

MOORE COUNTY SCHOOLS
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Moore County Board of Education
Policy Committee Meeting
Tuesday, December 18, 2018
2:00 pm – Central Office Conference Room

MINUTES

The Moore County Board of Education's Policy Committee met on December 18, 2018, with Committee Chair Dr. Betty Wells Brown calling the meeting to order at 2:10 p.m. Also in attendance were committee members Libby Carter and Stacey Caldwell, Board member Ed Dennison, Superintendent Bob Grimesey, Chief Officer for Academics and Student Support Services Tim Locklair, Executive Officer for Operations John Birath, Director for Student Support Services Seth Powers and committee liaison Anita Alpenfels.

The committee reviewed the new and revised policies below. The committee elected to continue consideration of Policy 1620 – Expenses for Members of the Board of Education at the next called meeting of the Policy Committee. Namely, the committee is interested in the county commissioners' rate of mileage reimbursement.

The committee elected to suggest that proposed new Policy 4203/71041 – Classified Employees: Duty to Drive a School Bus be discussed by the full Board, perhaps at the January 7, 2019, work session.

The committee determined that Policy 7040 – Operation of Student Food Service will maintain its current language on Meal Charges rather than adopting language provided by NCSBA's sample policy. The committee also shared their wish to ensure that the three high schools are consistent with the number of meals allowed to be charged when a student does not have funds to pay for a meal. Committee members also requested to see a report of school-by-school lunch debt.

The committee unanimously approved for the remaining policies and policy revisions along with Policy 7040's revisions to be presented for first reading at the January 7, 2019, Board work session (motion – Ms. Carter; second – Ms. Caldwell).

The committee adjourned at 3:55 p.m.

1. **Policy 1620 – EXPENSES FOR MEMBERS OF THE BOARD OF EDUCATION**..... page 4
At the last Policy Committee meeting, members of the committee expressed the need to review this policy at a subsequent meeting

2. **Policy 3400/4400 – RESIGNATION** page 7
Revisions to this policy strengthen expectations for notice from classified employees.

3. **Policy 4203/7104 – CLASSIFIED EMPLOYEES: DUTY TO DRIVE A SCHOOL BUS** page 9
This new policy is recommended to assist in increasing the number of available bus drivers. Proposed regulations are provided for information.

4. **Policy 5414 – PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT**..... page 13

- Policy 5417 – TITLE I PARENT AND FAMILY ENGAGEMENT**..... page 22
After a recent DPI audit, it was recommended that Moore County Schools align the Parental Involvement policy with NCSBA’s sample. Additionally, a new Title I Parent and Family Engagement policy is recommended.

5. **Policy 5530 – STUDENT PROMOTION AND ACCOUNTABILITY** page 28
Updates to this policy align it with NCSBA’s sample policy.

6. **Policy 5600 – TESTING AND ASSESSMENT PROGRAM** page 38
Updates to this policy reflect changes in State Board policy.

7. **Policy 6020 – SCHOOL ADMISSIONS** page 41
Language added to this policy provide for out-of-county student admissions without tuition at underenrolled schools.

8. **Policy 6023 – HOMELESS CHILDREN**..... page 47
Updates to this policy align it with NCSBA’s sample policy.

9. **Policy 6330 – COUNSELING PROGRAM** page 58
With revisions to the Parental Involvement policy, it was necessary to add language to this policy, thereby also aligning it with NCSBA’s sample policy.
11. **Policy 7040 – OPERATION OF STUDENT FOOD SERVICES**..... page 60
With recent concerns about how the district addresses lunch debt, this policy and its accompanying regulations are provided for discussion. Regulations for this policy and Policy 6805 – Student Fees and Charges are provided for information. Additionally, counsel recommended [an additional resource](#) for more background on this concern.
12. **Policy 7550 – NAMING FACILITIES** page 66
Recommended additions to this policy clarify the Board’s intentions for naming schools and other facilities.

1620 EXPENSES FOR MEMBERS OF THE BOARD OF EDUCATION

Compensation

Board members will be compensated for the performance of their official duties and responsibilities. The amount of compensation will be established according to applicable laws.

Reimbursement and Expense Allowances

Board Members will receive expense allowances and/or be reimbursed for out-of-pocket expenses incurred in the performance of their duties in accordance with published guidelines approved by the Board, which shall be developed, reviewed and periodically updated by the Board in consultation with the Superintendent.

Guidelines for Moore County Board of Education Professional Development and Travel Reimbursement and Expense Allowances

View or Print: [THIS DOCUMENT](#)

Legal Reference: G.S. 115C-36, -38; 153A-92

Adopted: August 29, 1988

Revised: February 10, 2014

**Guidelines for Moore County Board of Education
Professional Development and Travel
Reimbursement and Expense Allowances**

Approved by the Moore County Board of Education on February 10, 2014
Expense Allowances Approved by MCBOC on March 4, 2014

The following guidelines have been approved by the Moore County Board of Education and govern all Board member requests for expense reimbursement and all expense allowances related to Board members' professional development and official travel.

A. EXPENSE REIMBURSEMENT

1. Each Board Member will be eligible to be reimbursed for up to \$5,000.00 for education and training relevant to his or her service as a Board member during each two-year period that he or she serves as a Board member. This amount is inclusive of registration fees, hotel expenses, meal reimbursements, and out-of-county travel costs associated with such education and training, but does not include any expense allowances for in-county mileage or per diem meal allowances as described in section B of these guidelines. Each member will decide which conferences/meetings to attend based on meeting agenda and content. If a Board Member has exhausted his or her \$5,000.00 budget over the relevant two-year period and wishes to attend additional conferences or meetings during that time, the Board Member may either:

a. Request approval to attend additional conferences by submitting the request for consideration and approval by the Board in open session at an official Board meeting.

b. Pay for the costs associated with the additional conference or meeting without requesting reimbursement from the district.

2. All requests for reimbursement for out-of-county travel and/or attendance at out-of-county conferences or meetings must be approved by the Board Chair and reported to the Chief Financial Officer (CFO) before payments will be made by the district. Any such requests submitted by the Board Chair must be approved by the Board Vice-Chair and reported to the CFO before payments will be made. Any denial by the Chair or Vice-Chair of a request made pursuant to this section may be appealed to the full Board at the next regularly scheduled Board meeting.

3. Airline reservations will be scheduled through the superintendent's office and paid by the district in advance. If a Board member is traveling with a spouse or another traveling companion, reservations for the spouse or traveling companion may be made at the same time but at the Board member's or traveling companion's expense. Board members must either submit a personal credit card number to the Finance Office in advance of booking or deliver a check to the Finance Office within 48 hours of booking. If a Board Member must make an adjustment in travel arrangements for any reason other than a district purpose, any costs associated with the change (including but not limited to cancellation fees or non-refundable deposits) will be considered a personal expense.

4. Hotel reservations will be scheduled through the superintendent's office and paid by the district in advance. If a Board member must make an adjustment in travel arrangements for any reason other than a district purpose, any costs associated with the change (including but not limited to cancellation fees or non-refundable deposits) will be considered a personal expense. Hotel rooms will be covered only for the length of the conference. Any extra days will be at the Board Members expense. Reimbursement to a Board member sharing a room with a family member or guest will be limited to the single occupancy rate.

5. When there is a realistic option of either driving or flying to an out-of-state destination, the lesser of the costs will be used for reimbursement calculations.

6. The District mileage chart (or Map Quest) and the optional standard mileage rate for business travel used by the United States Internal Revenue Service will be used to calculate mileage reimbursement for all approved out-of-county travel, using the Board member's home as the origination point. Board members will be reimbursed for taxi, transportation, and/or parking costs consistent with these guidelines upon submission of receipts.

7. Upon submission of receipts, Board members will be reimbursed for the actual costs of meals consumed at or while traveling to or from conferences or meetings. Alcoholic beverages are not subject to reimbursement. Alternatively, Board members may obtain per diem expense allowances for such meals as provided in section B.1 of these guidelines.

8. Expenditures not covered in these guidelines will be considered the personal responsibility of the individual Board member

B. EXPENSE ALLOWANCES

1. Board members will be eligible for the following per diem meal allowances while traveling to conferences or meetings in their official capacities as Board members:

- a. \$40.00 per day for in-state travel
- b. \$50.00 per day for out-of-state travel.

Amounts may be paid in advance or in arrears after Finance review of the respective meeting/conference agenda to confirm that meals for which reimbursement is sought are not included with the meeting/conference. If some but not all meals are provided as part of the meeting/conference, Board members will be eligible for the following per allowances for each meal not provided during the conference and during travel to and from the conference:

- a. \$8.00 per day for breakfast, \$12.00 per day for lunch, and \$20.00 per day for dinner for in-state travel.
- b. \$10.00 per day for breakfast, \$15.00 per day for lunch, and \$25.00 per day for dinner for out-of-state travel.

2. Each Board member will receive \$50 per month to cover all in-county travel, regardless of actual mileage incurred and without submission of a mileage report.

3400/4400 RESIGNATION

A. Licensed Employees

Licensed employees who intend to resign at the conclusion of a school year for any reason are encouraged to indicate their plans in writing at as early a date in the school year as possible, such as when plans become firm and/or the decision to leave the school system is made. A resignation becomes effective at the end of the school year in which it is submitted. A resignation for any other time requires 30 days' notice unless the Superintendent consents to a shorter notice period or the contract specifies a longer notice period.

If a licensed employee has not been recommended for dismissal but fails to meet the 30-day notice requirement and the Superintendent does not consent to a waiver of notice, the Board delegates to the Superintendent the discretion to request that the State Board of Education revoke the teacher's license for the remainder of the school year. The Superintendent shall place a copy of the request in the licensed employee's personnel file.

The Superintendent must notify the State Board of Education if a teacher's criminal history is relevant to the teacher's resignation, regardless of whether the teacher gave adequate advance notice of resignation.

If a licensed employee who has been recommended for dismissal under the applicable state law resigns without the written consent of the Superintendent, then:

- (1) the Superintendent shall report the matter to the State Board of Education;
- (2) the employee shall be deemed to have consented to the placement of the written notice of the Superintendent's intention to recommend dismissal in the employee's personnel file;
- (3) the employee shall be deemed to have consented to the release to prospective employers, upon request, of the fact that the Superintendent has reported this employee to the State Board of Education; and
- (4) the employee shall be deemed to have voluntarily surrendered his or her license pending an investigation by the State Board of Education to determine whether to seek action against the employee's license.

Upon inquiry from a North Carolina local board of education, charter school, or regional school as to the reason for a licensed employee's resignation, the Superintendent or designee shall indicate if the licensed employee's criminal history was relevant to the resignation.

B. All Employees

Letters of resignation must be submitted to the Superintendent. Resignations may be accepted, on behalf of the Board, by the Superintendent or designee. To help ensure the smooth operation of the schools, an employee shall provide 30 days' notice is requested whenever possible unless the Superintendent or designee consents to a shorter notice period or the contract specifies a longer notice period. If the employee resigns without 30 days' notice and without the approval of the Superintendent or designee, the resignation may be denied, and the employee may be subject to additional disciplinary action, up to and including dismissal.

