



The Parent Gazette

2026-2027

Person County Schools | 304 South Morgan Street, Roxboro, NC 27573 | (336) 599-2191 | pcsnc.org

TABLE OF CONTENTS

PCS Parental Guide to Student Achievement	2
Parent and Student Rights	2
Additional Annual Notifications as Required by the Parents Bill of Rights	4
Student Promotion and Accountability	4
Notice of Non-Discrimination	4
Title IX Non-Discrimination on the Basis of Sex	5
Career and Technical Education Civil Rights Notice	5
Volunteers	5
Applicability of the Code of Conduct	5
Student Code of Conduct	5
School Level Investigations	8
Short Term Suspension	8
Long-Term Suspension, 364 Suspension, Expulsion	9
Student Discipline Hearing Procedures	10
Gang-Related Activity	11
Assaults and Threats	11
Security Checks	11
Student Dress Code	11
Accessing Public Benefits and Releasing Personally Identifiable Information to the NC Division of Health Benefits	12
Rules to Seclusion and Restraint	12
General Statute 115C-391.1	13
Family Educational Rights and Privacy Act (FERPA)	14
Notice for Directory Information	14
Rights Under Protection of Pupil Rights Amendment (PPRA)	14
Student and Parent Grievance Procedure	15
Administering Medicines to Students	16
Additional Medical Information	16
PCS School Bus Important Notes	16
NC School Bus Stop Law	16
School Nutrition Services / Meal Prices	16
Technology in the Educational Program	17
Technology Responsible Use	17
Technology Fee for Students	18
Use of Wireless Communication Devices	18
Parental Involvement	19
Title I Parent and Family Engagement	21
Integrated Pest Management	23
Asbestos Notification	23
Testing Notification	23
Contacts	24
Calendars	24

MISSION STATEMENT

The mission of Person County Schools is to prepare students for success in a changing world.

VISION STATEMENT

Our graduates are prepared to deal with the challenges of the 21st Century. Our graduates have the critical thinking, communicative, collaborative, and creative skills necessary for problem-solving. Because we expect and develop leadership at every level, we take on the challenges before us with passion and willingness to accept and tackle those problems. Industry recognizes the literal, social and technical skills our graduates exhibit. Local universities recruit our students because of their solid educational foundation. Person County students are service-oriented citizens willing to give back to our local and extended community.

DISTRICT GOALS

1. Increase Academic Achievement
2. Safe and Orderly Schools
3. Adequate Resources
4. Stakeholder Involvement

DISTRICT FOCUS AREAS

1. All schools will achieve a North Carolina Performance grade of C or higher.
2. All schools will meet or exceed growth.
3. All students will graduate from high school.

Greetings from the Superintendent

As we kick off an exciting new school year, I am thrilled to welcome our students, families, staff, and community members back to Person County Schools! A new year brings fresh beginnings, new opportunities, and endless possibilities to learn, grow, and achieve. We are proud to continue our mission of ensuring every student has the support, experiences, and opportunities they need to succeed.

To Our Students:

This is your year! A year to dream big, explore new interests, set meaningful goals, and discover just how much you are capable of accomplishing. Whether you are stepping into school for the very first time, preparing to cross the graduation stage, or anywhere in between, know that we believe in you. Embrace every challenge with confidence, stay curious, and make the most of every moment—your future starts now!

To Our Staff:

Thank you for the passion, dedication, and care you bring into our schools each and every day. Your commitment fuels inspiring classrooms where students feel valued, supported, and motivated to succeed. The impact you make goes far beyond academics—you are shaping lives and futures, and we are incredibly grateful for all that you do.

To Our Parents and Families:

Thank you for your continued partnership and trust. Your support plays a vital role in student success, and together we create the strong foundation our students need to thrive. By working as a team, we can ensure every child has a positive, meaningful, and successful school experience.

As we move through the year, we will stay focused on high-quality instruction, strong relationships, and preparing our students for bright futures. Together, we will continue building schools where every student feels supported, inspired, and empowered to excel.

Here's to a school year full of energy, growth, and achievement!

Welcome back to Person County Schools—where every day is an opportunity to shine and every moment matters!

Dr. Rodney Peterson, *Superintendent*



Communication is the Key to Success

As a school district, we offer a variety of ways for communication between schools and families. Our goal is to provide resources to enhance every student's educational experience in Person County.

District and School Websites:

www.pcsnc.org

- Subscribe to Calendars for updated events
- Responsive Design
- User Friendly on All Devices
- Multiple Translation Options

Infinite Campus Parent Portal:

https://730.ncsis.gov/campus/portal/psu730person.jsp

- Grade and Attendance Updates

iPhone Or Android App

- Download for Android <https://bit.ly/3OEUDX6>
- Download for iPhone <https://apple.co/3oyyWxi>

Mass Communications through Aptegy

- Phone calls, texts, and emails are sent from your school regarding your student, upcoming events, or emergencies

Social Media:

- facebook.com/personcountyschools
- <https://x.com/PersonCoSchools>
- <https://www.instagram.com/personcountyschoolsnc/>



INCLEMENT WEATHER

REMINDER TO PARENTS OF STUDENTS IN PERSON COUNTY SCHOOLS

During extremely bad weather, it sometimes becomes necessary for a decision to be made concerning the closing of schools. When a decision is made in the early morning that schools will close for the day, it must be relayed quickly to all students and parents. In order to accomplish this task efficiently and with maximum coverage, school officials are asking all students and parents to cooperate by following the suggestions listed below:

1. A decision to delay or close schools will be announced by 6:00 am. A mass communication message will be sent notifying parents of this decision.

2. Local TV and radio stations post Person County School announcements. Information will also be posted on the school system webpage (www.pcsnc.org), school website, the PCS app, and social media.
3. Do not telephone the weather bureau, radio or television stations, newspaper offices, school officials, or school offices. Calls to these offices will result in "clogged" lines and will hinder communication. Announcements will reach you via phone, text, push notification, radio, and television.
4. The absence of any announcement indicates that the schools will open as usual.
5. Parents of younger children should have a supervision plan for their children in the event that school is dismissed early.

The Parent Gazette Disclaimer: All information located in The Parent Gazette is accurate and complete as of the day of printing. Policies and regulations are subject to change based on Federal, State and Local mandates. The most current and up to date Board Policies are located on the Person County Schools website <https://boardpolicyonline.com/?b=person>.
Printed Aug. 2, 2026

For Spanish Version of the Parent Gazette: El documento completo "Parent Gazette/Code of Conduct" (Boletín para padres/Código de conducta) está disponible en el sitio web de Person County Schools. Las familias pueden utilizar la función de traducción del sitio web para consultar esta información en su idioma de preferencia. Si necesita ayuda para acceder a esta información o comprenderla, comuníquese con la escuela de su hijo para recibir asistencia. Visite: <https://www.pcsnc.org/page/parent-gazettecode-of-conduct>

PCS Parental Guide to Student Achievement

In an effort to be transparent and in compliance with the Parents’ Bill of Rights – SB 49; Session Law 2023–106, PCS has developed the Parent’s Guide to Student Achievement (PGSA). This document provides information and resources on a variety of topics including student promotion, materials being taught in schools, how to learn about your child’s progress in school, teacher qualifications, and more. To view the PCS PGSA visit: <http://bit.ly/4f7YYOd>



PARENT AND STUDENT RIGHTS

The purpose of this document is to inform parents, students, and Person County Schools staff of parent and student rights. It is presented in a question/answer format and is divided into several sections based on topics. If there are additional questions about parent and student rights, they may be addressed to any school principal or to the office of the Person County Board of Education (336–599–2191).

Discipline and School Safety

What must happen when a student is suspended from school for up to and including 10 school days (“short-term suspension”)?

- The principal must promptly investigate the alleged misconduct.
- The student must be provided with oral notice of the accusation and evidence against him/her and given the opportunity to respond.
- A written notice of suspension must be sent to the parent, including the reasons for the suspension and a description of the alleged student behavior upon which the suspension is based.

How are the procedures for suspension different if the suspension is for more than 10 days (“long-term suspension”)?

- The principal will invoke a short-term suspension of 10 days and recommend to the superintendent that a long-term suspension be imposed. The superintendent, or his/her designee, will determine whether to uphold, modify or reject the principal’s recommendation.
- The principal must provide the student’s parent(s) written notice of the recommendation for long-term suspension by the end of the work day during which the long-term suspension is recommended or as soon thereafter as is practicable. The parent(s) may request a hearing before the superintendent within 3 days of receiving notice of the recommendation for long-term suspension. The appeal should be made in writing to the principal and shall state the issues for the hearing, including any concerns about the severity of the penalty. If the student will have an attorney present, the request should provide the name and telephone number of the student’s attorney.
- The decision of the superintendent may be appealed to the Board of Education.

May a student with a disability (i.e., a student with an IEP or who is eligible under Section 504) be disciplined?

Yes. Students receiving special education services under IDEA or who are eligible under Section 504 may be suspended for 10 days or less in a given school year, without receiving educational services, by following the school system’s disciplinary procedures. If a long-term suspension (more than 10 days) is being considered, or if a series of short-term suspensions causes a disciplinary change in placement (see next question), then a Manifestation Determination Review meeting must be held to determine if the behavior was caused by, or had a direct and substantial relationship to, the student’s disability. If the student’s Individual Education Plan (IEP) team or 504 team, which includes the parent as a team member, determines that the behavior was caused by or had a direct and substantial relationship to the student’s disability, the team will then determine whether a change in program or placement for the student is appropriate, including developing or revising a behavior plan for the student. If it is determined that the student’s actions were not the result of his or her disability, then the student with a disability may receive the same consequence as a regular education student, except that educational services must be continued for students who have an IEP. The educational services may include providing instruction in the home if the student is suspended. There is not an educational services requirement for 504-eligible students.

Are there instances when a short-term (less than 10 day) suspension of a student with a disability (i.e., a student with an IEP or who is eligible under Section 504) may trigger an IEP or 504 meeting?

Yes. If a student with a disability is suspended for 15 or more cumulative days during the school year, the school will assume that there has been a disciplinary change in placement of the student, and the IEP or 504 team must meet. If a student with a disability is suspended for more than 10 days cumulatively but less than 15 days, the principal must determine if there has been a disciplinary change in placement. If there has been a disciplinary change in placement, then the IEP or 504 team must meet. In addition, if a student in the exceptional children program (i.e., a student with an IEP) is suspended for more than 10 cumulative days, then educational services determined appropriate by the principal and teacher must be provided beginning on the eleventh day and for the remaining days of the suspension. There is not an educational services requirement for 504-eligible students.

Does an adult’s right to carry a weapon extend to the school grounds?

No. Carrying weapons on school grounds, except for authorized law enforcement, is strictly prohibited.

Can a principal remove a parent or other individual from a school event or school facility?

Yes. The principal has the right to remove any individual, including parents and other adults, if the individual disrupts the educational environment, acts in a disorderly manner, damages school property or violates board policy or the law. The superintendent, upon recommendation from the principal, may deny an individual permission to come onto school grounds or enter a school facility for up to one school year if the individual is guilty of disruptive or dangerous behavior on school grounds.

Do parents have a right to visit their child’s classroom?

In general, yes, if the parent requests and receives permission to be in the school and if the parent complies with all school rules and board policies. The parent must check in at the office upon his/her arrival. If visits become excessive or disrupt

instructional time or are otherwise disruptive (see prior question), then the principal may deny such requests or recommend that the individual be denied permission to come onto school grounds or to enter a school facility.

Do schools have the right to make rules beyond those found in Person County School Board Policy?

Yes, but parents and students must be advised of individual school rules through student handbooks at the beginning of the school year. The rules must be reasonable, fall within state law and school board policy, and may not violate or contradict school board policy or state or federal law.

If a student believes he or she has been sexually harassed by another student or by an employee of the Person County Schools, to whom should he or she report it?

A student who believes that he or she has suffered sexual harassment may report the matter to the school principal, assistant principal, counselor, or a teacher. Local school personnel shall forward the concern to the appropriate investigator to investigate the allegation, in accordance with Board Policy 1725/4035/7236, Title IX Sexual Harassment – Prohibited Conduct and Reporting Process and 1726/4036/7237, Title IX Sexual Harassment Grievance Process.

What protection is there for students regarding other kinds of harassment?

The Person County Schools Student Code of Conduct policy prohibits discrimination and harassment on the basis of race, sex, color, national origin, religion, disability, and age (40 or older) in any of its education activities and programs. See Policy 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law, and Policy 1735/4329/7311, Bullying and Harassing Behavior Prohibited, for additional information.

Can a student be suspended from a school bus for the remainder of the school year?

Yes. This is a decision reached by the building principal and the School Transportation Department. Parents may appeal this decision to the Superintendent and ultimately the Board of Education.

When can a student be searched?

A student can be searched by a school official any time there is reasonable suspicion that the search will lead to the discovery of evidence of a violation of the Student Code of Conduct, or state or federal law, or discovery of anything which presents an immediate danger of harm such as a weapon, contraband, or illegal substance. See Policy 4342, Student Searches, for additional information.

What can be searched by school personnel?

All lockers and storage areas in the school used by students may be searched. Any motor vehicle brought on campus may be searched. The student’s personal effects, including book bags, purses, gym bags or similar containers, may be searched, as well as a “pat down” of the student’s outer clothing.

What happens to items seized during a search?

If items seized provide evidence of a violation of the Student Code of Conduct or present a danger, they may be seized, returned to parents, destroyed (if they have no significant value), or turned over to law enforcement.

Do teachers and other school employees have the right to report parents for suspected cases of child abuse or neglect?

North Carolina state law requires that public school personnel report suspicions of child abuse or neglect to the Department of Social Services.

Promotion/Retention/Grading

Does a parent or student have any input into a decision by the principal to retain a student?

Principals are to include the parents in making retention decisions; however, the final decision is that of the principal.

May a student or parent appeal a decision to retain a student in a grade?

Yes. The student or parent must use the appeal process provided in Policy 3420, Student Promotion and Accountability, which is included in this Gazette.

Curriculum and Instruction

Does a parent or student have a right to select the courses or teachers he/she will have in school?

Students are assigned to teachers and to classes by the principal. Middle and high school students have a variety of course options from which they can choose.

Do parents have a right to know what their child’s teacher expects students to learn and how grades will be determined?

Yes. Person County has adopted as a practice that parents be informed of the expectations of their child’s teachers at the beginning of the school year at the time the initial open house for each school is held.

If a parent believes that a book or other instructional material is inappropriate for his or her child, can he/she have the offending material removed from the school?

In accordance with Board Policy 3210, Parental Inspection of and Objection to Instructional Materials, parents may submit an objection in writing to the principal regarding the use of particular instructional materials. The objection shall be reviewed in accordance with the policy.

Does a parent or child have the right to appeal a grade given to a student?

A parent or child may request the teacher review a grade given either on an assignment or on a report card. If a resolution is not found, then the appeal may be taken to the principal who makes the final decision at the school level. Any decision of the principal may be appealed to the superintendent through the Grievance Policy, but the appeal must be based on a violation, misapplication or misinterpretation of policy or state or federal law.

Special Programs

What special rights do students with disabilities and their parents possess?

Parents of students with disabilities have certain rights regarding the educational program and placement of their children. A Handbook on Parent Rights and Responsibilities in Special Education is given each year to each parent of a special education student that details these rights. Parents should review this document thoroughly. Additional copies may be requested from your child’s school or accessed online at <https://www.dpi.nc.gov/media/11182/download?attachment>.

May a parent request that his/her child be tested or evaluated for special education and/or related services to determine if the child qualifies for either an IEP or a 504 Plan?

Yes. If a parent has a concern about his/her child’s academic progress or behavior, the parent may request that the child receive an evaluation. Parents are encouraged to discuss concerns with their child’s teacher and/or the school principal prior to making a referral for an evaluation. Any referral from a parent for an evaluation should be made in writing and should be provided to the child’s teacher or to the principal of the school the child attends. An administrator or person selected by the administrator will contact the parents to discuss the referral.

May parents request their children be considered for the Academically or Intellectually Gifted (AIG) Program?

Yes. Parents should direct their request, in writing, to their child’s teacher, guidance counselor, or principal.

What rights do parents have if their child is being served by the Title I remediation program?

Parents have a right to have input into how the program is developed, implemented, and evaluated each year. Parents are advised of this right and how to have input each year by Title I personnel in the school. Parents are also to be generally kept informed about Title I regulations through newsletters and the school webpage.

