

#### 4065 ALTERNATIVE SCHOOLS/PROGRAMS

The Board is committed to the goal of providing a safe, orderly and inviting learning environment at each school. The educational program and the behavior management plan developed at each school, as well as numerous other strategies identified in Board policies, are intended to create such an environment and help each student be a contributing and successful member of the school.

Alternative schools/programs are provided as an option for when a student's behavior management or academic performance needs cannot be met in a regular education setting. The purposes of an alternative school/program are to (1) intervene and address problems that prevent a student from successfully achieving in the regular educational setting; (2) reduce the risk of the student dropping out of school by directing resources to helping the student resolve issues affecting performance at school; (3) return the student to the regular educational setting as soon as practical with the skills necessary to succeed in that environment; and (4) preserve a safe, orderly and inviting learning environment at the regular educational setting.

The Superintendent and/or designee shall develop and publish clear procedures for entrance and exit from alternative programs, including program content and goals, in accordance with state law and State Board of Education guidelines.

LEGAL REF: G.S. 14-208.18; G.S. 115C-36, -47(32a), -105.27, -105.47A, -105.48, -276(r), -288, -367, -369, -390.7, -390.9, -390.10, -390.11; State Board of Education Policy GCS -Q-002

ADOPTED: August 2, 2004

AMENDED:

EDENTON-CHOWAN BOARD OF EDUCATION



## 2130 PARENTAL INVOLVEMENT

The board recognizes the critical role of parents in the education of their children and in the schools. Parents are encouraged to be informed about the educational program and to participate in activities designed by the schools to involve parents.

### A. Annual Notification

Parents will be notified annually of the following:

- parental rights related to student records and surveys;
  - grading practices that will be followed at the school and, in the high schools, the means for computing the grade point averages that will be used for determining class rank policy 3610, Class Rankings;
  - a description of curriculum being offered;
  - code of student conduct and school standards and rules;
  - any student performance standards of the board and school district;
  - grievance procedure;
  - permissible use of seclusion and restraint in the schools;
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- for parents of students in grades five through twelve, information about cervical cancer, cervical dysplasia, and human papillomavirus, including the causes and symptoms of these diseases, how they are treated, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents may obtain additional information and vaccines for their children;
  - information about meningococcal meningitis and influenza, including the causes, symptoms, vaccines, how the diseases are spread and places parents may obtain additional information and vaccines for their children;
  - the schedule of pesticide use on school property and their right to request notification of nonscheduled pesticide use;
  - the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child;
  - the district's non-discrimination policy.

### B. Title I Parent Consultation Policy

The Title I program offers assistance to meet special educational needs of educationally and economically disadvantaged children according to federal guidelines. The Board encourages parents to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the program and the success of the children. An annual meeting will be held for parents of all eligible Title I children to discuss the Title I funded programs and activities.

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

- reasons for the identification;
- level of English proficiency;
- methods of instruction;
- how the program will help the child;
- if the child has a disability, how the language instruction educational programs meets the objectives of the child's individualized educational program (IEP); and
- any other information necessary to effectively inform the parent of the program.

### **C. Opportunities to Withhold Consent**

As a part of the annual notification described above, parents will be effectively notified that consent may be withheld for the following:

- the release of student directory information about his or her child for school purposes or to outside organizations;
- a student's participation in curriculum related to (1) prevention of sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS), (2) the avoidance of out-of-wedlock pregnancy, (3) abstinence until marriage, or (4) comprehensive sex education. A copy of materials that will be used in these curricula will be available at the school. To meet any review periods required by law, materials also may be made available for review in the central office;
- a student's use of guidance programs for individual counseling, small group counseling related to addressing specific problems, or referral to community resources on issues of a private nature. Neither parental notification nor permission is required for large group sessions, initial consultations intended to identify the student's needs or counseling where child abuse or neglect is suspected.

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

#### **D. Parental Permission Required**

Written parental permission is required prior to the following activities:

- Medicines administered to students by employees of the school district;
- any release of student records that are not considered directory information unless the release is allowed or required by law
- off campus trips; and
- participation in high impact or high risk sports or extracurricular activities, such as football or mountain climbing;
- surveys concerning protected topics that are funded by the U.S. Department of Education.