Legal Reference: G.S. 115C-47, 325(e), -325(o) (applicable to career status teachers), -325.4 and -325.9 (applicable to non-career status employees), -332

Adopted: July 30, 1990

Revised: February 8, 2010; April 11, 2011; August 13, 2018; _____

4203/7104 CLASSIFIED EMPLOYEES - DUTY TO DRIVE A SCHOOL BUS

To ensure the safe and efficient transportation of students to and from school, and to ensure an adequate number of regular and substitute school bus drivers to meet the needs of the Moore County Public Schools, the Board adopts the following policy.

All teacher assistants, custodians and child nutrition assistants employed by the Moore County Public Schools must be qualified, licensed, and willing to drive a school bus. Bus driving duty shall be considered an essential function of these classified positions, and these employees must sign a bus driving agreement as a condition of new or continued employment. Continued employment will be contingent upon the employee completing all requirements and maintaining the appropriate license and certification to drive a bus. For any such employee first hired after the effective date of this policy, that employee shall become licensed to drive a bus within ninety (90) calendar days after completing the first school bus driver certification class following the employee's start date.

Teacher assistants, custodians and child nutrition assistants hired before January 31, 2019, are exempt from this policy. The Superintendent shall develop procedures to implement this policy, including procedures under which other exceptions to this policy, if any, may be established.

Bus driving assignments shall be made by the Superintendent or the Superintendent's designee to best meet the needs of the Moore County Schools. Nothing in this policy is intended to establish or create a right to drive a school bus.

Legal References: G.S. 115C-47, -245, -276

Adopted: _____

4203/7104R CLASSIFIED EMPLOYEES - DUTY TO DRIVE A SCHOOL BUS

New Employees

Effective as of the adoption date of policy 4203/7104, Duty to Drive a School Bus, all new teacher assistants, custodians and child nutrition assistants, whether a new hire or a re-hire for annual position must be licensed and certified to drive a school bus. These employees must:

- Sign a bus driving agreement as a condition of their employment;
- Prior to starting work, obtain a DOT Medical Card allowing the employee to drive a school bus in NC; and
- Make a good faith effort to register for and attend the first available school bus driver certification class offered after employment.

Employment is contingent upon the employee completing all requirements and obtaining the appropriate license and certification within ninety (90) calendar days of attending the school bus driver certification class. For annual positions, there is no right or entitlement of the employee to be re-hired for a subsequent annual position, but if the employee who was hired within the last sixty (60) days of the school year is re-hired, the employee shall have an additional thirty (30) days during the following school year to complete the appropriate license and certification.

Maintaining License and Certification

All employees who are required to drive a school bus as a condition of employment must maintain a valid license and all required endorsements and certifications to drive a school bus.

Assignment as a School Bus Driver

All classified employees who sign a bus driving agreement and/or have a current job responsibility to drive a school bus must be available to drive a regular bus route as needed. Employees who currently are not needed to drive a regular bus route must be available as substitute bus drivers.

The transportation supervisor is expected to use staff members as substitute bus drivers at the school before calling an employee from another school. An employee from another school may be called only if that school does not have an available staff member to substitute.

Nothing in this regulation is intended to limit the ability of the Superintendent or his designee to assign a teacher assistant, custodians or child nutrition assistants to drive a regular bus route. Employees will be assigned as regular or substitute bus drivers in the discretion of the Superintendent or designee in the manner required to meet the needs of the school system.

Exemptions

1. Teacher assistants, custodians and child nutrition assistants hired before January 31, 2019, who have no existing job duty or obligation to drive a school bus by agreement or otherwise, are exempt from this policy.
2. All employees who are otherwise subject to the duty to drive a bus may receive a temporary exemption if these employees develop a medical condition that may temporarily interfere with their ability to drive a bus after they are licensed and certified to drive a bus.
 - a. These exemptions will be for short durations based on a doctor's note for a specific amount of time. These exemptions are not permanent and should typically be granted for no more than twelve (12) weeks.
 - b. Upon conclusion of the temporary exemption, the employee must submit a completed medical report to the DMV Driver License Section and be cleared to drive in order to remain employed.

AGREEMENT TO DRIVE A SCHOOL BUS

I, _____, understand that as a teacher assistant, custodian or child nutrition assistant of the Moore County Public Schools, I have an obligation and duty to drive a school bus on a regular and/or substitute basis. I understand that driving a school bus is an essential function of my job.

I acknowledge that:

- 1) I am at least 21 years of age and have at least 6 months driving experience.
- 2) I have a valid North Carolina operator’s license and a good driving record.
- 3) I meet all physical, vision, and hearing requirements for school bus drivers under North Carolina law.

I agree that as a condition of my employment:

- 1) I will obtain and maintain a DOT Medical Card that allows me to drive a school bus in NC.
- 2) I will take the school bus driver training conducted by the DMV School Bus & Traffic Safety Section.
- 3) I will pass such tests as may be required by law and prescribed by the Commissioner of Motor Vehicles and the State Board of Education for licensing and certification to drive a school bus.

I agree that I will be available to drive a regular bus route and/or be available as a substitute bus driver as determined by the Superintendent or his designee. I understand that if I am unable or unwilling to drive a school bus, I may be disqualified from employment with the Moore County Public Schools as a teacher assistant, custodian or child nutrition assistant.

Employee’s Signature

Date

5414 PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT

The Moore County Board of Education recognizes the critical role of parents in the education of their children and in the schools. The Board directs school administrators to develop programs that will promote and support parental involvement in student learning and achievement at school and at home and encourage successful progress toward graduation. Each parent is encouraged to learn about the educational program, the educational goals and objectives of the ~~district school system~~ and his or her own child's progress. The Board also encourages parents to participate in activities designed by the schools to involve them, such as parent conferences, in order to encourage effective communication. ~~The Board encourages parents to confer with their child's teacher(s) on a regular basis.~~

The Board directs each principal or designee to develop a parental involvement plan as a part of the School Improvement Plan. This plan must include, at a minimum, ~~the Board directives provided below~~ efforts that meet the requirements established in this policy. In addition, the plan must include ways to enhance parental involvement in the following areas:

1. meaningful two-way communication between home and school;
2. promotion of responsible parenting;
3. involving parents/guardians in student learning;
4. promotion of volunteering;
5. involving parents/guardians in school decisions that affect children and families;
6. parental training;
7. community collaboration; and
8. promotion of student health awareness.

This policy applies to the parents, legal guardians and legal custodians of students who are under 18 years old and are not married. ~~The policy also applies to parents, legal guardians and legal custodians of students who are served in the exceptional children program.~~

A. Parent Communication and Conferences

The Board encourages school personnel to have regular contact with parents by school personnel for commendation as well as for notification of concerns. Principals or designees shall plan for periodic communication~~s~~ with parents. Teachers are responsible for scheduling conferences with parents.

The principal or designee shall ~~provide~~ strive, through oral or written communication or other means, to include the parents of an students identified as at-risk student with a copy of the student's personal education plan in the implementation and review of academic and/or behavioral interventions for their children- in accordance with Policy 6225 - Personal Education Plans for At-Risk Students. ~~Parents should be included in the implementation and ongoing review of their child's personal education plan.~~

The principal or designee shall provide the parent of each student in kindergarten, first or second grade with written notification of the student's reading progress. The notice will be provided three times a year, following each benchmark assessment and will include the following: (1) assessment results, (2) whether the child may not reach reading proficiency by the end of third grade; and (3) instructional support activities for use at home.

The Board encourages the Superintendent to work with local business leaders, including the local Chamber of Commerce, to encourage employers to adopt as part of their stated personnel policies time for employees who are parents or guardians to attend conferences with their child's teachers.

B. Title I Parent Consultation Policy Parental Notification

~~The Title I program offers assistance to meet special educational needs of educationally and economically disadvantaged children according to federal guidelines. The Board encourages parents to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the program and the success of the children. An annual meeting will be held for parents of all eligible Title I children to discuss the Title I funded programs and activities. Each principal or designee of a Title I school shall effectively notify parents of all parental rights and other required information regarding Title I schools and programs, in accordance with federal law. Parents of students in Title I schools shall receive a copy of the system-wide Title I parent and family engagement policy (Policy 5417) and the school-wide parent involvement plan.~~

~~Each principal or designee shall annually notify parents of limited English proficient children identified for participation or participating in a Title I, Part A funded language instruction educational program of the following:~~

- ~~● reasons for the identification;~~
- ~~● level of English proficiency;~~
- ~~● methods of instruction;~~
- ~~● how the program will help the child;~~
- ~~● if the child has a disability, how the language instruction educational programs meets the objectives of the child's individualized educational program (IEP); and~~

- ~~• any other information necessary to inform the parent of the program.~~

~~B. Annual Notification~~

~~In addition, annually, every building~~ Each principal or designee shall effectively notify parents each year of the following:

1. parental rights related to student records (see Policy 6300 – Student Records);
2. parental rights related to student surveys (see Policy 6830 – Surveys and Interviews with Students for Research Purposes);
3. the approximate dates of any non-emergency, invasive physical examination that is (a) required as a condition of attendance, (b) administered and scheduled in advance by the school administration and (c) not necessary to protect the immediate health and safety of students; ~~and their right to opt their child out of any such examination;~~
4. the schedule of pesticide use on school property and their right to request notification of nonscheduled pesticide use (see Policy 8810 – Pest Management);
5. student behavior policies, the Code of Student Conduct and school standards and rules (see policies in the 6000 series);
6. the permissible use of seclusion and restraint in the schools (see Policy 6500 and its accompanying regulations, 6500-R – Employee Use of Reasonable Force and Seclusion and Restraint);
7. ~~Sexual Harassment Complaint Procedure for Students (Policy 6630/3035/4035/8335);~~ Policy 6640/3037/4037/8337 – Prohibition Against Discrimination/Harassment/Bullying Complaint Procedure for Students (Policy 6640/3037/4037/8337);
8. Policy 6902 - Student and Parent Grievances Procedure (Policy 6902);
9. the dates of the system-wide and state-mandated tests that students will be required to take during that school year, how the results from the tests will be used, and whether each test is required by the State Board of Education or the local Board;
10. grading practices that will be followed at the school and, for parents of high school students, ~~the means for~~ method of computing the grade point averages that will be used for determining class rank (see Policy 5520 – Evaluation of Student Progress, and Policy 5521 – Class Rankings);
11. available opportunities and the enrollment process for students to take advanced courses and information explaining the value of taking advanced courses;

