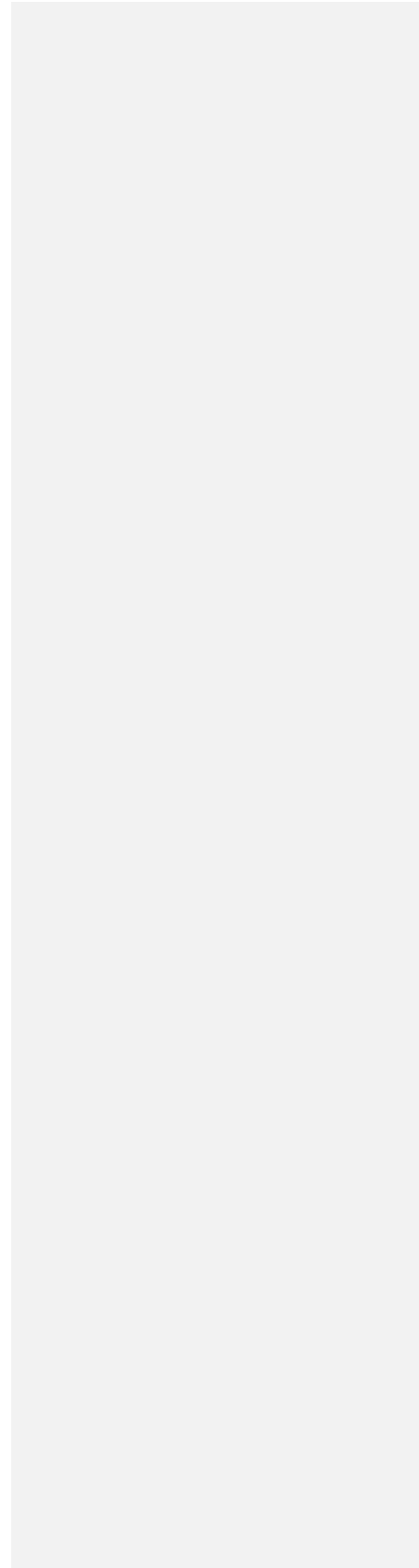


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MISSION STATEMENT

Edenton-Chowan Schools is committed to the appropriate preparation of all students as critical thinkers and productive citizens able to adapt to the ever-changing challenges of a global society.



CURRICULUM DEVELOPMENT

All course offerings in the instructional program are to be reviewed and approved by the Superintendent and the Board of Education and shall conform to standards established by the North Carolina Department of Public Instruction.

LEGAL REF: G.S. 115C-36, -47, -276

ADOPTED:

SCHOOL CALENDAR

The Board annually will establish a school calendar in accordance with law. The Board shall consult with parents and school personnel in the development of the school calendar.

The number of hours in an instructional day does not have to be uniform among the schools in the district. The Board may approve school improvement plans that include days with varying amounts of instructional time.

Instructional time is defined as that time during which students are assigned to a teacher for the primary purpose of instruction. Instruction is any activity that leads toward the mastery of specific educational goals and objectives of the Edenton-Chowan Schools curriculum. Activities such as homeroom, pep rallies, study hall, lunch, recess, etc., may not be counted as a part of **the** required minimum instructional time.

LEGAL REF: G.S. 115C-84.2.

ADOPTED:

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CLASS SIZE

The Board of Education adheres to statutory and regulatory class size requirements and teacher-pupil ratios.

Within budgetary limitations, class sizes shall be kept as small as possible. The Board may request waivers of class size requirements as allowed by law. The Superintendent shall make any required reports to the State Board of Education regarding enrollment and class size.

LEGAL REF: G.S. 115C-47(10), -301

ADOPTED:

ACCELERATION

Student placement ahead of grade should be approached with caution. Gifted students should be encouraged to experience subject matter in depth and breadth by individualized planning in terms of goals and materials to meet the student's needs.

Advancement beyond the usual one-grade promotion will be considered on an individual basis for students, after discussion among teachers, counselor, principal, and the parent(s)/legal guardian, as well as other pertinent individuals. ~~The final decision shall rest with the principal in concurrence with the parent or legal guardian.~~ Final authority for grade placement decisions rests with the principal.

LEGAL REF: G.S. 115C-36, -288

ADOPTED:

3200

PLANNING FOR INSTRUCTION

Teachers shall develop instructional plans that lead toward student achievement in accordance with the N.C. Standard Course of Study and other curricular goals. Planning shall include annual plans, unit plans, and daily lesson plans.

LEGAL REF: G.S. 115C-36, -307, -308

ADOPTED:

TEACHING METHODS

Teaching methods utilized in the Edenton-Chowan Schools shall reflect evidence-based best practices in instruction ~~as validated by research.~~

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It shall be the responsibility of the instructional staff to stay abreast of the research concerning teaching methods that will be useful to the achievement of the goals and objectives in the curricular program of the North Carolina Standard Course of Study and the instructional goals stated in Board policy.

It shall be the responsibility of teachers to participate in available professional development opportunities that will assist them in utilizing effective teaching practices.

It shall be the responsibility of the principal of each school to ensure that all teachers follow and teach to the N.C. Standard Course of Study and other standards and guidelines of the N.C. Department of Public Instruction and the N.C. State Board of Education.

LEGAL REF: G.S. 115C-36

ADOPTED:

ACADEMIC FREEDOM

Application of the principle of academic freedom in the public schools involves considerations which are not always equally present in a college or university setting. Teachers must take into account the relative maturity of their students and the need for guidance and help in studying the issues and arriving at balanced views. Care shall be taken not to inhibit the dignity, the personality, or the intellectual expression of the students. Statements made or materials used in the classroom must serve a valid educational purpose.

| Teachers should not attempt to use the classroom as a forum for the expression of **their** personal views. The age, intelligence, and experience of students will be important considerations in determining the appropriateness of materials presented. Teachers should obtain prior approval from their principal before introducing controversial topics or unorthodox classroom activities which deviate from established curriculum.

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| Teachers ~~will~~ are expected to follow curriculum ~~guides, documents~~ that have been adopted by the State or this Board, including recommendations for the use of instructional materials.

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The administration should implement this policy with sensitivity to the values and needs of the school community.

LEGAL REF: G.S. 115C-36, -47

ADOPTED:

RELIGION IN THE SCHOOLS

Teachers and other staff members shall incorporate the highest standards of honesty, integrity and morality in all of their teaching, counseling and other contacts with students. Because there may be students of many religious faiths, convictions and beliefs enrolled in the Edenton-Chowan Schools, it is especially important that all school staff members be sensitive to the freedom of religion and other constitutional rights of all students.

The First and Fourteenth Amendments to the United States Constitution have been interpreted to require that public schools allow the free exercise of religion and avoid endorsing or supporting any particular religious belief. As noted below, these guarantees allow students and staff freedom to exercise their religious beliefs, so long as they do not disrupt school or impose their beliefs upon others. The First Amendment also allows discussions in the classroom of religious thoughts and customs, so long as the discussions are presented as part of a religiously neutral program of education. School administrators and teachers must avoid promoting religion in school-sponsored activities.

The following procedures on religion and religious practices in the schools are provided in order to avoid infringement of individual rights and to set forth the Board's position concerning certain religious issues:

1. Teachers may include religion's role in appropriate subjects in the curriculum, such as literature, history, science, the humanities, and the arts. Teachers shall use fairness and objectivity when teaching about religion and shall not promote or disparage a particular religion.
2. School personnel will take into account the possible effects of religious holidays on school attendance when planning school calendars. When possible, examinations and other major events will not be scheduled on such holidays.
3. Students who miss school for ~~bona fide religious~~ reasons of sincerely held religious beliefs will be given an opportunity to make up school work.
4. School personnel will give careful consideration to written requests from parents that students be excused from activities that the parents deem objectionable on religious grounds. If such a request is approved by the principal, an alternative activity will be provided for the student.
5. The use of religious symbols and music as part of a religious holiday, such as Christmas, Hanukkah, is permitted as teaching aids or resources. Symbols that are displayed as an example of the cultural and religious heritage of the holiday are to be used on a temporary basis.

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6. Music, art, literature, and drama related to religious holidays may be studied and performed in programs if they are presented in an objective and neutral manner as a tradition of the cultural heritage of the particular holiday.
7. The secular teaching about religions and about the history and practice of religion is permitted. The teaching of patriotic, historic, and literary documents having religious references embedded in them is permitted. Students shall be permitted to express religious themes through their natural artistic talents. Religion classes that are historical survey courses and offer an elective credit in social studies are permitted as part of the high school curriculum.
8. Religious books, including Bibles, or religious symbols may not be given to students as an award for achievement and may not be generally distributed by religious groups to students at school.
9. During the school day, students may read religious materials, discuss religious issues among themselves and engage in voluntary prayer among themselves, except when they are involved with their classroom work or other school activities, as long as it does not infringe on the rights of others or interfere in any way with the school program and as long as such activities are not organized or promoted by school staff.
10. School personnel may read religious materials, including the Bible, pray on their free time, engage in voluntary discussions with other staff members about religious issues, and carry or wear religious symbols when on duty at school, as long as it does not interfere with their work. Principals and other administrative personnel should be sensitive to and show respect for religious beliefs held by other employees and students. In dealing with religious issues, they should do so in a manner that will not show or imply favor or disfavor with an employee's or student's religious beliefs.
11. Counseling of students or informal discussions with students by school personnel shall neither ~~not~~ infringe on the students' religious beliefs ~~nor seek to indoctrinate students in the particular religious beliefs of the individual.~~
12. In scheduling speakers for classes and school assembly programs, schools may schedule motivational speakers; however, speakers should not advocate a particular religious creed.
13. At school functions, such as graduation exercises, PTO/PTA meetings and other school programs, individuals should be sensitive to the religious beliefs of others. At no time shall any religious belief, or any system denying or objecting to religious beliefs, be advanced or disparaged. The school system and its employees shall not conduct, sponsor, or endorse any form of religious indoctrination or exercise, including prayer, at school functions. A moment of silence may be observed at school-controlled functions, activities or events, including at the beginning of each school day. The school system may not sponsor a baccalaureate service. The baccalaureate service is traditionally religious in nature and should be a voluntary service and not a required part of graduation

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exercises.

14. If any school permits access to outside groups at school, the school principal will allow participation and access of other groups to extent required by constitutional, federal, and state laws and regulations.

LEGAL REF: U.S. Constitution, Amendment I; G.S. 115C-36, -47; N.C.A.G. Reports, Vol. 41, No. 4, p. 802; 20 U.S.C. § 4071; P.L. 103-141

ADOPTED:

PUBLIC DISPLAY OF FLAG

The public display of the United States and North Carolina flags on each school site is encouraged. Each classroom shall display the United States and North Carolina flags if flags are available.