LEGAL REF: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; Protection of Pupils Rights Amendment, 20 U.S.C. 1232h; G.S. 115C-81 (e); No Child Left Behind Act of 2001, 20 U.S.C. 6301 et seq.; 34 C.F.R. 200.4; 20 U.S.C. 7801(32); State Board of Education Parent and Family Involvement Policy EEO-R-000.

Cross References: Use of Volunteers (Policy 2110), Student Participation in Surveys and Research Studies (Policy 2400), Section 504/ADA (Policy 3420), Health Education, Class Rankings (Policy #), (Policy 3510), Maintenance, Review and Release of Student Records (Policy 4100), Student Promotion and Accountability (Policy 3600), Personal Education Plans (Policy 3630), Code of Student Conduct (Policy 4210), Prohibition Against Discrimination, Harassment, and Bullying (Policy 4400/5125), Discrimination, Harassment, and Bullying Complaint Procedure (Policy 4410/5130), Registered Sex Offenders (Policy 5022), Reporting Information to Administrators and External Agencies (Policy 5150)

ADOPTED: June 7, 2004

AMENDED: June 4, 2012; January 5, 2015,



## 2510 TOBACCO-FREE POLICY

Tobacco product is defined to include cigarettes, cigars, pipes, chewing tobacco, snuff, electronic-cigarettes, and other items containing or reasonably resembling tobacco or tobacco products. Tobacco use includes smoking, chewing, dipping, or any other use of tobacco products. The term, electronic cigarettes (e-cigarettes), means any oral device that provides a vapor of liquid nicotine, lobelia, and/or other substance, and the use or inhalation of that simulates smoking. The term, electronic cigarette includes any such device that is manufactured, distributed, marketed or sold as e-cigarettes, e-cigars, e-pipes, or under any other name or descriptor.

1. The use of any tobacco product by any person in school buildings, in school facilities, on school campuses, and in or on any other school property owned or operated by the school system is prohibited. In addition, no person attending any school-sponsored event on or off school property may use any tobacco product.

Further, no student is permitted to possess a tobacco product while in any school building, while on school grounds or property, or at any school-sponsored or school-related event or at any other time that students are under the authority of school personnel.

2. The possession, display, or use of tobacco products will be prohibited in all vehicles owned, operated, or maintained by the school system or private vehicles authorized to transport students.

3. Persons or organizations not affiliated with Edenton-Chowan Schools who rent, lease, or otherwise temporarily occupy any school property including school vehicles are prohibited from displaying or using tobacco products during that period of use.

4. The Board of Education shall ensure that appropriate language regarding this tobacco-free policy be placed in all agreements for contracted services to the school system.

5. The Board shall also ensure that signage reflecting the tobacco-free policy is permanently placed in pedestrian and vehicle entrances to school properties and other school areas, as appropriate. With approval by the hosting organization, signage pertaining to this tobacco-free policy shall also be temporarily displayed at school-sponsored off-campus activities for the duration of the activity.

6. The prohibition of the display of tobacco products shall not extend to a display that has a legitimate instructional or pedagogical purpose. Tobacco products may be included in instructional or research activities in public school buildings if the activity is conducted or supervised by the faculty member overseeing the instruction or research and the activity does not include smoking, chewing, or otherwise ingesting the tobacco product.

7. The Board shall ensure that students and employees are provided with information about support systems and programs to help them abstain from the use of tobacco products.

8. Each principal or administrative head shall ensure that information regarding this policy is disseminated to students and staff on an annual basis, and that this policy is enforced by staff in each school or administrative building.

9. Each potential employee of the school system will be informed of the regulations governing the school system's tobacco-free policy.

10. The tobacco-free policy, as well as the regulations governing the policy will be publicized through the media and the school system.

11. The Superintendent shall periodically review the application of this policy and make progress reports and recommendations to the Board of Education.

LEGAL REF: G.S. 115C-36, -47; P.L. 103-227; 115C-407; 143-595 to -601; Pro-Children Act of 1994, 20 U.S.C. § 6081 et seq.

Cross References: Code of Student Conduct (policy 4210)

ADOPTED: June 7, 2004

AMENDED: June 4, 2012; March 2, 2015

EDENTON-CHOWAN BOARD OF EDUCATION

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## **3600 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 at risk of not meeting promotion standards and for consulting with parents and appropriate school personnel.