12. a clear and concise explanation of the North Carolina testing and accountability system that includes all information required by federal law;
13. a report containing information about the school system and each school, including, but not limited to the following:
 - a. the following information both in the a report containing aggregate information and disaggregated by category; including, but not limited to, student achievement, (disaggregated by category), graduation rates, performance of the school district and teacher qualifications 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 results of the yearly progress of each school 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. an explanation of students' transfer rights and other information required by 34 C.F.R. 200.37 if a Title I school is identified for improvement 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;
 - d. the per pupil expenditures of federal, state and local funds; and
 - e. the right to request certain information on the professional teacher qualifications of the student's classroom teachers and paraprofessionals providing services to the child;
 - f. if the student has been assigned or has been taught for at least four consecutive weeks by a teacher who is not "highly qualified" as defined in the No Child Left Behind Act;
 - g. the availability of supplemental services in accordance with 34 C.F.R. 200.37 if a Title I school is identified for improvement and fails to make adequate yearly progress by the end of the first full year after being so identified or is subject to corrective action or restructuring;

14. the grade earned by the school on the most recent annual report card issued for it by the State Board of Education if the grade was a D or F;
15. supportive services available to students, including guidance, counseling and health services (see Policy 6330 – Counseling Program);
16. information about meningococcal meningitis and influenza, including the causes, symptoms, and vaccines, how the diseases are spread and places where parents and guardians may obtain additional information and vaccinations ~~may be obtained~~ for their children;
17. for students in grades five through 12, information about cervical cancer, cervical dysplasia, and human papillomavirus, including the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children;
18. ~~for students in grades nine through 12, information on the manner in which a parent may lawfully abandon a newborn baby with a responsible person, in accordance with G.S. 7B-500. A responsible person may include a health care provider, a law enforcement officer, a social services worker, a certified emergency medical service worker or any responsible adult;~~ how to reach school officials in emergency situations during non-school hours;
19. information about and an application form for free and reduced price meals and/or free milk;
20. information about the school breakfast program;
21. information about the availability and location of free summer food service program meals for students when school is not in session;
22. for parents of children with disabilities, procedural safeguards (see Policy 3011/4011/6890 – Nondiscrimination on the Basis of Disabilities);
23. information on the availability of the asbestos management plan and planned or in-progress inspections, re-inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities;
24. education rights of homeless students (see Policy 6023 – Homeless Children);
25. the content and implementation of the local school wellness policy (see Policy 5060 – Student Wellness);

26. their right to take four hours of unpaid leave from their jobs every year in order to volunteer in their child's school as stated in G.S. 95-28.3 (see Policy 5422 – School Volunteers);
27. that the school system does not discriminate on the basis of race, color, national origin, sex, disability, or age (see Policy 3037/4037/6640/8337 – Prohibition Against Discrimination, Harassment and Bullying, and Policy 3011/4011/6890 – Nondiscrimination on the Basis of Disabilities);
28. that the school system provides equal access to its facilities, programs and activities to the Boy Scouts and other designated youth groups (see Policy 3037/4037/6640/8337 – Prohibition Against Discrimination, Harassment and Bullying); and
29. the availability of and the process for requesting a waiver or reduction of student fees (see Policy 6805 – Student Fees).

D. Opportunities to Withhold Consent

As a part of the annual notification described above, parents will be effectively notified that ~~parental consent may be withheld in~~ they may opt out of any of the following instances:

1. release of student directory information about his or her child for school purposes or to outside organizations (see Policy 6300 – Student Records).
2. release of their child's name, address and telephone listing to military recruiters or institutions of higher education (see Policy 6300 – Student Records).
3. ~~student's~~ their child's participation in ~~curriculum~~ curricula related to (a) prevention of sexually transmitted diseases, including HIV/AIDS, (b) ~~the~~ avoidance of out-of-wedlock pregnancy, or (c) reproductive health and safety education as provided in Policy 5050/6750 – School 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 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. ~~student's~~ 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, Pparental 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; or (c) counseling ~~where-if~~ child abuse or neglect is suspected (see Policy 6330 – Counseling Program, and Policy 6730 – Child Abuse – Reports and Investigations).

5. ~~student's~~ their child's participation in non-Department of Education funded surveys concerning protected topics (see Policy 6830 – Surveys and Interviews of Students for Research Purposes).
6. their child's participation in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance; (b) administered and scheduled in advance by the school administration; and (c) not necessary to protect the immediate health and safety of students.
7. the collection, disclosure or use of their child's personal information for marketing purposes (see Policy 6830 – Surveys and Interviews of Students for Research Purposes).
8. release of their child's free and reduced-price meal information to State Medicaid or State children's health insurance program.

Any parent or legal guardian wishing to withhold consent must do so in writing after receiving notice. Otherwise, consent to the programs or activities is presumed. After their 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 the guidance programs are made available.

E. Parental Permission Required

Written parental permission is required prior to the following activities:

1. the administration of medications to students by employees of the school district (see Policy 3260/4260 – Administering Medicines to Students);
2. ~~any~~ the release of student records that are not considered directory information, unless the release is allowed or required by law (see Policy 6300 – Student Records);
3. off campus trips;
4. student's participation in high impact or high risk sports or extracurricular activities, such as football, ~~cheerleading, rafting,~~ or mountain climbing (see Policy 4220 – Student Insurance Program);
5. all decisions or actions as required by the IDEA with regard to providing special education or related services to students with disabilities (see Policy 6220 – Special Education Programs/Rights of Students with Disabilities);
6. certain health services, as required by law;

7. participation in a mental health assessment or mental health services under circumstances prescribed by federal law;
8. student's participation in programs or services providing information about where to obtain contraceptives or abortion referral services;
9. student's participation in surveys funded by the Department of Education that are conducted concerning protected topics (see Policy 6830 – Surveys and Interviews with Students for Research Purposes a list of protected topics);
10. disclosure of a student's free and reduced price lunch eligibility information or eligibility status; and
11. parental permission as required by law for exceptional children student's independent access to the Internet, as described in Policy 3253/4253/5451 – Acceptable Use of Technology and Electronic Media.
12. ~~disclosure of the identity of any student receiving supplemental education services under the Title I program.~~

F. Website Notification

~~When a school is identified for improvement, the District will display on its website the following information in a timely manner to ensure that parents have current information regarding supplemental services and public school choice:—~~

1. ~~beginning with data from the 2007–2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in public school choice;~~
2. ~~for the current school year, a list of available schools to which students eligible to participate in public school choice may transfer;~~
3. ~~beginning with data from the 2007–2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in supplemental educational services; and~~
4. ~~for the current school year, a list of supplemental educational services providers approved by the State to serve the District and the locations where services are provided.~~

Legal Reference: Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200; ~~Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 200;~~ Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 99; Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98; Individuals with Disabilities Education Act, 20 USC 1400, *et seq.*; Asbestos Hazard Emergency Response Act, 15 U.S.C.

2641, *et seq.*; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*, 42 U.S.C. 1758, 7 C.F.R. pt. 245; 42 U.S.C. 1758b; National School Lunch Program, 42 U.S.C. 1751, *et seq.*; 7 C.F.R. 210.12; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. 108.9; 20 U.S.C. 7908; G.S. 90-21.1, 95-28.3; 115C-47(47), -47(51), -47(54); -47(58); -81.25, -81.30, -81.36, -105.41; 109.1, -174.26(d), -307(c), -375.4; -390.2, -391.1, -407.16, State Board of Education Policies KNEC-002, PRNT-000. TEST-001

Adopted: May 19, 2003

Revised: July 31, 2006; June 11, 2007; June 9, 2008; January 12, 2009; May 11, 2009; February 8, 2010; May 10, 2010; April 11, 2011; October 21, 2013; February 10, 2014; January 12, 2015; July 17, 2017; January 16, 2018; _____

5417 TITLE I PARENT AND FAMILY ENGAGEMENT

The 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.

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 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.

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.

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 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. 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:

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 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;
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

School system 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. 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:

- 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:
 - 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 certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child (see Policy 3231/4231 - 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. 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. 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.

F. Website Distribution of Information

Each year, school system officials shall publicize on the school system 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 school system, 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.

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

Adopted:

5530 STUDENT PROMOTION AND ACCOUNTABILITY

The educational program and current statewide instructional standards are designed to provide for the continuous annual progress of students from grade to grade. The promotion and retention standards set forth in this policy are designed to

- provide early and ongoing assistance to students who need it;
- assure that all students have the reading, math and writing skills critical to allow them to participate in and benefit from the high school curricula in core academic and vocational areas; and
- permit flexibility to allow for individual differences.

Retention may be considered if it is determined by the principal to be in a student's best interests, after consultation with the student's parents and teacher(s), or retention may be required under this policy. Promotion, retention and placement decisions shall be made by the principal, in compliance with applicable federal and state laws and regulations, and consistent with this policy.

The Superintendent shall ensure that a copy of this policy is provided to all students and parents, that parents/guardians are encouraged to be involved in helping their children meet the promotion standards and that all parents or guardians are requested to sign agreements of parental expectations. Information provided to parents should be in the parents' native language.

The Superintendent shall assure that the standards established in this policy are well publicized and widely disseminated. Parents annually shall be provided notice of the student promotion and retention standards applicable to their child and intervention strategies available to them and their child. Parents shall be promptly informed of their children's test scores and status on all required assessments. In order to inform parents and students of student progress, the North Carolina Standardized Transcript shall be issued to each student at the end of each year in high school.

The Superintendent shall develop procedures to identify students who are considered at risk of retention and to notify the parents of such children and maintain regular contact with them to review their child's progress as long as the student remains at risk of retention. These procedures shall include the requirement that parents or guardians of student at risk of retention enter into a signed, written agreement of parental expectations and responsibilities.

All students retained, or determined to be at risk of retention, shall be provided with a focused individual intervention plan that includes alternative, supplemental and extended instructional opportunities available to the student which are specifically designed to improve the student's performance to meet expected standards. All students who are retained shall have such personalized education plans, which at a minimum contain the following components:

- ~~diagnostic evaluation;~~
- ~~intervention strategies; and~~
- ~~monitoring strategies.~~

~~Each school is required to develop a continuum of intervention options and programs designed to meet the identified remediation needs of its students.~~

A. Purpose

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

B. Student Promotion Standards

The Superintendent or designee shall develop (1) promotion standards and (2) a process to be used in determining a student's readiness to progress to the next level of study. The standards will be based, in part, upon proficiency in reading. The standards and process must provide multiple criteria for assessing a student's readiness to progress to the next level of study, such as standardized test scores, formative 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.

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

To reduce the number of students who do not meet promotion standards, the Board directs school administrators and teachers to address the needs of students who are not making adequate academic progress as required by Policy 6225 – Students at Risk of Academic Failure.

C. Diploma Standards

To receive a North Carolina high school diploma, a student must complete the requirements set forth in Policy 5540 – Graduation Requirements.

D. Appeals of Promotion Decisions

1. Appeal to the Superintendent

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

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

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

E. Reading Camps

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

Grade-Specific Criteria for Promotion

Grade 3

This deleted section will be the contents of attached regulations.

