



**CAROLINA COMMUNITY
ACADEMY**

Policy Manual

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1000 Governing Principles

1010 - Mission and Vision Statements

As provided by the North Carolina Lab School Statute, the mission of Carolina Community Academy at North Elementary (hereinafter known as “Carolina Community Academy” or “CCA”) is to improve student performance in the local school administrative unit by providing an enhanced education program in a low-performing school for students residing in that unit. In addition, Carolina Community Academy will provide exposure and training for teachers and principals to successfully address challenges existing in a high-needs school setting and provide an opportunity for research, demonstration, student support, and expansion of the teaching experience and evaluation regarding management, teaching, and learning.

Carolina Community Academy will expand student opportunities for educational success through high-quality instructional programming and innovative instruction and research by using the resources available to the University of North Carolina (UNC). UNC will incorporate best practices gained from state initiatives focused on leadership development for both teachers and principals in low-performing schools and local school administrative units.

Legal Reference: G.S. § 116-239.5(b)(c)

1100 - Code of Ethics for Advisory Board Members

The members of the Carolina Community Academy Advisory Board (hereinafter known as “Advisory Board”) adopt the following Code of Ethics and adhere to UNC’s policy on conflict of interest.

I. Community Responsibility

- a. I will serve my community, state, and nation because I believe public education is the best means to promote the welfare of our people and to preserve our way of life.
- b. I will work unremittingly to help the people in my community understand the importance of public education and to willingly support the highest level of education which the community can afford.
- c. I will observe and enforce federal and state laws, rules, and regulations pertaining to education.
- d. I will seek to provide equal educational opportunity for all children regardless of ability, race, religion, sex, national origin, handicap, or location of residence.
- e. I will remember always in laboratory school matters that my first and greatest concern must be the educational welfare of the students attending the public schools.

II. Individual Responsibility

- a. I will recognize that my responsibility is not to run the laboratory school, but to see that they are well run.
- b. I will not violate federal and state laws in the performance of my duties.
- c. I will direct my Advisory Board action to policy making, planning and appraisal.
- d. I will work with other Advisory Board members to establish effective Board policies and to delegate authority for the administration of the lab schools to the Chancellor or designee.
- e. I will recognize that the statutory duties vested in G.S. 116-239.8 are applicable to the whole Advisory Board assembled in a meeting and that I have no legal status, individually, to act for or on behalf of the Advisory Board at any time.
- f. I will speak courteously and treat others respectfully when acting in my Advisory Board capacity, avoiding remarks that are slanderous, derogatory, or otherwise inappropriate.
- g. I will not place myself in a position of conflict of interest, and I shall not use my Advisory Board position for personal or partisan gain.

III. Decision-Making Responsibility

- a. I will keep myself informed about current educational issues by individual study and through participation in programs providing needed information.
- b. I will attend all regularly scheduled Advisory Board meetings, committees, and assigned hearing panels as applicable, and become informed concerning the issues to be considered at those meetings. If I cannot attend, I will notify the Board or Committee Chairperson and/or other designated person.
- c. I will make decisions only after a full discussion of the issues with members of the staff and Advisory Board assembled at a public meeting (or a private meeting if the law and By-Laws of this Board allow).
- d. I will render all decisions based on available facts and my independent judgment, and I will not surrender that judgment to individuals or special interest groups.
- e. I will encourage the free expression of opinion by all Advisory Board members, and I will seek appropriate communications between the Advisory Board and students, parents, Carolina Community Academy staff and the community at large regarding issues to be considered by the Advisory Board.

IV. Responsibility to Carolina Community Academy Staff

- a. I will refer complaints to the Principal and/or the Dean or his/her designee, as applicable.
- b. I will communicate to the Dean expressions of public reaction to Carolina Community Academy policies and school programs.
- c. I will support the employment of those persons best qualified to serve as school staff at Carolina Community Academy, and I will insist on regular and impartial

evaluation of all staff consistent with Carolina Community Academy policies and procedures and applicable law.

- d. I will present criticisms of a personal nature about an individual school employee only to the Principal or Dean, and in private.

V. Responsibility of Confidentiality

- a. I will respect the confidentiality of student records and personnel files as required by law and Carolina Community Academy policy.
- b. I will respect the confidentiality of information that is privileged under applicable law and Board policy.
- c. I will observe the North Carolina Open Meetings Law and conduct the affairs of the Board in an open and public manner, including complying with all applicable laws governing public records.
- d. I will observe the By-Laws of the Carolina Community Academy in regards to closed sessions.
- e. Additionally, all closed session deliberations and voting will remain confidential as applicable by law.

VI. Code of Ethics Violations

- a. Suspected Code of Ethics violations will be reported to the Board Chairperson who shall immediately investigate the allegations and take steps deemed appropriate to resolve the issue pursuant to Carolina Community Academy and/or UNC policy and applicable law. If not resolved, the Chairperson will bring the issue to the full Board in regular session.

1110 - Policy Development

The Chancellor, or Chancellor's designee, shall establish policies and standards for Carolina Community Academy (CCA) in compliance with North Carolina General Statutes 116- 239.5, et seq.; applicable federal and state law; and best practices. The topics of such policies include, but are not limited to, criminal history record checks, academic performance, admissions, attendance, and student conduct. The CCA Advisory Board shall provide advice, input, and recommendations with respect to CCA policies, but the Chancellor shall have final authority regarding the content and establishment of CCA policies. As a part of the University of North Carolina at Chapel Hill, CCA's employees, students, and general operation are subject to UNC-Chapel Hill Policies and Procedures unless they conflict with a specific CCA policy or applicable state or federal law or regulation.

Legal Reference: N.C.G.S. 116-239.8.

2000 Governance

2010 - Governing Authority

The UNC Chancellor shall be the administrative head of Carolina Community Academy and shall provide general direction for the establishment and operation of the laboratory school. The Chancellor, with advice and input from the Advisory Board, shall adopt policies, operating procedures, and courses of study to govern the operation of the laboratory school. The Chancellor may designate these duties to other personnel as necessary.

The UNC Chancellor oversees the governance of the Carolina Community Academy in accordance with applicable UNC, CCA, state and local policies. Where governing policies may conflict, the Chancellor shall serve as the final decision-making authority on the application of policy.

Legal References: G.S. 115C-296.35; G.S. 116-239.7; G.S. 116-239.8

2020 - Purpose of Advisory Board

In accordance with the North Carolina Lab School Statute, the University of North Carolina Chancellor or Chancellor's designee will establish an Advisory Board the purpose of which is to provide technical assistance to the Chancellor by monitoring the operations of the laboratory school and the distribution of moneys allocated for such operations, reviewing and recommending necessary policy, program, or administration modifications, and to annually review evaluations of the laboratory school's operation and research findings.

Legal Reference: G.S. 116-239.8

2040 - Powers and Duties of Advisory Board

The Carolina Community Academy at North Elementary Advisory Board (hereinafter known as "Advisory Board" or "Board") shall have the following duties:

1. Monitor the operations of the laboratory school and the distribution of sums of money allocated for such operations.
2. Recommend to the chancellor necessary policy, program, and administration modifications.
3. Annually review evaluations of the laboratory school's operation and research findings.

The Advisory Board shall have all other powers and duties conferred and imposed by the law regarding the operation of CCA, by the University of North Carolina Board of Governors' Subcommittee on Laboratory Schools, pursuant to N.C.G.S. Chapter 116, Article 29A and any other duties which the Chancellor or his/her designee has conferred and imposed on the Advisory Board.

Legal References: G.S. 116-239.8

2050 - Advisory Board - Conflict of Interest Policy

The Advisory Board shall adopt the UNC Chapel Hill Policy on "Individual Conflicts of Interest and Commitment."

2070 - Governance Structure

In accordance with the North Carolina Lab School Statute, the Chancellor or Chancellor's designee will establish a governing structure for the operation of the lab school. The Chancellor or Chancellor's designee may also change CCA's governing structure as needed, provided that any such changes

shall remain consistent with Section 502 of the Code of the Board of Governors.

2080 – Legal Status of the Advisory Board and School

The legal status of the Advisory Board and school has been established by the General Assembly. The University of North Carolina provides public education services to the children of Carolina Community Academy at North Elementary under the general supervision of the Chancellor or the Chancellor's designee, with the Advisory Board providing guidance and recommendations to the Chancellor, or the Chancellor's designee, and the lab school Principal overseeing the day-to-day operations of the lab school.

Legal References: N.C. Gen. Stat 116-239.5 *et seq*

2090 - Advisory Board and Principal Relations

The Advisory Board recognizes the importance of an effective working relationship between the Advisory Board and the CCA Principal. The Advisory Board further recognizes the distinct and separate areas of responsibility of the Advisory Board and the Principal of the laboratory school. The CCA Principal is responsible for the day-to-day operation of the laboratory school consistent with applicable law, as well as UNC and CCA policies.

To maintain a cohesive relationship between the Advisory Board and the laboratory school, the Principal shall keep the Advisory Board informed of the operations of the laboratory school, make recommendations to the Advisory Board as required by law and CCA policy or as otherwise determined appropriate by the Advisory Board.

Legal References: G.S. 116-239.8; 116-239.10(1).

2019 - No Individual Authority

Acting as individuals, members of the CCA Advisory Board have no authority to decide matters involving or affecting the laboratory school. Such authority only exists when the Advisory Board is acting as a collective body duly called into session per CCA bylaws and applicable law.

2100 - Advisory Board Membership

The Advisory Board shall consist of up to ten (10) members who shall be appointed by the Chancellor or serve ex officio as follows:

- a. The Dean of the University's School of Education ("Dean");
- b. A member of the University's Board of Trustees;

- c. Two faculty members from the University, at least one of whom shall be a faculty member in the School of Education;
- d. The Superintendent of Person County Schools, the local school administrative district in which the Academy is located ("Superintendent");
- e. A member of the community who resides in the Person County Schools district, appointed by the Chancellor upon advisement of the Academy Principal; and
- f. Up to four other members that the Chancellor deems necessary.

A. Terms

The term of each Advisory Board member shall be for four years, except that the Chancellor shall stagger the terms of the initial appointees in a manner that results in the expiration of no more than three members in any year. Except for the initial terms and any terms that are filled due to a vacancy, terms shall begin on July 1 and end on June 30 of the specified year(s). The Dean and Superintendent, as ex officio members, shall be exempt from this section.

Any vacancy shall be filled with a person of the same classification as the predecessor who shall serve for the balance of the unexpired term. No Advisory Board member shall serve more than two complete consecutive terms.

B. Officers

The Advisory Board shall annually elect a Chair and Vice Chair. There shall be no limitation on successive terms that may be served by the Chair or Vice Chair.

C. Secretary of the Board

The Carolina Community Academy Director within the University School of Education shall serve as the Secretary of the Board.

D. Removal of Members

With the exception of the Dean and the Superintendent, any member of the Board may be removed at any time with or without cause by a vote of the majority of other members present at a meeting in which a quorum is present; provided, however, that any such removal must be ratified by the Chancellor.

G.S. Legal References: G.S. 116-239.8

[2110 - Advisory Board Organization](#)

A. Regular Meetings

The Advisory Board shall hold regular meetings at least quarterly each calendar year. The Board may hold such additional meetings as may be deemed desirable. Any matter of business relating to the Academy, over which the Advisory Board has jurisdiction, may be considered at any regular meeting. Regular meetings may be held in-person or remote at the discretion of the chair.

B. Annual Meeting:

The first regular meeting after June 30 of each year shall be the "Annual Meeting." At the Annual Meeting, the Advisory Board shall elect a Chair and Vice Chair. Each officer shall serve upon their election and until a respective successor is elected. If the term of the Chair expires before a successor as Chair is elected, then the Vice Chair shall become the interim Chair until the Chair's successor is elected. The Chancellor may appoint an individual who is not an Advisory Board member to serve as Secretary.

C. Special Meetings:

The Advisory Board Chair or the Chancellor may call special meetings of the Board by giving notice thereof in accordance with applicable law. The Secretary of the Board, at the written request of not less than three members of the Board, may call special meetings of the Board by giving notice thereof in accordance with applicable law. The Board may, by unanimous vote of those present at the special meeting, conduct any business other than that for which the meeting was called.

D. Notice of Meetings

All meetings of the Board shall be noticed as required by law, the Board's Bylaws and this policy. Except for closed sessions of the Board, Board meetings shall be open to the public.

At least seven days prior to each regular meeting, a copy of the agenda, including (insofar as is practicable) copies of all reports and other written materials to be presented to the meeting, shall be provided electronically to each member by the Secretary. Insofar as is practicable, a copy of the agenda of each special meeting shall be provided electronically to each member at least four days in advance of the special meeting; however, if such advance distribution is not practicable, the agenda for a special meeting may be presented to the members as the first order of business at the meeting.

E. Preparation of Agenda

The agenda for every meeting shall be prepared by the Secretary of the Board, in conjunction with and subject to the approval of the Chair of the Board. Every request for inclusion of an item on the agenda of a meeting shall be put in writing and filed, together with any supporting documents, with the Chancellor sufficiently far in advance of the meeting to permit a

determination to be made by the Chancellor with respect to the propriety and practicability of including that item on the agenda for the meeting.

F. Conduct of Business

1. Presiding Officer: The Chair shall preside over all meetings of the Advisory Board. In the absence of the Chair, the Vice Chair shall preside. In the absence of both the Chair and the Vice Chair, another presiding officer may be elected by and from the membership of the Advisory Board.
2. Voting: A quorum of the Advisory Board shall consist of a majority of the Board. All members of the Advisory Board may vote on all matters coming before the Board for consideration. No member may vote by proxy.
3. Rules of Order: The rules contained in Robert's Rules of Order, latest available edition, shall govern in all cases to which they are applicable. In the event of an inconsistency between the Rules of Order and the Board's bylaws or any special rules adopted by the Advisory Board, the bylaws or the special rules shall govern.

G. Manner of Acting

Except as otherwise provided in these policies or required by applicable law, the affirmative vote of a majority of the members participating in a meeting of the Board shall be the act of the Board if a quorum is present when the vote is taken. Any meeting of the Board where the members are not gathered at the same location may be held by teleconference or any other media through which the members participating in the meeting may hear and directly communicate with each other.

H. Minutes

The Secretary shall keep minutes of all meetings of the Advisory Board; shall file, index, and preserve all minutes, papers, and documents pertaining to the business and proceedings of the Board; shall be custodian of all records of the Board; and shall attest the execution of all legal documents and instruments of the Advisory Board. The Secretary shall transcribe the minutes of the meetings and provide a copy to each member of the Board.

I. Closed Session

By vote of a majority of the members present at any meeting of the Advisory Board, the Board may convene in closed session, consistent with State law and policy.

J. Recess

A meeting of the Board for which notice has been posted in accordance with North Carolina General Statutes, section 143-318.12(b), may be recessed to a specific time and place by announcement of the presiding officer in open session.

K. Expenses

Advisory Board members shall not receive per diem or travel expenses for the performance of their duties.

2120 - Duties of the Advisory Board Officers

A. Duties of the Chairperson

1. The chairperson shall have the following duties:
 - a. The Chair shall preside at all Board meetings.
 - b. Preserve order at all times;
 - c. Serve as an ex-officio member of all Committees and a voting member of any Committee when necessary to obtain a quorum at a Committee meeting
 - d. Where an employee or parent/student requests a Board hearing regarding a grievance, the Chair has the authority to make a determination on behalf of the Board whether to grant a hearing. The Chair will advise the Board if he/she denies a hearing.
2. The Chair shall have the right, as other members of the Board, to offer resolutions, to discuss questions, and to vote thereon.
3. The Chair shall be the official spokesperson for the Board and will make every effort to communicate the Board's decisions to the community through the media and any other appropriate means available and as applicable by law.
4. In order to address the board, a member must be recognized by the chairperson. The chairperson has the following powers:
 - a. to rule motions in or out of order, including the right to rule out of order any motions patently offered for obstructive or dilatory purposes;
 - b. to determine whether a speaker has gone beyond reasonable standards of courtesy in his or her remarks;
 - c. to entertain and rule on questions of parliamentary procedure;
 - d. to call a brief recess at any time; and
 - e. to adjourn in an emergency.

B. Duties of the Vice-Chairperson

In the absence of the Chair, it shall be the duty of the Vice-Chair to preside at meetings of the Board. In the absence of both the Chair and the Vice Chair, another presiding officer may be elected by and from the membership of the Advisory Board.

2130 - Duties of the Secretary

The Carolina Community Academy Director within the University School of Education shall serve as the Secretary of the Board.

A. As Secretary to the Advisory Board, the Secretary shall:

1. Keep minutes of all meetings of the Advisory Board but shall have no vote;
2. File, index, and preserve all minutes, papers, and documents pertaining to the business and proceedings of the Board;
3. Be custodian of all records of the Board; and shall attest the execution of all legal documents and instruments of the Advisory Board;
4. Transcribe the minutes of the meetings and provide a copy to each member of the Board;
5. Record all proceedings of the board;
6. Prepare the agenda for each Board meeting, in conjunction with and subject to the approval of the Board Chair; and
7. Provide copies of the Board agenda to Board members per the Board's bylaws

The Secretary of the Board, at the written request of not less than three members of the Board, may call special meetings of the Board by giving notice thereof in accordance with applicable law.

In the event of a vacancy in the Secretary position, The Chancellor may appoint an individual who is not an Advisory Board member to serve as Secretary.

2140 - Board Committees

The Advisory Board chairman shall appoint temporary committees as may be deemed necessary or advisable by the Board. The chairman shall be an ex-officio member of each committee. The duties of the committee shall be outlined at the time of appointment, and the committee shall be considered dissolved when its duties have been completed.

2160 - Advisory Board Policy Development

The Chancellor, or Chancellor's designee, shall establish policies, procedures and standards for the laboratory school in compliance with North Carolina General Statutes 116- 239.5, *et seq.*; applicable federal and state law; and best practices. The topics of such policies include, but are not limited to, criminal history record checks, academic performance, admissions, attendance, and student conduct. The Advisory Board shall provide advice, input, and recommendations with respect to CCA policies, but the Chancellor shall have final authority regarding the content, establishment and revision of all CCA policies. As a part of the University of North Carolina, CCA employees, students, and general operation are subject to UNC Policies unless they conflict with a specific CCA policy or applicable state or federal law or regulation.

2170 - Advisory Board Legal Counsel

The Advisory Board may utilize one or more attorneys from the Office of University Counsel ("OUC"), or approved by the OUC, to give legal counsel on governance, finance, property, students, employees, liability, and any other matters of legal concern to the laboratory school.

The OUC shall represent the CCA in internal day-to-day operations. All legal questions and requests for legal assistance shall first be directed to the OUC.

All requests for legal assistance from the OUC shall come through the Chancellor or his/her designee, the Dean of the College of Education, the Advisory Board Chair, or their specified designee(s). Should an issue of extreme urgency or sensitivity arise, an Advisory Board member may make direct contact with OUC.

2210 – Compliance with the Open Meetings Law

The Advisory Board affirms the public policy of this State that hearings, deliberations, and actions of public bodies be conducted openly.

A. Applicability

All “public bodies” holding official meetings must comply with the requirements of the open meetings law in Article 33C of Chapter 143 of the General Statutes. The term “public bodies” includes the Advisory Board, any committees of the Board, and, as defined by law, any other committee of two or more members that exercises or is authorized to exercise a legislative, policy-making, quasi-judicial, administrative, or advisory function, unless the committee or group is solely comprised of professional staff.

B. Compliance

The Secretary of the Board shall provide required notice and record and maintain minutes, in written form or in the form of audio or audiovisual recording, of all official meetings of the board, board committees, or committees appointed by the board. The principal or designee shall be responsible for compliance with the open meetings law by any other public bodies at the school level. The Secretary shall make copies of the open meetings law available to any public bodies associated with the school system. The Board and other public bodies of CCA are encouraged to consult the Office of University Counsel to obtain advice on complying with the legal requirements of the open meetings law.

1. Notice

Notice will be given in accordance with law for all regularly scheduled meetings, emergency meetings, and any other meetings, such as public hearings, work sessions, electronic meetings, or retreats.

2. Minutes

For all official meetings, whether held in open or closed session, minutes will be recorded and maintained in accordance with all legal requirements.

3. Closed Sessions

Closed sessions will be held only when required to permit the Board to act in the public interest and as permitted by law. A motion to go into closed session must be made and adopted in open session in accordance with the requirements of G.S. 143-318.11(c).

Legal References: G.S. 143-318.9, -318.10, -318.11, -318.12.

[2220 - Public Expression Forum](#)

The public is cordially invited to attend Advisory Board meetings to observe the board as it conducts its official business.

The Board also wishes to provide a public expression forum for citizens to express interests and concerns related to the school system. In order that the Board may conduct an orderly meeting while providing an opportunity for input, individuals or groups may be heard by the board in accordance with this policy, which addresses public hearings.

The first part of at each regular meeting of the Advisory Board will be set aside for citizens to address the board through public comment. Each speaker will receive three (3) minutes to present comments; however, the public comment session will not exceed 30 minutes total except by majority vote of the board. A sign-up sheet will be available in hard copy form at the board meeting location. Speakers must sign up no later than thirty (30) minutes prior to the beginning of the meeting. Speakers must provide name, contact information, and topic. During the public comment period, the Board Chair will recognize speakers in the order in which they signed in. Substitute speakers will not be permitted and speakers may not donate any portion of their time to another speaker. If a speaker is unable to present all of his or her information within the specified time limit, the speaker may provide the Board with the additional information in written form. If an unusually large number of people request to speak, a majority of the Board may decide to reduce the time for each individual or to require the designation of a spokesperson for each group of persons supporting or opposing the same positions. At any time, the Board may establish additional procedures to ensure that public comment sessions proceed in an efficient and orderly manner.

Board members will not respond to individuals who address the board except to request clarification of points made by the presenter.

Except in cases of emergency, information received during presentations will not be responded to at the time it is received.

Disruptions by any person or persons of a public meeting will be subject to action in accordance with G.S. 143-318.17.

Reports of Complaints

Complaints about the performance of school personnel, implementation of Board policy, the quality of the educational program, or school facilities should be submitted initially for a response to the CCA Principal. The Board Secretary or designee shall make available this policy and other relevant grievance procedures to any individual or group submitting a complaint.

Legal References: G.S. 143-318.10, -318.17

2230 - Procedural Rules

Except as otherwise provided by law or by the policies or CCA policies, meetings of the Advisory Board will be conducted in accordance with Robert's Rules of Order, Newly Revised.

The chairperson for the Advisory Board is authorized to entertain and rule on questions concerning parliamentary procedure and to seek counsel from the Office of University Counsel when necessary to clarify or construe any relevant procedural provisions.

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3000 – Educational Program

3010 – Goals and Objectives of the Educational Program

The Chancellor shall establish the standard course of study for the laboratory school. This course of study shall set forth the subjects to be taught in each grade and the texts and other educational materials on each subject to be used in each grade. The chancellor shall design its programs to meet at least the student performance standards adopted by the State Board of Education and the student performance standards contained in Chapter 115C of the General Statutes.

A successful educational program also depends on innovation at the individual school level. The Chancellor is committed to allowing the site-based administrator Carolina Community Academy to develop and implement plans necessary to ensure the educational success of its students.

These goals and objectives of the educational program will be used to guide administrators, teachers, the Chancellor or designee, and the Advisory Board in all of their duties, including curriculum development, selection of materials, and issues related to instructional time.

Legal References: G.S. 115C art. 8pt. 1; 115C-12(32), -12(39), -36, -47, -151; *Leandro v. State*, 346 N.C. 336 (1997); State Board of Education Policies ACCR-000, GRAD-006, SCOS-016

Source: Person County Public School Policies

3100 – Curriculum Development

The Chancellor recognizes that curriculum development must be an ongoing process to address the changing needs and diversity of all students and to fulfill the educational goals of the school. The Chancellor further recognizes that while educators must be responsible for developing the curriculum, parents, other governmental agencies, businesses, and members of the public have valuable insights into the type of curriculum needed.

1. Curriculum Development

The curriculum will meet federal, state, and local requirements and use the current statewide instructional standards and any other legally required resources as a foundation. Teachers will receive appropriate training so that they may participate in curriculum development. The school will also seek input from parents, the community, and experts to make fully informed decisions.

The Chancellor or designee shall direct the committee to review periodically the curriculum content used in courses addressing the founding principles of our nation.

2. Curriculum Modification

The Principal is the instructional leader of the school and is responsible for determining whether the curriculum meets the needs of the students at the school. Accordingly, the Principal may consider modifying the curriculum.

Changes will be a part of the school improvement plan process if the modifications include: (1) expanding or reducing the subject areas or objectives; (2) eliminating subject areas or objectives not required by the state; or (3) waiving Advisory Board policies. The Principal shall ensure that the curriculum continues to be aligned with the current statewide instructional standards.

3. Evaluation

The Chancellor or designee shall ensure that the methods for meeting curriculum objectives are regularly evaluated for their effectiveness.

Legal References: [G.S. 115C art. 8, pt. 1](#); [115C-47](#); [S.L. 2021-8, sec. 5.\(a\)](#)

3200 – Selection of Instructional Material

To help fulfill the educational goals and objectives of the school, the Chancellor or Chancellor’s designee strives to provide instructional materials that will enrich and support the curriculum and enhance student learning. Instructional materials should be representative of the rich diversity of our nation and appropriate for the maturity levels and abilities of the students.

Instructional materials constitute all materials, whether print, non-print, digital or any combination thereof, used in the instructional program. For purposes of this policy, instructional materials will be divided into two categories: textbooks and supplementary materials.

1. Selection of Textbooks

Textbooks are systematically organized materials comprehensive enough to cover the primary objectives outlined in the current statewide instructional standards for a grade or course. Formats for textbooks may be print, non-print or digital media, including hardbound books, softbound books, activity-oriented programs, classroom kits and technology-based programs or materials that require the use of electronic equipment in order to be used in the learning process. Technology-based programs may include subscription or web-based materials.

2. Selection of Supplementary Materials

Supplementary materials are instructional and learning resources that are selected to complement, enrich, or extend the curriculum. Such resources include, for example, specialized materials selected to meet diverse needs or rapidly changing circumstances, library materials, digital resources, the school system's media collection, classroom collections and teacher-selected resources for individual classes.

3. Objectives for Selection of Supplementary Materials

The procurement of materials must be accomplished in accordance with law, including the First Amendment of the United States Constitution; educational goals; purchasing and accounting policies; and established selection guidelines, including the Library Bill of Rights of the American Library Association. The objectives for the selection of supplementary materials are as follows:

- a. to provide a wide range of materials that will enrich and support the curriculum, taking into consideration the individual needs and varied interests, abilities, socio-economic backgrounds, learning styles and developmental levels of the students served;
- b. to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
- c. to provide a background of information that will enable students to comprehend their role as citizens in society and to make intelligent judgments in their daily lives;
- d. to provide resources representing various points of view on controversial issues so that students as young citizens may develop, under guidance, the skills of critical thinking and critical analysis;
- e. to provide resources representative of the many religious, ethnic and cultural groups in our nation and the contributions of these groups to our American heritage; and

- f. to place principle above personal opinion and reason above prejudice in the selection of material of the highest quality in order to ensure a comprehensive collection appropriate for all users.

4. Process and Criteria for Selecting Supplementary Materials

The responsibility for the selection of supplementary materials is delegated to the professional staff under the direction of the Principal and will be made primarily at the school level..

The selection process used by a committee will include: (1) an evaluation of the existing collection; (2) an assessment of the available resource and curriculum needs of the school; and (3) consideration of individual teaching and learning styles. In coordinating the selection of resources, the committee should use reputable, unbiased selection tools prepared by professional educators and should arrange, when possible, for firsthand examination of resources to be purchased. When examining proposed materials, the committee should consider the following factors:

- a. the material's overall purpose, educational significance and direct relationship to instructional objectives and the curriculum and to the interests of the students;
- b. the material's reliability, including the extent to which it is accurate, authentic, authoritative, up-to-date, unbiased, comprehensive and well-balanced;
- c. the material's technical quality, including the extent to which technical components are relevant to the content and consistent with state-of-the-art capabilities;
- d. the material's artistic, literary and physical quality and format, including its durability, manageability, clarity, appropriateness, skillfulness, organization and attractiveness;
- e. the possible uses of the material, including suitability for individual, small group, large group, introduction, in-depth study, remediation and/or enrichment;
- f. the contribution 'he material will make to the collection's breadth and variety of viewpoints;
- g. recommendations of school personnel from all relevant departments and grade levels;
- h. the reputation and significance of the material's author, producer, and publisher; and
- i. the price of the material weighed against its value and/or the need for it.

5. Materials Brought in by Teachers

The Principal shall establish rules concerning what materials may be brought in by teachers without review. The Principal is encouraged to involve teachers in establishing these rules.

6. Removal of Outdated Supplementary Materials

To ensure that the supplementary media collection remains relevant, the media and technology professionals, assisted by the media and technology advisory committee, shall review materials routinely to determine if any material is obsolete, outdated or irrelevant. The school media and technology advisory committee should remove materials no longer appropriate and replace lost, damaged, and worn materials still of educational value.

Materials may be removed only for legitimate educational reasons and subject to the limitations of the First Amendment. The Chancellor or designee may establish regulations that provide additional standards for removing supplementary materials to meet the educational needs of the school.

Requests by parents to remove supplementary media materials due to an objection to the materials will be reviewed pursuant to policy 3210, Parental Inspection of and Objection to Instructional Materials.

7. Challenges to Textbooks and Other Instructional Materials

Challenges to materials will be addressed pursuant to policy 3210, Parental Inspection of and Objection to Instructional Materials.

Legal References: U.S. Const. amend. I; N.C. Const. art. I, § 14; G.S. 115C art. 8pt. 1; 115C-45, -47, -98, -101; Chancellor of Education v. Pico, 457 U.S. 853 (1982); State Chancellor of Education Policy Carolina; Impact: Guidelines for North Carolina Media and Technology Programs, North Carolina Department of Public Instruction (2005); The Library Bill of Rights, The American Library Association (1996).

3210 – Parental Inspection of and Objection to Instructional Materials

In policy 3200, Selection of Instructional Materials, the Chancellor establishes a process for the selection of instructional materials to meet State Board of Education requirements and the educational goals of the school. That process provides an opportunity for parental input as needed in the selection of materials.

The Chancellor recognizes that despite the opportunity to participate in the selection of materials, parents still may have concerns about instructional materials used in the school system. Thus, to further involve parents in the education of their children, the Chancellor also provides opportunities for parents to review instructional materials and a process for parents to use when they object to instructional materials.

1. Parental Right to Inspect Materials

Parents have a right under federal law to inspect all instructional materials which will be used in connection with any survey, analysis, or evaluation as part of any applicable federally funded programs. Parents ordinarily also may review all other instructional materials following procedures provided by the Chancellor. The term “instructional materials” does not include academic tests or assessments. Some materials available through the Internet and used in individual classes to provide up-to-date information or information on current events may not be available for advance review.

2. Parental Objection to Materials

Parents may submit an objection in writing to the Principal regarding the use of particular instructional materials. The Principal may establish a committee to review the objection. While input from the community may be sought, the Chancellor believes professional educators are in the best position to determine whether a particular instructional material is appropriate for the age and maturity of the students and for the subject matter being taught.

If the Principal or the committee determines that any material violates constitutional or other legal rights of the parent or student, the Principal or the committee shall either remove the material from instructional use or accommodate the particular student and parent. Before any material is removed, the Principal or the committee shall ensure that the curriculum is still aligned with current statewide instructional standards and articulated from grade to grade. If an objection made by a parent or student is not based upon constitutional or legal rights, the Principal or

the committee may accommodate the objection after considering the effect on the curriculum; any burden on the school, teacher, or other students that the accommodation would create; and any other relevant factors. Books and other instructional materials may be removed from the school media collection only for legitimate educational reasons and subject to the limitations of the [First Amendment](#).

The decision of the committee or Principal may be appealed to the Chancellor or Chancellor's designee. The decision of the Chancellor is final.

The Chancellor or Chancellor's designee shall develop the necessary administrative procedures to implement this policy.

Legal References: [U.S. Const. amend. I](#); [20 U.S.C. 1232h](#); [N.C. Const. art. I, § 14](#); [Chancellor of Educ. v. Pico](#), 457 U.S. 853 (1982); [G. S. 115C art. 8pt. 1](#); [G.S. 115C-45, -47, -98, -101](#)

3220 – Religious-Based Exemption from School Programs

The curriculum of the school will be based on the current statewide instructional standards. The school administrators will exercise their authority to select appropriate materials and teach the curriculum in an effective manner. CCA supports the free exercise of religion and prohibits discrimination on the basis of religion. While students are expected to participate in all required courses and school activities, the Chancellor recognizes that at times parents may object to a specific school course or activity. This policy is designed to provide parents with a process for seeking a religious-based exemption for their child from a required school course or activity.

If parents have religious-based objections to certain programs, they may petition to exempt their child from participation. Any request for exemption should be submitted to the Principal in accordance with the following guidelines.

1. The request must be in writing.
2. The request must specify the activities or studies that violate their religious beliefs and explain how their religious beliefs are violated by the activity.
3. The request may suggest a proposed alternate activity or study.

The CCA Principal shall review the request in accordance with any constitutional or statutory standards and shall accommodate the request when required to do so by law. If accommodation is not required by law, the Principal may choose to accommodate such a request after weighing factors, such as the interest of the child, the impact on other students, and the availability of alternative activities or materials. An appeal of the Principal's decision may be made to the Chancellor or Chancellor's designee through the student grievance procedure.

Legal References: [U.S. Const. amend. I](#); [N.C. Const. art. I, § 14](#); [G.S. 115C-36, -47](#)

3221 – Religion in the Schools

The United States Constitution and North Carolina State Constitution protect the right of an individual to subscribe to any religious belief or to no religious belief at all. It is the Chancellor's policy to comply with federal and state law regarding religion and religious expression in the schools. The Chancellor will neither advance nor inhibit any religion or religious belief, viewpoint, expression, or practice. It is also the policy of the Chancellor to support, within the framework of the United States Constitution and the North Carolina State Constitution, the free, private exercise of individual religious beliefs by students and school employees. The Chancellor will not prevent, or otherwise deny participation in, constitutionally protected prayer in the system's schools, consistent with guidance issued by the U.S. Department of Education and applicable judicial decisions interpreting the religion clauses of the [First Amendment of the U.S. Constitution](#). This policy supersedes any other Chancellor policy that is inconsistent with it.

The Chancellor also recognizes the importance of the religious heritage of the United States of America and North Carolina and respects the diverse religious beliefs of members of the school community. School employees are expected to show respect for the beliefs of all students and employees. Also, school programs and activities should be designed to foster understanding, appreciation, and respect for the diverse beliefs of the school system's students and employees.

To ensure that the school system upholds constitutional standards within the religiously neutral role assigned to public schools, school employees should request approval from the school Principal before planning a school-sponsored instructional activity, observance, program, or other event that will include religious content or could be construed as a religious ceremony or celebration. As necessary, the Principal shall confer with the Chancellor or Chancellor's designee to determine whether the proposed activity is consistent with constitutional requirements. The Chancellor or designee shall consult UNC's legal representative whenever prudent to do so to determine the applicable legal standards and/or the constitutionality of the proposed activity. If the proposed activity is inconsistent with such standards, it will not be permitted.

If a student or the student's parent believes that the student's right to religious freedom, as described in this policy or otherwise established by law, has been violated, the student or parent may file a grievance in accordance with CCA Policy on Student and Parent Grievance Procedure.

Legal References: [U.S. Const. amend. I](#); Equal Access Act, [20 U.S.C. 4071-4074](#); [N.C. Const. art. I, § 14](#); [G.S. 115C-36, -47, -407.30 through -407.33](#)

3240 – Comprehensive Health Education Program

The Chancellor is committed to a sound, comprehensive health education program that provides students with accurate information and encourages them to be responsible for their own health and behavior. The Chancellor recognizes the primary role of parents in providing for the health and well-being of their children and seeks to involve parents as provided in this policy. The comprehensive health education program provided by the school will meet the requirements of state law and the objectives established by the State Board of Education. The Chancellor or Chancellor's designee may, at his or her discretion, expand on the subject areas to be included in the program and on the instructional objectives to be met.

1. Comprehensive Health Education Program

In North Carolina, a comprehensive health education program is taught to students from kindergarten through ninth grade. As required by law, the health education program includes age-appropriate instruction on bicycle safety, nutrition, dental health, environmental health, family living, consumer health, disease control, growth and development, first aid and emergency care, mental and emotional

health, drug and alcohol abuse prevention, prevention of sexually transmitted diseases (STDs), including HIV/AIDS and other communicable diseases, and reproductive health and safety education.

Legal References: [G.S. 115C art. 9](#); [115C-36](#), [-81.25](#), [-81.30](#); *Policies Governing Services for Children with Disabilities*, State Board of Education Policy [EXCP-000](#); State Board of Education Policy [SCOS-007](#)

3330 – Testing and Assessment Program

The Chancellor believes that an effective testing and assessment program evaluates the progress of individual students and helps 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 use only culture-free or culture-fair tests to ensure that measurements are reasonably accurate.

3340 – Grading

Carolina Community Academy utilizes Standards-Based Grading to track student progress and achievement. Standards-based grading is a system of assessing and reporting that describes students' progress in relation to standards. It is based on students showing signs of mastery or understanding various lessons and skills and is a way to view student progress based on proficiency levels for identified standards.

Standards-based grading includes the principles that rubrics or guidelines have been developed to clearly identify and articulate what students need to know and be able to do as a result of schooling.

Standards-based grading is implemented utilizing the following guidelines:

1. The primary purpose of the grading system is to communicate learning progress and achievement clearly, accurately, consistently, and fairly to students, families, postsecondary institutions, and prospective employers.

2. The grading system ensures that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
3. The grading system measures, reports, and documents student progress and proficiency against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed by the administration, faculty, and staff.
4. The grading system measures, reports, and documents academic progress and achievement separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs.
5. The grading system ensures consistency and fairness in the assessment of learning, and in the assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
6. The grading system is not used as a form of punishment, control, or compliance. In proficiency-based learning systems, what matters most is where students end up—not where they started out or how they behaved along the way. Meeting and exceeding challenging standards defines success, and the best grading systems motivate students to work harder, overcome failures, and excel academically.

3350 – Students at Risk of Academic Failure

It is the goal of the Chancellor that all students will make adequate academic progress each year and thereby acquire the skills necessary for secondary education and career success. To realize this goal, students who are at risk of academic failure and who are not successfully progressing toward grade promotion and graduation must be identified and provided additional assistance. The Principal is responsible for ensuring that students at risk are identified and that the school improvement team develops a plan to include a successful transition between grade spans for such students in compliance with [G.S. 115C-105.41](#).

1. Identification of and Assistance to Students At Risk

The Principal shall organize available resources to implement a multi-tiered system of support (MTSS) that uses data-driven problem-solving and research-based instructional practices for all students. The Principal shall establish processes and standards for addressing concerns about student performance and for documenting student responses to research-based instruction and interventions within the MTSS. Using information about the student's response to instruction and/or interventions and other student performance data, school personnel must identify students at risk of academic failure as early as reasonably may be done, beginning in kindergarten. School administrators and teachers shall address the needs of students identified as at risk of academic failure through the supports available in

the MTSS and/or other processes established by the Principal. The parents or guardians of such students should be included, through oral or written communication or other means, in the implementation and review of academic and/or behavioral interventions for their children.

2. Transition Plans

Transitions in the school environment can be stressful experiences that pose academic, social, and emotional challenges for students. Addressing students' academic, social, and emotional needs to create successful transitions provides students with a better chance of academic success. The Chancellor or Chancellor's designee shall appoint a transition team to design, implement, and evaluate a school transition plan. This team will be comprised of stakeholders who can identify the needs of students at the different developmental levels and implement plans that produce positive results for students at risk of academic failure. Such stakeholders may include the Principal, teachers, support staff and other employees, parents of students in the school, and local business and community leaders such as civic group leaders, health department personnel, preschool and Head Start program personnel, faith community leaders, and personnel from local colleges, universities, and community colleges. The school improvement team shall design a school-based transition plan tailored to meet the specific needs of the school's population. The transition plan may be included in the school improvement plan.

The transition plan should be designed to encourage a successful transition that fosters respect for individual differences, encourages understanding of the whole child, creates a sense of trust and belonging, and reduces child and family anxiety about school. The plan must include an on-going evaluation process to verify that the outcomes established for the transition levels are being accomplished and that these goals are updated as student data and environmental changes occur.