School Assignment/Attendance

Does a student have to attend the age appropriate school in the Person County attendance area in which they live?

No. Parents may request reassignment to other schools, assuming the schools are not overcrowded. Parents may request reassignment to any school in the county but must provide transportation to and from school if approved. Go to the Person County Schools webpage, click on “Students & Families”, and then “Student Registration Hub” then select “Student Transfer/Release” in the on–page menu. This link is a Google Form that must be submitted. The superintendent shall consider and make the determination upon the best interest of the child. The parent will receive their reply by the mailing address provided on the form. Appeals may be submitted to the board for review. The parent, legal guardian, or custodial adult may petition the Board of Education for reassignment for the following reasons:

- 1. Students whose parents or legal guardians are full-time/permanent employees of the Person County Board of Education may choose to reassign their child to the school of employment or within that school’s feeder pattern.
- 2. Students whose parents show documented proof of hardship circumstances resulting in the need for the student to attend another school.

Do students who are domiciled in Person County have a right to attend public school?

Individuals who are domiciled in Person County and who are between the ages of 7 and 16 must attend school, either public or private (which includes homeschools). Individuals are entitled to attend public school from age 5 up to age 21. Some students with special needs may begin receiving services as early as age 3. Students who move into Person County during the school year who have been suspended from their previous school for the remainder of the year will not be enrolled until the term of the suspension has expired.

How many days of school can my student miss?

Regular attendance by every student is mandatory. The state of North Carolina requires all children between the ages of 7 and 16 to attend school. Principals are required to notify the parent or guardian of a child’s excessive absences after the child has accumulated three unexcused absences in a school year and, after not more than six unexcused absences, to notify the parent that he/she may be prosecuted under state law if the absences cannot be justified. Principals are also required by North Carolina General Statute 115C–378 to review the record of any student with more than 10 unexcused absences to see if the parent or guardian should be referred to the district attorney’s office and or to the Department of Social Services.

When is an absence excused?

An absence may be excused for any of the following reasons:

- 1. personal illness or injury that makes the student physically unable to attend school;
- 2. isolation ordered by the local health officer or the State Board of Health or isolation or quarantine that is a required state or local control measure;
- 3. death in the immediate family;
- 4. medical or dental appointment of the student;
- 5. attendance at the proceedings of a court or administrative tribunal if the student is party to the action or under subpoena as a witness;
- 6. observance of an event required or suggested by the religion of the student or the student’s parent or legal guardian;
- 7. participation in a valid educational opportunity, such as travel or service as a legislative or Governor’s page, with prior approval from the principal;
- 8. pregnancy and related conditions or parenting, when medically necessary; or
- 9. visitation with the student’s parent or legal guardian if the student is not identified as at risk of academic failure because of unexcused absences and the student’s parent or legal guardian (a) is an active or inactive duty member of the uniformed services as defined by policy 4050, Children of Military Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting; or
- 10. any other reason as approved by the board in a board resolution.

What is the procedure for an excused absence?

When a student must miss school, a parent or guardian must submit a written excuse (hard copy or digital) to the student’s teacher or school office on the day the student returns after an absence. Absences due to a medical or dental appointment or for more than two consecutive days due to reasons 1 or 2 (see list in prior question) require a statement from a health care practitioner. The school principal determines whether a submitted written excuse is sufficient to excuse a student’s absence and may request additional documentation from the parent/guardian.

May I enroll my 4-year-old child in school if he or she is exceptionally bright?

The system follows state guidelines for early entry to kindergarten. In extraordinary cases, if a child reaches the age of four on or before April 16 and the parents establish through prescribed procedures that the child is gifted and has the maturity to justify admission to school, a child may be enrolled in school as a 4-year-old. Each elementary school and the Person County AIG office can supply parents with the criteria.

Driver Licenses (in effect through September 30, 2026)

May the school request that a driver’s license be revoked for a student?

Yes. North Carolina law requires that schools make the Department of Motor Vehicles aware when students are not passing 70% of their courses, have dropped out, or have had certain disciplinary problems in school (i.e., long-term suspension, expulsion, assignment to alternative school for more than 10 days). These factors may cause a student to lose his or her driver’s license or learner’s permit for an amount of time. Appeals may be made based on hardship to the principal or his/her designee.

School/Student Records – Policy 4700, Student Records

What rights do students and parents have to access student records?

Parents, guardians, and eligible students (18 years of age or older) may access the records of their child/their own records.. Copies of the records may also be requested from the school. A reasonable fee for copying the records may be charged and a reasonable amount of time must be afforded the school to make the copies. Because student records are confidential, access to student records by anyone other than a parent, guardian or adult student is generally not allowed, unless there is an applicable exception under federal or state law.

What rights are there regarding student report cards?

Parents have the right to receive student report cards on a regular basis as part of the regular communication and effort from the school to keep parents informed on the progress of their student. See the policy on Student Promotion and Accountability – Policy 3420 (<https://bit.ly/3LDGsP2>) for more information.

If a parent or student of age 18 believes that a student record is incorrect, can they request the record to be corrected?

Yes, a parent, guardian, or eligible student (aged 18 or older) may challenge a record believed to be inaccurate, misleading or otherwise in violation of the student’s privacy rights. The request should be made to the principal. Any appeal will follow the grievance procedure in Policy 1740/4010, Student and Parent Grievance Procedure.

Is there any student information that may be generally released to the public?

Yes. Certain information about students is designated as “directory information.” This information may be released to anyone who requests it. Parents receive notification each year as to what is considered directory information and have the right to request that the information not be released.

May a citizen request copies of student records or school records?

A student record is any information directly related to a student that is maintained by the school district. School records are any information, other than student records, that are maintained by the school district. The only records not available for public inspection are student records and personnel records. See additional information regarding student records on page 14 of the Gazette.

What may be reviewed as part of the North Carolina School Report Cards?

Parents have the right to review statewide standardized assessment results as part of the State report card. Parents may access this information by visiting the North Carolina School Report Cards website (<https://ncreports.ondemand.sas.com/src/>).

What information do parents have the right to access in relation to the State public education system, State standards, report card requirements, attendance requirements, and textbook requirements?

In accordance with the State Board of Education’s policies, parents have the right to request information on any of the above mentioned topics. Much of this information can be found on our website (boardpolicyonline.com/?b=person), in our policy manual (<https://boardpolicyonline.com/?b=person>), or on the North Carolina Department of Instruction website (<https://www.dpi.nc.gov/>). For full details regarding rights on these topics, review the State Board of Education’s policies in relation to each topic. Those policies can be found here: <https://www.dpi.nc.gov/about-dpi/state-board-education>

What rights do parents have regarding a student’s library record?

Parents have the right to request and receive all available records of materials their child has borrowed from a school library.

School Board /Advisory Councils/School Improvement Teams

Do parents have the right to serve on the Person County Schools Board of Education?

Yes. The school board is an elected body and anyone who is a registered voter residing in Person County for at least 30 days and is 21 years of age may run for this office.

Do parents and students have the right to address the Person County Schools Board of Education?

Yes, as does any member of the public. Persons wishing to address the Board must sign up to do so in person at the board meeting location or online no later than thirty (30) minutes prior to the beginning of the meeting. Speakers must provide name, contact information, and topic and limit comments to 3 minutes or less. Pursuant to the NC General Statutes, personnel and student disciplinary issues will not be discussed during public comment.

How are parents represented on individual School Improvement Teams?

School Improvement Teams are charged with developing and implementing improvement plans for each school. It is required that two members of the team be parents elected by the other parents in the school.

Miscellaneous

Should there be an expectation that information sent home be provided in languages other than English?

Yes. To the extent practicable, and as otherwise required by law, the school system will provide translations of pertinent school system information and policies to those students and parents whose primary language is not English.

Who may use public school facilities for gatherings, meetings, etc.?

Non-profit groups may use public school facilities for meetings, etc., if the meeting does not interfere with the regular operation of the school. All groups using facilities will pay for the presence of school personnel needed at the event and pay a rental fee. A schedule of the fees and request for facility usage forms are available at any of the Person County Schools. See Policy 5030, Community Use of Facilities, for additional information. – <https://bit.ly/3zMmSgY>

Additional Annual Notifications as Required by the
Parents Bill of Rights

Resource	Link	QR Code
2025–2028 Local AIG Plan	https://bit.ly/4liTqcf	
Community Health Resources	http://bit.ly/3uUpnvi	
Policy 2670 – Business Advisory Council	http://bit.ly/4lkqikE	
Policy 3210 – Parental Inspection of an Objection to Instructional Materials <i>Parent’s right to inspect and purchase public school unit textbooks and other supplementary instructional materials.</i>	https://bit.ly/3uWO0Yj	
Policy 3400 – Evaluation of Student Progress (Grading Practices)	https://bit.ly/3NK76aP	
Policy 3430 – School Improvement Plan	https://bit.ly/3RyqaLf	
Policy 3450 – Class Rankings	https://bit.ly/3t9id5Z	
Policy 3540 – Comprehensive Health Education Program <i>Parent’s right to consent or withhold consent for participation in reproductive health and safety education Programs</i>	https://bit.ly/3v28r5Z	
Policy 3460 – Graduation Requirements	https://bit.ly/4feBm9O	
Policy 4110 – Immunization and Health Requirements for School Admission <i>Parent’s right to request an exemption to a required immunization</i>	https://bit.ly/3Yhekcb	
Policy 4125 – Homeless Students	https://bit.ly/488uZjv	
Policy 4600 – Student Fees	https://bit.ly/4lhS5SY	
Policy 5010 – Parent Organizations <i>Parent’s right to participate in parent–teacher organizations.</i>	https://bit.ly/3y9YpSq	
Policy 6120 – Student Health Services	https://bit.ly/4fflxNG	
Policy 6140 – School Wellness Policy	https://bit.ly/4ljC0vV	

SUMMARY OF POLICY 3420
STUDENT PROMOTION AND ACCOUNTABILITY



<https://bit.ly/3LDGsP2>

Our school system is committed to ensuring that students are only promoted when they have shown they are ready for the next level of learning. Here’s what parents need to know:

Promotion Criteria: 1)Students are promoted based on multiple factors, including test scores, grades, classroom performance, and teacher input. 2) Reading proficiency is a key factor, especially in early grades. 3)Students must complete a Career Development Plan before moving on from 8th grade, and it must be updated by 10th grade.

Literacy Support:

- Reading Camps are available at no cost to eligible students who need extra help in reading.
- Students in K–3 who struggle with reading will receive an Individual Reading Plan (IRP) and ongoing support.
- Families will be notified in writing if their child needs reading support or may be retained due to reading difficulties.

Appealing Promotion Decisions

Parents can appeal a promotion or retention decision:

- First to the superintendent within 5 workdays.
- Then to the Board of Education, if needed.

Support for Students with Disabilities: These students follow the same standards when possible. Decisions for those using alternate assessments will be guided by their Individualized Education Program (IEP) team.

High School Level Course Credit Opportunities

Credit by Demonstrated Mastery: Students can test out of a course by proving

they’ve mastered the material.

Credit Recovery: Students who fail a course may recover credit by redoing only the parts they need to improve.

Repeating Courses: Students can retake failed courses. Students may also repeat passed courses (grade C or lower) once to improve their GPA (limited to 4 total repeats in high school).

Studying Abroad: Students can earn credit for courses taken abroad with prior approval and proper documentation.

Acceleration: Advanced students may progress faster, skip grades, or take advanced coursework with school approval.

Reporting and Communication: Schools will share overall student performance and retention data with the Board of Education and state agencies. Reading progress for grades 1–3 will be posted on the district website annually.

Parental Notification: Parents will receive timely updates if their child is struggling with reading or may be retained. If a child does not meet promotion standards, parents will be informed about options for review, support, and appeals.

Military Families: Flexibility is provided for students from military families to support smooth transitions between schools.

SUMMARY OF POLICY 1710/4020/7230
NOTICE OF NON-DISCRIMINATION



<https://bit.ly/46hcU3B>

Person County Schools is committed to providing a safe, respectful, and inclusive environment for all students, employees, and visitors. Discrimination or harassment based on race, sex, color, national origin, religion, disability, age (40 or older), military affiliation, or other legally protected categories is strictly prohibited. The school system also ensures equal access to programs like the Boy Scouts and other designated youth groups, as required by law.

What Is Prohibited?

Discrimination is treating someone unfairly based solely on protected characteristics in a way that limits their ability to participate in school programs or employment.

Harassment includes unwelcome behavior (including online conduct) that creates a hostile environment or affects a person’s ability to work or learn.

Examples include name-calling, threats, offensive jokes, exclusion, or mocking someone’s disability, religion, or background.

Who Must Follow This Policy?

The policy applies to students, staff, volunteers, parents, visitors, vendors, and contractors. It also applies:

- On school grounds and buses
- At school-sponsored activities (on or off campus)
- Online, if school resources are used or the conduct affects school operations

Reporting Discrimination or Harassment

Anyone who believes discrimination or harassment has occurred—or who witnesses it—is encouraged to report it to a school official.

All employees are required to report suspected incidents immediately.

Reports can be made anonymously and will be taken seriously.

Complaint Process

Complaints must be submitted in writing, preferably within 30 days of the incident.

A trained investigator will conduct a prompt, impartial review.

If discrimination or harassment is confirmed, appropriate actions will be taken to stop the behavior and prevent it from happening again.

Confidentiality and Retaliation

Investigations will be kept as confidential as possible.

Retaliation against anyone who reports a concern in good faith is strictly prohibited and may lead to disciplinary action.

Appeals

Individuals who disagree with the outcome of an investigation may appeal to the superintendent, and further to the Board of Education if needed.

Training and Education

The district provides regular training for students, staff, and volunteers to prevent discrimination and harassment and to promote respectful behavior.

Inquiries and Contacts

Questions or concerns about this policy or a complaint can be directed to the designated coordinators (e.g., Section 504, ADA, Title IX). Contact information is available in the full policy.

To view the full policy and access the contacts for inquiries, visit Policy 1710/4020/7230 Discrimination and Harassment Prohibited by Federal Law (also known as the Notice of Non-Discrimination) at <https://bit.ly/46hcU3B>.

TITLE IX NONDISCRIMINATION ON THE BASIS OF SEX

Please review the school system’s website for the most current version of its Title IX policy and complaint review process which appear in the following section of the policy manual:

- 1720/4030/7235 – Title IX Nondiscrimination on the Basis of Sex – <https://bit.ly/3zTAQhh>
- 1725/4035/7236 – Title IX Sexual Harassment – Prohibited Conduct and Reporting Process – <https://tinyurl.com/t9r5dk9v>
- 1726/4036/7237 – Title IX Sexual Harassment Grievance Process – <https://tinyurl.com/48spy6jf>

The school system does not discriminate on the basis of sex in its education programs or activities and is required by Title IX of the Education Amendments Act of 1972 and federal regulations to not discriminate in such a manner. This requirement extends to admission and employment. The board will not tolerate discrimination on the basis of sex, including any form of sexual harassment as that term is defined under Title IX, in any program or activity of the school system.

A. Inquiries About Title IX

The board has designated a Title IX coordinator to coordinate its efforts to comply with its responsibilities under Title IX and its implementing regulations. Inquiries about the application of Title IX and its implementing federal regulations may be referred to the Title IX coordinator and/or the Assistant Secretary for Civil Rights in the Office for Civil Rights at the U.S. Department of Education.

The contact information for the Title IX coordinator is as follows.

The Title IX Coordinator is: Chief Human Resources Officer
Office Address: 304 South Morgan Street, Roxboro, NC 27573
Email Address: nondiscrimination@person.k12.nc.us
Phone Number: 336-599-2191

The contact information for the Office for Civil Rights with jurisdiction over North Carolina is as follows.

4000 Maryland Ave, SW
Washington, DC 20202-1475
Telephone: 202-453-6020 TDD: 800-877-8339
FAX: 202-453-6021 Email: OCR.DC@ed.gov

B. Resolution of Grievances

The board has established grievance procedures that provide for the prompt and equitable resolution of complaints alleging discrimination on the basis of sex (other than sexual harassment) in a program or activity of the school system occurring against a person in the United States. Students and parents or guardians may report such alleged discrimination through the process provided in policy 1740/4010, Student and Parent Grievance Procedure. Employees and applicants may use the process provided in policy 1750/7220, Grievance Procedure for Employees.