~~In grade 3, a student must demonstrate reading proficiency appropriate for a third grade student, as demonstrated on a State Approved standardized test of reading comprehension, in order to be promoted to fourth grade. If a student fails to demonstrate proficiency, he or she shall be retained in third grade unless the student is exempt for good cause as defined in state law and state board policy. Good cause is limited to the following:~~

- ~~1. Limited English Proficient students with less than two school years of instruction in an English as a second Language program.~~
- ~~2. students with disabilities, as defined in G.S. 115C-106.3(1), and whose individualized education program indicates (i) the use of the NCEXTEND1 alternate assessment, (ii) at~~

least a two-school-year delay in educational performance or (iii) receipt of intensive reading interventions for at least two school years.

3. ~~students who demonstrate reading proficiency appropriate for third-grade students on an alternative assessment approved by the State Board of Education.~~
4. ~~students who demonstrate, through a student reading portfolio, reading proficiency appropriate for all third-grade students.~~
5. ~~students who have (i) received reading intervention and (ii) previously been retained more than once in kindergarten, first, second or third grade(s).~~

~~A request for a good cause exemption to the retention requirement shall be submitted by the student's teacher with documentation of the relevant exemption and evidence that promotion is appropriate. Relevant evidence shall be limited to the student's individual education program, if applicable; alternative assessment; student reading portfolio; or as otherwise defined by state law. The teacher's request and documentation shall be reviewed by the student's principal for an initial decision on promotion or retention. If the principal determines the student should be promoted, the principal shall make a written recommendation of promotion to the Superintendent for final determination. The Superintendent shall accept or reject the principal's recommendation on promotion in writing.~~

~~If the student is not eligible for a good cause exemption, the parent or guardian shall be notified in writing of the reason the student is not eligible for a good cause exemption. The written notification shall also include a description of proposed reading interventions that will be provided to the student to remediate identified areas of reading deficiency.~~

Grades 6-8

~~In grades 6-8, the following shall be required for promotion: students must earn a passing grade (70 or above for the year) in three of the four core classes (ELA, Math, Social Studies, Science). Students must attend at least 160 days of school. Students absent for more than 20 days (excused or unexcused) may be retained.~~

~~Retained 8th-grade students may be required to attend summer school.~~

Grades 10-12:

Requirements for Promotion to 10th-Grade: 6 credits two of which must include

- ~~English 1~~
- ~~Math 1 or higher~~
- ~~A Core Science~~
- ~~A Core Social Studies~~

Requirements for Promotion to 11th Grade: 13 credits, which must include two additional core credits from

- English 2
- Math 2 or higher
- A Core Science
- A Core Social Studies

Additionally, English 2 and Math 1 End-of-Course tests must be taken by the end of the 10th grade year for students to be eligible for promotion.

Requirements for Promotion to 12th Grade: 18 credits, which must include two additional core credits from

- English 3
- Math 3 or higher (or alternative math sequence aligned with student's after high school plans)
- Biology
- A Core Social Studies

Additionally, the Biology End-of-Course test must be taken by the end of the 11th grade year for students to be eligible for promotion. Seniors who desire the 22-credit pathway have the option of completing four credits first semester and graduating early, if desired.

(NOTE: The total units of credit, but not the required English credits, may be adjusted by the principal, as appropriate, for students transferring into Moore County from high schools that are not on the block schedule. See Policy 5540 for Graduation Requirements.)

Review Procedures – Student Accountability

Promotion Decisions

Within five working days of receiving the principal's written decision to promote or retain a student, the student's parents may appeal the decision to the Superintendent or designee. The Superintendent or designee may overturn the principal's decision only upon a finding that the principal's decision was arbitrary and capricious (i.e., without rational basis) or otherwise an abuse of discretion.

The Superintendent or designee must render a decision within 10 working days of receiving the appeal. The Superintendent or designee may support the principal's decision, remand it back to the principal for consideration of additional issues or reverse the decision.

The Superintendent or designee's finding must be in writing and must be provided to the parents.

The Superintendent or designee's decision to promote or retain a student may be appealed to the Board in accordance with the procedures set forth in policy 6902, Student Grievances. In cases where the Superintendent makes the initial decision regarding promotion or retention, the

decision may be appealed directly to the Board in accordance with the timelines provided in Policy 6902.4.

F. Promotion Standards for Students with Disabilities

1. ~~Accountability standards and graduation requirements must be applied to students with disabilities to the extent required by state and federal law and State Board policy.~~

2. To the extent possible, students with disabilities must be held to the same student accountability promotion standards ~~for elementary, middle, and high school levels~~ as all other students. However, ~~for students who take alternative assessments in lieu of the End-of-Grade (EOG) or the End-of-Course (EOC) assessments tests, the principal shall consider the student's progress toward meeting goals identified in the Individualized Education Program (IEP) and as promotion decisions~~ must be based on criteria recommended by the IEP team.

G. Credit by Demonstrated Mastery

Beginning with the 2014-15 school year, 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.

H. Credit Recovery

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

Any EOC exam associated with the credit recovery course will be administered no later than 30 days upon completion of the credit recovery course. The credit recovery will be graded as pass or fail and will not impact the student's grade point average. The original grade for the course will remain on the student's transcript.

The Superintendent or designee shall develop procedures addressing the implementation of credit recovery opportunities across the school system.

I. Repeating a Course for Credit

1. Repeating a Previously Failed Course

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

2. Repeating a Course for which Credit was Earned (Grade Replacement)

The Board recognizes that high school students may need to repeat a course for which they have earned credit in order to increase their understanding of the course content, to improve skill mastery, or to meet postsecondary goals. Students may repeat a course for which they have previously earned credit, subject to the following preconditions and any other reasonable rules established by the Superintendent or designee:

- a. the student must have earned a letter grade of C or lower in the course on the first attempt;
- b. the student must make a written request to repeat the course;
- c. the principal or designee must approve the request;
- d. there must be space available after seats have been assigned to students who are taking the course for the first time or repeating a previously failed course;
- e. the course to be repeated must be a duplicate of the original class and must be taken during the regular school day at a high school in this school system or through the North Carolina Virtual Public School;
- f. upon completion of the repeated course, the new course grade will replace the student's original grade on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility, regardless of whether the later grade is higher or lower than the student's original mark;
- g. credit towards graduation for the same course will be given only once;
- h. a course may be repeated only one time; and

i. students may repeat a maximum of four previously passed courses during their high school careers.

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

Students of Limited English Proficiency

~~Students of limited English proficiency shall meet the same standards as all students. However, in accordance with federal law, English language proficiency cannot be the factor that determines that a student has not met academic standards.~~

~~Limited English proficient students are expected to make significant progress either in meeting grade level expectations or in developing proficiency in English. Such expectations can be written into an individual remediation plan, or can be documented by English proficiency testing gains. Promotion decisions for students not proficient in English should be based on the best interests of the student, and a determination of the grade level or program in which the student can receive the most appropriate and effective instruction.~~

J. Acceleration

Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore the subject in greater detail or providing different types of educational experiences. To ~~sufficiently~~ challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify other concurrent enrollment or other curriculum expansion options (see Policy 5541 – Dual Enrollment).

The principal, after consulting with the professional staff and the student's parents ~~and considering the social, emotional, physical and cognitive benefits~~, may determine that skipping a grade level is appropriate. ~~The Superintendent shall provide additional criteria necessary to make the determination as to whether credit may or may not be awarded.~~

K. Reporting and Record Keeping Requirements

~~The Superintendent shall report to the Board at least annually, and to the State Board of Education as required, the progress being made in increasing the number of students who meet the standards for grade level promotion, and the progress of those students who have moved across achievement levels. This information shall be reported in the format required by the State Department of Public Instruction. The report to the local board of education shall also include the report of progress being made to meet local promotion standards, detailed reporting of data from each school, and information regarding any students promoted despite their failure to meet the standards in this policy.~~

~~If, and to the extent that the State Board of Education (SBE) revises its statewide promotion, retention, or student accountability standards, then any new or revised SBE standards which are more stringent than those set forth in this policy shall supercede those requirements of this policy which conflict with the new SBE standards. In such event, the Moore County Board of Education shall revise this policy, as necessary, to comply with current state requirements.~~

1. Superintendent’s Report to the Board

At least on an annual basis, the Superintendent or designee shall provide the Board with the following information for each school:

- a. Aggregate student performance scores on state-mandated tests and any other standardized tests used by a school or the school system;
- b. The number and percentage of students retained and/or not meeting the standards for their grade level;
- c. The number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in state law; and
- d. Remedial or additional educational opportunities provided by the school system and the success of these efforts in helping students meet promotion standards.

2. Report to the North Carolina State Board of Education and Department of Public Instruction

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

3. Publication on the School System Website

Information about the reading performance of first, second and third grade students will be posted on the school system website in accordance with state law.

L. Resources

Consistent with the objective of improving student performance, the Board will provide schools with maximum flexibility in the allocation of state funds. School personnel are expected to budget financial resources in a manner that will meet the standards established in this policy. The Board will consider requests to transfer funds from other funding allotment categories to intervention strategies as part of the school improvement plan submitted by school officials. All funds will be used in a fiscally sound manner in accordance with Policy 2000 – Fiscal Management.

M. Notification to Parents

The Superintendent or designee shall provide information regarding promotion standards to all students and parents. In addition, if a kindergarten, first grade, second grade or third grade student (1) is demonstrating difficulty with reading development or (2) is not reading at grade level, the student's teacher shall provide the student's parents timely written notice advising that, if the student is not demonstrating reading proficiency by the end of third grade, the student will be retained, unless exempt from mandatory retention for good cause. Parents are encouraged to help their children meet the promotion standards and will have opportunities to discuss the promotion standards and procedures with teachers and the principal. Information provided to parents should be in the parents' native language when appropriate foreign language resources are readily available.

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

N. Children of Military Families

As required by the Interstate Compact on Educational Opportunities for Military Children (G.S. 115C-407.5) and Policy 5210 – Assignment to Classes, school administrators have the authority to exercise flexibility in waiving course or program prerequisites or other preconditions for the placement of children of military families in courses or programs offered by the school system.

Legal Reference: G.S. 115C-36, -45(c), -47, -81.5, 83.2, 83.3, 83.6, -83.7, -83.8, 83.9, -83.10, -83.11 -105.21, -174.11, 288(a), -407.5, State Board of Education Policies CCRE-001, KNEC-002, KNEC-003

Adopted: November 26, 1990

Revised: June 28, 1999; February 28, 2005; January 23, 2006; May 22, 2006; May 12, 2008; June 10, 2013; October 21, 2013; January 12, 2015; September 14, 2015; July 17, 2017; August 13, 2018; _____

5600 TESTING AND ASSESSMENT PROGRAM

The Board believes that an effective testing and assessment program evaluates the progress of individual students and helps to ensure that educational goals and objectives are being met for every child. A testing program also assists in the continued refinement of the instructional program. In addition, data from tests and assessments provide measures of student learning that are useful for evaluating educator effectiveness.