### **A. Criteria used in Deciding Promotion**

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

1. 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 student may not have more than 20 unexcused absences)
2. 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 state and local tests and classroom assessments
  - Medical, social and behavioral information
  - School assistance team recommendations

- Teacher documentation
- Parental input
- Attendance (a student may not have more than 20 unexcused absences)

### 3. Factors to be considered for grade 3: Reading Camp

The board will provide reading camp opportunities as required by law at no fee for students who have not yet demonstrated reading proficiency on a third grade level at the end of the student's third grade year. To the extent resources permit, the board will offer fee-based reading camp opportunities to students who have successfully demonstrated reading proficiency appropriate for a third grade student. Annually, the board will establish criteria for priority enrollment in its fee-based reading camps and will set the attendance fee at an amount not to exceed the statutory limit. The superintendent shall notify interested parents of the application procedure for the fee-based reading camps.

"Reading proficiency" means reading at or above the third grade level by the end of a student's third grade year, demonstrated by the results of the State-approved standardized test of reading comprehension administered to third grade students.

### **B. 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 Math I.
- 11th Grade – Thirteen units.
- 12th Grade - 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, unless they are approved for the Future-Ready Occupational Course of Study, and meet local graduation requirements. State graduation requirements can be found on the Department of Public Instruction website, <http://www.dpi.state.nc.us/docs/gradrequirements/resources/gradchecklists.pdf> . A copy of these requirements is available at each school.

Students have the opportunity to earn one or more of the following diploma endorsements identifying a particular area of focused study: (1) Career Endorsement, (2) College Endorsement (two options), (3) North Carolina Academic Scholars Endorsement, and/or (4) a Global Languages Endorsement. No endorsement is required to receive a diploma.

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. 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].*

When a student encounters a significant hardship that impedes his/her ability to graduate from high school in the traditional fashion, students may apply for an individualized plan for graduation. For students facing these barriers to learning, a diploma can be awarded if the state graduation requirements are met. These students will meet with their high school counselors and the administration to create an individualized graduation plan, draft a Contract of Commitment, and apply to participate in this opportunity. Recommendations about a student's admittance to the program will be made by the high school's Response to Intervention Committee. Placement in the program must be approved by the principal and superintendent. Students should have completed at least three semesters of high school and be at least 16 years old prior to pursuing this course of action.

### **C. Intervention for Students not Making Progress**

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.

#### **D. Waiver of Promotion Standards**

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.

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.

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.

#### **E. Standards for Students with Disabilities**

1. 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
2. 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.
3. 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.

#### **F. Students with Limited English Proficiency**

1. 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.
2. Limited English proficient students in high school shall meet the same standards as all students for high school graduation.
3. 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.

#### **G. Reporting Requirements**

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

#### **H. 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.

LEGAL REF: G.S. 115C-288, -45; G.S. 115C-105.41 and -105.27; Statewide Student  
Accountability Standards; G.S. 115C-83.3 et. seq

ADOPTED: August 2, 2004

AMENDED: March 6, 2006 (Deleted 3600-R); March 2, 2009; January 3, 2011; January 5,  
2015; March 2, 2015; April 2015, June 2015

**EDENTON-CHOWAN BOARD OF EDUCATION**

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## 4210 CODE OF STUDENT CONDUCT

Since an educated citizenry is essential to good government and can be attained only in an atmosphere conducive to teaching and learning, the Edenton-Chowan Board of Education requires the maintenance of good order in the schools.

All students shall comply with the Code of Student Conduct, state and federal laws, school Board policies, and local school rules governing student behavior and conduct. This policy applies to any student who is on educational property, including school bus stops, who is in attendance at any school or any school-sponsored activity, or whose conduct at any time or place, on or off campus, has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operations of the schools or the safety of individuals in the school environment. This policy also applies to regular school buses, school activity buses, other school vehicles, or any private vehicle located on property owned or managed by the Edenton-Chowan Board of Education.

The definitions of terms set forth in Policy [4220](#), Due Process, apply to this policy as well.

It should be understood that this policy is not intended to restrict in any way the authority of principals to make such rules, not inconsistent with this code, as they are authorized by law to make for the government and operation of their respective schools or with the authority of teachers to make such rules, not inconsistent with this code, as they are authorized by law to make for their respective classes. Principals, with the prior approval of the Superintendent, may, under extraordinary circumstances, including the age of the child, make exceptions to the level of punishment except when the punishment is required by law.