Flags will be flown at half-mast when so decreed by the President of the United States, the Governor of North Carolina, or when the Superintendent or designee deems that such action will promote the best interests of the school system.

Students shall have the opportunity to recite the Pledge or Oath of Allegiance on a regular basis. Students shall receive age-appropriate instruction on the meaning and historic origins of the flag and the Pledge of Allegiance.

No one shall be compelled to stand, salute the flag, or recite the Pledge of Allegiance.

LEGAL REF: G.S. 115C-47(29a)

ADOPTED:

HOMELESS STUDENTS

It is the intent of the Edenton-Chowan Board of Education to remove barriers to the enrollment and retention of homeless students in school in accordance with state and federal law. The Board will make reasonable efforts to identify homeless children and youth of school age within the district, encourage their enrollment, and eliminate barriers to their receiving an education which may exist in district policies or practices. In accordance with applicable law, each homeless student shall be provided access to education and other services that he or she needs to ensure that the student has an opportunity to meet the same student performance standards to which all students are held. Each homeless student shall be provided education and services for which the student is eligible, comparable to services provided to other students in the school system, regardless of residency, including, but not limited to, transportation services, special education services, career and technical education, gifted and talented programs, and extracurricular activities.

A liaison for students in homeless situations will be designated by the Superintendent to carry out duties required by federal and state law.

The district will ensure that homeless students are not stigmatized or segregated on the basis of their status as homeless.

The Superintendent may develop administrative procedures to implement this policy.

LEGAL REF: 42 U.S.C. § 11431 *et seq.*; G.S. 115C-366

ADOPTED:

SELECTION AND RECONSIDERATION OF INSTRUCTIONAL MATERIAL

Instructional materials include library materials, and any other type of print or non-print media used in the classroom and/or library to implement the instructional program. “Instructional material” means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials and materials in electronic or digital formats, including materials accessible through the Internet. “Instructional material” does not include academic tests or academic assessments.

A. Selection of Instructional Materials

1. Philosophy

Instructional materials shall be chosen according to the educational needs and interests of students. Materials shall not be excluded because of the race, nationality, or creed of the author, producer or composer, or because of the ideological, political or religious viewpoint expressed in the material.

Every effort will be made to provide materials that present varying points of view concerning the problems and issues of our time — international, national, and local. Materials of sound authority shall not be prescribed or removed from library shelves because of doctrinal approval or disapproval.

Censorship of material shall be avoided in order to maintain the school’s responsibility to provide information and educational enlightenment.

2. Objectives of Selection

In order to assure that the school media program is an integral part of the education program of the school, the following selection objectives are adopted:

- a. To provide materials to enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.
- b. To provide materials to stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
- c. To provide a background of information to enable students to make intelligent judgments and to sharpen their critical evaluation skills.
- d. To provide materials presenting ~~both~~ all sides of issues so that young citizens may develop the practice of critical analysis of all media.

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- e. To provide material representative of the diversity of our American heritage.
- f. To select material of the highest quality to assure a comprehensive collection appropriate for the users.
- g. To provide materials that develop a positive image of men and women free of gender bias.

3. Media/Technology Advisory Committees

Each school shall have in place at all times a building-level Media/Technology Advisory Committee whose responsibility it is to assist the media personnel in the selection process and the school-level challenge of materials. This committee shall be appointed by the principal in consultation with the media coordinator and chaired by the media coordinator. It shall consist of:

- Teachers representative of all school staff
- At least 1 student (at middle and high school levels)
- At least 2 parents

Under the leadership of professional media personnel, this group sets priorities for resources to be acquired based on school wide objectives and on strengths and weaknesses in the existing collection. This committee is also the first level of response to any challenge of resources within the school.

Final decisions for purchase of media materials rest with the professional media personnel with the approval of the school principal.

4. The Selection and Maintenance Process

In selecting instructional materials and maintaining the media collection, school media professionals, assisted by the Media/Technology Advisory Committee will:

- a. evaluate the existing collection;
- b. assess curricular needs;
- c. examine materials;
- d. consult reputable, unbiased, professionally prepared selection aids;
- e. make recommendations to the principal advising purchase of new instructional materials;
- f. provide a list upon request (subject to deletions and additions) of supplementary materials to be used in classrooms;

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- g. judge gift items and classroom collection purchases by standard selection criteria;
- h. remove those items that are outdated or no longer relevant to the curriculum; and
- i. purchase replacements for worn, damaged or missing resources basic to the collection.

B. Reconsideration of Instructional Materials

1. Statement of Principles on Reconsideration of Instructional Materials
Despite the quality of the selection process, the care taken in the process, and the qualifications of persons selecting the resources, occasional objections to instructional materials may be made. The Board of Education supports principles of intellectual freedom inherent in the First Amendment to the Constitution of the United States and expressed in the Library Bill of Rights of the American Library Association and the Students' Right to Read of the National Council of Teachers of English.
2. Procedure following a Complaint
All complaints to staff members shall be reported to the building principal involved, whether received by telephone, letter, electronic means, or in personal conversation.
 - a. The principal shall contact the complainant to discuss the complaint and attempt to resolve it informally by explaining the philosophy and goals of the school district and/or the library media center.
 - b. If the complaint is not resolved informally, the complainant shall be supplied with a packet of materials consisting of the District's instructional goals and objectives, materials selection policy statement and the procedure for handling objections. This packet also will include a standard printed form, which shall be completed and returned before consideration will be given to the complaint.
 - c. If the formal request for reconsideration has not been received by the principal within two weeks, it shall be considered closed. If the request is returned, the reasons for selection of the specific work shall be reestablished by the appropriate staff.
 - d. In accordance with statement of philosophy, no questioned materials shall be removed from the school pending a final decision. However, at the request of the parents making the complaint and pending the outcome of the request for

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consideration, or at anytime thereafter, access to questioned materials may be denied to the child (or children) of the parents making the complaint.

- e. Upon receipt of a completed objection form, the principal in the building involved will convene a committee of five to consider the complaint. This committee shall consist of the curriculum director and these people from the school involved: the principal, the library media center director, a teacher and a ~~PTA~~ parent representative.
- f. The committee shall meet to discuss the materials following the guidelines set forth in **Instructions to Reconsideration Committee**, and shall prepare a report on the material containing its recommendations on disposition of the matter.
- g. The principal shall notify complainant of the decision and send a formal report and recommendation to the Superintendent. In answering the complainant, the principal shall explain the instructional materials selection system, give the guidelines used for selection and cite authorities used in reaching decisions. If the committee decides to keep the work that caused the complaint, the complainant shall be given an explanation. If the complaint is valid, the principal will acknowledge it and make recommended changes.
- h. If the complainant is still not satisfied, he or she may ask the Superintendent to present an appeal to the Board of Education, which shall make a final determination of the issue. The Board of Education may seek assistance from outside organizations such as the American Library Association, the Association for Supervision and Curriculum Development, etc., in making its determination.

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Instructions to Reconsideration Committee

Bear in mind the principles of the **freedom to learn and to read** and base your decision on these broad principles rather than on defense of individual materials. Freedom of inquiry is vital to education in a democracy. Study thoroughly all materials referred to you and read available reviews. The general acceptance of the materials should be checked by consulting standard evaluation aids and local holdings in other schools. Passages or parts should not be pulled out of context. The values and faults should be weighed against each other and the opinions based on the materials as a whole. Your report, presenting both majority and minority opinions, will be presented by the principal to the complainant at the conclusion of your discussion of the questioned material.

3. Procedure Following a Challenge to a Building-Level Recommendation

- a. Upon receiving a completed REQUEST FOR REVIEW OF BUILDING-LEVEL RECOMMENDATION, the principal shall inform the Superintendent that a formal complaint has been received.
- b. The Board of Education, upon notification from the Superintendent that a review of a building-level decision has been requested, may create an Ad Hoc Community Media Advisory Committee if one does not exist. The committee should consist of:
 - the Superintendent or designee;
 - the media supervisor;
 - a media coordinator and/or teacher from each level of school within the system;
 - a principal from each level of school within the system;
 - a parent/community member from each level of school within the system;
 - a parent from the school from which the challenge originates; and
 - at least 1 high school student.

The chair of this committee should be appointed by the Board of Education.

- c. The Ad Hoc Community Media Advisory Committee will re-examine all documentation from the original reconsideration decision and prepare a written report of the findings and recommendation directed to the Superintendent and the Board of Education. Specifically, the members of the committee will:
 - review the report of the building-level committee;
 - read, view, or listen to the material in its entirety;
 - check general acceptance of the material by reading reviews and consulting recommended lists from reputable agencies;
 - record and consider any statement or explanation requested of the complainant; and
 - review the objections of the complainant as stated in the Request for Review of the building-level recommendation form.
- d. The Board will decide whether to continue using the challenged

material based upon the considerations outlined in this policy, the statement of findings by the Ad Hoc Community Media Advisory Committee, and other legitimate educational factors.

- e. The Board of Education shall, at all times, have sole authority and discretion to determine whether a challenge has merit and whether challenged materials should be retained or removed.

LEGAL REF: G.S. 115C-36, - 45, - 98
ADOPTED:

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SHOWING OF VIDEOS

Any videos used for classroom purposes must comply with Edenton-Chowan's copyright policy. In addition, all videos must be previewed by the teacher and videos other than those from the Edenton-Chowan media centers, approved Internet or other instructional sources, and/or greater than 30 minutes in duration must ~~be previewed by the teacher and~~ approved by the principal before student viewing. All videos must be age appropriate and instructionally relevant. School principals may require parent notification or parent consent before the showing of videos. A video approval form must be completed and on file in the media center prior to showing the video.

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Comment [A1]: No changes required from a legal perspective, but this policy appears to have been drafted in the age of VHS tapes, and instructional staff may have some suggestions for updates given changes in classroom technology. Is it practical to have the principal approve every video before viewing, especially given advances in classroom technology?

PROVISION AND SELECTION OF TEXTBOOKS

Provision of Textbooks

When a textbook is used as a primary instructional resource for a course or subject, budgetary priorities and administrative procedures should assure that each student is provided the textbooks for a subject or course at the beginning of the school year or semester, subject to the immediate availability of textbooks from publishers.

Selection of Textbooks

As the need for textbook selection arises, the Superintendent will direct principals to organize a committee for this purpose. The committee members should represent the grade level and subject area of the textbooks being considered and should base their decisions on the following:

1. Alignment of content with the North Carolina Standard Course of Study
2. Readability level of the content
3. Content's integration with other subject areas

Supplementary Books and Materials

The North Carolina Standard Course of Study is the basis of the core curriculum implemented in the Edenton-Chowan Schools and is used to prepare students for the state's end-of-course and end-of-grade tests. Since textbooks do not always include all necessary curricular areas, the Board recognizes the need and encourages teachers to supplement the prescribed text when beneficial to student learning.