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

Administration of Tests, Screenings and Other Assessments

The Superintendent shall provide for the proper administration of all state-required tests, screenings and other assessments, and any state-required remedial instruction and/or retesting in accordance with all requirements established by law or the State Board of Education.

The Superintendent, in consultation with the school principals, shall determine how results from such measures will be used in determining students' final grades, provided that the requirements described below and any other applicable state requirements are met.

The Superintendent shall provide for the online administration of state-required tests to the extent required by the State Board of Education or the Department of Public Instruction, and otherwise as feasible within available resources. The Superintendent shall keep the Board informed of any resources or other measures needed to support online test administration.

Students may participate in field testing and other sample testing as designated by the State Board or the Department of Public Instruction.

The Superintendent or designee shall develop security and administration procedures for the state testing program and other assessments that are consistent with State Board of Education requirements and relevant law. The Superintendent shall ensure that all relevant personnel are instructed in such procedures. All testing personnel, teachers and school administrators are required to be familiar with and adhere to all applicable testing manuals, handbooks and guides, including the Testing Code of Ethics for state and locally required tests. Failure to follow procedures may result in disciplinary sanctions, including termination or revocation of administrative and/or teaching licenses.

High School Final Exams and End-of-Course Testing

High school students must take all end-of-course (EOC) tests, NC Final Exams and Career and Technical Education State Assessments (CTE Post-Assessments) required by the State Board of Education. For all students, including English Learner students in their first year in a U.S. school and students following the Occupational Course of Study Pathway, the results of EOC tests,

NC Final Exams, and CTE Post-Assessments will count as ~~a minimum of 20~~ 25 percent of a student's final grade in each high school course for which there is an EOC test, NC Final Exam or CTE Post-Assessment. ~~This requirement does not apply to~~ However, the results of such assessments will not factor into a student's final grade in a course during the initial implementation year of a new assessment for that course where scores are not immediately available due to standard setting ~~EOC tests for students following the Occupational Course of Study Pathway.~~ Further, CTE students who earn a credential that is approved under Department of Public Instruction guidelines as evidence of technical skill attainment will not be required to take the CTE Post-Assessment in the course.

Minimizing Time Spent Testing

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

1. Schools will devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning.
2. Students will not be subject to field tests or national tests during the two-week period preceding their school's administration of end-of-grade tests, end-of-course tests, or regularly scheduled final exams.
3. No school will participate in more than two field tests at any one grade level during a school year.
4. All annual assessments of student achievement adopted by the State Board of Education pursuant to G.S. 115C-174.11(c)(1) or other applicable law and all final exams for courses will be administered within the final ten instructional days of the school year for year-long courses and within the final five instructional days of the semester for semester courses. Exceptions will be permitted on an individual basis to accommodate a student's individualized education program or Section 504 plans; for the administration of final exams for courses with national or international curricula required to be held at designated times; for make-up testing; and as otherwise permitted by the Department of Public Instruction.

Legal Reference: The Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, -h; 34 C.F.R. pt. 99; G.S. 115C art. 10A; G.S. 115C-47, -83.5, -83.6, -174.11, -174.12(a), -174.13, -174.22, -174.25, -276, -288, -307, -402.5; State Board of Education Policy Series TEST and GRAD; EVAL-006; EVAL-025 through -031

Other References: *NC Final Exams Test Administrators' Guides*, available at <http://www.dpi.state.nc.us/accountability/testing/common-exams/>; *North Carolina Test Coordinators' Policies and Procedures Handbook*, available at <http://www.dpi.state.nc.us/accountability/policies/generalinfo>

Adopted: November 26, 1990

Revised: January 12, 2009; February 8, 2010; February 10, 2014; September 8, 2014; January 12, 2015; April 10, 2017; June 12, 2017; January 16, 2018; _____

6020 SCHOOL ADMISSIONS

Qualification for admission to the Moore County Public School System shall be considered complete upon satisfaction of the criteria listed under the respective types of entrants.

6020.1 Domiciliary Students

Students who are domiciled in Moore County (or who meet the exceptions to domicile in G.S. § 115C-366 as outlined below) shall be admitted without payment of tuition upon fulfillment of the following requirements:

A. Presentation of competent and verifiable evidence that the student is under the age of 21 (22 for students entitled to special education services) and has not completed the prescribed course for graduation from high school.

B. Presentation of satisfactory evidence that the student has satisfied North Carolina immunization requirements.

C. Receipt of transcript and other student records for a student whose parent or guardian is a new resident of Moore County. If the student's parent, custodian or guardian provides the student records, the receiving school's principal shall verify the records as required by Board policy 6322.2 (Records of Missing Children). The principal shall in all cases obtain such records, or the aforementioned verification, within thirty (30) days of the child's enrollment, as required by policy 6322.2.

D. Receipt of a parent or guardian's statement under oath or affirmation before a qualified official on a form prescribed by the school system indicating whether the student is, at the time, under suspension or expulsion from attendance at a private or public school in this or any other state or has been convicted of a felony in this or any other state.

6020.2 Determination of Domicile

The Superintendent shall develop and be responsible for administering a system to determine the domiciliary status of each pupil desiring to attend the Moore County Public Schools, for the purpose of determining qualifications for admission.

A. "Domicile" denotes a permanent, established home, as distinguished from a temporary place of residence.

B. By law, the domicile of an unemancipated minor is the same as that of his parents or legal custodian. Students aged 18 years or older or those who have been legally emancipated may establish their own domiciles.

6020.3 Exceptions to Domicile Requirement

The following categories of student shall be admitted regardless of domiciliary status:

A. Homeless children, and the children of homeless parents, who actually live in Moore County shall be considered domiciliary students for the purpose of this policy. Homeless people are those who lack a fixed, regular and adequate nighttime residence. Such individuals include those who reside primarily in a shelter providing temporary accommodations, an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not ordinarily used as a regular sleeping place for people. A student living with a friend or relative is not a homeless student unless he/she lives there due to conditions that constitute homelessness under state and federal statutes. Homeless students will be assigned to schools in accordance with Board Policy 6023 – Homeless Children.

B. Any student who resides within a Moore County attendance area with a parent, guardian, or legal custodian who is a student, employee or faculty member of a college or university or a visiting scholar at the National Humanities Center is considered domiciled in that area for purposes of this section.

C. Any student who resides in a group home, foster home or other similar facility or institution licensed under Article 2 of Chapter 122C or Article 1A of Chapter 131D of the North Carolina General Statutes. In addition, students placed in foster care may, depending on the circumstances, have a right under state and federal law to continue attending their school of origin without payment of tuition despite a change in domicile status.

D. Any student who is considered a child with a disability under the Individuals with Disabilities Education Act and was enrolled in the school system on the last day of school for the 2006-2007 school year or enrolled in and attending a school in the school system on August 1, 2007, for the 2007-2008 school year, so long as the child lives within and is continuously enrolled in the system.

E. The student meets all three of the following requirements:

1. The student resides with an adult who is a domiciliary of the school system as a result of any of the following:

a. The death, serious illness or incarceration of the child's parent or legal guardian.

b. The abandonment by the child's parent or legal guardian of the complete control of the student as evidenced by the failure to provide substantial financial support and parental guidance.

c. Abuse or neglect by the parent or legal guardian.

d. The physical or mental condition of the parent or legal guardian is such that he or she cannot provide the student with adequate care and supervision.

e. The relinquishment of physical custody and control of the student by the student's parent or legal guardian upon the recommendation of the Department of Social Services or the Division of Mental Health.

f. The loss or uninhabitability of the student's home as a result of a natural disaster.

g. The parent or legal guardian is on active military duty for a period of 30 or more days and is deployed out of the local school administrative unit in which the student resides.

h. The parent or legal guardian died while on active military duty or was severely injured and medically discharged or retired from active military duty as a result of the injury. Enrollment is valid for only one year after the date of the death, medical discharge or retirement.

2. The student is not currently under a term of suspension or expulsion from a school for conduct that could have led to a suspension or expulsion from Moore County Schools; and

3. The adult with whom the student resides and the student's parent, guardian or legal custodian present to Moore County Schools affidavits on forms provided by the school system that:

a. Confirm the qualifications set out in this subsection establishing the student's residency;

b. Attest that the student's claim of residency in Moore County is not primarily related to attendance at a particular school; and

c. Attest that the caregiver adult has been given and accepts responsibility for the educational decisions for the child, including receiving notices of discipline, attending conferences, granting permission for school-related activities and taking appropriate action in connection with student records.

F. Foreign and international exchange students who are participating in exchange programs with school districts that have reciprocal agreements for Moore County students. Foreign and international exchange students not participating in such pre-approved exchange programs must satisfy the same requirements for admission as other non-domiciliary students.

G. School-aged children of current full-time employees of the Board of Education are eligible for admission to the Moore County Schools without paying tuition even if they are domiciled outside of Moore County, so long as the parents or legal guardians agree to be solely responsible for transportation and the students are also eligible for assignment to a particular school or

schools in accordance with Board Policy 6201. If, for any reason, an employee-parent or employee-guardian whose children are admitted pursuant to this subsection leaves the employment of the Board of Education or transitions to part-time employment, the children may finish out the school year but will thereafter be admitted only if they meet the criteria set out in Policy 6020.1, 6020.3 or 6020.4.

6020.4 Discretionary Admissions

Discretionary admissions are strongly discouraged but may be granted in extraordinary circumstances on a case-by-case basis. Requests for particular schools will be entertained but are not guaranteed. Families requesting discretionary admission must submit their requests to the Superintendent or designee in writing. Discretionary admissions are valid for one school year only; families must reapply by the published deadline each year to maintain enrollment in subsequent years.

Except as otherwise provided in this policy, the administration will charge tuition to all students granted discretionary admission who are not domiciled in North Carolina or who are domiciled in North Carolina but do not reside within the school district. The amount of tuition will be the amount of per-pupil local funding, as determined annually by the Finance Office by August 1 of each school year. Children of employees admitted under section 6020.3(G) of this policy are not considered discretionary admissions and will not be charged tuition.

Notwithstanding the language above, the Board authorizes the ~~administration~~ Superintendent or designee to grant discretionary admission and waive tuition for up to three (3) students district-wide at any given time if those students are currently residing with parents or legal custodians who are full-time faculty members of Sandhills Community College. Such students will be seated until the aggregate, district-wide, limit of three (3) has been reached and will be administratively assigned to schools with sufficient space, staffing, grade-level capacity and appropriate programming as defined in Policy 6210.2 and its implementing regulation.

