school at which they coach. They should be trained and aware of the purposes, policies, goals, and rules applicable to interscholastic athletics in Guilford County.

In the event that any faculty member of the school is ~~not~~ willing and able to coach a particular team, principals and athletic directors shall seek other qualified professionally licensed GCS employees, such as faculty of other GCS schools or professionally licensed central office employees, to assume paid coaching positions. Non-faculty coaches, including individuals not otherwise employed by the school system, ~~should may~~ be used, but only in the event that no faculty coach is available and in accordance with any administrative rules established by the Superintendent. A non-faculty coach may serve in a paid or volunteer capacity; however, classified GCS employees may not serve as paid coaches unless specifically approved by the Superintendent.

Principals and athletic directors should seek the most qualified and competent coaches to fill vacancies within established guidelines the guidelines of this policy and applicable administrative regulations. Principals and athletic directors must also be active in supporting the professional growth of all coaches through evaluation to help coaches improve their skills and effectiveness. To that end, the Board directs the Superintendent to establish procedures that support the Board's goals, and to require coaches and assistant coaches to read, sign, and adhere to a ~~Coaches~~-Code of Conduct for Coaches consistent with this policy. Additionally, the Superintendent is directed to establish procedures to assist schools in filling the positions of interscholastic coaches and evaluation of athletic coaches to meet the expectations of the NCHSAA, the State, and the Board of Education.

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GBDBA-P

Descriptor Term: INTERSCHOLASTIC ATHLETIC COACHES
Descriptor Code: GBDBA-P
Date Issued: June 25, 2009
Date Revised: July 21, 2009
March 12, 2013

The Guilford County Schools participate as members of the North Carolina High School Athletic Association ("NCHSAA") and believes that the value of interscholastic athletic competition is in fostering character and academic achievement for its students. To that end, the Board expects coaches and assistant coaches of interscholastic sports to model appropriate behavior, demonstrate dedication, scholarship and integrity, and reflect the values and ideals of the Board of Education and the education community. With those values in mind, the Superintendent issues the following procedures for interscholastic high school athletics:

Hiring Coaches

1. The Superintendent will establish a committee to be known as the Interscholastic Athletics Committee, consisting of the GCS athletic director, ~~the Superintendent's designee representing student services, the Superintendent's designee representing human resources, two high school principals, and a third high school principal to serve as an alternate in the event that one of the other high school principals has a conflict with any given situation~~, **a representative from the human resources department and staff from other areas as deemed appropriate for the work of the committee.**
2. All head coaches will be on the faculty or staff of the Guilford County Schools unless the principal applies for and receives a waiver from the Interscholastic Athletics Committee. ~~An application for a waiver must be accompanied by documentation of efforts made to secure a faculty or staff coach from within the school or other qualified employees from within GCS prior to recommending appointment of a non faculty coach.~~ When such permission is granted, the coach serves at the will of the Superintendent or designee and must be re-approved for any successive season. ~~The principal must demonstrate efforts to seek a suitable replacement prior to the next season.~~
3. Staff from one school may not coach at another school without prior approval from the Interscholastic Athletics Committee.
- ~~3.4.~~ All non-faculty coaches/assistant coaches will be required to complete the National Federation of High Schools (NFHS) Coaches Education Course.
- ~~4.5.~~ All head coaches/assistant coaches shall be appointed on a seasonal basis and serve at the will of the Superintendent or designee. They shall be notified of appointment in writing and receive a written agreement outlining compensation ~~(for paid coaches only)~~ and expectations for the season. Employees of GCS serving as volunteer coaches must complete a Nonexempt Employee Volunteer Agreement upon notice of appointment.
- ~~5.6.~~ Coaches/assistant coaches serve at the will of the administration and may be removed from their positions at any time.

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6-7. All head coaches/assistant coaches shall complete an Affidavit of Outside (Non-School Related) Activities prior to the beginning of each school year or prior to assuming coaching responsibilities if they apply for positions after the start of the school year. The Affidavit will include a disclosure of every potential conflict of interest, including coaching students of the same age and eligibility at the club, community, or AAU level, recruiting for compensation by any camp, college, program or other organization or other such conflict which could result in the appearance of impropriety. Additionally, coaches and assistant coaches will immediately complete an Outside Contact (Non-School Related) Reporting Form (see addendum) when athletes from their non-school interests enroll in the school.