LEGAL REF: G.S. 115C-85, -98

ADOPTED:

PARENTAL REVIEW OF INSTRUCTIONAL MATERIALS

A parent or guardian of a student or an eligible student (any student 18 years of age or older or an emancipated minor) shall be allowed to inspect and review any instructional material used as part of the educational curriculum for the student. Requests to review instructional materials should be made to the school principal. Parents, guardians, and eligible students will be provided with reasonable access to the materials within a reasonable period of time after the request is received by the teacher or principal.

“Instructional material” means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials and materials in electronic or digital formats, including materials accessible through the Internet. “Instructional material” does not include academic tests or academic assessments.

Notification of the rights of parents, guardians and eligible students under this policy shall be placed in the student/parent handbook and distributed at the beginning of each school year. Notice will be provided to parents, guardians, and eligible students regarding any revision made to this policy during the school year. Any parent objections to the use of particular instructional material will be handled pursuant to Policy 3300, Selection and Reconsideration of Instructional Material.

The Superintendent may develop administrative regulations to implement this policy.

LEGAL REFERENCE: 20 U.S.C. § 1232h

ADOPTED:

OBSERVANCE OF COPYRIGHT REGULATIONS

| All personnel employed by the Edenton-Chowan Board of Education ~~will~~ **shall be expected to** comply with the copyright laws of the United States.

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The Superintendent or designee shall develop and distribute guidelines for duplication of copyrighted materials which are congruent with provisions of federal law.

All personnel shall adhere to these regulations and media coordinators should regularly provide teachers with information updating existing copyright laws and regulations.

LEGAL REF: G.S. 115C-36

ADOPTED:

|

ACCEPTABLE INTERNET USE

~~The Edenton-Chowan Board of Education is aware that technology is impacting the ways that information may be accessed, communicated, manipulated, and transferred world-wide through the Internet. These changes are also altering teaching and learning by extending the classroom beyond the traditional four walls. It is the intent of the school system's media program to provide both students and staff with the ability to access information and to communicate world-wide as needed for educational purposes. Educational purposes are defined as purposes directly related to assignments, projects or functions for which the user is responsible.~~

~~Access to the Internet is given to students who have parental permission and who agree to act in a considerate and responsible manner, realizing that access is a privilege, not a right. Responsible use must be in support of education and research and must be consistent with academic expectations of the Edenton-Chowan School System. Transmission of any material in violation of U.S. or State regulations including copyrighted, threatening, or obscene materials is prohibited. Use for commercial activities by for-profit organizations, product promotion, political lobbying, or illegal activities is strictly prohibited.~~

~~Because access to the Internet provides connections to other computer systems located all over the world, students and their parents or guardians must understand that neither the Board of Education nor any staff member controls the content of the information available on these other systems. Some of the information available is controversial and may be inappropriate for educational purposes. The Board of Education does not condone the use of such materials and authorizes the Superintendent to develop administrative procedures governing Internet access and use. In accordance with federal law, appropriate measures, including Internet filters, will be taken in an effort to block language and visual depictions that are obscene, offensive, lewd or pornographic and lacking serious literary, artistic, political or scientific values with respect to minors:~~

- ~~-~~
- ~~-~~
- ~~-~~

~~LEGAL REF: 47 U.S.C. § 254~~

It is the objective of the Edenton-Chowan Board of Education to make appropriate electronic information resources available to students and staff to assist in furthering educational goals and to provide for efficient school-related communication. This policy will govern the use of Edenton-Chowan Schools electronic information resources and defines proper conduct and responsibilities while using any school district electronic information resources. Electronic information resources are defined as all computer equipment, including any desktop or laptop computers, tablets, e-readers and similar devices, or other hardware, that is owned or leased by the school system; district-issued e-mail accounts; the Edenton-Chowan Schools computer network; any computer software licensed to the Edenton-Chowan Schools; and stored data.

Compliance with this Acceptable Use policy is required of all students, staff, contractors and volunteers

The Edenton-Chowan Schools provides Internet access to students as an educational resource. Families are warned that some sites or pages accessible via the Internet contain material that is offensive, illegal, sexually explicit or discriminatory. In accordance with federal law, the school system uses appropriate measures, including the use of advanced software for Internet content filtering, and has procedures in place where necessary to further block accessibility to language and visual depictions that are obscene, lewd, pornographic, or harmful to minors according to guidelines within the Children's Internet Protection Act (CIPA). Although it is the intent of the board that school system electronic information resources be used only to pursue educational goals and objectives, filters may not block all offensive material and/or students may find ways to access inappropriate materials.

The board believes that the benefits to students from access to the Internet, in the form of information resources and opportunities for communication and collaboration, exceed any disadvantages; but ultimately, parents and legal guardians of minors are responsible for setting and conveying the behaviors that their child should follow when using media and information resources. To that end, the board supports and respects each family's right to decide whether or not to permit their child to access the Internet at school. Parent permission forms will be distributed by each school. Internet access is considered a privilege and may be revoked at any time by school administration.

School administrators and staff are responsible for enforcing this policy for all students in the school which they supervise. District level technology services personnel are responsible for the use, implementation, and monitoring of Internet content filtering software.

Administrators and staff will supervise student use of electronic information resources in a manner that is appropriate to the students' age and the circumstances of use.

Appropriate Use

All students are expected to exercise good judgment, use electronic resources in an appropriate manner and adhere to this policy and all applicable laws and regulations. Individual users of the Internet are expected to abide by the generally accepted rules of network etiquette. Student use of electronic information resources is expected to be related to educational goals and objectives. The board recognizes, however, that some personal use is inevitable. Incidental and occasional personal use that is infrequent or brief in duration is permitted so long as it occurs on personal time, does not interfere with any school function or activity, and is not otherwise prohibited by board policy or procedures.

The Superintendent will ensure that each school provides instruction to students regarding appropriate online behavior, including safe use of social networking and chat websites, and cyberbullying awareness and response in accordance with the Children's Internet Protection Act (CIPA).

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Software

Software is licensed to the Edenton-Chowan Schools by a large number of vendors and may have specific license restrictions regarding copying or using a particular program. Users must obtain permission from the Director of Technology or designee prior to copying or loading school system software onto any computer, whether the computer is privately owned or is a Edenton-Chowan Schools computer.

The use of non-Edenton-Chowan Schools software on any school system computers (including laptops, desktops, and the network) is discouraged. Prior to loading any software, a user must receive express permission from the Director of Technology or designee. The use of such software will be subject to any restrictions imposed by the Director of Technology or designee. All software must be legally licensed by the user or the Edenton-Chowan Schools prior to loading onto school system equipment. The unauthorized use of and/or copying of software is illegal.

The school system network may not be used for downloading entertainment software or other files not related to the mission and objectives of the board. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of the school system.

Prohibited Uses

a. Commercial Use: Using school system computers for personal or private gain, personal business, or commercial advantage is prohibited.

b. Political Use: Using school system computers to advocate, directly or indirectly, for or against legislation, a ballot proposition and/or the election of any person to any office is prohibited.

c. Illegal or Inappropriate Use: Using school system computers for illegal, harassing, vandalizing, or inappropriate purposes, or in support of such activities, is prohibited.

Illegal activities are any violations of federal, state, or local laws and include, but are not limited to, copyright infringement and/or illegal file sharing; committing fraud; threatening another person; or intentionally engaging in communications for the purpose of abusing, annoying, threatening, terrifying, bullying, or harassing another person.

Harassment includes, but is not limited to, slurs, comments, jokes, innuendoes, unwelcome compliments, cartoons, visual depictions, pranks, or verbal conduct relating to an individual that (1) have the purpose or effect of creating an intimidating, hostile or offensive environment; (2) have the purpose or effect of unreasonably interfering with an individual's work or school performance, or (3) interfere with school operations.

Vandalism is any attempt to harm or destroy the operating system, hardware, application software, or data.

Inappropriate use is any violation of other provisions of this policy and includes, but is not limited to, using another person's ID or password; disclosing, using, or disseminating another person's confidential or personal identification information without authorization; plagiarizing; accessing, producing, storing, posting, sending, displaying, or viewing inappropriate or offensive material, including pornographic, obscene, discriminatory, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually suggestive language or images, or images of exposed private body parts; and accessing material advocating illegal acts or violence, including hate literature.

d. Unauthorized Use: School system computers may only be used by staff and students, and others expressly authorized by the Director of Technology or designee to use the equipment.

e. Disruptive Use: School system computers may not be used to interfere with or disrupt other users, services, or equipment. Disruptions include, but are not limited to, distribution of unsolicited advertising ("spam"), propagation of computer viruses, **access to unfiltered Internet through proxy anonymizers**, distribution of large quantities of information that may overwhelm the system (chain letters, network games, or broadcasting messages), and any unauthorized access to or destruction of school system computers or other resources accessible through the network ("cracking" or "hacking").

Disruptive use may also be considered inappropriate and/or illegal.

The following are considered disruptions and are also prohibited: attempting to gain unauthorized access to the Edenton-Chowan Schools network; posting information that could be disruptive, cause damage, or endanger students or staff; and accessing chat-rooms, instant messaging software, or social networking sites unless for an approved, valid educational purpose.

This policy is applicable to all users of Edenton-Chowan Schools computers and refers to all electronic information resources whether individually controlled, shared, stand alone, or networked. Disciplinary action, if any, for students and other users shall be consistent with board policies and practices, including the Code of Student Conduct. Violations may constitute cause for revocation of access privileges, suspension of access to school system computers, other disciplinary action, and/or appropriate legal action. Specific disciplinary measures will be determined on a case-by-case basis.

Edenton-Chowan Schools electronic information resources, the Internet, and use of e-mail are not inherently secure or private. Students and staff shall have no expectation of privacy while using school system electronic information resources. The board reserves the right to search data or e-mail stored on all school-owned or -leased computers or other electronic information resources at any time for any reason. The board reserves the right to monitor use of school system electronic information resources and to take appropriate disciplinary action based on the any user's inappropriate or illegal use or use that is in violation of this policy. The board reserves the right to disclose any electronic message or data to law enforcement officials, and under some circumstances, may be required to disclose information to law enforcement officials or other third parties, for example, in response to a subpoena or court order.

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Security on any computer system is a high priority, especially when the system involves many users. Users are responsible for reporting information security violations to appropriate personnel. Users should not demonstrate the suspected security violation to other users. Unauthorized attempts to log onto any school system computer or the school system network as a system administrator may result in cancellation of user privileges and/or additional disciplinary action. Any user identified as a security risk or having a history of problems with other computer systems may be denied access.