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

Violations of the Code of Student Conduct, other Board policies, regulations issued by the individual school, or the North Carolina General Statutes may result in disciplinary action including suspensions for ten (10) school days or less (“short-term”); suspensions for more than ten days (“long-term”); suspensions for 365 calendar days; and/or expulsion. A long-term suspension is any suspension of more than ten school days and up to the remainder of the school year, except that if the conduct leading to the long-term suspension occurs during the final quarter of the school year, the suspension may extend up to the first semester of the following school year. Students also may be assigned to an alternative program approved by the Board of Education for disciplinary reasons, consistent with Board Policy and guidelines developed by the Superintendent.

Principals and other school officials are authorized to involve law enforcement in serious violations in any category and are **required** to involve law enforcement in cases of certain alleged criminal acts as set forth in G.S. 115C-288(g). In such cases, school officials shall cooperate fully with the law enforcement agency. Internal disciplinary proceedings shall take place independently from the criminal investigation and prosecution.

In addition to the rules contained in this Code, students shall be informed of local school rules that, if violated, may result in suspension or expulsion. Parents and students shall receive a copy of the Code of Student Conduct when a child is first enrolled in the Edenton-Chowan Schools and at the beginning of each school year.

Policies listed in the Code of Student Conduct may be categorized by severity as a Level 1, 2, 3 or 4 offense. The Code contains presumptive ranges of disciplinary consequences based on the severity of each offense. However, in imposing or recommending disciplinary consequences principals may consider the presence of aggravating and mitigating factors which may justify a disciplinary consequence outside of the recommended range. Examples of aggravating or mitigating circumstances that may be considered include but are not limited to:

- The student's age;
- The student's intent;
- The student's disciplinary history, including number of infractions and prior discipline for the same violation;
- The student's academic history;
- Whether the conduct caused a threat to safety;
- Whether school property or personal property was damaged;
- Whether the conduct caused a substantial disruption of the educational environment
- Whether a weapon was involved and whether any injury resulted.

Suspensions of greater than ten days are reserved for serious misconduct which either threatens the safety of others within the school or threatens to substantially disrupt the educational environment.

### Rules of Conduct

Level One Violations - The following conduct is prohibited as outlined below:



1. **Gambling** - Participation in any unauthorized event, action, or statement which relies on chances for the monetary advantage of one participant at the expense of others.
2. **Verbal Abuse or Disrespect** - Participation in serious or persistent verbal action that prevents an orderly and peaceful learning environment. Cursing; using vulgar, obscene, or abusive language, including slurs or insults intended to mock a person's race, religion, sex, national origin, disability or intellectual ability; or using sexually offensive or degrading language are specifically prohibited.
3. **Peer Relations** - Engaging in behavior which is immoral, indecent, overly affectionate, or of a sexual nature while in the school setting.
4. **Integrity** - Engaging in or attempting to engage in cheating, plagiarism, falsification, violation of software copyright laws, or violation of computer access. Students are subject to disciplinary action as outlined in this policy and/or academic penalty.
5. **Disruption** - Using passive resistance, noise, threat, fear, intimidation, coercion, force, violence, or any other form of conduct that causes the disruption of any lawful function, mission, or process of the school, or urging any other student to engage in such conduct.
6. **Threat / False Threat** - Making any threat through written or verbal language, sign, electronic means, or act which conveys a serious expression of intent to cause harm or violence. Furthermore, no student shall make a false threat of harm or violence, even in jest, which causes or is reasonably likely to cause fear or a disruption to school activities. See Level II for violations involving threats of serious bodily harm.

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7. **Hazing** - Subjecting a fellow student to physical injury as part of an initiation, or as a prerequisite to membership, into any organized school group, including any society, athletic team, or other similar group.
8. **Intimidation** - Extorting or attempting to extort money, personal property, or personal services.
9. **Protests** - Engaging in any protest, march, picket, sit-in, or similar activity, either on or off any school campus, which has as its purpose the disruption of any lawful function, mission, or process of the school or which in fact creates such a disturbance.
10. **Boycotts** - Participating in any boycott or walk-out of any lawful school function at which attendance is required.
11. **Disruptive or Obscene Literature and Illustrations** - Possessing or distributing literature or illustrations in any form that are obscene or that significantly disrupt the educational process.