7-8. Coaches/assistant coaches should be aware of the Board of Education's policy on conflicts of interest, Policy GAG, which may prohibit other activities that present a potential conflict of interest.

Evaluating Athletic Coaches

Regular evaluation of athletic coaches is an important part of their professional growth. The evaluation process should be viewed as an opportunity to assess the effectiveness of the coach in carrying out his/her responsibilities in the athletic program and the goals of the school district. The primary purpose of the process is to assist coaches in becoming more effective in carrying out their responsibilities.

All paid head and assistant paid athletic coaches will be evaluated annually for each sport he/she coaches. Evaluations will be conducted according to guidelines established through a collaboration of the human resources and athletic departments. Final copies of all evaluations will become part of each coach's permanent record.

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Code of Conduct

Annually, every coach and assistant coach will read and sign a Coaches' Code of Conduct for Coaches. The Code will include at least the following:

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1. No coach or assistant coach shall recruit any student to move or attend a school in order to play sports, or have knowledge of any student or parent doing so. No coach shall enlist other individuals to recruit students on their behalf.

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2. All coaches/assistant coaches shall disclose, fully and honestly, his non-school coaching activities and his relationships in the community with athletes enrolled at other schools. All coaches/assistant coaches with outside contacts with players from other schools will be monitored. If students with outside contacts with coaches/assistant coaches transfer schools during their high school careers, the outside (non-school-related) interests may be deemed to be interfering with their ability to carry out the goals and purposes of the district.

3. Principals and athletic directors at each school will be held responsible for the coaches/assistant coaches at their schools, including assuring that the coaches/assistant coaches follow the policies and practices of the Guilford County Board of Education, North Carolina High School Athletic Association, the North Carolina State Board of Education, and the North Carolina Department of Public Instruction.

4. Participation in any co-curricular activity is an important part of the educational experience in Guilford County Schools (GCS). A primary goal of such activities is to teach students character, personal responsibility and self-discipline skills that will enable them to develop to their highest potential. As role models for student athletes, coaches/assistant coaches must conduct themselves in a manner that will facilitate teaching desired outcomes to student participants. Due to the public nature of the co-curricular programs sponsored by GCS, coaches/assistant coaches are expected to conduct themselves in a manner reflective of the high standards and ideals of GCS, their respective schools and the community. Coaches/assistant coaches become subject to the Code of Conduct upon accepting a position of employment as a coach at any level in the GCS system, including as a volunteer coach. Coaches/assistant coaches are subject to the Code at all times during the calendar year, including summer months, whether on or off campus.

- The coach/assistant coach will be aware of the tremendous influence he/she has on student athletes and will never place winning above the value of instilling the highest desirable ideals of character.
- The coach/assistant coach will strive to set an example of the highest ethical and moral conduct for student athletes, officials, athletic directors, school administrators, the North Carolina High School Athletic Association, the media and the public.
- The coach/assistant coach will discipline athletes who display unacceptable behavior, regardless of the impact on competition.
- The coach/assistant coach will know the game rules and is responsible for interpreting the rules for team members. Additionally, the coach or assistant coach will not try to seek an advantage by circumventing of the spirit or the letter of the rules.
- The coach/assistant coach will assure that all medical forms and participation forms of the NCHSAA and GCS are completed and in order prior to allowing any student to participate in practice or competition.
- The coach/assistant coach will promote and work in harmony with the entire interscholastic program of the school.
- The coach/assistant coach will respect and support contest officials by avoiding conduct which will incite players or spectators against the officials.
- The coach/assistant coach will promote good sportsmanship of team members; including players and other team personnel such as managers and statisticians.
- The coach/assistant coach will actively promote good sportsmanship of spectators by working closely with administrators, cheerleaders, pep club sponsors and booster clubs.
- The coach/assistant coach will meet and exchange greetings with the opposing coach before and after the contest to set and maintain a positive tone for the event.
- The coach/assistant coach will take an active role in the prevention of alcohol, tobacco, and other drug abuse, while stressing the importance of a healthy lifestyle.