Legal References: [G.S. 115C-105.41](#); State Chancellor of Education Policy [GCS-Q-001](#)

Other Resources: NC DPI Multi-Tiered System of Support resource page, available at <http://www.ncpublicschools.org/integratedsystems/mtss/>; *Transition Planning for 21st Century Schools*, N.C. State Chancellor of Education/Department of Public Instruction, archived version available at <http://digital.ncdcr.gov/cdm/ref/collection/p249901coll22/id/158097>

3360 – Student Promotion and Accountability

1. Purpose: CCA 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.
2. Student Promotion Standards: The principal shall develop promotion standards and 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 applicable state law and State Board of Education policy requirements, including those for the assessment and promotion of third grade students as described in N.C.G.S. 115C-83.6, *et seq.*, and State Board of Education Policies KNEC-002 and - 003.

The principal 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. The principal has the authority to promote or retain students based upon the CCA standards and any applicable standards set by the State Board of Education.

To reduce the number of students who do not meet promotion standards, school administrators and teachers will address the needs of students who are not making adequate academic progress in accordance with CCA policy.

3. Appeals of Promotion Decisions

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

The Lab School Director's findings must be in writing and must be provided to the parents.

4. Promotion Standards for Students with Disabilities

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

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

5. Reporting Requirements

a. Principal Reports to the Chancellor

- i. At least on an annual basis, the Principal shall provide the Chancellor or Chancellor's designee with the following information for each school:
 1. aggregate student performance scores on state--mandated tests and any other standardized tests used by a school or the school system;
 2. the number and percentage of students retained and/or not meeting the standards for their grade level;
 3. remedial or additional educational opportunities provided by the school system and the success of these efforts in helping students meet promotion standards.

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

- i. 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.

c. Publication on the School System Website

- i. 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.

6. Notification to Parents:

The principal shall provide information regarding promotion standards to all students and parents. 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.

Teachers will update parents periodically during the school year regarding any concerns the teachers have about their students' progression toward promotion standards. 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.

7. Children of Military Families

As required by the Interstate Compact on Educational Opportunity for Military Children (N.C.G.S. 115C-407.5) and NUE policy, the principal has 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.

3420 – Special Education Programs & Rights of Disabled Students

CCA operates all special education programs in compliance with *Policies Governing Services for Children with Disabilities* as adopted by the State Board of Education.

All children with disabilities will be accorded rights as required by federal and state law.

The residence of a child with disabilities will be determined in accordance with N.C.G.S. 115C-366 and CCA Admissions Policy.

CCA encourages parents, guardians, surrogate parents, custodians, eligible students, and school employees to work cooperatively to ensure that the special needs of students are met. Parents will be provided with information about their rights, the rights of their child, and the responsibilities of the school toward meeting the special needs of their child.

3424 – Parent’s Rights and Responsibilities Handbook

The special education process is a collaboration between families and the school. It is important for parents of children with disabilities to understand their rights throughout this process. The North Carolina Parent’s Rights and Responsibilities in Special Education Handbook (Spanish Version – Derechos Y Responsabilidades De Los Padres De Familia En Educación Especial) provides guidelines for parents and educators on the special education process.

3430 – School Improvement Plan

A. Principles Principals, assistant principals, teachers, and other instructional staff at each school are responsible for designing and implementing strategies to reach the educational goals of the board. Input from the school community, including parents, students, and representatives from businesses and other agencies, is critical in developing an educational program that will meet the needs of the students and the community. The board affirms the General Assembly’s belief that all children can learn and that the mission of public schools is to challenge, with high expectations, each child to learn, achieve, and fulfill his or her potential. Accordingly, the board has established in its policies its vision, standards, and means of accountability for the educational program. The superintendent shall provide guidance and establish any other standards necessary for effective implementation of the board’s policies. Principals shall lead each school in implementing the policies. The school improvement plan is one tool that school administrators should use to draw upon the creativity and innovation of the staff and the community. This plan should identify the school’s efforts to improve student performance and reach the educational goals of the board.

B. Development of the School Improvement Plan

Each school must develop a school improvement plan that considers the goals set out in the mission statement for the public schools adopted by the State Board of Education (“State Board”) and the annual performance goals for that school as established by the State Board under G.S. § 115C105.35. In developing their school improvement plans, all schools should ensure, to the extent possible, that sufficient resources and curricula are directed toward meeting the goal of having all students performing at grade level or higher in the basic subject and skill areas identified by the State Board. The board also expects schools to be guided by the educational goals of the board. The board encourages schools to consider innovative means of educating students to meet educational goals. Many board policies provide an opportunity for a school to incorporate innovative ideas into its school improvement plan; however, if a school would like to try an innovative method that requires deviation from board policy, the school

may submit a request to the board for a waiver of the board policy. Any waiver request must identify the particular board policy that inhibits the school's ability to improve student performance, set out with specificity the circumstances under which the waiver may be used, and explain how the requested waiver will permit the school to improve student performance. The board will consider such requests to the extent the waiver is permissible by law and likely to result in improved student performance at the school.

1. School Improvement Team

Each school must have a school improvement team that develops the school improvement plan. The school improvement team must follow all legal requirements for developing and obtaining school approval of the school improvement plan. School improvement teams also must be familiar with state and local board requirements related to managing and using fiscal resources and must comply with these requirements in developing and implementing school improvement plans. The school improvement team will consist of the principal, representatives of the assistant principals, instructional personnel, instructional support personnel and teacher assistants assigned to the school building, and parents of students attending the school. Each group of school personnel shall elect representatives from their respective group by secret ballot. Parents are to be elected in accordance with G.S. 115C105.27(a). The school improvement team is encouraged to involve and seek assistance from central office personnel. The school improvement team, especially at the middle and high schools, also is encouraged to seek input from students. The superintendent shall provide guidance to principals to ensure that the principals establish and work together with school improvement teams to develop, review, and amend school improvement plans. School improvement team meetings will be held at a convenient time to facilitate substantial parent participation. The principal shall ensure that the school improvement team, as a public body, complies with the Open Meetings Law in regard to its meetings. Deliberations on the school safety components of the plan must be in closed session in accordance with G.S. 143-318.11(a)(8).

2. Mandatory Components of the Plan

A school improvement plan must include the following components. a. The plan must specify the effective instructional practices and methods to be used to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school. b. The plan must take into consideration the minimum annual performance goal established by the State Board and the goals set out in the mission statement for public schools adopted by the State Board. c. The plan must be, to the greatest extent possible, data driven. The team shall use the Education Value Added Assessment System (EVAAS) or a compatible and comparable system approved by the State Board to analyze student data to identify root causes for problems and determine actions to address them and to appropriately place students in courses such as Math I. The plan must contain clear, unambiguous targets, explicit indicators and actual measures, and expeditious time frames for meeting measurement standards. d. The plan must identify how staff development funds allocated to the school will be used. e. The plan must provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team. f. The plan must provide duty-free instructional planning time for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week. g. The plan must attempt to identify

and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.

h. As part of the school system's efforts to maintain safe and orderly schools, the plan must address safety and discipline concerns. These concerns include any special conditions at the school. The plan should include the components of any positive behavior management or positive behavior support programs that have been adopted at the school and should comply with the applicable requirements. School Safety, and all protocols established by the superintendent or designee under that policy.

i. In accordance the Parental Involvement policy, the plan must identify the goals and strategies for parents to be involved in their child's education and in the educational program of the school.

j. The plan must include a process by which the school improvement team will review the school improvement plan at least once a year. The annual review process must include (1) a review of student scores on all state- and board-mandated tests and (2) a means for the school improvement team to modify the plan, if necessary, when the school has not met the expected growth score established by the state.

k. The plan must require the principal to notify the superintendent if the school improvement team modifies a board-accepted school improvement plan.

l. The plan must include strategies for meeting the educational objectives of the board.

m. The plan must include intervention strategies for students who are not at grade-level proficiency or who are not likely to meet standards of promotion measured by other means.

3. Optional Components of the Plan

The school improvement plan may include any or all of the following components.

a. The plan may include a request to transfer state funds from one allotment category to another, as permitted by state law. The request must identify the funding allotment categories involved in the transfer and identify how the transfer will facilitate improving student performance.

b. The plan may include a comprehensive conflict resolution plan, as provided in G.S. 115C-81.15, in order to help create a safe school.

c. The plan may provide for the use of textbooks that have not been adopted by the State Board.

d. The plan may include innovative efforts to meet local educational goals. The following are examples of innovative efforts identified in board policies that the plan may address:

- i. modifying the school calendar;
- ii. implementing alternative scheduling of classes or other strategies intended to reduce transitional time and limit interference from non-instructional activities;
- iii. adding hours of instructional time;
- iv. providing additional means for evaluating instructional programs;
- v. developing and implementing pilot programs;
- vi. expanding the subject areas or objectives of the curriculum;
- vii. eliminating curricula on subject areas or objectives that are not state-required; and
- viii. modifying the system-wide instructional and curriculum guides.

4. Development and Review of the Plan

School improvement teams should review student performance data from the preceding school year in developing the school improvement plan. Based on the availability of data and when specific school standards are established by the State Board, the superintendent shall establish the date by which school improvement

plans must be submitted. The principal first shall present the proposed school improvement plan to all of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for their review and vote by secret ballot. The principal then shall submit the school improvement plan to the superintendent only if the proposed school improvement plan has the approval of a majority of the staff who voted on the plan. The superintendent or designee shall review the plans and seek legal review as necessary prior to presenting the plans with written recommendations to the board. If the superintendent intends to recommend that a plan be rejected, the superintendent shall notify the principal of the school and explain the reasons for the decision. The school improvement team may then submit a modified plan, approved by staff vote, to the superintendent. The superintendent should submit all school improvement plans to the board at the earliest possible date. The board will review the school improvement plans. The review of the school safety components of the plans must be in closed session. The board shall make findings on the safety components of the plan. Neither the safety components of the plans nor the board's findings on the safety components of the plans may be set out in the minutes of the board. After review of the school improvement plans, the board will accept or reject each school improvement plan. If a plan is rejected, the board will explain the specific reason(s) for the rejection. Any plan modified by the school improvement team after being rejected by the board must be resubmitted to the school personnel for vote and, upon majority approval, resubmitted to the superintendent for review. The superintendent shall resubmit the modified plan to the board with his or her recommendations as soon as is practical. The board will review the modifications along with any recommendations from the superintendent and accept or reject the plan. If the board and the school improvement team cannot reach agreement on the plan within 60 days after its initial submission, the board or school may request to use the dispute resolution process developed by the State Board under G.S. 115C-105.20(b)(5). Alternatively, if use of the dispute resolution process is not requested, the board may develop a school improvement plan for the school. A school improvement plan may be in effect for no more than two years. The plan must be reviewed at least annually by the school improvement team in accordance with the review process established in the school's plan. If a school does not earn an overall performance grade of at least a C or does not meet its expected growth standard as established by the State Board, the principal must submit to the superintendent and the board a report of the school improvement team. The report must explain the reasons for the standard(s) not being met and describe any modifications that will be made in the school improvement plan. After considering any recommendations of the superintendent, if the board is not satisfied with the response of the school improvement team, the board may suggest modifications to the plan or may vacate those portions of the plan that impede student performance and require the school improvement team to revise the plan.

5. Elimination of Redundant or Unnecessary Reporting Requirements

If, at any time before or after the board approves the school improvement plan, the school improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report. The superintendent shall recommend to the board whether the reporting requirement should be eliminated for that school. If the superintendent does not recommend elimination of the reporting requirement, the school improvement team may request a hearing by the board as provided in the Hearings Before the Board policy.

6. Compliance with Requirements

Any employee, parent, or other interested party is encouraged to notify the principal of any concerns regarding compliance with this policy or G.S. 115C-105.27. In addition, any employee, parent, or other interested party may submit in writing to the superintendent concerns regarding compliance with this policy or G.S. 115C-105.27. The superintendent shall make a good faith effort to investigate the concern and shall provide a written response upon request.

C. Posting the School Improvement Plan Online

The school improvement plan, except for its school safety components which are not public record, must be posted on the school's website. The names and positions of the members of the school improvement team, along with the date of each member's election to the team, must also be posted on the website.

D. Staff Development

The superintendent shall develop a process by which schools can learn from other schools' improvement plans. The superintendent and the schools are encouraged to use staff development resources to provide training to staff on the development, implementation, and evaluation of school improvement plans. School administrators must be evaluated by their supervisors on the school-based management process and on the effectiveness of the school improvement plan.

3440 – Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law that prohibits discrimination against individuals with disabilities. Section 504 applies to all agencies that receive federal funds, including public schools. Specifically, Section 504 requires public schools to provide disabled students with educational services that are designed to meet the individual needs of disabled students to the same extent as the needs of students without disabilities are met. Students with disabilities are protected from discrimination on the basis of disability if they meet the definition of disability under section 504. This anti-discrimination protection means, in part, that students with disabilities may not be denied participation in or denied benefits from services that are provided to non-disabled students. In addition, if a student has a physical or mental impairment that substantially limits one or more major life activities, the school system must provide a free and appropriate public education (FAPE) to the student. FAPE includes regular education and other accommodations or supports that are designed to

meet the individual educational needs of a student with a disability as adequately as the needs of non-disabled students are met.

Non-discrimination statement: Carolina Community Academy does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to designated youth groups. Carolina Community Academy will provide a free and appropriate public education to each qualified student with a disability in accordance with federal law and regulations. The non-discrimination policy includes, but is not limited to, benefits of participation in district programs and activities, including extracurricular activities. A student with a disability who seeks to participate in an extracurricular activity may be entitled to accommodation in trying out for or participating in that activity and the school's Section 504 procedures apply to any situations where a request for accommodation is made.

What is considered a disability under Section 504?

To be considered a disability under Section 504, it must meet BOTH of the following criteria:

1. It must be a physical or mental impairment. The Department of Education describes "physical or mental impairment" as follows:
 - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive, genito-urinary; hemic and lymphatic; skin; and endocrine; or
 - b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, or specific learning disabilities. 34 CFR 104.3(j)(2)(i).
2. The disabling condition must substantially limit one or more major life activity: A "major life activity" includes (but is not limited to) learning, concentrating, thinking, communicating, reading, walking, seeing, breathing, eating, lifting, bending, and major bodily functions/systems (neurological, immune, respiratory, etc.)

What is a 504 Accommodation Plan?

A 504 Accommodation Plan is the primary mechanism used under Section 504 to provide equal access to educational services for students with a qualified disability. It is designed to make changes, as appropriate, to the classroom environment or the delivery of instruction to provide the student with equal access to the educational curriculum. This plan is individualized to the needs of the student.

Referral

Any parent or school staff member can make a referral to the MTSS Coordinator or Principal to request that a 504 Accommodation Plan be considered. Within that consideration, Carolina

Community Academy procedures require the school first consider whether there is a basis to consider eligibility for Special Education Services prior to considering eligibility under Section 504.

Legal Reference: Rehabilitation Act of 1973

Source: Person County Schools Website; NCDPI Website

3480 – Title I Program and Services

Title I is a federally funded program that is one component of the Every Student Succeeds Act (ESSA) of 2015. The program provides financial assistance and program support to schools with high numbers of children from low-income families. Title I funds may be used, along with other school funding sources, to provide resources and instructional support to help all children meet challenging academic standards.

To improve the academic achievement of educationally and economically disadvantaged children, the Carolina Community Academy will participate in the federal Title I program.

1. Title I Maintenance of Effort

Carolina Community Academy will maintain fiscal effort with state and local funds as required to be eligible for the receipt of funds through Title I, Part A of the Elementary and Secondary Education Act, as amended.

2. Use and Allocation of Title I Funds

Title I funds will be used to supplement, and not supplant, non-federal funds that would otherwise be used for the education of students participating in the Title I program. Accordingly, state and local funds will be allocated in the manner in which they would otherwise be used in the absence of Title I funding.

3. Documentation of Compliance with Title I Fiscal Requirements

The Principal shall provide in a timely manner any assurances, additional documentation, or other information required by the State Board of

Education/NCDPI to demonstrate the school system's compliance with Title I fiscal requirements.

4. Records Maintenance

The Principal shall maintain reports and other documentation demonstrating compliance with the requirements of this policy, including documentation to demonstrate that any needed adjustments to staff assignments were made annually, for review by the North Carolina Department of Public Instruction or auditors upon request.

The Principal shall ensure that all other requirements for receiving Title I funds are fulfilled in an accurate and timely manner and shall develop, or cause to be developed, any additional procedures necessary to implement this policy.

3481 – Title I Parent and Family Engagement

The Chancellor 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 officials shall strive to support parents and provide parents and family members with meaningful opportunities to become involved in the programs offered by the school. The Chancellor encourages parents and family members to participate in the design and implementation of the programs and activities to increase the effectiveness of the school's Title I program in helping students meet state and local achievement standards.

1. Definition of Parent and Family Engagement

For the purposes of this policy and the Title I program, 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:

- a. that parents and family members play an integral role in assisting their child's learning;

- b. that parents and family members are encouraged to be actively involved in their child's education at school;
- c. 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
- d. that the school utilizes activities to support parent and family engagement in the Title I program.

2. 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'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.

As a qualified Title I school, Carolina Community Academy will operate as school-wide programs or targeted assistance program based upon federal eligibility criteria. A school-wide program will provide comprehensive support to offer improved opportunities for all students in the school to meet the school's academic standards. A targeted assistance program will provide services to eligible students most in need of assistance in the school, as determined by objective criteria established by the Chancellor or Chancellor's 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.

3. Annual Meeting and Program Evaluation

Each year, school officials will invite parents of students participating in Title I programming 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 will provide parents and family members

a meaningful opportunity each year to evaluate the content and effectiveness of the Title I program and the parent and family engagement policies and plans. Information collected from these proceedings will be used to revise Title I programming and parent and family engagement plans.

4. Parent and Family Engagement Efforts

The Chancellor 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 students. Title I staff and all school system personnel will strive to conduct outreach to parents and family members and involve them in activities throughout the school year.

The Principal shall ensure that the parent and family engagement policy and plan is developed with, agreed upon with, and annually distributed to parents and family members of participating students. Components of this school-level written parent and family engagement plan will include: the means for carrying out school-level policy, how parents and the school share responsibility for student academic achievement, how capacity-building of school staff and parents for involvement will be achieved, and the means of increasing accessibility and 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). This school-level plan will involve parents in the planning and improvement of Title I activities and will provide for the distribution to parents of information on expected student proficiency levels and the school's academic performance.

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

5. Notice Requirements

School administration 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.

a. Program for English Learners

- i. 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:
 - 1. the reasons for the child’s identification;
 - 2. the child’s level of English proficiency and how such level was assessed;
 - 3. methods of instruction;
 - 4. how the program will help the child;
 - 5. the exit requirements for the program;
 - ii. if the child has a disability, how the language instruction educational program meets the objectives of the child’s individualized educational program (IEP);
 - iii. any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal, and selection of program for English learners; and
 - iv. notice of regular meetings for the purpose of formulating and responding to recommendations from parents.
 - b. School Report Card
 - i. Each year, school administration shall disseminate to all parents, the school, and the public a school report card containing information about the school including, but not limited to:
 - 1. 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;
 - 2. the performance of the school on academic assessments as compared to the state as a whole and the performance of the school on academic assessments as compared to the state and school system as a whole;
 - 3. the percentage and number of students who are:
 - a. assessed,
 - b. assessed using alternate assessments,
 - c. involved in preschool and accelerated coursework programs, and
 - d. English learners achieving proficiency;
 - e. the per pupil expenditures of federal, state, and local funds; and
 - f. teacher qualifications.
 - c. Teacher Qualifications
 - i. At the beginning of each year, school administration shall notify parents of students who are participating in Title I programs

1. of the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child and
 2. that such information will be provided in a timely manner.
 3. The Principal or designee 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.
- d. Student's Academic Growth and Achievement
- i. School administration shall provide to each parent of a student who is participating in a Title I program, information on the level of achievement and academic growth, if applicable and available, of the student on each of the state's academic assessments.
6. Parental Rights and Opportunities for Involvement
- a. Each year, the Principal or designee shall provide notice to parents of the school's written parent and family engagement policy, parents' right to be involved in their child's school, and opportunities for parents and family members to be involved in the school.
 - b. At the beginning of each school year, the Principal or designee shall provide notice to parents of (1) their right to request information regarding student participation in state-required assessments and (2) that such information will be provided in a timely manner.
7. Website Notification
- a. Each year, school officials will publicize on the school website:
 - i. the report card described in subsection 5.b, above; and
 - ii. information on each assessment required by the state and,
 - iii. where feasible, organized by grade level.
 - b. The information must include:
 - i. the subject matter assessed;
 - ii. the purpose for which the assessment is designed and used;
 - iii. the source of the requirement for the assessment;
 - iv. if available, the amount of time students will spend taking the assessments and the schedule of the assessments; and
 - v. if available, the time and format for distributing results.

The Chancellor or Chancellor's designee 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.](#)

3510 – Technology Responsible Use

Carolina Community Academy provides its students and staff access to a variety of technological resources. These resources provide opportunities to enhance learning, appeal to different learning styles, improve communication within the school community and with the larger global community, and achieve the educational goals established by the Chancellor. Through the school’s technological resources, users can observe events as they occur around the world, interact with others on a variety of subjects, and acquire access to current and in-depth information.

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

1. Expectations for Use of School Technological Resources

The use of school technological resources, including access to the Internet, is expected to be exercised in an appropriate and responsible manner. Individual users of the school’s technological resources are responsible for their behavior and communications when using those resources. Responsible use of school technological resources is use that is ethical, respectful, academically honest, and supportive of student learning. Each user has the responsibility to respect others in the school community and on the Internet. Users are expected to abide by the generally accepted rules of network etiquette.

General student and employee behavior standards, including those prescribed in applicable UNC policies, the CCA Code of Student Conduct, and other regulations

and school rules, apply to the use of school technological resources, including access to the Internet.

In addition, anyone who uses school computers or electronic devices, accesses the school's electronic storage or network, or connects to the Internet using CCA-provided access must comply with the additional rules for responsible use listed in Section 2, below. These rules are intended to clarify expectations for conduct but should not be construed as all-inclusive.

All students must be trained about appropriate online behavior as provided in policy 3226/4205, Internet Safety.

Failure to adhere to the requirements of this policy will result in disciplinary action, including revocation of user privileges. Willful misuse may result in criminal prosecution under applicable state and federal law, disciplinary action for students, and/or adverse personnel action for employees.

2. Rules for Use of School Technological Resources
 - a. School technological resources are provided for school-related purposes only. Acceptable uses of such technological resources are limited to responsible, efficient, and legal activities that support learning and teaching.
 - b. Use of school technological resources for commercial gain or profit is prohibited.
 - c. Student personal use of school technological resources for amusement or entertainment is also prohibited unless approved for special situations by the teacher or school administrator.
 - d. Because some incidental and occasional personal use by employees is inevitable, the Chancellor permits infrequent and brief personal use by employees so long as it occurs on personal time, does not interfere with school business, and is not otherwise prohibited by school policy or procedure.
 - e. Unless authorized by law to do so, users may not make copies of software purchased by the school. Under no circumstance may software purchased by the school be copied for personal use.
 - f. Users must comply with all applicable laws, school policies, administrative regulations, and school standards and rules, including those relating to copyrights and trademarks, confidential information, and public records. Plagiarism of Internet resources will be treated in the same manner as any other incidents of plagiarism, as stated in the CCA Code of Student Conduct.

- g. Users must follow any software, application, or subscription services terms and conditions of use.
- h. No user of technological resources, including a person sending or receiving electronic communications, may engage in creating, intentionally viewing, accessing, downloading, storing, printing, or transmitting images, graphics (including still or moving pictures), sound files, text files, documents, messages, or other material that is obscene, defamatory, profane, pornographic, harassing, abusive, or considered to be harmful to minors.
- i. Users must not circumvent fire walls. The use of anonymous proxies to circumvent content filtering is prohibited.
- j. Users may not install or use any Internet-based file-sharing program designed to facilitate sharing of copyrighted material.
- k. Users of technological resources may not send electronic communications fraudulently (i.e., by misrepresenting the identity of the sender).
- l. Users must respect the privacy of others.
- m. Students must not reveal any personally identifying, private, or confidential information about themselves or fellow students when using e-mail, chat rooms, blogs, or other forms of electronic communication. Such information includes, for example, a person's home address or telephone number, credit or checking account information, or social security number.
- n. School employees must not disclose on school system websites or web pages or elsewhere on the Internet any personally identifiable, private, or confidential information concerning students (including names, addresses, or pictures) without the written permission of a parent or guardian or an eligible student, except as otherwise permitted by the Family Educational Rights and Privacy Act (FERPA) or policy 4700, Student Records.
- o. Users may not forward or post personal communications without the author's prior consent.
- p. Neither students nor staff may use school technological resources to capture audio, video, or still pictures of other students and/or employees in which such individuals can be personally identified, nor share such media in any way, without consent of the students and/or employees and the Principal or designee. An exception will be made for settings where students and staff cannot be identified beyond the context of a sports performance or other public event or when otherwise approved by the Principal.
- q. Users may not intentionally or negligently damage computers, computer systems, electronic devices, software, computer networks, or data of any user connected to school system technological resources.
- r. Users may not knowingly or negligently transmit computer viruses or self-replicating messages or deliberately try to degrade or disrupt system performance, including by streaming audio or video for non-instructional purposes. Users may not disable antivirus programs installed on school system-owned or issued devices.

- s. Users may not create or introduce games, network communications programs, or any foreign program or software onto any school system computer, electronic device, or network without the express permission of the technology director or designee.
 - t. Users are prohibited from engaging in unauthorized or unlawful activities, such as “hacking” or using the computer network to gain or attempt to gain unauthorized or unlawful access to other computers, computer systems, or accounts.
 - u. Users are prohibited from using another individual's ID or password for any technological resource or account without permission from the individual. Sharing of an individual’s ID or password is strongly discouraged. If any ID or password must be shared for a unique classroom situation, students must have permission from the teacher or other school official.
 - v. Users may not read, alter, change, block, execute, or delete files or communications belonging to another user without the owner's express prior permission.
 - w. Employees shall not use passwords or user IDs for any data system (e.g., the state student information and instructional improvement system applications, time-keeping software, etc.) for an unauthorized or improper purpose.
 - x. If a user identifies or encounters an instance of unauthorized access or another security concern, he or she must immediately notify a teacher or school administrator. Users must not share the problem with other users. Any user identified as a security risk will be denied access.
 - y. It is the user’s responsibility to back up data and other important files.
 - z. Employees shall make reasonable efforts to supervise students' use of the Internet during instructional time.
 - aa. Views may be expressed on the Internet or other technological resources as representing the view of the school or part of the school only with prior approval by the Principal.
 - bb. Users who are issued school system-owned and -maintained devices for home use (such as laptops, Chromebooks, etc.) must adhere to any other reasonable rules or guidelines issued by the Lab School Director or technology director for the use of such devices.
3. Restricted Material on the Internet

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

legitimate pedagogical purpose. The Principal shall ensure that technology protection measures are used as provided in policy 3226/4205, Internet Safety, and are disabled or minimized only when permitted by law and school policy. The school is not responsible for the content accessed by using a cellular network to connect a personal device to the Internet.

4. Privacy

Students, employees, visitors, and other users have no expectation of privacy in anything they create, store, send, delete, receive, or display when using the school's network, devices, Internet access, email system, or other technological resources owned or issued by the school system, whether the resources are used at school or elsewhere, and even if the use is for personal purposes. Users should not assume that files or communications created, transmitted, or displayed using school system technological resources or stored on servers, on the storage mediums of individual devices, or on school-managed cloud services will be private. Under certain circumstances, school officials may be required to disclose such electronic information to law enforcement or other third parties, for example, as a response to a document production request in a lawsuit against the school, in response to a public records request, or as evidence of illegal activity in a criminal investigation.

The school may, without notice, (1) monitor, track, and/or log network access, communications, and use; (2) monitor and allocate files server space; and (3) access, review, copy, store, delete, or disclose the content of all user files, regardless of medium, the content of electronic mailboxes issued by the school and system outputs, such as printouts, at any time for any lawful purpose. Such purposes may include, but are not limited to, maintaining system integrity, security, or functionality, ensuring compliance with policy and applicable laws and regulations, protecting the school from liability, and complying with public records requests. School personnel shall monitor the online activities of individuals who access the Internet via a school-owned device.

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

5. Use of Personal Technology on School System Property

Users may not use private WiFi hotspots or other personal technology on campus to access the Internet outside the school's wireless network. The Principal may

establish rules for the school site as to whether and how other personal technology devices (including, but not limited to smart phones, tablets, laptops, etc.) may be used on campus. Use of personal technology devices is also subject to any rules established by the Principal under a bring your own device plan authorized by CCA Policy. The school assumes no responsibility for personal technology devices brought to school.

6. Personal Websites

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

a. Students

Though school personnel generally do not monitor students' Internet activity conducted on non-school system devices during non-school hours, when the student's online behavior has a direct and immediate effect on school safety or maintaining order and discipline in the schools, the student may be disciplined in accordance with school policy to the extent consistent with law.

b. Employees

Employees may not use their personal websites to communicate with students, as prohibited by policy 7335 and policy 4040/7310, Staff-Student Relations.

c. Volunteers

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

d. Use Agreements

All students, parents, and employees will be informed annually of the information in this policy. Prior to using the school's technological resources, students and employees must agree to comply with the requirements of this

policy and consent to the school's use of monitoring systems to monitor and detect inappropriate use of technological resources. In addition, the student's parent must consent to the student accessing the Internet and to the school monitoring the student's Internet activity and electronic mailbox issued by the school.

Legal References: [U.S. Const. amend. I](#); Children's Internet Protection Act, [47 U.S.C. 254\(h\)\(5\)](#); Electronic Communications Privacy Act, [18 U.S.C. 2510-2522](#); Family Educational Rights and Privacy Act, [20 U.S.C. 1232g](#); [17 U.S.C. 101 et seq.](#); [20 U.S.C. 7131G.S. 115C-325\(e\)](#) (applicable to career status teachers), [-325.4](#)(applicable to non-career status teachers)

3520 – Internet Safety

1. Introduction

It is the policy of the Chancellor to: (a) prevent user access via its technological resources to, or transmission of, inappropriate material on the Internet or through electronic mail or other forms of direct electronic communications; (b) prevent unauthorized access to the Internet and devices or programs connected to or accessible through the Internet; (c) prevent other unlawful online activity; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (e) comply with the Children's Internet Protection Act (CIPA).

2. Definitions

a. Technology Protection Measure

The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors.

b. Harmful to Minors

The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

- i. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
 - ii. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - iii. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- c. Child Pornography

The term “child pornography” means any visual depiction, including any photograph, film, video picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where:

 - i. the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
 - ii. such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or
 - iii. such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.
- d. Sexual Act; Sexual Contact

The terms “sexual act” and “sexual contact” have the meanings given such terms in section 2246 of title 18, United States Code.
- e. Minor

For purposes of this policy, the term “minor” means any individual who has not attained the age of 17 years.

3. Access to Inappropriate Material

To the extent practical, technology protection measures (or “Internet filters”) will be used to block or filter access to inappropriate information on the Internet and World Wide Web. Specifically, blocking will be applied to audio and visual depictions deemed obscene or to be child pornography or harmful to minors. Student access to other materials that are inappropriate to minors will also be restricted. The Chancellor has determined that audio or visual materials that depict violence, nudity, or graphic language that does not serve a legitimate pedagogical purpose are inappropriate for minors. The Principal, in conjunction with a school technology and media advisory committee, shall determine what other matter or materials are inappropriate for minors. School personnel may not restrict Internet access to ideas, perspectives, or viewpoints if the restriction is motivated solely by the disapproval of the viewpoints involved.

4. A student or employee must immediately notify the appropriate school official if the student or employee believes that a website or web content that is available to students through the school's Internet access is obscene, constitutes child pornography, is "harmful to minors" as defined by CIPA, or is otherwise inappropriate for students. Students must notify a teacher or the school Principal; employees must notify the Principal or designee.
5. Due to the dynamic nature of the Internet, sometimes Internet websites and web material that should not be restricted are blocked by the Internet filter. A student or employee who believes that a website or web content has been improperly blocked by the CCA's filter should bring the website to the attention of the Principal. The Principal shall determine whether the site or content should be unblocked. The Principal shall notify the student or teacher promptly of the decision. The decision may be appealed through CCA's grievance procedure. (See policies 1740/4010, Student and Parent Grievance Procedure, and 1750/7220, Grievance Procedure for Employees.)
6. Subject to staff supervision, technology protection measures may be disabled during use by an adult for bona fide research or other lawful purposes.
7. Inappropriate Network Usage

All users of school's technological resources are expected to comply with the requirements by CCA Policy. Users are prohibited from: (a) attempting to gain unauthorized access, including "hacking" and engaging in other similar unlawful activities; and (b) engaging in the unauthorized disclosure, use, or dissemination of personal identifying information regarding minors.

8. Education, Supervision, and Monitoring

To the extent practical, steps will be taken to promote the safety and security of users of the school's online computer network, especially when they are using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. It is the responsibility of all school personnel to educate, supervise, and monitor the usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

9. Procedures for disabling or otherwise modifying any technology protection measures are the responsibility of the Principal or designated representatives.
10. The Principal or designated representatives shall provide age-appropriate training for students who use the school's Internet services. The training provided will be

designed to promote the school's commitment to educating students in digital literacy and citizenship, including:

- a. the standards and acceptable use of Internet services as set forth in policy 3225/4312/7320, Technology Responsible Use;
- b. student safety regarding safety on the Internet, appropriate behavior while online, including behavior on social networking websites and in chat rooms, and cyberbullying awareness and response; and
- c. compliance with the E-rate requirements of the Children's Internet Protection Act (CIPA).

11. Following receipt of this training, the student must acknowledge that he or she received the training, understood it, and will follow the provisions of policy 3225/4312/7320, Technology Responsible Use.

12. The Principal shall develop any regulations needed to implement this policy and shall submit any certifications necessary to demonstrate compliance with this policy.

Legal References: Children's Internet Protection Act, [47 U.S.C. 254\(h\)](#); Neighborhood Children's Internet Protection Act, [47 U.S.C. 254\(l\)](#); Protecting Children in the 21st Century Act, [47, U.S.C. 254\(h\)](#)

3600 – School Calendar, Instructional Time, Bell Schedule and Remote Learning

The Chancellor believes that time is a variable in the educational process and that children may need different amounts of instructional time in order to fulfill the educational goals and objectives of the school. The Chancellor also recognizes that the school day and school year should be planned in such a manner as to facilitate student learning and to permit an accurate assessment of student achievement in scheduled testing periods.

1. Instructional Time
 - a. The Chancellor will approve the length of the school day, which may vary from year to year. The “instructional” day includes only those hours a student is assigned to a teacher for the primary purpose of instruction. Breaks in the instructional day for changing classes, homeroom, lunch, pep rallies, and similar non-instructional activities are not part of the instructional day and are not considered instructional hours.
2. Interruptions of instructional time and time off task must be kept to a minimum.
 - a. The Principal is responsible for ensuring that instructional time is maintained and protected in the school schedule.

- b. Each teacher is responsible for ensuring optimal use of instructional time in his or her classes. School personnel are encouraged to seek creative means of reducing transitional time and scheduling non-instructional activities. A proposal for alternative scheduling of classes or other such strategies may be a part of a school improvement plan.
3. School Calendar
- a. The school Principal will establish a school calendar that is consistent with the requirements of [G.S. 115C-84.2](#) and any other applicable legal requirements. The school may offer supplemental or additional educational programs or activities outside the adopted school calendar. The School Calendar of CCA shall align with the School Calendar approved annually by the Person County Schools Board of Education. Divergence from the PCS School Calendar by CCA shall be approved by the Chancellor or Chancellor's Designee.
 - b. Waiver of Opening or Closing Dates
 - i. Upon a showing of good cause, as defined by [G.S. 115C-84.2\(d\)](#), the Chancellor may seek a waiver of the opening date from the State Board of Education. The Chancellor will revise the closing date only if necessary to comply with the minimum requirements for instructional days or instructional time.
 - c. Converting to a Year-Round Calendar
 - i. The Chancellor may initiate or review recommendations from the Principal or a school improvement team for modifying the school's traditional school calendar to a year-round calendar. The Principal is encouraged to obtain input from teachers and other personnel as well as from the community in developing proposals for modifying the school calendar. A year-round calendar may be included as a part of a school improvement plan.
4. Remote Learning
- a. When warranted by exigent circumstances and authorized by law, Carolina Community Academy may conduct classes remotely for all or part of an instructional day during the school year. CCA policies remain in effect during periods of remote learning, except that the Chancellor or designee reserves the right to deviate from any policy when adherence is impossible or impractical under the circumstances and the deviation is not inconsistent with law. To the extent practicable or when required by law, affected employees, students, and parents or guardians will be notified of the change in advance.
5. Bell Schedule
- The CCA Principal shall adopt the Bell Schedule of North Elementary School as approved by Person County Schools. Divergence from the PCS Bell Schedule by CCA shall be approved by the Chancellor or Chancellor's Designee.

Legal References: P.L. 108-447, div. J, title I, sec. 111 (codified as a statutory note to 36 U.S.C. 106(d)); G.S. 115C-12(33), -36, -47, -84.2, -105.21(b)(2), -238.31, -288; State Chancellor of

Education Policy BEPL-001; *North Carolina Public Schools Benefits and Employment Policy Manual* (most current version), North Carolina Department of Public Instruction, available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/employee-policy>

3710 – School Trips

School trips designed to stimulate student interest and inquiry may be appropriate classroom extensions and may enhance learning in the classroom. School trips may help meet educational goals and objectives by connecting learning with experiences outside of the classroom environment.

All eligible students will be given an opportunity to participate in school trips. No student will be denied participation because of economic hardship or because the student has a disability.

1. Authorization of School Trips
 - a. A school trip occurs when a student or group of students leaves a school campus under the sponsorship of the school and under the supervision of school employees to extend the educational experiences of that student or group. The Principal must approve all school trips in advance. The Principal shall develop procedures for the request and approval of school trips.
2. Parental Notice and Consent
 - a. All students who participate in a school trip must provide signed parental consent forms to participate, unless a student is officially emancipated, in which case the student can consent on his or her own behalf. A student who fails to provide a signed consent form may be denied participation in the trip. No student's grade may be lowered or raised based on parental consent to participate in the school trip. The Principal shall develop procedures to ensure parents are given proper notice of trip details and that parents provide signed authorization and consent regarding their child's participation and care during the trip.
3. Costs
 - a. Pursuant to policy 4600, Student Fees, and any corresponding fee waiver or reduction procedures, any fees imposed for school trips will be waived or reduced for students who demonstrate real economic hardship.
4. Student Safety and Discipline
 - a. Policy 1510/4200/7270, School Safety, applies to all students, school employees, and volunteers while they are taking part in school trips. Students are also subject to the student behavior policies in the 4300 series, the Code of Student Conduct, and all school rules while participating in a school trip. The Principal

shall develop any additional regulations necessary to ensure student safety, provide adequate supervision, and clarify student behavior standards.

5. Transportation and Other Accommodations
 - a. Policy 6320, Use of Student Transportation Services, applies to the use of vehicles for all school trips.
 - b. The Principal shall develop any necessary additional regulations governing transportation on school trips.
6. Chaperones and Volunteers
 - a. All chaperones and volunteers accompanying students on school trips must meet the standards established by CCA Policy. The Principal shall develop any necessary additional regulations governing chaperones and volunteers on school trips.

Legal References: [G.S. 115C-47](#), [-288](#), [-307](#), State Board of Education Policy [TCS-H-009](#)

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4000 – Focus on Students

The Chancellor recognizes that providing students with support in their formal education must be the primary focus of the school. Carolina Community Academy should strive for a learning environment in which:

1. school grounds, buildings, and classrooms are safe, orderly, clean, and inviting;
2. students learn and practice responsible behavior;

3. students are treated fairly and inclusively; and
4. students have input in decisions affecting them when feasible.

4010 – Equal Educational Opportunity

The Chancellor affirms the principle that every student should be given an equal opportunity for a sound basic education. Furthermore, no student on the basis of any characteristic protected by federal or state law, will be excluded from participating in the programs and services of the school or otherwise be subjected to discrimination under any educational program or activity conducted by the school.

The school will treat its students without discrimination in accordance with applicable law with regard to course offerings, athletics, counseling, employment assistance, extracurricular activities, and educational resources.