- 12. Aggressive Behavior** - Hitting, shoving, scratching, biting, blocking the passage of, or throwing objects at another person. Taking any action or making comments or writing messages which might reasonably be expected to result in a fight. See Level II for violations involving physical injury to another student.
- 13. Theft** - Stealing, attempting to steal, or knowingly being in possession of stolen property.
- 14. Damage to Property** - Intentionally damaging or attempting to damage or deface school or private property while under school jurisdiction. This level applies to damage or vandalism not exceeding \$1,000, including cost of replacement, repair or restoration of property.
- 15. Tobacco Products** - Using or possessing any tobacco product at any time on any school-owned or managed property or at any school-sponsored activity. Tobacco product is defined to include cigarettes, cigars, pipes, chewing tobacco, snuff, electronic-cigarettes, and other items containing or reasonably resembling tobacco or tobacco products. Tobacco use includes smoking, chewing, dipping, or any other use of tobacco products. The term, electronic cigarettes (e-cigarettes), means any oral device that provides a vapor of liquid nicotine, lobelia, and/or other substance, and the use or inhalation of that simulates smoking. The term, electronic cigarette includes any such device that is manufactured, distributed, marketed or sold as e-cigarettes, e-cigars, e-pipes, or under any other name or descriptor. The terms set forth in Policy 2510, Tobacco-Free Policy, are also applicable to this policy.
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- 16. Trespassing** - Being on the campus of any school except the one to which the student is assigned during the school day without the knowledge and consent of the officials of that school. Students who loiter at any school after the close of the school day without special need or proper supervision are trespassers and may be prosecuted if they fail to leave when instructed to do so. A student who has been suspended or expelled from school is trespassing if he or she appears on the property of any Edenton-Chowan Public School or at any school-sponsored activity during the suspension or expulsion period without the express permission of the principal.
- 17. Conduct on the School Bus** - Failing to follow the directives of the school bus driver and the rules and regulations of school bus safety as well as the rules of this policy while at a school bus stop, or in the school bus parking lot, or while riding on a school bus or other school vehicle. Violation of these rules may result in temporary or permanent suspension from the privilege of school transportation services as well as from school.
- 18. Skipping School** - Leaving school grounds or being in an unauthorized area of the

school during the instructional day without prior approval from a site administrator.

**19. Failure to Comply with Lawful Directive** - Failing to follow a directive after being personally notified by any school employee.

**Penalty** - Except as otherwise noted, violation of any of the Level One offenses may result in in-school disciplinary action or short-term suspension from the Edenton-Chowan Public Schools. Any short-term suspension for truancy or tardiness shall not exceed two school days.

**Level Two Violations** - The following conduct is prohibited as outlined below:

1. **Fireworks or Ammunition** - Possessing, distributing, igniting or using any fireworks or ammunition on school premises, or in any vehicles on school premises.
2. **Fighting/Assault on Another Student** - Assaulting or attacking, or causing or attempting to cause physical injury to another student or intentionally behaving in such a manner that could reasonably cause physical injury to any student.
3. **Fire Alarms** - Setting off, attempting to set off, or aiding and abetting anyone in giving a false fire alarm. It shall also be prohibited to interfere with or damage any part of a fire alarm, fire detection, smoke detection, or fire extinguishing system.
4. **Threats of Serious Bodily Harm** – Threats of death or serious bodily injury communicated toward any student, school employee, or school volunteer by verbal, electronic, written or other means.
5. **Damage to Property and Vandalism** - Intentionally damaging or vandalizing or attempting to damage or vandalize, or deface school property or private property, while located on any properties owned by the Edenton-Chowan Board of Education. This level applies to damages or vandalism exceeding \$1,000, including costs of replacement, repair, or restoration of property.
6. **Sexual Acts** - Engaging in any consensual sexual act while on school property or at a school-sponsored activity or event.
7. **Sexual Harassment or Harassment (Non-physical)** - Engaging, verbally or through other non-physical means, in sexual harassment or other harassment as defined in the Sexual Harassment and Harassment policies.
8. **Harassment or Bullying** – engaging in conduct prohibited by Board Policy 4400, Prohibition Against Discrimination, Harassment and Bullying.