Users of school system computers are expected to respect school system property and be responsible in using the equipment. Users are to follow all instructions regarding maintenance or care of the equipment. Users may be held responsible for any damage caused by intentional or negligent acts in caring for computers while under their control.

The Edenton-Chowan Schools makes no warranties of any kind, whether express or implied, for the electronic information resources it is providing. The board will not be responsible for any damages suffered by users, including loss of data resulting from delays, non-delivery, service interruptions, or any other cause. The board will not be responsible for any claims, losses, damages, costs, or other obligations arising from the unauthorized use of school system electronic information resources. Use of any information obtained via the Internet is at the user's risk. The board specifically denies any responsibility for the accuracy or quality of information obtained through its service. Users are responsible for any losses sustained by the Edenton-Chowan Schools resulting from the user's intentional misuse of the school system's electronic information resources.

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LEGAL REF: 15 U.S.C. § 6501 et seq.; 16 C.F.R. Part 312; 47 U.S.C. § 254; 18 U.S.C. § 2510 et seq.; 20 U.S.C. § 1681 et seq.; 20 U.S.C. § 6777; 42 U.S.C. 2000e et seq.; 20 U.S.C. § 1232g; G.S. 14-196.3; G.S. 14-458; G.S. 15A-286 to -287; G.S. 115C-47(33); G.S. 115C-391; G.S. 115C-398; G.S. 115C-401.1; G.S. 115C-402; G.S. 115C-407.15; G.S. 115C-523

ADOPTED:

ACCEPTABLE INTERNET USE ADMINISTRATIVE REGULATIONS

The following administrative procedures have been developed to support the Edenton-Chowan Board of Education Policy, "Acceptable Internet Use."

1. Before being issued Internet access, each user must ~~(a) participate in a training session on the Acceptable Internet Use Policy, proper procedures for network/Internet use, and log in/accounting protocols; (b) successfully pass a test on the information covered in the training session; and (c) complete an agreement form signed by both the user and the parent or guardian~~ if the user is a student.

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- ~~2. The user is expected to abide by network rules of etiquette which include the following:~~

- ~~- Being polite, using appropriate language, and not writing or sending offensive messages.~~
- ~~- Not revealing personal data such as address, phone number, credit card number, bank account number, or any other financial information.~~
- ~~- Refraining from any attempt to harm or destroy data of another user or to disrupt the use of the network by other users.~~
- ~~- Refraining from any attempt to view, collect, or (re)distribute data of another user that is considered sensitive or confidential to the other user.~~

- ~~3. The school system makes no warranties, whether expressed or implied, for the service it is providing, and is not responsible for any financial obligations incurred or damages suffered while on the system. These damages may include loss of data as a result of delays, non deliveries, mis deliveries, or service interruptions caused by the system or user error or omissions. The school system is not responsible for the accuracy of information obtained through its services or the privacy of electronic mail.~~

Comment [A2]: Note: these topics are covered in the proposed draft AUP

- ~~4~~2. The director of media/technology or the school media coordinator, with principal approval, may deny, revoke, or suspend a specific user account for failure to abide by the acceptable use regulations outlined in this document.

~~USE OF ELECTRONIC INFORMATION SERVICES~~

~~The Edenton Chowan Board of Education recognizes that electronic information services or resources are a means of providing educators and students with a wealth of information that may enhance the educational experience. Electronic information services (hereafter referred to as EIS) include but are not limited to network services such as the Internet, databases, electronic mail, voice mail, and any computer accessible source of information, whether from hard drives, tapes compact discs, floppy discs, or other electronic sources.~~

~~The Edenton Chowan School System may provide EIS to qualified students who attend district schools and to teachers and other personnel who are employed by the school system. The use of EIS is a privilege not a right. The school system mandates that all use of EIS shall be in support of education, educational research, and the educational goals of the school district. To promote the use of EIS in an appropriate manner and for the educational purposes intended, the school system shall require anyone who uses EIS to follow system guidelines and purposes intended. The school system shall require anyone who uses EIS to follow district guidelines and procedures for appropriate use. Anyone who misuses abuses or chooses not to follow such guidelines and procedures shall be denied access to the school system's EIS and may be subject to disciplinary action.~~

~~The use of EIS significantly alters the information landscape for students and educators by exposing them to a broader array of resources. In the past, instructional and library media materials could usually be screened, prior to use, in accordance with reasonable selection criteria. Portions of EIS, such as the Internet, are open to unrestricted environments, much like the public library. Unlike the library, however, the communication can be interactive, enabling students and educators to share information. This type of learning environment can be very positive, but parents, students, and staff must be aware that, due to the fundamental lack of restriction on the Internet, there is the possibility of accessing information that has not been screened by educators and that may not be consistent with other school system policies.~~

~~The Board of Education expects that school system staffs, who are responsible for supervising student EIS use, will provide guidance and instruction to students on such use. In addition, such staff will consult relevant Board policies on curriculum and instructional materials and will promote and honor school system goals contained in these policies. Ultimately, however, individual EIS users are responsible for their communications and use of EIS. (REF.: 3340 Acceptable Internet Use Policy)~~

~~EIS provided by the school system is the property of the Board of Education. The school system may review files and communications and monitor system utilization at any time without notice or permission. Users should not expect that EIS utilization, communications, or information set, retrieved or stored via EIS, including electronic mail and files stored on district servers, will be private. Users shall have no privacy rights in EIS communications and resources, including but not limited to electronic mail. The Board of Education and/or the Superintendent and his~~

Comment [A3]: The information in this policy is covered in the proposed revised AUP, above, therefore this policy is no longer necessary.

~~designee, in its discretion may close accounts and review or delete files at any time.~~

~~Edenton-Chowan Schools shall maintain and support the current technologies that effectively meet the needs of students. Obsolete or outdated equipment and software that are a burden on the network due to frequent failures, unavailable replacement parts, and maintenance workload and will be replaced based on data derived from yearly audits.~~

~~The Board of Education does not assume liability for an EIS user's inappropriate use of EIS, nor for information retrieved via EIS. The user, for himself, his guardians, heirs, and assigns shall hold harmless the Board of Education from any claims, suits or actions arising out of inappropriate use of EIS. The Board of Education is not responsible for any service interruptions or changes, or any consequences of service interruptions or changes. The Board of Education does not assume liability for any information that is lost, damaged or unavailable.~~

~~All users of EIS shall comply with the antidiscrimination and antiharrassment policies of the school system.~~

~~Employee consent and compliance with EIS policy is a term and condition of employment.~~

~~Each student and staff user of EIS shall be required to sign an Internet Use Agreement.~~

~~Edenton-Chowan Schools network infrastructure including wiring, switches, routers, servers, etc. shall be inventoried and protected appropriately. Reasonable and necessary precautions will be taken to protect them from both environmental hazards and cyber threats and tampering, both intentional and unintentional.~~

~~It is the responsibility of Edenton-Chowan Schools employees, contractors, vendors, and agents with remote access privileges to Edenton-Chowan Schools network to ensure that their remote access connection be given the same consideration as the user's on site connection to Edenton-Chowan Schools' network and infrastructure. Secure remote access must be strictly controlled. Control will be enforced via one-time password authentication. Edenton-Chowan Schools employees and contractors with remote access privileges shall ensure that their company owned or personally owned computers, which are remotely connected to the Edenton-Chowan Schools network are not connected to any other network at the same time, with the exception of personal networks that are under the complete control of the user. Personal equipment that is used to connect to Edenton-Chowan Schools networks shall meet the requirements of Edenton-Chowan Schools owned equipment for remote access. Organizations or individuals who wish to implement non-standard remote access solutions to the Edenton-Chowan Schools network must obtain prior approval from the Edenton-Chowan Schools Technology~~

~~Department:~~

~~Edenton-Chowan Schools shall provide an appropriate level of anti-virus protection to provide secure environment for the exchange of information. This protection is designed to prevent the violation of the network from viruses, spam, pop ups, etc.~~

~~The Superintendent shall develop guidelines to govern appropriate use of the school system EIS and procedures for the enforcement of these guidelines.~~

~~Upon request, the translation of this and other policies shall be made available to individuals in their native language.~~

~~ADOPTED:~~

~~REVISED: October 31, 2005~~

~~GUIDELINES FOR USE OF ELECTRONIC INFORMATION SERVICES~~

~~Acceptable use of Electronic Information Services (EIS) requires that the use of EIS resources be in support of education, educational research, and the educational goals of the school system. Individual EIS users are responsible for their EIS behavior and communications, including their access to EIS. Use of EIS is a privilege that carries responsibility for the user. All EIS users must understand and exercise responsible use of EIS.~~

~~All EIS users shall strictly adhere to the following requirements:~~

- ~~—— Use EIS for educational purposes only, and shall not access or attempt to access any materials that are inappropriate to the educational environment.~~
- ~~—— Not use EIS to submit, publish, display, retrieve or transmit any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, disruptive, discriminatory, violent, or illegal material.~~
- ~~—— Not use EIS to harass, insult or attack others.~~
- ~~—— Honor school system policies on the district's code of conduct while using EIS and choosing materials accessed through EIS.~~
- ~~—— Use appropriate language while using EIS. Vulgarities and obscenities are not permitted.~~
- ~~—— Use only the EIS account and password assigned to user. User shall use EIS only for purposes authorized for user's account. User shall not attempt to access information that is not authorized for user's access or account. Edenton-Chowan Schools shall follow the state guidelines in implementation concerning passwords for SIMS/NC Wise.~~
- ~~—— Not use EIS to invade the privacy of others, and shall not trespass into another user's folders, work, or files without proper authorization.~~
- ~~—— Not reveal any home addresses or personal telephone numbers.~~
- ~~—— Shall abide by all copyright laws and regulations.~~
- ~~—— Not use EIS for commercial purposes, product advertising or political lobbying.~~
- ~~—— Not attempt to harm, modify, or destroy software or interfere with system security.~~

- ~~—— Not introduce unauthorized software into the system.~~
- ~~—— Not use EIS in any way that would disrupt the use of EIS by others.~~
- ~~—— Not allow anyone else to access the system using user's account or password, unless user has authorization to allow such use by others. Users are ultimately responsible for all activity under their accounts.~~
- ~~—— Will not intentionally harm or destroy data and/or equipment by introducing a digital virus, damaging operating system files or files not belonging to you or physically damaging equipment.~~
- ~~—— Not intentionally waste network resources (i.e. "chain letters" or "spamming").~~
- ~~—— May not share confidential information about students or employees.~~
- ~~—— User understands that many services and products are available for a fee and acknowledge the responsibility for any expense incurred.~~

~~In addition to the above requirements, acceptable use for school system employees is extended to include requirements to:~~