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~~• The coach/assistant coach will ensure that every injured athlete is given immediate medical attention.~~

~~• The coach/assistant coach will ensure that every participant meets all requirements for athletic eligibility.~~

~~• The coach/assistant coach will inspire the student-athletes to achieve the highest academic success possible.~~

~~• The coach/assistant coach will advise participants as to the proper conduct in meetings with the media and how to conduct themselves in interviews, both for their own protection and to avoid any embarrassment.~~

~~• The coach/assistant coach will conduct all financial transactions in accordance with board policy, using generally accepted and standard accounting procedures, and will act at all times on behalf of the team without taking personal advantage of his/her position.~~

~~No coach shall use participation in a community sports team, camp or facility as a basis for any decision related to school matters or athletics.~~

Any coach/assistant coach failing to conduct himself/herself in a manner consistent with the wholesome nature of athletics may be reprimanded, placed on probation, temporarily suspended from all coaching duties, or dismissed from any and all coaching duties in GCS.

~~(Adapted from the 2008-09 NCHSAA Handbook and the NCDPI Middle School Athletic Manual.)~~

Guilford

County Schools

Code of Conduct for Coaches



The Guilford County Schools Board of Education expects coaches of interscholastic sports to model appropriate behavior, demonstrate dedication, scholarship and integrity, and reflect the values and ideals of the education community. As stated in policy GBDBA, the Board of Education has established the following expectations for coaches in the Guilford County Schools:

1. No coach shall recruit any student to move or attend a school in order to play sports. [No coach shall allow a student to play if the coach has knowledge that the student or parent has moved or transferred schools in order to participate in athletics. or have knowledge of any student or parent doing so.](#) No coach shall enlist other individuals to recruit students on their behalf.
2. The coach shall disclose, fully and honestly, his outside activities and his relationships in a community setting with athletes enrolled at other schools. Coaches with outside contacts with players from other schools will be monitored and if students with outside contacts with coaches transfer schools during their high school career, the coach's outside interests may be deemed to be interfering with the coach's ability to carry out the goals and purposes of the district.
3. Principals and athletic directors at each school will be held responsible for the coaches and assistant coaches at their schools, including assuring that the coaches and assistant coaches follow the policies and practices of the Guilford County Board of Education, North Carolina High School Athletic Association, the NC State Board of Education, and the NC Department of Public Instruction.
4. Participation in any co-curricular activity is an important part of the educational experience in the Guilford County Schools (GCS). A primary goal of such activities is to teach students character and self-discipline skills that will enable them to develop to their highest potential. As role models for student athletes, coaches must conduct themselves in a manner that will facilitate teaching desired outcomes to student participants. Due to the public nature of the co-curricular programs sponsored by GCS, coaches are expected to conduct themselves in a manner reflective of the high standards and ideals of GCS, their respective schools, and community. Coaches become subject to the Code of Conduct upon accepting a [coaching assignment position of employment as a coach](#) at any level in the GCS system, including as a volunteer coach. Coaches are subject to the Code at all times during the calendar year, including summer months, whether on or off campus.
 - The coach will be aware of the tremendous influence he/she has on student-athletes and will never place winning above the value of instilling the highest desirable ideals of character.

- The coach will strive to set an example of the highest ethical and moral conduct with the student athlete, officials, athletic directors, school administrators, the North Carolina High School Athletic Association, the media, and the public.
- The coach will discipline athletes who display unacceptable behavior, regardless of the impact on competition.
- The coach will know the game rules and be responsible for their interpretation to team members. Additionally, the coach will not try to seek an advantage by circumvention of the spirit or the letter of the rules.
- The coach will assure that all medical forms and Pparticipation forms of the NCHSAA and GCS are completed and in order prior to allowing any student to participate in practice or a competition.
- The coach will adhere to all concussion safety requirements established by law and State Board of Education policy.
- The coach will promote and work in harmony with the entire interscholastic program of the school.
- The coach will respect and support contest officials by avoiding conduct which will incite players or spectators against the officials.
- The coach will promote good sportsmanship of team members; including players and other team personnel such as managers and statisticians.
- The coach will actively promote good sportsmanship of spectators by working closely with administrators, cheerleaders, pep club sponsors, and booster clubs.
- The coach will meet and exchange greetings with the opposing coach before and after the contest to set and maintain a positive tone for the event.
- The coach will take an active role in the prevention of alcohol, tobacco, and other drug abuse, while stressing the importance of a healthy lifestyle.
- The coach will ensure that every injured athlete is given immediate medical attention.
- The coach will be sure that every participant meets all requirements for athletic eligibility.
- The coach will inspire the student-athletes to achieve the highest academic success possible.
- The coach will advise participants as to the proper conduct in meetings with the media and how to conduct themselves in interviews, both for their own protection and to avoid any embarrassment.
- The coach will conduct all financial transactions in accordance with board policy using good accounting procedures and will act at all times on behalf of the team without taking personal advantage of his/her position.
- No coach shall use participation in a community sports team, camp or facility as a basis for any decision related to school matters or athletics.