**Penalty** – Level II violations are more serious in nature and result in a presumed short-term

suspension. Principals may recommend a long-term suspension based on the presence of aggravating factors.

**Level Three Violations** - The following conduct is prohibited as outlined below:

1. **Assault on a School Employee.** No student may cause or attempt to cause physical injury to any school personnel.
2. **Possession or Use of Weapons other than Firearms** - Possessing, handling, transferring, or bringing on to school property any items including, but not limited to, knife, razor, BB gun, stungun, air rifle, air pistol, bowie knife, dirk, dagger, sling shot, leaded cane, switchblade knife (a knife containing a blade that opens automatically by the release of a spring or a similar contrivance), blackjack, metallic knuckles, razors and razor blades (except solely for personal shaving), and any sharp-pointed or edged instrument, brass knuckles or facsimile or other item that could be considered a weapon or dangerous instrument. Using in a threatening or dangerous manner any weapon or other object that can reasonably be considered a weapon or a facsimile of a weapon. This policy does not apply to instructional supplies, unaltered nail files and clips, or tools used solely for preparation of food, instruction, or maintenance, unless such items are used as a weapon.
3. **Arson** - Burning or attempting to burn any school building or property. Possessing incendiary material, (i.e., gasoline, kerosene, or other flammable liquid), for the purpose of burning or the attempted burning of school property.
4. **Sexual Harassment or Harassment (Physical) or Sexual Assault** - Engaging in physical sexual harassment or harassment as defined in the Sexual Harassment and Harassment Policies or offensively touching another person's private parts, including buttocks or breasts, or forcing or attempting to force another to engage in a sexual act against their will.
5. **Drugs or Alcohol** - Knowingly possessing, using, distributing, selling, possessing with intent to distribute or sell, or conspiring or attempting to distribute or sell, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, other controlled substance, any alcoholic beverage, malt beverage, fortified wine, other intoxicating liquor, drug paraphernalia, counterfeit drugs, or possessing or using any other chemicals or products with the intention of bringing about a state of exhilaration, euphoria, or of otherwise altering the student's mood or behavior.
6. **Bomb Threat or Hoax** –
  - (a) Communicating by any means to any person or group of persons, a report, knowing

or having reason to know the report is false, that there is located on educational property or at a school-sponsored curricular or extracurricular activity off educational property any device designed to destroy or damage property by explosion, blasting, or burning; or

- (b) With intent to perpetrate a hoax, concealing, placing, or displaying a device, machine, instrument, or artifact on educational property or at a school-sponsored curricular or extracurricular activity off educational property, so as to cause any person reasonably to believe the same to be a bomb or other device capable of causing injury to persons or property.

#### **7. Terrorist Threat or Hoax –**

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

**Penalty** - Level III rule violations are more severe in nature and support long-term suspension. The principal may impose a short-term suspension based on mitigating factors.

When a first violation of item (5) does not involve the distribution, sale, possession with intent to distribute or sell, or conspiracy or attempt to distribute or sell a substance prohibited by this policy, an alternative to long-term suspension shall be offered. This alternative shall be offered only one time to students during their school career unless an exception is made by the Superintendent. The alternative shall consist of a 10 school day suspension and shall also require participation in an approved corrective education and/or counseling program. The program shall be determined by the Superintendent and agreed to in writing by the parent and/or guardian, student, and school principal. Parents/guardians and students shall be provided information by school authorities concerning approved alternative programs. Failure to meet any requirements of the alternative program reactivates the long-term suspension.

**Level Four Violations** - The following conduct is prohibited by the Board and by state law as outlined below:

**Firearms or Destructive Devices –**

No student shall bring onto school property or possess a firearm or destructive device. A firearm is any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, or any firearm muffler or firearm silencer. The definition of firearm under this rule does not include an inoperable antique firearm, a BB gun, stun gun, air rifle, or air pistol.

A destructive device is an explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge or more than one-quarter ounce, mine, or similar device.

A student shall not be found in violation of this policy if it is determined that the student took or received the firearm or destructive device from another person at school or found the firearm or destructive device at school, provided that the student delivered or reported the firearm or destructive device as soon as practicable to a law enforcement officer or a school employee and had no intent to use such firearm or destructive device in a harmful or threatening way.

**Penalty** - A Level Four violation shall result in a recommendation for suspension for 365 calendar days from the Edenton-Chowan Public Schools in accordance with G.S. 115C-390.10.