Any student or parent or guardian who feels that this policy has been misinterpreted, misapplied or violated may file a complaint in accordance with the University of North Carolina at Chapel Hill policies and associated procedures.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 et seq., 28 C.F.R. pt. 35; Equal Educational Opportunities Act of 1974, 20 U.S.C. 1701 et seq.; Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq.; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; Title IV of the Civil Rights Act of 1964, 42 U.S.C. 2000c et seq.; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d et seq., 34 C.F.R. pt. 100; Title IX of the Education Amendments Act of 1972, 20 U.S.C. 1681 et seq., 34 C.F.R. pt. 106; G.S. 115C-1, -367, -375.5, -407.15 through -407.18, -407.30; *Leandro v. State*, 346 N.C. 336 (1997); *Parent Rights & Responsibilities in Special Education* (N.C. Dept. of Public Instruction, Exceptional Children Division), available at <https://ec.ncpublicschools.gov/parent-resources/parents-rights-handbook>

4020 – Parental Involvement

1. The Chancellor recognizes the critical role of parents in the education of their children and in the school. The Chancellor or Chancellor's designee 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.

This policy applies to the parents, legal guardians, and legal custodians of students who are under 18 years old and are not married.

1. Parent Communication and Conferences

The Chancellor encourages school personnel to have regular contact with parents for commendation as well as for notification of concerns. The Principal or designee shall plan for periodic communication with parents. Teachers are responsible for scheduling conferences with parents.

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: (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.

2. Parental Notification

As a Title I school, the Principal or designee 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 shall receive a copy of the Title I parent and family engagement policy and the school-wide parent involvement plan.

In addition, annually the Principal or designee shall effectively notify parents of the following:

- a. parental rights related to student records;
- b. parental rights related to student surveys;
- c. the approximate dates of 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;
- d. the schedule of pesticide use on school property and their right to request notification of nonscheduled pesticide use ;
- e. student behavior policies, the Code of Student Conduct, and school standards and rules;
- f. the permissible use of seclusion and restraint in the schools;
- g. Bullying and Harassing Behavior;
- h. Student and Parent Grievance Procedure;
- i. 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 by school policy;
- j. grading practices that will be followed at the school ;
- k. a clear and concise explanation of the North Carolina testing and accountability system that includes all information required by federal law;
- l. a report containing information about the school, including, but not limited to:
 - i. the following information both in the aggregate and disaggregated by category: student achievement, 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;
- ii. the performance of the school on academic assessments as compared to the state as a whole;
 - iii. the percentage and number of students who are:
 1. assessed,
 2. assessed using alternate assessments,
 3. involved in preschool and accelerated coursework programs, and
 4. English learners achieving proficiency;
 5. the per-pupil expenditures of federal, state, and local funds; and
 6. teacher qualifications.
 - iv. 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;
 - v. supportive services available to students, including guidance, counseling and health services ;
 - vi. 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 for their children;
 - vii. how to reach school officials in emergency situations during non-school hours;
 - viii. information about and an application form for free and reduced-price meals and/or free milk;
 - ix. information about the school breakfast program;
 - x. information about the availability and location of free summer food service program meals for students when school is not in session;
 - xi. for parents of children with disabilities, procedural safeguards ;
 - xii. 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;
 - xiii. education rights of homeless students;
 - xiv. the content and implementation of the local school wellness policy ;
 - xv. 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 ;
 - xvi. that the school does not discriminate on the basis of race, color, national origin, sex, disability, or age and that the school provides processes for resolving discrimination and harassment complaints ;
 - xvii. that the school provides equal access to its facilities, programs, and activities to the Boy Scouts and other designated youth groups ; and
 - xviii. the availability of and the process for requesting a waiver or reduction of student fees .

3. Opportunities to Withhold Consent/Opt-Out

As a part of the annual notification described above, parents will be effectively notified that they may opt-out of any of the following:

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

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

The Chancellor recognizes that there are may be students and parents in the school whose primary language is not English. The Chancellor further recognizes the importance of communicating the policies of the school to all students and parents. As funds permit, to the extent practicable, and as otherwise required by law, the school will provide translations of pertinent school information and policies to those students and parents whose primary language is not English. During non-instructional times, the Principal, or the Principal's designee, may assist in providing translations for students or parents. The Principal may explore additional options for providing translations of student and parent policies.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6318;

4040 – Anti-Discrimination/Harassment

The Carolina Community Academy’s students, employees, and visitors are subject to the provisions and requirements set forth in the following University of North Carolina at Chapel Hill policies and associated procedures, all of which can be found at policies.unc.edu:

Policy on Prohibited Discrimination, Harassment, and Related Misconduct Including Sexual and Gender-Based Harassment, Sexual Violence, Interpersonal Violence and Stalking

Policy on Prohibited Sexual Harassment Under Title IX

Policy on Religious Accommodation

Policy on ADA Reasonable Accommodations for Employees, Applicants and Visitors

4050 – Student – Staff Relations

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

The interactions and relationships between staff and students must be based upon cooperation, mutual respect, and an understanding of the appropriate boundaries between adults and students inside and outside of the educational setting. Employees are expected to demonstrate good judgment and to avoid the appearance of impropriety in their interactions with students.

Employees must consult their supervisor any time they suspect or are unsure whether conduct is inappropriate or otherwise constitutes a violation of this or other school policies.

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

1. Romantic Relationships and Sexual Contact Prohibited

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

2. Restrictions On Electronic Communications

Employees are prohibited from communicating with current students through non-school-controlled social media without parental permission except to the extent that the employee and student have an appropriate relationship that originated outside of the school setting. Any communication through social media must meet the professional standards established in this policy and must otherwise be consistent with law and all other school policies.

Instant messages will be treated as a form of communication through social media subject to CCA policy, regardless of whether the messaging service is actually provided through a social media service or otherwise.

Employees are prohibited from engaging in other forms of one-to-one electronic communications (e.g., voice, voice mail, email, texting, and photo or video transmission) with students without written prior approval of the employee’s supervisor and the student’s parent. This rule shall not apply, however, if one or more of the following circumstances exist:

- a. the communication (1) is for an educational purpose, (2) is conducted through a school-provided platform that archives all such communications for a period of at least three years (this requirement does not apply to telephone or voice mail communications), or is conducted via an electronic video-conferencing platform (e.g., Google Meet) that has been approved by the Lab School Director or Principal for instructional use, and (3) occurs after the employee has given prior notice to his or her supervisor that such communications will occur;

- b. the communication serves an educational purpose and is simultaneously copied or transmitted to the employee's supervisor and, upon request, to the parent or guardian;
- c. the communication is necessary for a bona fide emergency, provided the communication is disclosed to the supervisor and parent or guardian as soon as reasonably possible; or
- d. the communication derives from a relationship or association outside of the school setting and occurs with the consent of the parent or guardian, provided such communication does not otherwise violate this or other school policy.

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

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

Violations of this section will be considered unprofessional behavior subject to discipline, up to and including dismissal. Factors that may be relevant to the determination of an appropriate disciplinary response to unauthorized communications with students include, but are not limited to:

- a. the content, frequency, subject, and timing of the communication(s);
- b. whether the communication(s) was appropriate to the student's age and maturity level;
- c. whether the communication(s) could reasonably be viewed as a solicitation of sexual contact or the courting of a romantic relationship, including sexual grooming;
- d. whether there was an attempt to conceal the communication(s) from the employee's supervisor and/or the student's parent or guardian;
- e. whether the communication(s) created a disruption of the educational environment; and
- f. whether the communication(s) harmed the student in any manner.

3. Reporting Inappropriate Conduct

a. Reporting by Employees

Any employee who has reason to believe any of the following shall immediately report that information to the Lab School Director or designee:

- i. that another employee is involved in a romantic or other inappropriate relationship or has had sexual contact with a student;

- ii. that another employee has engaged in other behavior prohibited by this policy; or
- iii. that the employee has witnessed behavior by another employee that has the appearance of impropriety, whether or not the behavior may have a valid purpose.

An employee who fails to inform the Principal or Lab School Director as provided in this section may be subject to disciplinary action, up to and including termination/dismissal.

b. Reporting by Students

Any student who believes that he or she or another student has been subject to misconduct that violates this policy should immediately report the situation to the Principal, school counselor, or the UNC Title IX Coordinator.

c. Report of Criminal Misconduct

If the Principal has reason to believe that a student has been the victim of criminal conduct shall immediately report the incident in accordance with policy 4330.8, Criminal Behavior.

d. Report to Department of Public Instruction

Any administrator, including the Principal, Lab School Director, or UNC School of Education Dean, who knows or has reason to believe that a licensed employee has engaged in conduct that would justify automatic revocation of the employee's license pursuant to G.S. 115C-270.35(b) or involves physical or sexual abuse of a child shall report that information to the State Superintendent of Public Instruction within five working days of any disciplinary action, dismissal, or resignation based on the conduct. For purposes of this subsection, physical abuse is the infliction of physical injury other than by accidental means or in self-defense, and sexual abuse is the commission of any sexual act upon a student or causing a student to commit a sexual act, regardless of consent and the age of the student. Failure to report such conduct may result in the suspension or revocation of an administrator's license by the State Board of Education as applicable.

This reporting requirement applies in addition to any duty to report suspected child abuse in accordance with state law and CCA policy, as applicable.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 7926; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq., 34 C.F.R. pt. 106; G.S. 14-27.32, -202.4; 115C-47(18); 270.35(b); 16 N.C.A.C. 6C.0372, .0373, .0601, .0602; State Board of Education Policies EVAL-014

4060 – Student Code of Conduct

1. Philosophy and Goals

A safe, orderly, and welcoming school environment is essential for student learning. To that end, this Code of Student Conduct is intended to (1) create clear standards and expectations for student behavior; (2) promote integrity and self-discipline among students; (3) encourage the use of behavioral supports, interventions, and restorative practices as alternatives to exclusionary discipline; and (4) provide clear guidance to teachers and administrators as to how, when, and to what extent students may be disciplined for violating conduct rules.

Consistent with these goals, the Chancellor endorses and adopts the following general principles relating to three key domains of student behavior and conduct.

a. Principle 1: Climate and Prevention

The school will foster a positive school climate so as to help engage all students in learning by preventing problem behaviors and intervening effectively to support struggling and at-risk students.

b. Principle 2: Expectations and Consequences

The school will have discipline policies and a code of conduct with clear, appropriate, and consistently applied expectations and consequences to help students improve behavior, increase engagement, and boost achievement.

c. Principle 3: Equity and Continuous Improvement

The school will build staff capacity and continuously evaluate the school's discipline policies and practices to ensure fairness and equity and promote achievement for all students.

2. Role of Staff, Students, Parents, and Community Partners in Promoting a Positive School Climate

A positive school climate requires ongoing support and collaboration among staff, students, parents, and the community at large. In particular:

Students have the right to attend school in a safe and orderly environment and to have conduct rules applied fairly to them without regard to race, gender, religion, disability,

or other defining characteristics. They also bear the responsibility to understand conduct rules, behave appropriately, and be individually accountable for their own actions and decisions.

Parents or legal custodians have the right, in a reasonably prompt manner, to be informed of disciplinary actions taken with their children. They are encouraged to support their children in engaging in positive behaviors at school and to partner with teachers and administrators on effective strategies to correct misbehaviors within the parameters of this Code and other applicable policies.

Teachers and administrators have statutory duties to maintain safety and order at school and are expected to reinforce and implement clear and consistent behavioral expectations consistent with this Code and other applicable policies. They are also expected to teach and encourage good citizenship and to communicate with parents regarding any serious or persistent behavioral issues. As an integral part of its educational mission, each school should identify school-wide behavioral expectations, make them known to students, and link behavioral and social-emotional practices to core instruction, with data-based monitoring and assessments tied directly to the skills taught.

The entire community has a vested interest in a safe and orderly school. Community organizations and individual members of the community are encouraged to offer support and assistance to teachers and administrators in the promotion of positive student behaviors at school and to provide feedback to school administrators on ways to improve the school climate and help ensure fair and equitable discipline practices.

These rights and obligations are interrelated, but they are also independent. Thus, for example, student failure to abide by specific behavioral rules do not excuse the failure of school staff to take reasonable measures to nurture and support a generally positive and supportive school climate. Similarly, shortcomings in administrator or parent efforts to support and encourage positive student behaviors do not excuse student violations of specific behavioral rules. To create and maintain the safe, orderly, and positive climate that the entire school community deserves, all stakeholders must work together while remaining individually accountable for their own actions and should strive for continuous improvement over matters within their respective control.

3. Applicability of Code

All students shall comply with this Code as well as all state and federal laws, and local school rules governing student behavior and conduct. This Code applies to any CCA student who is on school property (including school transportation), who is in attendance at school or at any school-sponsored activity, or whose conduct at any time, place, or cyberspace, on or off-campus, has or is reasonably expected to have a direct

and immediate impact on the orderly and efficient operation of the school or the safety of individuals in the school environment.

4. Corporal Punishment Prohibited

The Chancellor strictly prohibits all forms of corporal punishment. For purposes of this policy, corporal punishment is the intentional infliction of physical pain upon the body of a student as a disciplinary measure. It includes, but is not limited to, spanking, paddling, and slapping. No administrator, teacher, substitute teacher, student teacher, bus driver, or other employee, contractor, or volunteer may use corporal punishment to discipline any student. Violations of this prohibition may result in disciplinary action, up to and including dismissal. The reasonable force that is necessary to protect oneself or others is not considered corporal punishment (G.S. 115C-390.3; -391.1).

5. Interventions, Supports, and Responses to Behavioral Concerns

a. Multi-Tiered System of Support

Educators and administrators will utilize a Multi-Tiered System of Support (MTSS) for behavioral interventions and responses to promote positive changes in student behavior. By utilizing MTSS, school staff will engage in data-based problem solving using academic, behavioral, and social-emotional data to identify reasons why particular students may be experiencing significant academic and/or behavioral challenges.

b. Notification to Parents

When a significant behavioral intervention (beyond mere redirection or warning) is imposed, the school will attempt to notify the parent or legal custodian in a reasonably prompt manner. The school will also attempt to notify the parent or legal custodian of any in-school disciplinary consequence that results in removal from normal classroom or school activities. This includes lunch or after-school detention, in-school suspension, or suspension from school-sponsored extracurricular activities. For out of school suspensions, the administration will provide formal written notice to parents or legal custodians as required by North Carolina law and CCA policy.

After-school detention may preclude a student from using bus transportation or create other transportation difficulties. If the Principal deems it appropriate to require a student to stay after school for detention for a disciplinary reason, the Principal may authorize such detention only if the parent or guardian has received at least one day's notice and has agreed to assume responsibility for transportation home.

c. Range of Interventions and Consequences

When student behaviors interfere with a safe, orderly, and respectful school environment where instruction and learning can flourish, the school will consider (consistent with MTSS protocols) a range of potential interventions and consequences to address the problematic behavior and reinforce positive behaviors. When feasible, taking into account the specific facts and circumstances of each individual case, the school will implement *non-disciplinary* behavioral interventions. Non-disciplinary interventions are responses to problematic behaviors that attempt to support students in learning to make more positive choices, minimize exclusion from instruction and other normal school activities, and do not result in a loss of privileges. Examples of non-disciplinary interventions include but are not limited to: (1) student-parent-teacher or student-parent-administrator conferences; (2) behavior contracts; (3) reward systems; (4) oral or written warnings; (5) referrals to school counselors; (6) referrals to programs or agencies that support at-risk students; (7) peer mediation; and (8) restorative practices. Teachers and administrators are encouraged to solicit the assistance of designated school-based staff in developing appropriate responses and interventions in specific cases.

When non-disciplinary interventions are (in the discretion of responsible school officials), deemed unlikely to be sufficiently effective to promote the goals outlined in this policy *disciplinary consequences* may be considered. Disciplinary consequences may be “exclusionary” or “non-exclusionary.” *Exclusionary* discipline consequences are responses to problematic behaviors that expressly exclude a student from instructional time for more than a brief interval (as may be needed, for example, to question a student during a disciplinary investigation). Examples include in-school suspension and out-of-school suspension. *Non-exclusionary* discipline consequences are responses that result in a loss of privileges or imposition of other consequences that do not include exclusion from instructional time. Examples may include, when appropriate (1) lunch or after-school detention; (2) school or community service; (3) restitution or (4) restorative justice.

Recognizing that exclusionary discipline can exacerbate behavioral problems, diminish academic achievement, and hasten school dropouts, the school will use non-exclusionary measures when feasible and reserve exclusionary discipline for more serious misconduct, such as behavior that threatens the safety of students, staff, or visitors or threatens to substantially disrupt the educational environment.

If a student is found responsible for Prohibited Conduct as defined in the University’s Policy on Prohibited Discrimination, Harassment, and Related Misconduct or the University’s Policy on Prohibited Sexual Harassment Under

Title IX, the student could face a range of disciplinary consequences, up to and including, long-term suspension from CCA.

d. Special Requirements for Out-of-School Suspension and Expulsion

Out-of-school suspensions are allowed only if specifically authorized by this Code and CCA policy. Except to the extent that North Carolina law requires school administrators to recommend a 365-day suspension for any student who violates Firearm/ Destructive Device policies, this Code authorizes, but does not require, the use of out-of-school suspensions.

Suspensions of more than ten (10) days may be imposed by the Lab School Director following an opportunity for a hearing as provided under CCA policy and state law. Expulsion from school is not permitted for students under the age of 14. Nothing in this policy shall be interpreted to conflict with state and federal laws governing students with disabilities.

Students in grades K-2 shall not be subject to long-term suspension except as required by law or in cases involving serious injury to students or staff or serious threat to the safety or welfare of members of the school community as applicable by law.







- e. Should Alternative Learning services be required, the Chancellor, working in collaboration with Person County Schools, may assign any student to a school outside of his or her attendance area for the student to attend a specialized school or for any other reason the Chancellor, in his or her sole discretion, deems sufficient. In all cases, the assignment or transfer of a student with a disability will comply with applicable federal and/or state requirements for students with disabilities.

SOAR Like Eagles

Safety
Ownership
A+ Learner
Respect

Carolina Community Academy Behavior Matrix

PBIS Expectations

Settings Expectations	 Classrooms	 Hallways	 Bathroom	 Cafeteria	 Playground	 Bus
1. Be Safe	~Keep hands and feet to yourself ~Always walk ~Sit in your chair correctly	~Keep hands and feet to yourself ~Face your future ~Always walk ~Leave space in front of you	~Keep hands and feet to yourself ~Keep feet on floor ~Report problems to an adult	~Keep hands and feet to yourself ~Sit forward and face your plate ~Always walk	~Keeps hands and feet to yourself ~Stay in sight of a teacher ~Enter/Exit the building quietly	~Keep hands and feet to yourself ~Keep hands and feet in seat ~Stay in your seat ~Keep aisle clear
2. On Task	~Follow teachers' directions ~Be an active listener ~Participate ~Complete classwork and homework	~Be quiet ~Keep to the right ~Walk in a straight line ~Hold rails on stairs	~Use the bathroom ~Always flush ~Wash hands ~Place paper towels in trash can	~Focus on eating your lunch ~Voice level 0 when cups are red ~Voice level 1 when cups are yellow	~Play ~Be kind ~Listen for teacher signal	~Face forward ~Actively listen
3. Act Responsibly	~Be prepared ~Have all needed materials ~Use self-control	~Keep moving ~Know where you're going	~Turn water off ~Get in and get out	~Use manners ~Pick up everything while in line ~Ask permission to leave your seat	~Put equipment away ~Line up quickly	~Keep up with your stuff
4. Be Respectful	~Share materials ~Be kind ~Be an encourager	~Keep hands off the walls and hall displays	~Respect others' privacy	~Be clean ~Throw away all trash	~Share the playground ~Include others ~Show sportsmanship	~Be quiet ~Follow the bus driver's directions
Voice Level	<i>Voice Level 0, 1 or 2</i>	<i>Voice Level 0</i>	<i>Voice Level 0</i>	<i>Voice Level 0 or 1</i>	<i>Voice Level 2 or 3</i>	<i>Voice Level 0, 1 or 2</i>

Voice Levels ~ 0 = Silent, 1 = Whisper, 2 = Conversation, 3 = Outside voice

In order to improve student understanding of expected behavior, Carolina Community Academy staff have clearly defined expected behaviors and will teach these routines. It is important that your child learns and follows these routines.

S.O.A.R. during Arrival and Breakfast Procedures

Bus Riders Will:

1. Walk off the bus in a pencil straight line using Voice Volume 0.
2. Walk on the sidewalk towards the front of the building. Listen for instructions from administrators and/or staff that are on duty.
3. Once in the building remove all hats and hoods.
4. Walk towards the cafeteria following teacher directions and hallway procedures.
5. Wait for the teacher's signal to continue.
6. Walk down the stairs, staying to the right, using Voice Volume 0 in a pencil straight line
7. Walk through the Parent Resource Room and follow the arrows along the wall to enter the cafeteria.

8. While waiting in line, stay at Voice Volume 0 in a pencil straight line.
9. Receive your tray and utensils from the teacher.
10. When directed by teacher:
 - a. Stop Sign at the Entrance: Enter when there is a space in the line (eyes on the cafeteria worker at all times)
 - b. Go to the next stop sign: Look at 2 choices in front of you and using voice volume 2 make a breakfast choice
 - c. Say “please” and “thank you” to the cafeteria workers
 - d. Go to the next stop sign: Choose your fruit, you may have 1 or both options
 - e. Say “please” and “thank you” to the cafeteria workers
 - f. Go to the next stop sign: Choose your milk if you would like it • Go to the next stop sign: At the cashier, give or type your lunch number in a Voice Volume
 - g. Say, “thank you”

Car Riders/Walkers Will:

1. Walk into school using Voice Volume 0, join a bus line if directed to do so.
2. Stay to the left side of the front hallway on the gym wall.
3. Stop at the car rider/walker stop sign.
4. Wait for teacher signal to go down the cafeteria stairs
 - a. Bus lines have the right of way, follow bus line down as they come in
 - b. Walk down the stairs, staying to the right, using Voice Volume 0 in a pencil straight line.
 - c. Walk through the Parent Resource Room and follow the arrows along the wall.
 - d. While waiting in line, stay at Voice Volume 0 in a pencil straight line.
 - e. When directed by the teacher:
 - i. Stop Sign at the Entrance: Enter when there is a space in the line (eyes on the cafeteria worker at all times)
 - ii. Go to the next stop sign: Look at 2 choices in front of you and using voice volume 2 make a breakfast choice
 - iii. Say “please” and “thank you” to the cafeteria workers
 - iv. Go to the next stop sign: Choose your fruit, you may have 1 or both options
 - v. Say “please” and “thank you” to the cafeteria workers
 - vi. Go to the next stop sign: Choose your milk if you would like it
 - vii. Go to the next stop sign: At the cashier, give your lunch number in a Voice Volume 2. Say, “thank you”.
 - f. Stay to the right, two hands holding the tray
 - g. Walk up the stairs using Voice Volume 0
 - h. At the top of the stairs:

1.

SOAR in the Hallways

Students Will:

1. Line up in line order as per the classroom teacher
2. Use Volume 0 for feet, hands, and voice in the hallways
 - a. Voice Volume 1 when answering an adult
 - b. Use a silent wave and a big smile when greeting others
3. Walk single file with hands in control, facing forward
4. Maintain one block of personal space in line
5. Keep to the right when walking down hallway and through doorways
6. Keep your feet on the ground and hands by your side
7. Stop at all stop signs and yield to other classes
8. Respect our halls by keeping hands off wall, tables, and displays
9. Respect and listen to all adults at all times
10. Carry your notebook by your side or a special privileges pass when not with your class
11. Follow hallway rules when with class or by yourself

Dress Code

See Carolina Community Academy Handbook for the entire Dress Code.

1. Students must wear tennis shoes for PE and recess.
2. Tank tops, muscle shirts, spaghetti straps should not be worn.
3. If tight pants or leggings are worn, there should be a long tunic top covering them.
4. Pants should be worn at the waist, no sagging allowed.
5. No see-through clothing.
6. No piercings except for ears.
7. Shorts should be long, (3-4 inches from the top of the knee). If tight, there should be a long tunic top covering them.

Behavior on the Bus

See Carolina Community Academy Handbook for the entire Bus Policy. For obvious safety reasons, misbehavior on the bus cannot be tolerated. Riding the bus is a privilege. Students that misbehave will be removed from the bus.

1. Parents/guardians are not allowed to board a school bus under any circumstances.
2. Students MUST remain in their assigned seat and talk with inside voices.

SOAR on the Bus

Students Will:

1. Put all belongings in a book bag or pockets before getting on the bus. This includes food, candy, pencils, books, notebooks, anything. Zip up the bookbag.
2. In the mornings, stand at the bus stop in the designated spot with book bag and coat ready.

3. Remain standing at the bus stop until the red lights are flashing and the bus driver gives the thumbs up.
4. When crossing the street - stop, look both ways, make sure it is safe, and walk across.
5. Get on the bus, greet the bus driver in Voice Volume 1, then maintain Voice Volume 0 as you move to your seat and until the bus starts moving.
6. Sit on your bottom in your assigned seat, bookbag in your lap, facing the front.
7. If your bus has seat belts, fasten and adjust your seat belt.
8. When the bus starts moving, you may talk to your seatmate using Voice Volume 1. Remain seated at all times until the driver permits you to stand/walk
9. When the bus stops, go to Voice Volume 0, even at railroad tracks and stop lights.
10. When it is time to unload, stay seated until it is your row's turn. If you have a seat belt, unfasten it at this time.
11. Unload starting at the front, students on the left (behind the bus driver, then across the aisle on the right), Voice Volume 0. Once they are clear, the next row, starting at the left, gets up and moves, then the right side. Follow this procedure until all students that get off are off.
12. In the morning, after unloading the bus, WALK on the sidewalk following arrival procedures.

4061 – Violations of the Student Code of Conduct

Violations of the Code of Student Conduct, other school policies, prohibited conduct, or the North Carolina General Statutes may result in disciplinary actions as described in Policy 4060 and in this regulation

Students may also be assigned to an alternative program approved by the Board of Education for certain violations. All such assignments will be made by the Lab School Director in consultation with an interdisciplinary team including a representative of Person County Schools on a case-by-case basis and shall only be done under conditions of probation. Violation of this probationary status while assigned to an alternate learning program may result in long-term suspension.

The following conduct is prohibited as outlined below:

1. **Academic Integrity** – Engaging in or attempting to engage in cheating, plagiarism, falsification, violation of software or print copyright laws, or violation of computer access regulations. Students are subject to disciplinary action as outlined in this policy and/or academic penalty.

Consequence(s):

- 1st Offense – In-school discipline and parental notification by teacher or Principal
- 2nd Offense or Subsequent Offense– Maximum of 1-day suspension

2. **Aggressive Behavior** – Using threat, fear, intimidation, coercion, force, violence, or any other form of conduct, or when a student behaves in such a manner as could reasonably cause physical injury to any student or staff member.

Consequences:

- 1st Offense – Maximum 3-day suspension
- 2nd Offense – Maximum 5-day suspension
- 3rd or Subsequent Offenses – 10-day suspension with possible recommendation for long-term suspension

3. **Arson** – Burning or attempting to burn any school building or school property. Possessing incendiary material, (i.e., gasoline, kerosene, or other flammable liquid,) for the purpose of burning or attempting to burn school property.

Consequences:

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

4. **Assault** – Assaulting or attacking, or attempting to cause physical injury, to another student, or intentionally behaving in such a manner that could reasonably cause physical injury to any student.

Consequences:

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

5. **Assaults on any Teacher or Other School Personnel** – Physically assaulting and causing serious injury to a teacher or any other school personnel or to a volunteer or other adult who is not a student. To include hitting, pushing, shoving, kicking or otherwise assaulting, intentionally or unintentionally, a teacher or other school employee engaged in breaking up an altercation.

Consequences:

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

6. **Assault causing serious injury** – Physically assaulting and causing serious bodily injury to any student, school employee, or volunteer.

Consequences:

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

7. **Attempted Assault on a School Employee** – Attempting to cause physical injury to a school employee or school volunteer or behaving in such a manner that could reasonably cause physical injury to any school employee or school volunteer. This includes but is not limited to attempting to hit, push, shove, kick, or otherwise assault intentionally or unintentionally, a teacher or other school employee engaged in breaking up an altercation.

Consequences:

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

8. **Bomb Threat or Hoax:**

- a. Communicating by any means to any person or group of persons, a report, knowing or having reason to know the report is false, that there is located on educational property any device designed to destroy or damage property by explosion, blasting, or burning; or
- b. With intent to perpetrate a hoax, concealing, placing, or displaying a device, machine, instrument, or artifact on educational property or at a school-sponsored curricular or extra-curricular activity off educational property, so as to cause any person reasonably to believe the same to be a bomb or other device capable of causing injury to persons or property.

Consequences:

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

9. **Conduct on the School Bus** – Failing to follow the directives of the school bus driver and the rules and regulations of school bus safety as well as the rules of this policy while at a school bus stop, or in the school bus parking lot, or while riding on a school bus or other school vehicle. Violation of these rules may result in temporary or permanent suspension from the privilege of school transportation services as well as from the school. Other violations of the student code of conduct that occur on the school bus can supersede this particular violation.

Consequences:

1st Offense – Parental notification and a maximum 3 days off the bus

2nd Offense – Maximum 5 days off the bus

3rd Offense – Maximum 10-days off the bus

4th Offense – Maximum 10-days off the bus or removal for the remainder of the school year.

10. **Damage to Property and Vandalism** – Intentionally damaging or vandalizing or attempting to damage or vandalize or deface school property or private property on a school's property.

a. **Damage under \$1,000**

Consequences:

1st Offense – Maximum 5-day suspension and payment for the cost of replacement, repair, or restoration of property.

2nd Offense – Maximum 10-day suspension and payment for the cost of replacement, repair, or restoration of property.

3rd or Subsequent Offenses – 10-day suspension and payment for the cost of replacement, repair, or restoration of property with possible recommendation for long-term suspension.

b. **Damage of \$1,000 or more**

Consequences:

1st Offense and subsequent offenses – 10-day suspension and payment for cost of replacement, repair, or restoration of property with possible recommendation for long-term suspension.

11. **Disruptive Behavior** – Using any form of conduct that causes the disruption of any lawful function, mission, or process of the school, or urging any other student to engage in such conduct. Horseplay and falsely reporting a violation of the code of conduct are also considered disruptive behaviors.

Consequences:

1st Offense – In-school discipline by Principal and parental notification

2nd Offense – Maximum 3-day suspension

3rd Offense – Maximum 5-day suspension

4th or Subsequent Offenses – Maximum 10-day suspension with possible recommendation for long-term suspension.

12. **Disruptive or Obscene Literature and Illustrations** – Possessing and distributing literature, illustrations, or digital content that are obscene or that significantly disrupt the educational process.

Consequences:

1st Offense – Maximum 10-day suspension upon Principal determining that aggravating factors exist.

2nd or Subsequent Offenses – 10-day suspension with possible recommendation for long-term suspension upon Principal determining that aggravating factors exist.

13. **Disruptive Protests/Boycotts** – Engaging in any protest, boycott, march, picket, walk-out, sit-in, or similar activity, which has as its purpose the disruption of any lawful function, mission, or process of the school or which, in fact, creates such a disruption.

Consequences:

- 1st Offense – Maximum 5-day suspension
- 2nd Offense – Maximum 10-day suspension
- 3rd or Subsequent Offenses – 10-day suspension with possible recommendation for long-term suspension

14. **Explosives** – Possessing or placing on educational premises any explosive device, including, but not limited to, dynamite, dynamite cartridge, bomb, grenade, mine, nitroglycerine, or any other powerful explosives capable of causing injury or damage to persons or property.

Consequences:

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

15. **Extortion** – Extorting or attempting to extort money, personal property, or personal services by use of implied or stated threats or intimidation.

Consequences:

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

16. **Failure to Comply with Lawful Directive** – Failing to follow a directive that compromises safety of students or staff, and/or substantially disrupts the learning environment after being personally notified by any school employee.

Consequences:

- 1st Offense – Maximum 10-day suspension.
- 2nd or Subsequent Offenses – 10-day suspension with possible recommendation for long-term suspension upon Principal determining that aggravating factors exist.

17. **Fighting/Attempting to Fight/Instigating a Fight** – Assaulting or attacking or causing or attempting to cause physical injury to another student or intentionally behaving in such

a manner that could reasonably cause physical injury to any student. Hitting, shoving, scratching, biting, blocking the passage of, or throwing objects at another person. Taking any action, posturing, instigating, making comments, or writing messages which might reasonably be expected to result in a fight. However, a student who is attacked may use reasonable force in self-defense, but only to the extent to free himself from the attack and notify proper school authorities.

Consequences:

1st Offense – Maximum 10-day suspension.

2nd or Subsequent Offenses – 10-day suspension with possible recommendation for long-term suspension upon Principal determining that aggravating factors exist.

18. **Fire Alarms** – Setting off, attempting to set off, or aiding and abetting anyone in giving a false fire alarm. It shall also be prohibited to interfere with or damage any part of a fire alarm, fire detection, smoke detection, or fire extinguishing system.

Consequences:

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

19. **Fireworks or Ammunition** – Possessing, distributing, igniting, or using any fireworks or ammunition on school premises, or in any vehicles on school premises.

Consequences:

1st Offense – Maximum 10-day suspension.

2nd or Subsequent Offenses – 10-day suspension with possible recommendation for long-term suspension upon Principal determining that aggravating factors exist.

20. **Gambling** – Participation in any unauthorized games of chance in which money or items of value may be won or lost.

Consequence(s):

1st Offense – In-school discipline by Principal and parental notification

2nd Offense – One-day suspension

3rd or Subsequent Offenses – Maximum of a 3-day suspension

21. **Gangs and Gang-Related Activity** – Students and staff deserve to be safe and secure in their persons, on school property, on the school bus, and at school activities, whether on or off-campus. The school is aware that threats and messages of violence have the capacity to profoundly disrupt an otherwise effective learning environment, and, furthermore, school dress, particularly gang-related apparel, significantly influences

pupil behavior. As such, the Chancellor elects to publish these guidelines in an effort to assist school staff in preventing gang-related activity in the school setting.

It is important that parents, students and school officials understand that the particular brands, styles and subtleties of apparel and other items which indicate a student's membership in, affiliation with, or support for a gang are ever-changing and, therefore, these guidelines must remain fluid to meet practical changes as they arise within the school.

- a. **Conduct Prohibited.** No student shall commit any act furthering gangs or gang-related activities.
- b. **Definition of Gang.** A gang is any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts and having a common name or common identifying signs, colors, or symbols. As used herein, the phrase "gang-related" shall mean any conduct engaged in by a student (1) on behalf of an identified gang, (2) to perpetuate the existence of any identified gang, or (3) to effect the common purpose and design of any identified gang.
- c. **Conduct prohibited by this policy includes:**
 - i. Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.), with the intent to convey or promote membership in or affiliation with a gang;
 - ii. Tagging or otherwise defacing school or personal property with graffiti, symbols or slogans intended to convey or promote membership in or affiliation with a gang;
 - iii. Requiring payment of protection, insurance, or otherwise intimidating or threatening any person related to gang activity;
 - iv. Inciting other students to intimidate or to act with physical violence upon any other person related to gang activity;
 - v. Soliciting others for gang membership; or
 - vi. Committing or conspiring to commit any other illegal act or other violation of school district policies in connection with gang-related activity.

The Principal shall regularly consult with law enforcement officials to maintain current examples of gang-related activities, including but not limited to gang names and particularized examples of potential gang indicators including symbols, hand signals, graffiti, clothing/accessories, and behaviors.

The Principal shall maintain current examples of gang-related activities in the main office of the school to assist students, parents, and teachers in identifying gang symbols and practices. Not being included in the examples maintained by the Principal is not conclusive evidence that any particular symbol, hand signal, graffiti, clothing/accessory, or behavior is not a gang indicator. In providing this information for students and parents,

the Chancellor acknowledges that not all potential gang indicators connote actual membership in a gang. This policy shall be applied in a non-discriminatory manner based on the objective characteristics of the student's conduct in light of the surrounding circumstances. The Lab School Director is authorized to develop any rules necessary to implement this policy.

Consequences:

- 1st Offense – Maximum 5-day suspension
- 2nd or Subsequent Offenses – 10-day suspension with possible recommendation for long-term suspension

22. Group Fighting/Inciting a Riot – Fight that involves 3 or more individuals during an affray as determined by the Principal. Individuals involved in inciting a riot will be subject to discipline as assigned to group fighting.

Consequences:

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

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

Consequences:

- 1st Offense – Maximum 10-day suspension upon Principal determining that aggravating factors exist.

2nd or Subsequent Offenses – 10-day suspension with possible recommendation for long-term suspension upon Principal determining that aggravating factors exist.

24. **Hazing** – Requiring a fellow student to wear abnormal dress, playing abusive or ridiculous tricks on a fellow student, frightening, scolding, swearing, harassing, or subjecting a fellow student to personal indignity.

Consequences:

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

25. **Inappropriate Language/Disrespect** – Verbal action that is disrespectful or vulgar in nature.

Consequences:

- 1st Offense – In-school discipline by Principal and parental notification
- 2nd Offense – One-day suspension
- 3rd or Subsequent Offenses – Maximum of a 3-day suspension.

26. **Inappropriate Peer Relations** – Engaging in behavior that is indecent, overly affectionate, or of an inappropriate nature while in the school setting.

Consequences:

- 1st Offense – In-school discipline by Principal and parental notification
- 2nd Offense – Maximum 5-day suspension
- 3rd or Subsequent Offenses – Maximum of 10-day suspension

27. **Insubordination/Defiance** – Refusal to comply with any appropriate and reasonable directive from an administrator, SRO, teacher, and all other school officials (including volunteers) who are authorized to give such directions during any time when a student is subject to the authority of school personnel.

Consequences:

- 1st Offense – In school discipline by Principal and parental notification
- 2nd Offense – Maximum 5-day suspension
- 3rd or Subsequent Offenses – Maximum 10-day suspension with possible recommendation for long-term suspension.

28. **Kidnapping** – Causing or attempting to cause the abduction, unwilling transport, unwilling removal, or unwilling detention of a student. Law enforcement and school officials acting in their official capacity to remove a student from school grounds or a school event are exempt from this section.

Consequences:

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

29. Possession or Use of a Firearm, Facsimile of a Weapon, or Destructive Device –

Possessing, handling, using, transferring or bringing onto educational property, or to a school-sponsored curricular or extra-curricular activity on or off school property a firearm, facsimile of a weapon, or destructive device.

Definitions:

Firearm – A weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; or any firearm or muffler or firearm silencer. The term shall not include an inoperable antique firearm, a BB gun, stun gun, air rifle, or air pistol.

Destructive Device – An explosive, incendiary, or poison gas; bomb; grenade; rocket having a propellant charge of more than four ounces; missile having an explosive or incendiary charge of more than one-quarter ounce; mine; or device similar to any of the devices listed in this definition.

Consequences:

A student who brings a firearm onto school property shall be suspended for 365 calendar days unless the Chancellor or Chancellor's designee recommends an alternative program as applicable by law (G.S. 115C-390.10).

30. Possession of Weapons Other Than Firearms – Possessing, handling, transferring or bringing onto school property any items including, but not limited to, any knife, razor, replica firearm, replica weapon, BB gun, air rifle, air pistol, sling shot, blackjack, brass knuckles, taser, or facsimile of the aforementioned, or other item that could be considered a weapon or dangerous instrument.

Consequences:

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

31. Possession or Use of Drugs or Alcohol – Knowingly possessing, using, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, or prescription drug not prescribed for the student by a physician or medical provider, other controlled substance, any alcoholic beverage, malt

beverage, fortified wine, other intoxicating liquor, drug paraphernalia, or counterfeit drugs. It shall also be a violation of this policy for a student to inhale or ingest any chemicals or products with the intention of altering the student's mood or behavior.

Consequences:

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

32. **Purchase/Sale/Exchange of Drugs and Alcohol** – Selling, buying, distributing or conspiring to sell or buy or distribute, any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, or prescription drug not prescribed for the student by a physician or medical provider, other controlled substance, any alcoholic beverage, malt beverage, fortified wine, other intoxicating liquor, counterfeit drugs, or any chemicals or products intended to alter a person's mood or behavior while on school property, including school bus stops, or any school-sponsored activity.

Consequences:

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

33. **Sexual Acts** – Engaging in any consensual sexual act while on school property or at a school-sponsored activity or event.