The board has adopted additional means for reporting sexual harassment specifically. Any person may report alleged sexual harassment in the education program or activities of the school system occurring against a person in the United States in accordance with policy 1725/4035/7236, Title IX Sexual Harassment – Prohibited Conduct and Reporting Process. Those who believe they have been sexually harassed may also file a formal complaint of sexual harassment in accordance with policy 1726/4036/7237, Title IX Sexual Harassment Grievance Process, to initiate a prompt and equitable resolution through a formal investigation and adjudication or through an informal resolution process. The board encourages students, employees, and applicants to first make a report of sexual harassment in accordance with policy 1725/4035/7236 before filing a formal complaint.

C. Retaliation Prohibited

Retaliation against any person for the exercise of rights under Title IX or to interfere with those rights in any way is strictly prohibited and will subject the perpetrator to disciplinary action. The identity of any person who has made a report or complaint of sex discrimination or sexual harassment or who is the alleged perpetrator of sex discrimination or sexual harassment will be confidential unless otherwise required or permitted by law. Complaints alleging retaliation may be filed according to the grievance processes established in policies 1740/4010 and 1750/7220. Acts of retaliation may also be subject to policy 1760/7280, Prohibition Against Retaliation.

D. Notice of the Board’s Policy of Nondiscrimination Based on Sex

The superintendent is responsible for providing notice of the board’s nondiscrimination policy to students and their parents or legal guardians, employees, and applicants for admission or employment. The superintendent shall also ensure that each principal or site supervisor makes a copy of this policy available to those persons. In addition, the following must be posted on the school system website and included in all student and employee handbooks: (1) a statement of the board’s policy of nondiscrimination on the basis of sex; (2) contact information for the Title IX coordinator; and (3) a statement that Title IX inquiries may be referred to the Title IX coordinator or to the Assistant Secretary for Civil Rights.

Career and Technical Education Civil Rights Notice

The mission of the Person County Schools (PCS) Career and Technical Education program (CTE) is to prepare and empower students as 21st century learners with the knowledge and skills necessary to be successful in post-secondary education and a variety of careers. The PCS CTE program will provide academic, technological and work based learning opportunities for students. The pathways offered will be a part of an ongoing curriculum that provides relevant and rigorous experiences.

Person County Schools offers a comprehensive career and technical education (CTE) program for students in middle and high schools. A variety of high school courses are offered in eleven career clusters: Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communications; Business Management & Administration; Health Science; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Marketing; and Transportation, Distribution

& Logistics. Some of these courses are taught in conjunction with Piedmont Community College. Our middle schools offer courses in Agriculture Education, Business Education, Construction Trades, Family Consumer Science, and Health Science. High School students also have the opportunity to earn credentials in Adobe Graphic Design, Construction, Drafting Architectural, Education, Electrical Trades, Emergency Management, Entrepreneurship, Fashion & Textile Design, Foods & Nutrition, Healthcare Professions, Hospitality & Tourism Management, JROTC, Marketing Management, Masonry, Natural Resources, Power Structural Technical Systems, & Public Safety.

It is the policy not to discriminate on the basis of race, ethnic origin, sex, or disability in its educational programs, activities, or employment policies as required by Title IX of the 1972 Education Amendments, Section 504 of the Rehabilitation Act of 1973, and Title II of the 1990 Americans with Disabilities Act (ADA), including 2008 amendments.

The Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of gender. Individuals who wish to file discrimination and/or harassment complaints or who wish to request accommodations under the Americans with Disabilities Act (ADA) may contact the Senior Executive Director of Student Support & Secondary Education, at (336) 599-2191 ext. 22119.

This notice has been made with reference to the Federal Register dated March 21, 1979, Volume 44, Number 56: Denise Pollock, Director of Career and Technical Education. Any questions regarding CTE or this notice can be addressed to pollockd@person.k12.nc.us.

The above named persons can be contacted at Person County Schools, 304 South Morgan Street, Room 25, Roxboro, NC 27573 (336.599.2191).

SUMMARY OF POLICY 5015 & 5020
VOLUNTEERS/VISITORS TO THE SCHOOLS

The school system welcomes and appreciates its volunteers. To ensure safety for our students, all volunteers must be approved. Parents have the right to take four hours of unpaid leave from their jobs every year in order to volunteer in their child’s school as stated in G.S. 95-28.3.

The volunteer program is managed through an online portal at <https://www.pcsnc.org/page/volunteer>. New volunteers can visit the web site to complete an application. Previously approved volunteers must reactivate their volunteer status each year after July 1. All volunteers go to an “inactive” status each July 1st. To reactivate one’s account, log in to <https://www.pcsnc.org/page/volunteer>.

If additional assistance is needed, please call the school system’s Human Resources office at 336-599-2191 ext. 22133.

All volunteers must comply with the following policies:

Policy 5015 – School Volunteers: <https://bit.ly/3NnWr59>



Policy 5020 – Visitors to the Schools: <https://bit.ly/479aUcx>



APPLICABILITY OF THE CODE OF CONDUCT

Students must comply with the Code of Student Conduct in the following circumstances:

1. while in any school building or on any school premises before, during or after school hours;
2. while on any bus or other vehicle as part of any school activity;
3. while waiting at any school bus stop;
4. during any school-sponsored activity or extracurricular activity;
5. when subject to the authority of school employees; and
6. at any place or time when the student’s behavior has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.

See Policy 4300 – Student Behavior Policies (<https://bit.ly/48gcKJv>) for more information.

REGULATION CODE 4300-R
VIOLATIONS OF THE CODE OF STUDENT CONDUCT



<https://bit.ly/4bTcSQC>

Violations of the Code of Student Conduct, other Board of Education policies, prohibited conduct or disciplinary measures identified in individual school behavior plans developed in accordance with Policy 4302, or the North Carolina General Statutes may result in disciplinary actions as described in Policy 4300 Section D and in this regulation

Students may also be assigned to an alternative program approved by the Board of Education for certain violations. All such assignments will be made by the Superintendent or his designee on a case-by-case basis and shall only be done under conditions of probation. Violation of this probationary status while assigned to an alternate learning program may result in long-term suspension.

The following conduct is prohibited as outlined below:

1. **Academic Integrity** – Engaging in or attempting to engage in cheating, plagiarism, falsification, violation of software or print copyright laws, or violation of computer access regulations. Students are subject to disciplinary action as outlined in this policy and/or academic penalty.
Consequences:
1st Offense – In school discipline and parental notification by teacher or principal
2nd Offense or Subsequent Offense– Maximum of 1 day suspension
2. **Aggressive Behavior** – Using threat, fear, intimidation, coercion, force, violence or any other form of conduct, or when a student behaves in such a manner as could reasonably cause physical injury to any student or staff member.
Consequences:
1st Offense – Maximum 3 day suspension
2nd Offense – Maximum 5 day suspension

- 3rd or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension

3. **Arson** – Burning or attempting to burn any school building or school property. Possessing incendiary material, (i.e., gasoline, kerosene, or other flammable liquid,) for the purpose of burning or attempting to burn school property.
Consequences:
1st or Subsequent Offenses – 10 day suspension with recommendation for long-term suspension upon principal determining that aggravating factors exist.

4. **Assault** – Assaulting or attacking, or attempting to cause physical injury, to another student, or intentionally behaving in such a manner that could reasonably cause physical injury to any student.
Consequences:
1st or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension upon principal determining that aggravating factors exist.

5. **Assaults on any Teacher or Other School Personnel** – Physically assaulting and causing serious injury to a teacher or school personnel or to a volunteer or other adult who is not a student. To include hitting, pushing, shoving, kicking or otherwise assaulting, intentionally or unintentionally, a teacher or other school employee engaged in breaking up an altercation.
Consequences:
1st or Subsequent Offenses – 10 day suspension with recommendation for long-term suspension upon principal determining that aggravating factors exist.

6. **Assault causing serious injury** – Physically assaulting and causing serious bodily injury to any student, school employee, or volunteer.
Consequences:
1st or Subsequent Offenses – 10 day suspension with recommendation for long-term suspension upon principal determining that aggravating factors exist.

7. **Attempted Assault on a School Employee** – Attempting to cause physical injury to a school employee or school volunteer, or behaving in such a manner that could reasonably cause physical injury to any school employee or school volunteer. This includes but is not limited to attempting to hit, push, shove, kick, or otherwise assault intentionally or unintentionally, a teacher or other school employee engaged in breaking up an altercation.
Consequences:
1st or Subsequent Offenses – 10 day suspension with recommendation for long-term suspension upon principal determining that aggravating factors exist.

8. **Bomb Threat or Hoax:**

A. Communicating by any means to any person or group of persons, a report, knowing or having reason to know the report is false, that there is located on educational property any device designed to destroy or damage property by explosion, blasting, or burning; or

B. With intent to perpetrate a hoax, concealing, placing, or displaying a device, machine, instrument, or artifact on educational property or at a school-sponsored curricular or extra-curricular activity off educational property, so as to cause any person reasonably to believe the same to be a bomb or other device capable of causing injury to persons or property.
Consequences:
1st or Subsequent Offenses – 10 day suspension with recommendation for long-term suspension upon principal determining that aggravating factors exist.

9. **Conduct on the School Bus** – Failing to follow the directives of the school bus driver and the rules and regulations of school bus safety as well as the rules of this policy while at a school bus stop, or in the school bus parking lot, or while riding on a school bus or other school vehicle. Violation of these rules may result in temporary or permanent suspension from the privilege of school transportation services as well as from the school. Other violations of the student code of conduct that occur on the school bus can supersede this particular violation.
Consequences:
1st Offense – Parental notification and a maximum 3 days off the bus
2nd Offense – Maximum 5 days off the bus
3rd Offense – Maximum 10 days off the bus
4th Offense – Maximum 10 days off the bus or removal for the remainder of the school year.

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

a. Damage under \$1,000
Consequences:
1st Offense – Maximum 5 day suspension and payment for cost of replacement, repair, or restoration of property.
2nd Offense – Maximum 10 day suspension and payment for cost of replacement, repair, or restoration of property.
3rd or Subsequent Offenses – 10 day suspension and payment for cost of replacement, repair, or restoration of property with possible recommendation for long-term suspension.

b. Damage of \$1,000 or more
Consequences:
1st Offense and subsequent offenses – 10 day suspension and payment for cost of replacement, repair, or restoration of property with possible recommendation for long-term suspension.

11. **Disruptive Behavior** – Using any form of conduct that causes the disruption of any lawful function, mission or process of the school, or urging any other student to engage in such conduct. Horseplay and falsely reporting a violation of the code of conduct are also considered disruptive behaviors.
Consequences:
1st Offense – In school discipline by principal and parental notification
2nd Offense – Maximum 3 day suspension
3rd Offense – Maximum 5 day suspension
- 4th or Subsequent Offenses – Maximum 10 day suspension with possible recommendation for long-term suspension.

12. **Disruptive or Obscene Literature and Illustrations** – Possessing and distributing literature, illustrations, or digital content that are obscene or that significantly disrupt the educational process.
Consequences:
1st Offense – Maximum 10 day suspension upon principal determining that aggravating factors exist.
2nd or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension upon principal determining that aggravating factors exist.

13. **Disruptive Protests/Boycotts** – Engaging in any protest, boycott, march, picket, walk-out, sit-in, or similar activity, which has as its purpose the disruption of any lawful function, mission, or process of the school or which, in fact, creates such a disruption.
Consequences:
1st Offense – Maximum 5 day suspension
2nd Offense – Maximum 10 day suspension
3rd or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension

14. **Explosives** – Possessing or placing on educational premises any explosive device, including, but not limited to, dynamite, dynamite cartridge, bomb, grenade, mine, nitroglycerine, or any other powerful explosives capable of causing injury or damage to persons or property.
Consequences:
1st or Subsequent Offenses – 10 day suspension with recommendation for long-term suspension upon principal determining that aggravating factors exist.

15. **Extortion** – Extorting or attempting to extort money, personal property, or personal services by use of implied or stated threats or intimidation.
Consequences:
1st Offense – Maximum 10 day suspension
2nd or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension.

16. **Failure to Comply with Lawful Directive** – Failing to follow a directive that compromises safety of students or staff, and/or substantially disrupts the learning environment after being personally notified by any school employee.
Consequences:
1st Offense – Maximum 10 day suspension.
2nd or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension upon principal determining that aggravating factors exist.

17. **Fighting/Attempting to Fight/Instigating a Fight** – Assaulting or attacking, or causing or attempting to cause physical injury to another student or intentionally behaving in such a manner that could reasonably cause physical injury to any student. Hitting, shoving, scratching, biting, blocking the passage of, or throwing objects at another person. Taking any action, posturing, instigating, or making comments or writing messages which might reasonably be expected to result in a fight. However, a student who is attacked may use reasonable force in self-defense, but only to the extent to free himself from the attack and notify proper school authorities.
Consequences:
1st Offense – Maximum 10 day suspension.
2nd or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension upon principal determining that aggravating factors exist.

18. **Fire Alarms** – Setting off, attempting to set off, or aiding and abetting anyone in giving a false fire alarm. It shall also be prohibited to interfere with or damage any part of a fire alarm, fire detection, smoke detection, or fire extinguishing system.
Consequences:
1st or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension upon principal determining that aggravating factors exist.

19. **Fireworks or Ammunition** – Possessing, distributing, igniting or using any fireworks or ammunition on school premises, or in any vehicles on school premises.
Consequences:
1st Offense – Maximum 10 day suspension.
2nd or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension upon principal determining that aggravating factors exist.

20. **Gambling** – Participation in any unauthorized games of chance in which money or items of value may be won or lost.
Consequences:
1st Offense – In school discipline by principal and parental notification
2nd Offense – One day suspension
3rd or Subsequent Offenses – Maximum of 3-day suspension

21. **Gangs and Gang-Related Activity** – Students and staff in Person County deserve to be safe and secure in their persons, on school property, on the school bus, and at school activities, whether on or off campus. The Board of Education is aware that threats and messages of violence have the capacity to profoundly disrupt an otherwise effective learning environment, and, furthermore, school dress, particularly gang-related apparel, significantly influences pupil behavior. As such, the Board of Education elects to publish these Guidelines in an effort to assist school staff in preventing gang-related activity in the school setting.

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

A. **Conduct Prohibited.** No student shall commit any act furthering gangs or gang-related activities.

- B. **Definition of Gang.** A gang is any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts and having a common name or common identifying signs, colors, or symbols. As used herein, the phrase “gang-related” shall mean any conduct engaged in by a student (1) on behalf of an identified gang, (2) to perpetuate the existence of any identified gang, or (3) to effect the common purpose and design of any identified gang.
- C. **Conduct prohibited by this policy includes:**

1. Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.), with the intent to convey or promote membership in or affiliation with a gang;

2. Tagging or otherwise defacing school or personal property with graffiti, symbols or slogans intended to convey or promote membership in or affiliation with a gang;

3. Requiring payment of protection, insurance, or otherwise intimidating or threatening any person related to gang activity;

4. Inciting other students to intimidate or to act with physical violence upon any other person related to gang activity;

5. Soliciting others for gang membership; or

6. Committing or conspiring to commit any other illegal act or other violation of school district policies in connection with gang-related activity.

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

Each principal shall maintain current examples of gang-related activities in the main office of the school to assist students, parents, and teachers in identifying gang symbols and practices. Not being included in the examples maintained by the principal is not conclusive evidence that any particular symbol, hand signal, graffiti, clothing/accessory, or behavior is not a gang indicator. In providing this information for students and parents, the Board acknowledges that not all potential gang indicators connote actual membership in a gang. This policy shall be applied in a non-discriminatory manner based on the objective characteristics of the student’s conduct in light of the surrounding circumstances. The Superintendent is authorized to develop any rules necessary to implement this policy.

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

22. **Group Fighting/Inciting a Riot** – Fight that involves 3 or more individuals during an affray as determined by the principal. Individuals involved in inciting a riot will be subject to discipline as assigned to group fighting.
Consequences:
1st or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension upon principal determining that aggravating factors exist.

23. **Harassment/Bullying** – Bullying or harassing behavior is any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, that takes place on school property, at any school-sponsored function, or on a school bus, and that: (1) Places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or (2) Creates or is certain to create a hostile environment by substantially interfering with or impairing a student’s educational performance, opportunities, or benefits. For purposes of this infraction, “hostile environment” means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior. Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.
Consequences:
1st Offense – Maximum 10 day suspension upon principal determining that aggravating factors exist.
2nd or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension upon principal determining that aggravating factors exist.