The Superintendent may modify this suspension requirement on a case-by-case basis. Law enforcement will also be contacted for any Level IV violation.

LEGAL REF: G.S. 115C-390.1 – 390.12; 14-35

ADOPTED: August 2, 2004

AMENDED: August 1, 2011

**EDENTON-CHOWAN BOARD OF EDUCATION**





## 5360 REDUCTION IN FORCE: LICENSED EMPLOYEES

The purpose of this policy is to establish an orderly procedure for the reduction of licensed, professional employees of the school system. This policy applies to teachers as defined by G.S. 115C-325(a)(6) and school administrators as defined by G.S. 115C-287.1(a)(3). Reductions in force shall be determined according to the definition and procedures established in G.S. 115C-325 and by this policy.

### A. Grounds for Reduction in Force

Reduction in force may be implemented when the Board determines that any of the following circumstances exist:

1. District Reorganization - defined as:
  - a. declining enrollment, financial exigency, or other cause(s) that warrant(s) closing, consolidation or reorganization of schools, school buildings or facilities and the number of existing certified employees exceeds the number required to staff the school, school buildings or facility as reorganized; or
  - b. any elimination, curtailment, or reorganization of a curriculum offering, program or school operation or a reorganization or consolidation of two or more individual schools or school districts that is unrelated to financial exigency.
2. Decreased Enrollment - shall exist when the enrollment or projected enrollment for the next succeeding school year causes a decrease in the number of teaching or administrative positions allocated by the state or any other funding source; or when the enrollment or projected enrollment for the next succeeding school year of a curriculum offering or program is inadequate to justify continuation of the course or program.
3. Decreased Funding - shall mean any significant decline in the Board of Education's financial resources that is brought about by the decline in enrollment or by other actions or events that compel a change in the school system's current operational budget; or any significant decrease or elimination in funding for a particular program; or any insufficiency in funding that would render the Board unable to continue existing programs at current levels.

### B. Preliminary Determination

1. The Superintendent shall determine whether or not a reduction in force is necessary, appropriate or in the best interests of the school system. The Superintendent is authorized to limit or narrow the scope of any reduction in force to those employees who work in the school, facility, program or department subject to the reduction in positions.

2. In determining which positions shall be subject to a reduction in force, the Superintendent shall consider the following
  - a. Structural considerations, such as identifying positions, departments, courses, programs, operations and other areas where there are (i) less essential, duplicative, or excess personnel; (ii) job responsibility and/or position inefficiencies; (iii) opportunities for combined work functions; and/or (iv) decreased student or other demands for curriculum, programs, operations, or other services.
  - b. Organizational considerations, such as anticipated organizational needs of the school system and program/school enrollment.
3. When the Superintendent believes that grounds exist for a reduction in force, the Superintendent shall present a written recommendation to the Board of Education. The recommendation shall include:
4. The Board of Education shall review the Superintendent's recommendation and shall determine whether to authorize a reduction in certified positions.
5. If the Board authorizes a reduction in force, the Superintendent shall recommend to the Board which individuals are to be dismissed, demoted, or reduced to part-time employment, based on the criteria set forth below. Prior to submitting the recommendation to the Board, the Superintendent shall give written notice to the career employees by certified mail or personal delivery of his intention to make the recommendation and the grounds upon which he believes such dismissal or action is justified. The written notice shall also inform the affected employee of their right to request a hearing before the Board, as provided by G.S. 115C-325.

#### C. Criteria

The primary consideration in any reduction in force shall be the maintenance of a sound and balanced educational program that is consistent with the functions and responsibilities of the school system.

**The Board will consider the following factors in determining which employees shall be included in the reduction in force:**

1. Work performance;
2. Program enrollment;
3. Service in extra duty positions and ability to fill such positions;
4. Length of service, with higher priority given to service in the Edenton-Chowan Schools; and
5. Recommendations and advice from the Superintendent
6. Other beneficial services provided by the employee to the school system

Among these factors primary consideration will be given to criteria (1) and (5) above.

In assessing an employee's work performance for purposes of this policy, the school system may consider performance evaluations, improvement plans, past disciplinary actions, and other relevant factors as determined by the Superintendent.