Consequences:

1st Offense – Maximum 10-day suspension.

2nd or Subsequent Offenses – 10-day suspension with possible recommendation for long-term suspension upon Principal determining that aggravating factors exist.

34. **Sexual Assault** – Engaging in physical harassment as defined in the Sexual Harassment Policy or offensively touching another person's private parts, or forcing or attempting to force another to engage in a sexual act against his/her will. Consequences for sexual assault are determined by a decision-maker pursuant to UNC's Title IX Grievance process.

35. **Sexual Harassment** – Engaging, verbally or through other non-physical means, in sexual harassment as defined in the Sexual Harassment Policy, retaliating against someone for reporting alleged sexual harassment, or intentionally filing a false claim of sexual harassment. Consequences for sexual harassment are determined by a decision-maker pursuant to UNC's Title IX Grievance process.

36. Skipping School or Class – Leaving school grounds during the instructional day without prior approval from the site administrator or being in a location on school grounds other than in the assigned class without the permission of the teacher.

Consequences:

1st Offense – In-school discipline by Principal and parental notification

2nd Offense – In-school discipline and parent conference

3rd Offense – In-school discipline and/or recommendation for alternative educational setting

37. Terrorist Threat or Hoax

- a. Communicating by any means to any person or group of persons, a report, knowing or having reason to know the report is false, that there is located on educational property or at a school-sponsored curricular or extra-curricular activity off educational property any device, substance or material designed to cause harmful or life-threatening illness or injury to another person;
- b. With intent to perpetrate a hoax, concealing, placing or displaying a device, machine, instrument, artifact, letter, package, material or substance on educational property or at a school-sponsored curricular or extra-curricular activity off educational property, so as to cause any person reasonably to believe the same to be a substance or material capable of causing harmful or life-threatening illness or injury to another person.
- c. Threatening to commit, on educational property or at a school-sponsored curricular or extra-curricular activity off educational property, an act of terror that is likely to cause serious injury or death, when that threat is intended to cause a significant disruption to the instructional day or school-sponsored activity, or causes such disruption.
- d. Making a report, knowing or having reason to know the report is false, that there is about to occur or is occurring on educational property or at a school-sponsored curricular or extra-curricular activity off educational property, an act of terror that is likely to cause serious injury or death, when that report is intended to cause a significant disruption to the instructional day or school-sponsored activity, or causes such disruption.
- e. Conspiring to make a terrorist threat or hoax within the meaning of this policy.

Consequences:

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

38. Theft – Stealing, attempting to steal, or knowingly being in possession of stolen property. Any restitution must be paid if items stolen are damaged and/or not returned.

Consequences:

- 1st Offense – Maximum 3-day suspension
- 2nd Offense – Maximum 5-day suspension
- 3rd or Subsequent Offenses – 10-day suspension with possible recommendation for long-term suspension

39. **Threat / False Threat** – Making any threat through written or verbal language, sign or act which conveys a serious expression of intent to cause harm or violence. Furthermore, no student shall make a false threat of harm or violence, even in jest, which causes or is reasonably likely to cause fear or a disruption to school activities.

Consequences:

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

40. **Threats (Serious)**– Threats of death or bodily injury communicated toward any student, school employee, or school volunteer by verbal, written or other communication.

Consequences:

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

41. **Tobacco Products and Electronic Cigarettes** – Using or possessing any tobacco products in any school building or school bus at any time or on the school premises. Possession of lighters or matches by students is prohibited. Contraband will be confiscated by school personnel.

Consequences:

- 1st Offense - One (1) day ISS.
- 2nd Offense - Three (3) days ISS.
- 3rd Offense – Up to two (2) days out-of-school suspension.
- 4th and Subsequent Offenses – Up to five (5) days out-of-school suspension.

42. **Trespassing** – Being on the campus of any school except the one to which the student is assigned during the school day without the knowledge and consent of the officials of that school. Students who loiter at any school after the close of the school day without special need or proper supervision are trespassers and may be prosecuted if they fail to leave when instructed to do so. A student who has been suspended or expelled from school is trespassing if he or she appears on the property of any Person County school or at any school-sponsored activity during the suspension or expulsion period without

the express permission of the Principal. The Principal reserves the right to issue a no trespassing letter at any time.

Consequences:

- 1st Offense – In-school discipline by Principal and parental notification
- 2nd or Subsequent Offenses – Referral to Law Enforcement/Social Services

43. **Use of a Weapon** – Using in a threatening or dangerous manner any weapon, or other object that can reasonably be considered a weapon, replica or a facsimile of a weapon.

Consequences:

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

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

Consequences:

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

4080 – Student and Parent Grievance Procedure

The Chancellor recognizes the need to develop a functional and orderly procedure through which consideration of student and parent problems and concerns can be discussed and resolved quickly and equitably.

While the Chancellor encourages informal resolutions to student and parent grievances, it recognizes that students and parents may want a more formal process for certain types of complaints, or to follow when an informal process is not found to be satisfactory. The Chancellor directs the Carolina Community Academy Principal to create a grievance procedure to address situations in which a student or parent believes that a violation, misapplication or misinterpretation of CCA policy, UNC-Chapel Hill Policy, or state or federal law or regulation, has occurred, with the exception of appeals related to disciplinary actions under the CCA *Code of Student Conduct* and other situations for which a specific appeal process has been identified by policy.

This Grievance Procedure may not be used to resolve complaints related to discrimination, harassment, or related misconduct, as defined in UNC-Chapel Hill’s Policy on Prohibited Discrimination, Harassment and Related Misconduct and Policy on Prohibited Sexual Harassment Under Title IX, except in the limited circumstances set out in Section ____.

1. Options for Resolving Complaints

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

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

Any parent or student who has questions about the options for proceeding with a complaint or concern may contact the Principal or Lab School Director for further information and copies of all applicable Chancellor or Chancellor’s designee policies.

2. Definitions

a. Days

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

b. Final Administrative Decision

A final administrative decision is a decision of a school employee from which no further appeal to a school administrator is available.

c. Grievance

A grievance is a formal complaint regarding specific decisions made by school personnel that alleges that such decisions have adversely affected the person making the complaint. A grievance includes, but is not limited to, circumstances such as when a student or parent believes that school policy or law has been misapplied, misinterpreted or violated. The term “grievance” does not include any matter for which the method of review is prescribed by law, for which there

is a more specific school policy providing a process for addressing the concern, or upon which the school is without authority to act.

d. Grievant

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

e. Parent

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

f. Timeliness of Process

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

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

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

g. General Requirements

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

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

The Chancellor or Chancellor's designee and school officials will consider requests to hear grievances from a group of grievants, but the Chancellor or Chancellor's designee and officials have the discretion to hear and respond to grievants individually.

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

h. Process for Grievance

i. Filing a Grievance

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

A grievance must be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after the 30-day period that claims a violation, misapplication, or misinterpretation of state or federal law, the Lab School Director shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. For grievances alleging a misapplication or misinterpretation of federal law under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act submitted after the 30-day period, the UNC ADA Coordinator will make this determination. However, students, parents and guardians should recognize that delays in filing a grievance may significantly impair the ability of the school to investigate and respond effectively to such complaints.

A student or parent or guardian who has a grievance must provide the following information in writing to the Principal: (1) the name of the school employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any school policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that the parent or guardian or student believes has been misapplied, misinterpreted or violated; and (4) the specific resolution desired. If there is not a specific decision or action at issue and

no concern that state or federal law has been misapplied, misinterpreted, or violated, then the Principal shall address the concern.

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

ii. Determination on Grievance

Initial determinations on grievances will be made by the Principal. In most cases, grievant may appeal the grievance determination by the Principal as set out in Section ___ below.

For grievances alleging a misapplication or misinterpretation of federal law under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act, the grievance and the Principal's response will be filed with the UNC ADA Coordinator. Appeals of the Principal's determination on grievances may be made to a Grievance Committee, consisting of the Lab School Director, the UNC School of Education Dean, or designee, and the Chancellor or Chancellor's designee.

Determinations made by the Grievance Committee are not subject to further appeal.

Upon receipt of a grievance, the Principal or Grievance Committee shall schedule and hold a meeting with the grievant within five school days after the grievance has been filed with the Principal.

The Principal or Grievance Committee shall conduct any investigation of the facts necessary before rendering a decision.

iii. Response to the Grievance

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

A copy of the grievance and the Principal's response will be filed with the Lab School Director, unless the grievance is one determined by the Grievance Committee .

iv. Response by Lab School Director

If the grievant is dissatisfied with the Principal's decision, the grievant may appeal the decision to the Lab School Director. The appeal must be made in writing within five days of receiving the Principal's decision.

The Lab School Director may review the written documents and respond, or the Lab School Director may schedule and hold a conference with the grievant, Principal and any other individuals the Lab School Director determines to be appropriate within five school days after receiving the appeal.

The Lab School Director shall provide a written response within 10 days after receiving the appeal. In responding, the Lab School Director may not disclose information about other students or employees that is considered confidential by law.

v. Appeal to the Chancellor or Chancellor's designee

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

vi. Mandatory Appeals

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

The Chancellor or Chancellor's designee will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary, or the hearing necessitates that more time be taken to respond.

vii. Discretionary Appeals

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

The Chancellor or Chancellor's designee will decide whether to grant a hearing. The Chancellor or Chancellor's designee may also choose to appoint a two-person panel to review the request and determine whether to (1) deny the appeal or (2) review the Lab School Director's decision on the written record only. If so, the panel will report the decision to the Chancellor or Chancellor's designee. The Chancellor or Chancellor's designee may choose to modify the decision of the panel.

If the Chancellor or Chancellor's designee denies the appeal, the decision of the Lab School Director will be final and the grievant will be notified within five days of the Chancellor or Chancellor's designee's decision.

The Chancellor or Chancellor's designee will provide a final written decision within 30 days of the decision to grant an appeal unless further investigation is necessary.

viii. Notice

The Lab School Director is responsible for providing effective notice to students, parents and school employees of the procedures for reporting and investigating grievances.

ix. Records

Appropriate records shall be maintained in accordance with state and federal law.

Legal References: G.S. 115C-45(c); 126-16; 150B-43 et seq.

4100 – Enrollment

In partnership with Person County Schools, the University of North Carolina at Chapel Hill launched Carolina Community Academy (CCA) — an innovative school for K-2 students at North Elementary School in Roxboro, N.C. — to serve the students, families, and community in Person County.

Beginning in the fall of 2022-23, kindergarten students will automatically enroll in Carolina Community Academy located at North Elementary. No additional registration is needed beyond registration for kindergarten. In 2023-24 and 2024-25, Carolina Community Academy will expand to serve first and then second grade students respectively. Carolina Community Academy has been designed as a “school within a school” to provide a seamless transition for students at North Elementary. After finishing second grade at the Academy, students simply move down the hall to begin third grade with the same classmates. The process is seamless and requires no additional paperwork for families. The Academy’s classrooms function similarly to ones found throughout North Carolina and work to integrate evidence-based practices and innovative approaches, improved and integrated curriculum, social-emotional learning, and robust wraparound services. Led by the UNC School of Education, CCA brings together schools and units from across the UNC-Chapel Hill campus, drawing upon a range of academic and professional strengths, to ensure each student reaches their maximum potential.

UNC-Chapel Hill functions as the school district for the Academy, and the UNC School of Education leads the initiative while forming a cross-campus coalition to best serve the students, families, and community in Person County.

Carolina Community Academy requires all students to meet the eligibility requirements for school admission established by the state board and the Advisory Board, including age. Any parent or guardian who is unclear whether a child meets the age requirements is encouraged to contact the director’s office or the school.

- A. Entitlement to Initial Entry – A child who is presented for enrollment at any time during the first 120 days of a school year will be considered eligible for initial entry in any of the following circumstances.
 - a. The child reaches or reached the age of five on or before August 31 of that school year.
 - b. The child resided in another state and was attending school during that school year in accordance with that state’s law or rules prior to moving to North Carolina. (The child does not need to reach the age of five on or before August 31 in this circumstance.)
 - c. The child did not reach the age of five on or before August 31 of that school year but would be eligible to attend school during that school year in another state in accordance with the laws or rules of that state, and if all of the following apply:
 - i. The child’s parent is a legal resident of North Carolina who is an active member of the uniformed services assigned to a permanent duty station in another state;
 - ii. The child’s parent is the sole legal custodian of the child;
 - iii. The child’s parent is deployed for duty away from the permanent duty station; and
 - iv. The child resides with an adult who is a domiciliary of a local school administrative unit in North Carolina as a result of the parent’s deployment away from the permanent duty station.

- B. Discretionary Enrollments – The board may allow a child to be enrolled in either of the following circumstances.
 - a. The child is presented for enrollment after the first 120 days of a school year and meets one of the circumstances specified above for entitlement to initial entry.
 - b. The child reached the age of four on or before April 16; the child is presented for enrollment no later than the end of the first month of the school year; and the principal of the school finds, based on information submitted by the child’s parent or guardian, that the child is gifted and has the maturity to justify admission to school. The board regards admission of a four-year-old child to be an extraordinary measure that should not be used merely because the child is developmentally advanced. In making such a determination, the principal shall follow guidelines established by the State Board of Education.
- C. Grade Level of Initial Entry - The initial point of entry will be the kindergarten level. After initial entry, a principal may move the child to the first grade if the principal determines that by reason of maturity, the child may be served more appropriately in the first grade.
- D. Evidence of Age – When a child is presented for admission for the first time, the principal shall require the parent or guardian of the child to furnish a certified copy of the child’s birth certificate or other competent and verifiable evidence of the child’s date of birth. Such evidence may include, but is not limited to: (1) a certified copy of any medical record of the child’s birth issued by the treating physician or the hospital in which the child was born; or (2) a certified copy of a birth certificate issued by a church, mosque, temple or other religious institution that maintains birth records of its members. A birth certificate or other satisfactory proof of age issued by a foreign country or institution will be accepted and treated in the same manner as comparable documents issued in the United States. School officials shall use such documents only for the purpose of establishing the age of the child and not to inquire about the citizenship or immigration status of the child, parent or guardian. For a student who is in foster care or considered homeless, the inability to provide documentation must not prevent immediate enrollment of the student. School officials, or in the case of a homeless student, the homeless liaison, shall immediately contact the last school the student attended to obtain relevant enrollment records or other information needed for enrollment. These officials shall work with the student, the parent or guardian, school personnel, and other agencies as necessary to obtain enrollment information in a timely manner.

4120 – Immunization and Health Requirements for School Admission

Carolina Community Academy requires all students to meet the eligibility requirements for school admission established by the state and the school, including immunization and health assessments. The Principal or designee shall maintain on file immunization and health assessment records for all students, and these records may be inspected by officials of the county or state health departments in accordance with state and federal law. The Principal shall

file required reports with the Department of Health and Human Services and the Department of Public Instruction.

1. Immunization

a. Requirements for Initial Entry

Within 30 calendar days of his or her first day of attendance in the school, each student must show evidence of age-appropriate vaccination in accordance with state law and regulation, including the following vaccines as applicable:

- i. DTaP (diphtheria, tetanus, and pertussis);
- ii. poliomyelitis (polio);
- iii. measles (rubeola);
- iv. rubella (German measles);
- v. mumps;
- vi. Haemophilus influenzae, type b (Hib);
- vii. hepatitis B;
- viii. varicella (chickenpox); and
- ix. any other vaccine as may be required by law or regulation.

The current required vaccination schedule is available from the N.C. Immunization Branch online at <http://www.immunize.nc.gov/>.

b. Certificate of Immunization

Evidence of immunizations must be shown in the form of a certificate furnished by a licensed physician or by the health department. A student who received immunizations in a state other than North Carolina must present an official certificate that meets the immunizations requirements of G.S. 130A-154(b).

Principals are required to refuse admittance to any child whose parent or guardian does not present medical certification of proper immunizations within the allotted time. If, following approved medical practice, the administration of a vaccine requires more than 30 calendar days to complete, upon certification of this fact by a physician, additional days may be allowed in order to obtain the required immunizations.

Exceptions to the immunization requirements will be made only for religious reasons or for medical reasons approved by a physician pursuant to state law and regulation.

c. Health Assessment/Vision Screening

Within 30 calendar days of the first day of school entry, all students entering public schools for the first time, regardless of grade level, must furnish to the Principal a form that meets the requirements of state law indicating that the student has received a health assessment pursuant to G.S. 130A-440. A student who fails to meet this requirement will not be permitted to attend school until the required health assessment form has been presented. Such absences will not be considered suspensions, and the student will be given an opportunity to make up work missed during the absence as described below. The Principal or designee shall, at the time of enrollment, notify the parent, guardian, or person standing *in loco parentis* that the completed health assessment form is needed on or before the child's first day of attendance. The date the student's health assessment form is received will be recorded in the student's official record, and the form will be maintained on file in the school.

The assessment must include a medical history and physical examination with screening for vision and hearing and, if appropriate, testing for anemia and tuberculosis. The health assessment must be conducted no more than 12 months prior to the date of school entry. Exceptions to the health assessment requirement will be made only for religious reasons

Vision screening must comply with the vision screening standards adopted by the former Governor's Commission on Early Childhood Vision Care. Within 180 days of the start of the school year, the parent of the child must present to the Principal or designee certification that, within the past 12 months, the child has obtained a comprehensive eye examination performed by an ophthalmologist or optometrist or has obtained a vision screening conducted by a licensed physician, an optometrist, a physician assistant, a nurse practitioner, a registered nurse, an orthoptist, or a vision screener certified by Prevent Blindness North Carolina.

Children who receive and fail to pass the required vision screening must obtain a comprehensive eye exam conducted by a duly licensed optometrist or ophthalmologist. The provider of the exam must present to the parent a signed transmittal form, which the parent must submit to the school. If a member of the school staff has reason to believe that a child enrolled in kindergarten through third grade is having problems with vision, the staff member may recommend to the child's parent that the child have a comprehensive eye examination.

No child will be excluded from attending school solely for a parent's failure to obtain a comprehensive eye exam. If a parent fails or refuses to obtain a comprehensive eye exam or to provide the certification of a comprehensive eye exam, school officials shall send a written reminder to the parent of required eye exams.

Upon request, the teacher(s) of a student subject to an absence from school for failure to provide the health assessment form required by this section shall provide to the student all missed assignments, and to the extent practicable, the materials distributed to students in connection with the assignments. The Principal or designee shall arrange for the student to take home textbooks and school-furnished digital devices for the duration of the absence and shall permit the student to take any quarterly, semester, or grading period examinations missed during the absence period.

d. Homeless Students

Notwithstanding the provisions of this policy, admissions for homeless students will not be prohibited or delayed due to the student's inability to provide documentation of immunizations or health assessments. The homeless liaison shall work with the student, parent/guardian, school personnel or other agencies to obtain documentation of immunization and/or the health assessment or to arrange for such immunizations and/or assessments in a timely manner.

e. Foster Children

Notwithstanding the provisions of this policy, admissions for students in foster care will not be prohibited or delayed due to the student's inability to provide documentation of immunizations or health assessments. The enrolling school will immediately contact the school last attended by the foster child to obtain any relevant documentation.

f. Children of Military Families

The Chancellor acknowledges that immunization requirements for newly enrolling military children are governed by the Interstate Compact on Educational Opportunity for Military Children. Children of military families, as defined in policy 4050, Children of Military Families, will have 30 days from the date of enrollment or within such time as reasonably determined by the rules of the Interstate Commission to obtain any required immunization. For a series of immunizations, initial vaccinations must be obtained within 30 days or within such time as is reasonably determined under the Interstate Commission.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6311(g)(1)(E); McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 et seq.; G.S. 115C-390.2(l), -407.5; 130A-152 to -157, -440 to -443; 10A N.C.A.C. 41A .0401

Other References: N.C. Immunization Branch, available at <http://www.immunize.nc.gov/>

4150 – Assignment to Classes

1. General Authority

- a. The Principal has the authority to assign students to classes, subject to applicable legal requirements. The Principal is encouraged to seek input from the professional staff in making these decisions. Parents may submit to the Principal written requests for assignment or reassignment of their children so long as the parents provide a compelling reason for the request. The Principal shall consider parental requests in assigning students to classes. Unless otherwise required by law or the special circumstances described below, the Principal shall balance any individual request for assignment or reassignment against the welfare of other students and the efficient operation of the school.

2. Special Circumstances

a. Multiple Birth Siblings

- i. School officials will defer to parental preference in making the initial classroom assignment of multiple birth siblings to the extent provided in this section and applicable state law. “Multiple birth siblings” means twins, triplets, quadruplets, or other siblings resulting from a multiple birth.

1. Consultative Meeting with the School Principal

- a. The parent or guardian of multiple birth siblings who are assigned to the same grade level and school may request a consultative meeting with the Principal to consider whether to initially place the siblings into the same classroom or into separate classrooms. The request must be made no later than five days before the first day of each school year or, if the students are enrolled after the school year starts, five days after their first day of attendance.
- b. At the meeting, the parent may request either that the students be placed (1) into the same classroom; or (2) into separate classrooms. School officials may offer professional educational advice to the parent or guardian and may recommend an appropriate classroom placement for the students.

2. Initial Classroom Placement

- a. Following the meeting, the Principal shall place the students in accordance with the parent or guardian’s request unless doing so would require adding an additional class at the students’ grade level.
- b. This section shall not otherwise limit the Principal’s authority to determine the specific classroom assignment(s) for multiple birth siblings, including the students’ assignment to a specific teacher or team.

3. Change to Initial Classroom Placement

- a. The Principal may change the initial classroom assignment of one or more multiple birth siblings in the following circumstances:
 - b. the Principal, in consultation with the students' classroom teacher(s), determines at the end of the first grading period that the requested placement is disruptive to the school; or
 - c. the Principal determines that one or more of the multiple birth siblings must be removed from a classroom pursuant to any school discipline policy, school rule, and/or the Code of Student Conduct.
- b. Newly Enrolled Children of Military Families
 - i. The Principal shall comply with the requirements of the Interstate Compact for Military Children (G.S. 115C-407.5) when making class assignments for children of military families.
- c. Educational Program Placement
 - i. For a newly enrolled student, school administrators shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in similar programs in the sending state. Such programs include, but are not limited to, academically or intellectually gifted (AIG) programs and English as a Second Language programs.
- d. Special Education Services
 - i. In compliance with the Individuals with Disabilities Education Act, school administrators shall initially provide comparable services to a student with disabilities based on his or her current Individualized Education Program (IEP). In compliance with the requirements of Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act, school administrators shall make reasonable accommodations and modifications to address the needs of an incoming student with disabilities, subject to an existing 504 or Title II Plan, in order to provide the student with equal access to education. This accommodation does not preclude school administrators from performing subsequent evaluations to ensure appropriate placement of the student.
- e. Placement Flexibility
 - i. The Chancellor or Chancellor's designee authorizes and directs school administrators to be flexible in waiving course or program prerequisites or other preconditions for placement in courses or programs offered by the school.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12131 et seq., 28 C.F.R. pt. 35; Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., 34 C.F.R. pt. 300; G.S. 115C-36, -83.1G, -288, -366.3, -366.4, -390.7, -407.5

4200 – Student Attendance

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

Parents and legal guardians are responsible for ensuring that students attend and remain at school daily. School administrators shall communicate attendance expectations to parents and guardians and work with students and their families to overcome barriers to attendance.

1. Attendance Records

- a. School officials shall keep accurate records of attendance, including accurate attendance records in each class. Students will be considered in attendance if present at least half of the instructional day on-site in the school or at a place other than the school attending an authorized school-related activity.
- b. To be in attendance during remote instruction days (with the exception of the initial enrollment day), students must: (1) complete their daily assignments, either online or offline; and/or (2) have a daily check-in through two-way communication with the homeroom teacher for grades K-2. School officials shall communicate the attendance procedures to students and their families before the first day of remote instruction begins.

2. Late Arrivals and Early Departures

- a. Students are expected to be at school on time and to remain at school until dismissed. During the school day, students are expected to be present at the scheduled starting time for each class and to remain until the class ends.
- b. When a student must be late to school or leave school early, a written excuse signed by a parent or guardian should be presented upon the student's arrival at school. Tardies or early departures may be excused for any of the reasons listed below in Section C.
- c. Any disciplinary consequences for unexcused tardiness or unexcused early departures from school or class will be consistent with Section D of policy 4300, Student Behavior Policies. The Principal shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for such offenses. Consequences may not exceed a short-term suspension of two days.

3. Excused Absences

- a. When a student must miss school, a written excuse signed by a parent or guardian must be presented to the student's teacher on the day the student returns after an absence. Absences due to extended illnesses may also require a statement from a health care practitioner. An absence may be excused for any of the following reasons:

- i. personal illness or injury that makes the student physically unable to attend school;
- ii. isolation ordered by the local health officer or the State Board of Health;
- iii. death in the immediate family;
- iv. medical or dental appointment;
- v. attendance at the proceedings of a court or administrative tribunal if the student is party to the action or under subpoena as a witness;
- vi. a minimum of two days each academic year for observance of an event required or suggested by the religion of the student or the student's parent or legal guardian;
- vii. participation in a valid educational opportunity, such as travel or service as a legislative or Governor's page, with prior approval from the Principal;
- viii. pregnancy and related conditions or parenting, when medically necessary;
- ix. a minimum of two days each academic year for visitation with the student's parent or legal guardian if the student is not identified as at risk of academic failure because of unexcused absences and the student's parent or legal guardian (a) is an active-duty member of the uniformed services as defined by policy 4050, Children of Military Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.

4. School-Related Activities

- a. While recognizing the importance of classroom learning, the Chancellor also acknowledges that out-of-classroom, school-related activities can provide students with valuable experiences not available in the classroom setting. The following school-related activities will not be counted as absences from either class or school:
 - i. field trips sponsored by the school;
 - ii. job shadows and other work-based learning opportunities, as described in G.S. 115C-47(34a);
 - iii. school-initiated and -scheduled activities; and
 - iv. athletic events that require early dismissal from school
- b. In addition, students participating in disciplinary techniques categorized as in-school suspension will not be counted as absent.

5. Makeup Work

- a. In the case of excused absences, short-term out-of-school suspensions, and absences under G.S. 130A-440 (for failure to submit a school health assessment form within 30 days of entering school), the student will be permitted to make up his or her missed work. (See also policies 4110, Immunization and Health Requirements for School Admission, and 4351, Short-Term Suspension.) Assignments missed due to participation in school-related activities also are eligible for makeup by the student. The teacher shall determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

6. Unexcused Absences

- a. The Principal shall notify parents and take all other steps required by G.S. 115C-378 for excessive, unexcused absences.
 - b. Any school disciplinary consequences for unexcused absences will be consistent with Section D of policy 4300, Student Behavior Policies. The Principal shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for such offenses. Consequences may not exceed a short-term suspension of two days.
7. Chronic Absenteeism
- a. Because class attendance and participation are critical elements of the educational process, any absences, whether excused or unexcused, can have a negative impact on a student’s academic achievement. Regular attendance must be prioritized and encouraged. The Principal will monitor and analyze attendance data to develop and implement strategies for reducing chronic absenteeism. Such strategies should involve engaging students and parents, recognizing good and improved attendance, providing early outreach to families of students missing school, and identifying and addressing barriers to attendance.
8. Special Circumstances
- a. Students with Chronic Health Problems
 - i. No penalties will be imposed for absences due to documented chronic health problems.
 - b. Students Experiencing Homelessness
 - i. For students experiencing homelessness, the Principal will consider issues related to the student’s homelessness, such as a change of caregivers or nighttime residence, before taking disciplinary action or imposing other barriers to school attendance based on excessive absences or tardies.

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 et seq.; G.S. 115C-47, -84.2, -288(a), -375.5, -378 to -383, -390.2(d), -390.2(l), -390.5, -407.5; 130A-440; 16 N.C.A.C. 6E.0102, .0103, .0106; State Board of Education Policies ATND-000, -003

Other Resources: NC DPI Multi-Tiered System of Support Implementation Guide, available at <https://www.livebinders.com/play/play/2052295?tabid=180c26e7-0236-1ff0-3f53-291910458e28#anchor>

4300 – School Safety

Safe schools are critical to creating a learning environment in which students can succeed. Carolina Community Academy operates as a "school within a school" at North Elementary School in Person County. The Principal and CCA staff are encouraged to coordinate student and staff safety issues and responsibilities with the Principal at North Elementary School. CCA Staff and students share the responsibility for taking reasonable precautions and following established safety measures to create and maintain safe schools. The following safety measures must be implemented.

1. Supervision of Students
 - a. Students must be reasonably supervised while in the care and custody of the school. This supervision must occur throughout school hours, including during class, between classes, on the playground, and during recess or lunch periods; during authorized school field trips; and on school buses. Reasonable precautions should be taken to protect the safety of students on school grounds and on buses before, during and after school.
2. Supervision of Visitors
 - a. School administrators shall strictly enforce policies regarding School Volunteers and Visitors to the Schools.
3. Safety of School Buildings and Grounds
 - a. The school recognizes its duty to provide each of its employees with a workplace free from recognized hazards that are causing or are likely to cause death or serious physical harm.
 - b. The Lab School Director and Principal shall comply with all duties set out for their respective positions by UNC and applicable law.
 - c. The Principal is required to inspect school buildings, playgrounds, and equipment for health, fire, and safety hazards on a regular basis, as required by law, and to notify the Lab School Director immediately of unsanitary conditions or repairs needed to meet safety standards.
 - d. Any employee who observes any potential hazards must notify the Principal or the employee's supervisor immediately.
 - e. All warning systems must meet building and equipment codes required by law and must be properly maintained. When necessary, proper signs indicating potential hazards or recommended safety precautions must be posted.
4. Establishing Processes to Address Potential Safety Concerns and Emergencies
 - a. Responding to Student Altercations and Other Threats to Safety
 - i. All school employees have a duty to be alert at all times to situations that may pose a threat to the safety of students, employees, or visitors on school property, at school events, or in other situations in which the students are under the authority of school employees. Even an employee who does not have responsibility for supervising students is expected to make an immediate report if the employee observes or has reason to suspect that a situation poses a threat to safety and no administrator, teacher, or other supervisory employee is present and aware of the potential threat.
 - ii. Teachers, teacher assistants, coaches, and other employees with responsibility for supervising students will use appropriate student behavior management techniques to maintain order and discipline on school property, at school events, and anywhere that students are under the employee's authority. Such employees must enforce the Code of Student Conduct and

address student behavior in accordance with the school plan for management of student behavior .

- iii. When employees with responsibility for supervising students have personal knowledge or actual notice of a student altercation or other situation that poses an immediate threat to safety, they shall use their professional judgment to determine how best to address the situation to protect the safety of everyone in the vicinity. Emergency procedures identified in a student's Behavior Intervention Plan shall be followed to the maximum extent possible under the circumstances. For minor threats or altercations or altercations involving young children, the employee shall intervene directly to end the fight or address the safety threat if the employee can do so safely. An employee who encounters a situation that cannot be managed safely and effectively by that employee immediately shall request assistance from other employees or administrative staff and shall take steps to remove bystanders from the area. Only the degree of force or physical control reasonably necessary shall be used to re-establish a safe environment.
- iv. Employees should take further action as appropriate in accordance with any response protocols established by the Principal or Lab School Director. All employees are responsible for knowing and following such protocols to the fullest extent reasonable under the circumstances at the time.

5. School Rules

- a. The Principal shall develop rules to help prevent accidents in school buildings, on school buses, and on school grounds.

6. Training for Staff and Students

- a. Staff training must include detailed instruction on how to respond to a variety of emergency situations. Staff should be able to recognize and respond to behavior, information, and related indicators that warn of impending problems.
- b. School personnel must teach and review with students (1) safety procedures, including fire safety procedures; (2) precautions for handling chemicals or potentially dangerous equipment; and (3) appropriate responses to threats to school safety.

7. Safety Equipment

- a. School employees shall provide students and visitors with safety equipment as required by law and shall enforce school rules pertaining to wearing safety equipment. School employees shall wear and use appropriate safety equipment as required for the safe performance of their specific job assignments.

8. Planning for Emergencies and Conducting Fire Drills and Other Emergency Drills

- a. The Principal, in coordination with the Lab School Director, local law enforcement and emergency management agencies, is encouraged to adopt a School Risk Management Plan, or to coordinate with the Principal for North Elementary School

to participate in the North Elementary School risk management plan relating to incidents of school violence in the school.

- b. The Principal, in coordination with the Lab School Director, is encouraged to coordinate with the Principal for North Elementary School to provide schematic diagrams and keys to the main entrance of school facilities to local law enforcement agencies, in addition to implementing the provisions in G.S. 115C-105.52.
- c. The Principal, in coordination with the Lab School Director, is encouraged to coordinate with the Principal for North Elementary School to hold a full schoolwide lockdown exercise with local law enforcement and emergency management agencies.
- d. The Principal, in coordination with the Lab School Director, is encouraged to coordinate with the Principal for North Elementary School to provide the following: (i) schematic diagrams, including digital schematic diagrams and (ii) emergency response information requested by the Division for the SRMP. The schematic diagrams and emergency response information are not considered public records as the term "public record" is defined under G.S. 1
- e. The Principal, in coordination with the Lab School Director and the Principal for North Elementary School, shall conduct fire drills as required by law.

9. Reporting Risks to the School Population

- a. Students should notify any staff member of any acts of violence, harassment, bullying or any other unusual or suspicious behavior that may endanger safety. Ongoing student education efforts will aim at minimizing any fear, peer pressure, embarrassment, or other impediments to students reporting potential problems.
- b. Maintaining a safe school environment that is conducive to learning requires staff to be proactive in dealing with violence, harassment, and bullying. Staff members must report immediately to the Principal any information regarding unusual or suspicious behavior or acts of violence, harassment, or bullying.
- c. School officials shall investigate and act upon any report of such behavior, including, when appropriate, reporting criminal activities to law enforcement, the Lab School Director, UNC School of Education Dean, or appropriate authority.

10. Potential Threats of Registered Sex Offenders

- a. In consultation with the Principal at North Elementary School, the Principal shall coordinate registration with the North Carolina Sex Offender and Public Protection Registry to receive e-mail notification when a registered sex offender moves within a three-mile radius of the school.

11. Student Behavior Standards

- a. Students are expected to meet behavior standards set forth in school policies.

12. Safety Drills

- a. Carolina Community Academy will follow the school safety plan implemented by North Elementary to ensure safety in the school.

Other Resources: *Practical Information on Crisis Planning: A Guide for Schools and Communities*, U.S. Department of Education Office of Safe and Drug-Free Schools (January 2007), available at <http://www2.ed.gov/admins/lead/safety/crisisplanning.html>

4321 – Responding to Bomb Threats

It is the goal of the Chancellor to provide a process by which school personnel can respond quickly and effectively to any threat to the safety of students and staff. Therefore, school personnel are required to follow this regulation, and any other regulations promulgated by the Chancellor, in preparing for, responding to and following up on the communication of any threat that a bomb or other destructive device has been or will be placed on school grounds.

The Principal will follow the school crisis plan for North Elementary that addresses how threats that a bomb or other destructive device is on school grounds (hereafter "bomb threat") will be handled.

Legal References: G.S. 115C-36, -390.1

4330 – Campus Visitors

Carolina Community Academy encourages the community and parents to be involved in and support the school and the educational program. Carolina Community Academy shall follow all procedures set forth in the North Elementary School Crisis Plan related to visitors on campus and all Person County School policies related to school visitors.

4350 – Release of Students from School

The safety of students is a paramount concern of the school. The Principal or designee shall make reasonable efforts to verify that any person appearing at a school and requesting permission to take a student from the school is properly identified before the student is released to him or her.

Except in the most extreme circumstances, custody of a student shall not be relinquished to any person without the prior approval of the parent or guardian who has physical custody of the student.

However, if the parents are divorced, separated, or unmarried, the student may be released to either parent, unless the Principal has been provided with a copy of a court order or agreement that specifies otherwise.

Parents are responsible for providing their child's school with a copy of any court order specifying visitation or custodial limits. Unless notified otherwise, the school assumes that both parents have equal access to the child.

If the Principal or designee judges that the student's health or safety may be harmed by releasing the student, the Principal shall contact law enforcement and/or the department of social services as appropriate.

The Principal is encouraged to develop guidelines as necessary to implement this policy.

Legal References: G.S. 115C-36, -47, -288

4371 – Communicable Diseases

The school strives to provide a safe and healthy environment for all students and employees. The school also strives to maintain a balance among the needs to educate all eligible students, to protect students' and employees' rights, and to control communicable diseases.

Under certain circumstances, students with communicable diseases may pose a threat to the health and safety of other students and employees. Decisions regarding the educational status of students with communicable diseases will be made on a case-by-case basis in accordance with this policy. Nothing in this policy is intended to grant or confer any school attendance or education rights beyond those existing by law. This policy will be shared with school employees annually and with new employees as part of any initial orientation.

1. Definitions

- a. A “communicable disease” is defined as an illness due to an infectious agent (usually a virus or bacterium), or its toxic products, that is transmitted directly or indirectly to a person from an infected person or animal.
- b. A “communicable condition” exists if a person is infected with a communicable agent but does not have symptoms.
- c. A “reportable disease or condition” is defined as a communicable disease or condition declared to be dangerous to the public health and required by the N.C. Department of Health and Human Services to be reported after the disease or condition is reasonably suspected to exist.

2. Precautions

- a. In order to prevent the spread of communicable diseases, school officials shall distribute guidelines for necessary health and safety precautions that all school employees must follow. Employees are also required to follow the school's

bloodborne pathogens exposure control plan that contains universal precautions and specific work practice controls relating to the handling, disposal, and cleanup of blood and other potentially infectious materials.

- b. Students should not be involved in the handling, disposal and cleanup of potentially infectious materials unless the students have been specifically trained in the handling of such materials and are qualified to perform first aid services. Employees shall take reasonable precautions to avoid allowing students to come in contact with these substances.
3. Curriculum
 - a. The curriculum will include health, hygiene and safety education, including age-appropriate information concerning safe health practices that inhibit and prevent the spread of diseases, including HIV and AIDS.
 4. Reporting, Notice, and Confidentiality Requirements
 - a. Principal's Report to Health Department and Lab School Director
 - i. In accordance with G.S. 130A-136, the Principal shall report suspected cases of reportable diseases and conditions to the county health department. Such reports must be made in a manner consistent with the school's Family Educational Rights and Privacy Act (FERPA) obligations. Confidentiality of such reports is protected by law. The Principal is immune from liability for making such reports in good faith.
 - ii. Without releasing any information that would identify the student in violation of FERPA, the Principal also must report suspected cases of reportable diseases or conditions to the Lab School Director.
 - b. Privacy and Confidentiality of Affected Persons
 - i. The local health director is responsible for determining whether and which school personnel will be informed of the identity of students with communicable diseases or conditions required to be reported.
 - ii. Any employee who is informed of or becomes aware of a student's communicable disease or condition, whether reportable or not, shall respect and maintain that student's right of privacy and the confidentiality of his or her records and may not share that information in a manner that violates FERPA.
 - iii. In addition, if the student has a disease or condition that is required to be reported to the local health director, employees who are informed of or become aware of the student's status may not share that information with anyone, including other school personnel, unless specifically permitted to do so by the health director, by written consent of the student's parent or guardian, or by other applicable state or federal laws or regulations.
 - iv. Any documents relating to a student's reportable disease or condition, including HIV infection or AIDS, will be retained in a strictly confidential manner, such as in a locked cabinet separate from the student's other school records and medical records, and will be released or shared only as necessary to comply with this policy.