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Adapted from the NCHSAA Handbook and the Department of Public Instruction Middle School Athletic Manual

The Guilford County Board of Education (the “Board”) affirms the principle that every student, should be given an equal opportunity for a sound basic education. Furthermore, no student, on the basis of race, creed, color, national origin, sex, marital status, pregnancy, disability, religion, linguistic and language differences, socioeconomic status, political belief, age, height, weight, physical characteristics, sexual orientation, or gender identity/expression will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the school system. The school system will treat its students without discrimination with regard to course offerings, athletics, counseling, employment assistance, extracurricular activities, and educational resources.

Any student, parent, or guardian who feels that this policy has been misinterpreted, misapplied, or violated may file a complaint in accordance with policy 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure.

The Superintendent shall develop appropriate procedures in accordance with policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities, to ensure that students identified as having a disability under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act receive a public education in accordance with 34 C.F.R. pt. 104, subpart D.

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. The name and contact information for the Compliance Officer shall be available by contacting the Superintendent’s office or referring to policy 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying.

Legal References: Americans With Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Equal Educational Opportunities Act of 1974, 20 U.S.C. 1703; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; Title IV of the Civil Rights Act of 1964, 42 U.S.C. 2000c *et seq.*; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d *et seq.*; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*; G.S. 115C-1, -367, -375.5; art. 9

Cross References: Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Education for Pregnant and Parenting Students (policy 4023), Homeless Students (4125)

Replaces: AC (revised April 14, 2015)

Adopted:

TRANSLATING POLICIES FOR STUDENTS AND PARENTS

Policy Code: **4003**

The Guilford County Board of Education (the “Board”) recognizes that there are many students and parents in the school system whose primary language is not English. The Board further recognizes the importance of communicating the policies of the school system to all students and parents. To the extent practicable as funds permit and as otherwise required by law, the school system will provide translations of pertinent school system information and policies to those students and parents whose primary language is not English. During non-instructional times, staff in the English Learners Department may assist schools in providing such translations. The Superintendent may explore additional options for providing translations or interpretations of student and parent policies.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6318; G.S. 115C-36, -47

Cross References: Parental Involvement (policy 1310/4002)

Adopted:

NONDISCRIMINATION ON THE BASIS OF DISABILITIES

Policy Code: **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.

Legal References: Americans With Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104

Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Service Animals in Schools (policy 4202/5029/7272)

Adopted:

EDUCATION FOR PREGNANT AND PARENTING STUDENTS

Policy Code:

4023

The Guilford County Board of Education (the “Board”) will provide all pregnant and parenting students with the same educational instruction as other students or its equivalent. Pregnant and parenting students will not be discriminated against or excluded from school or from any program, class, or extracurricular activity because they are pregnant or parenting students. School administrators shall provide assistance and support to encourage pregnant and parenting students to remain enrolled in school and graduate.

In accordance with state law, school system officials shall use, as needed, supplemental funds from the At-Risk Student Services allotment to support programs for pregnant and parenting students. Students who are pregnant or parenting will be given excused absences from school for pregnancy and related conditions for the length of time the students’ physicians find medically necessary. These absences include those due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent. Homework and make-up work will be made available to pregnant and parenting students to ensure that they have the opportunity to keep current with assignments and avoid losing course credit because of their absence from school, and, to the extent necessary, a homebound teacher will be assigned.