24. **Hazing** – Requiring a fellow student to wear abnormal dress, playing abusive or ridiculous tricks on a fellow student, frightening, scolding, swearing, harassing, or subjecting a fellow student to personal indignity.
Consequences:
1st Offense – Maximum 10 day suspension
2nd or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension.

25. **Inappropriate Language/Disrespect** – Verbal action that is disrespectful or vulgar in nature.
Consequences:
1st Offense – In school discipline by principal and parental notification
2nd Offense – One day suspension
3rd or Subsequent Offenses – Maximum of 3-day suspension.

26. **Inappropriate Peer Relations** – Engaging in behavior that is indecent, overly affectionate, or of an inappropriate nature while in the school setting.
Consequences:
1st Offense – In school discipline by principal and parental notification
2nd Offense – Maximum 5 day suspension
3rd or Subsequent Offenses – Maximum of 10 day suspension
27. **Insubordination/Defiance** – Refusal to comply with any appropriate and reasonable directive from an administrator, SRO, teacher, and all other school officials (including volunteers) who are authorized to give such directions during any time when a student is subject to the authority of school personnel.
Consequences:
1st Offense – In school discipline by principal and parental notification
2nd Offense – Maximum 5 day suspension
3rd or Subsequent Offenses – Maximum 10 day suspension with possible recommendation for long-term suspension.

28. **Kidnapping** – Causing or attempting to cause the abduction, unwilling transport, unwilling removal, or unwilling detention of a student. Law enforcement and school officials acting in their official capacity to remove a student from school grounds or a school event are exempt from this section.
Consequences:
1st or Subsequent Offenses – 10 day suspension with recommendation for long-term suspension upon principal determining that aggravating factors exist.

29. **Possession or Use of a Firearm, Facsimile of a Weapon, or Destructive Device** – Possessing, handling, using, transferring or bringing onto educational property, or to a school-sponsored curricular or extra-curricular activity on or off school property a firearm, facsimile of a weapon, or destructive device.
Definitions:
Firearm – A weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; or any firearm or muffler or firearm silencer. The term shall not include an inoperable antique firearm, a BB gun, stun gun, air rifle, or air pistol.
Destructive Device – An explosive, incendiary, or poison gas; bomb; grenade; rocket having a propellant charge of more than four ounces; missile having an explosive or incendiary charge of more than one-quarter ounce; mine; or device similar to any of the devices listed in this definition.
Consequences:
A student who brings a firearm onto school property shall be suspended for 365 calendar days unless the superintendent recommends placement in an alternative program approved by the Board of Education. Expulsion may be recommended if the student is fourteen years of age or older (G.S. 115C-390.10).

30. **Possession of Weapons Other Than Firearms** – Possessing, handling, transferring or bringing onto school property any items including, but not limited to, any knife, razor, replica firearm, replica weapon, BB gun, air rifle, air pistol, slingshot, blackjack, brass knuckles, taser, or facsimile of the aforementioned, or other item that could be considered a weapon or dangerous instrument.
Consequences:
1st or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension upon principal determining that aggravating factors exist.

31. **Possession or Use of Drugs or Alcohol** – Knowingly possessing, using, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, or prescription drug not prescribed for the student by a physician or medical provider, other controlled substance, any alcoholic beverage, malt beverage, fortified wine, other intoxicating liquor, drug paraphernalia, or counterfeit drugs. It shall also be a violation of this policy for a student to inhale or ingest any chemicals or products with the intention of altering the student’s mood or behavior.
Consequences:
1st or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension upon principal determining that aggravating factors exist.

32. **Purchase/Sale/Exchange of Drugs and Alcohol** – Selling, buying, distributing or conspiring to sell or buy or distribute, any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, or prescription drug not prescribed for the student by a physician or medical provider, other controlled substance, any alcoholic beverage, malt beverage, fortified wine, other intoxicating liquor, counterfeit drugs, or any chemicals or products intended to alter a person’s mood or behavior while on school property, including school bus stops, or any school-sponsored activity.
Consequences:
1st or Subsequent Offenses – 10 day suspension with recommendation for long-term suspension upon principal determining that aggravating factors exist.

33. **Sexual Acts** – Engaging in any consensual sexual act while on school property or at a school-sponsored activity or event.
Consequences:
1st Offense – Maximum 10 day suspension.
2nd or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension upon principal determining that aggravating factors exist.

34. **Sexual Assault** – Engaging in physical harassment as defined in the Sexual Harassment Policy or offensively touching another person’s private parts, or forcing or attempting to force another to engage in a sexual act against his/her will.
Consequences:
1st or Subsequent Offenses – 10 day suspension with recommendation for long-term suspension upon principal determining that aggravating factors exist.

35. **Sexual Harassment** – Engaging, verbally or through other non-physical means, in sexual harassment as defined in the Sexual Harassment Policy, retaliating against someone for reporting alleged sexual harassment, or intentionally filing a false claim of sexual harassment.
Consequences:
1st Offense – Maximum 10 day suspension upon principal determining that aggravating factors exist.
2nd or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension upon principal determining that aggravating factors exist.
- 7 | Page

36. **Skippping School or Class** – Leaving school grounds during the instructional day without prior approval from the site administrator or being in a location on school grounds other than in the assigned class without the permission of the teacher.
Consequences:
1st Offense – In school discipline by principal and parental notification
2nd Offense – In school discipline and parent conference
3rd Offense – In school discipline and/or recommendation for alternative educational setting
37. **Terrorist Threat or Hoax**
A. Communicating by any means to any person or group of persons, a report, knowing or having reason to know the report is false, that there is located on educational property or at a school-sponsored curricular or 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 extra-curricular activity off educational property, so as to cause any person reasonably to believe the same to be a substance or material capable of causing harmful or life-threatening illness or injury to another person.
C. Threatening to commit, on educational property or at a school-sponsored curricular or extra-curricular activity off educational property, an act of terror that is likely to cause serious injury or death, when that threat is intended to cause a significant disruption to the instructional day or school-sponsored activity, or causes such disruption.
D. Making a report, knowing or having reason to know the report is false, that there is about to occur or is occurring on educational property or at a school-sponsored curricular or extra-curricular activity off educational property, an act of terror that is likely to cause serious injury or death, when that report is intended to cause a significant disruption to the instructional day or school-sponsored activity, or causes such disruption.
E. Conspiring to make a terrorist threat or hoax within the meaning of this policy.
Consequences:
1st or Subsequent Offenses – 10 day suspension with recommendation for long-term suspension upon principal determining that aggravating factors exist.
38. **Theft** – Stealing, attempting to steal, or knowingly being in possession of stolen property. Any restitution must be paid if items stolen are damaged and/or not returned.
Consequences:
1st Offense – Maximum 3 day suspension
2nd Offense – Maximum 5 day suspension
3rd or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension
39. **Threat / False Threat** – Making any threat through written or verbal language, sign or act which conveys a serious expression of intent to cause harm or violence. Furthermore, no student shall make a false threat of harm or violence, even in jest, which causes or is reasonably likely to cause fear or a disruption to school activities.
Consequences:
1st Offense – Maximum 10 day suspension
2nd Offense – 10 day suspension
3rd or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension.
40. **Threats (Serious)**– Threats of death or bodily injury communicated toward any student, school employee, or school volunteer by verbal, written or other communication.
Consequences:
1st or Subsequent Offenses – 10 day suspension with possible recommendation for long-term suspension upon principal determining that aggravating factors exist.
41. **Tobacco Products and Electronic Cigarettes** – Using or possessing any tobacco products in any school building or school bus at any time or on the school premises. Possession of lighters or matches by students is prohibited. Contraband will be confiscated by school personnel.
Consequences:
1st Offense – One (1) day ISS.
2nd Offense – Three (3) days ISS.
3rd Offense – Up to two (2) days out-of-school suspension.
4th and Subsequent Offenses – Up to five (5) days out-of-school suspension.
42. **Trespassing** – Being on the campus of any school except the one to which the student is assigned during the school day without the knowledge and consent of the officials of that school. Students who loiter at any school after the close of the school day without special need or proper supervision are trespassers and may be prosecuted if they fail to leave when instructed to do so. A student who has been suspended or expelled from school is trespassing if he or she appears on the property of any Person County school or at any school-sponsored activity during the suspension or expulsion period without the express permission of the principal. The principal reserves the right to issue a no trespassing letter at any time.
Consequences:
1st Offense – In school discipline by principal and parental notification
2nd or Subsequent Offenses – Referral to Law Enforcement/Social Services
43. **Use of a Weapon** – Using in a threatening or dangerous manner any weapon, or other object that can reasonably be considered a weapon, replica or a facsimile of a weapon.
Consequences:
1st or Subsequent Offenses – 10 day suspension with recommendation for long-term suspension upon principal determining that aggravating factors exist.
44. **Verbal Abuse/Assault** – Participation in verbal action that prevents an orderly and peaceful learning environment. Cursing, using vulgar, obscene, or abusive language

and/or signs including, but not limited to slurs or insults intended to mock a person’s race, religion, sex, national origin, disability or intellectual ability; or using sexually offensive or degrading language are specifically prohibited.

Consequences:

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

POLICY 4340
SCHOOL LEVEL INVESTIGATIONS



<https://bit.ly/4duNKRt>

The board is committed to creating a safe, orderly environment for students and employees. Principals are authorized and responsible for investigating conduct that may violate a board policy, school standard, school rule, or the Code of Student Conduct.

All employees and students, including students alleged to have engaged in misconduct, are expected to respond fully and truthfully to any questions or issues raised in the course of the investigation and any related proceedings.

Any student who has violated a board policy, school standard, school rule, or the Code of Student Conduct must accept the consequences for his or her misbehavior. All consequences must be administered in a fair and nondiscriminatory manner.

The school administrator shall take the following steps in addressing all cases of alleged misbehavior appropriately referred to his or her office:

1. investigate the facts and circumstances related to the alleged misbehavior;
2. offer the student an opportunity to be heard on the matter; and
3. determine whether a board policy, school standard, school rule, or the Code of Student Conduct has been violated.

If a violation has occurred, the school administrator shall implement an appropriate consequence in accordance with the school’s plan for managing student behavior, the Code of Student Conduct, or applicable board policy. Parents are to be notified and involved in accordance with policy 4341, Parental Involvement in Student Behavior Issues.

When the misbehavior may result in a suspension or an expulsion from school, procedures provided in related board policies also will apply. See policy 4351, Short-Term Suspension, and policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion.

A student with disabilities recognized by Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act (IDEA) will be accorded all rights granted by federal and state laws and regulations (see policy 4307, Disciplinary Action for Exceptional Children/Students with Disabilities).

POLICY 4351
SHORT TERM SUSPENSION



<https://bit.ly/3y4ydZt>

A short-term suspension is the disciplinary exclusion of a student from attending his or her assigned school for up to 10 school days. A short-term suspension does not include (1) the removal of a student from class by the classroom teacher, the principal, or other authorized school personnel for the remainder of the subject period or for less than one-half of the school day, (2) the changing of a student’s location to another room or place on the school premises, or (3) a student’s absence under G.S. 130A-440 (for failure to submit a school health assessment form within 30 days of entering school). A student who is placed on a short-term suspension will not be permitted to be on school property or to take part in any school function during the period of suspension without prior approval from the principal.

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

In accordance with G.S. 115C-390.6(e) and 115C-45(c)(1), a student is not entitled to appeal the principal’s decision to impose a short-term suspension to either the superintendent or the board unless it is appealable on some other basis.

A. PRE-SUSPENSION RIGHTS OF THE STUDENT

Except in the circumstances described below, a student must be provided with an opportunity for an informal hearing with the principal or designee before a short-term suspension is imposed. The principal or designee may hold the hearing immediately after giving the student oral or written notice of the charges against him or her. At the informal hearing, the student has the right to be present, to be informed of the charges and the basis for the accusations against him or her, and to make statements in defense or mitigation of the charges.

The principal or designee may impose a short-term suspension without first providing the student with an opportunity for a hearing if the presence of the student (1) creates a direct and immediate threat to the safety of other students or staff or (2) substantially disrupts or interferes with the education of other students or the maintenance of discipline at the school. In such cases, the principal or designee shall give the student notice of the charges and an opportunity for an informal hearing as soon as practicable.

B. STUDENT RIGHTS DURING THE SUSPENSION

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

C. NOTICE TO PARENT OR GUARDIAN

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

The initial notice may be by telephone, but it must be followed by timely written notice. The written notice must include all of the information listed above and may be sent by fax, e-mail, or any other method reasonably designed to give actual notice. School officials also shall maintain a copy of the written notice in the student’s educational record.

Multiple short-term suspensions for a student with disabilities will be addressed in accordance with the Policies Governing Services for Children with Disabilities and other applicable state and federal law.

POLICY 4353

LONG-TERM SUSPENSION, 365 SUSPENSION, EXPULSION



<https://bit.ly/4db1bbl>

A. DEFINITIONS

1.

Superintendent – For purposes of this policy, superintendent includes the superintendent and the superintendent’s designee.
2.

Principal –For purposes of this policy, principal includes the principal and the principal’s designee.
3.

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

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

If the offense leading to the long-term suspension occurred before the final quarter of the school year, the exclusion must be no longer than the remainder of the school year in which the offense was committed. If the offense leading to the long-term suspension occurred during the final quarter of the school year, the exclusion may include a period up to the remainder of the school year in which the offense was committed and the first semester of the following school year.
4.

365-Day Suspension – A 365-day suspension is the disciplinary exclusion of a student from attending his or her assigned school for 365 calendar days. The superintendent may impose a 365-day suspension only for certain firearm and destructive device violations, as identified in policy 4333, Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety.
5.

Expulsion – An expulsion is the indefinite exclusion of a student from school enrollment for disciplinary purposes. Upon the recommendation of the superintendent, the board may expel a student who is 14 years of age or older for certain types of misbehavior as provided in policy 4325, Drugs and Alcohol, policy 4330, Theft, Trespass, and Damage to Property, policy 4331, Assaults and Threats, and policy 4333, Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety, if the student’s continued presence in school constitutes a clear threat to the safety of other students or employees. Additionally, a student who is subject to policy 4260, Student Sex Offenders, may be expelled if the student’s continued presence in school constitutes a clear threat to the safety of other students or employees. During the expulsion, the student is not entitled to be present on educational property and is not considered a student of the school system.

B. DETERMINATION OF APPROPRIATE CONSEQUENCE

1.

Principal’s Recommendation
The principal may impose a short-term suspension or any other consequence that is consistent with policy 4351, Short-Term Suspension, policy 4302, School Plan for Management of Student Behavior, and the Code of Student Conduct. If the principal determines that a suspension of more than 10 days (either long-term or 365-day) or an expulsion is an appropriate consequence, the principal shall propose the disciplinary penalty based upon a review of the student’s culpability and dangerousness and the harm caused by the student, plus any other mitigating or aggravating factors the principal finds relevant.

a.

Culpability of Student – In assessing the culpability of the student for his or her behavior, the principal may consider criteria such as:

1.

the student’s age;

2.

the student’s ability to form the intent to cause the harm that occurred or could have occurred; and

3.

evidence of the student’s intent when engaging in the conduct.

b.

Dangerousness of the Student – In assessing the dangerousness of the

student, the principal may consider criteria such as:

1.

the student’s disciplinary or criminal record related to antisocial behavior or drugs and alcohol;
2.

whether a weapon was involved in the incident and if a weapon was involved, whether the student had the ability to inflict serious injury or death with the weapon;
3.

evidence of the student’s ability to cause the harm that was intended or that occurred; and
4.

whether the student is subject to policy 4260, Student Sex Offenders.
- c.

Harm Caused by the Student – In assessing the severity of the harm caused by the student, the principal may consider criteria such as whether any of the following occurred:

1.

someone was physically injured or killed;

2.

someone was directly threatened or property was extorted through the use of a weapon;

3.

someone was directly harmed, either emotionally or psychologically;

4.

educational property or others’ personal property was damaged; or

5.

students, school employees, or parents were aware of the presence of a weapon or of dangerous behavior on the part of the perpetrator.

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

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

If the principal recommends an expulsion, he or she shall identify the basis for determining that there is clear and convincing evidence that the student’s continued presence in school constitutes a clear threat to the safety of other students or employees.

2.