- ~~—— Take reasonable precautions, including password maintenance and file and directory protection measures, to prevent the use of personal accounts by unauthorized persons.~~
- ~~—— Consult Board of Education policies on curriculum and instructional materials and promote and honor school system goals contained in such policies.~~
- ~~—— School system employees who allow students to use EIS in a classroom or school setting shall maintain supervision of such students.~~

Etiquette and Privacy

~~Users are expected to abide by the generally accepted rules of electronic network etiquette. These include, but are not limited to, the following:~~

- ~~—— User is expected to be polite. They may not send abusive, insulting, harassing or threatening messages to others.~~
- ~~—— User is expected to use appropriate language; language which uses vulgarities or obscenities, libels others, or uses other inappropriate references is prohibited.~~

- ~~Users should assume that all communications and information is public when transmitted via the network and may be viewed by other users.~~
- ~~Use of the school system's EIS for unlawful purposes will not be tolerated and is prohibited.~~
- ~~User shall not intentionally access, send, receive or download any file or engage in any conference that:
 - ~~Includes material which is obscene, libelous, indecent, vulgar, profane or lewd.~~
 - ~~Advertise any product or service not permitted by law or school Board policy or regulations.~~~~

Use of Copyrighted Materials

~~Much of the information on the Internet may be subject to a copyright, privilege or licensing agreement that, among other things, prohibits copying and distributing the material. Users should assume that all communications and information accessed on the Internet is private property subject to copyright protection. The duplication of software is specifically prohibited by this regulation and is a violation of the law. Other material accessed on the Internet may be reproduced for "fair use." Fair use allows copyrighted materials to be reproduced for limited purposes such as teaching or research. Reproduction beyond fair use needs the permission of the copyright holder. A good rule is to reproduce/photocopy materials only for your own personal use—not to be distributed to others. Violations of copyright law could result in liabilities and excessive monetary penalties. If an employee is found to have violated copyright law, the employee, not the school/school system, will be held liable for such violation.~~

Vandalism

~~Vandalism is defined as any malicious attempt to alter, harm or destroy equipment or another user, school system information services, or the networks that are connected to the Internet and other technology services. This includes, but is not limited to, the uploading or the creation of computer viruses, the alteration of data, or the theft of restricted information. Any vandalism of district's EIS will result in the immediate loss of computer service, disciplinary action, and if appropriate, referral to law enforcement officials.~~

Violations

~~A user who violates the provisions of the EIS Student Acceptable Use contract, the EIS policy, or this regulation may be denied access to EIS and may be subject to disciplinary action. Denial of access may result in removal of a student from a class where EIS is necessary. Disciplinary action for student violations may range from an informal conference with the student and parent for minor policy violations, to transfer, suspension or expulsion for more serious violations.~~

~~Disciplinary action for employee violations may include, but is not limited to, warning, censure, transfer, suspension, or dismissal. When applicable, law enforcement authorities may be notified.~~

~~The Edenton-Chowan Board of Education, the Superintendent, and his/her designee reserve the right to establish additional rules and regulations as necessary for the efficient operation of Electronic Information Services.~~

INSTRUCTION OF ENGLISH LANGUAGE LEARNERS

Students with limited English proficiency shall be provided support in suitable research-based language instruction programs for all identified English language learners in grades kindergarten through 12 in accordance with state and federal law. Parents of English language learners shall receive notification and information regarding language instruction programs in accordance with state and federal law. Students with limited English proficiency ~~should~~ **shall** be included in all aspects of the regular school program.

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LEGAL REF: G.S. 115C-36; 20 U.S.C. § 1703; 16 N.C.A.C. 6D.0106
ADOPTED:

EDUCATION OF STUDENTS WITH DISABILITIES

The educational programs of the Edenton-Chowan Schools reflect a sensitivity to the individual needs of each student. Instructional decisions relating to students with disabilities will be made in accordance with ~~Procedures Governing Programs and Policies Governing Services for Children with Disabilities~~, adopted by the State Board of Education, and other relevant state and federal laws and regulations. The Superintendent or designee shall develop and implement procedures for screening, evaluation, identification, and placement of exceptional children in compliance with state and federal laws for children with disabilities. Children with disabilities will be educated in the least restrictive, appropriate environment and will be provided with a free appropriate public education.

LEGAL REF: G.S. ch. 115C, art. 9; Procedures Governing Programs and Services for Children with Disabilities; Section 504 of the Rehabilitation Act of 1974, 29 U.S.C. § 794.

ADOPTED:

SECTION 504/ADA POLICY

No child will be excluded from any educational program or be subject to discrimination because she/he is an "individual with a disability," as the term is defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Protected individuals include any person who has a physical or mental impairment that substantially limits one or more of such person's major life activities, has a record of such impairment, or is regarded as having such impairment.

The Director of Exceptional Children is charged with the responsibility of serving as the Edenton-Chowan Schools' Section 504/ADA Coordinator and is a contact person for questions related to Section 504/ADA. A 504/ADA contact for each school has been trained to serve as a resource for parents, guardians, and staff.

Any student, or his parent or guardian, may file a grievance in accordance with the administrative regulation and procedure adopted pursuant to this policy if he/she believes his/her rights under this policy or Section 504/ADA have been violated.

The Superintendent or designee shall establish procedures for implementation of this policy. These procedures shall be available through the Section 504/ADA coordinator and the Section 504/ADA contact at each school.

LEGAL REF: Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701 *et seq.*; the Americans with Disabilities Act, 42 U.S.C. § 12131 *et seq.*

ADOPTED:

SECTION 504/ADA REGULATIONS

The Edenton-Chowan School System is committed to providing students with disabilities who attend our schools with the opportunity to participate in, and benefit from, our educational system.

I. DEFINITIONS APPLICABLE TO SECTION 504/ADA POLICY

The law:

“No otherwise qualified individual with a disability in the United States...shall, solely by reason of his or her disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service.” (29 U.S.C. Sec. 794)

Disabled (handicapped) student: This term under Section 504/ADA means a student who:

- X Has a physical or mental impairment that substantially limits one or more major life activities; or
- X Has a record of having an impairment that substantially limits one or more major life activities; ¹⁽¹⁾ or
- X Is regarded as having an impairment that substantially limits one or more major life activities. ¹

A. Major life activities: This term means life functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, ~~eating, sleeping, standing, sitting, reaching, lifting, bending,~~ speaking, breathing, learning, ~~reading, concentrating, thinking, communicating, interacting with others,~~ and working, ~~reading, concentrating, thinking, communicating, interacting with others, working,~~ and the operation of major bodily functions, such as functions of the immune system, special sense organs, and skin;

¹⁽¹⁾ Please note, as explained in an OCR senior staff memorandum dated August 3, 1992 (19 IDELR 894): “The use of these prongs of the definition of handicapped person [‘has a record of’ and ‘is regarded as having a disability’] arises most often in the area of employment, and sometimes in the area of post-secondary education. It is rare for these prongs to be used in elementary and secondary student cases, as they cannot be the basis upon which the requirement for FAPE is triggered. Logically, since the student is not, in fact, mentally or physically handicapped, there can be no need for special education or related aids and services.”

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normal cell growth; and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.

- B. Physical or mental impairment:** This term means (A) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more ~~of the following~~ body systems such as: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genitourinary; hemic and lymphatic; skin; and endocrine; or (B) any mental or psychological disorder, such as ~~mental retardation~~ an intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Exclusions: Section 504/ADA specifically excludes the following physical and/or mental impairments from qualifying a student as disabled: substance abuse disorders resulting from illegal use of drugs, kleptomania, pyromania, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairment, or other sexual disorders/differences.

II. NONDISCRIMINATION POLICY IN THE PROVISIONS OF EDUCATIONAL PROGRAMS AND SERVICES TO OTHERWISE QUALIFIED STUDENTS WITH DISABILITIES

A. Nondiscrimination in Educational Programs and Activities

In compliance with its obligations under both Section 504 and ADA, the Edenton-Chowan Schools does not discriminate against otherwise qualified students with disabilities in the provision of its educational programs and activities. The school system will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program, or would alter the fundamental nature or purpose of the program.

B. Nondiscrimination in Non-Educational Programs, Services and Activities

In addition to its provision of educational services, the school system will not discriminate against otherwise qualified students with disabilities in its provision of non-educational programs, services and activities such as counseling, athletics, transportation, health services, recreational activities, special interest groups or clubs, referrals to other agencies, and employment.

C. Provision of Free Appropriate Public Education

The Edenton-Chowan Schools will provide a free appropriate public education to otherwise qualified students with disabilities who attend its schools. Instruction

will be individually designed to meet the individualized educational needs of these students. The school system will seek to assure that the educational services provided to otherwise qualified students with disabilities are reasonably calculated to afford such students an equal opportunity to achieve educational benefit as is provided to students without disabilities.

D. Section 504/ADA Coordinator

The Director of Exceptional Children serves as the school system's Section 504/ADA Coordinator. The Section 504/ADA Coordinator may be contacted as follows:

Telephone: (252) 482-4436

E. Least Restrictive Environment

The Edenton-Chowan Schools will educate otherwise qualified students with disabilities with students without disabilities to the maximum extent appropriate. Otherwise qualified students with disabilities will be removed from the regular educational environment only when the district determines that educating the student in the regular environment with the use of formalized classroom modifications, supplementary aids and/or services cannot be achieved satisfactorily.

F. Eligibility Determination

The Edenton-Chowan Schools will evaluate any student suspected of qualifying as a disabled student under Section 504/ADA and document the results in writing. The school system will request and will keep on file relevant and current medical information provided by the student's parents and/or physician, psychologist, psychiatrist or other professional in order to make needed adjustments or modifications. Students will be reevaluated as conditions warrant.

G. Development of Section 504/ADA Individual Accommodation Plan

The determination of formalized Section 504/ADA modifications to the student's educational program will be made in writing at a meeting held by a group knowledgeable about the student before changes are made in the student's program.

H. Personnel Training

The Edenton-Chowan Schools will provide in-service training and consultation to staff on the education of persons with disabilities, as necessary.

I. Transportation of Otherwise Qualified Students With Disabilities

The Edenton-Chowan Schools will not discriminate in its provision of transportation to otherwise qualified students with disabilities. However, if the school system has made available a free appropriate education to a student that conforms to the requirements of Section 504/ADA, but the parent chooses to place the student elsewhere, the district will not pay for any costs incurred in transporting the student to that program.

J. Notice to Parent or Guardian of Actions Affecting Identification, Evaluation or Placement

The Edenton-Chowan Schools will notify the parent or guardian of a student suspected of being an otherwise qualified disabled student of his/her rights to initiate the grievance procedure and/or obtain an impartial hearing if the parent or guardian disagrees with any action regarding identification, evaluation, and/or placement of a student suspected of being disabled under Section 504/ADA. When a referral is made, the parent will be given a copy of the Section 504 Parent/Student Rights Document.