Legal References: G.S. 115C-375.5

Cross References: Prohibition Against Discrimination, Harassment, and Bullying (policy 1710/4021/7230), Equal Educational Opportunities (policy 4001), Attendance (policy 4400)

Adopted:

The Guilford County Board of Education (the “Board”) recognizes the unique circumstances faced by children of military families who are often required to transfer to a new school system because their parents or guardians have a new military assignment. The Board also recognizes that children whose immediate family members are deployed by the military may be at increased risk of emotional, psychological, or other harm. The Board is committed to supporting these children in the school system and undertaking to serve their unique needs.

A. IDENTIFICATION OF MILITARY-CONNECTED STUDENTS

Each principal shall annually identify all military-connected students enrolled in the school and shall develop a means for serving their unique needs. For purposes of this section, a military-connected student is defined as a student who has a parent, step-parent, sibling, or any other person who resides in the same household serving in the active or reserve components of the Army, Navy, Air Force, Marine Corps, Coast Guard, or National Guard.

The identification of military-connected students is not a public record subject to public records law.

B. COMPLIANCE WITH THE INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

In order to promote flexibility and cooperation among the school system, parents and guardians, and children of military families, to promote the children’s well-being, and to assist these children in achieving educational success in their new schools, the Superintendent shall adopt procedures necessary to ensure compliance with the Interstate Compact on Educational Opportunity for Military Children (hereinafter “Compact”) and to educate employees about the unique needs of children of military families.

1. Definitions

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

a. Active Duty

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

b. Children of Military Families

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

c. Deployment

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

d. Education Records

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

e. Extracurricular Activities

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

f. Member State

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

g. Non-Member State

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

h. Receiving State

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

i. Rule

A rule is a written statement by the Interstate Commission promulgated pursuant to Article XII of the Compact that is of general applicability, implements, interprets, or prescribes a policy or provision of the Compact,

or an organizational, procedural, or practice requirement of the Interstate Commission, and has the force and effect of rules promulgated under the Administrative Procedures Act as found in Chapter 150B of the North Carolina General Statutes, and includes the amendment, repeal, or suspension of an existing rule.

j. Sending State

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

k. Student

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

l. Transition

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

m. Uniformed Services

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

n. Veteran

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

2. Those to Whom Adopted Policies and Procedures Apply

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

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

- c. members of uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.
3. Those to Whom Adopted Policies and Procedures Do Not Apply

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

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

Legal References: G.S. 115C-12(18)(f), -288(m), -407.5

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

Adopted:

NOTE: Footnotes are for reference only. They should be eliminated from an individual board's policy.

TITLE I PARENT AND FAMILY ENGAGEMENT

Policy Code: 1320/3560

¹The 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. School system 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 school system's Title I program in helping students meet state and local achievement standards.²

A. DEFINITION OF PARENT AND FAMILY ENGAGEMENT³

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

¹ This policy summarizes federal legal requirements under Title I of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). See 20 U.S.C. 6301 *et seq.* The U.S. Department of Education is expected to issue new regulations to implement the ESSA amendments. Until then, the existing regulations at 34 C.F.R. pt. 200 may conflict with the current statute. If questions arise regarding current statutory or regulatory requirements, please consult the Department of Education website, NCDPI, or your board attorney for assistance.

² 20 U.S.C. 6318 mandates that local educational agencies receiving funds under chapter 70, subchapter 1 of title 20 of the United States Code ("Title I" funds) have a written parental involvement policy that describes the expectations for parent and family engagement and how the LEA will incorporate parents and family members into its program. The statute also requires schools that receive this funding to develop a written parent and family engagement policy. Refer to the federal statute for a comprehensive list of what is required to be in the parent and family engagement policy and plan.

³ 20 U.S.C. 7801(39). Although the statute only contains a definition for "parental involvement" the clear thrust of ESEA as updated by ESSA is to be more inclusive with the language regarding family and to include important family members as stakeholders in the decision-making process regarding students.

4. that the school system 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 school system'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.⁴

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 school system'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.⁵

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.⁶

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.⁷ 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.⁸

D. PARENT AND FAMILY ENGAGEMENT EFFORTS

⁴ Other purposes may be identified.

⁵ Other criteria for determining student eligibility for targeted assistance schools may be provided.

⁶ LEAs must develop evidence-based strategies for effective parental involvement using the findings from the annual program evaluation described in Section C of this policy. See 20 U.S.C. 6318(a)(2)(E).