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

a.

the notice type, i.e., notice of long-term suspension, 365-day suspension, or expulsion;*

b.

a description of the incident and the student’s conduct that led to the recommendation;

c.

the specific provision(s) of the Code of Student Conduct that the student allegedly violated;

d.

the specific process by which the parent may request a hearing to contest the decision and the deadline for making the request;*

e.

the process by which the hearing will be held, including all due process rights to be accorded the student during the hearing;

f.

notice of the right to retain an attorney to represent the student in the hearing process;

g.

notice that an advocate, instead of an attorney, may accompany the student to assist in the presentation of the appeal;

h.

notice of the right to review and obtain copies of the student’s educational records prior to the hearing;

i.

a reference to policy 4345, Student Discipline Records, regarding the expungement of disciplinary records; and

j.

the identity and phone number of a school employee whom the parent may call to obtain assistance in receiving a Spanish translation of the English language information included in the document.*

*This information must be provided on the notice in both English and Spanish.

3.

Superintendent’s Decision
The student or student’s parent may request a hearing before the superintendent within three days of receiving notice from the principal of the recommendation for long-term suspension, 365-day suspension, or expulsion. Any hearing held will follow the hearing procedures outlined in Section A of policy 4370, Student Discipline Hearing Procedures. A decision will be rendered before the long-term suspension is imposed.

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

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

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

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

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

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

- a. the basis of the decision, with reference to any policies or rules that the student violated;
- b. notice of what information will be included in the student’s official record pursuant to G.S. 115C-402;
- c. notice of the student’s right to appeal the decision and the procedures for such appeal;
- d. if the decision is to suspend the student for 365 days, notice of the student’s right to petition the board for readmission under G.S. 115C-390.12;
- e. if applicable, notice that the superintendent or designee is recommending to the board that the student be expelled and any required notifications related to the expulsion if the student did not already receive such notice from the principal or designee; and
- f. if the student is to be suspended, notice of the superintendent or designee’s decision on whether to offer alternative education services to the student during the period of suspension, and, as applicable, a description of the services to be offered or the reason justifying the superintendent or designee’s decision to deny such services.

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

The superintendent shall offer alternative education services to any student who receives a long-term or 365-day suspension unless the superintendent provides a significant or important reason for declining to offer such services. Alternative education services are part-time or full-time programs that provide direct or computer-based instruction to allow the student to progress in one or more core academic courses. Such services may include programs described in policy 3470/4305, Alternative Learning Programs/Schools.

The student may appeal to the board the superintendent’s decision not to provide alternative education services, as permitted by G.S. 115C-45(c)(2). Any appeal to the board must be made in writing within five days of receiving the superintendent’s decision. The superintendent shall inform the board chairperson of the request for an appeal and arrange in a timely manner a hearing before the board. In advance of the hearing, the superintendent shall provide to the student and parent and to the board a written explanation for the denial of services along with any documents or other information supporting the decision. The hearing will be conducted pursuant to policy 2500, Hearings Before the Board. The board will provide to the student and parent and to the superintendent written notice of its decision within 30 days of receiving the appeal.

If the superintendent determines that expulsion is appropriate, the superintendent shall submit to the board a recommendation and the basis for the recommendation along with any proposal for alternative education services.

- 4. Hearings Before the Board
 - a. Long-Term or 365-Day Suspensions

A student or his or her parents may appeal an imposed long-term or 365-day suspension. The student or parent must appeal to the board in writing within three days of receiving the superintendent’s decision. The superintendent shall inform the board chairperson of the request for an appeal and shall arrange in a timely manner a hearing before the board. The suspension need not be postponed pending the outcome of the appeal. The hearing will be conducted pursuant to Section B of policy 4370, Student Discipline Hearing Procedures. The board will provide to the student and parent and to the superintendent written notice of its decision not more than 30 calendar days after receiving the appeal.
 - b. Expulsions

The student or parent may request a hearing within five days of receiving notice of the superintendent’s recommendation that the student be expelled. The hearing will be scheduled with the board within five days of the superintendent’s receipt of the hearing request. The superintendent shall notify the student and parent of the date, time, and place of the hearing. Any appeal of a long-term or 365-day suspension will be addressed in the same hearing. The hearing will be conducted pursuant to Section B of policy 4370.

If a hearing is not requested by the student or parent, the superintendent shall submit written evidence to support his or her recommendation to the board. The board may elect to request a hearing or to request additional records and documents.

When the board decides to expel a student, the board will document the basis for its determination that there is clear and convincing evidence that the student’s behavior indicates that the student’s continued presence in school constitutes a clear threat to the safety of other students or employees. The board also will consider and make a written determination of whether alternative education services are to be provided to the expelled student. Regardless of whether the school system provides alternative education services, the board expects school system administrators to work with other agencies to help the student and parent identify other types of services that may be of assistance to the student. The board will send via certified mail to the student’s parent a copy of the decision, notification of what information will be included in the student’s official record, the

procedure for expungement of this information under G.S. 115C-402, and notice of the right to petition for readmission pursuant to G.S. 115C-390.12.

- C. **EDUCATIONAL SERVICES FOR STUDENTS WITH DISABILITIES DURING LONG-TERM SUSPENSION, 365-DAY SUSPENSION OR EXPULSION**

Students with disabilities recognized by the Individuals with Disabilities Education Act will receive educational services during periods of suspension or expulsion to the extent required by Policies Governing Services for Children with Disabilities and state and federal law.
- D. **REDUCING SUSPENSION AND EXPULSION RATES**

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

POLICY 4370
STUDENT DISCIPLINE HEARING PROCEDURES



<https://bit.ly/4cTwyFa>

- A. **Administrative Hearings**

The superintendent shall appoint a hearing officer to conduct all administrative hearings conducted pursuant to this policy. The following rules will govern hearings held by the hearing officer in assessing misbehavior and appropriate consequences. The purpose of the hearing will be to determine the facts relevant to the alleged misbehavior and the credibility of witnesses, based on the evidence presented at the hearing.

 1. The hearing will be informal and will be conducted in private.
 2. Prior to the hearing, the student and his or her parents and representative will have an opportunity to review any audio or video recordings of the incident and, consistent with federal and state student records laws and regulations, the information that may be presented as evidence against the student, including statements made by witnesses whose names are withheld in accordance with number 5, below.
 3. The hearing must be attended by the hearing officer, the principal and/or assistant administrators and any persons the hearing officer deems necessary. The student has the right to be present at the hearing, to be accompanied by his or her parents and to be represented by an attorney or non-attorney advocate. Witnesses should be present only when providing information.
 4. The school representatives have the burden of proving the misbehavior; the violation of board policy, the Code of Student Conduct, school standards or school rules; and the appropriateness of the recommended consequence for the violation.
 5. The school representatives will present the witnesses and documentary evidence against the student first. School officials may withhold witness names or other identifying information if identification of a witness could threaten the witness’ safety.
 6. After the school representatives have presented their evidence, the student or his or her representative may present evidence, relating to the alleged disciplinary infraction, the student’s intent at the time of the incident, any mitigating or aggravating factors involved, the disciplinary and academic history of the student and the potential benefits to the student of alternatives to suspension. Such evidence may include oral testimony by the student or witnesses, written statements and other documents.
 7. Both the school representatives and the student or his or her parent or representative may examine the witnesses presented by the other side. The hearing officer has the power to limit questioning by any person if the questioning is unproductive, unnecessarily lengthy, repetitive or irrelevant.
 8. Following the hearing, the hearing officer shall determine the relevant facts and credibility of witnesses based on the evidence presented at the hearing, including the documents produced in the hearing, the testimony of the witnesses and any other evidence presented at the hearing. Formal rules of evidence do not apply and the hearing officer may rely on evidence that a reasonably prudent person would consider in the conduct of serious affairs.
 9. The hearing officer shall submit his or her written findings and conclusions to the superintendent within two school days of the hearing. The superintendent will then make a final decision on the suspension, and the superintendent must adopt the hearing officer’s factual determinations unless they are not supported by substantial evidence in the record. If the superintendent determines a violation occurred, the superintendent shall also determine the appropriateness of the recommended consequence.
 10. The superintendent shall notify the student and parent of the decision in accordance with the requirements of policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion.
 11. The hearing officer shall provide for making a record of the hearing, including any findings or conclusions made by the hearing officer. The student will have the right to make his or her own audio recording of the hearing.
- B. **Board Hearings**
 1. Appeal of a Long-Term or 365 Day Suspension

The board will provide the opportunity for a hearing that follows the procedures established for administrative hearings, except that (1) the superintendent or designee will represent the school system and the board or a panel of the board will be the decision maker, and (2) unless the board requests otherwise or doing so would create a substantial threat of unfairness, the board will limit presentations of testimony to the student, the student’s parent and representative, and the school system’s representative and will limit documentation to the records and evidence presented at the administrative hearing. The board, at its discretion, may request additional information or evidence.

- The board will review any records created by the hearing officer’s decision and the record created from any administrative hearing held. The board will review the hearing officer’s decision to be sure that: (1) there was a reasonable basis for determining that the student engaged in the specified misbehavior; (2) a board policy, the Code of Student Conduct, a school standard or a school rule was violated; (3) the consequence for the violation was reasonable; and (4) procedures established by board policy were followed.
2. Board Decision on Expulsion
- The board will provide an opportunity for a hearing to review the superintendent’s recommendation for expulsion. The rules established for administrative hearings will be followed, except that the superintendent or designee will represent the school system and the board or panel of the board will be the decision maker. The board may request additional records or witnesses. A decision will be made on the superintendent’s recommendation following the standards for expulsion established in policy 4353, Long–Term Suspension, 365 Day Suspension, Expulsion.

Additional information regarding student discipline can be found in the policy manual, including Policy 4345, Student Discipline Records, and Policy 4352, Removal of Student during the Day.

POLICY 4328
GANG-RELATED ACTIVITY



<https://bit.ly/46ieBNS>

The board strives to create a safe, orderly, caring and inviting school environment. Gangs and gang-related activities have proven contrary to that mission and are prohibited within the schools. A gang is any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts and having a common name or common identifying sign, colors or symbols. The violence and crime that accompany gangs pose a serious threat to the safety of students and employees of the school system. Even absent acts of violence or crime, the existence of gang-related activity within the schools creates an atmosphere of fear and hostility that obstructs student learning and achievement. Thus, the board condemns the existence of gangs and will not tolerate gang-related activity in the school system.

A. PROHIBITED BEHAVIOR

- Gang-related activity is strictly prohibited within the schools. For the purposes of this policy, “gang-related activity” means: (1) any conduct that is prohibited by another board policy and is engaged in by a student on behalf of an identified gang or as a result of the student’s gang membership; or (2) any conduct engaged in by a student to perpetuate, proliferate or display the existence of any identified gang.
- Conduct prohibited by this policy includes:
- wearing, possessing, using, distributing, displaying or selling any clothing, jewelry, emblems, badges, symbols, signs or other items with the intent to convey membership or affiliation in a gang;
 - communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) with the intent to convey membership or affiliation in a gang;
 - tagging, or otherwise defacing school or personal property with symbols or slogans intended to convey membership or affiliation in a gang (see policy 4330, Theft, Trespass, and Damage to Property);
 - requiring payment of protection, insurance or otherwise intimidating or threatening any person related to gang activity (see policy 4331, Assaults and Threats);
 - inciting others to intimidate or to act with physical violence upon any other person related to gang activity (see policy 4331);
 - soliciting others for gang membership; and
 - committing any other illegal act or other violation of school system policies in connection with gang-related activity.

B. NOTICE

The superintendent or designee shall regularly consult with law enforcement officials to maintain current examples of gang-related activities, including but not limited to gang names and particularized examples of potential gang indicators including symbols, hand signals, graffiti, clothing, accessories and behaviors. Each principal shall maintain a list of current examples of gang-related activities to assist students, parents, and teachers in identifying gang symbols and practices. The list shall be available in an easily accessible location in the main office of the school. Parents, students, and school employees may, upon request, access the list, which shall include a warning that wearing or displaying clothing, hand signs, or symbols identified in the list with the intent to convey membership or affiliation in any gang may subject a student to discipline under this policy.

In addition, the Code of Student Conduct and all student handbooks (or such other similar materials distributed to parents and students in lieu of a student handbook) shall contain notice that (1) current information on gang-related activities is maintained in the main office at each school; (2) information on gang-related activities is subject to change and the principal should be consulted for updates; and (3) wearing or displaying clothing, hand signs, or symbols identified in the list with the intent to convey membership or affiliation in any gang may subject a student to discipline under this policy. The Code of Student Conduct and student handbook (or such other similar materials) also shall provide the addresses of websites that contain additional information identifying gang signs, symbols, clothing, and other gang indicators.

In providing this information for students and parents, the board acknowledges that not all potential gang indicators connote actual membership in a gang.

C. CONSEQUENCES

Before receiving disciplinary consequences for a violation of subsection A.1 or A.2, above, a student shall receive an individualized warning as to what item or conduct is in violation of this policy and shall be permitted to immediately change or remove any prohibited items. A student may be disciplined only if he or she previously received notice that the specific item or conduct is prohibited.

Disciplinary consequences for violations of subsections A.1, A.2 and A.6, above, shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of these subsections.

Violations of subsections A.3, A.4, A.5 and A.7, above, are violations of both this policy and other board policies. Disciplinary consequences for such violations shall be consistent with Section D of policy 4300 and the specific range of consequences listed in the Code of Student Conduct for the other board policy violated. That the violation was gang-related shall be an aggravating factor when determining the appropriate consequences.

In a situation where a student has violated this policy or is otherwise suspected of gang affiliation through other circumstantial evidence, the principal shall conduct an intervention involving the principal and/or assistant principal, the student and the student’s parent. Such intervention also may include the school resource officer and others as appropriate. The purpose of an intervention is to discuss school officials’ observations and concerns and to offer the student and his or her parents information and an opportunity to ask questions or provide other information to the school officials.

This policy shall be applied in a non-discriminatory manner based on the objective characteristics of the student’s conduct in light of the surrounding circumstances.

POLICY 4331
ASSAULTS AND THREATS



<https://bit.ly/46djcbD>

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

A. PROHIBITED BEHAVIOR

- Assault
 - Threatening Acts
- Students are prohibited from assaulting, physically injuring, attempting to injure or intentionally behaving in such a way as could reasonably cause injury to any other person. Assault includes engaging in a fight.
- Students are prohibited from directing toward any other person any language that threatens force, violence or disruption, or any sign or act that constitutes a threat of force, violence or disruption.
- Bomb and terrorist threats are also addressed in policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety.

B. CONSEQUENCES

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

A student who is long-term suspended or reassigned to alternative education services as a result of assaulting or injuring a teacher shall not return to that teacher’s classroom without the teacher’s consent.

SECURITY CHECKS

The safety of our students is paramount in Person County Schools. In realizing that students need a safe environment in which to attend school, Person County Schools will conduct random safety checks throughout the school year. These safety checks can include students being asked to go through weapons detection and metal detection devices, and in conjunction with the Person County Sheriff’s Department, the use of K-9 assistance in examining student possessions and automobiles. Person County Schools has implemented weapons detection checkpoints at Person High School, Southern Middle School, and Northern Middle School. All students, parents, and visitors entering Person High School, Southern Middle School, or Northern Middle School will be screened using weapons detection equipment. Parents will be notified via our mass communication system after the completion of a safety check. For more information regarding the PCS policies and procedures for student searches, please reference Board Policy 4342 (Student Searches), which is available on PCS website, www.pscnc.org or <https://v3.boardpolicyonline.com/b/person/s/161688>.

POLICY 4316
STUDENT DRESS CODE



<https://bit.ly/3Lwn1YJ>

The board believes that the dress and personal appearance of students greatly affect their academic performance and their interaction with other students. The board requests that parents outfit their children in clothing that is conducive to learning. Generally, dress and grooming standards as determined by the student and his or her parents will be deemed acceptable. However, the board prohibits any appearance or clothing that does the following:

- violates a reasonable nondiscriminatory dress code adopted and publicized by the school;
- is substantially disruptive (for information on gang-related attire, see policy 4328, Gang-Related Activity);
- is provocative or obscene; or
- endangers the health or safety of the student or others.

Before receiving disciplinary consequences, a student who is not in compliance with this policy or a school dress code will be given a reasonable period of time to make adjustments so that he or she will be in compliance. Disciplinary consequences for a

student who fails to comply after being offered this opportunity shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violation of the dress code.

ACCESSING PUBLIC BENEFITS AND RELEASING PERSONALLY IDENTIFIABLE INFORMATION TO THE NC DIVISION OF HEALTH BENEFITS (NC MEDICAID)

Federal law requires each State to develop agreements with non-educational public agencies to ensure all services necessary to provide a free appropriate public education (FAPE) are provided to children with disabilities at no cost to the parent. This includes the State Medicaid agency when local education agencies (LEAs) are seeking reimbursement for some health care services provided at school.