K. Search and Serve Effort Under Section 504/ADA

In order not to duplicate efforts, attempts to locate and identify all qualified persons with disabilities residing in the district who are not presently receiving a public education, whether they are disabled pursuant to IDEA, Section 504/ADA, or both, will be made under the district's IDEA/child search and serve efforts.

II. SECTION 504/ADA PROCEDURES FOR DEVELOPING PLANS FOR QUALIFIED STUDENTS WITH DISABILITIES

Should this be section III rather than II?

A. Referral

Referrals may be made by parents, teachers, student self-referrals, or other knowledgeable professionals by a written referral made through the Section 504 school contact ~~to appropriate school system staff who are knowledgeable in the area of the concern (e.g., audiologist, physical therapist, occupational therapist)~~. Prior to completing the written referral, school staff is encouraged to contact appropriate Related Services specialist(s) to seek input and guidance regarding the need for referral.

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Note: If the student is suspected of having a disability in the area of learning, the IDEA procedure for special education will be followed.

B. Assessment

School system personnel who perform assessments will review existing pertinent information and determine whether additional assessments are needed. If individual evaluation is needed, written parental consent is obtained and a copy of the Section 504 Parent/Student Rights documents and the Exceptional Children Program Parents'

Since this refers to students protected under 504, should the EC handbook be sent home? Same question for item d. under this section

Handbook is-are sent. Evaluations are then performed and the disability documented in writing.

Reevaluations are not required at specific intervals. However, assessments will be updated as needed to insure that eligibility and accommodation planning is based on information that defines the student's disability accurately and reflects the student's current strengths and needs. At least every three years, appropriate school system personnel should determine whether updated evaluations are needed. Copies of evaluations that have been performed by other agencies or professionals will be requested.

Reevaluations at school will be completed by school system personnel who perform evaluations. When a reevaluation is needed, parents will be sent prior notice and a copy of parent rights. Reevaluation findings will be documented in writing.

C. Eligibility Determination

Upon completion of evaluations for Section 504/ADA eligibility, the local School Student Services Management Team will meet and determine whether the child has a physical or mental impairment that substantially limits a major life activity at school. If the Team finds that the student has a physical or mental impairment that substantially limits one or more major life activities, the student shall be found to be an eligible disabled student under Section 504/ADA.

Note: Parents and students, where appropriate, shall be given reasonable notice of meetings and the opportunity to be involved in the committee process.

D. Written Notification

The Student Services Management Team shall provide written notification to a student's parents or guardians of any decision by the Team as to eligibility under Section 504/ADA. The Section 504 Parent/Student Rights documents and the Exceptional Children's Program Parent Handbook will be sent to the parents if not sent previously.

E. Individual Accommodation Plan

For students determined to be eligible under Section 504/ADA, the Team will develop an Individual Accommodation Plan based on information gained from a variety of sources. If the parent is not present at the meeting, the parent's signature is not required prior to implementation of the plan.

F. Review of Plan

The Individual Accommodation Plan will specify a review date, at least annually, determined by the committee. A new plan will be developed at the review meeting.

III. SECTION 504/ADA GRIEVANCE PROCEDURE

- A. The provisions of the Board's Student Grievance Policy shall apply to grievances alleging discriminatory action in violation of the Rehabilitation Act of 1973 (Section 504) and/or the Americans with Disabilities Act. These laws prohibit a public agency like the Edenton-Chowan Schools from discriminating in its provision of programs or activities against a qualified disabled person solely by reason of that person's disability. A "grievance" is a complaint alleging discriminatory action. The district's grievance procedure is designed to reach, at the lowest possible administrative level, a fair and equitable settlement of differences and issues relating to possible discrimination under the Rehabilitation Act of 1973 (Section 504) and/or the Americans with Disabilities Act.

~~In the case of long term suspension, the Student Code of Conduct and Student Suspension Procedures shall apply in lieu of the Student Grievance Policy.~~

- B. The following procedure shall apply in lieu of the Student Grievance Policy for grievances specifically regarding the **identification, evaluation, educational services or educational program** of students who, because of disability, need or are believed to need Section 504/ADA plans and who are not eligible under the IDEA. Other general claims of disability discrimination (alleging violations of Section 504 or the ADA) must be brought through the Board's Student Grievance Policy.

The Board specifically prohibits retaliation against any individual who invokes these grievance procedures.

STEP I – Principal Conference: A student, parent, or guardian wishing to invoke the Section 504/ADA appeals process shall make a written request for a conference with the principal to discuss the disagreement and seek resolution. The request shall fully describe the grievance. The following additional guidelines shall be observed in Step I:

1. A grievance shall be filed as soon as possible but not longer than thirty days after disclosure of the facts giving rise to the grievance.
2. The principal shall grant the conference within five school days following receipt of the request. The principal will listen to the grievant's concerns, investigate, and inform the parent/guardian in writing of his/her position on the question within five school days following the conference.
3. Only the parent, guardian, or someone acting in loco parentis shall be permitted to join or represent the student in the conference with the principal.

In the event the student, parent, or guardian wishes to invoke this grievance procedure against a school principal, the Director of Student Support Services shall serve the role of the principal in Step I of the grievance process.

STEP II – Conference with the Section 504/ADA Coordinator: If the grievance is not resolved at Step I, the student, parent, or guardian may make a written request for a conference with the Section 504/ADA Coordinator. This request must be directed to the Section 504/ADA Coordinator within five school days following the receipt of Step I decision. This meeting would involve the Section 504 Coordinator, the principal, and the parent/guardian.

Other appropriate persons requested by the parent or the Section 504/ADA Coordinator may attend this meeting. The meeting shall be held within five school days following receipt of the request. The Section 504/ADA Coordinator shall provide a written response to the parent/guardian within five school days following the meeting.

STEP III – Appeal to the Superintendent: If the grievance is not resolved at Step II, the student, parent, or guardian may appeal in writing to the Superintendent or designee. The appeal must be made within five school days following receipt of the Section 504/ADA Coordinator's response. The Superintendent/designee shall review the records of the Step I and II meetings and any information submitted by the grievant and/or the school, and provide a written response to the student, parent, guardian, principal, and Section 504/ADA Coordinator within ten school days following review.

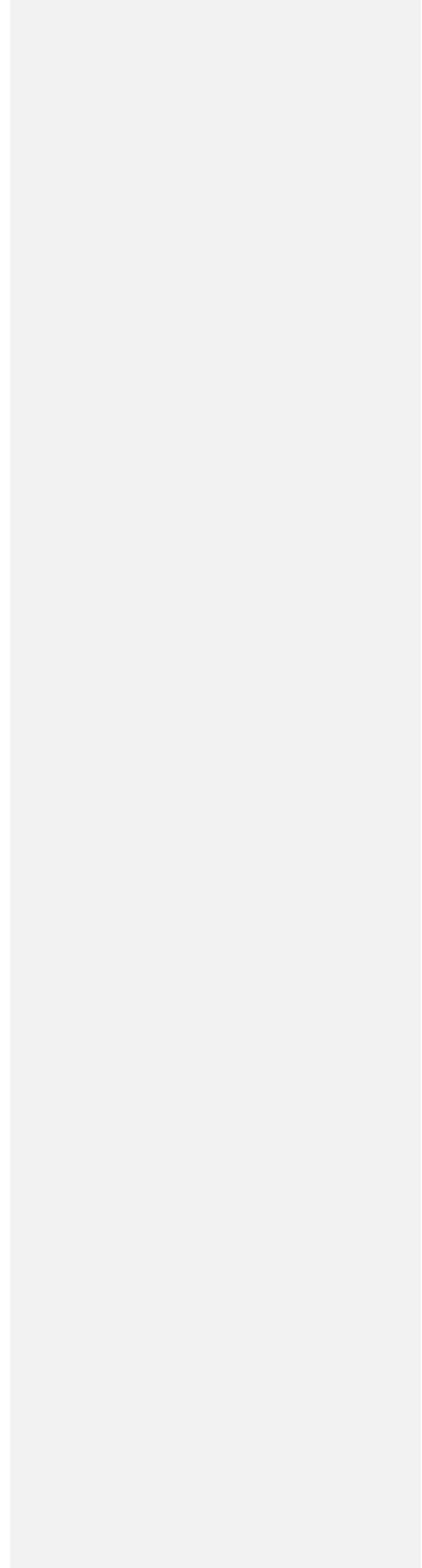
STEP IV – Appeal for a Section 504/ADA Due Process Hearing: If a grievance related to an action regarding the identification, evaluation, educational services, or educational program of a student is not resolved at Step III, an appeal may be made for an independent hearing. The appeal must be made in writing within ten school days following the written response from the Superintendent in Step III. Upon receipt of the request for a hearing, the Superintendent or designee will arrange for an independent hearing officer to hear the case. The student is entitled to have his/her parent/guardian participate in the hearing and be represented by counsel if so desired. The hearing officer will inform the parent/guardian of the decision within thirty days of the hearing.

STEP V – Suit in Federal Court: If the grievance is not resolved at Step IV, there is a right to appeal to federal court from a decision of the hearing officer.

- C. Questions about Section 504/ADA grievances or other issues may be directed to the Section 504/ADA Coordinator.

Disabilities Act, 42 U.S.C. §§ 12101-12213

ADOPTED:



EDUCATION FOR ACADEMICALLY OR INTELLECTUALLY GIFTED STUDENTS

In accordance with state law and State Board of Education guidelines, the Superintendent shall develop for Board approval a plan to identify and establish a procedure for providing appropriate educational services to each academically or intellectually gifted student. The Superintendent or designee shall consult parents, the school community and representatives of the community before recommending a plan.

LEGAL REF: G.S. 115C-150.7

ADOPTED:

3440

SUMMER SCHOOL

All summer school programs conducted by the Edenton-Chowan schools shall be approved by the Board of Education in compliance with the standards developed by the State Board of Education and applicable law.

LEGAL REF: G.S. 115C-233
ADOPTED:

Comment [A4]: Note: if summer school has been eliminated in ECPS, consider deleting this policy.

VOCATIONAL AND TECHNICAL EDUCATION

The Edenton-Chowan Schools shall provide free appropriate vocational and technical education instruction, activities, and services, in accordance with federal and state law and State Board of Education policies.

LEGAL REF: G.S. 115C-36; ch. 115C art. 10

ADOPTED:

HEALTH EDUCATION

The Board of Education of Edenton-Chowan Schools 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 Board 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 system will meet the requirements of the Basic Education Program (BEP), G.S. 115C-82(e1), and aligned state-adopted standards.

A. COMPREHENSIVE HEALTH EDUCATION PROGRAM

A comprehensive health education program will be taught to students from kindergarten through ninth grade. As required by law, the health education program must include 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, of sexually transmitted diseases (STDs), including HIV/AIDS and other communicable diseases, and reproductive health and safety education.