- v. Employees who are informed of the student's reportable disease or condition will be provided appropriate information concerning necessary precautions and will be made aware of the strict confidentiality requirements. The release of confidential information or records relating to a student's reportable disease or condition, except as permitted by law, is a misdemeanor and may subject the employee to discipline up to and including dismissal.
- c. Employee Reports of Communicable Diseases
 - i. In order to address the needs of the student within the school environment, school employees are required to notify the Principal if they have reason to believe that any student is suffering from a communicable disease. Parents will be encouraged to notify the Principal as well.
- d. Notice Relating to Students Who are Immunodeficient
 - i. Students who are immunodeficient face an increased risk of severe complications from exposure to communicable diseases that appear in the school setting. Students and their parents or guardians are encouraged to inform the Principal if a student suffers from immunodeficiency.
 - ii. If notified that a student suffers from an immunodeficiency, the Principal should request that the notifying party provide information about what types of exposures might put the student at risk and what reasonable practices can be taken in the school setting to minimize risk to the student.
 - iii. Whenever possible, the Principal of a school should notify the parents or guardians of an infected or immunodeficient student (or the student himself or herself, where appropriate) about the presence of chicken pox, influenza, meningococcus, measles, tuberculosis, or other contagious diseases occurring in the school that may present a serious threat to the student's health. Students who are removed from school as a result of such conditions will be provided instruction in an appropriate alternative educational setting.
- e. Notification to Parent/Guardian of Exposure to Infectious Agent
 - i. Parents or guardians will be notified in a timely manner when their child has potentially been exposed to an infectious agent, such as an instance of blood-to-blood contact, and will be encouraged to contact their private physician or the county health department for consultation.
- f. Education/School Attendance for Students with AIDS/HIV Infection or Hepatitis B Infection
 - i. Students with an AIDS or HIV infection or hepatitis B infection will be permitted to attend school without special restrictions except in accordance with 10A N.C.A.C. 41A .0201- .0203 and this subsection.
- g. Appointment of an Interdisciplinary Committee

- i. When the local health director notifies the Principal that a student with AIDS, HIV infection, or hepatitis B infection may pose a significant risk for transmission, the Principal, in consultation with the local health director, shall appoint an interdisciplinary committee in accordance with state health regulations and any procedures established by the Principal. The committee shall consult with the local health director regarding the risk of transmission and advise the Principal regarding the placement of the student. The committee will include appropriate school personnel, medical personnel, and the student's parent or guardian and may include legal counsel. The parent may request additional participants as necessary to appropriately evaluate the risk. The health director will be responsible for determining whether to add additional members requested by the parents. The Principal shall inform the Lab School Director whenever a committee has been formed and shall advise the Lab School Director of the professional composition of the committee.
- h. Determination of Educational Placement
 - i. The interdisciplinary committee shall review each case individually in consultation with the local health director to determine (1) the degree to which the student's conduct or presence in school exposes others to possible transmission or other harm and (2) what risk the school environment may pose to the infected student. If the local health director concludes that a significant risk of transmission exists in the student's current placement, the committee must determine whether an appropriate adjustment can be made to the student's school program to eliminate this risk. If that is not possible, the student will be provided instruction in an appropriate alternative educational setting that incorporates protective measures required by the local health director.
- i. Referral for Special Education Services as Appropriate
 - i. Students with AIDS or HIV infection or hepatitis B infection, may be referred for special education services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act, as consistent with law.
- j. Confidentiality
 - i. All deliberations of the interdisciplinary committee will be kept strictly confidential and shared only as allowed by law. Any student records related to the deliberations of the committee will be retained in a locked cabinet separate from the student's other school records and medical records.
- k. Education/School Attendance for Students with Communicable Diseases Other Than AIDS or HIV or Hepatitis B Infection
 - i. In some circumstances, students with communicable diseases or conditions may pose a threat to the health and safety of other students and school employees. In other cases, students may have only mild illness and be able to attend school and participate in all

activities. Accordingly, decisions regarding the educational status of students with signs and symptoms of communicable disease will be made on a case-by-case basis with input from the students' health care provider, public health specialists, and the school nurse.

- ii. A student with an acute or chronic communicable disease who remains in school shall observe any protective procedures or other control measures recommended by the student's physician, the school nurse, or other relevant medical authority.
- iii. Students with a chronic communicable disease may be referred for special education services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act, as consistent with law.

I. Other Control Measures

- i. School personnel shall implement measures to control the spread of communicable disease as directed by the state or local health department. In the case of emerging illnesses not addressed by state or local health department rules or guidance, school personnel shall implement control measures recommended by the CDC unless directed otherwise by the school nurse or other relevant medical authority.
- ii. Decisions regarding school closures shall be made in consultation with Person County Schools Superintendent, the North Elementary School Principal, the Lab School Director, and the Dean of the College of Education.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; 34 C.F.R. pt. 99; G.S. 115C-36, 130A-25, -136, -142 to -145, -152 to -157; 10A N.C.A.C. 41A, subchapter A

- a. 4373 – Child Abuse and Related Threats to Child Safety

The Chancellor is concerned with the health, safety, and welfare of all children and recognizes the legal and ethical obligations that school employees, contractors, and volunteers have to report known or suspected maltreatment of children. North Carolina has two separate systems that mandate reports to state authorities of suspected child abuse, neglect, dependency, or maltreatment and a third system for mandated reporting of certain crimes against juveniles to local law enforcement.

When a parent or other caretaker is suspected to have caused a child to be abused, neglected, or dependent, this information must be reported to the county child welfare agency. Suspected human trafficking, involuntary servitude, and sexual servitude of a child and death of a child as a result of maltreatment are special forms of child abuse under law and must be reported to the county child welfare agency, regardless of the relationship between the victim and the perpetrator. By contrast, suspected child maltreatment by a caregiver in a childcare facility, including in a licensed preschool classroom or other licensed classroom or program operated by

the school, must be reported to the Department of Health and Human Services, Division of Child Development and Early Education.

When the source of the harm or threat of harm to the child is uncertain, a report should be made to both the county child welfare agency and the Department of Health and Human Services, Division of Child Development and Early Education. In addition, state law mandates reports to local law enforcement when a child is a victim of certain violent offenses, sexual offenses, or misdemeanor child abuse. An adult who knows or reasonably should have known of any of these offenses inflicted upon a child must report that information immediately. The Chancellor supports all employees who in good faith make a report under North Carolina's mandated reporting laws.

1. Duty to Report Certain Crimes Against Children to Local Law Enforcement

- a. A school employee, contractor, or volunteer is legally required to report to local law enforcement when the employee or volunteer knows or reasonably should know that a child has been a victim of any of the following crimes:
 - i. a sexual offense (which for purposes of this policy, the school interprets to mean any offense that relates to inappropriate sexual contact with a child);
 - ii. an offense that inflicts serious bodily injury or serious physical injury upon the child by nonaccidental means;
 - iii. an attempt, solicitation, or conspiracy to commit either offense described above, or aiding and abetting either offense; or
 - iv. misdemeanor child abuse, which occurs when a parent or any other person providing care or supervision to a child who is under the age of sixteen (1) inflicts or allows to be inflicted physical injury to the child by nonaccidental means or (2) creates or allows a substantial risk of physical injury to the child by nonaccidental means.
- b. Compliance with this reporting requirement does not relieve the employee or volunteer from his or her duty to report pursuant to Sections B and C of this policy. The employee, contractor, or volunteer also shall immediately report the case to the Principal.
- c. A school employee, contractor, or volunteer is immune by statute from any state civil and/or criminal liability when making a report in good faith under this Section. An employee who fails to report or who prevents another person from making a report is subject to disciplinary action by the school and civil and criminal action under the law. A volunteer or contractor who fails to report or prevents another person from making a report may be restricted from school property or lose the privilege of volunteering for or contracting with the school and is subject to civil and criminal action under the law.

2. Duty to Report Child Abuse, Neglect, Dependency, or Death as a Result of Maltreatment to the County Child Welfare Agency

- a. A school employee, contractor, or volunteer who knows or has cause to suspect that (1) a parent, guardian, custodian, or caretaker of a child has caused the child to be

abused, neglected, or dependent, or (2) that a child has died as a result of maltreatment or been a victim of human trafficking, involuntary servitude, or sexual servitude by any person is legally required to report the case to the director of social services. The employee, contractor, or volunteer also shall immediately report the case to the Principal. Any doubt about reporting a suspected situation must be resolved in favor of reporting, and the report must be made immediately.

- b. A school employee, contractor, or volunteer is immune by statute from any civil and/or criminal liability when making a report in good faith under this Section. An employee who fails to report or who prevents another person from making a report is subject to disciplinary action by the school and civil and criminal action under the law. A volunteer or contractor who fails to report or prevents another person from making a report may be restricted from school property or lose the privilege of volunteering for or contracting with the school and is subject to civil and criminal action under the law.

3. Duty to Report Child Maltreatment In a Child Care Facility to the Division of Child Development and Early Education

- a. A school employee, contractor, or volunteer who has cause to suspect that a child in a childcare facility has been maltreated by a caregiver or has died as a result of maltreatment occurring in a child care facility is legally required to report the case to the Department of Health and Human Services (DHHS), Division of Child Development and Early Education (DCDEE).
- b. A "childcare facility" includes any DHHS-licensed classroom or program operated by the school, including for example, licensed pre-school or Title I classrooms, licensed afterschool programs, and licensed developmental day programs.
- c. Any doubt about reporting a suspected situation or uncertainty whether the child's care is being provided in a childcare facility must be resolved in favor of reporting, and the report should be made immediately.
- d. An employee making a report to DCDEE also shall immediately report the case to the Principal. If the suspected maltreatment occurred in a licensed preschool classroom or other licensed classroom or program operated by the school, the Principal shall immediately notify the Lab School Director of the suspected maltreatment. No reprisals of any kind may be taken against an employee who makes a good faith report of child maltreatment occurring in any licensed preschool classroom or other licensed classroom or program operated by the school.
- e. An employee who fails to make a report as required by law and this policy may be subject to disciplinary action by the school. In addition, if the employee works in a licensed preschool classroom or other licensed classroom or program operated by the school, failure to report maltreatment of a child in the program or classroom may itself constitute child maltreatment and result in the employee being placed on the state child maltreatment registry. A volunteer or contractor who fails to report or prevents another person from making a report may be restricted from school property or lose the privilege of volunteering for or contracting with the school.

4. Cooperation with State and Local Agencies

- a. The Principal may establish a contact person in the school to act as a liaison with state and local agencies charged with investigation reports made pursuant to this policy.
- b. Employees shall cooperate fully with agency personnel conducting an investigation.
- c. In a case under the jurisdiction of local law enforcement in which the child's parent, guardian, or custodian is suspected of wrongdoing, employees shall permit the child to be interviewed by local law enforcement on school campuses during school hours. Otherwise permission from the parent, guardian, or custodian must be obtained before the child may be interviewed by local law enforcement on school campus during school hours.
- d. In a case under the jurisdiction of social services, employees shall permit the child to be interviewed by social services on school campuses during school hours.
- e. In a case under the jurisdiction of DCDEE concerning suspected child maltreatment by a caregiver in a childcare facility, permission from the parent must be obtained before the child may be interviewed on school campus during school hours.
- f. Employees shall provide confidential information to agency personnel, so long as the disclosure does not violate state or federal law.
- g. Any confidential information disclosed by the investigating agency to employees must remain confidential and may be redisclosed only for purposes directly connected with carrying out the responsibilities of the school or the employee.

5. Sharing Information with Other Agencies

- a. Upon request and to the extent permitted by law, school officials shall share with other agencies designated in G.S. 7B-3100(a) information that is relevant to (1) any assessment by the department of social services of a report of child abuse, neglect, dependency, or death as a result of maltreatment; (2) the provision or arrangement of protective services in a child abuse, neglect, or dependency case by the department of social services; or (3) any case in which a petition is filed alleging that a juvenile is abused, neglected, dependent, undisciplined, or delinquent. School officials and the designated agencies must continue to share such information until the protective services case is closed by the department of social services or, if a petition is filed, until the juvenile is no longer subject to the jurisdiction of juvenile court.

6. Child Sexual Abuse and Sex Trafficking Training Program

- a. In even numbered years, the school will provide a child sexual abuse and sex trafficking education and awareness training program for teachers, instructional support personnel, Principals, and Assistant Principals. The program will include at least two hours of training related to best practices from the field of prevention, the grooming process of sexual predators, the warning signs of sexual abuse and sex trafficking, how to intervene when sexual abuse or sex trafficking is suspected or disclosed, legal responsibilities for reporting sexual abuse or sex trafficking, and

- available resources for assistance. Designated school personnel shall participate in such training as required by law and school policy.
- b. The Principal shall develop any necessary procedures for making a report pursuant to this policy, for sharing information with designated agencies, and for cooperating with agency investigations.
 - c. In addition to the requirements of this policy, any administrator who knows or has reason to believe that a licensed employee has engaged in conduct that would justify automatic revocation of the employee's license pursuant to G.S. 115C-270.35(b) or involves physical or sexual abuse of a child shall report that information to the State Lab School Director of Public Instruction in accordance with CCA Policy

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 7B-101, -301, -302, -309, -3100; 8-53.4; 14-208.6, -318.2, -318.4, -318.6; 110-90.2, -105.3, -105.4, -105.5; 115C-270.35(b), -375.20, -400, -402; 126-5; 16 N.C.A.C. 6C.0373; State Board of Education Policy SHLT-003

4400 – Behavior Policies

All decisions related to student behavior are guided by applicable law, the Chancellor's educational objective to teach responsibility and respect for cultural and ideological differences and by the Chancellor's commitment to creating a safe, orderly, inclusive, and inviting school.

4410 – Authority of School Personnel

The Principal has the authority and responsibility to investigate and take appropriate action regarding any prohibited or criminal student behavior and any other behavior appropriately referred to him or her. The Principal is responsible for informing students and parents of any standards or rules that, if violated, could result in short-term or long-term suspension or expulsion.

The CCA teacher has the authority and responsibility to manage student behavior in the classroom and when students are under his or her supervision. The teacher is expected to implement the student behavior management plan and any other school standards or rules. The teacher may develop other standards or rules consistent with the direction provided by the Chancellor or Chancellor's designee, Lab School Director and Principal. Every teacher, student teacher, substitute teacher, voluntary teacher, teacher assistant or other school employee is required to report to the Principal all acts of violence occurring in school, on school grounds or at any school-sponsored activity.

Teachers and other school personnel have the authority to manage or remove disruptive or dangerous students from the classroom and other locations within the school building as

applicable by law. School personnel may use reasonable force to control behavior or to remove a person from the scene in those situations when necessary:

1. to quell a disturbance threatening injury to others;
2. to obtain possession of a weapon or another dangerous object on the person, or within the control, of a student;
3. for self-defense;
4. for the protection of persons or property; or
5. to maintain order on school property, in the classroom, or at a school-related activity whether on or off school property.

Except as restricted by G.S. 115C-391.1, school personnel may use appropriate seclusion and restraint techniques reasonably needed in the circumstances described above as long as such use is consistent with state law and applicable school policies and procedures.

CCA students must comply with all directions of Principals, teachers, substitute teachers, student teachers, teacher assistants, bus drivers and all other school personnel who are authorized to give such directions during any period of time when they are subject to the authority of such personnel.

Legal References: G.S. 115C-47, -288, -307, -390.3, -391.1

4420 – School Plan for Management of Behavior

The school has a plan for managing student behavior that incorporates effective strategies consistent with the purposes and principles established in CCA policies. School officials are encouraged to implement a system of positive behavior support and to seek other positive, innovative and constructive methods of correcting and managing student behavior in an effort to avoid repeated misbehavior and suspension.

1. Components of the Plan

- a. The plan should address: (1) the process by which student behavior will be addressed, including any use of a disciplinary committee and the means by which students at risk of repeated disruptive or disorderly conduct are identified, assessed and assisted; (2) positive behavioral interventions and possible consequences that will be used; and (3) parental involvement strategies that address when parents or guardians will be notified or involved in issues related to their child's behavior.
- b. No school plan for managing student behavior may authorize the use of corporal punishment. Corporal punishment is the intentional infliction of physical pain upon the body of a student as a disciplinary measure. It includes, but is not limited to, spanking, paddling and slapping. The Chancellor prohibits corporal punishment, believing that other consequences are more appropriate and effective for teaching self-control. No teacher, substitute teacher, student teacher, bus driver, or other employee, contractor or volunteer may use corporal punishment to discipline any

student. Reasonable force that is necessary to protect oneself or others is not considered corporal punishment. The Principal shall avoid removing students from the classroom for a long period of time, including in-school or out-of-school suspension, unless necessary to provide a safe, orderly environment that is conducive to learning. The Principal is authorized to remove students in accordance with school policies for prohibited or criminal conduct or for other behavior that interferes with a safe, orderly environment.

2. Process for Developing and Evaluating the Plan

- a. The Principal is encouraged to use a team approach in developing and evaluating the school's plan to manage student behavior. On at least an annual basis, the plan should be evaluated based upon data on disciplinary actions taken and the impact on student academic performance. The Principal shall report on at least an annual basis to the Lab School Director on the effectiveness of the plan in minimizing classroom disruptions, referrals to the Principal's office and the use of out-of-school suspension. The report also will address the plan's effect on academic performance.
- b. The Principal also is encouraged to consider, develop and propose new and alternative discipline programs to the Lab School Director.

Legal References: G.S. 115C-47, -288, -307, -390.1, -390.2, -390.3, -391.1, -397.1

4421– Rules for Use of Seclusion and Restraint in Schools

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

1. Physical Restraint

- a. Physical restraint means the use of physical force to restrict the free movement of all or a part of a student's body.
- b. Physical restraint will be considered to be a reasonable use of force when used in the following circumstances:
 - i. as reasonably needed to obtain possession of weapons or other dangerous objects on the person or within the control of a student;
 - ii. as reasonably needed to maintain order or to prevent or break up a fight;
 - iii. as reasonably needed for self-defense;
 - iv. as reasonably needed to ensure the safety of any student, employee, volunteer, or other person present;
 - v. as reasonably needed to teach a skill, to calm or comfort a student, or to prevent self-injurious behavior;
 - vi. as reasonably needed to escort a student safely from one area to another;

- vii. if used as provided for in an IEP, Section 504, or behavior intervention plan; or
 - viii. as reasonably needed to prevent imminent destruction to school or another person's property.
 - c. Except as set forth above, physical restraint of students will not be considered a reasonable use of force, and its use is prohibited. In addition, prone (face down) restraint will not be considered a reasonable use of force and its use is prohibited. Finally, physical restraint will not be considered a reasonable use of force when used solely as a disciplinary consequence.
- 2. Seclusion
 - a. Seclusion means the confinement of a student alone in an enclosed space from which the student is (a) physically prevented from leaving by locking hardware or other means or (b) incapable of leaving due to physical or intellectual capacity.
 - b. Seclusion of a student by school personnel may be used in the following circumstances:
 - i. as reasonably needed to respond to a person in control of a weapon or other dangerous object;
 - ii. as reasonably needed to maintain order or prevent or break up a fight;
 - iii. as reasonably needed for self-defense;
 - iv. as reasonably needed when a student's behavior poses a threat of imminent physical harm to self or others or imminent substantial destruction of school or another person's property; or
 - v. when used as specified in the student's IEP, Section 504, or behavior intervention plan; and the student is monitored by an adult in close proximity who is able to see and hear the student at all times while the student is in seclusion;
 - vi. the student is released from seclusion upon cessation of the behaviors that led to the seclusion, or as otherwise specified in the student's IEP, Section 504, or behavior intervention plan;
 - vii. the confining space has been approved for such use by the local education agency;
 - viii. the space is appropriately lighted, ventilated, and heated or cooled; and
 - ix. the space is free from objects that unreasonably expose the student or others to harm.
 - c. Except as set forth above, the use of seclusion is not considered to be reasonable force, and its use is prohibited. In addition, seclusion will not be considered a reasonable use of force when used solely as a disciplinary consequence.
- 3. Isolation
 - a. Isolation means a behavior management technique in which a student is placed alone in an enclosed space from which the student is not prevented from leaving.
 - b. Isolation is permitted as a behavior management technique provided that:
 - i. the isolation space is appropriately lighted, ventilated and heated or cooled;
 - ii. the duration of the isolation is reasonable in light of the purpose for the isolation;

- iii. the student is reasonably monitored while in isolation; and
- iv. the isolation space is free from objects that unreasonably expose the student or others to harm.

4. Time-Out

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

5. Aversive Procedures

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

6. Notice, Reporting and Documentation

- a. School staff will promptly notify the Principal or designee of any of the following:
 - i. any use of aversive procedures;
 - ii. any prohibited use of mechanical restraint;
 - iii. any use of physical restraint resulting in observable physical injury to a student;
 - iv. any prohibited use of seclusion; or
 - v. any seclusion exceeding 10 minutes or beyond the amount of time specified on a student's behavior intervention plan.

7. Notice to Parents

- a. When the Principal or designee has personal or actual knowledge of any of the events listed subsection G.1, above, he or she shall promptly notify the student's parent or guardian and shall provide the name of the school employee whom the parent or guardian may contact regarding the incident. Such notice shall be provided by the end of the workday during which the incident occurred when reasonably possible, but no later than the end of the following workday. Such notice also shall be provided in addition to the written incident report required in subsection G.3, below.

8. Written Report to Parents
 - a. Within a reasonable period of time not to exceed 30 days after any incident involving the use of physical restraint, mechanical restraint, seclusion, isolation, or aversive procedures, the Principal shall also provide the parent or guardian with a written incident report. This report must include the following:
 - i. the date, time of day, location, duration, and description of the incident and interventions;
 - ii. the event(s) that led up to the incident;
 - iii. the nature and extent of any injury to the student; and
 - iv. the name of a school employee the parent or guardian can contact regarding the incident.
9. Reporting to the State Board
 - a. The Chancellor or Chancellor's designee will maintain a record of incidents reported under the procedure described in subsection G.3, above and will provide this information annually to the State Board of Education.
10. Non-Retaliation for Reporting
 - a. An employee making a report alleging a prohibited use of physical or mechanical restraint, seclusion or aversive procedure will not be discharged, threatened, or retaliated against through compensation, terms, conditions, location or privileges of employment by unless the employee knew or should have known that the report was false.

4422 – School-level Investigations

1. The Chancellor is committed to creating a safe, orderly environment for students and employees. The Principal is authorized and responsible for investigating conduct that may violate a school policy, school standard, school rule, or the Code of Student Conduct.
2. All employees and students, including students alleged to have engaged in misconduct, are expected to respond fully and truthfully to any questions or issues raised in the course of the investigation and any related proceedings.
3. Any student who has violated a school policy, school standard, school rule, or the Code of Student Conduct must accept the consequences for his or her misbehavior. All consequences must be administered in a fair and nondiscriminatory manner.
4. The school administrator shall take the following steps in addressing all cases of alleged misbehavior appropriately referred to his or her office:
 - a. investigate the facts and circumstances related to the alleged misbehavior;
 - b. offer the student an opportunity to be heard on the matter; and
 - c. determine whether a school policy, school standard, school rule, or the Code of Student Conduct has been violated.
5. If a violation has occurred, the school administrator shall implement an appropriate consequence in accordance with the school's plan for managing student behavior, the Code of Student Conduct, or applicable school policy. Parents are to be notified and involved in accordance with CCA policy on Parental Involvement in Student Behavior Issues.

6. When the misbehavior may result in a suspension or an expulsion from school, procedures provided in related school policies also will apply. A student with disabilities recognized by Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act (IDEA) will be accorded all rights granted by federal and state laws and regulations
- Legal References: Americans with Disabilities Act, 42 U.S.C. 12131 et seq, 28 C.F.R. pt. 35; Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; G.S. 115C art. 9; 115C-47, -288, -390.4, -390.5, -390.6, -390.7, -390.8, -390.10, -390.11; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000

4423 – Student Searches

School officials have the authority to conduct reasonable searches of students and to seize students' unauthorized materials for the purposes of maintaining a safe, orderly environment and upholding standards of conduct established by the Chancellor. Any searches or seizures must be conducted in accordance with the standards described in this policy and any other applicable legal requirements. All school officials carrying out a search or seizure are expected to be knowledgeable about the constitutional rights of students and the appropriate procedures for conducting the search or seizure. A search must be justified at its inception and permissible in scope. School officials shall make reasonable, good faith efforts to investigate allegations of misconduct before a student search is conducted.

This policy applies to searches conducted on school grounds, in school facilities, or at school-sponsored events.

1. Searches Based On Individualized Reasonable Suspicion
 - a. A student or the student's possessions may be searched when a school official has reasonable suspicion that the search will turn up evidence that the particular student has violated or is violating a specific law or school rule. This reasonable suspicion must be based upon specific and articulable facts, which have been acquired through reliable and/or corroborated information from employees, students, law enforcement officers, or other credible sources, or upon visual or other evidence (e.g., the smell of alcohol or marijuana, an alert from a metal detector or drug dog) viewed in light of the totality of the circumstances and the school official's professional judgment. The scope of the search and the methods used to conduct the search must be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.
 - b. Reasonable suspicion is not required if a student freely and voluntarily consents to the search of his or her person or possessions.
 - c. In accordance with the standards described above, the Chancellor authorizes the following types of searches based on reasonable suspicion.
2. Notice

- a. School Principals shall take reasonable steps to provide notice of this policy to students and parents at the start of each school year.

Legal References: U.S. Const. amend. IV; New Jersey v. T.L.O., 469 U.S. 325 (1985), Safford United School District #1 v. Redding, 557 U.S. 364 (2009); G.S. 115C-47, -288, -307, -390.2

4424 – Student Discipline Records

1. Retention of Records and Report of Data

- a. The Principal shall retain in each student’s file, either in paper or electronic form, all records related to violations of school policies, the Code of Student Conduct, school standards, or school rules.
- b. As required by law, the Principal shall maintain the following data on each student who was suspended for more than 10-days, reassigned for disciplinary reasons, expelled, or to whom corporal punishment was administered: race, gender, age, grade level, ethnicity, disability status, type of incident or offense, duration of the suspension, whether alternative education services were provided, and whether the student had multiple suspensions in that academic year.
- c. As designee of the Chancellor, the Lab School Director also shall maintain records from the Chancellor or Chancellor’s designee’s considerations of 365-day suspensions and expulsions and any readmission reconsiderations of 365-day suspensions and expulsions.
- d. The Principal shall ensure that data on disciplinary incidents is reported using the state student information system application in accordance with State Board of Education policies and procedures.

2. Disclosure of Records

- a. Confidential student records concerning conduct that posed a significant safety risk to the student or others in the school community may be disclosed to teachers and school officials, including teachers and school officials in other schools, who have legitimate educational interests in the behavior of the student.

3. Removal of Records

- a. End of Year Removal
 - i. The following types of discipline records may not be removed from student records, electronic files, and databases at the end of the school year:
 1. notice of any suspension for a period of more than 10-days and the record of the conduct for which the student was suspended;
 2. notice of any expulsion under G.S. 115C-390.11 and the record of the conduct for which the student was expelled; and
 3. any records (including of in-school suspensions or short-term suspensions) that need to be maintained in order to be able to serve the student appropriately or to protect the safety of others.
- b. Expunging Records

- i. The Principal shall expunge any record of suspension for a period of more than 10-days or expulsion if the following criteria are met:
 1. a request that the record be expunged is made to the Principal by the student’s parent or guardian;
 2. the student is not suspended or expelled again during the two-year period commencing on the date of the student’s return to school after the expulsion or suspension; and
 3. the Principal determines that the maintenance of the record is no longer needed to adequately serve the child or to maintain safe and orderly schools.
- ii. In addition, the Principal may expunge any notice of suspension or expulsion from a student’s official record provided that criteria b. and c. above are met.
- iii. This section is not intended to limit parents’ right to request removal of information from a student’s record under CCA policy.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g(h); 34 C.F.R. 99.31, 99.36; G.S. 115C-47, -276(r), -390.4, -390.7, -390.8, -390.10, -390.11, -390.12, -402

Other Resources: *North Carolina Discipline Data Reporting Procedures*, N.C. Department of Public Instruction Safe and Healthy Schools Support Division, available at <https://www.dpi.nc.gov/data-reports/discipline-alp-and-dropout-data>

4430 – Student Behavior Policies

Student behavior policies are provided in order to establish (1) expected standards of student behavior; (2) principles to be followed in managing student behavior; (3) consequences for prohibited behavior or drug/alcohol policy violations; and (4) required procedures for addressing misbehavior.

1. Principles

- a. The reasons for managing student behavior are to
 - i. create an orderly environment in which students can learn;
 - ii. teach expected standards of behavior;
 - iii. help students learn to accept the consequences of their behavior; and
 - iv. provide students with the opportunity to develop self-control.
- b. The following principles apply in managing student behavior.
 - i. Student behavior management strategies will complement other efforts to create a safe, orderly and inviting environment.
 - ii. Positive behavioral interventions will be employed as appropriate to improve student behavior.
 - iii. Responsibility, integrity, civility and other standards of behavior will be integrated into the curriculum.

- iv. Disruptive behavior in the classroom will not be tolerated.
- v. Consequences for unacceptable behavior will be designed to help a student learn to comply with rules, be respectful, accept responsibility for his or her behavior, and develop self-control.
- vi. Strategies and consequences will be age and developmentally appropriate.
- vii. Restorative practices are the preferred means of addressing student behaviors with exclusionary discipline used rarely

2. Communication of Policies

- a. School policies related to student behavior are codified mainly in the 4300 series. The Principal shall incorporate information from such policies into a Code of Student Conduct that notifies students of the behavior expected of them, conduct that may subject them to discipline and the range of disciplinary measures that may be used by school officials. At the discretion of the Principal, the Code of Student Conduct may include additional rules needed to implement school's student behavior policies. To elaborate further on processes for addressing student misbehavior and the use of intervention strategies and consequences, the school will create a student behavior management plan that is consistent with the law, Chancellor policies, and the Code of Student Conduct. The Code of Student Conduct must incorporate by reference any additional student behavior standards, prohibited conduct or disciplinary measures identified in student behavior management plans developed by the school. The Code of Student Conduct must not impose mandatory long-term suspension or expulsion for specific violations unless otherwise provided in state or federal law.
- b. At the beginning of each school year, the Principal shall make available to each student and parent all of the following: (1) the Code of Student Conduct; (2) any school policies related to behavior that are not part of the Code of Conduct; (3) any related administrative procedures; (4) any additional discipline-related information from the school's student behavior management plan, including behavior standards, prohibited conduct or disciplinary measures; and (5) any other school rules. This information must be available at other times upon request and must be made available to students enrolling during the school year and their parents.
- c. For the purpose of school policies related to student behavior, all references to "parent" include a parent, a legal guardian, a legal custodian or another caregiver adult authorized to enroll a student under CCA Policy.

3. Applicability

- a. Students must comply with the Code of Student Conduct in the following circumstances:
 - 1. while in any school building or on any school premises before, during or after school hours;
 - 2. while on any bus or other vehicle as part of any school activity;
 - 3. while waiting at any school bus stop;
 - 4. during any school-sponsored activity or extracurricular activity;
 - 5. when subject to the authority of school employees; and

6. at any other place or time when the student’s behavior has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.
 - b. Notwithstanding the foregoing, students will not be disciplined for constitutionally protected behavior. School officials are encouraged to consult with senior administrators before regulating student expression that may be protected by the First Amendment to the U.S. Constitution.
4. Consequences for Violations
 - a. Violations of the Code of Student Conduct must be dealt with in accordance with the guidelines established in the school’s behavior management plan.
 - b. Enforcement
 - i. The Principal is responsible for supervising the enforcement of the Code of Student Conduct to ensure that school disciplinary policies are uniformly and fairly applied throughout the school and consistent with students’ constitutional rights.

Legal References: U.S. Const. amend. I; Mahanoy Area School Dist. v. B.L., 594 U.S., 141 S.Ct. 2038 (2021); G.S. 115C-47, -276(r), -288, -307, -390.1, -390.2

4432 – Violations of the Student Code of Conduct

Violations of the Code of Student Conduct, other school policies, prohibited conduct or disciplinary measures identified in individual school behavior plans developed in accordance with Policy 4060, or the North Carolina General Statutes may result in disciplinary actions as described in Policy 4060 Section D and in this regulation.

Additional information about violations of the Student Code of Conduct is found in Policy 4060.

4434 – Student Disruptive Behavior

An orderly school environment is necessary for teachers to be able to teach and for students to be able to learn. Students are encouraged to participate in efforts to create a safe, orderly, inclusive, and inviting school environment. Students also are entitled to exercise their constitutional right to free speech as part of a stimulating, inviting educational environment. A student’s right to free speech will not be infringed upon; however, school officials may place reasonable, constitutional restrictions on time, place, and manner in order to preserve a safe, orderly environment.

Principals and teachers have full authority as provided by law to establish and enforce standards and rules as necessary to create orderly schools and classrooms.

1. Prohibited Behavior

- a. Students are prohibited from disrupting teaching, the orderly conduct of school activities, or any other lawful function of the school or school. The following conduct is illustrative of disruptive behavior and is prohibited:
 - i. intentional verbal or physical acts that result or have the potential to result in blocking access to school functions or facilities or preventing the convening or continuation of school-related functions;
 - ii. appearance or clothing that (1) violates a reasonable dress code adopted and publicized by the school; (2) is substantially disruptive; (3) is provocative or obscene; or (4) endangers the health or safety of the student or others
 - iii. possessing or distributing literature or illustrations that significantly disrupt the educational process or that are obscene or unlawful;
 - iv. engaging in behavior that is immoral, indecent, lewd, disreputable or of an overly sexual nature in the school setting;
 - v. failing to observe established safety rules, standards and regulations, including on buses and in hallways; and
 - vi. interfering with the operation of school buses, including delaying the bus schedule, getting off at an unauthorized stop, and willfully trespassing upon a school bus.

2. Consequences

- a. The disciplinary consequences for violations of this policy shall be consistent with Student Behavior Policies. The Principal shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

Legal References: U.S. Const. amend. I; N.C. Const. art. I, § 14; G.S. 14-132, -132.2, -288.2, -288.4; 115C-47, -288, -307, -390.2

4435 – Bullying and Harassing Behavior

The Chancellor is committed to providing a safe, inviting, and civil educational environment for all students, employees, and other members of the school community. The board expects all students, employees, volunteers, and visitors to behave in a manner consistent with that goal. The Chancellor recognizes that bullying and harassing behavior creates an atmosphere of intimidation and fear, detracts from the safe environment necessary for student learning, and may lead to more serious misconduct or to violence. Accordingly, the school prohibits all forms of bullying and harassing behavior, including encouragement of such behavior, by students, employees, volunteers, and visitors. “Visitors” includes parents and other family members and individuals from the community, as well as vendors, contractors, and other persons doing business with or performing services for the school system.

This policy prohibits bullying and harassing behavior, or the encouragement of bullying or harassing behavior, that takes place (1) in any school building or on any school premises before,

during or after school hours; (2) on any bus or other vehicle as part of any school activity; (3) at any bus stop; (4) during any school-sponsored activity or extracurricular activity; (5) at any time or place when the student, employee, or other person is subject to the authority of school personnel; or (6) at any time or place when the bullying has a direct and immediate effect on maintaining order and discipline in the schools.

This policy is not intended to prohibit expression of religious, philosophical, social, or political views, provided that the expression does not substantially disrupt the educational environment.

1. Conduct that is Considered Bullying or Harassing Behavior
 - a. Bullying is deliberate conduct intended to harm another person or group of persons. It is characterized by repeated unwanted aggressive behavior that typically involves a real or perceived imbalance of power, such as a difference in physical size, strength, social standing, intellectual ability, or authority. It may consist of either physical, verbal, or nonverbal behavior. Cyberbullying is a form of bullying that is carried out using electronic communication media, such as words, action, or conduct conveyed through email, instant messages, text messages, tweets, blogs, photo or video sharing, chat rooms, or websites, and may exist in the absence of a power imbalance typical of other forms of bullying.
 - b. Harassing behavior is conduct that is intimidating, hostile, or abusive, or is unwelcome conduct of a sexual nature. Harassing behavior may violate this policy even if no harm is intended to the target and no power imbalance is evident.
 - c. Bullying or harassing behavior includes conduct that is, or reasonably appears to be, motivated by actual or perceived differentiating personal characteristics, or by a person's association with someone who has or is perceived to have a differentiating personal characteristic. Differentiating personal characteristics include, but are not limited to race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability. Bullying and harassing behavior can violate this policy regardless of a student's motivation.
 - d. Examples of behavior that may constitute bullying or harassing behavior are repeated acts of disrespect, intimidation, or threats, such as verbal taunts, name-calling and put-downs, epithets, derogatory or lewd comments, spreading rumors, extortion of money or possessions, implied or stated threats, assault, offensive touching, physical interference with normal work or movement, visual insults, such as derogatory posters or cartoons, and sharing intimate photos or video of a person or sharing photos or videos that may subject a person to ridicule or insult.

- e. Other behaviors that may constitute bullying or harassing behavior under this policy are deliberate, unwelcome touching that has sexual connotations or is of a sexual nature, pressure for sexual activity, offensive sexual flirtations, advances or propositions, verbal remarks about an individual's body, sexually degrading words used toward an individual or to describe an individual, or the display of sexually suggestive drawings, objects, pictures, or written materials.
 - f. These examples are not exhaustive but are intended to illustrate the wide range of behavior that may constitute bullying and harassing behavior.
 - g. Conduct such as the following is not considered bullying or harassing behavior: legitimate pedagogical techniques, the exercise of legitimate authority, and academic or work performance monitoring and evaluation.
2. When Bullying or Harassing Behavior Violates this Policy
- a. Not all conduct that may be described as bullying or harassing behavior violates this policy. Bullying or harassing behavior violates this policy when any pattern of repeated gestures or written, electronic, or verbal communications, or any physical act or threatening communication:
 - i. places a student, an employee, or other person in actual and reasonable fear of harm to their person or property; or
 - ii. creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits.
 - b. "Hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.
 - c. The definition of bullying and harassing behavior in this section is intended to be no less inclusive than the definition of bullying and harassing behavior in G.S. 115C-407.15.
 - d. Bullying or harassing behavior based on sex, race, color, national origin, disability, or religion may also constitute discriminatory harassment in violation of federal law and other board policies as described in Section A, above.
3. Reporting Bullying and Harassing Behavior
- a. Reports by Students and/or Parents and Guardians
 - i. The Chancellor encourages students or parents/guardians of students who have been the victim of or who have witnessed bullying or harassing behavior in violation of this policy to immediately report such incidents to a teacher, counselor, coach, assistant principal, or the principal.
 - ii. Reports may be made orally or in writing and may be made anonymously.
 - iii. All reports of serious violations and complaints made under this policy will be investigated expeditiously. Anonymous reports will be investigated to the extent reasonably possible under the circumstances.
 - iv. If, at any time, school officials determine that the alleged bullying or harassing behavior appears to be based on sex, race, color, national

origin, disability, or religion, the matter will be investigated in accordance with the applicable UNC-Chapel Hill policies and procedures.

4. Mandatory Reporting by School Employees
 - a. An employee who witnesses or who has reliable information that a student or other individual has been bullied or harassed in violation of this policy must report the incident to in line with University of North Carolina at Chapel Hill policies and associated procedures.
5. Reporting by Other Third Parties
 - a. Other members of the school community may report incidents of bullying or harassment to the school principal or the Lab School Director or designee.
6. Reporting False Allegations
 - a. It is a violation of CCA policy to knowingly report false allegations of bullying or harassing behavior. A student or employee found to knowingly report or corroborate false allegations will be subject to disciplinary action.
7. Reports of Bullying or Harassing Behavior Based on Sex, Race, Color, National Origin, Disability, or Religion
 - a. Bullying or harassing behavior that is based on sex, race, color, national origin, disability, or religion may constitute discriminatory harassment that is a violation of the individual's civil rights. The Carolina Community Academy's students, employees, and visitors are subject to the provisions and requirements set forth in the following University of North Carolina at Chapel Hill policies and associated procedures, all of which can be found at policies.unc.edu. This includes the UNC policy on Prohibited Discrimination, Harassment, and Related Misconduct Including Sexual and Gender-Based Harassment, Sexual Violence, Interpersonal Violence and Stalking
 - b.
8. Response to Reports of Bullying or Harassing Behavior
 - a. Reports of bullying and harassing behavior or the encouragement of such behavior under this policy will be investigated promptly by the Principal or the Principal's designee and addressed in accordance with this policy and policy regarding School-Level Investigations. If the principal is the alleged perpetrator, the Lab School Director will designate an appropriate investigator.
 - b. If at any time before, during, or after the investigation under this policy, the Principal or designee determines or suspects that the alleged bullying or harassing behavior is based on sex, race, color, national origin, disability, or religion, the principal or designee shall notify the appropriate civil rights coordinator and proceed in accordance with the applicable policy. However, referral to the civil rights coordinator will not preclude appropriate disciplinary consequences for a violation of this policy if, following the designated investigation and resolution process under the appropriate board policy, the behavior is determined not to constitute discriminatory harassment in violation of federal law.