Under the Family Education Rights and Privacy Act (FERPA), parent consent is required for the school system to release information about a child with a disability to the North Carolina Division of Health Benefits (NC Medicaid) in order to access the child’s public benefits. Parent(s) are entitled to have a copy of any information the school system releases to the state Medicaid program.

The funds collected from Medicaid in this school system will be used to help cover the costs of providing necessary school-based health services (e.g., evaluations, speech-language therapy, occupational therapy, physical therapy) to the child in accordance with his/her Individualized Education Program (IEP); Individualized Family Service Plan (IFSP); Section 504 Plan; Individualized Health Plan (IHP); or Behavior Intervention Plan (BIP).

This notice is to parents who provide or have provided prior written consent for the Person County Schools to release information needed to access North Carolina Medicaid reimbursement for services provided through their child’s Individualized Education Program (IEP); Individualized Family Service Plan (IFSP); Section 504 Plan; Individualized Health Plan (IHP); or Behavior Intervention Plan (BIP). This annual notice confirms the school district may release the following information to North Carolina Medicaid:

- Child’s name;
- Medicaid number;
- Child’s date of birth;
- Child’s service documentation, including evaluations;
- The dates and times services are provided to the child at school;
- Reports of the child’s progress, including therapist notes, progress notes, and report cards.

Whether or not the parent provides consent, the child will continue to receive all required IEP services at no cost to the parent. A parent may revoke his/her consent at any time. Revoking parental consent does not change the school district’s responsibility to provide all required plan services at no cost. Parents may ask questions about this program or revoke consent at any time by contacting Jenna Regan, Senior Executive Director of Secondary Education and Student Support Services, at reganj@person.k12.nc.us or 336-599-2191.

REGULATION 4302-R RULES FOR USE OF SECLUSION AND RESTRAINT IN SCHOOLS



https://bit.ly/3WuVLjo

The following rules will govern the use of seclusion and restraint by school personnel. As used in this regulation, “school personnel” means employees of the board and any persons working on school grounds or at a school function (1) under a contract or written agreement with the school system to provide educational or related services to students or (2) for another agency providing educational or related services to students. Seclusion and restraint will not be used on students with disabilities (1) for behavior(s) that would not result in seclusion or restraint for students without identified disabilities, unless the use is authorized by the student’s IEP or Section 504 Plan for an educational or safety-related purpose, or (2) based on assumptions or stereotypes about disabilities or students with disabilities generally.

A. PHYSICAL RESTRAINT

Physical restraint means the use of physical force to restrict the free movement of all or a part of a student’s body.

Physical restraint will be considered to be a reasonable use of force when used in the following circumstances:

1. as reasonably needed to obtain possession of weapons or other dangerous objects on the person or within the control of a student;
2. as reasonably needed to maintain order or to prevent or break up a fight;
3. as reasonably needed for self-defense;
4. as reasonably needed to ensure the safety of any student, employee, volunteer, or other person present;
5. as reasonably needed to teach a skill, to calm or comfort a student, or to prevent self-injurious behavior;
6. as reasonably needed to escort a student safely from one area to another;
7. if used as provided for in an IEP, Section 504, or behavior intervention plan; or
8. as reasonably needed to prevent imminent destruction to school or another person’s property.

Except as set forth above, physical restraint of students will not be considered a reasonable use of force, and its use is prohibited. In addition, physical restraint will not be considered a reasonable use of force when used solely as a disciplinary consequence.

Prone restraint is a form of physical restraint in which a person is held in a face-down position on the floor or other surface. Prone restraint does not include placement in a face-down position as part of a necessary medical intervention. The use of prone restraint is prohibited.

B. MECHANICAL RESTRAINT

Mechanical restraint means the use of any device or material attached or adjacent to a student’s body that restricts freedom of movement or normal access to any portion of the student’s body and that the student cannot easily remove.

Mechanical restraint of a student by school personnel is permissible only in the following circumstances:

1. when properly used as an assistive technology device included in the student’s IEP, Section 504, or behavior intervention plan or as otherwise prescribed by a medical or related service provider;
2. when using seat belts or other safety restraints to secure a student during transportation;
3. as reasonably needed to obtain possession of weapons or other dangerous objects on the person or within the control of a student;
4. as reasonably needed for self-defense; or
5. as reasonably needed to ensure the safety of any student, employee, volunteer, or other person.

Except as set forth above, mechanical restraint, including the tying down, taping, or strapping down of a student, will not be considered to be a reasonable use of force, and its use is prohibited.

C. SECLUSION

Seclusion means the confinement of a student alone in an enclosed space from which the student is (a) physically prevented from leaving by locking hardware or other means or (b) incapable of leaving due to physical or intellectual capacity. Seclusion of a student by school personnel may be used in the following circumstances:

1. as reasonably needed to respond to a person in control of a weapon or other dangerous object;
2. as reasonably needed to maintain order or prevent or break up a fight;
3. as reasonably needed for self-defense;
4. as reasonably needed when a student’s behavior poses a threat of imminent physical harm to self or others or imminent substantial destruction of school or another person’s property; or
5. when used as specified in the student’s IEP, Section 504, or behavior intervention plan; and
 - a. the student is monitored by an adult in close proximity who is able to see and hear the student at all times while the student is in seclusion;
 - b. the student is released from seclusion upon cessation of the behaviors that led to the seclusion, or as otherwise specified in the student’s IEP, Section 504, or behavior intervention plan;
 - c. the confining space has been approved for such use by the school system;
 - d. the space is appropriately lighted, ventilated, and heated or cooled; and
 - e. the space is free from objects that unreasonably expose the student or others to harm.

Except as set forth above, the use of seclusion is not considered to be reasonable force, and its use is prohibited. In addition, seclusion will not be considered a reasonable use of force when used solely as a disciplinary consequence.

D. ISOLATION

Isolation means a behavior management technique in which a student is placed alone in an enclosed space from which the student is not prevented from leaving. Isolation is permitted as a behavior management technique provided that:

1. the isolation space is appropriately lighted, ventilated and heated or cooled;
2. the duration of the isolation is reasonable in light of the purpose for the isolation;
3. the student is reasonably monitored while in isolation; and
4. the isolation space is free from objects that unreasonably expose the student or others to harm.

E. TIME-OUT

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

F. AVERSIVE PROCEDURES

Aversive procedure means a systematic physical or sensory intervention program for modifying the behavior of a student with a disability that causes or reasonably may be expected to cause one or more of the following:

1. Significant physical harm, such as tissue damage, physical illness, or death;
2. Serious and foreseeable long-term psychological impairment; or
3. Obvious repulsion on the part of observers who cannot reconcile such extreme procedures with acceptable standard practice, for example:
 - a. electric shock applied to the body;
 - b. extremely loud auditory stimuli;
 - c. forcible introduction of foul substances to the mouth, eyes, ears, nose or skin;
 - d. placement in a tub of cold water or shower;
 - e. slapping, pinching, hitting or pulling hair;
 - f. blindfolding or other forms of visual blocking;
 - g. unreasonable withholding of meals;
 - h. eating one’s own vomit; or
 - i. denial of reasonable access to toileting facilities.

The use of aversive procedures in public schools is prohibited.

G. NOTICE, REPORTING AND DOCUMENTATION

1. School staff will promptly notify the principal or designee of any of the following:
 - a. any use of aversive procedures;
 - b. any prohibited use of mechanical restraint;
 - c. any use of physical restraint resulting in observable physical injury to a student;
 - d. any prohibited use of seclusion; or
 - e. any seclusion exceeding 10 minutes or beyond the amount of time specified on a student’s behavior intervention plan.
2. Notice to Parents

When a principal or designee has personal or actual knowledge of any of the incidents listed subsection G.1, above, he or she shall promptly notify the student’s parent or guardian and shall provide the name of the school employee whom the parent or guardian may contact regarding the

incident. Such notice shall be provided by the end of the workday during which the incident occurred when reasonably possible, but no later than the end of the following workday. Such notice also shall be provided in addition to the written incident report required in subsection G.3, below.

3. Written Report to Parents

Within a reasonable period of time not to exceed 30 days after any incident listed in subsection G.1 of this regulation occurs, the principal or designee shall also provide the parent or guardian with a written incident report. This report must include the following:

- a. the date, time of day, location, duration, and description of the incident and interventions;
- b. the event(s) that led up to the incident;
- c. the nature and extent of any injury to the student; and
- d. the name of a school employee the parent or guardian can contact regarding the incident.

4. Reporting to State Board

The board will maintain a record of incidents reported under the procedure described in subsection G.3, above and will provide this information annually to the State Board of Education.

5. Non-Retaliation for Reporting

An employee making a report alleging a prohibited use of physical or mechanical restraint, seclusion or aversive procedure will not be discharged, threatened, or retaliated against through compensation, terms, conditions, location or privileges of employment unless the employee knew or should have known that the report was false.

GENERAL STATUTE 115C-391.1 – PERMISSIBLE
USE OF SECLUSION AND RESTRAINT



<https://bit.ly/3Wwuayh>

- (a) It is the policy of the State of North Carolina to:
 - (1) Promote safety and prevent harm to all students, staff, and visitors in the public schools.
 - (2) Treat all public school students with dignity and respect in the delivery of discipline, use of physical restraints or seclusion, and use of reasonable force as permitted by law.
 - (3) Provide school staff with clear guidelines about what constitutes use of reasonable force permissible in North Carolina public schools.
 - (4) Improve student achievement, attendance, promotion, and graduation rates by employing positive behavioral interventions to address student behavior in a positive and safe manner.
 - (5) Promote retention of valuable teachers and other school personnel by providing appropriate training in prescribed procedures, which address student behavior in a positive and safe manner.
- (b) The following definitions apply in this section:
 - (1) "Assistive technology device" means any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capacities of a child with a disability.
 - (2) "Aversive procedure" means a systematic physical or sensory intervention program for modifying the behavior of a student with a disability which causes or reasonably may be expected to cause one or more of the following:
 - a. Significant physical harm, such as tissue damage, physical illness, or death.
 - b. Serious, foreseeable long-term psychological impairment.
 - c. Obvious repulsion on the part of observers who cannot reconcile extreme procedures with acceptable, standard practice, for example: electric shock applied to the body; extremely loud auditory stimuli; forcible introduction of foul substances to the mouth, eyes, ears, nose, or skin; placement in a tub of cold water or shower; slapping, pinching, hitting, or pulling hair; blindfolding or other forms of visual blocking; unreasonable withholding of meals; eating one's own vomit; or denial of reasonable access to toileting facilities.
 - (3) "Behavioral intervention" means the implementation of strategies to address behavior that is dangerous, disruptive, or otherwise impedes the learning of a student or others.
 - (4) "IEP" means a student's Individualized Education Plan.
 - (5) "Isolation" means a behavior management technique in which a student is placed alone in an enclosed space from which the student is not prevented from leaving.
 - (6) "Law enforcement officer" means a sworn law enforcement officer with the power to arrest.
 - (7) "Mechanical restraint" means the use of any device or material attached or adjacent to a student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove.
 - (8) "Physical restraint" means the use of physical force to restrict the free movement of all or a portion of a student's body.
 - (9) "School personnel" means:
 - a. Employees of a governing body of a public school unit.
 - b. Any person working on school grounds or at a school function under a contract or written agreement with the public school unit to provide educational or related services to students.
 - c. Any person working on school grounds or at a school function for another agency providing educational or related services to students.
 - (10) "Seclusion" means the confinement of a student alone in an enclosed space from which the student is:
 - a. Physically prevented from leaving by locking hardware or other means.
 - b. Not capable of leaving due to physical or intellectual incapacity.
 - (11) "Time-out" means a behavior management technique in which a student is separated from other students for a limited period of time in a monitored setting.

- (c) Physical Restraint:
 - (1) Physical restraint of students by school personnel shall be considered a reasonable use of force when used in the following circumstances:
 - a. As reasonably needed to obtain possession of a weapon or other dangerous objects on a person or within the control of a person.
 - b. As reasonably needed to maintain order or prevent or break up a fight.
 - c. As reasonably needed for self-defense.
 - d. As reasonably needed to ensure the safety of any student, school employee, volunteer, or other person present, to teach a skill, to calm or comfort a student, or to prevent self-injurious behavior.
 - e. As reasonably needed to escort a student safely from one area to another.
 - f. If used as provided for in a student's IEP or Section 504 plan or behavior intervention plan.
 - g. As reasonably needed to prevent imminent destruction to school or another person's property.
 - (2) Except as set forth in subdivision (1) of this subsection, physical restraint of students shall not be considered a reasonable use of force, and its use is prohibited.
 - (3) Physical restraint shall not be considered a reasonable use of force when used solely as a disciplinary consequence.
 - (4) Nothing in this subsection shall be construed to prevent the use of force by law enforcement officers in the lawful exercise of their law enforcement duties.
- (d) Mechanical Restraint:
 - (1) Mechanical restraint of students by school personnel is permissible only in the following circumstances:
 - a. When properly used as an assistive technology device included in the student's IEP or Section 504 plan or behavior intervention plan or as otherwise prescribed for the student by a medical or related service provider.
 - b. When using seat belts or other safety restraints to secure students during transportation.
 - c. As reasonably needed to obtain possession of a weapon or other dangerous objects on a person or within the control of a person.
 - d. As reasonably needed for self-defense.
 - e. As reasonably needed to ensure the safety of any student, school employee, volunteer, or other person present.
 - (2) Except as set forth in subdivision (1) of this subsection, mechanical restraint, including the tying, taping, or strapping down of a student, shall not be considered a reasonable use of force, and its use is prohibited.
 - (3) Nothing in this subsection shall be construed to prevent the use of mechanical restraint devices such as handcuffs by law enforcement officers in the lawful exercise of their law enforcement duties.
- (e) Seclusion:
 - (1) Seclusion of students by school personnel may be used in the following circumstances:
 - a. As reasonably needed to respond to a person in control of a weapon or other dangerous object.
 - b. As reasonably needed to maintain order or prevent or break up a fight.
 - c. As reasonably needed for self-defense. As reasonably needed when a student's behavior poses a threat of imminent physical harm to self or others or imminent substantial destruction of school or another person's property.
 - d. When used as specified in the student's IEP, Section 504 plan, or behavior intervention plan; and
 - 1. The student is monitored while in seclusion by an adult in close proximity who is able to see and hear the student at all times.
 - 2. The student is released from seclusion upon cessation of the behaviors that led to the seclusion or as otherwise specified in the student's IEP or Section 504 plan.
 - 3. The space in which the student is confined has been approved for such use by the local education agency.
 - 4. The space is appropriately lighted.
 - 5. The space is appropriately ventilated and heated or cooled.
 - 6. The space is free of objects that unreasonably expose the student or others to harm.
 - (2) Except as set forth in subdivision (1) of this subsection, the use of seclusion is not considered reasonable force, and its use is not permitted.
 - (3) Seclusion shall not be considered a reasonable use of force when used solely as a disciplinary consequence.
 - (4) Nothing in this subsection shall be construed to prevent the use of seclusion by law enforcement officers in the lawful exercise of their law enforcement duties.
- (f) Isolation. - Isolation is permitted as a behavior management technique provided that:
 - (1) The space used for isolation is appropriately lighted, ventilated, and heated or cooled.
 - (2) The duration of the isolation is reasonable in light of the purpose of the isolation.
 - (3) The student is reasonably monitored while in isolation.
 - (4) The isolation space is free of objects that unreasonably expose the student or others to harm.
- (g) Time-Out. - Nothing in this section is intended to prohibit or regulate the use of time-out as defined in this section.
- (h) Aversive Procedures. - The use of aversive procedures as defined in this section is prohibited in public schools.
- (i) Nothing in this section modifies the rights of school personnel to use reasonable force as permitted under G.S. 115C-390.3 or modifies the rules and procedures governing discipline under G.S. 115C-390.1 through G.S. 115C-390.12.
- (j) Notice, Reporting, and Documentation. -
 - (1) Notice of procedures. - Each governing body of a public school unit shall provide copies of this section and all governing body policies developed to

implement this section to school personnel and parents or guardians at the beginning of each school year.