⁷ The statute requires parental input into many aspects of the Title I program. For example, parents and family members must be involved in developing the LEA Title I plan; developing support and improvement plans for schools identified as needing comprehensive or targeted support and improvement; deciding how certain Title I funds will be spent; planning, reviewing and improving the Title I programs; planning, reviewing, and improving the parent and family engagement policy; and developing school-wide programs. Parents may also request opportunities for regular meetings to provide input. Please refer to the federal statute for complete requirements.

⁸ See 20 U.S.C. 6318(a)(2).

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 school system 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 system-level parent and family engagement policy and plan is developed with, agreed upon with, and annually distributed to parents and family members of participating students. In addition to the system-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.⁹ 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, school system officials and Title I school personnel shall do the following:¹⁰

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;¹¹
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

⁹ The obligation of the school system to serve private school students is established in 20 U.S.C. 6320.

¹⁰ This list paraphrases requirements of ESSA. The board must indicate how system officials will accomplish these requirements.

¹¹ Additional or alternative ways of including parents and family, such as creating a parental involvement committee or parent advisory board, may be addressed. The statutory provision addressing the establishment of an optional parent advisory board is at 20 U.S.C. 6318(a)(2)(F).

performance;¹²

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;¹³
4. with the meaningful involvement of parents, conduct an annual evaluation of the content and effectiveness of the school system parent and family engagement policies and program in improving the academic quality of the school and assisting students to meet the school system's academic standards;¹⁴
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;¹⁵
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;¹⁶
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;¹⁷
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;¹⁸
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

¹² See 20 U.S.C. 6318(a)(2)(B). Use of central office departments is necessary to build the capacity of all participating schools. The board may identify other means of accomplishing these goals, such as by requiring meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents and family members in education, as proposed in the statute.

¹³ See 20 U.S.C. 6318(a)(2)(C).

¹⁴ See 20 U.S.C. 6318(a)(2)(D).

¹⁵ See 20 U.S.C. 6318(a)(2)(D)(i).

¹⁶ Options for accomplishing this outreach and assistance may be modified.

¹⁷ See 20 U.S.C. 6318(d).

¹⁸ See 20 U.S.C. 6318(e)(3).

achievement through such methods as literacy training or using technology, which may include education about the harms of copyright piracy;¹⁹

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;²⁰
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;²¹
12. ensure that parents are involved in the school's Title I activities;²² and
13. provide such other reasonable support for Title I parental involvement activities as requested by parents.²³

E. NOTICE REQUIREMENTS

School system officials and Title I school personnel shall provide effective notice of the following information as required by law.²⁴ The notice must be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.²⁵

1. Program for English Learners

Each year the principal or designee shall provide notice²⁶ of the following to parents of English learners identified for participation in a Title I, Part A or Title III²⁷

¹⁹ See 20 U.S.C. 6318(e)(1)-(2). Alternative methods may be identified.

²⁰ See 20 U.S.C. 6318(e)(4).

²¹ This provision is optional but encouraged. See 20 U.S.C. 6318(a)(2)(c) and (e)(13).

²² See 20 U.S.C. 6318(a)(2)(F).

²³ See 20 U.S.C. 6318(e)(14).

²⁴ LEAs should work closely with individual schools to ensure compliance with the numerous notice requirements in Title I of the Elementary and Secondary Education Act. Some of these notice requirements place the burden on the LEA while other provisions apply only to the individual schools. Moreover, some provisions require notice/publication/dissemination to parents, staff, and the community while others apply to parents only. Finally, some provisions require annual notice, while others require notice only after some triggering event. Please refer to the federal statute, federal regulations, and DOE guidance for more specific guidelines.

²⁵ This is the standard of effective notice used throughout Title I of the Elementary and Secondary Education Act.

²⁶ Notification must occur not later than 30 days after the beginning of the school year for a student identified before the beginning of the school year. If a student has not been identified prior to the beginning of the school year, notification must occur within the first two weeks of the student's placement in a language instruction program. See 20 U.S.C. 6312(e)(3)(A).