- c. No reprisals or retaliation of any kind are permitted as a result of good faith reports of bullying or harassing behavior. An employee who engages in reprisal or retaliation will be subject to disciplinary action, up to and including dismissal. A student who does so is subject to disciplinary consequences.
9. Consequences
- a. Students
 - i. The disciplinary consequences for violations of this policy should take into consideration the frequency of incidents, the developmental age of the student involved, and the severity of the conduct and must be consistent with the Code of Student Conduct. The Principal shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.
 - ii. A student who is convicted under G.S. 14-458.2 of cyberbullying a school employee will be transferred to another school. If there is no other appropriate school within the school system, the student will be transferred to a different class or assigned to a teacher who was not involved as a victim of the cyberbullying. The Lab School Director may modify the required transfer of an individual student on a case-by-case basis and shall provide a written statement of this modification in the student's record.
 - b. Employees
 - i. Employees who violate this policy will be subject to disciplinary action, up to and including dismissal.
 - c. Others
 - i. Volunteers and visitors who violate this policy will be directed to leave school property and/or reported to law enforcement, as appropriate, in accordance with CCA policy. A third party under the supervision and control of the school system will be subject to termination of contracts/agreements, restricted from school property, and/or subject to other consequences, as appropriate.
10. Other Interventions
- a. Interventions designed to remediate the impact of a violation of this policy and to restore a positive school climate will be provided as determined necessary by school officials.
11. Notice
- a. This policy must be provided to employees, students, and parents, guardians, and caregivers at the beginning of each school year. Notice of this policy must be included in the Code of Student Conduct and in all student and employee handbooks. The Principal is encouraged to post a copy or summary of this policy in each classroom and in a prominent location within the school building and to make an age-appropriate summary of the policy available to elementary students. Information about this policy must also be incorporated into employee training programs.
12. Records

- a. The Principal shall maintain confidential records of complaints or reports of bullying or harassing behavior under this policy. The records must identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The Principal also shall maintain records of any remedial interventions or other steps taken by the school system to provide an environment free of bullying.

Legal References: G.S. 14-458.2; 115C-105.51, -366.4, -407.15 through -407.18

4444 – Theft, Trespass, and Damage to Property

The Chancellor will not tolerate theft, trespass, or damage to property by any student. Any student engaging in such behavior will be removed from the classroom or school environment for as long as is necessary to provide a safe and orderly environment for learning.

1. Prohibited Behavior

a. Theft

- i. Students are prohibited from stealing or attempting to steal school or private property and/or from knowingly being in possession of stolen property.

b. Damage to Property

- i. Students are prohibited from damaging or attempting to damage school or private property.

c. Trespass

- i. Students are prohibited from trespassing on school property. A student will be considered a trespasser and may be criminally prosecuted in any of the following circumstances:
 1. the student is on the campus of a school to which he or she is not assigned during the school day without the knowledge and consent of the officials of that school;
 2. the student is loitering at any school after the close of the school day without any specific need or supervision; or
 3. the student has been suspended from school but is on the property of any school during the suspension period without the express permission of the Principal.

2. Consequences

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

Legal References: G.S. 14-60, -87, -87.1, -132, -132.2; 115C-47, -276(r), -288, -307, -390.2

4445 – Assaults and Threats

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

1. Prohibited Behavior

a. Assault

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

b. Threatening Acts

- i. Students are prohibited from directing toward any other person any language that threatens force, violence or disruption, or any sign or act that constitutes a threat of force, violence or disruption.
- ii. Bomb and terrorist threats are also addressed in CCA Policy on Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety.

2. Consequences

- a. The disciplinary consequences for violations of this policy shall be consistent with CCAS Student Behavior Policies. The Principal shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.
- b. A student who is long-term suspended as a result of assaulting or injuring a teacher shall not return to that teacher's classroom without the teacher's consent.

Legal References: G.S. 14-33, -34 through -34.2; 115C-47, -276(r), -288, -307, -390.2, -390.5, -390.7

4449 – Parent Involvement in School Behavior Issues

The Chancellor recognizes the need for parents and guardians to work with school employees in helping students to learn and practice acceptable standards of behavior. School employees are directed to encourage parents to participate in discussions on effective strategies for correcting misbehavior and appropriate consequences for violations of school policies, the Code of Student Conduct, and other school standards and school rules.

School employees are expected, as part of their school's student behavior management plan, to identify strategies that involve parents. At a minimum, the plan must provide for inviting parents to conferences whenever there are repeated violations of school policies, the Code of Student Conduct, school standards or school rules or whenever there is a serious violation that may result in removing the student from his or her regular educational environment for any extended period of time. Parents also have the right to inspect or obtain copies of student records as provided by CCA policy.

When the Principal decides to impose a short-term suspension, the Principal shall:

1. notify the parent in accordance with CCA Policy Short-Term Suspension;
2. maintain documents and relevant information that he or she receives about the misbehavior for review with the parent, taking into account the rights of other students or staff that may be involved;
3. make reasonable efforts, if appropriate, to meet with the parent before or at the time the student returns to school after any suspension; and
4. make available a copy of this policy, the Code of Student Conduct, and all other applicable school policies, school standards and school rules.
5. When a short-term suspension has been imposed, the Principal shall inform the parent of the student's rights under CCA Policy on Short-Term Suspension.
6. When the Principal decides to recommend a long-term suspension, a 365-day suspension or an expulsion, the Principal shall inform the parent of the student's rights, as outlined in CCA Policy on Long-Term Suspension, 365-Day Suspension, Expulsion. If English is the second language of the parent or guardian, the Principal shall provide the notice in English and also in the parent's or guardian's first language when the appropriate foreign language resources are available.

All records of parental contact should be maintained in the student's records and retained at least through the end of the school year.

Legal References: G.S. 115C-47, -390.5, -390.6, -390.7, -390.8, -390.10, -390.11

4451 – Fair and Consistent Discipline Administration

The Chancellor intends that student discipline policies, procedures, and practices be applied fairly, impartially, and consistently in accordance with law, without regard to a student's race, color, national origin, disability, gender, status as an English Language Learner, or other characteristic protected by federal law. As provided in 4300, Student Behavior Policies, the Principal is responsible for supervising the enforcement of the Code of Student Conduct to ensure that school disciplinary policies are uniformly and fairly applied throughout the school.

The Chancellor recognizes the negative effects of exclusionary discipline on a range of student outcomes and therefore has reserved the sanctions of suspension and expulsion for only the most serious violations of the Code of Student Conduct, as provided in policy 4300. The Chancellor further recognizes that disproportionality (overrepresentation of a particular group of students in relation to their population in a school or across the school) in exclusionary discipline may sometimes be the result of inconsistent application of discipline to similar offenses and may be a barrier to the school's overall objective of promoting successful educational outcomes for all students. Therefore, the Chancellor or Chancellor's designee will monitor the administration of its discipline policies to determine whether disciplinary and other behavior management practices are affecting groups of students disproportionately and, if so,

whether the disproportionality results from inconsistencies in the application of discipline to similar offenses.

1. Principal's Review of Student Discipline Administration

a. The Chancellor directs the Principal to regularly review the administration of student discipline and behavior management policies across the school to evaluate whether: (1) disciplinary practices and approaches are consistent with school policies; (2) disciplinary sanctions are consistent with the Code of Student Conduct; (3) routine misbehavior is handled consistently within each school as well as across the school; (4) more extraordinary behavior situations are handled fairly and quickly to protect the welfare of students and employees in a manner that promotes learning and respect for others; (5) discipline policies are applied fairly and consistently to all students regardless of their race, color, national origin, disability, gender, status as an English Language Learner, or other protected personal characteristic.

i. The Principal's review shall include consideration of the school discipline data submitted to the North Carolina Department of Public Instruction for inclusion in the State Board of Education's Consolidated Data Report to the General Assembly and in the Civil Rights Data Collection conducted by the U.S. Department of Education, Office for Civil Rights.

ii.

2. Principal's Report to the Chancellor or Chancellor's designee

a. Annually, the Principal shall provide to the Chancellor or Chancellor's designee a report of the discipline data submitted to the North Carolina Department of Public Instruction. The data must be reported both system-wide and separately for each school and must be disaggregated on the basis of race/ethnicity, gender, disability, English Language Learner status, and/or such other basis as the Chancellor or Chancellor's designee may specify.

b. At his/her discretion, the Chancellor or Chancellor's designee may request additional data or analysis of data to assess whether disciplinary and other behavior management practices in the school are affecting groups of students disproportionately and, if so, whether the disproportionality is the result of the inconsistent application of discipline or other behavior management practices to similar offenses.

c. If the data provided to the Chancellor or Chancellor's designee reveals a pattern of discipline or disciplinary practices within the school that affects students disproportionately due to inconsistent discipline or disciplinary practices based on race, gender, ethnicity, disability, English Language Learner status, or other personal characteristic, the Principal shall present to the Chancellor or Chancellor's designee any recommendations for changes to discipline policies or practices to reduce the potential for unjustifiable disproportionate outcomes.

3. Professional Development to Support Equitable Disciplinary Practices

a. The Principal shall provide a program of professional development that prepares employees to apply school discipline policies and practices in a fair and equitable manner so as not to disproportionately impact students of color, students with

disabilities, English Language Learners, or other groups of students on the basis of their personal characteristics.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 et seq., 28 C.F.R. pt. 35; 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.; Title IV of the Civil Rights Act of 1964, 42 U.S.C. 2000c et seq.; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d et seq., 34 C.F.R. pt. 100; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq., 34 C.F.R. pt. 106; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104

Other References: Civil Rights Data Collection, available at <http://ocrdata.ed.gov/>

4452 – Removal of Student During the School Day

The Principal is authorized to impose out-of-school short-term suspensions in accordance with CCA school policy.

The Principal may remove from school grounds a student who has been suspended during the school day, under any of the following circumstances:

1. the parent has been notified and is able to make arrangements for the student to leave the school or agrees to the student's using public transportation or driving himself or herself home;
2. the parent has been notified and is available to receive the student, and the Principal is able to arrange for transportation from the school to the home; or
3. the Principal involves law enforcement in the removal of the student from school grounds because such action is necessary to provide a safe, orderly school environment.
4. If none of these circumstances exists, the suspension will begin on the next school day.

Legal References: G.S. 115C-47, -288, -390.3, -390.5, -391.1

4453 – Short Term Suspension

A short-term suspension is the disciplinary exclusion of a student from attending his or her assigned school for up to 10 school days. A short-term suspension does not include (1) the removal of a student from class by the classroom teacher, the Principal, or other authorized CCA school personnel for the remainder of the subject period or for less than one-half of the school day, (2) the changing of a student's location to another room or place on the school premises, or (3) a student's absence under G.S. 130A-440 (for failure to submit a school health assessment form within 30 days of entering school). A student who is placed on a short-term

suspension will not be permitted to be on school property or to take part in any school function during the period of suspension without prior approval from the Principal.

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

In accordance with G.S. 115C-390.6(e) and 115C-45(c)(1), a student is not entitled to appeal the Principal's decision to impose a short-term suspension to either the Lab School Director or the Chancellor or Chancellor's designee unless it is appealable on some other basis.

1. Pre-Suspension Rights of the Student

- a. Except in the circumstances described below, a student must be provided with an opportunity for an informal hearing with the Principal or designee before a short-term suspension is imposed. The Principal or designee may hold the hearing immediately after giving the student oral or written notice of the charges against him or her. At the informal hearing, the student has the right to be present, to be informed of the charges and the basis for the accusations against him or her, and to make statements in defense or mitigation of the charges.
- b. The Principal or designee may impose a short-term suspension without first providing the student with an opportunity for a hearing if the presence of the student (1) creates a direct and immediate threat to the safety of other students or staff or (2) substantially disrupts or interferes with the education of other students or the maintenance of discipline at the school. In such cases, the Principal or designee shall give the student notice of the charges and an opportunity for an informal hearing as soon as practicable.

2. Student Rights During the Suspension

- a. A student under a short-term suspension must be provided with the following:
 - i. the opportunity to take textbooks home for the duration of the suspension;
 - ii. upon request, the right to receive all missed assignments and, to the extent practicable, the materials distributed to students in connection with such assignments; and
 - iii. the opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period.

3. Notice to Parent or Guardian

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

- b. The initial notice may be by telephone, but it must be followed by timely written notice. The written notice must include all of the information listed above and may be sent by fax, e-mail, or any other method reasonably designed to give actual notice. School officials also shall maintain a copy of the written notice in the student's educational record.
- c. Multiple short-term suspensions for a student with disabilities will be addressed in accordance with the Policies Governing Services for Children with Disabilities and other applicable state and federal law.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12131 et seq., 28 C.F.R. pt. 35; Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; G.S. 115C art. 9; 115C-45(c), -47, -276(r), -288, -307, -390.1, -390.2, -390.5, -390.6; 130A-440; *Policies Governing Services for Children with Disabilities*, State Chancellor or Chancellor's designee of Education Policy EXCP-000

4454 – Long-Term Suspension, 365 Day Suspension, Expulsion

A. Definitions

1. Lab School Director

For purposes of this policy, Lab School Director includes the UNC Lab School Director, or the Lab School Director's designee

2. Principal

For purposes of this policy, principal includes the CCA principal and/or the principal's designee.

3. Long-Term Suspension

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

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

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

4. 365-Day Suspension

A 365-day suspension is the disciplinary exclusion of a student from attending his or her assigned school for 365 calendar days. The Lab School Director may impose a 365-day suspension only for certain firearm and destructive device violations, provided under CCA policy and/or state law.

B. Determination of Appropriate Consequence

1. Principal's Recommendation

The Principal may impose a short-term suspension or any other consequence that is consistent with CCA policy. If the principal determines that a suspension of more than 10 days (either long-term or 365-day) is an appropriate consequence, the Principal shall propose the disciplinary penalty based upon a review of the student's culpability and dangerousness and the harm caused by the student, plus any other mitigating or aggravating factors the principal finds relevant.

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

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

2. Notice to the Student's Parent

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

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

3. Lab School Director's Decision

The student or student's parent may request a hearing before the Lab School Director within three days of receiving notice from the principal of the recommendation for long-term suspension, or 365-day suspension. Any hearing held will follow the hearing

procedures outlined in CCA policy and a decision will be rendered before the long-term suspension is imposed.

If the student or parent makes a timely request for a hearing, the Lab School Director shall confirm that the charges against the student, if substantiated, could warrant the recommended disciplinary action and shall give the student and parent reasonable notice of the time and place of the hearing.

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

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

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

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

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

- a. the basis of the decision, with reference to any policies or rules that the student violated;
- b. notice of what information will be included in the student's official record pursuant to G.S. 115C-402;
- c. notice of the student's right to appeal the decision and the procedures for such appeal through CCA policy;
- d. if the decision is to suspend the student for 365 days, notice of the student's right to petition the board for readmission under G.S. 115C-390.12;

f. if the student is to be suspended, notice of the Lab School Director or designee's decision on whether to offer alternative education services to the student during the period of suspension, and, as applicable, a description of the services to be offered or the reason justifying the Lab School Director or designee's decision to deny such services.

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

The Lab School Director shall offer alternative education services to any student who receives a long-term or 365-day suspension as applicable by law unless the Lab School Director provides a significant or important reason for declining to offer such services.

The student may appeal to the Dean of the School of Education a decision not to provide alternative education services, as permitted by applicable law. Any appeal to the Dean must be made in writing within five days of receiving the Lab School Director's decision. The Lab School Director shall inform the Dean of the request for an appeal and arrange in a timely manner a hearing before the Dean as applicable by law.

C. Reducing Suspension and Expulsion Rates

Though the Chancellor believes that suspension or expulsion may be an appropriate and necessary consequence in certain situations, the Chancellor also recognizes that excessive use of suspension and expulsion may have a negative impact on academic achievement. Thus, the Chancellor encourages school administrators to find ways to reduce suspension rates in the schools.

4457 – Disciplinary Action for Exceptional Children

Disciplinary actions for students identified as exceptional children according to North Carolina guidelines will conform to *Policies Governing Services for Children with Disabilities* as adopted by the State Board of Education. If the *Policies Governing Services for Children with Disabilities* manual does not fully address a particular issue, the CCA director of exceptional children will develop any necessary protocols consistent with state and federal law.

All students with disabilities will be accorded all rights as provided by state and federal law.

Legal References: Americans With Disabilities Act, 42 U.S.C. 12131 et seq., 28 C.F.R. pt. 35; Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; G.S. 115C art. 9; 115C-390.1; *Policies Governing Services for Children with Disabilities*, State Chancellor or Chancellor's

4470 – Student Discipline Hearing Procedures

In most cases, formal hearings will not be provided. However, when CCA policy or state or federal law requires a hearing, the following procedures will be followed.

1. Administrative Hearings
 - a. The Lab School Director or designee shall conduct all administrative hearings pursuant to this policy. The following rules will govern hearings in assessing misbehavior and appropriate consequences. The purpose of the hearing will be to determine the facts relevant to the alleged misbehavior and the credibility of witnesses, based on the evidence presented at the hearing.
 - b. The hearing will be informal and will be conducted in private.
 - c. Prior to the hearing, the student and his or her parents and representative will have an opportunity to review any audio or video recordings of the incident and, consistent with federal and state student records laws and regulations, the information that may be presented as evidence against the student, including statements made by witnesses whose names are withheld pursuant to CCA policy
 - d. The hearing must be attended by Principal and/or any other administrators and any persons the principal deems necessary. The student has the right to be present at the hearing, to be accompanied by his or her parents and to be represented by an attorney or non-attorney advocate. Witnesses should be present only when providing information.
 - e. The school representatives have the burden of proving the misbehavior; the violation of school policy, the Code of Student Conduct, school standards or school rules; and the appropriateness of the recommended consequence for the violation.
 - f. The school representatives will present the witnesses and documentary evidence against the student first. School officials may withhold witness names or other identifying information if identification of a witness could threaten the witness' safety.
 - g. After the school representatives have presented their evidence, the student or his or her representative may present evidence, relating to the alleged disciplinary infraction, the student's intent at the time of the incident, any mitigating or aggravating factors involved, the disciplinary and academic history of the student and the potential benefits to the student of alternatives to suspension. Such evidence may include oral testimony by the student or witnesses, written statements and other documents.
 - h. Both the school representatives and the student or his or her parent or representative may examine the witnesses presented by the other side. The hearing officer has the power to limit questioning by any person if the questioning is unproductive, unnecessarily lengthy, repetitive, or irrelevant.

- i. In reaching a determination in the matter, the Lab School Director or designee shall consider the documents produced in the hearing, the testimony of the witnesses, and other evidence presented at the hearing. If the Lab School Director or designee determines that a violation occurred, the Lab School Director or designee shall determine the appropriateness of the recommended consequences for the violation. Formal rules of evidence do not apply and the Lab School Director, or designee may rely on evidence that a reasonably prudent person would consider in the conduct of serious affairs.
- j. Following the hearing, the Lab School Director or designee shall render a written decision based on substantial evidence presented at the hearing and shall notify the student and parent of that decisions in accordance with CCA policy and/or state law.
- k. The Lab School Director or designee shall provide for making a record of the hearing, including any findings or conclusions made by the hearing officer. The student will have the right to make his or her own audio recording of the hearing.

2. Dean Hearings

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

The Dean of the UNC School of Education will provide the opportunity for a hearing appealing the Lab School Director or designee's decision on long-term suspension. The hearing will follow the procedures established for administrative hearings set forth above, except that (1) the Dean or designee will be the decision maker, and (2) unless the Dean requests otherwise or doing so would create a substantial threat of unfairness, the Dean or designee will limit presentations of testimony to the student, the student's parent and representative, the CCA Principal and will limit documentation to the records and evidence presented at the administrative hearing. The Dean or designee, at its discretion, may request additional information or evidence to reach a decision. The Dean or designee will review any records created by the hearing officer or panel's decision and the record created from any administrative hearing held.

The Dean or designee will review the Lab School Director, or the Lab School Director designee's decision to determine that: (1) there was a reasonable basis for determining that the student engaged in the specified misbehavior; (2) a CCA policy or school rule was violated; (3) the consequence for the violation were reasonable; and (4) procedures established by CCA policy were followed. Following a hearing, the Dean or designee will render a written decision. Following the hearing, the Lab School Director or designee shall render a written decision under this policy and shall notify the student and parent of that decisions in accordance with CCA policy and/or state law.

Legal References: G.S. 115C-45, -47, -276, -288, -390.1, -390.2, -390.7, -390.8

4600 – Student Records

All student records must be current and maintained with appropriate measures of security and confidentiality. The Principal is responsible for complying with all legal requirements pertaining to the maintenance, review, and release of records retained at the school. For purposes of this policy “student records” or “student education records” are those records, files, documents, and other materials that contain information directly related to the student that are maintained by the school or by a party acting for the school.

1. Annual Notification of Rights

- a. The Principal or designee shall provide eligible students and parents with annual notification of their rights under the Family Educational Rights and Privacy Act (FERPA). The notice must contain all information required by federal law and regulations, including the following:
 - i. the right to inspect and review the student’s educational records and the procedure for exercising this right;
 - ii. the right to request amendment of the student’s educational records that the parent or eligible student believes to be inaccurate, misleading, or in violation of the student’s privacy rights; and the procedure for exercising this right;
 - iii. the right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent;
 - iv. the type of information designated as directory information and the right to opt out of release of directory information;
 - v. that the school releases records to other institutions that have requested the information and in which the student seeks or intends to enroll;
 - vi. the right to opt out of releasing the student’s name, address, and phone number to military recruiters or institutions of higher education that request such information;
 - vii. a specification of the criteria for determining who constitutes a school official and what constitutes a legitimate educational interest if a school official discloses or intends to disclose personally identifiable information to school officials without consent;
 - viii. notification if the school uses contractors, consultants, volunteers, or similar persons as school officials to perform certain school services and functions that it would otherwise perform itself; and
 - ix. the right to file complaints with the Family Policy Compliance Office in the U.S. Department of Education.
- b. School officials are not required to individually notify parents or eligible students of their rights but must provide the notice in a manner reasonably likely to inform the parents and eligible students of their rights. Effective notice must be provided to parents or eligible students with disabilities or those whose primary or home language is not English.

2. Definition of Parent and Eligible Student

a. Parent

- i. For purposes of this policy, the term “parent” includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian. If the parents of a student are separated or divorced, both parents have the right to access the student’s records as provided in this policy, unless the school has been provided with evidence that there is a court order, state statute, or other legally binding document that specifically revokes these rights.

b. Eligible Student

- i. For purposes of this policy, an eligible student is a student who has reached 18 years of age or is attending an institution of postsecondary education. The rights afforded to parents under this policy transfer to an eligible student. However, parents may still have access to the records as long as the student is claimed as a dependent by the parent for federal income tax purposes. An eligible student who desires to prevent access to records by his or her parents must furnish to the Principal information verifying that the student is not a dependent of his or her parents. If a parent of a student who is at least 18 and no longer attending a school within the system wishes to inspect and review the student’s records, he or she must provide information verifying that the student is a dependent for federal income tax purposes.

1. A student under age 18 may have access to student records only upon the consent of his or her parents.

3. Classification and Maintenance of Records

a. Student Education Records

- i. Student education records may be separated into several categories, including, but not limited to, the following.

1. Cumulative Records

- a. The cumulative record is the official record for each student. The cumulative record includes student identification information, such as the student’s name, address (or a homeless student’s living situation), sex, race, birthplace, and birth date; family data including the parents’ names, addresses, work and home telephone numbers, and places of employment; academic work completed; grades; standardized test scores; health screenings and immunization documentation; attendance records; withdrawal and reentry records; discipline records; honors and activities; class rank; date of graduation; and follow-up records.

2. Discipline Records

- a. Student discipline records are part of the student's official record and must be maintained and reviewed pursuant to CCA policy. Discipline records must be expunged and forwarded pursuant to the requirements of law and CCA policy.
3. Records of Students with Disabilities
 - a. Students with recognized disabilities must be accorded all rights in regard to their records as provided by state and federal law, including the Individuals with Disabilities Education Act and CCA policy. Records for a student identified as a student with a disability are considered part of the student's official records and must be maintained in accordance with all appropriate federal and state regulations. Access to these records will be restricted to personnel having specific responsibility in this area. A list of all approved personnel having access to these restricted files will be updated as needed, and a current, dated list will be posted in the student records location.
4. Records Received from the Department of Social Services
 - a. The Department of Social Services may disclose confidential information to the school in order to protect a juvenile from abuse or neglect. Any confidential information disclosed under these circumstances must remain confidential and may only be redisclosed for purposes directly connected with carrying out the school's mandated educational responsibilities.
5. Other Student Records
 - a. School personnel may also keep other student records but must review such records annually and destroy them in accordance with Section K of this policy.
6. Records Not Considered Educational Records (Sole Possession, Employment, and Law Enforcement Records)
 - a. Student records do not include, and release of information under this policy does not apply to:
 - i. records made by teachers, counselors, and administrators that are in the sole possession of the maker thereof and that are not accessible or revealed to any other person except a substitute;
 - ii. employment records of student employees if those records relate exclusively to the student in his or her capacity as an employee and are not made available for any other use; and
 - iii. records created by a law enforcement unit of the school if created for a law enforcement purpose

and maintained solely by the law enforcement unit of the school. However, a law enforcement record containing information obtained from a student's confidential file or other educational record must be treated as an education record and may be released only in accordance with this policy.

7. Records of Students Participating in the North Carolina Address Confidentiality Program
 - a. Records of students participating in the North Carolina Address Confidentiality Program (NCACP) must provide a valid NCACP authorization card to the school Principal if they wish to keep their home address confidential. The school s will maintain a confidential record of the actual home address for admission and assignment purposes only and will not release that address except as provided by law. With the exception of such specially-maintained records, student records will include only the substitute address provided by the NCACP and not the actual home address of any students or parents for whom a valid NCACP authorization card is on file.
 - b. When transferring the record of a student participating in the North Carolina Address Confidentiality Program to a school outside of the system, the transferring school may send the files to the Address Confidentiality Program participant (parent or guardian) via the substitute address provided by the Address Confidentiality Program.
 - c. Records of Missing Children
 - d. Upon notification by a law enforcement agency or the North Carolina Center for Missing Persons of the disappearance of a child who is currently or was previously enrolled in the school, school officials shall flag the record of that child. If the missing child's record is requested by another school, the Principal shall provide notice of the request to the Lab School Director and the agency that notified the school that the child was missing. The Principal shall provide the agency with a copy of any written request for information concerning the missing child's record.
 - e. Any information received indicating that a student transferring into the system is a missing child must be reported promptly to the Lab School Director and the North Carolina Center for Missing Persons.
8. Records of Military Children

- a. School administrators shall comply with any regulations pertaining to the records of military children developed by the Interstate Commission on Educational Opportunity for Military Children.
 - b. In addition, children of military families, as defined by policy 4050, Children of Military Families, are entitled to the following.
 - i. For Students Leaving the School
 - 1. In the event that official education records cannot be released to the parents of military children who are transferring away from the school, the school data manager shall prepare and furnish to the parent a complete set of unofficial education records containing uniform information as determined by the Interstate Commission.
 - 2. When a request for a student's official record is received from the student's new school, school officials shall process and furnish the official records to the student's new school within 10-days or within such time as is reasonably determined by the Interstate Commission.
 - ii. For Students Enrolling in the School
 - 1. Upon receiving an unofficial education record from the student's previous school, school administrators shall enroll the student and place him or her in classes as quickly as possible based on the information in the unofficial records, pending validation by the official records.
 - 2. Simultaneous with the enrollment and conditional placement of the student, school administrators shall request the student's official record from his or her previous school.
4. Review, Release of Records to Parent or Eligible Student
- a. Review by Parent or Eligible Student
 - i. A parent or eligible student may access the student's records upon proper request. The Principal or guidance office personnel of the student's school shall schedule an appointment as soon as possible but no later than 45 days after the request by the parent or eligible student. The parent or eligible student may formally review the student's complete records only in the presence of the Principal or a designee

competent to explain the records. School personnel shall not destroy any educational records if there is an outstanding request to inspect or review the records.

5. Review of Video or Audio Recordings and Photographs

a. Parent's Right to Review

i. Upon request, a parent or eligible student may inspect and review a video or audio recording or photograph that is determined to be an education record of the student. Individuals acting on behalf of a parent or eligible child, such as advocates or attorneys, will not be permitted to review a video or audio recording or photo unless accompanied by the parent or eligible student.

b. Status as Education Record

i. A video or audio recording or photo will be deemed an education record of the student if it is directly related to the student and is maintained by the school or its agent, as provided by law. A photo, video, or audio recording (such as a surveillance video), that is created and maintained by a law enforcement unit for a law enforcement purpose, is not an education record; however, a copy of such photo, video, or audio recording provided to the school for disciplinary or other school purposes may be an education record if it is directly related to a student and is maintained by the school.

c. Records of More Than One Student

i. If the recording or photo is an education record of multiple students, the school shall make reasonable efforts to redact or segregate out the portions of the recording or photo directly related to other students before providing the parent or eligible student access, provided doing so would not destroy the meaning of the record. If redaction or segregation of the recording or photo cannot reasonably be accomplished or would destroy the meaning of the record, then the parent of each student to whom the recording or photo directly relates or such eligible students themselves shall be permitted to access the entire record.

6. Copies of Recordings and Photos

a. A copy of a video or audio recording or photo will be provided to a parent or eligible student only (1) if circumstances effectively prevent the parent or eligible student from exercising the right to inspect the recording or photo, such as when the parent no longer lives within commuting distance of the school; (2) when directed by a court order or subpoena; or (3) when otherwise required by law.

7. Request to Amend the Education Record

a. A parent or eligible student has the right to challenge an item in the student education record believed to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. If the final decision is that the information in the record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the Principal shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested

information in the record or stating why he or she disagrees with the decision of the school.

8. Release or Disclosure of Records to Others
 - a. Before releasing or disclosing records as permitted by law, school officials shall use reasonable methods to identify and authenticate the identity of the party to whom the records are disclosed.
9. Release/Disclosure with Parental Consent
 - a. School officials shall obtain written permission from a parent or eligible student before releasing or disclosing student records that contain personally identifiable information, except in circumstances where the school is authorized by law to release the records without such permission. The written permission must specify the records to be released, the purpose of the release, and the party(ies) to whom they are to be released.
10. Release/Disclosure without Parental Consent
 - a. School officials shall promptly release student records when a student transfers to another school. The records custodian may release or disclose records with personally identifiable information without parental permission to the extent permitted by law, including to other school officials who have a legitimate educational interest in the records.
 - b. Personally identifiable information from a student's record may be released or disclosed to someone other than a parent or eligible student without prior written consent of the parent or eligible student only as specifically provided by federal law. Except as otherwise permitted by federal law, when personally identifiable information from a student's record is released or disclosed to someone other than a parent or eligible student without their written consent, the party to whom the information is released must agree not to disclose the information to any other party without the prior written consent of the parent or eligible student.
 - c. The Principal shall employ reasonable methods to ensure that teachers and other school officials obtain access only to those educational records in which they have legitimate educational interests.
11. Release of Directory Information
 - a. Permission of the parent or eligible student is not required for the release of information that is designated as directory information by school, provided that the parent or eligible student has been given proper notice and an opportunity to opt out. The Chancellor designates the following student record information as directory information:
 - i. name;
 - ii. address;
 - iii. electronic mail address;
 - iv. photograph or digital image, including still or video images of a student engaged in ordinary school activities;
 - v. date and place of birth;
 - vi. participation in officially recognized activities and sports;

- vii. weight and height of members of athletic teams;
 - viii. dates of attendance;
 - ix. grade level;
 - x. diplomas (including endorsements earned), industry credentials/certifications, and awards received; and
 - xi. most recent previous school or education institution attended by the student.
 - b. The telephone number and actual address of a student who is or whose parent is a participant in the North Carolina Address Confidentiality Program is not considered directory information and will not be released except as required by law.
 - c. Information about a homeless student's living situation is not considered directory information and will not be released.
 - d. However, parents may request that the student's name, address, email address, and telephone number not be released without prior written parental consent. School officials shall notify parents of the option to make a request and shall comply with any requests made.
 - e. All requests for directory information must be submitted to the Lab School Director or designee for approval. The Lab School Director is directed to establish regulations regarding the release of directory information. At a minimum, the regulations must:
 - i. specify the types of organizations that are eligible to receive directory information and for what purposes; and
 - ii. provide for equal disclosure to organizations that are similar in purpose
12. Records of Students with Disabilities
- a. Students with recognized disabilities must be accorded all rights in regard to their records as provided by state and federal law, including the Individuals with Disabilities Education Act.
13. Disclosure of De-Identified Information
- a. Education records may be released without consent of the parent or eligible student if all personally identifiable information has been removed. Personally identifiable information includes both direct and indirect identifiers that, alone or in combination, would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.
 - b. Unless specifically permitted by law, records that have been de-identified must not be released without the consent of the parent or eligible student if school officials reasonably believe that the person requesting the information knows the identity of the student to whom the education record relates.
14. Withholding Records
- a. School administrators shall not withhold records upon a valid request by a parent, eligible student, or school to which the student is transferring for any reason, including in order to collect fines assessed to the parent or student.
15. Record of Access and Disclosure

- a. The Principal or designee shall maintain a record in each student’s file indicating all persons who have requested or received personally identifiable information from a student’s record and the legitimate reason(s) for requesting or obtaining the information. This requirement does not apply to requests by or disclosure to parents, eligible students, school officials, parties seeking directory information, a party seeking or receiving the records under a court order or subpoena that prohibits disclosure, or those individuals with written parental consent.

16. Destruction of Student Records

- a. To the extent required by law, school officials shall maintain student records in accordance with the applicable records retention and disposition schedule(s) issued by the North Carolina Department of Natural and Cultural Resources. After notifying parents, school officials may destroy student records when the records are no longer needed to provide educational services to the student or to protect the safety of the student or others. School officials must destroy student records if the parent or eligible student requests their destruction and if such records are no longer needed to provide educational services to the student or to protect the safety of the student or others. School officials shall not destroy student records if there is an outstanding request to inspect the particular records.

17. Longitudinal Data System

- a. School administrators will comply with the data requirements and implementation schedule for the North Carolina Longitudinal Data System (NCLDS) and will transfer designated student record data to the system in accordance with the NCLDS data security and safeguarding plan and all other requirements of state law, provided that doing so does not conflict with the requirements of FERPA.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, h, 34 C.F.R. pt. 99; Individuals with Disabilities Education Act, 20 U.S.C. 1411 et seq.; Elementary and Secondary Education Act, 20 U.S.C. 7908; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 et seq.; 10 U.S.C. 503(c)(1); G.S. 7B-302, -3100, -3101; 14-208.29; 115C-47(26), -109.3, -402, -403, -404, -407.5; 116E-6; *Program Records Schedule: Local Public School Units*, N.C. Department of Natural and Cultural Resources (2021), available at <https://archives.ncdcr.gov/documents/local-education-agencies-schedule>; *General Records Schedule: Local Government Agencies*, N.C. Department of Natural and Cultural Resources (2021), available at <https://archives.ncdcr.gov/government/retention-schedules/local-government-schedules/general-records-schedule-local-government>

4610 – Confidentiality of Personal Identifying Information

The Chancellor recognizes the need to protect students and employees from the improper release of social security numbers and other personal identifying information. To this end, the

Chancellor requires that all school employees comply with the Identity Protection Act of 2005 and any other federal and state laws governing the collection, use and disclosure of personal identifying information. No person shall knowingly disclose, transfer or unlawfully use the social security number or other personal identifying information of any employee, student or other individual.

For purposes of this policy, personal identifying information includes: social security numbers; employer taxpayer identification numbers; drivers license numbers; state identification card numbers; passport numbers; checking accounts; savings accounts; credit card and debit card numbers; personal identification (PIN) codes; digital signatures; any numbers or information that can be used to access an individual's financial resources; biometric data; fingerprints; and passwords.

1. The Principal shall establish rules and regulations to implement this policy. These rules and regulations shall provide that:
 - a. the confidentiality of social security numbers and personal identifying information is maintained consistent with legal requirements;
 - b. the unlawful collection, disclosure and use of social security numbers and personal identifying information are prohibited;
 - c. access to and dissemination of information or documents containing social security numbers and personal identifying information is limited internally within the school and externally with the general public;
 - d. documents containing social security numbers and personal identifying information are disposed of properly;
 - e. social security numbers and personal identifying information are redacted from public documents;
 - f. social security numbers and personal identifying information are collected only when specifically authorized by law or if collection is imperative for the performance of the school's duties and such need has been clearly documented;
 - g. school procedures governing the maintenance and destruction of records are followed for all documents containing social security numbers and other personal identifying information; and
 - h. in the event of a security breach, in which personal information is accessed and acquired without authorization, the notice requirements of G.S. 75-65 are followed.
2. This policy and its rules shall be published in the appropriate handbooks, manuals and other similar documents.
3. Any individual who fails to comply with this policy and the school's rules and regulations shall be subject to disciplinary action up to and including suspension or expulsion for students and termination for employees. In addition, such person may be subject to criminal prosecution.

The following rules govern the collection, use, and disclosure of social security numbers and other personal identifying information.

1. Collection

- a. Limitation on Collection and Use of Social Security Numbers
 - i. Social security numbers and other personal identifying information should only be collected when required or authorized by federal or state law. If a unique identifier is needed, then a substitute for the social security number will be used, such as a system-created student identification number that does not use the social security number.
- b. Authorized Purposes for Collection
 - i. Social security numbers will be collected only:
 1. for the administration of federal and state income taxes;
 2. for verification of employment eligibility as required by the Immigration Reform and Control Act of 1986;
 3. for Free and Reduced Lunch applications;
 4. if it is imperative for the performance of the school's duties and the need has been plainly documented; or
 5. if the collection and/or use of social security numbers is otherwise authorized by law.
- c. Prior to the collection of a social security number, the school department or division that requires the number shall provide an individual, upon request, with a statement of the purpose for which the number will be used. The number will be used only for that stated purpose. In addition, any school department or division that collects social security numbers shall incorporate such numbers in a student or employee's record in a manner that enables them to be easily redacted upon a valid public records request.
- d. Any school form that requires a social security number must include information on why the number is being collected, what authority the school is acting upon in collecting the number, and whether the disclosure of the number is mandatory or voluntary.

2. Disclosure

- a. The school shall not intentionally communicate or make available an individual's social security number or other identifying information to the general public.
 - i. State Mandated Disclosure Restrictions
 1. School officials shall not do any of the following:
 - a. intentionally print or imbed a social security number on any card necessary for an individual to gain access to school services;
 - b. require an individual to release a social security number on the Internet unless the Internet connection is secure or the social security number is encrypted;
 - c. require an individual to use a social security number to gain access to a website, unless access also requires a password or unique PIN;

- d. print an individual's social security number on any materials that are mailed to the individual, unless required by state or federal law; or
 - e. print an individual's social security number on a postcard, or allow a social security number to be visible through an envelope without the letter being opened.
- 3. Authorized Disclosures
 - a. School officials are authorized to disclose social security numbers and other identifying information to an individual or entity outside of the school in the following circumstances:
 - i. pursuant to a court order, warrant, or subpoena;
 - ii. for public health purposes as required in Chapter 130A of the General Statutes; or
 - iii. to another governmental entity if necessary for that entity to perform its duties.
- 4. Public Records
 - a. The presence of identifying information in a public record does not change the nature of the public record. If a social security number or personal identifying information is contained within a document subject to release under the Public Records Law, the social security number or personal identifying information will be redacted or removed, and the public record request will be complied with as promptly as possible.
- 5. Public Display
 - a. Social security numbers or personal identifying information must not be placed on identification cards, badges, time cards, employee rosters, bulletin boards, or any other materials or documents widely viewed by others. In addition, documents, materials, or computer screens that display social security numbers or personal identifying information must be kept out of public view at all times.
- 6. Mailing or Faxing Documents
 - a. Documents containing social security numbers or other personal identifying information that must be sent through the mail must not be mailed on a postcard and must be mailed in a manner that does not reveal the number or information through the envelope window or without the envelope being opened.
 - b. If a social security number or personal identifying information must be faxed, the fax message must be accompanied by a transmittal sheet that includes a confidentiality notice.
- 7. Access to Social Security Numbers or Personal Identifying Information
 - a. Only the following individuals within the school will have access to social security numbers or other personal identifying information:
 - i. school personnel, including agents, contractors, and consultants, who require access to perform their jobs or otherwise to render services to the school; and

- ii. members of the Chancellor’s office, when access is required to carry out the members’ duties and responsibilities.
 - b. Under no circumstances may any student have access to social security numbers or personal identifying information for other students or any school personnel.
- 8. Storage and Disposal
 - a. All documents or files that contain social security numbers or personal identifying information must be stored in a physically secure manner. Social security numbers and personal identifying information must not be stored on computers or other electronic devices that are not secured against unauthorized access.
 - b. Documents or other materials that contain social security numbers or other personal identifying information must not be thrown away through usual trash disposal; they must be discarded or destroyed only in manner that protects their confidentiality, such as shredding.
 - c. Any disposal of documents must comply with the *Records Retention and Disposition Schedule for Local Education Agencies*.
- 9. Improper Collection, Disclosure, or Use
 - a. Any individual who suspects that improper collection, disclosure, or use of a social security number or personal identifying information has occurred shall inform the Lab School Director or designee.
 - b. In the event that a security breach occurs, the affected individual must be notified of the breach. The term “security breach” means an incident of unauthorized access to and acquisition of unencrypted, unredacted records or data containing personal information, when such access (1) results in or is reasonably likely to result in illegal use of the personal information or (2) creates a material risk of harm to the person. In addition, any incident of unauthorized access to and acquisition of *encrypted* records or data containing personal information, along with access to and acquisition of the confidential process or key, will also constitute a security breach. Good faith acquisition of personal information by an employee or agent of the school for a legitimate business purpose is not considered a security breach, provided that the personal information is not used for a purpose other than a lawful purpose of the school and is not subject to further unauthorized disclosure.
 - c. Notice of a security breach must comply with the provisions of G.S. 75-65, including the following.
 - i. Notice must be provided immediately upon discovery of the breach, unless a law enforcement agency informs school personnel that providing notice may impede a criminal investigation or jeopardize national or homeland security. Any request by a law enforcement agency to delay notice must be in writing; otherwise the school employee receiving the request must document the request in writing at the time it is made. The documentation must include the name and agency of the requesting officer.