Additionally, the Board authorizes the Superintendent or designee to grant discretionary admission and waive tuition for any student not eligible for admission under section 6020.1 or 6020.3 of this policy if enrollment is sought at an “under-utilized school.” For purposes of this policy, an “under-utilized school” is one that the Superintendent or designee, in his or her sole discretion, has determined meets all of the following criteria: (1) the school is currently under-enrolled and is projected to remain so based on growth projections; (2) the school has sufficient space, staffing, grade-level capacity and appropriate programming as defined in Policy 6210.2 and its implementing regulation to accommodate the student’s enrollment; and (3) allowing the enrollment and waiving tuition would not adversely impact the Board’s overall student assignment plans and goals. By requesting discretionary admission and tuition waiver to an under-utilized school, parents waive the right to request a transfer to any other school during the period of enrollment.

The Superintendent or designee is authorized to revoke discretionary admission for any student based on issues such as excessive tardies or absences or persistent inappropriate behaviors arising after admission is granted or if it is determined that admission was granted based on false information submitted by the parent or guardian.

All students whose legal domicile is in another North Carolina school district (for example, unemancipated minors whose parents or legal guardians are domiciled outside of Moore County) must present a written release from the school district of their domicile authorizing them to be admitted to the Moore County Schools before a request for discretionary admission will be considered.

6020.5 Transfers Out of Moore County

The Superintendent or designee is authorized to release and assign students to attend school in another administrative unit upon agreement in writing between both school units. The release is only effective for the current school year, unless renewed annually in writing by both school units.

6020.6 Students Under Suspension/Expulsion or Convicted of a Felony

If a student seeking admission is under suspension or expulsion or has been convicted of a felony, the parent, guardian or custodian must provide to the school system all requested information related to the conduct. The Superintendent or designee will review the information and determine whether the student will be admitted and whether any reasonable conditions should be imposed. Students receiving services under an IEP or 504 plan will receive educational services in accordance with state and federal laws pertaining to children with disabilities.

1. Suspension: The Superintendent may deny admission to a student who is under a suspension for conduct that could have led to a suspension from a school within the school system. Admission may be denied until the suspension has expired.

2. Expulsion: The Superintendent may deny admission to a student who has been expelled from school pursuant to G.S. 115C-391.11 or who has been expelled from a school for behavior that indicated the student's continued presence in school constituted a clear threat to the safety of other students or employees. The student may request reconsideration of the decision in accordance with G.S. 115C-390.12.

3. Felony Conviction: The Superintendent may deny admission to a student who has been convicted of a felony in this state or any other state. The student may request reconsideration of the decision in accordance with G.S. 115C-390.12.

6020.7 Students Participating in the North Carolina Address Confidentiality Program

In determining whether a student meets the domicile or residence requirements of this policy, school personnel shall consider the actual address of a participant in the North Carolina Address

Confidentiality Program established by G.S. Chapter 15C, but such address shall remain confidential in accordance with law and Board policy.

Legal Reference: Elementary and Secondary Education Act, 20 U.S.C. 6303 *et seq.*; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 *et seq.*, *Non-Regulatory Guidance: Ensuring Educational Stability for children in Foster Care*, U.S. Department of Education and U.S. Department of Health and Human Services (June 2016); *Non-Regulatory Guidance on Education for Homeless Children and Youths Program*, U.S. Department of Education (July 2016); G.S. 7B art. 35; 35A art. 6; 15C-8(i); 50-13.1 to 13.3; 115C-40, -106.3, -107.6, -108.1(a), -366, -366.1, -390.11, -390.12, -403, -407.5; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000, *available at <http://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities>*

Adopted: November 29, 1990

Revised: October 26, 1992; October 27, 1997; June 12, 1998; March 22, 1999; June 11, 2007; July 28, 2008; May 10, 2010; February 10, 2014; September 14, 2015; January 17, 2017; July 17, 2017; _____

6023 HOMELESS CHILDREN

As required by the North Carolina Constitution and North Carolina law, the Board of Education is committed to providing the opportunity for a sound, basic education ~~for to all students~~ children who are legally entitled to enrolled in the school system. 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 within the area served by the school system, encourage their enrollment, and eliminate barriers to their receiving an education which 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 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 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. HOMELESS LIAISON

The Superintendent or the Superintendent's designee will appoint and train a school employee to serve as the homeless liaison. The homeless liaison's duties include, but are not limited to, the following:

1. ensuring that school personnel identify homeless children and youth;
2. ensuring school/pre-school enrollment of and opportunities for academic success for homeless children and youth;
3. ensuring that homeless families and children have access to and receive educational services for which they are eligible;
4. ensuring that homeless families and children receive referrals to healthcare, dental, mental health and substance abuse, housing and other appropriate services;
5. informing parents or guardians and any unaccompanied youth of available transportation services and helping to coordinate such services;
6. ensuring that public notice of the educational rights of homeless students is disseminated in locations frequented by parents or guardians and unaccompanied youth;
7. informing parents or guardians of educational and related opportunities available to their children and ensuring that parents or guardians have meaningful opportunities to participate in their children's educations;
8. helping to mediate enrollment disputes, including ensuring that a homeless child or youth is enrolled immediately pending final resolution of the dispute;
9. informing unaccompanied youth of their status as independent students and assisting in verifying such status for the purposes of the Free Application for Federal Student Aid;
10. ensuring that school personnel providing services to homeless students receive professional development and other support;
11. working with school personnel, the student, parents or guardians and/or other agencies to obtain critical enrollment records, including immunization and medical records, in a timely manner; and
12. working with the Superintendent or designee to identify Board policies or procedures that might serve as a barrier to enrollment of homeless students, including those related to immunization records, medical records, uniforms or dress codes, school fees, and school admission.

C. ACCESS TO STUDENT'S RECORDS

B. Enrollment, Assignment and Transportation of Homeless Students

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

~~School personnel will 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.~~

Information regarding a child or youth's homes situation must be treated as a student record and protected accordingly. See Policy 6300 – Student Records.

D. ENROLLMENT

2. Assignment

A homeless student (or the student's parent or guardian) may request to attend (1) his/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 or the Superintendent's designee, in consultation with the homeless liaison, will ~~make the decision regarding~~ decide which school a homeless student will attend. The decision ~~will~~ must be based upon consideration of student-centered factors related to the student's best interests, 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. ~~The Superintendent's designee must consider 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.~~

If the Superintendent or 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/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.

3. 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 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 where a student attends school in this system but his or her temporary housing is in another system (or vice versa), the Superintendent or designee shall work with the other system to share the cost and/or responsibility for transportation. If an agreement cannot be reached between the districts, the cost of such transportation will 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 ~~will~~ shall collaborate to identify the needs of homeless students.

ED. ENROLLMENT Dispute Resolution Process

~~The school 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.0012.~~

A parent, guardian or unaccompanied youth who disagrees with a decision of school officials with regard to eligibility, school selection or enrollment of a student who is homeless (hereinafter, referred to as a “complainant”) may appeal the decision to the school system’s homeless liaison in accordance with this section upon registering or attempting to register the child or youth at the school in which enrollment is sought.

Any employee who is aware that an unaccompanied youth or a parent or guardian of a homeless student is dissatisfied with a decision of school officials with regard to eligibility, school selection or enrollment should immediately refer that individual to the school system’s liaison for homeless students.

As used in this section, “school days” means days when students are scheduled to be in attendance.

1. ~~Initiation of the Dispute and~~ Notice, Stay Put and Informal Resolution

Upon learning of a complainant’s disagreement with a decision of school officials, the homeless liaison shall take the following actions.

~~If a dispute arises over school selection or enrollment in a school for a homeless student, the following must occur:~~

- a. ~~The homeless liaison shall arrange to have the student will be immediately admitted to the school in which enrollment is sought (either the school of origin or the school located in the attendance zone of the student’s temporary residence) if enrollment is at issue. Once enrolled, the student must, will receive all services for which he or she is eligible and will must be allowed to participate fully in school activities, pending resolution of the dispute.~~
- b. Immediately, but not later than one school day after learning of the complainant’s disagreement, the homeless liaison shall provide the complainant a copy of the school system’s uniform statement of rights and procedures that is written, to the extent practicable, in a language that the complainant can understand. The written statement must include all of ~~The unaccompanied youth or parent or guardian of the student will be provided a written explanation of the school’s decision regarding the enrollment, including the right to appeal the decision. Such information must be provided in a language that the parent or guardian or unaccompanied youth can understand. The information must contain the following:~~

1. contact information, including telephone number, e-mail address, and physical address of the homeless liaison and of the State eCoordinator for homeless education, with a brief description of their roles;

2. the right to initiate the dispute resolution process either orally or in writing; notice that, within two school days of the school's decision, the complainant has the right to notify the homeless liaison that the complainant intends to appeal the decision;

3.an explanation of the appeal procedure, including the timeline and process for making the initial appeal and for pursuing a subsequent appeal to the Superintendent and Board, as provided by this policy;

34.a simple complaint form that ~~parents or guardians or unaccompanied youth~~ a complainant can complete and submit to the homeless liaison to initiate the dispute resolution process and to pursue any subsequent appeals to the Superintendent and Board;

5.notice that the Board of Education or a designated panel of the Board will make the final decision on behalf of the school system;

46.notice of the right to appeal the final decision of the school system to the State Coordinator within three school days and the option to request an extension from the State Coordinator, along with a step-by-step description of how to ~~dispute the school's decision~~file the appeal;

57.notice of the right to enroll immediately in the school ~~of choice~~ located in the assignment area of the student's temporary residence or remain in the school of origin with transportation provided pending resolution of the dispute if such transportation is requested by the parent, guardian or homeless liaison on behalf of the youth;

68.notice that immediate enrollment includes full participation in all school activities; and

79.notice of the right to obtain assistance of advocates or attorneys; and

10.notice of the right to provide supporting written or oral documentation during the appeals process.

c. The homeless liaison shall attempt to informally resolve the matter. Complainants are encouraged to attempt informal resolution through discussion with the homeless liaison when possible.

d. If informal resolution is unsuccessful, the homeless liaison shall inform the complainant of the right to appeal the matter by initiating the dispute resolution process provided in subsection D.2. below.

~~ee.~~ 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. If the complaint initiates the dispute resolution process, the homeless liaison shall expedite the process so that a final decision in the dispute is reached within 15 school days or 30 calendar days, whichever is less.

2. Homeless Liaison Review Steps in the Dispute Resolution Process and Related Timelines

a. Homeless Liaison Review

~~a.~~ Any parent/guardian or student initiating an enrollment dispute (hereinafter "complainant") is encouraged to attempt to resolve the dispute informally through discussion with the homeless liaison. If the dispute cannot be resolved informally, the complainant may present a formal complaint orally or in writing to the homeless liaison either directly or through the principal of the school at which enrollment is sought.

i. If informal resolution of a complaint is unsuccessful, the complainant may initiate the dispute resolution process by making a formal appeal to the homeless liaison, either directly or through the principal of the school in which enrollment is sought. The appeal must be presented within five school days of the decision giving rise to the complaint unless the homeless liaison agrees to an extension of up to five additional school days for good cause.

ii. The appeal may be made orally or in writing on the designated complaint form. If the complainant makes an oral appeal, the homeless liaison shall complete the written complaint form on the complainant's behalf without delay.