- (2) Notice of specified incidents:
- a. School personnel shall promptly notify the principal or principal's designee of:

1. Any use of aversive procedures.

2. Any prohibited use of mechanical restraint.

3. Any use of physical restraint resulting in observable physical injury to a student.

4. Any prohibited use of seclusion or seclusion that exceeds 10 minutes or the amount of time specified on a student's behavior intervention plan.

b. When a principal or principal's designee has personal knowledge or actual notice of any of the events described in this subdivision, the principal or principal's designee shall promptly notify the student's parent or guardian and will provide the name of a school employee the parent or guardian can contact regarding the incident.
- (3) As used in subdivision (2) of this subsection, "promptly notify" means by the end of the workday during which the incident occurred when reasonably possible, but in no event later than the end of following workday.
- (4) The parent or guardian of the student shall be provided with a written incident report for any incident reported under this section within a reasonable period of time, but in no event later than 30 days after the incident. The written incident report shall include:
- a. The date, time of day, location, duration, and description of the incident and interventions.

b. The events or events that led up to the incident.

c. The nature and extent of any injury to the student.

d. The name of a school employee the parent or guardian can contact regarding the incident.
- (5) No governing body of a public school unit or employee of a governing body shall discharge, threaten, or otherwise retaliate against another employee of the governing body regarding that employee's compensation, terms, conditions, location, or privileges of employment because the employee makes a report alleging a prohibited use of physical restraint, mechanical restraint, aversive procedure, or seclusion, unless the employee knew or should have known that the report was false.
- (k) Nothing in this section shall be construed to create a private cause of action against any governing body of a public school unit, its agents or employees, or any educator preparation programs or their agents or employees or to create a criminal offense. (2005–205, s. 2; 2006–264, s. 58; 2011–282, s. 3; 2022–74, s. 7.7(k).)

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Student Education Records: The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 45 days after the day the school receives a request for access.
Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. Parents or eligible students who wish to ask the school system to amend a record should write to the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
Upon request, the school system also discloses education records without consent to officials of another school, school system, or institution of postsecondary education in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Person County Schools to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: *Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.*

NOTICE OF DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that the Person County Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, the Person County Schools may disclose appropriately designated “directory information” without written consent, unless you have advised the school system to the contrary in accordance with school system procedures. The primary purpose of directory information is to allow the Person County Schools to include this type of information from your child’s education records in certain school publications. Examples include:

- A playbill, showing your student’s role in a drama production;
- A yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent.

If you do not want the Person County Schools to disclose any or all of the types of information designated below as directory information from your child’s education records without your prior written consent, you must notify the school system in writing by September 4. The Person County Board of Education has designated the following information as directory information:

- Student’s name
- Address
- Email address
- Photograph or digital image, including still or video images of a student engaged in ordinary school activities
- Date and place of birth
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Grade level
- Diplomas, including endorsements earned, industry credentials/certifications, and awards received
- The most recent previous school or education institution attended by the student

RIGHTS UNDER PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student’s parent;

2. Mental or psychological problems of the student or student’s family;

3. Sex behavior or attitudes;

4. Illegal, anti-social, self-incriminating, or demeaning behavior;

5. Critical appraisals of others with whom respondents have close family relationships;

6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;

7. Religious practices, affiliations, or beliefs of the student or parents; or

8. Income, other than as required by law to determine program eligibility.

·*Receive notice and an opportunity to opt a student out of –*

1. Any other protected information survey, regardless of funding;

2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and

3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

·*Inspect, upon request and before administration or use –*

1. Protected information surveys of students and surveys created by a third party;

2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and

3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The Person County Schools has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of

personal information for marketing, sales, or other distribution purposes. The Person County Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The Person County Schools will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. The Person County Schools will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202

POLICY 1740/4010
STUDENT AND PARENT GRIEVANCE PROCEDURE



<https://bit.ly/3YkngxG>

A. OPTIONS FOR RESOLVING COMPLAINTS

The board strives to resolve concerns and complaints of students and parents whenever possible. To this end, the board has provided opportunities for students and parents to express their concerns through processes established in board policies. Policy 1742/5060, Responding to Complaints, identifies these different processes, including a mechanism for resolving complaints in an informal manner. While the board encourages resolutions of complaints through informal means, it recognizes that, at times, a formal process may be necessary for certain types of complaints or if the informal process did not produce satisfactory results. This policy provides a complaint procedure that may be used as described below. Any parent or student who has questions about the options for proceeding with a complaint or concern may contact the principal or superintendent for further information and copies of all applicable board policies.

B. DEFINITIONS

1. Days – Days are working days, exclusive of Saturdays, Sundays, vacation days, or holidays, as set forth in the school calendar. In counting days, the first day will be the first full working day following the receipt of the grievance. After May 1, time limits will consist of all weekdays (Monday – Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.
2. Final Administrative Decision – A final administrative decision is a decision of a school employee from which no further appeal to a school administrator is available.
3. Grievance – A grievance is a formal complaint regarding specific decisions made by school personnel that alleges that such decisions have adversely affected the person making the complaint. A grievance includes, but is not limited to, circumstances such as when a student or parent believes that board policy or law has been misapplied, misinterpreted or violated. The term “grievance” does not include any matter for which the method of review is prescribed by law, for which there is a more specific board policy providing a process for addressing the concern, or upon which the board is without authority to act.
4. Grievant – The grievant is the parent, student or group of parents or students submitting the grievance.
5. Parent – All references to parent include a student’s parent, legal guardian, legal custodian, or another caregiver adult authorized to enroll a student under policy 4120, Domicile or Residence Requirements.

C. TIMELINESS OF PROCESS

The number of days indicated at each step of the grievance process should be considered a maximum, and every effort should be made to expedite the process. Failure by the official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report. The official shall make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays that interfere with the exercise of the grievant’s legal rights are not permitted. Failure by the grievant at any step of the process to appeal a grievance to the next step within the specified time limit will be considered acceptance of the decision at the current step, unless the grievant has notified the official of a delay and the reason for the delay and the official has consented in writing to the delay.

D. GENERAL REQUIREMENTS

1. No reprisals of any kind will be taken by the board or by an employee of the school system against any grievant or other student or employee because of his or her participation in a grievance filed and decided pursuant to this policy.
2. All meetings and hearings conducted pursuant to this policy will be private unless the Open Meetings Law requires that a board meeting or hearing be open to the public (see policies 2320, Compliance with the Open Meetings Law, 2321, Closed Sessions, and 2500, Hearings Before the Board).
3. The board and school system officials will consider requests to hear grievances from a group of grievants, but the board and officials have the discretion to hear and respond to grievants individually.
4. The grievant may have a representative, including an attorney, at any stage of the grievance. However, if the grievant intends to be represented by legal counsel, he or she must notify the appropriate school official in advance so that

school personnel also will have the opportunity to be represented by legal counsel. At any meeting or hearing during the grievance process, a student grievant may be accompanied by a parent as well as a representative.

E. PROCESS FOR GRIEVANCE

1. Filing a Grievance
 - a. Whenever a student or parent believes that he or she has been adversely affected by a decision of a school employee, the student or parent may file a grievance as provided in this policy.
 - b. A grievance must be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after the 30 day period that claims a violation, misapplication or misinterpretation of state or federal law, the superintendent or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school system to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, students and parents should recognize that delays in filing a grievance may significantly impair the ability of the school system to investigate and respond effectively to such complaints.
 - c. A student or parent who has a grievance must provide the following information in writing to the principal: (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any board policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that the parent or student believes has been misapplied, misinterpreted or violated; and (4) the specific resolution desired. If there is not a specific decision or action at issue and no concern that state or federal law has been misapplied, misinterpreted or violated, then the procedure established in policy 1742/5060 is appropriate, and the principal shall address the concern following that policy.
 - d. Even if the principal is the employee whose decision or action is at issue, the student or parent must submit the grievance first to the principal in order for the principal to address the issue within the formal process. If, however, the grievance claims that a state or federal law has been misapplied, misinterpreted or violated, the student or parent may submit the grievance directly to the superintendent or designee.
 - e. If a student or parent wants to initiate a formal grievance regarding a decision by the superintendent that directly and specifically affects the student or parent, the general process described in this policy will be used, except that the grievance will be submitted to the chief human resources officer, who shall forward the grievance to the board chairperson.
2. Investigation
 - a. The principal shall schedule and hold a meeting with the grievant within five school days after the grievance has been filed with the principal.
 - b. The principal shall conduct any investigation of the facts necessary before rendering a decision.
3. Response by Principal
 - a. The principal shall provide a written response to the written grievance within 10 days of the meeting with the grievant. The response will include the principal’s decision regarding resolution of the grievance and the basis for the decision. In responding, the principal may not disclose information about other students or employees that is considered confidential by law.
 - b. A copy of the grievance and the principal’s response will be filed with the superintendent.
4. Response by Superintendent
 - a. If the grievant is dissatisfied with the principal’s decision, the grievant may appeal the decision to the superintendent. The appeal must be made in writing within five days of receiving the principal’s decision.
 - b. The superintendent may review the written documents and respond or the superintendent may schedule and hold a conference with the grievant, principal and any other individuals the superintendent determines to be appropriate within five school days after receiving the appeal.
 - c. The superintendent shall provide a written response within 10 days after receiving the appeal. In responding, the superintendent may not disclose information about other students or employees that is considered confidential by law.
5. Appeal to the Board

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

 - a. Mandatory Appeals
 1. If the grievant is dissatisfied with the superintendent’s response to his or her grievance and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant may appeal the decision to the board within five days of receiving the superintendent’s response.
 2. A hearing will be conducted pursuant to policy 2500, Hearings Before the Board.
 3. The board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.
 - b. Discretionary Appeals
 1. If the grievant is dissatisfied with the superintendent’s response to his or her grievance but has not alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or

- procedure, or local board of education policy or procedure, then within five days of receiving the superintendent’s response, the grievant may submit to the superintendent a written request for a hearing before the board of education.
- If the full board will be meeting within two weeks of the request for a hearing, the board will decide at that time whether to grant a hearing. Otherwise, the board chairperson will appoint a two–person panel to review the request and determine whether to (1) deny the appeal; (2) review the superintendent’s decision on the written record only; or (3) grant a hearing. The panel will report the decision to the board. The board may modify the decision of the panel upon majority vote at a board meeting.
 - If the board denies the appeal, the decision of the superintendent will be final and the grievant will be notified within five days of the board’s decision.
 - If the board decides to grant a hearing, the hearing will be conducted pursuant to policy 2500.
 - The board will provide a final written decision within 30 days of the decision to grant an appeal, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

F. NOTICE

The superintendent or designee is responsible for providing effective notice to students, parents and school system employees of the procedures for reporting and investigating grievances.

G. RECORDS

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

SUMMARY OF POLICY 6125
ADMINISTERING MEDICINES TO STUDENTS



<https://bit.ly/4cNYvOM>

This policy outlines procedures for administering medications to students during school hours. Here are the key points:

- Parental and Health Care Practitioner Involvement:** Medication can be administered by school personnel upon a written request from a parent and a prescription from a licensed health care practitioner.
- Conditions for Administration:**
 - Parental consent is required.
 - A health care practitioner must certify the necessity for administration during school hours.
 - Medication must be provided in properly labeled containers.
 - School personnel must follow the healthcare practitioner’s instructions.
- Self-Administration:**
 - Students with specific health conditions (like diabetes or asthma) may be allowed to self-administer medication.
 - Requirements include written authorization from parents and health care practitioners, a treatment plan, and demonstration of the student’s competence to self-administer.
- Storage and Security:**
 - Medications must be stored in a locked and secure place, except emergency medications.
 - Controlled substances should be accessed only by authorized personnel.
- Training and Liability:**
 - School personnel administering medication must be properly trained.
 - The board and its employees assume no liability when administering medications as per the provided instructions.
- Confidentiality:** Information regarding a student’s medication needs is confidential and protected under relevant privacy laws.
- Emergency Medications:**
 - Students at risk for medical emergencies must have an emergency health care plan.
 - Emergency medications can be administered in compliance with the policy.
- Procedures and Parental Rights:**
 - The superintendent may develop specific procedures for implementing this policy.
 - Parents have the right to administer medication to their children on school property unless otherwise prohibited.
- Consequences and Responsibilities:**
 - Misuse of self-administered medication by students may result in disciplinary action.
 - The board does not assume responsibility for medication administered by unauthorized individuals.

This policy ensures the safe administration of medications to students while maintaining the confidentiality and legal rights of the students and their families.

To view the full policy visit Policy 6125 – Administering Medicines to Students in our policy manual at <https://bit.ly/4cNYvOM>

ADDITIONAL MEDICAL INFORMATION

Asthma: Any student with an asthma diagnosis who needs an inhaler at school must follow the medication policy (see above).

Diabetes: N.C. General Statute 115C–12(31) addresses the procedures for the development of an individual diabetes care plan at the written request of a student’s parent or guardian. The parent or guardian is responsible for having this care plan and any diabetic supplies necessary in place prior to the student beginning the school year.

Immunizations: N. C. General Statute 130A–152 requires “every child present in this state” to be immunized against certain diseases. Parents/Guardians are advised to contact their local health care provider or the Person County Health Department for more information

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

Vaccines Required in Middle School & High School

- All students entering 7th grade or who have reached age 12, whichever comes first, are required to receive both of the following vaccines:
- A booster dose of Tdap (tetanus/diphtheria/pertussis) vaccine is required if the student has not previously received it; and.
 - The meningococcal conjugate vaccine (MCV).

All students entering the twelfth grade or who have reached age 17 are required to receive a booster dose of MCV.
For more information, see policy 4110 – Immunization and Health Requirements for School Admission.

Head Lice: The management of head lice infestations should not disrupt the educational process. No disease is associated with head lice and in–school transmission is considered to be rare. Children found with live head lice should remain in class, but be discouraged from close direct head contact with others. Treatment should be sought prior to returning to school. The school nurse will be the primary point of contact.

Epinephrine Auto–Injection Devices: Designated trained school personnel are authorized to use emergency epinephrine auto–injector devices to deliver emergency medical aid to any person suffering from an anaphylactic reaction during the school day or at a school–sponsored event on school property. Epinephrine auto–injector devices provided by the school are not intended, and cannot be used, as the sole supply for students known to have medical conditions requiring the availability of an epinephrine auto–injector device. Parents of students with known life threatening allergies and/or anaphylaxis should provide the school with written instructions from the student’s health care provider for handling anaphylaxis and all necessary medications for implementing the student specific order in accordance with policy 6125, Administering Medicines to Students. Students who meet the conditions established in policy 6125 may possess and self–administer their own medication. N.C. General Statute 115C–375.2A)

Human Papillomavirus (HPV): (grades 5–12) HPV, or human papillomavirus, is a common virus that can cause cancers later in life. For details on HPV and the vaccine for HPV visit the following website: <https://www.cdc.gov/hpv/>

PCS SCHOOL BUS IMPORTANT NOTES



For the safety of all students, the bus driver or school administration will not accept any changes to transportation that require a student to ride a different bus than that bus to which they are assigned. No notes requesting a student change of transportation will be accepted.

Riding a school bus is a privilege. Students who do not comply with the rules and regulations may forfeit the right to ride the bus. Parents should be advised of the violations and notified that students who fail to comply with rules and regulations may lose their right for bus transportation. **Remember– parents are responsible for seeing that children get to and from the bus stop and on the bus safely.**

For information on school bus safety, how to avoid the bully on the bus, and other safety rules to remember, visit our transportation website at:
<https://www.pcsnc.org/page/transportation>

NORTH CAROLINA SCHOOL BUS STOP LAW

N.C. General Statute 115C – 246(b) – School bus routes.

Unless road or other conditions make it inadvisable, public school buses shall be routed on state–maintained highways, municipal streets, or other streets with publicly dedicated right–of–way. Each public school bus shall be routed so that the bus passes within one mile of the residence of each pupil assigned to that bus. A pupil who lives one and one–half miles or more from the school to which the pupil is assigned shall be eligible for school bus transportation.

N.C. General Statute 14–132.2 – Willfully trespassing upon, damaging, or impeding the progress of a public school bus.

- Any person who shall unlawfully and willfully demolish, destroy, deface, injure, burn or damage any public school bus or public school activity bus shall be guilty of a Class 1 misdemeanor.
- Any person who shall enter a public school bus or public activity bus after being forbidden to do so by the authorized school bus driver in charge thereof, or the school principal to whom the public school bus or public school activity bus is assigned, shall be guilty of a Class 1 misdemeanor.
- Any occupant of a public school bus or public school activity bus who shall refuse to leave said bus upon demand of the authorized driver in charge thereof, or upon demand of the principal of the school to which said bus is assigned, shall be guilty of a Class 1 misdemeanor.
- Any person who shall unlawfully and willfully stop, impede, delay, or detain any public school bus or public school activity bus being operated for public school purposes shall be guilty of a Class 1 misdemeanor.