#### D. Exclusions

The Superintendent may recommend to the Board the exclusions of specifically identified employees in an area of certification or administration from a reduction in force for specifically stated special or exceptional circumstances.

#### **Special or exceptional circumstances include:**

1. A need or desire to retain those employees whose performances are deemed outstanding based upon regular evaluation reports and other indicators of excellence;
2. A need or desire to retain those employees who are specifically qualified to coach or sponsor an extracurricular activity; and
3. Any other special or exceptional circumstances as recommended by the Superintendent and approved by the Board of Education.

#### E. Procedure for Termination

All requirements of G.S. 115C-325 will be met, including time limits and procedures for notice and opportunity for a hearing, when any career teacher (as defined in G.S. 115C-325) is terminated, demoted, or reduced to part-time employment due to reduction in force or any ~~probationary~~ non-career status teacher (as defined in G.S. 115C-325) is terminated, demoted, or reduced to part-time employment during the contract term due to a reduction in force.

When a career teacher is dismissed in accordance with this policy, his or her name shall be placed on a list of available employees to be maintained by the Board.

#### G. Nonrenewal of a Teacher or School Administrator

The Board, upon recommendation of the Superintendent, may refuse to renew the contract of a ~~probationary~~ teacher or school administrator for any reason permitted by law, including, but not limited to, district reorganization, decreased enrollment, or decreased funding. In such cases, the procedures set forth in this policy shall not apply.

LEGAL REF: G.S.115C-325 (applicable to career status teachers), -325.4, 325.6 to 325.9 (applicable to non-career status teachers); S.L. 2011-145

ADOPTED: February 7, 2005

AMENDED: July 11, 2011; December 2, 2013

**EDENTON-CHOWAN BOARD OF EDUCATION**

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## 7010 SCHOOL FINANCE OFFICER

There shall be a school finance officer appointed or designated by the Superintendent and approved by the Board, in accordance with the provisions of state law. The school finance officer shall serve at the pleasure of the Superintendent. The duties of the school finance officer shall be as prescribed by law and Board policy and as assigned by the Superintendent.

The school finance officer shall be responsible to the Superintendent for:

- A. Keeping the accounts of the school system in accordance with generally accepted principles of governmental accounting, the rules and regulations of the State Board of Education, and the rules and regulations of the Local Government Commission;
- B. Giving the preaudit certificate required by law;
- C. Signing and issuing all checks, drafts, and state warrants by the school system, investing idle cash, and receiving and depositing all monies accruing to the school system;
- D. Preparing and filing a statement of the financial condition of the school system as often as requested by the Superintendent or the Board, and when requested in writing, with a copy to the Superintendent, by the Board of County Commissioners; and
- E. Performing such other duties as may be assigned by law, by the Superintendent, or by rules and regulations of the State Board of Education and the Local Government Commission.

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LEGAL REF: G.S. 115C-435, -436, and -441 and -443

ADOPTED: February 7, 2005

EDENTON-CHOWAN BOARD OF EDUCATION



### 3610 CLASS RANKINGS

Class rankings are one method of measuring academic performance. The board also recognizes other means of evaluating student achievement, including grade point average, courses completed, rigorousness of curriculum, results of tests and assessments, and recommendation letters.

High school principals shall provide for the compilation of class rankings to be listed on student transcripts and may make class rank information available periodically to students and their parents or guardians, and to other institutions at the request of the student or the student's parent or guardian. While high school principals may designate a valedictorian and salutatorian, the board encourages principals, with input from teachers, parents and students, to develop alternative or additional means of recognizing academic achievement.

Principals shall ensure that class ranking is computed in a fair and consistent manner as provided in State Board of Education Policy GCS-L-004. The superintendent and principal shall ensure that students and parents receive adequate notice as to how class rank is calculated and shall provide written procedures on how students with equal grades, or grades that may be perceived as equal, will be treated. Nothing in this policy provides a student with any legal entitlement to a particular class rank or title. Although the student grievance procedure provided in policy 4500, Student and Parent Grievance Procedure, may be utilized to resolve disputes formally, the board encourages parents, students and principals to reach a resolution informally on any matters related to class rank.

Legal References: G.S. 115C-47, -81, -276, -288; 116-11 (10a); State Board of Education Policy GCS-L-004

Cross References: Parental Involvement (policy 2130), Student and Parent Grievance Procedure (policy 4500)