As required by law and beginning in seventh grade, reproductive health and safety education will include age-appropriate instruction on sexual abstinence until marriage, STDs, the human reproductive system, effective contraceptive methods for preventing pregnancy and awareness of sexual assault and sexual abuse.

B. PARENTAL OPPORTUNITIES TO REVIEW MATERIALS AND WITHHOLD CONSENT FOR STUDENT PARTICIPATION

Each ~~year~~ year before students participate in reproductive health and safety education or in other separate instruction on the prevention of STDs, including HIV/AIDS, or the avoidance of out-of-wedlock pregnancy, the principal or designee shall notify parents of the opportunity to review the materials and objectives that will be used in instruction. A copy of all objectives and materials will be available for review in the media center or main office of each school where these subjects will be taught.

The principal or designee shall notify parents of the right to withhold or withdraw consent for their child's participation in all reproductive health and safety education instruction. The parent will have three options as outlined in the Healthy Youth Act: Option 1: Abstinence-based reproductive health; Option 2: Reproductive health and safety education which includes all of option 1; and Option 3: deny consent to participate in any of the reproductive health instruction. The parent must return their signed option choice to the principal or designee.

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C. STANDARDS FOR INSTRUCTION

For reproductive health and safety education, teachers shall follow the instructional objectives and only use the age-appropriate materials that have been made available to parents for review in accordance with this policy. Information conveyed during instruction will be objective and based upon scientific research that is peer reviewed and accepted by professionals and credentialed experts in the field of sexual health education.

A determination of what is an appropriate education for a student with disabilities must be made in accordance with the student's individualized education plan, following all procedures as provided in the North Carolina Policies Governing Services for Children with Disabilities.

Legal References: 115 C-36 art.9, 115C-81(e1); State Board of Education Policies GCS-D-000, GCS-F-007; Policies Governing Services for Children with Disabilities

Amended: 8/30/2010

LEGAL REF: G.S. 115C-81 (e1); Safe and Drug-Free Schools and Communities Act of 1994, 20 U.S.C. § 7101 *et seq.*

ADOPTED:

DRIVER EDUCATION

Driver education shall be offered to students in the Edenton-Chowan Schools in accordance with law and applicable provisions of the North Carolina Administrative Code. The Superintendent may provide for this program through contracts with private businesses awarded on a competitive basis, - by utilization of private businesses subject to approval by the Board of Education. A fee of up to \$45 may be charged of each student participating in driver education, subject to Board approval.

LEGAL REF: G.S. 115C-216; 16 N.C.A.C. § 6E.0301 and 6E.0303
ADOPTED:

Comment [A5]: Note: Board approval is not required for these contracts by law, but you can continue to require it by policy. If you eliminate this phrase from this policy, then these contracts will fall under your general Contract Administration policy, which allows the superintendent to enter contracts for under \$50,000.

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POLICY FOR FIELD TRIPS AND CLASS EXCURSIONS

The Board of Education believes that field trips and class trips away from school can be meaningful learning experiences for children when properly planned and integrated into students daily class work. Such trips should be beneficial learning experiences for children and they should also promote good school community relations.

Field trips or class trips should be taken only after careful planning by the teacher and principal. No plans for these trips should be made without approval of the individual school principal. The principal shall determine that the field trip is an extension of student's class work and that it has been integrated with daily work.

LEGAL REF: G.S. 115C-36, -47(6)

ADOPTED:

FIELD TRIPS - REGULATIONS

Guidelines

1. All field trips must have clearly defined educational purposes that support the North Carolina Standard Course of Study and should be taken during the time the specific topic is being studied.
2. Because field trips are an integral part of the instructional program, they should be available to all students. If circumstances warrant the exclusion of a student, the decision to do so should be mutually agreed upon by the teachers, parent, and principal.
3. All field trips must be approved by the principal. Those requiring travel outside the country and all overnight trips must be approved by the Board of Education. If approval for an overnight trip is required prior to the next meeting of the Board of Education, the Superintendent is authorized to grant or deny the request. The Superintendent shall report the action at the next regularly scheduled Board of Education meeting.
4. Owner of the vehicle used must provide copy of valid driver's license and appropriate liability insurance to cover the transportation of students.

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Procedures

1. Any time students are taken off the school campus for planned instructional activities a signed permission slip must be secured from the parent or guardian. Parents should be informed of the purpose, schedule, chaperones, means of transportation, and any other pertinent details concerning the study trip.
2. Students who have not received parental permission will remain in school in a class assigned by the principal. The teacher planning the trip will be responsible for arranging an appropriate educational experience for students who do not participate in the trip.
3. An outline of the itinerary for the field trip, list of students, and route to be taken will be filed in the principal's office prior to departure and a copy given to the bus driver.
4. Should an emergency situation occur during the trip, the teacher is responsible for notifying the principal or the principal's designee by telephone as soon as possible.

Amended: 4/7/2008

COST OF SCHOOL ACTIVITIES TO STUDENTS

No student shall be deprived of participation in any required school-related activity because of inability to pay. If any question arises as to the definition of these activities, the Superintendent or designee shall be consulted and shall make the final decision.

LEGAL REF: G.S. 115C-36, -47
ADOPTED:

AMENDED: August 2, 2004

STUDENT PROMOTION AND ACCOUNTABILITY

The Edenton-Chowan Board of Education affirms its responsibility to provide a quality educational program for all elementary and secondary students within the school district. The Board recognizes that the rate and level of cognitive, social, emotional and physical development vary among students and that these critical factors must be considered in promoting or retaining a student.

The Board of Education assigns the professional staff the responsibility of teaching each student at his/her instructional level. Teachers are accountable for the early identification of students who are risk of not meeting promotion standards and for consulting with parents and appropriate school personnel.

~~Recognizing that the principal has ultimate responsibility for grading and classifying students (G.S. 115C-288(a)), the Edenton-Chowan Board of Education instructs the administrative staff to develop a Personalized Education Plan in accordance with state policy.~~

1. Criteria Used in Deciding Promotion

Students must meet local standards and standards as required by the North Carolina State Board of Education.

A. Factors to be considered in promotion of kindergarten through second grade students:

- All students must be assessed using developmentally appropriate reading and math measures
- Teacher documentation
- Parental input
- Test results (including standardized tests)
- Results of intervention strategies
- Attendance (~~A~~a student may not have more than 20 unexcused absences)

B. Factors to be considered in promotion for grades 3-8:

- Academic progress in all subject areas as defined by the Edenton-Chowan Schools administrative procedures
- Performance on ~~End of Grade Tests~~state and local tests and classroom assessments
- Medical, social and behavioral information

- ~~• Test results and other authentic assessments (achievement, intelligence, and psychological tests)~~
- School assistance team recommendations
- Teacher documentation
- Parental input
- Attendance (~~A~~a student may not have more than 20 unexcused absences)

2. Criteria Used for Classifying Promotion and Graduation Standards for High School Students

In order to be classified on a particular (9-12) grade level, the student must meet the following requirements:

- 9th Grade - Promotion or placement from 8th grade.
- 10th Grade - Six units. Beginning with the entering 9th grade class in 2009-2010, the six units of credit must include English 1 and Algebra 1.
- 11th Grade – Thirteen units.
- 12th Grade - ~~Students must have at least 20 units~~ At least twenty units.

While promotion in high school is determined by course credits earned, in order to stay on track for graduation students must take the courses required by the State Board of Education in the Future-Ready Core Course of Study and meet local graduation requirements. All students must meet graduation standards required by the State Board of Education to receive a North Carolina high school diploma, as set forth at the Department of Public Instruction website, State graduation requirements can be found on the Department of Public Instruction website, http://www.ncpublicschools.org/student_promotion/gradreq.html. A copy of these requirements is available at each school.

In addition to state graduation requirements, in order to earn a diploma from the Edenton-Chowan Public Schools students must earn 28 total units of course credit, including 13 elective units.

~~Students must meet local graduation requirements, including 14 elective units for a total of 28 units of course credit. Beginning with the entering 9th grade class of 2009-2010 the local graduation requirements will include 13 elective units for a total of 28 units of course credit.~~
 Within the 13 electives, students must complete a four course concentration in one of the following: Career and Technical (CTE), JROTC, Arts Education (e.g. music, theater arts, visual

arts, etc.), or any other professional degree preparation pathway (e.g. mathematics/science, humanities, social sciences, etc.). [Note: students entering 9th grade prior to the 2009-2010 school year must fulfill prior graduation requirements, which are available from guidance counselors at each high school].

Comment [A6]: Correct this if I am misreading the policy language – it is unclear whether 13 or 14 electives are required now.

3. Intervention For Students Not Making Progress

Comment [A7]: See 115C-105.41 (PEP statute)

The goal of the school district is to use early identification of students unlikely to meet the standards for progression and provide them appropriate intervention. A student's lack of academic progress shall trigger appropriate action by school personnel, such as parent conferences, referrals, and personal education plans. Schools should include in their school improvement plan the types of intervention strategies that will be offered.

Intervention Strategies

Intervention involves identifying strategies specifically designed to increase grade level proficiency. Strategies may include, but are not limited to, alternative learning models, special homework, smaller classes, special grouping, tutorial sessions, extended school day, Saturday school, modified instructional programs, small or large group counseling program, summer school instruction, individualized instruction, remedial instruction or retention.

Every student who is not successfully progressing toward grade promotion and graduation shall be given a personal education plan as outlined in Policy 3630.

Extended instructional opportunities should be different from and supplemental to regular classroom instruction. When feasible, the school should seek to involve parents and the students in discussing intervention strategies. Students may be required to participate in the intervention strategies and demonstrate acceptable growth and achievement before being promoted to the next grade level.

4. Waiver of Promotion Standards

Comment [A8]: This section is a recommendation only, and can be revised to meet your local process.

Parents, teachers or school placement committees may request promotion for students not meeting promotion standards. Waiver requests will be considered by a school placement committee. The school placement committee is responsible for reviewing each referral, including information gathered from the student's teachers and submitted by parents, and making a recommendation to the principal for promotion or retention. The principal shall appoint the members of the school placement review committee, which should include an assistant principal, a regular classroom teacher, a member of the Student Services Team, and an exceptional children's teacher (required if a student with a disability is being considered for waiver) or an ESL teacher (required if a Limited English Proficient student is being considered).

The parents shall be invited to attend the review process as nonvoting members and shall be allowed to speak and present information on behalf of their child.

The school placement committee shall consider information presented by the student's teacher and school principal and any information provided by the parents. For regular education students, the committee should provide written findings regarding whether the student is performing at grade level in spite of the failure to meet promotion standards. For students with disabilities or limited English proficiency, the committee should consider and provide written findings regarding whether the student has made substantial academic growth and progress toward the student's IEP goals or LEP standards.