~~biii.~~ The complaint should include the date of the filing, a description of the disputed enrollment action pertaining to eligibility, school selection or enrollment, the name of the person(s) involved and a description of the relief requested. The complainant must be informed of the right to provide supporting written or oral documentation and to seek the assistance of an advocate or attorney.

iv. The local liaison shall inform the Superintendent, other appropriate school officials and the State Coordinator of the dispute immediately after the parent, guardian or unaccompanied youth has initiated the dispute resolution process.

~~ev.~~ Within ~~five~~ two school days after receiving the formal complaint, the homeless liaison shall provide a written decision, including the reasons for the decision, to the complainant and the Superintendent.

3b. Appeal to the Superintendent of the Liaison's Decision

~~ai.~~ Within ~~five~~ two school days of receiving the liaison's decision, the complainant may appeal the decision to the Superintendent orally or in writing using the form designated for this purpose. Oral appeals must be made to the homeless liaison, who shall commit the appeal to writing on the designated form. The homeless liaison shall ensure that the Superintendent receives copies of the written complaint and the response of the liaison.

~~bii.~~ The Superintendent or designee shall schedule a conference with the complainant to discuss the complaint.

~~eiij.~~ Within ~~five~~ four school days of receiving the appeal, the Superintendent or designee shall provide a written decision to the complainant including a statement of the reasons for the decision.

4c. Appeal to the Board of the Superintendent's Decision

i. If the complainant is dissatisfied with the Superintendent's decision, he or she may file an ~~written~~ appeal with the Board of Education within two days. The Board will provide a written decision within 30 days of receiving the appeal. The Board's decision will constitute the final decision of the school district. The written statement of the Board's opinion will include the name and contact of the state coordinator for homeless education and will describe the appeal rights to the state coordinator.

ii. The appeal may be filed orally or in writing using the form designated for this purpose. Oral appeals must be made to the homeless liaison, who shall commit the appeal to writing on the designated form.

iii. The Board or a panel of at least two Board members acting on behalf of the Board will hear the appeal. The Board or Board panel will provide the complainant with a written decision within five school days of receiving the appeal. In unusual circumstances, the Board or Board panel may extend this time but will avoid exceeding the less of (1) 15 school days from when the complaint was received or (2) 30 calendar days from when the complaint was received.

iv. The Board or Board panel's decision will constitute the final decision of the school system for purposes of the complaint's right to appeal to the State Coordinator.

v. If the matter under appeal is a school assignment, a Board panel decision will be a recommendation that must be submitted to the full Board for a final determination as required by state law and Policy 6201 – School Assignment. However, in order to ensure an expedited appeals process for students who are homeless, the recommendation of the Board panel shall be considered the final decision of the Board for purposes of appeal to the State Coordinator if a final determination by the full Board reasonably cannot be accomplished by the deadline described in the previous paragraph.

vi. The written statement of the final decision will include the name and contact information of the State Coordinator for homeless education and will describe the appeal rights to the State Coordinator. If the matter under appeal is a school assignment and the appeal was not heard by the full Board, the written decision will also note that review of the matter by the full Board as required by state law is pending.

3. Appeal to the State Coordinator of the Board's Decision

If the complainant is dissatisfied with the ~~action taken by~~ decision of the Board of Education or Board panel, he or she may file an oral or written appeal with the State eCoordinator for homeless education within three school days of receiving the Board or panel's decision. The State Coordinator, ~~who~~ will issue a final decision on the complaint. The appeal must include the following:

- i. the name, physical address if available, e-mail address and telephone number of the complainant;
- ii. the relationship or connection of the person to the child in question;
- iii. the name of the school system and the specific school in question;
- iv. the federal requirement alleged to have been violated;
- v. how the requirement is alleged to have been violated; and
- vi. the relief the person is seeking.

Within ~~five~~ three school days following a request from the State eCoordinator, the homeless liaison shall provide the record of complaint, ~~and~~ a copy of the Board or panel's decision ~~along with and~~ any other ~~information requested regarding issues in the appeal~~ supporting documents necessary to complete the record.

B. Homeless Liaison

The Superintendent or designee shall appoint and train a school employee to serve as the homeless liaison. In addition to the duties specifically assigned elsewhere in this policy, the homeless liaison's duties shall include, but not be limited to, the following:

1. ensuring that school personnel identify homeless children and youth;
2. ensuring school/preschool enrollment of and opportunities for academic success for homeless children and youth;

3. ensuring that homeless families and children have access to and receive educational services for which they are eligible;
4. ensuring that homeless families and children receive referrals to healthcare, dental, mental health and substance abuse, housing and other appropriate services;
5. informing parents or guardians and any unaccompanied youth of available transportation services and helping to coordinate such services;
6. ensuring that public notice of the educational rights of homeless students is disseminated in locations frequented by parents or guardians and unaccompanied youth;
7. informing parents or guardians of educational and related opportunities available to their children and ensuring that parents or guardians have meaningful opportunities to participate in their children's educations;
8. communicating the dispute resolution process to parents, guardians and unaccompanied youth experiencing homelessness;
9. helping to mediate enrollment disputes, including ensuring that a homeless child or youth is enrolled immediately pending final resolution of the dispute
10. developing a uniform written notice that explains to parents, guardians and unaccompanied youth their rights and the process for appealing a decision of school officials, as required by subsection D.1.B of this policy. The notice must be written in a simple and understandable format and translated to other languages as needed and practicable;
11. ensuring that, when parents, students and unaccompanied youth initiate the dispute resolution process, all parties comply with the dispute resolution policy and that parents, students and unaccompanied youth are provided with the information listed in subsection D.1.b of this policy;
12. informing unaccompanied youth of their status as independent students and assisting in verifying such status for the purposes of the Free Application for Federal Student Aid;
13. ensuring that school personnel providing services to homeless students receive professional development and other support;
14. working with school personnel, the student, parents or guardians and/or other agencies to obtain critical enrollment records, including immunization and medical records, in a timely manner; and
15. working with the Superintendent or designee to identify Board policies or procedures that might serve as a barrier to enrollment of homeless students, including those related to

immunization records, medical records, uniforms or dress codes, school fees and school admission.

F. ~~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 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 a homeless student's transportation needs, based on the child's best interest. In situations where 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 will 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.~~

G. ~~TITLE I~~

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

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*; *Non-Regulatory Guidance on Education for Homeless Children and Youths Program*, U.S. Department of Education (July 2016); G.S. 115C-366(a2); -369; 16 N.C.A.C. 6H.0112; State Board of Education Policies SBOP-020, SPLN-000

Adopted: October 25, 2004

Revised: March 12, 2007; June 11, 2007; January 17, 2017; June 12, 2017; _____

6330 COUNSELING PROGRAM

Guidance and counseling programs are provided by the school ~~district system~~ with the ultimate aim of improving student performance by ~~increasing skills; helping students make adjustments; addressing problems that interfere with learning or the classroom environment; and assisting in career and college planning~~ implementing strategies and activities that support and maximize student learning; helping students to grow in their personal and social development; and providing a foundation for acquiring the skills that enable students to make a successful transition from school to the world of work. ~~The principal of E~~each school is ~~directed to shall~~ develop a counseling program that ~~will~~ meets the objectives of the State Board of Education's comprehensive school counseling program curriculum and the needs of the student population at that school ~~with the objective of improving student performance.~~

School guidance counselors and other guiding adults in middle and high schools will provide guidance and information to students about high school course selections and requirements prior to ninth grade, in order to inform them about the requirements for college entry, including accelerated preparation for college entry. Guidance counselors ~~will shall~~ encourage ninth grade students to complete these requirements in less than four years ~~where~~ if feasible and appropriate.

The counseling program is the shared responsibility of teachers, counselors, parents and community members, and should operate with the collaboration of all individuals involved in educating students, including those who assist children with special needs or students who are at risk of dropping out of school or not meeting performance expectations. Input from parents and students should be sought in accordance with the school's plan for involvement of the community in school programs. All schools must follow the Parental Involvement Plan (Policy 5414) in regard to parental notification/permission for counseling programs. In addition, school personnel shall annually provide all students in Grades 9 through 12 with information on the manner in which a parent may lawfully abandon a newborn baby with a responsible person, in accordance with G.S. 7B-500.

Counseling may be provided on an individual basis or in small or large groups. School counselors may refer students who have extensive needs or needs that go beyond the purpose of the counseling program to community resources.

Students may seek counseling or be referred by staff or parents. Any staff member who is aware that a student is contemplating suicide or is otherwise suffering from an emotional or psychological crisis must immediately notify the counseling program in accordance with any rules established by the Superintendent or principal. Any counselor or other staff member who knows of or has cause to suspect child abuse, neglect, dependency or death as a result of maltreatment must report the information as provided in Policy 6730 – Child Abuse – Reports and Investigations, and as required by law.

Counseling programs are most effective when voluntarily entered into by a student. School officials and teachers may recommend a counseling program to help a student meet standards of conduct and academic performance established by the Board and school ~~district system~~.

However, students will not be required to attend individual or small group counseling sessions to address identified significant personal issues unless agreement has been reached with the parent and student in a behavior contract, an intervention plan or, for special education students, in an individualized education plan.

Information obtained in a session with a counselor may be privileged and protected from disclosure as provided by law. A counselor cannot be required to testify concerning privileged information unless, as provided by G.S. 8-53.4, the student waives the privilege or the court compels testimony as necessary to the proper administration of justice. The school counselor privilege does not, however, exempt the counselor from reporting child abuse as required by G.S. 7B-301. Any notation made by a counselor for his or her own use is a confidential document and is neither a public record nor a part of the student's record. Such confidential documents do not have to be shared with parents or others except as required by law. Any document prepared by a counselor that is shared or intended to be shared with other staff is considered an educational record of the student and is available to the parent or eligible student in accordance with ~~Board~~-Policy 6300 – Student Records.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. §1232g; G.S. 7B-301, 500; 8-53.4; 115C-12, - 401; State Board of Education Policy GRAD-006, SCOS-011

Adopted: May 22, 2006

Revised: July 17, 2017; _____

7040 OPERATION OF ~~STUDENT FOOD~~ SCHOOL NUTRITION SERVICES

All schools will participate in the National Child Nutrition Program and will receive commodities donated by the United States Department of Agriculture. All federal and state revenues will be accepted and applied so as to maximize the use of such funds for the purposes of providing nutritional meals to students at the lowest possible price. The Superintendent or designee shall develop procedures as necessary to implement the operational standards established in this policy.

A. Operational Standards

The school nutrition services program will be operated in a manner consistent with Board goals and Board policy. The program also will be operated in compliance with all applicable state and federal law, including requirements of the National School Lunch Program and all federal guidelines established by the Child Nutrition Division of the United States Department of Agriculture. Specific legal requirements which must be met include, but are not limited to, the following.