- ii. The notice must be in writing and may also be done via telephone, provided that the phone contact is made directly with the affected person.
- iii. The notice must be clear and conspicuous.
- iv. The notice must include a general description of the security breach and a description of the type of information that was subject to the breach.
- v. The notice must include a general description of the action taken by the school to protect the personal information from further access.
- vi. The notice must direct the person to remain vigilant by reviewing his or her personal account statements and monitoring his or her credit reports.
- vii. The notice must include a school telephone number that the person may call for further assistance, if such a number exists.
- viii. The toll-free numbers and addresses for the major consumer reporting agencies.
- ix. The toll-free numbers, addresses, and website addresses for the Federal Trade Commission and the N.C. Attorney General’s Office, along with a statement that the individual can obtain information from these sources about preventing identity theft.

10. Any individual who fails to comply with legal requirements, Chancellor or Chancellor’s designee policy, or these regulations will be subject to disciplinary action, up to and including suspension or expulsion for students and termination for employees and may also be subject to criminal prosecution.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, h, 34 C.F.R. pt. 99; G.S. 14-113.20; ch. 75, art. 2A; 132-1.10; 143-64.60

4620 – Surveys of Students

The Principal shall ensure that all notification and other requirements of the Protection of Pupil Rights Amendment are met, including all legal requirements regarding the surveying of students.

1. Surveys Involving Protected Topics

a. Definition of Protected Topic

- i. For purposes of this policy, the following are considered “protected topics”:
- ii. political affiliations or beliefs of the student or the student’s parent;
- iii. mental or psychological problems of the student or the student’s family;
- iv. sex behavior and attitudes;
- v. illegal, anti-social, self-incriminating or demeaning behavior;
- vi. critical appraisals of other individuals with whom respondents have close family relationships;

- vii. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
- viii. religious practices, affiliations or beliefs of the student or the student's parent; or
- ix. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

2. Rules Regarding Surveys Involving Protected Topics

a. Protection of Student Privacy

- i. The school will take measures to protect the identification and privacy of students participating in any survey concerning any of the protected topics. These measures may include limiting access to completed surveys and to survey results, as allowed by law.

b. Parental Notification

- i. The school will notify parents at the beginning of each school year of the specific or approximate dates of administration of surveys concerning the protected topics. Parents have the right to review any survey that concerns one of the protected topics or any instructional materials used in any such survey.

c. Parental Consent

- i. Before a student is required to participate in any Department of Education-funded survey, analysis, or evaluation that reveals information concerning a protected topic, the parent or eligible student must provide prior written consent.
- ii. If prior written consent is not mandated for a survey involving a protected topic (because the survey either is not required or is not funded in whole or part by the Department of Education), the parent or eligible student must be given an opportunity to opt out.

d. Third Party Surveys

- i. Parents and eligible students have the right, upon request, to inspect any survey created by a third party before the survey is administered or distributed to a student.

e. Collection of Student Data for Marketing Purposes

- i. The school generally will not collect, disclose or use personal student information for the purpose of marketing or selling the information or otherwise providing the information to others for that purpose. However, in the event the Lab School Director approves a collection, disclosure, or use of personal student information for one of those purposes, the school will (1) notify parents at the beginning of each school year of the specific or approximate dates of such collection, disclosure, or use, (2) allow parents to inspect any instrument used to collect the information before the instrument is administered or distributed to a student, and (3) offer the parent the opportunity to opt out of the collection, disclosure, or use of the student's personal information.

- ii. The preceding rules for the collection, disclosure, and use of personal student information do not apply if the school collects, discloses, or uses personal information from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as the following:
 - 1. college or other postsecondary education recruitment or military recruitment;
 - 2. book clubs, magazines and programs providing access to low-cost literary products;
 - 3. curriculum and instructional material used by elementary schools and secondary schools;
 - 4. tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
 - 5. the sale by students of products or services to raise funds for school-related or education-related activities; and
 - 6. student recognition programs.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, h, 34 C.F.R. pt. 99; Protection of Pupil Rights Amendment, 20 U.S.C. 1232h; G.S. 115C-36

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5000 – Schools and the Community

The Chancellor recognizes that the public schools are an integral part of the community and that the public has a vested interest in having students develop into productive members of the workforce and of society. The Chancellor encourages the community to be involved in the school system and to assist the school system in the goal of providing every student with the opportunity to receive a sound basic education.

Each year the CCA Principal will ensure that the report card issued for the school system by the State Board of Education receives widespread distribution to the local press or to other local channels of news and information. In addition, the school system will publish on its website all information required by law, including assessment and performance information and information on how state funds have been used to address local educational priorities.

5015 – School Volunteers

The Chancellor recognizes the valuable contributions that school volunteers make to the learning process and the educational goals of the school system. Instructional programs are enhanced through the contributions of students' parents, community members, and local business and industry. These volunteers contribute time, resources, and expertise that assist the school system to reach the goal of providing a sound basic education to all children.

The CCA Principal shall provide for parents to be notified of 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](#).

The Chancellor encourages school administrators to develop and implement plans and procedures for utilizing school volunteers. The Chancellor or Chancellor's Designee is responsible for implementing and supervising school volunteer programs. School volunteer programs must provide the following:

1. adequate screening of volunteers based upon the amount of contact they will have with students;
2. the requirement that volunteers comply with policy 5020, Visitors to the Schools;
3. reasonable supervision of volunteers based at least in part upon the amount of contact they will have with students; and
4. adequate training of volunteers, including familiarizing volunteers with applicable laws, CCA policies (including policy 4040/7310, Staff-Student Relations), administrative procedures and school rules.

All school volunteers are expected to be professional and dependable in their volunteer activities.

Legal References: [G.S. 95-28.3](#); [115C-36](#), [-47](#), [-203 to -209.1](#).

The CCA Principal encourages the community and parents to be involved in and support the schools and the educational program of the schools.

A. Opportunities to Visit the Schools

To encourage involvement, the following opportunities are provided to visit the schools.

1. Visitors are welcome to observe and learn about the educational program at each school subject to reasonable rules developed by school administrators.
2. Visitors are invited to attend school events that are open to the public, such as athletic events, musical programs, and dramatic productions.

B. Requirements of Visitors to the Schools

CCA is a "school within a school" located at North Elementary School. While CCA welcomes visitors to CCA's campus, the paramount concern of the CCA Principal is to provide a safe and orderly learning environment in which disruptions to instructional time are kept to a minimum. The Chancellor or Chancellor's Designee and CCA Principal, in consultation with the Principal at North Elementary School, shall establish and enforce reasonable rules to address this concern.

1. All school visitors during the school day must report immediately to the administrative office at North Elementary School to request and receive permission to be on school property. The CCA Principal, in consultation with the Principal at North Elementary School, shall ensure that signs are posted in the school to notify visitors of this requirement.
2. School visitors are expected to comply with all school rules and CCA policies, including policy 5025, Prohibition of Alcoholic Beverages; policy 5026/7250, Smoking and Tobacco Products; and policy 5027/7275, Weapons and Explosives Prohibited.
3. Persons who are subject to policy 5022, Registered Sex Offenders, must comply with the provisions of that policy.

C. Additional Requirements of Probation Officers

To minimize disruption to student learning and school operations, the CCA Principal establishes the following additional requirements for visits by probation officers during the school day:

1. Probation officers may not visit students on school property during school hours unless the visit is conducted through the Division of Community Corrections' School Partnership Program.
2. Visits by probation officers must be authorized in advance by the CCA Principal or designee or be the result of a request for assistance by a school counselor or school resource officer. The CCA Principal shall coordinate with probation officers to plan and schedule visits to occur at times least disruptive to the student's academic schedule and to school operations.

3. To protect the privacy of students, the principal or designee shall designate a private area for probation officers to meet with students away from contact with the general student population. Initial contact with the student will be made by a designated school employee, who shall direct the student to the private area to meet with the probation officer.

4. Probation officers may not initiate direct contact with any student while the student is in class or between classes.

5. All visits must be conducted in accordance with this policy and any additional guidelines developed by the Lab School Director or designee.

D. Unauthorized, Disruptive or Dangerous Visitors

If a school employee becomes aware that an individual is on a school property without having received permission or that an individual is exhibiting unusual, threatening or dangerous behavior, the employee must either direct the individual to the administrative office or notify the principal, designee or school resource officer, depending on the circumstances.

If a school employee suspects that an individual is on school property in violation of policy 5022, Registered Sex Offenders, the employee must immediately notify the principal, designee or school resource officer.

Students will be instructed to notify a school employee of any unusual or suspicious behavior by visitors. School employees shall inform the principal or designee immediately of a student's report of suspicious behavior on the part of a school visitor.

When an individual disrupts the educational environment, acts in a disorderly manner, damages school property, or violates CCA policy or the law, the principal or designee has authority to:

1. order the individual to leave school property;
2. notify law enforcement; or
3. take any other action deemed appropriate under the circumstances.

Failure to comply with a request to leave school grounds may result in the filing of trespass charges or other charges as appropriate against the offending individual.

The Chancellor or Chancellor's Designee, upon recommendation from the CCA Principal, may deny an individual permission to come onto school grounds or enter a school facility for up to one school year if the individual is guilty of disruptive or dangerous behavior on school grounds.

Legal References: [G.S. 14-132](#), [-132.2](#), [-159.11](#), [-159.12](#), [159.13](#), [-208.18](#); [115C-46.2](#), [-523](#), [-524](#), [-526](#)

The Chancellor or Chancellor's Designee is committed to the safety of students and other persons on school property. In order to maintain a safe school environment, the Chancellor or Chancellor's Designee and all CCA school personnel shall enforce the provisions of this policy at all times.

A. Definitions

For purposes of this policy, the following definitions apply.

1. Registered Sex Offender

A registered sex offender is a person who (1) is required to register under the Sex Offender and Public Protection Registration Program and (2) has committed any of the following: an offense in [G.S. 14, art. 7B](#); a federal offense or offense committed in another state, which if committed in this state, is substantially similar to an offense in [G.S. 14, art. 7B](#); an offense in which the victim was under the age of 18 years at the time of the offense; or an offense in violation of [G.S. 14-190.16](#), [14-190.17](#), or [14-190.17A](#) or any federal offense or offense committed in another state, which if committed in this state, is substantially similar to an offense in violation of [G.S. 14-190.16](#), [14-190.17](#), or [14-190.17A](#).

2. School Property

For the purposes of this policy, school property is defined as any school grounds or any property owned or operated at North Elementary School where minors frequently congregate.

B. Registered Sex Offenders Banned from All School Property

In accordance with [G.S. 14-208.18](#), registered sex offenders are expressly forbidden to knowingly be present on any school property whether before, during or after school hours. In addition, registered sex offenders may not attend or be present at any student function or field trip on or off school property that is (1) school-sponsored or (2) otherwise under the official supervision or control of school personnel. This policy applies to all registered sex offenders regardless of their relationship to or affiliation with a student in the school system.

C. Enforcement

All school personnel must immediately report to a school administrator the presence or suspected presence of a known or suspected registered sex offender on school property. School administrators and other supervisory personnel shall report to the Chancellor or Chancellor's designee, and law enforcement when they reasonably believe that a registered sex offender is or has been on school property or at a school event.

School administrators also shall notify the Chancellor or Chancellor's Designee or designee of any known student or parent or guardian of a student at their school who is suspected to be a registered sex offender.

D. Exceptions

A person who is banned from school property under [G.S. 14-208.18](#) may be on school property only under the following circumstances.

1. Students

Students who are registered sex offenders may be on school property only in accordance with CCA Policy.

2. Voters

Registered sex offenders who are eligible to vote may be present on school property for the sole purpose of voting if the school property is being used as a voting place. The voter must not be outside the voting enclosure other than for the purpose of entering and exiting the voting place. If the voting place is a school, the voter must notify the principal of the school that he or she is registered under the Sex Offender and Public Protection Registration Program. The voter must leave school property immediately after voting.

3. Parents or Guardians

a. A registered sex offender who is the parent or guardian of a student enrolled in school may be on school property only for the following reasons:

- 1) to attend a scheduled conference with school personnel to discuss the student's academic or social progress; or
- 2) at the request of the principal or designee, for any reason relating to the welfare or transportation of the student.

b. In order to visit school property for one of the reasons authorized by subsection (a) above, the parent or guardian must notify the principal of his or her registration under the Sex Offender and Public Protection Registration Program and of his or her presence at school. Notice of his or her presence at school includes the nature and specific times of the visit.

c. For each visit authorized by subsection (a) above, the parent or guardian must arrange to meet a staff member at the edge of school property, check in at the principal's office upon arrival and departure, and remain under the direct supervision of school personnel at all times. If school personnel are not available to supervise the parent or guardian during any visit, then the parent or guardian will not be permitted to enter or remain on school property.

d. For each visit authorized by subsection (a) above, the parent or guardian must comply with all reasonable rules and restrictions placed upon him or her by the principal, including restrictions on the date, time, location, and length of meeting.

E. Contractual Personnel

Each contract executed by the Chancellor or Chancellor's Designee must include a provision requiring the other party to the contract to conduct an annual check of the State Sex Offender and Public Protection Registration Program, the State Sexually Violent Predator Registration Program, and the National Sex Offender Registry for all contracted employees whose contractual job with CCA requires or may result in direct interaction with students, including but not limited to any employee whose contractual job duties include: (1) delivery services directly to students; or (2) performing tasks on or delivery products to school property. Nothing in this policy prohibits the Chancellor or Chancellor's Designee from also requiring that contracted employees also submit to a background check conducted by the school system.

The contract must specify that no contractor or employee of a contractor registered with the State Sex Offender and Public Protection Registration Program, the State Sexually Violent Predator Registration Program, or the National Sex Offender Registry may have direct interaction with children. This provision applies to contracts with a single individual.

Legal References: [G.S. ch. 14, art. 7B](#), [14-190.16](#), [-190.17](#), [-190.17A](#), [-208.18](#), [-208.19](#); [115C-332](#), [-332.1](#)

Anaphylaxis is a severe systemic allergic reaction from exposure to allergens that is rapid in onset and can cause death. Many severe allergies are undiagnosed, and students or others may experience their first severe allergic reaction while at school. Epinephrine auto-injector devices can be used to administer epinephrine to provide rapid, convenient first aid for persons suffering a potentially fatal reaction to anaphylaxis. This policy addresses the use of emergency epinephrine auto-injector devices administered under a non-patient specific prescription. Student-specific orders for epinephrine auto-injector devices are addressed in policy 6125, Administering Medicines to Students.

Designated trained school personnel are authorized to use emergency epinephrine auto-injector devices to deliver emergency medical aid to any person suffering from an anaphylactic reaction during the school day or at a school-sponsored event on school property. The Chancellor or Chancellor's Designee shall ensure that at least two emergency epinephrine auto-injector devices are located at Carolina Community Academy for this purpose and are stored in secure, but unlocked and easily accessible, locations.

The CCA Principal shall designate one or more school personnel, as part of the medical care program under [G.S. 115C-375.1](#), to receive initial training and annual retraining from a school nurse or qualified representative of the local health department regarding the storage and emergency use of epinephrine auto-injector devices. Only such trained personnel are authorized to administer epinephrine to persons believed to be having an anaphylactic reaction. The CCA principal shall make reasonable efforts to notify other school staff members as to which employee(s) has received this training in order to facilitate a prompt emergency response.

The CCA Principal, in collaboration with appropriate school personnel, shall create an emergency action plan for the use of epinephrine auto-injector devices that complies with all state law requirements. Principals are encouraged to include in the plan school-wide employee training in recognizing symptoms of anaphylaxis.

Epinephrine auto-injector devices provided by the school are intended for unforeseen emergencies; such devices are not intended, and cannot be used, as the sole medication supply for students known to have medical conditions requiring the availability of an epinephrine auto-injector device. Parents of students with known life threatening allergies and/or anaphylaxis should provide the school with written instructions from the students' health care provider for handling anaphylaxis and all necessary medications for implementing the student specific order in accordance with CCA policy on Administering Medicines to Students. Students who meet the conditions established in CCA policy may possess and self-administer their own medication.

This policy does not require emergency epinephrine auto-injector devices to be available at activities held off school grounds during or after the school day, including field trips or off-site

athletic events, or during transportation to or from school, except as may be required pursuant to an individual student's IEP, Section 504 Plan, or health or emergency plan.

Legal References: G.S. 116-239.8(b)(9); [G.S. 115C-375.1](#), [-375.2A](#)

5025 – Prohibition of Drugs and Alcohol

The Chancellor or Chancellor's Designee prohibits the possession or use of illegal drugs and the possession or consumption of alcoholic beverages, including beer, malt liquor and wine, on property owned or occupied by the school system. Any person who possesses, consumes, uses, or appears to be under the influence of alcoholic beverages or illegal drugs will be asked to leave the school property or event immediately and, if he or she fails to do so, will be arrested and prosecuted for criminal trespass, disorderly conduct or any other charge that may be appropriate.

Student conduct is further governed by policy 4325, Drugs and Alcohol. Employee conduct is further governed by policy 7240, Drug-Free and Alcohol-Free Workplace.

Legal References: [21 U.S.C. 812](#); [21 C.F.R. 1300.01-.04](#) and [1308.11-.15](#); [G.S. 18B--301](#); [90-89 to -94](#); [115C-36](#), [-40](#), [-47](#)

CCA promotes the health and safety of all students and staff and the cleanliness of all school facilities. The Chancellor believes that the use of tobacco products on school grounds, in school buildings and facilities, in or on any other school property owned or operated by CCA, or at school-related or school-sponsored events on CCA school property is detrimental to the health and safety of students, staff, and school visitors. To this end, and to comply with state and federal law, CCA adopts this tobacco-free policy that prohibits smoking and the use of tobacco products as follows. For the purposes of this policy, the term "tobacco product" means any product that contains or is made or derived from tobacco and is intended for human consumption, including all lighted and smokeless tobacco products, as well as electronic cigarettes, vaporizers, and other electronic smoking devices even if they do not contain tobacco or nicotine.

1. All employees and other persons performing services or activities on behalf of the school system, including volunteers, and contractors, as well as students and visitors, are prohibited from using any tobacco products at any time in any school building, in any school facility, on school campuses, and in or on any other school property owned or operated by CCA.
2. In addition, persons attending a school-sponsored event at a location not specified in subsection 1 above are prohibited from using tobacco products when (a) in the presence of students or school personnel, or (b) in an area where use of tobacco products is otherwise prohibited by law.
3. Nothing in this policy prohibits the use of tobacco products for an instructional or research activity conducted in a school building, provided that such activity is conducted or supervised by a faculty member and that the activity does not include smoking, chewing, or otherwise ingesting tobacco.
4. The administration will consult with the county health department and other appropriate organizations to provide employees with information about support systems and programs to encourage employees to abstain from the use of tobacco products. The school system may, from time to time, provide free non-smoking programs and services to employees of the school system after the regular school day.
5. The CCA Principal and other CCA school personnel responsible for CCA school facilities shall post signs in a manner and location that adequately notify staff, students, and visitors that the use of tobacco products by any person is prohibited at all times in or on school property.
6. The Chancellor or Chancellor's Designee shall ensure that adequate notice of this policy is provided to students, parents, school personnel, and the public.
7. All school personnel are required to adhere to and enforce this policy and other policies, rules, or regulations addressing the use of tobacco products.

Legal References: Pro-Children Act of 1994, [20 U.S.C. 6081](#) *et seq.*; [21 U.S.C. 321\(rr\)](#); [21 C.F.R. 1100](#) *et seq.*; [G.S. 14-313](#); [115C-47\(18\)](#), [-407](#)

5027/7275 - Weapons and Explosives Prohibited

CCA is committed to providing a safe school environment that is free from violence, to the maximum extent possible. CCA is a "school within a school" located at North Elementary School in Person County. All CCA employees, contractors, volunteers or visitors are expected to comply with Person County Board of Education policy 5027/7275, Weapons and Explosives Prohibited while on any school property in Person County Schools.

Except as otherwise specified in this policy, employees, visitors, and other persons are prohibited from possessing, carrying, using, or threatening to use, or encouraging another person to possess, carry, use, or threaten to use, weapons or explosives on CCA school property or while attending curricular or extracurricular activities sponsored by CCA. This policy applies to weapons or explosives carried openly or concealed. This policy does not apply to students. Student conduct related to weapons and explosives is governed by policy 4333, Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety.

Any employee who violates this policy will be subject to immediate termination. Any visitor or other person who violates this policy will be escorted from the premises and/or school activity immediately. The CCA Principal shall immediately report any violation of this policy to law enforcement officials. Any employee who is aware that a weapon or explosive is present on school property or at a school event in violation of this policy must immediately report this information to the principal or designee or the school resource officer, as appropriate.

A. Weapons and Explosives Defined

For purposes of this policy, a weapon includes, but is not limited to, any gun, rifle, pistol, or other firearm of any kind; any BB gun, stun gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors, and razor blades (except solely for personal shaving), or fireworks; any sharp-pointed or -edged instrument, except instructional supplies, unaltered nail files, and clips and tools used solely for the preparation of food, instruction, and/or maintenance on educational property; and mace, pepper spray, and other personal defense sprays. For purposes of this policy, an explosive includes, but is not limited to, any dynamite cartridge, bomb, grenade, mine, or powerful explosive as defined in [G.S. 14-284.1](#).

B. School Property

CCA is a "school within a school" located at North Elementary School in Person County. All CCA employees, contractors, volunteers or visitors are expected to comply with Person County Board of Education policy 5027/7275, Weapons and Explosives Prohibited while on any school property in Person County Schools. For purposes of this policy, CCA school property is any portion of a school building, or bus, school campus, grounds, recreational area, athletic field, or other property used, or operated exclusively by CCA.

C. Exclusions

This policy does not apply to:

1. a weapon or explosive used solely for educational or school-sanctioned ceremonial purposes, or used in a school-approved program conducted under the supervision of an adult whose supervision has been approved by the school authority;
2. a person who has a concealed handgun permit that is valid under state law or who is exempted by state law from needing a permit to carry a concealed handgun, if any of the following conditions are met:
 - a. the person has a handgun in a closed compartment or container within the person's locked vehicle or in a locked container securely affixed to the person's vehicle (the person may unlock the vehicle to enter or exit the vehicle provided the handgun remains in the closed compartment at all times and the vehicle is locked immediately following the entrance or exit);
 - b. the person has a handgun concealed on the person and the person remains in a locked vehicle (the person may unlock the vehicle to allow another person to enter or exit); or
 - c. the person is within a locked vehicle and removes the handgun from concealment only for the amount of time reasonably necessary to move it to a closed compartment or container within the vehicle or to move it from the closed compartment or container to concealment on the person.
3. firefighters, emergency service personnel, North Carolina Forest Service personnel, and any private police employed by CCA, when acting in the discharge of their official duties;
4. law enforcement officers or other persons as provided in [G.S. 14-269.2\(g\)\(1a\)](#); or
5. mere possession of a personal defense spray unless (1) the device is used for a purpose other than self-defense, as defined under state law or (2) the principal or designee determines that the individual brought the device to the school or school event with the intent to harm, threaten harm, or create a disturbance.

Legal References: [G.S. 14-69.2](#), [-269](#), [-269.2](#), [-284.1](#); [20-17](#); [115C-47\(61\)](#), [-288\(g\)](#)

The Chancellor is committed to providing a healthy and safe environment for its students, employees, and visitors. To provide opportunities for assistance to individuals who experience sudden cardiac arrest on school property, the Chancellor authorizes the placement of automatic external defibrillators (AEDs) in designated locations at CCA operated facilities and at designated events to be accessed by medical practitioners and other trained persons.

To the extent funding, staff, and training are available, the Principal is authorized to acquire AEDs for use at designated schools and events. The Principal is further authorized to develop a program to address access to and training, use, and maintenance of AEDs at CCA. All such AEDs and any program developed must comply with the requirements of state and federal law.

The Principal, in consultation with medical professionals trained in cardiopulmonary resuscitation (CPR) and AED use, in consultation with the Principal at North Elementary School, shall develop procedures to implement this policy. Procedures must include information regarding:

1. Medical/healthcare provider oversight: Choice of AED devices will be made in consultation with a physician licensed by the state of North Carolina. Preference will be given to machines that offer both adult and child settings. The type of AED product must be one that is approved by the United States Food and Drug Administration.
2. CPR and AED use training for anticipated responders: Training will be completed in accordance with nationally recognized training programs including those approved and provided by the American Heart Association or American Red Cross. Appropriate records of training will be maintained.
3. Coordination with the emergency medical services (EMS) system: Appropriate local EMS officials must be notified of the location and most recent placement of AEDs within a reasonable period of time of placement.
4. Appropriate device maintenance and testing.
5. Placement of AEDs.

The CCA Principal or designee shall report to the Chancellor or Chancellor's Designee on the plan for and actual use of AEDs at CCA. The Chancellor or Chancellor's Designee shall designate a program coordinator to manage the AED program in the schools.

Nothing in this policy should be construed to require the presence or use of an AED on school property or at school sponsored events, unless otherwise required by law. The Chancellor or Chancellor's Designee cannot and does not guarantee that an AED or a person trained in its use will be available at any particular school site or school-sponsored event.

The Chancellor or Chancellor's Designee and its employees expressly reserve all immunities from civil liability which are available to them under state or federal law, including governmental immunity and the statutory immunities set forth in [North Carolina General Statutes 90-21.14](#), [90-21.15](#) and [115C-375.1](#) and federal statute [42 U.S.C. 238g](#).

Legal References: [G.S. 90-21.14](#), [-21.15](#); [115C-375.1](#); [42 U.S.C. 238g](#)

4202/5029/7272 - Service Animals in School

The Chancellor or Chancellor's Designee with consultation with Person County Schools directs the Lab School Director to implement a system-wide loss prevention/safety program with the goal of maintaining a safe working environment for employees and a safe learning environment for students. The program must be consistent with the requirements for school safety established in policy 1510/4200/7270, School Safety, and with applicable state and federal rules related to workplace safety and other safety issues in the school environment.

The Chancellor or Chancellor's Designee shall establish a system-wide health and safety leadership team to oversee the school system's injury and loss prevention efforts. These efforts will include (1) accident and injury prevention and investigation; (2) hazard investigation and control; and (3) promotion of safe practices and safety awareness in the school environment. The team shall be responsible for developing processes for accident investigation and for the identification, reporting, and correction of hazards and other unsafe conditions within the school environment, as described below. The Chancellor or Chancellor's Designee shall lead the health and safety leadership team in carrying out its responsibilities.

A. Accident Investigation and Correction of Hazards

The health and safety leadership team shall develop an accident investigation protocol, or improve existing protocols, for investigating all employee work-related injuries. The protocol may also address investigation of accidental injuries to students or visitors, as well as incidents of violence in the school environment.

The accident investigation protocol must include steps to identify in a timely manner the cause(s) of the accident and any underlying factors that may have contributed to it. It must also require the identification and implementation of actions to address unsafe conditions to prevent recurrence of the incident. Investigation steps may include, but are not limited to, interviews of the injured employee(s) and witnesses, examination of physical evidence, examination of the workplace, and data collection.

The protocol must provide for recording the findings of cause, recommendations for correction, and actions taken.

The health and safety leadership team shall develop additional protocols, or improve existing protocols, as necessary to investigate reports of hazards and other unsafe conditions within the school environment.

B. Preventative Measures: Identification, Evaluation, and Control of Hazards

The health and safety leadership team shall establish or improve processes and strategies for the identification, investigation, and control of hazards and other unsafe conditions in the school environment, including those arising from safety hazards (e.g., slippery floors, cluttered work areas, overloaded electrical outlets); chemical and biological hazards (e.g., solvents, pesticides, lab chemicals, bloodborne pathogens); other health hazards (e.g., allergens and other indoor air pollution, noise), and ergonomic risk factors (e.g., repetition, use of excessive force, awkward posture).

The processes for identification, investigation, and control may include periodic worksite inspections to identify potential or actual safety hazards; job task safety analysis; employee safety surveys; analysis of ergonomic risk factors; review of injury data, accident reports, and workers' compensation records; hazard control analysis; and/or other standard means of hazard identification and control that are consistent with the goal of improving safety in the school environment. The Lab School Director or designee may appoint site-based safety teams to conduct these activities at each school system site that houses employees. If site-based teams are utilized, they shall report to the health and safety leadership team on a schedule to be established by the Lab School Director or designee.

C. Correction of Identified Hazards

The processes and strategies for improving safety in the school environment required by this policy must include a system for correcting identified hazards and must require the immediate removal of employees from an area where there is an imminent danger that cannot be immediately corrected (e.g., a chemical spill).

The system for correcting hazards must give priority to solutions that actually remove the hazard. If the hazard cannot be removed altogether, procedures that limit exposure to the hazard should be implemented when practicable. In addition, personal protective equipment may be provided to protect the individual(s) from direct exposure to a hazard that cannot be eliminated. A combination of these methods should be used if needed to address the hazardous condition.

D. Reporting Hazards or Other Unsafe Conditions

The health and safety leadership team shall establish or improve processes for employees and others to report hazards and other unsafe conditions to supervisory or administrative personnel without fear of reprisal.

E. Development of Safe Work Practices

The health and safety leadership team shall assist the Lab School Director or designee in the development of safety standards for facilities, equipment, machinery, tools, and work practices. The standards must be consistent with all applicable federal and state standards.

F. Safety Education and Training

The health and safety leadership team shall coordinate a system-wide safety education program to educate individuals in the school environment on safety practices. The program of education and training must be documented and must include instruction on workplace-related safety practices, relevant job- or activity-specific safety practices, and site-specific safety and emergency procedures. It must also include instruction on measures for reporting any unsafe conditions, work practices, or injuries.

G. Recordkeeping

The health and safety leadership team shall establish uniform processes for recordkeeping that comply with the requirements of federal and state law.

H. Employee Responsibility for Safety

All employees are expected to follow safe work practices, use appropriate personal protective equipment as instructed by their supervisors, and attend safety education programs as assigned. Employees must report unsafe conditions or work practices, accidents, or injuries as soon as practicable, in accordance with established procedures.

Legal References: [29 C.F.R. Part 1910](#); [13 N.C.A.C. 07F.0101](#); State Board of Education Policy [INSR-003](#)

5050 – Emergency Closings

The CCA will generally follow the school calendar and inclement weather decisions set forth by Person County Schools. Notwithstanding this general practice, the Chancellor authorizes the Dean of the School of Education to close CCA in the event of hazardous weather or other emergencies that present a threat to the safety of students, school staff or school property. This closure decision will be made in coordination with the Person County Schools Superintendent or designee.

In the event the Dean is unavailable to make a decision on emergency school closure, the Chancellor authorizes the Lab School Director to make emergency closing decisions as necessary.

As inclement weather forecasts are issued, those CCA employees responsible for emergency closure decisions should ensure their accessibility by telephone. Decisions regarding school closings or delayed CCA school openings, should be issued at the earliest possible hour so as to facilitate efficient media coverage for CCA parents and students.

1742/5060 - Responding to Complaints

A. Opportunities to Address Concerns and Complaints

The Chancellor or Chancellor's Designee is committed to providing an effective means for parents and the community to voice concerns and complaints. The Chancellor or Chancellor's Designee also strives to resolve concerns and complaints whenever possible. To this end, the Chancellor has established the following process:

1. The complaint should be received and addressed at the level closest to which the complaint originated. For example, a complaint regarding a classroom issue should be heard first by the teacher. A complaint regarding the school in general should be addressed first by the CCA principal.
2. Any employee receiving a complaint should verify that the complaint has been appropriately referred to him or her and if not, assist the complainant by identifying the appropriate personnel to receive the complaint.
3. Once appropriately referred, if the complainant is not satisfied with the response to the complaint, the complainant should be informed of the options for further review of the complaint.
4. A complaint or series of complaints that raise significant issues about the educational program or the operation of the schools is an opportunity to further examine the success of CCA in meeting its goals and objectives. When feasible, a group representing various perspectives and interests,

such as teachers, administrators, students, and parents, should discuss the issue and make recommendations to appropriate personnel, the Advisory Board or the Chancellor.

The Chancellor or Chancellor's Designee shall communicate the requirements in this policy to board members and employees on a regular basis.

Legal References: [G.S. 115C-36](#), [-47](#)

5070/7350 - Public Records- Retention, Release and Disposition

The Carolina Community Academy's students, employees, and visitors are subject to all policies, provisions and requirements concerning public records (including retention, release and disposition) forth in the following University of North Carolina at Chapel Hill policies and associated procedures, all of which can be found at policies.unc.edu.

5100 - Relationship with Other Governmental Agencies

Productive working relationships with other governmental agencies are critical to the school system's efforts to provide safe, orderly, and inviting learning environments in which students can succeed in the educational program. These relationships also are necessary to coordinate services so that various governmental agencies can strive to meet the needs of students in an efficient and effective manner.

The CCA Principal is expected to develop and maintain productive working relationships with other governmental agencies. Any contracts or specific agreements regarding working relationships with other governmental agencies must be approved by the Chancellor or Chancellor's Designee per UNC policy.

5120 - Relationship with Law Enforcement

The Chancellor or Chancellor's Designee recognizes the importance of law enforcement authorities in providing safe schools. The Chancellor or Chancellor's Designee desires an effective working relationship with law enforcement. To this end, the Chancellor or Chancellor's Designee and the CCA Principal are expected to communicate the needs of CCA and work with law enforcement officials in developing joint programs and in establishing protocols for handling situations in which the assistance of law enforcement is helpful or necessary. The Chancellor or Chancellor's Designee shall establish procedures for school contacts with law enforcement agencies.

CCA will generally follow the crisis plan for North Elementary School. The Principal is encouraged to work with the North Elementary School Principal and local law enforcement to provide schematic diagrams, including digital schematic diagrams, of all CCA school facilities and provide updates of the schematic diagrams when substantial facility modifications are made, such as the addition of new facilities or modifications to doors or windows. The Principal, in coordination with the North Elementary School Principal, is also encouraged to provide local law enforcement with (1) either keys to the main entrance of all school buildings or emergency access to key storage devices for all school buildings and (2) updated access to school buildings when changes are made to the locks of the main entrances or to the key storage devices.

School resource officers will be assigned duties per written agreement with the Person County Schools.

Law enforcement officials, including school resource officers, should not initiate administrative investigations, including investigations to determine whether student behavior policies have been violated, but may be used to assist school officials in such investigations for safety or other reasons as determined necessary by the principal or designee. Law enforcement officials may be contacted to report possible criminal conduct on school premises or at school-sponsored activities. However, school officials will independently investigate violations of school rules or CCA policies even if such violations may also involve criminal behavior.

All CCA school administrators and employees are expected to cooperate in criminal investigations but should attempt to do so in a way that minimizes disruptions to the educational environment. Visits by probation officers to students during the school day must be in accordance with CCA policy on Visitors to the Schools.

Legal References: [G.S. 115C-36](#), [-47](#), [-105.53](#)

5230 – Participation in Research Projects

The Chancellor encourages agencies and individuals to conduct research on issues related to student achievement and the effective operation of the school system.

The Chancellor or Chancellor's Designee may approve a request for participation in a research project if:

1. the research results ultimately may benefit students of CCA;
2. the project's purpose and methodology are compatible with the goals and objectives of CCA and the UNC School of Education; and
3. the project will not disrupt instructional time.

The Chancellor or Chancellor's Designee is encouraged to involve the CCA Principal, teachers and parents in making this assessment.

A research project involving a survey of students must comply with policy 4720, Surveys of Students.

All research projects must comply with the confidentiality requirements of CCA policy and applicable law.

Legal References: [G.S. 115C-47, -230](#)

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6000 – Support Services

The Chancellor recognizes that an effective educational program must be supported by services that assist students in taking advantage of educational opportunities. The Chancellor also recognizes the need for services that help use CCA resources necessary for an educational program in an effective and efficient manner.

6100 – Goals of Student Health Services

The Chancellor recognizes the link between student health and learning. The goals of student health services are:

1. to encourage the physical and mental well-being of all students;
2. to integrate health-related services provided in the school setting, including those provided by counselors and health specialists;
3. to provide health services in a manner that reinforces the objectives of the healthful living education curriculum;
4. to work cooperatively with other governmental agencies and professional associations interested and involved in the health of students;
5. to use up-to-date research findings to develop and provide health services to students;
6. to meet all legal obligations; and
7. to provide courteous service to students and parents.

Legal References: G.S. 116-239.8(b); [G.S. 115C-36](#), [-288\(e\)](#), [-307\(b\)](#) and (c)

6110 – Organization of Student Health Services

The Chancellor or Chancellor's Designee shall establish student health services consistent with CCA goals as provided in CCA Policy and state and federal laws and regulations. Duties related to the health services will be included in appropriate job descriptions. The CCA Principal is responsible for providing supervision of the student health services offered at his or her school.

Legal References: G.S. 116-239.8(b); [G.S. 115C-36](#), [-288\(e\)](#), [-307\(b\)](#) and (c)

6120 – Student Health Services

A. Student Health Services Generally

The Chancellor or Chancellor's Designee will provide health services to students as required by law. School employees may administer drugs or medication prescribed by a health care practitioner only upon the written request of the parents; give emergency health care when reasonably apparent circumstances indicate that any delay would seriously worsen the physical condition or endanger the life of the student; and perform any other first aid or lifesaving technique in which training has been provided to school employees. A registered nurse also will be available to provide assessment, care planning, and ongoing evaluation of students with special health care service needs in the school setting.

The Chancellor or Chancellor's Designee may develop procedures or delegate the development of procedures to the CCA Principal for providing these health services and meeting CCA requirements listed below.

1. The CCA Principal shall determine at the beginning of each school year prior to the beginning of classes, and thereafter as circumstances require, which employees will be selected to participate in the health services program. The CCA Principal shall inform his or her staff about which health services duties are delegated to which employees.
2. Any employee designated to provide health care services must receive appropriate training.
3. Health manuals prepared by the governing state agencies must be followed in developing appropriate procedures and for determining which tasks must be performed by registered nurses.
4. Procedures must be consistent with all related CCA policies.
5. Procedures must be consistent with state and federal law for students with disabilities, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of

1973, and the Americans with Disabilities Act. The *Policies Governing Services for Children with Disabilities* will be followed, as applicable.

6. Procedures must be consistent with guidelines adopted by the State Board of Education under [G.S. 115C-12](#)(31) to serve students with diabetes, including developing and implementing individual diabetes care plans for such students and providing information and training to school personnel to appropriately support and assist such students, in accordance with their individual diabetes care plans.

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

8. School personnel must obtain parental consent for medical services as required by law.

9. Health professionals will be consulted in the development of health services as needed. Opportunities also will be provided for input from staff, parents, and students on the health services provided.

10. In the event of serious injury or illness to a student, the parent(s) will be notified as to whether to pick up the child at school or meet the child at the hospital. If the parent(s) cannot be reached, the student will be transported to the hospital emergency room. Efforts to notify the parent(s) will continue until they are completed.