Upon completion of the review, the committee chair will notify the principal in writing of the committee's recommendation.

The principal will notify the parents in writing of his/her decision to promote or retain the student. ~~The principal's decision on promotion or retention can be appealed according to the Student and Parent Grievance Policy.~~

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Students may be retained only once in each grade span, K-5 and 6-8, unless a waiver of this provision is recommended by the school placement committee and approved by the principal.

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The principal of the student's school shall maintain the final authority regarding promotion, taking into account local promotion requirements, test scores, any prior retentions, the age of the student, recommendations from any review committee, and any documentation provided by such review committee.

5. Standards for Students with Disabilities

A. To the extent possible, all students with disabilities shall participate in the Student Accountability Standards. All interventions and other opportunities, benefits and resources will be made available to all students. Such opportunities may be in addition to any special education services provided to the student.

B. Students with disabilities may be exempted from the promotion standards by the Individualized Education Program (IEP) Team, if it is determined by the IEP team that the students do not have the ability to participate in the State Standard Course of Study. However, exempted students shall be enrolled in a functional curriculum and demonstrate acceptable outcomes on alternate assessments.

C. The graduation certificate is available to recognize certain students with disabilities who are not on a diploma track. Requirements for the graduation certificate are available from the Exceptional Children Department. Students with disabilities who meet specific criteria may obtain a high school diploma by completing the Occupational Course of Study.

6. Students with Limited English Proficiency

A. Students with limited English proficiency shall meet the same standards as all students. However, limited English proficiency students may be assessed using an alternate assessment in accordance with applicable law and State Board of Education policy. English language proficiency cannot be the factor that determines that a student has not met performance standards.

B. Limited English proficient students in high school shall meet the same standards as all students for high school graduation.

C. Focused interventions shall be provided for students until they have met promotion standards and high school graduation requirements (up to age 21). This intervention shall involve extended, supplemental instructional opportunities that include assistance in the development of English language proficiency.

7. Reporting Requirements

The superintendent shall provide the Department of Public Instruction with information required by law and State Board of Education Policy.

8. Notification to Parents

Parents shall be notified annually of Student Promotion and Accountability Standards by including a copy of this policy in each school's student/parent handbook.

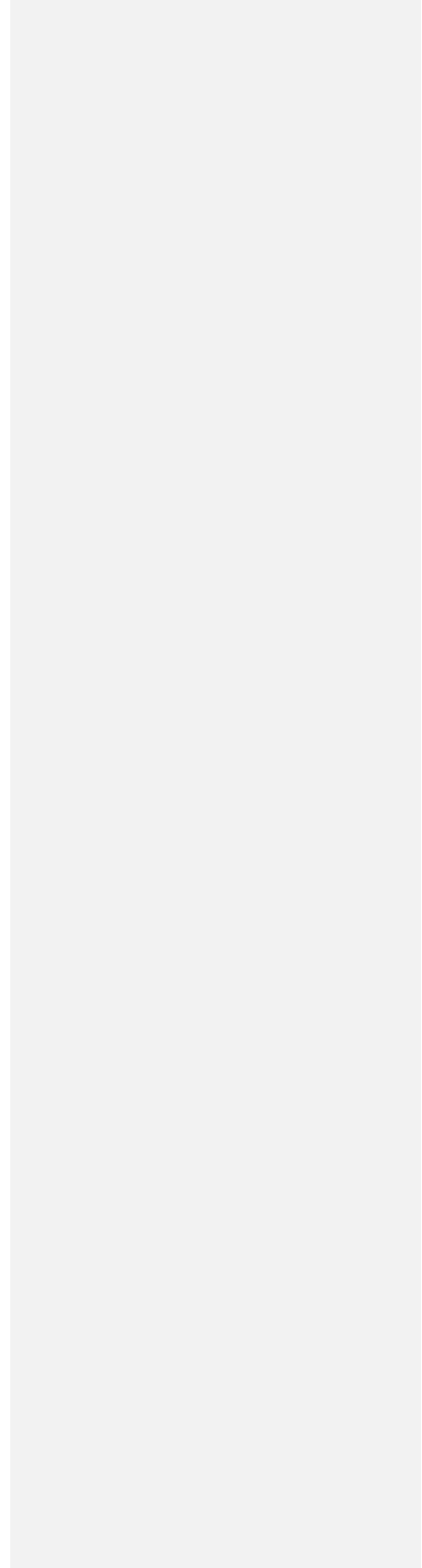
In addition, the principal or designee must notify the parents of any student who does not meet the accountability standards and must provide the parents with information concerning retesting and intervention opportunities.

- ~~• Students with disabilities shall participate in the statewide student accountability standards for elementary, middle, and high school levels.~~
- ~~• Students with disabilities may be exempted from the state standards by the Individualized Education Program Team, including the principal, if it is determined by the team that the student does not have the ability to participate in the State Standard Course of Study. However, they will be enrolled in a functional curriculum and demonstrate acceptable outcomes on alternate assessments.~~

LEGAL REF: G.S. 115C-288, -45; G.S. 115C-105.41 and -105.27; Statewide Student Accountability Standards

ADOPTED:

AMENDED: August 2, 2004
March 6, 2006 (Deleted 3600-R)
March 2, 2009
January 3, 2011



3610

Comment [A9]: In light of the new PEP policy and additions to the promotion policy, I recommend deleting this policy as redundant.

~~PROGRESS REPORTS/INSTRUCTIONAL FEEDBACK~~

~~The Edenton-Chowan Board of Education subscribes to the belief that schools that continually monitor student performance are more effective than those that do not. It is also the belief of the Board that students cannot adequately prepare themselves for tests and improve other aspects of their performance if they do not get regular feedback on their daily class work and homework. Accordingly, each principal and teacher shall assure that students and parents are regularly informed of each student's progress by providing progress reports, report cards, and other feedback.~~

~~LEGAL REF: G.S. 115C-36, 288, 307~~

~~ADOPTED:~~

GRADUATION EXERCISES

Formal graduation exercises for high school seniors are to be planned and conducted under the direction of the high school principal and in cooperation with the Superintendent.

Only students who have completed all requirements for a diploma or certificate shall be permitted to take part in graduation exercises.

LEGAL REF: G.S. 115C-36

ADOPTED:

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PERSONAL EDUCATION PLANS

Students who are at risk of academic failure shall be identified and provided with academic interventions. The Edenton-Chowan Schools identifies students at risk of academic failure based on grades, observations, state assessments, and other factors that impact student performance that teachers and administrators consider appropriate.

Any student in grades K-12 who is not promoted shall be provided with a personal education plan for the following school year. In addition, schools shall identify students who are at risk for academic failure and who are not successfully progressing toward grade promotion and graduation, beginning no later than the fourth grade. Identification shall occur as early as can reasonably be done and can be based on grades, observations, State assessments, and other factors, including reading on grade level, that impact student performance. No later than the end of the first quarter or after a teacher has had up to nine weeks of instructional time with a student, a personal education plan (PEP) shall be developed or updated for any student at risk of academic failure and/or not performing at grade level. Each PEP should include focused intervention, accelerated activities and performance benchmarks for academic improvement.

Schools shall notify parents that a PEP has been developed, provide them with a copy of the PEP, and include them in the implementation and ongoing review of the PEP.

The Superintendent or designee is authorized to develop procedures to implement this policy.

LEGAL REF: N.C.G.S. 115C-105.41

REVISED:

TESTING

Standardized tests shall be administered and their results used in compliance with the North Carolina State Board of Education's Testing Code of Ethics, applicable law and regulation, and procedures established by the test publisher.

The Board of Education limits the administration and scoring of any standardized test or test required by the State of North Carolina for public school students in grades K-12 to those students who are in membership in the Edenton-Chowan Schools at the time of testing.

School employees responsible for testing shall review and understand ethical requirements related to standardized testing, including the Testing Code of Ethics. The failure of any individual to adhere to these standards is grounds for disciplinary action including dismissal. All school personnel shall be responsible for immediately reporting any questionable testing practice. Failure to report a questionable practice is unethical behavior.

No individual who has access to secure assessment materials may use that access for personal gain.

LEGAL REF: G.S. 115C-36, -47, -174.10 to -174.14

ADOPTED:

INTERSCHOLASTIC ATHLETICS POLICY

The Board of Education regards interscholastic athletics as a vital part of the total education process. The athletic program at the school shall be used as a means of developing the wholesome attitudes of fair play and sportsmanship, as well as the knowledge and skills in being a productive team member.

The types and number of sports offered will be determined by: the interests of students; the sports offered by our athletic conference; the availability of qualified coaches; the availability of sufficient financial resources; and the availability of necessary facilities for practice and play.

In order for a new sport to be added, it must have the approval of the Superintendent, Principal and Athletic Director at the affected school. Guidelines are to be developed that outline the issues to be addressed when considering adding or dropping a sport from the athletic program.

The Superintendent is authorized to develop eligibility requirements for athletic participation, including academic and conduct standards.

CLASS INTERRUPTIONS POLICY

The Board recognizes the educational values inherent in a broad, varied, and well directed student activities program, but strongly believes that the amount of academic growth experienced by students is in direct proportion to the amount of time spent on the teaching/learning process. More time spent on meaningful tasks will result in greater learning. The central office, school administration and teachers should protect instructional activities from unnecessary intrusions. In order to assure the accomplishments of this belief, the Board directs that:

1. The Superintendent will develop administrative regulations that ensure that any activity that takes students from class will be minimized.
2. Principals will be responsible for all activities and extracurricular programs in their schools, operating them in accordance with the beliefs outlined in this policy and any administrative regulations issued by the Superintendent.
3. Pupil participation in extracurricular activities will depend upon satisfactory grades in school subjects and good school citizenship.

CLASS INTERRUPTIONS POLICY
Rules and Regulations

- Principals are directed to examine all student activity programs and insure that all activities that require students to miss class are kept to an absolute minimum.
- Every effort will be made to schedule athletic events so that students do not miss any class time.
- Administrative personnel and school secretaries will limit the use of the intercom, and the practice of sending students to other teachers' classrooms causing an interruption.
- Phone messages will not be delivered to students during school except in emergency situations.
- Students will not be permitted to miss class to solicit for any purpose during the school day.
- Principals will determine the educational value of field trips, student contests requiring out of class time, and other activities in which students will represent the school.
- Central office personnel will not schedule activities that will require teachers to be out of class unless approved by the principal.
- Request for information from principals and teachers that will infringe on instructional time will be kept to an absolute minimum.
- Teachers will not keep students out of another teacher's scheduled class time unless approved by the principal.
- Clerical demands on teachers from both school and central office personnel will be kept to a minimum.