²⁷ Title III of the Elementary and Secondary Education Act provides funding to improve language instruction for English learners and immigrant students. See 20 U.S.C. 6811 *et seq.*

funded language-instruction educational program:²⁸

- 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.²⁹

2. System Report Card

Each year, school system officials shall disseminate to all parents, schools, and the public a school system report card containing information about the school system and each school, including, but not limited to:³⁰

- 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 school system 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 school system as a whole;
- c. the percentage and number of students who are:

²⁸ See 20 U.S.C. 6312(e)(3)(A).

²⁹ LEAs are required to implement an effective means of outreach to parents of English learners. Effective outreach must include the notice described here. See 20 U.S.C. 6312(e)(3)(C).

³⁰ This information is required by 20 U.S.C. 6311(h)(1) and (2).

- i. assessed,
 - ii. assessed using alternate assessments,
 - iii. involved in preschool and accelerated coursework programs, and
 - iv. English learners achieving proficiency;
 - d. the per pupil expenditures of federal, state, and local funds; and
 - e. teacher qualifications.
3. Teacher Qualifications
- a. At the beginning of each year, school system officials shall notify parents of students who are participating in Title I programs of the right to request public information regarding the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child (see policy 7820, Personnel Files).³¹
 - 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.³²
4. 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.³³
 - b. Each year, the principal or designee of a Title I school shall provide notice to parents of their right to request information regarding student participation in state-required assessments.³⁴

F. WEBSITE DISTRIBUTION OF INFORMATION

Each year, school system officials shall publicize on the school system website and, where

³¹ This notification is required by 20 U.S.C. 6312(e)(1)(A).

³² This notification is required by 20 U.S.C. 6312(e)(1)(B).

³³ See U.S.C. 6318(a)(2), (b)(1), (c)(1) and (2).

³⁴ See U.S.C. 6312(e)(2)(A). The information must include any state or LEA policy regarding student participation in any federally-required assessments, including notice of any rule that allows parents to opt their children out of those assessments. Notwithstanding any such "opt-out" rule, LEAs must ensure that at least 95% of students participate in the state assessments required by the ESEA. 20 U.S.C. 6311(c)(4)(E). North Carolina currently does not have a rule that permits students to opt out of state required assessments.

practicable, on the website of each school:

1. the report card described in subsection E.2, above;³⁵ and
2. information on each assessment required by the state and, where feasible, by the school system, organized by grade level.³⁶ 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.

Legal References: Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200

Cross References: Parental Involvement (policy 1310/4002), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Personnel Files (policy 7820)

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³⁵ 20 U.S.C. 6311(h)(2)(B) requires this information to be posted on the LEA website if the LEA has one. Posting on school websites is optional.

³⁶ This information is required by 20 U.S.C. 6312(e)(2)(B). Posting on the website is mandatory, but may be augmented with other means to publicly disseminate the information.

Parents will be effectively notified on an annual basis that they may opt out of any of the following:

1. release of student directory information about their child for school purposes or to outside organizations (see policy 4700, Student Records);
2. release of their child's name, address, and telephone listing to military recruiters or institutions of higher education (see policy 4700, Student Records);
3. their child's participation in curricula related to (a) prevention of sexually transmitted diseases, including HIV/AIDS; (b) avoidance of out-of-wedlock pregnancy; or (c) reproductive health and safety education, as provided in policy 3540, Comprehensive Health Education Program. A copy of the materials that will be used in these curricula will be available in the school media center during the school year and at other times that the media center is available to the public. To meet any review periods required by law, materials also may be made available for review in the central office;
4. their child's participation in academic or career guidance or personal or social counseling services of a generic nature offered to groups of students (e.g., peer relations strategies offered to all sixth graders). However, parental notification and permission are not required for: (a) short-duration academic, career, personal, or social guidance and counseling and crisis intervention that is needed to maintain order, discipline, or a productive learning environment; (b) student-initiated individual or group counseling targeted at a student's specific concerns or needs; and (c) counseling if child abuse or neglect is suspected (see policies 3610, Counseling Program, and 4240/7312, Child Abuse – Reports and Investigations);
5. their child's participation in non-Department of Education-funded surveys concerning protected topics (see policy 4720, Surveys of Students);
6. the collection, disclosure, or use of their child's personal information for marketing purposes (see policy 4720, Surveys of Students); and
7. release of their child's free and reduced-price meal information to State Medicaid or State children's health insurance program (SCHIP).

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