The CCA Principal will inform the Lab School Director immediately of any serious injuries suffered by students or teachers while under the jurisdiction of CCA and will provide a report of such injury to the parent and the Lab School Director, using the form providing for such reporting. A report is required for all injuries requiring medical attention.

B. CCA School-Based Mental Health Plan

The Chancellor or Chancellor's Designee shall develop a school-based mental health plan that includes a mental health training program and suicide risk referral protocol that satisfies the requirements of State Board of Education Policy [SHLT-003](#). The CCA Principal shall submit the plan to the Chancellor or Chancellor's Designee for approval and direct implementation of the plan within all applicable deadlines.

By September 15 of each year, the Chancellor or Chancellor's Designee shall report to the Department of Public Instruction on (1) the content of the school system's mental health plan, including the mental health training program and suicide risk referral protocol, and (2) the school system's prior school year compliance with the requirements of State Board of Education Policy [SHLT-003](#). The Chancellor or Chancellor's Designee will review the components of the school system's mental health plan at least every five years, starting August 1, 2022, and will update the

mental health plan in accordance with any updated requirements provided by the State Board of Education.

Legal References: Americans with Disabilities Act, [42 U.S.C. 12134](#), [28 C.F.R. pt. 35](#); Family Educational Rights and Privacy Act, [20 U.S.C. 1232g](#); Individuals with Disabilities Education Act, [20 U.S.C. 1400 et seq.](#), [34 C.F.R. pt. 300](#); Rehabilitation Act of 1973, [29 U.S.C. 705\(20\)](#), [-794](#), [34 C.F.R. pt. 104](#); [G.S. 115C-12\(12\)](#), [-12\(31\)](#), [-36](#), [-307\(c\)](#), [-375.1](#), [-375.3](#), [-376.5](#); [16 N.C.A.C. 6D.0402](#); [21 N.C.A.C. 36.0221](#), [-0224](#); *Policies Governing Services for Children with Disabilities*, State Board of Education Policies [EXCP-000](#), [SHLT-003](#)

Policy Code: 6125 Administering Medicines to Students

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

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

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

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

A. Medication Administration By School Employees

1. Conditions for Administering Medication

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

- a. Parental Consent: The student's parent must make a signed, written request that authorizes school personnel to administer the medication to the student.
- b. Medication Authorization/Order: A health care practitioner must prescribe the medication for use by the student and provide explicit written instructions for administering the medication.
- c. Certification of Necessity: The student's health care practitioner must certify that administration of the medication to the student during the school day is necessary to maintain and support the student's continued presence in school.
- d. Proper Container/Labeling: If the medication to be administered is available by prescription only, the parent must provide the medication in a pharmacy-labeled container with the child's name, the name of the medication, the exact dose to be given, the time/frequency the medication is to be given, the route of administration, the number of doses in the container, and the expiration date of the medication. If the medication is available over-the-counter, it must be provided in the original container or packaging, labeled with the student's name.
- e. Proper Administration: The employee must administer the medication pursuant to the health care practitioner's written instructions provided to the school by the student's parent, and in accordance with professional standards.

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

2. Procedures for Administering Medications

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

- a. The health and welfare of the student must be of paramount concern in all decisions regarding the administration of medication.
- b. Procedures for medication administration must be consistent with recommendations of the School Health Unit of the Children & Youth Branch of the N.C. Division of Public Health, as described in the *North Carolina School Health Program Manual*.

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

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

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

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

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

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

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

B. Emergency Medication

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

C. Student Self-Administering Medications

The Chancellor recognizes that students with certain health conditions like diabetes or asthma, or an allergy that could result in an anaphylactic reaction, may need to possess and self-administer medication on school property in accordance with their individualized health care plan or emergency health care plan.

Students are prohibited from self-administering medication at school unless (1) the medicine has been prescribed for the treatment of diabetes, asthma, or anaphylactic reactions, including insulin or a source of glucose, a prescribed asthma inhaler, or a prescribed epinephrine auto-injector; (2) the medicine is administered in accordance with the student's individualized health care plan or emergency health care plan and any relevant administrative regulations; and (3) the requirements of this section are met. The Lab School Director may develop procedures for the possession and self-administration of such medication by students on school property during the school day, at school-sponsored activities, and/or while in transit to or from school or school-sponsored events.

1. Authorization to Self-Administer Medication

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

- a. written authorization from the student's parent for the student to possess and self-administer the medication;
- b. a written statement from the student's health care practitioner verifying that:
 - 1) the student has diabetes or asthma, or an allergy that could result in anaphylactic reaction;
 - 2) the health care practitioner prescribed the medication for use on school property during the school day, at school-sponsored

activities, or while in transit to or from school or school-sponsored events; and

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

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

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

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

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

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

All information provided to the school by the student's parent must be reviewed by the school nurse and kept on file at the school in an easily accessible location. Any permission granted by the principal or designee for a student to possess and self-administer medication will be effective only for the same school for 365 calendar days. Such permission must be renewed each school year.

2. Responsibilities of the Student

A student who is authorized in accordance with this policy to carry medication for self-administration must carry the medication in the original labeled container with the student's name on the label.

3. Consequences for Improper Use

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

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

Legal References: Americans with Disabilities Act, [42 U.S.C. 12134](#), [28 C.F.R. pt. 35](#); Family Educational Rights and Privacy Act, [20 U.S.C. 1232g](#); Individuals with Disabilities Education Act, [20 U.S.C. 1400 et seq.](#), [34 C.F.R. pt. 300](#); Rehabilitation Act of 1973, [29 U.S.C. 705\(20\)](#), [794](#), [34 C.F.R. pt. 104](#); [G.S. 90-94.1](#), [-113.101](#); [115C-36](#), [-307\(c\)](#), [-375.1](#), [-375.2](#), [-375.2](#), [-375.2A](#), [-375.3](#); *Policies Governing Services for Children with Disabilities*, State Board of Education Policy [EXCP-000](#)

6500 – Goals of Equipment, Materials and Supplies

Services for managing the school system's equipment, materials and supplies will be organized by the CCA Principal and operated in a manner consistent with the following goals:

1. enhancing students' opportunity to learn;
2. utilizing technological advances and other improvements in equipment, materials and supplies to increase the effectiveness and efficiency of personnel;
3. efficiently storing, maintaining and retrieving equipment, materials and supplies;
4. maximizing the useful life of equipment, materials and supplies;
5. extending the usefulness of equipment, materials and supplies through reuse;
6. using and disposing of property in an environmentally sound manner; and
7. providing prompt and courteous service to vendors, CCA school personnel and others who have a need to interact with CCA in regard to equipment, materials and supplies.

Legal References: [G.S. 115C-36](#)

6550 – Vandalism

Vandalism is the willful destruction of school property, equipment, or materials. The Chancellor will not tolerate vandalism and may seek criminal prosecution and take any legal action available for recovery of the loss.

All losses that may be due to vandalism will be reported and recorded in accordance with procedures established by the Chancellor or Chancellor's Designee. The CCA Principal shall notify the Chancellor or Chancellor's Designee immediately of any forceful entry that results in theft and/or damages to school property.

Policies on student behavior apply to any student who has participated in vandalizing school property.

Legal References: [G.S. 1-538.1](#); [14-127.1](#), [-132](#), [-132.2](#); [115C-100](#), [-276\(c\)](#), [-288\(f\)](#), [-307\(h\)](#), [-398](#), [-399](#), [-523](#), [-524](#), [-526](#)

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7000 – Personnel

7100 – Governance of Employees

Unless otherwise noted, all CCA Employees shall be employed by UNC Chapel Hill. All CCA employees shall comply with and be subject to all applicable existing EHRA or SHRA policies detailed at <https://hr.unc.edu/employees/policies/>.

7110 – Teaching Assistants

CCA Teaching Assistants are to be contracted through Person County Schools and thus are subject to [Person County School Policies](#).

7130 – Licensure

The Carolina Community Academy intends to comply fully with all licensure requirements of the Elementary and Secondary Education Act, state law, and State Board of Education policies.

A. Licensure and Other Qualification Requirements

1. Except as otherwise permitted by the State Board of Education or state law, a professional employee must hold at all times a valid North Carolina license appropriate to his or her position.
2. To the extent possible, all professional teaching assignments will be in the area of the professional employee's license except as may be otherwise allowed by state and federal law and State Board Policy.
3. CCA may employ candidates entering the teaching profession from other fields who hold a residency license or an emergency license.
4. In extenuating circumstances when no other appropriately licensed professionals or persons who are eligible for a residency license are available to fill a position, the Chancellor or Chancellor's designee may employ an individual who holds a permit to teach issued by the State Board of Education.

3. Interim Principals

A retired former principal or assistant CCA Principal may be employed as an interim principal for the remainder of any school year, regardless of licensure status.

C. Beginning Teacher Support Program

The Chancellor or Chancellor's Designee shall develop a plan and a comprehensive program for beginning teacher support. The plan must be approved by the Chancellor or Chancellor's designee and the Department of Public Instruction and kept on file for review. The plan must be aligned to the State Board of Education's beginning teacher support program standards and, when monitored, must demonstrate proficiency. CCA will also participate in implementing a regionally-based annual peer review and support system.

Teachers with fewer than three years of teaching experience will be required to participate in the Beginning Teacher Support Program.

D. License Conversion

Teachers must meet all requirements of the State Board of Education in order to move from an initial professional license or residency license to a continuing professional license. Licensing is a state decision. The Chancellor or Chancellor's Designee shall ensure that teachers not qualifying for continuing professional licensure are informed of the process for appealing the state decision.

E. License Renewal

Licensure renewal is the responsibility of the individual, not of the lab school. Any employee who allows a license to expire must have it reinstated prior to the beginning of the next school year. A teacher whose license has expired is subject to dismissal.

The lab school may offer courses, workshops, and independent study activities to help school personnel meet license renewal requirements. Any renewal activity offered must be consistent with State Board of Education policy. In addition, the Director of Lab Schools or designee shall develop a procedure to determine the appropriateness of any credit offered in advance of renewal activities.

Decisions regarding the employment of teachers who fail to meet the required proficiency standard for renewal of a continuing professional license will be made in accordance with state law [G.S. 115C-270.30\(b\)\(4\)](#) and applicable State Board of Education requirements. The Director of Lab Schools or designee shall determine the professional development required of a teacher whose continuing professional license has reverted to an initial professional license and/or has expired due to performance issues. The Director of Lab Schools or designee may authorize or direct principals to prescribe professional development to such employees in accordance with the employee's demonstrated deficiencies.

F. Parental Notification

At the beginning of each school year, the school system will notify the parents or guardians of each student attending a Title I school or participating in a Title I program of their right to request the following information about qualifications of their child's teacher: whether the teacher has met NC qualification and licensing criteria for the grade level(s) and subject area(s) in which the teacher provides instruction; whether the teacher is teaching under emergency or other provisional status through which North Carolina qualification or licensing criteria have been waived; whether the teacher is teaching in the field of discipline of his or her certification; and whether the child is provided services by a paraprofessional, and if so, the paraprofessional's qualifications.

The school system will give notice within 10 school days to the parents of children who have been assigned or, after four consecutive weeks, have been taught by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Legal References: Elementary and Secondary Education Act, [20 U.S.C. 6301 et seq.](#); [34 C.F.R. 200.55-57, 200.61](#); [G.S. 115C art. 17E](#); [115C-157.1](#), [-270.15](#), [-270.20](#), [-270.21](#), [-284](#), [-295](#), [-298.5](#), [-325\(e\)\(1\)\(m\)](#) (applicable to career status teachers), [-325.4\(a\)\(12\)](#) (applicable to non-career status teachers), [-333](#), [-333.1](#); State Board of Education Policies [CTED-004](#), [DRIV-003](#), [DRIV-004](#), [EVAL-004](#), [EVAL-023](#), [EVAL-034](#), [LICN-001](#), [LICN-005](#), [LICN-021](#), [LICN-022](#), [TCED-016](#); *Beginning Teacher Support Program Handbook* (NCDPI) available at <https://sites.google.com/dpi.nc.gov/ncref/bt-support-program-resources>

7315 – Confidential Information

CCA employees, the Chancellor and Advisory Board members have an absolute duty to maintain the confidentiality of records as required by law. Employees and Advisory Board members, by the nature of their positions, are exposed to confidential information that should not be repeated or discussed except with those recognized by law as having a right to the information. Any employee or board member who is not sure whether particular information may be protected by state or federal confidentiality laws should seek clarification from his or her immediate supervisor or the chief human resources officer (for employees) or from the Chancellor or Chancellor's Designee or general counsel. When violations occur, appropriate disciplinary action will be taken.

A. Personnel Files

All CCA employees are subject to all UNC-Chapel Hill policies and procedures governing personnel records and applicable state law.

B. Student Records

Employees and board members shall safeguard the confidentiality of student records as provided in policy 4700, Student Records.

C. Handling and Transmitting Personally Identifiable Information

The Chancellor or Chancellor's Designee is directed to establish and enforce processes and protocols for the secure handling and electronic transmission of personally identifiable information of students and employees.

Legal References: Family Educational Rights and Privacy Act, [20 U.S.C. §1232g](#); [G.S. 115C-47\(18\)](#), [-321](#), [-402](#)

7430 – Substitute Teachers

The CCA Principal shall appoint substitute teachers as necessary to maintain continuity of teaching. A criminal history check and fingerprinting will be conducted on any applicants for substitute teaching positions in accordance with policy 7100, Recruitment and Selection of Personnel, and administrative procedures.

7550 – Absences Due to Inclement Weather

On a day that employees have the option to report for a workday but pupils are not required to attend school due to inclement weather, employees have the following options:

1. report to work;
2. take accumulated annual (vacation) leave;
3. take accumulated personal leave, if available (teachers only);
4. take leave without pay;
5. use compensatory leave already accumulated;
6. telework in accordance with policy 7503, Teleworking; or
7. make up the time missed (only with supervisor's approval). The employee and immediate supervisor must mutually agree upon a makeup time. Employees who are non-exempt under the Fair Labor Standards Act may make up missed time only if the time will be made up within the work week established by the Chancellor or Chancellor's Designee (see policy 7500, Workday and Overtime). Teachers and other employees who are classified as exempt under the Fair Labor Standards Act must make up the time within 120 days or before the end of their employment contract, whichever is sooner.

When the school system is closed to staff and students due to inclement weather, the Chancellor or Chancellor's Designee will consider options within the requirements of law for addressing the missed days, giving the greatest weight to how to best maintain the opportunity and environment for student learning.

Legal References: The Fair Labor Standards Act of 1938, as amended, [29 U.S.C. 201 et seq.](#); [G.S. 115C-84.2](#), [-302.1](#), [-316](#)

7810 – Evaluation of Licensed Employees

The Chancellor or Chancellor's Designee recognizes that an effective staff is critical to the smooth operation of the school system and to creating a learning environment in which students can succeed. The Chancellor or Chancellor's Designee further believes that students will not excel in performance unless those who most directly affect students, including school administrators, teachers, and other licensed professionals, excel in their performance. It is the intent of the Chancellor or Chancellor's Designee to employ only those licensed employees who continuously exhibit a pattern of behavior that exemplifies excellent performance.

The Chancellor or Chancellor's Designee places a high priority on securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. An effective evaluation program that clearly

describes an employee's performance is a critical aspect of professional growth and assistance. Further, performance evaluation data is an important factor for consideration in decisions regarding continued employment. The Chancellor or Chancellor's Designee must be able to substantiate any recommendation for continued employment with evaluation data, among other factors.

The Chancellor or Chancellor's Designee is directed to develop and implement an effective evaluation system for licensed personnel that is consistent with State Board of Education policies. School administrators who are responsible for conducting evaluations shall comply with all state requirements with regard to the type and frequency of evaluation, including as applicable, the processes for evaluating licensed employees in schools designated as low performing. The CCA Principal shall evaluate teachers and may incorporate any guidelines or strategies developed by the State Board to assist in the evaluations. The principal shall provide teachers' access to EVAAS data as required by law and shall notify teachers at least annually when the data is updated to reflect teacher performance from the previous school year. The Chancellor or Chancellor's Designee shall evaluate the CCA Principal.

All licensed personnel must be evaluated at least annually using state-approved evaluation instruments in conformance with the processes established by the State Board in the North Carolina Educator Evaluation System for that class of personnel. Teachers with fewer than three consecutive years of experience will be evaluated annually in accordance with state law and the comprehensive evaluation cycle established in State Board Policy [EVAL-004](#). For teachers with three or more years of experience, the abbreviated evaluation process established in State Board Policy [EVAL-004](#) satisfies the annual evaluation requirement; however, a teacher receiving an abbreviated evaluation may request that the evaluator conduct a formal observation. In addition, in any given year, the CCA Principal may elect to use the comprehensive or standard evaluation processes set forth in State Board Policy [EVAL-004](#) or require additional formal or informal observations to evaluate a teacher with three or more years of experience. The CCA Principal also may supplement the State Board evaluation processes for other categories of licensed personnel by requiring additional observations or other evaluation measures. The annual evaluation of the CCA Principal must include a mid-year review.

The evaluation system must incorporate the following directives.

1. Evaluators must clearly identify exemplary performance as well as deficiencies in performance.
2. Evaluators are encouraged to use supplementary means of assessing and documenting performance in addition to the state performance standards, assessment rubrics, and evaluation instruments, including, but not limited to, additional formal observations, informal observations, conferences, reviews of lesson plans and grade books, interactions with the employee, plans of growth or improvement, and any other accurate indicators of performance.

3. Student performance and growth data will be considered as a part of the evaluation of licensed personnel, as provided in the assessment rubric for the class of employees under evaluation. For teachers, such data shall include student performance as measured by the statewide growth model for educator effectiveness or as otherwise authorized by the State Board of Education and approved by the local board.
4. Peer observations of teachers with fewer than three consecutive years of experience must be conducted as required by law using the evaluation instrument and process established by the State Board and must be considered by the school administrator in evaluating teacher performance.
5. The CCA Principal should facilitate open communication with employees about performance expectations.
6. An employee who is unclear about how performance is being assessed or who desires additional evaluation opportunities should address these issues with his or her immediate supervisor.
7. Evaluators will be held accountable for following the evaluation system and all applicable state guidelines on the evaluation of employees.
8. Evaluation data will be submitted to the central office personnel file in accordance with state law and CCA policy on Personnel Files.
9. Evaluation data may be used in making employment decisions, including decisions related to contract renewal, reassignments or transfers, professional and staff development, suspension, demotion, or dismissal, and reduction in force. Employment decisions may be made by the chancellor or chancellor's designee and administrators regardless of whether evaluators have followed the evaluation system, so long as there is a legally sufficient basis for the decisions.
10. The Chancellor or Chancellor's Designee and all evaluators are encouraged to develop ways to recognize distinguished performance and to capitalize on the abilities of such exemplary employees in helping other employees. The Chancellor or Chancellor's Designee and evaluators are encouraged to involve employees in developing these processes.

The Chancellor or Chancellor's Designee shall develop any other necessary procedures and shall provide training, as necessary, to carry out the chancellor or chancellor's designee's directives and to meet state requirements.

Legal References: [G.S. 115C-47\(18\)](#), [-286.1](#), [-325](#), [-333](#), [-333.1](#), [-333.2](#); State Board of Education Policies [EVAL-004 through -006](#), [EVAL-022](#), [EVAL-025 through -031](#)

7811 – Plans for Growth and Improvement of Licensed Employees

The Chancellor or Chancellor's Designee expects all professionally licensed employees to maintain high levels of performance. If an employee does not meet this standard, the Chancellor or Chancellor's Designee and administrative staff shall address any identified performance or other deficiencies through appropriate means, including placing the employee on a monitored growth, directed growth, or mandatory improvement plan when required by state law, or this policy, or when otherwise deemed necessary.

Growth and mandatory improvement plans as defined by law and this policy are valuable tools to promote the professional development of licensed employees. The Chancellor or Chancellor's Designee recognizes, however, that not all conduct and performance issues require the development of a plan. Administrators and supervisory personnel are authorized to address inappropriate conduct and/or inadequate performance using such other lawful means as they may deem appropriate. This policy should not be interpreted to limit in any way the authority of administrators or other supervisory personnel to direct and reprimand licensed employees for inappropriate conduct or inadequate performance.

Further, the Chancellor or Chancellor's Designee may move to recommend nonrenewal, dismissal, or demotion of a licensed employee whether or not the employee has been first placed on a growth or other improvement plan. The Chancellor or Chancellor's Designee shall require administrative staff to implement the requirements of this policy in accordance with UNC Chapel Hill Policy, state law and State Board guidelines.

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8000 – Fiscal Management

8000 – Fiscal Goals

The Carolina Community Academy is committed to obtaining, managing, and using financial resources to support a system of free public schools and to further the educational goals of CCA, the University and the State. All decisions regarding the use of financial resources will be consistent with the Carolina Community Academy objective of providing all students with a sound basic education, as required by law.

Legal References: [G.S. 115C-36](#), [-47](#), [-427](#), [-431](#), [-432](#); *Leandro v. State*, 346 N.C. 336 (1997)

8100 – Budget Planning and Adoption

Budget planning and preparation are critical to the development of a budget likely to further the educational goals of the Carolina Community Academy and to provide for the smooth operation of CCA.

A. Elements of Budget Planning

The budget planning for the CCA will include:

1. establishing the priorities of CCA, recognizing that providing students the opportunity to receive a sound basic education and improving student success will always be of paramount concern;
2. considering long-range facilities plans, goals, and objectives as established by the Chancellor and school system staff when assessing the needs of CCA;
3. integrating budget planning into program planning so that the budget may effectively support and implement all programs and activities of CCA;
4. seeking opportunities to communicate with the Chancellor or Chancellor's Designee about needs on a regular basis, especially with regard to capital outlay;
5. seeking broad participation by administrators, teachers, and other school system personnel and citizens;
6. exploring all practical and legal sources of income;
7. continually assessing the needs, revenues, and expenses of CCA; and
8. identifying the most cost-effective means of meeting CCA's needs.

B. Process

By March 31 of each year, the Director of Carolina Community Academy will meet with the UNC School of Education Assistant Dean for Finance and Operations and shall submit by April 30 to the Dean of the School of Education a proposed budget for the next fiscal year.

The Dean of the School of Education will consider the proposed budget and make such changes therein as it deems advisable.

Legal References: [G.S. 115C-47](#), [-426.2](#), [-427](#), [-428](#), [-429](#); *Leandro v. State*, 346 N.C. 336 (1997)

8110 – Budget Resolution

Through the budget resolution, the Director of Carolina Community Academy appropriates sums it determines are sufficient and proper for the budget year. The Director of Carolina Community Academy will provide Carolina Community Academy with maximum flexibility in the use of funds to enable the school to accomplish their student performance goals. CCA will thoroughly evaluate lab schools best practices in accordance with their source.

Legal References: [G.S. 115C-105.25](#), [-425](#), [-431](#), [-432](#), [-433](#)

8210 – Grants and Funding for Special Projects Gifts and Donations of Real Property,

Where appropriate, the SOE Office of Advancement is directed to seek public and private grants and funding for special projects as a source of supplemental funding

All applications for grants or specially funded projects must be consistent with the educational goals of the lab school and approved by the Director of Carolina Community Academy.

Contracts with non-governmental funding entities must be consistent with [G.S. 147, art. 6E](#) and [art. 6G](#).

The SOE Office of Advancement in conjunction with the Director of Carolina Community Academy shall establish any procedures necessary to develop an efficient and effective process for seeking special funding.

Legal References: [G.S. 115C-36, -47](#); [147, art. 6E](#), [art. 6G](#)

8220 – Gifts and Donations in Support of Carolina Community Academy Operations and Goals

The CCA adopts the UNC Chapel Hill [Gift Acceptance Policy](#). The School of Education encourages individuals and organizations to consider making meaningful donations to CCA. Donations, whether in the form of a gift or a bequest, foster community support for the school and improve CCA for the benefit of students and others.

8305 – Federal Grant Administration

The Chancellor or Chancellor's Designee intends to administer federal grant awards efficiently, effectively, and in compliance with all requirements imposed by law, the awarding agency, and the North Carolina Department of Public Instruction or other applicable pass-through entity.

A. Financial Management Systems and Internal Controls

The School of Education Associate Dean for Finance and Operations or a designee shall be responsible for developing, monitoring, and enforcing effective financial management systems and other internal controls over federal awards that provide reasonable assurance that CCA is managing the awards in compliance with all requirements for federal grants and awards.

Systems and controls must meet all terms and conditions of the awards as well as all requirements of the [U.S. Constitution](#) and federal law and regulation, including the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ("Uniform Guidance") issued by the U.S. Office of Management and Budget (except to the

extent that an exception to the Uniform Guidance has been authorized by the relevant federal agency) and any applicable state requirements, and shall be based on best practices.

The financial management and internal controls must provide for (1) identification of all federal funds received and expended and their program source; (2) accurate, current, and complete disclosure of financial data in accordance with federal requirements; (3) records sufficient to track the receipt and use of funds; (4) effective control and accountability over assets to assure they are used only for authorized purposes; and (5) comparison of expenditures against budget. In addition, written procedures must be established for cash management and for determining the allowability of costs, as required by the Uniform Guidance.

At a minimum, the systems and controls shall address the following areas.

1. Allowability

Costs charged by CCA to a federal grant must be allowed under the individual program and be in accordance with the cost principles established in the Uniform Guidance, including how charges made to the grant for personnel are to be determined. Costs will be charged to a federal grant only when the cost is incurred during the approved budget period and is (1) reasonable and necessary for the program; (2) in compliance with applicable laws, regulations, and grant terms; (3) allocable to the grant; (4) adequately documented; and (5) consistent with school system policies and administrative regulations that apply to both federally-funded and non-federally funded activities. Internal controls shall be sufficient to provide reasonable assurance that charges to federal awards for personnel expenses are accurate, allowable, and properly allocated and documented. Prior written approval for certain cost charges must be obtained as required by the awarding agency in order to avoid subsequent disallowances.

2. Cash Management and Fund Control

Payment methods must be established in writing that minimize the time elapsed between the draw of federal funds and the disbursement of those funds. Standards for funds control and accountability must be met as required by the Uniform Guidance for advance payments.

3. Procurement

All purchases for property and services made using federal funds must be conducted in a manner providing full and open competition and in accordance with the Uniform Guidance, all other applicable federal, state, and local laws and regulations, and CCA's written policies and procedures. The district shall avoid situations that unnecessarily restrict competition, as defined in [2 C.F.R. 200.319](#), and shall avoid acquisition of unnecessary or duplicative items. Noncompetitive procurement will be used only in the circumstances allowed by [2 C.F.R. 200.320\(c\)](#). School officials are encouraged to

maximize the purchase and use of goods, products, and materials produced in the United States to the extent consistent with the law.

Individuals or organizations that develop or draft specifications, requirements, statements of work, and/or invitations for bids, requests for proposals, or invitations to negotiate, must be excluded from competing for such purchases.

Contracts are to be awarded only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. No contract shall be awarded to a contractor who is suspended or debarred from eligibility for participation in federal assistance programs or activities. Contracts shall contain all provisions required by [2 C.F.R. Part 200](#).

Purchasing records must be sufficiently maintained to detail the history of all procurements and must include at least the rationale for the method of procurement, selection of contract type, and contractor selection or rejection; the basis for the contract price; and when applicable, verification that the contractor is not suspended or debarred.

The requirements for conflicts of interest established below in subsection A.4 are applicable to all procurements.

4. Conflict of Interest

In addition to the prohibitions against self-benefitting from a public contract under [G.S. 14-234](#) and accepting gifts and favors from vendors under [G.S. 133-32](#) (see policies 2121, Board Member Conflict of Interest; 6401/9100, Ethics and the Purchasing Function; and 7730, Employee Conflict of Interest), the following standards of conduct apply when an employee, board member, or agent of CCA engages in the procurement of goods, services, or construction or repair projects funded in whole or part with federal financial assistance.

a. No employee, board member, or agent of CCA may participate directly or indirectly in the selection, award, or administration of a contract supported by a federal grant or award if he or she has a real or apparent conflict of interest.

A real or apparent conflict of interest exists when (1) the employee, board member, or agent of CCA, (2) any member of his or her immediate family, (3) his or her partner, or (4) an organization which employs or is about to employ any of those parties, has a financial or other interest in or receives a tangible personal benefit from a firm considered for a contract. For purposes of this paragraph, "financial interest" means a financial interest which comprises more than five percent of the equity of the firm or business or more than five percent of the assets of the economic interest in

indebtedness. "Financial interest" does not include an ownership interest held through a fiduciary, such as a mutual fund or blind trust, where the individual or individual's employer has no control over the selection of holdings.

Any employee, board member, or agent of CCA who has a potential conflict of interest shall disclose that conflict in writing to the Director of Lab Schools . The Director of Lab Schools shall disclose in writing the potential conflict of interest to the federal awarding agency in accordance with [2 C.F.R. 200.112](#).

b. No employee, board member, or agent of CCA may solicit or accept any trips, meals, gratuities, favors, or items of monetary value from a contractor, supplier or a party to a subcontract except that (1) a single unsolicited item with a value of \$50 or less or (2) multiple unsolicited items from a single contractor or subcontractor having an aggregate monetary value of \$100 or less in a 12-month period may be accepted. Violations of this rule are subject to disciplinary action.

5. Mandatory Disclosures

The Chancellor shall disclose in writing to the federal awarding agency in a timely manner all violations of federal criminal law involving fraud, bribery, or gratuities potentially affecting any federal award. The Chancellor shall fully address any such violations promptly and shall notify the board accordingly. The Chancellor or Chancellor's Designee may request the Director of Lab Schools to develop a plan of correction for review by the Chancellor or Chancellor's designee in appropriate situations as determined by the Chancellor or Chancellor's designee.

6. Equipment and Supplies Purchased with Federal Funds

Equipment and supplies acquired with federal funds will be used, managed, and disposed of in accordance with applicable state and federal requirements. Property records and inventory systems shall be sufficiently maintained to account for and track equipment that has been acquired with federal funds.

7. Accountability and Certifications

All fiscal transactions must be approved by the Director of Carolina Community Academy.

8. Monitoring and Reporting Performance

The Chancellor shall establish sufficient oversight of the operations of federally supported activities to assure compliance with applicable federal requirements and to ensure that program objectives established by the awarding agency are being achieved. Financial and performance reports, including reports of significant developments that arise between scheduled performance reporting dates and final closeout reports, must be submitted as required by federal or state authorities.

B. Audits and Corrective Action

1. Audits shall be conducted in accordance and on time with the University, State, Federal and School requirements.
2. At the completion of the audit, the Director shall prepare a summary schedule of prior audit findings and a corrective action plan to address any prior audit findings. The corrective action plan must identify the responsible party and the anticipated completion date for each corrective action to be taken. The Director shall present the plan to the Dean for approval.
3. Compliance deficiencies discovered internally through administrative supervision must be addressed promptly with the goal of improving processes to encourage future compliance and reduce audit findings.

C. Training

All individuals responsible for the administration of a federal grant or award shall be provided sufficient training to carry out their duties in accordance with all applicable requirements for the federal grant or award.

D. Other Applicable CCA Policies

Other CCA policies provide additional controls over the administration of federal grants. These include, but are not necessarily limited to:

1. Educational programs policies (policies in the 3000 series)
2. School nutrition services policies (policies in the 6200 series)
3. Purchasing policies (policies in the 6400 series)
4. Equipment, materials, and supplies policies (policies in the 6500 series)
5. Personnel policies (policies in the 7000 series)
6. Fiscal management policies (policies in the 8000 series)
7. Policies protecting the confidentiality of personally identifiable information and other sensitive information (policies in the 4000, 6000, and 7000 series)

The Chancellor intends to comply with all requirements applicable to the use of federal funds. To the extent that any provision of a CCA policy is contrary to a federal law, regulation, term, or condition applicable to a federal award, employees must follow the applicable federal requirement.

E. Reporting Mismanagement of Federal Funds

Any employee who reasonably believes that federal funds have been misused or that CCA is otherwise in violation of any requirement applicable to the receipt and use of federal funds should report the matter as provided in policy 1760/7280, Prohibition Against Retaliation.

Legal References: [2 C.F.R. Part 180](#); [2 C.F.R. Part 200](#); [G.S. 14-234](#); [133-32](#)

3565/8307 – Title I Program Comparability of Services

To improve the academic achievement of educationally and economically disadvantaged children, the Carolina Community Academy will participate in the federal Title I program.

A. Title I Maintenance of Effort

CCA will maintain fiscal effort with state and local funds as required to be eligible for the receipt of funds through Title I, Part A of the Elementary and Secondary Education Act, as amended.

B. Use and Allocation of Title I Funds

Title I funds will be used to supplement, and not to supplant, non-federal funds that would otherwise be used for the education of students participating in the Title I program.

Accordingly, state and local funds will be allocated to each school receiving Title I funds in a manner that ensures that each such school receives all of the state and local funds it would otherwise receive in the absence of Title I funding.

C. Comparability of Services

State and local funds will be used in schools receiving Title I funds to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds, or, if all schools receive Title I funds, to provide services that are substantially comparable in each school. The Director will ensure equivalence among schools in the allocation of state and local resources for (1) teachers, administrators, and other staff, and (2) curriculum materials and instructional supplies. In addition, the Chancellor or Chancellor's Designee will establish and implement system-wide salary scales that are applicable to all staff whether assigned to Title I or non-Title I schools.

D. Comparability Testing

The Chancellor shall direct the Title I director, in conjunction with the finance officer, to conduct comparability testing before November 1 of each school year to assess the equivalent distribution of state and local resources among schools. The Title I director will determine annually whether to compare student enrollment to instructional staff or to instructional staff salary and also whether schools will be examined on a grade-span basis or on a school-by-school basis. The following will be excluded when determining comparability: (1) any resources paid with federal or private funds; (2) supplemental state or local funds expended for programs

that meet the intent and purpose of Title I; (3) staff salary differentials for years of employment; (4) unpredictable changes in student enrollment or personnel assignments that occur after the beginning of a school year; (5) state and local funds expended for language instruction programs; and (6) excess costs of providing services to students with disabilities. Comparability testing will be completed using the forms and following the guidance created by the North Carolina Department of Public Instruction (NCDPI) for the calculation of comparability. The Director shall submit the comparability testing report annually to NCDPI by the deadline established by that agency.

E. Correction of Noncompliance

If comparability testing identifies any instances of variance greater than 10%, the Director shall promptly make adjustments as needed to ensure comparability. These adjustments may include, but need not be limited to, reallocation of materials or supplies, or reassignment of personnel.

F. Documentation of Compliance with Title I Fiscal Requirements

The Director shall provide in a timely manner any assurances, additional documentation, or other information required by NCDPI to demonstrate CCA's compliance with Title I fiscal requirements.

G. Records Maintenance

The Chancellor or Chancellor's designee shall maintain reports and other documentation demonstrating compliance with the requirements of this policy, including documentation to demonstrate that any needed adjustments to staff assignments were made annually, for review by the North Carolina Department of Public Instruction or auditors upon request.

The Chancellor shall ensure that all other requirements for receiving Title I funds are fulfilled in an accurate and timely manner and shall develop, or cause to be developed, any additional procedures necessary to implement this policy.

Legal References: Elementary and Secondary Education Act, [20 U.S.C. 6301](#) *et seq.*, [34 C.F.R. pt. 200](#)

8340 – Insurance

The Carolina Community Academy will follow the UNC Chapel Hill [Insurance General Property Insurance Policy](#). The Carolina Community Academy will maintain insurance adequate to safeguard CCA's property and assets. Each fiscal year, the School of Education Associate Dean for Finance and Operations shall make recommendations to the Chancellor on the amounts and types of insurance that should be obtained, such as errors and omissions, general liability,

boiler & machinery, real and personal property, auto liability and workers' compensation. Insurance premiums will be included in the budget as a necessary expense. The School of Education Associate Dean for Finance and Operations will maintain custody of insurance policies and insurance programs.

If the Chancellor requires school social workers to increase their private automobile liability coverage and/or to add a business use rider in order to transport students in their private vehicles, the school will reimburse the social worker for the additional premium charged and/or for the increased liability limits or the added rider.

Legal References: [G.S. 115C-36](#), [-47](#), [-317.1](#), [-435](#), [-523.1](#), [-523.2](#)

8510 – School Finance Officer

A. Selection and Evaluation

The UNC School of Education Finance and Operations will serve in the various capacities of school finance officer. The Director of Lab Schools shall collaborate with the group to help ensure that all duties as required by law, CCA policy, and/or the Dean are met.

B. Duties

The School of Education Finance and Operations provides critical services for the effective planning and use of fiscal resources. The school finance officer shall be responsible to the Dean for:

1. keeping the accounts of CCA in accordance with generally accepted principles of governmental accounting, CCA policy, the rules and regulations of the State Board of Education;
2. utilizing an encumbrance system for tracking obligations;
3. giving the pre-audit and disbursements certificates required by [G.S. 115C-441](#)(a1) and (d1), respectively, and establishing procedures to assure compliance with the pre-audit requirements;
4. approving or disapproving a disbursement, in accordance with [G.S. 115C-441](#)(b), when a bill, invoice, or other claim is presented and establishing procedures to assure compliance with all applicable legal requirements for disbursements;
5. establishing procedures, as described in [20 N.C.A.C. 03.0409](#)(a)(3) and [20 N.C.A.C. 03.0410](#)(a)(2), for preauditing obligations that will be incurred by electronic payment and for disbursing funds by electronic transaction;
6. ensuring that school system personnel are adequately trained about the procedures to be followed for electronic transactions;

7. requesting the signing and issuing all checks, drafts, and state warrants by CCA;
8. investing the cash balance of any funds, subject to CCA policy 8110, Budget Resolution;
9. receiving and depositing all moneys accruing to CCA;
10. preparing and filing a statement of the financial condition of CCA as often as requested by the Chancellor;
11. receiving and accounting for all clear proceeds of fines, penalties, and forfeitures and notifying the Chancellor and board of such funds;
14. assisting the Director in the development of the budget;
15. prescribing the form and detail of records maintained by the Carolina Community Academy Office Manager;
16. maintaining custody of insurance policy and programs as provided in policy 8340, Insurance.

8520 – School Treasurer

This position will be fulfilled by the Carolina Community Academy Office Manager position.

DUTIES

The School Treasurer is responsible for:

1. being familiar with and complying with applicable law and CCA policy;
2. keeping a complete record of all moneys in his or her charge, following the form and detail prescribed by the School of Education Associate Dean for Finance and Operations;
3. performing any other duties as may be assigned by the Director of Lab Schools.

Any CCA Principal, school employee, parent or other individual who has reason to believe that a school treasurer is not performing his or her duties in accordance with law or CCA policy is required to immediately notify the Director of Carolina Community Academy.

Legal References: [G.S. 115C-448](#)

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9000 – Facilities

9200 – Care and Maintenance of Facilities

The Carolina Community Academy strives to maintain all exclusive and non-exclusive facilities licensed by the Person County Board of Education in good condition in order to:

1. continue to provide a safe, orderly and inviting educational environment;
2. protect financial investments in the facility;
3. reduce the need for major repair; and
4. facilitate the conservation of energy resources.

All CCA staff, students and visitors to the school are expected to use reasonable care to prevent property damage. The CCA Principal has overall responsibility for safety in the Exclusive Space licensed by CCA. CCA teachers, aides, staff, and other adults should report any dangerous or potentially dangerous conditions at CCA to the CCA Principal. Students also should be encouraged to report any dangerous conditions. The CCA Principal shall take necessary steps to correct any conditions which he/she observes, or which are reported to him/her.

Anyone who willfully or carelessly damages property leased by CCA may be held financially liable, as provided by law, including G.S. 115C-523. The CCA Principal shall work closely with the North Elementary School Principal, and/or the designee for Person County Schools to address all maintenance issues at CCA.

9220 – Security of Facilities

Security of Carolina Community Academy facilities is an important part of maintaining a safe learning environment for students and staff. The CCA Principal shall be responsible for school operations and shall exercise those duties and powers delegated by the Chancellor. The CCA Principal shall develop and implement programs or procedures as necessary to address the security of facilities leased by CCA.

1. The Principal shall make reasonable efforts to secure buildings and other valuable property on school grounds when the school is closed or vacated.
2. Teachers are to make reasonable efforts to secure their assigned classrooms or other designated spaces when the school is closed or vacated or when their classrooms or other designated spaces are not in use.

3. The Principal is encouraged to involve teachers, other school staff, parents, students, and law enforcement in identifying the security needs of the school.