1. School officials may not discriminate based on race, sex, color, national origin, disability, age, or eligibility status for free and reduced price meals. School officials also are prohibited from retaliating against an individual for prior civil rights activity.
2. The school nutrition services program will meet safety and sanitation requirements established in local, state and federal rules and guidelines for school nutrition services programs.
3. The school nutrition services program will have a written food safety program that includes a hazard analysis critical control point plan for each school.
4. Menu preparation, purchasing and related record keeping will be consistent with applicable state and federal rules and guidelines.
5. Banking, financial record keeping, budgeting and accounting will be conducted in accordance with generally accepted practices and procedures, as dictated by the School Budget and Fiscal Control Act and in accordance with state and federal guidelines.
6. Commodity foods donated by the United States Department of Agriculture will be used and accounted for in accordance with federal regulations.
7. Preference will be given in purchasing contracts to high-calcium foods and beverages, as defined in G.S. 115C-264.1 and to foods grown or raised within North Carolina.
8. Child Nutrition Program (CNP) funds will be used only for the purposes authorized by law. Indirect costs, as defined by law, will not be assessed to the CNP unless the program has a minimum of one month's operating balance.

9. The price for meals will be determined in accordance with federal law.
10. Nonprogram foods will be priced to generate sufficient revenues to cover the cost of those items. A nonprogram food is defined as a food or beverage, other than a reimbursable meal or snack, that is sold at the school and is purchased using funds from the child nutrition account.
11. All school ~~food~~ nutrition services will be operated on a non-profit basis for the benefit of the CNP; ~~School food~~ nutrition services are those that are operated from 12:01 a.m. until the end of the last established lunch period. ~~Competitive food sales are those which may occur during these times.~~
12. All income from the sale of food and beverages that is required by law or regulation to be retained by the CNP will be deposited to the CNP account and will be used only for the purposes of the school's non-profit lunch and breakfast programs. All funds from food and beverage sales not otherwise required by law to be deposited to the CNP account will be deposited into the proper school account in accordance with guidelines developed by the Superintendent or designee. ~~The CNP will retain income from the sale of all foods and beverages, including competitive food sales, sold to students from 12:01 a.m. until the end of the last established lunch period.~~
13. All competitive foods sold on campuses will meet federal and state standards for nutrient content.
14. All employees whose job duties include procurement activities for the Child Nutrition Program shall adhere to the conflict of interest rules and standards for ethical conduct established by the Board in Policies 1420/3240/4240/8263 – Conflict of Interest/Unethical Influence, and 2510 – Federal Grant Administration. Failure to comply with these requirements will result in disciplinary action.

B. Meal Charges

Student who are required to pay for meals are expected to provide payment in a timely manner. The Board recognizes, however, that students occasionally may forget or lose their meal money. The Board therefore directs the Superintendent to develop a procedure to manage situations in which students are unable to pay for a meal on a particular day. The Superintendent shall ensure that federal child nutrition funds are not used to offset the cost of unpaid meals and that the CNP is reimbursed for uncollected student meal charges prior to the end of the year.

The Superintendent or designee will establish procedures as appropriate to help ensure compliance with board policy and legal requirements.

NCSBA's RECOMMENDED LANGUAGE

B. Meal Charges

Students who are required to pay for meals are expected to provide payment in a timely manner. The board recognizes, however, that students occasionally may forget or lose their meal money. In the event that a student is unable to pay for a meal on a particular day, the student may charge a reimbursable meal. A student carrying a negative balance of \$ _____ in a meal account will not be permitted to accrue additional charges until the negative balance drops below \$ _____. Instead the student will be served a designated alternate meal provided at no cost to the student. Appropriate modifications to the alternative meal will be made when required by the student's documented special dietary needs. To safeguard the dignity and confidentiality of students in the serving line, reasonable efforts must be used whenever possible to avoid calling attention to a student's inability to pay.

The child nutrition director and principal shall work jointly to prevent meal charges from accumulating and shall make every effort to collect all funds due to the child nutrition program on a regular basis and before the end of the school term. Notices of low or negative balances in a child's meal account will be sent to parents and the principal at regular intervals during the school year. If a parent regularly fails to provide meal money and does not qualify for free meal benefits, the child nutrition director shall inform the principal, who shall determine the next course of action, which may include notifying the department of social services of suspected child neglect and/or taking legal steps to recover the unpaid meal charges. Parents are expected to pay all meal charges in full by the last day of each school year. Negative balances on student accounts will be carried forward to the following school year. However, the superintendent shall ensure that federal child nutrition funds are not used to offset the cost of unpaid meals and that the CNP is reimbursed for bad debt resulting from uncollected student meal charges prior to September 30 each year.

This policy and any applicable procedures regarding meal charges must be communicated to school administrators, school food service professional, parents, and students. Parents will receive a written copy of the meal charges policy and any applicable procedures at the start of each school year and at any time their child transfers into a new school during the school year.

Legal References: National School Lunch Act, *as amended*, 42 U.S.C. § 1751, et seq.; Child Nutrition Act of 1966, *as amended*, 42 U.S.C. § 1771, et seq.; 7 C.F.R. §210.11(a); G.S. 143-64; 115C-47(7), -47(22), -263, -264, -264.1, -426, -450, -522; art. 115C-31; 16 N.C.A.C. 6H.0104; State Board of Education Policy EEO-S-000

Adopted: November 29, 1990

Revised: March 12, 2007; February 10, 2014; August 13, 2018; _____

7040R OPERATION OF STUDENT FOOD SERVICES

The Moore County Board of Education recognizes the importance of students maintaining physical health and proper nutrition in order to take advantage of educational opportunities (Policy 5060 / Student Wellness). The Board further recognizes that students who are required to pay for meals are expected to provide payment in a timely manner (Policy 7040 / Operation of Student Food Services).

Accordingly, consistent with Board policies regarding fees, charges, and nutrition services, each principal will ensure that the following procedures will be followed to manage situations in which students are unable to pay for a meal on a particular day and/or who have accumulated charges for meals.

1. No elementary or middle school student will be deprived of a meal or served a differentiated meal due to lack of funds or unpaid charges. In a confidential and developmentally appropriate way, the cashier will ask students to remind their parent(s) to send funds to the school for meals.
2. High school students must have the advanced permission of the principal in order to charge meals.
3. Each week the Child Nutrition Office will place notification calls to households with \$10.00 or more in outstanding meal charges and will email to each principal the names of those students in their school.
4. The Child Nutrition Office will prepare written statements at the end of each month for students owing \$10.00 or more in meal charges.
 - a. Written statements will be printed by each school and sent home with students.
 - b. For students owing \$50.00 or more, written statements will be mailed home by the Child Nutrition Office along with a letter referencing Board Policy 6805 (Student Fees and Charges) to notify parents that students with an unpaid balance in excess of \$50.00 may be denied the privilege of participating in extracurricular activities.
5. Federal law requires that the Child Nutrition program be reimbursed for all uncollected student meal charges prior to the end of the school year. Accordingly,
 - a. The Child Nutrition Office will bill the cumulative amount of meal charges to each school and central office on or before July 1 of each year, for remittance on or before September 30 of each year.
 - b. Schools will be charged a portion of the accumulated unpaid balances, and the central office will be charged the remainder. The Superintendent will determine the cost-sharing percentage annually, and the Finance Office will communicate the percentage to each school.
 - c. Schools shall continue to collect and retain unpaid balances as long as a student is enrolled.
 - d. Schools will report balances owed after a student withdraws from Moore County Schools to the Finance Office, which will determine whether additional collection procedures will be implemented.

(revised 01/30/2015)

6805 STUDENT FEES AND CHARGES

The Board of Education shall establish a schedule of fees and charges which may be charged to students. A listing of approved local school fees and charges shall be filed in the office of the Superintendent and reported to the State Superintendent of Public Instruction. School personnel shall issue to each student a receipt for the fees and charges collected.

6805.1 Fees and other charges, including meal charges and technology repair/replacement charges, may be waived or reduced in the event of inability to pay. The following procedures shall be used to address unpaid fees. The Superintendent will be responsible for establishing procedures for handling requests for waivers or reductions or privilege denials.

- A. All students/parents shall be notified at the beginning of each school year of the fees appropriate for their individual schools.
- B. All students/parents shall be notified of the possibility of waiver or reduction of fees for persons financially unable to pay.
- C. On appropriate forms made available upon request, students/parents may apply in confidence to the school principal for waiver or reduction of school fees and charges based on demonstrated economic hardship. A student whose family unit has a monthly income from all sources other than from governmental agencies which is less than the official poverty threshold, as shown in tables developed and supplied annually by the U.S. Office of Management and Budget, shall be deemed to have an economic hardship and shall be entitled to a waiver of fees and charges. These income levels are subject to periodic review by the Board of Education in order to make appropriate adjustments to reflect changes in the cost of living and other economic factors.
- D. All applications for waiver or reduction of fees and charges shall be handled in a confidential manner, and no public reference shall be made by any school personnel to the fact that a student has not paid fees or charges or has applied for or received a waiver or reduction.
- E. For students with an unpaid balance in excess of \$50 whose fees and charges have not been waived or reduced, the principal will have the authority to deny participation in extracurricular activities. For purposes of this policy, extracurricular activities include, but are not limited to, athletics and clubs; dances, proms and other social events; and graduation and promotion ceremonies.
- F. Students/parents may appeal the action of the principal to the Superintendent's office. Students/parents may appeal the Superintendent's decision upholding the denial of a fee waiver or reduction request or the denial of privileges to the Board of Education.

6805.2 Once fees and charges have been paid, any student transferring to another school within the county will not be assessed additional fees or charges for the same services in the new school for that school year.

6805.3 If a student transfers from Moore County Schools to another local school administrative unit or is compelled to withdraw because of illness or for any other good and valid reason, then the student/parents shall be entitled to a refund of the fees paid by them prorated in accordance with the schedule established by law.

Legal Reference: [G.S. 115C-47\(6\);-384](#)

Adopted: July 22, 1991

Revised: July 29, 1991; February 10, 1997; January 12, 2015

7550 NAMING FACILITIES

The Board considers naming facilities to be a significant endeavor, since the name of a facility can reflect upon the students, staff, school district and community. The decision to name a school is solely the responsibility of the Board, though the Superintendent may be authorized to develop a recommended process for ~~recommending names for~~ naming newly constructed schools, or existing or new facilities. No school shall be named for an individual who is living or deceased.

In addition to naming schools, the Board of Education may name or dedicate existing facilities within a school, including, but not limited to, athletic facilities, media centers, auditoriums and specific educational buildings in recognition of an individual living or deceased.

Requests for naming an existing facility shall be made in writing to the Board of Education, care of the Superintendent. The written submission shall include the reasons for the request as well as contact information for the person(s) making the request. The Board may consider all applicable factors in connection with the naming of facilities, including but not limited to the potential costs. The decision to name or re-name a facility does not commit the Board to expend financial resources on signage or related matters.

Legal Reference: 115C-36

Adopted: January 12, 2015

Revised: January 17, 2017; _____