SCHOOL NUTRITION MEAL PRICES

The mission of School Nutrition Services is to provide every Person County Schools student a nutritious meal with quality service at an affordable price. Studies show that children who consume breakfast and lunch perform better in school. Our school meals are based on the meal pattern established by the U.S. Department of Agriculture and dietary specifications including limits on fats, sodium and calories.

MEAL PRICES 2026–2027

Traditional School Pre–K–12th grade:

Students can eat breakfast and lunch at no cost, regardless of family income.
You do not need to complete any paperwork to take advantage of this program.

Person County Schools Virtual Academy:

Virtual school students pay a la carte pricing for items purchased in our cafeterias.

Adults: Adults pay a la carte pricing for items purchased in our cafeterias.

Frequently Asked Questions

My child attends the virtual academy, why do I need to pay for his/her meals?

According to USDA guidelines, a virtual academy is not eligible to participate in the National School Lunch Program (NSLP) and therefore can not participate in the Community Eligibility Program allowing students to eat meals at no cost.

Can I Prepay for my students’ a la carte purchases?

Payments can be made using our online payment system www.kl2paymentcenter.com or you may send cash or a check with your student to give to the cashier when they go through the lunch line.

We encourage parents to register for the online payment system. There are several free benefits that are available to registered users such as checking account balances and automated low account balance notifications. To register for the online payment system, you will need your student’s ID number to complete their registration. This can be provided by the school office, cafeteria or the school nutrition main office. The parent/guardian will be asked to verify information on the student(s) account before this information is released. To make payments using the online system, a convenience charge of \$1.95 will be applied per online transaction. Funds can be deposited at any time day or night. Please allow 24 hours for the funds deposited online to become available in your student(s) account.

Can I check how often my student(s) is eating in the cafeteria?

The parent/guardian may call the school cafeteria and request a print out to be sent home with their student(s) for the week or month. This information is also available to users registered for the online payment system free of charge.

How do parents/guardians check their student(s) account balance?

The parent/guardian may contact the school cafeteria to check an account balance. Also, if the parent/guardian uses the online payment system, they may check their students account balance by logging onto their online payment account. The online payment center also gives parents an option to send automated notifications via email or text when your student’s meal account balance falls below an amount you determine.

Can my child receive meals during the summer?

Yes. South Elementary School is an open site for students to receive free breakfast and lunch during the summer. No sign-up is necessary. Full details will be provided at the beginning of each summer.

**SUMMARY OF POLICY 3220
TECHNOLOGY IN THE EDUCATIONAL PROGRAM**



<https://bit.ly/3Wwp9po>

- Integration of Technology:**
 - Use digital tools to enhance teaching and learning.
 - Personalize learning and provide access to quality, cost-effective resources.
 - Ensure alignment with statewide instructional standards.
- Access to Technology:**
 - Aim to provide every student with access to personal digital devices.
 - Foster skills necessary for future readiness.
- Curriculum and Instruction:**
 - Integrate technology across the curriculum.
 - Develop strategies to improve learning outcomes and personalize education.
 - Include these strategies in school improvement plans if they require funding or relate to the plans.
- Stakeholder Involvement:**
 - Include input from teachers, students, parents, and various school departments in developing the digital teaching and learning vision.
 - Protect student data privacy and consider students’ out-of-school internet access.
- Funding and Resources:** Seek grants and business partnerships to acquire additional technological resources.
- Selection of Technological Resources:**
 - Must support instructional standards and school programs.
 - Compatible with existing infrastructure.
 - Sufficient staff and budget to support and train on new technologies.
 - Prefer pilot testing before full implementation.
- Deployment and Refresh Plan:** Ensure efficient and sustainable deployment and maintenance of technology.
- Bring Your Own Technology (BYOT):**
 - Allow staff and students to use personal devices with a plan addressing instructional use, security, and responsibility for devices.
 - Ensure no student is excluded due to lack of access to personal devices.
- Use of Collaborative Tools:**
 - Permit use of email, social networking, and other online tools for educational purposes.
 - Establish rules and provide instruction on safe and appropriate use.
- Generative Artificial Intelligence (AI):** Encourages use to expand skills and prepare for an AI-enhanced world. Develop guidelines and training for responsible use.
- Professional Development:**
 - Provide training for staff on digital tools, AI, and responsible use of technology.
 - Tailor development opportunities to individual and job-specific needs.

Conclusion: The policy aims to effectively integrate technology into education, ensuring all students are prepared for future challenges while protecting their privacy and supporting educators with necessary training and resources.

To view the entire Technology in the Educational Program – Policy 3220, visit <https://bit.ly/3Wwp9po>

**POLICY 3225/4312/7320
TECHNOLOGY RESPONSIBLE USE**



<https://bit.ly/46hsZGp>

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

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

A. Expectations for Use of School Technological Resources

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

General student and employee behavior standards, including those prescribed in applicable board policies, the Code of Student Conduct, and other regulations and school rules, apply to use of school technological resources, including access to the Internet.

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

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

B. Rules for Use of School Technological Resources

- School system technological resources are provided for school-related purposes only. Acceptable uses of such technological resources are limited to responsible, efficient, and legal activities that support learning and teaching. Use of school system technological resources for commercial gain or profit is prohibited. Student personal use of school system technological resources for amusement or entertainment is prohibited unless approved for special situations by the teacher or school administrator. In addition, student access to social media platforms is prohibited, except when expressly directed by a teacher solely for educational purposes. Because some incidental and occasional personal use by employees is inevitable, the board permits infrequent and brief personal use by employees so long as it occurs on personal time, does not interfere with school system business, and is not otherwise prohibited by board policy or procedure. The superintendent or designee will provide guidelines to ensure that any Wi-Fi hotspots used off school system property were not purchased using E-Rate funds.
- Unless authorized by law to do so, users may not make copies of software purchased by the school system. Under no circumstance may software purchased by the school system be copied for personal use.
- Users must comply with all applicable laws, board policies, administrative regulations, and school standards and rules, including those relating to copyrights and trademarks, confidential information, and public records. Plagiarism of Internet resources will be treated in the same manner as any other incidents of plagiarism, as stated in the Code of Student Conduct.
- Users must follow any software, application, or subscription services terms and conditions of use.
- No user of technological resources, including a person sending or receiving electronic communications, may engage in creating, intentionally viewing, accessing, downloading, storing, printing, or transmitting images, graphics (including still or moving pictures), sound files, text files, documents, messages, or other material that is obscene, defamatory, profane, pornographic, harassing, abusive, or considered to be harmful to minors.
- Users must not circumvent fire walls. The use of anonymous proxies to circumvent content filtering is prohibited.
- Users may not install or use any Internet-based file sharing program designed to facilitate sharing of copyrighted material.
- Users of technological resources may not send electronic communications fraudulently (i.e., by misrepresenting the identity of the sender).
- Users must respect the privacy of others.
 - Students must not reveal any personally identifying, private, or confidential information about themselves or fellow students when using e-mail, chat rooms, blogs, or other forms of electronic communication. Such information includes, for example, a person’s home address or telephone number, credit or checking account information, or social security number. For further information regarding what constitutes personal identifying information, see policy 4705/7825, Confidentiality of Personal Identifying Information.

- b. School employees must not disclose on school system websites or web pages or elsewhere on the Internet any personally identifiable, private, or confidential information concerning students (including names, addresses, or pictures) without the written permission of a parent or guardian or an eligible student, except as otherwise permitted by the Family Educational Rights and Privacy Act (FERPA) or policy 4700, Student Records.
 - c. Users may not forward or post personal communications without the author’s prior consent.
 - d. Students may not use school system technological resources to capture audio, video, or still pictures of other students and/or employees in which such individuals can be personally identified, nor share such recordings or pictures in any way, without the consent of the other students and/or employees and the principal or designee. An exception will be made for recordings at events that are open to the public, such as athletic competitions, band and choral concerts, assemblies, presentations, and award ceremonies. If recording at a public event is restricted for any reason, including due to copyright issues (e.g., a school play), students, employees, and all other members of the audience will be notified of the recording restrictions before the event begins.
10. Users may not intentionally or negligently damage computers, computer systems, electronic devices, software, computer networks, or data of any user connected to school system technological resources. Users may not knowingly or negligently transmit computer viruses or self-replicating messages or deliberately try to degrade or disrupt system performance, including by streaming audio or video for non-instructional purposes. Users may not disable antivirus programs installed on school system-owned or issued devices.
11. Users may not create or introduce games, network communications programs, or any foreign program or software onto any school system computer, electronic device, or network without the express permission of the technology director or designee.
12. Users are prohibited from engaging in unauthorized or unlawful activities, such as “hacking” or using the computer network to gain or attempt to gain unauthorized or unlawful access to other computers, computer systems, accounts, data, or information.
13. Users are prohibited from using another individual’s ID or password for any technological resource or account without permission from the individual. Sharing of an individual’s ID or password is strongly discouraged. If any ID or password must be shared for a unique classroom situation, students must have permission from the teacher or other school official.
14. Users may not read, alter, change, block, execute, or delete files or communications belonging to another user without the owner’s express prior permission.
15. Employees shall not use passwords or user IDs for any data system (e.g., the state student information and instructional improvement system applications, time-keeping software, etc.) for an unauthorized or improper purpose.
16. If a user identifies or encounters an instance of unauthorized access or another security concern, he or she must immediately notify a teacher, school system administrator, or the technology director or designee. Users must not share the problem with other users. Any user identified as a security risk will be denied access.
17. It is the user’s responsibility to back up data and other important files.
18. Employees shall make reasonable efforts to supervise students’ use of the Internet during instructional time.
19. Views may be expressed on the Internet or other technological resources as representing the view of the school system or part of the school system only with prior approval by the superintendent or designee.
20. Users who are issued school system-owned and -maintained devices for home use (such as laptops, Chromebooks, etc.) must adhere to any other reasonable rules or guidelines issued by the superintendent or technology director for the use of such devices.
- Exceptions to these rules may be made for employees whose activities are necessary to carry out their job responsibilities and are authorized by law.

C. **Restricted Material on the Internet**

The Internet and electronic communications offer fluid environments in which students may access or be exposed to materials and information from diverse and rapidly changing sources, including some that may be harmful to students. The board recognizes that it is impossible to predict with certainty what information on the Internet students may access or obtain. Nevertheless, school system personnel shall take reasonable precautions to prevent students from accessing material and information that is obscene, pornographic, or otherwise age-inappropriate or harmful to minors, including violence, nudity, or graphic language that does not serve a legitimate pedagogical purpose as well as websites, web applications, or software that do not protect against the disclosure, use, or dissemination of a student’s personal information. The superintendent shall ensure that technology protection measures are used as provided in policy 3226/4205, Internet Safety, and are disabled or minimized only when permitted by law and board policy. The board is not responsible for the content accessed by using a cellular network to connect a personal device to the Internet.

D. **Privacy**

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

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

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

E. **Use of Personal Technology on School System Property**

Users may not use private WiFi hotspots or other personal technology on campus to access the Internet outside the school system’s wireless network. Each principal may establish rules for his or her school site as to whether and how other personal technology devices (including, but not limited to smart phones, tablets, laptops, etc.) may be used on campus. Students’ devices are governed also by policy 4318, Use of Wireless Communication Devices. Use of personal technology devices is also subject to any rules established by the superintendent under a bring your own device plan authorized by Section C of policy 3220, Technology in the Educational Program, and for employees, policy 3228/7323, Use of Personal Technology to Conduct School Business. The school system assumes no responsibility for personal technology devices brought to school.

F. **Personal Websites**

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

1. **Students**
Though school personnel generally do not monitor students’ Internet activity conducted on non-school system devices during non-school hours, when the student’s online behavior has a direct and immediate effect on school safety or maintaining order and discipline in the schools, the student may be disciplined in accordance with board policy to the extent consistent with law (see the student behavior policies in the 4300 series).
2. **Employees**
Employees’ personal websites are subject to policy 7335, Employee Use of Social Media. Employees may not use their personal websites to communicate with students, as prohibited by policy 7335 and policy 4040/7310, Staff-Student Relations.
3. **Volunteers**
Volunteers are to maintain appropriate relationships with students at all times. Volunteers are encouraged to block students from viewing personal information on volunteer personal websites or online networking profiles in order to prevent the possibility that students could view materials that are not age appropriate. An individual volunteer’s relationship with the school system may be terminated if the volunteer engages in inappropriate online interaction with students.

G. **Use Agreements**

All students, parents, and employees will be informed annually of the information in this policy, and in any applicable generative artificial intelligence (AI) guidelines developed in accordance with policy 3220, Technology in the Educational Program. Prior to using school system technological resources, students and employees must agree to comply with the requirements of this policy and the generative AI guidelines and consent to the school system’s use of monitoring systems to monitor and detect inappropriate use of technological resources. In addition, the student’s parent must consent to the student accessing the Internet and to the school system monitoring the student’s Internet activity and electronic mailbox issued by the school system and must sign a copy of the generative AI guidelines.

H. **Consequences**

Based on the nature and severity of the offense and the circumstances surrounding the incident, violations of this policy will result in appropriate remedial actions or discipline up to and including long-term suspension for students and dismissal for employees and may result in revocation of user privileges. Willful misuse may also result in criminal prosecution under applicable state and federal law.

TECHNOLOGY FEE FOR STUDENTS

A \$25 technology fee is required for students taking their laptops home. This fee and others can be paid at your school or on osp.osmsinc.com/PersonNC/

POLICY 4318 USE OF WIRELESS COMMUNICATION DEVICES



<https://bit.ly/44SY0S3>

The board recognizes that cellular phones and other wireless communication devices have become an important tool through which parents communicate with their children and through which students gather information. Therefore, students are permitted to possess such devices on school property so long as the devices are not activated, used, displayed or visible during the instructional day or as otherwise directed by school rules or school personnel. A “wireless communication device” is any portable wireless device that has the capability to provide voice, messaging, or other data communication between two or more parties, including, but not limited to, cellular phones, electronic devices with internet capability (e.g., tablet computers, laptop computers, gaming devices), paging devices, two-way radios and other similar devices.

A. **Authorized Use**

Administrators and teachers may authorize individual students or a group of students to use wireless communication devices as follows:

1. for personal purposes when there is a reasonable need for such communication;

- 2. for educational purposes, provided that the student(s) are supervised during such use;
- 3. in the event of an emergency;
- 4. as required by the student’s individualized education program (IEP) or section 504 plan; and/or
- 5. as required to manage a student’s health care, in accordance with a documented medical condition.

Although use generally is permitted before and after school, use of wireless communication devices may be prohibited on school buses when noise from such devices interferes with the safe operation of the buses. In addition, elementary and middle school students who participate in after-school programs are prohibited from using wireless communication devices during such programs. Students may not use wireless communication devices inside school buildings, at school-sponsored events, or on school buses to capture audio, video, or still pictures of other students and/or employees in which such individuals can be personally identified, nor share such recordings or pictures in any way, without the consent of the other students and/or employees. An exception will be made for recordings at events that are open to the public, such as athletic competitions, band and choral concerts, assemblies, presentations, and award ceremonies. If recording at a public event is restricted for any reason, including due to copyright issues (e.g., a school play), the students and all other members of the audience will be notified of the recording restrictions before the event begins.

B. Consequences for Unauthorized Use

School employees may immediately confiscate any wireless communication devices that are on, used, displayed or visible in violation of this policy. Absent compelling and unusual circumstances, confiscated wireless communication devices will be returned only to the student’s parent. The disciplinary consequences for violations of this policy shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy. The following factors should be considered when determining appropriate consequences: whether the wireless communication device was used (1) to reproduce images of tests, obtain unauthorized access to school information or assist students in any aspect of their instructional program in a manner that violates any school board policy, administrative regulation or school rule; (2) to bully or harass other students; (3) to send illicit text messages; (4) to take and/or send illicit photographs; or (5) in any other manner that would make more severe disciplinary consequences appropriate.

C. Search of Wireless Communication Devices

In accordance with policy 4342, Student Searches, a student’s wireless communication device and its contents, including, but not limited to, text messages and digital photos, may be searched whenever a school official has reason to believe the search will provide evidence that the student has violated or is violating a law, board policy, the Code of Student Conduct or a school rule. The scope of such searches must be reasonably related to the objectives of the search and not excessively intrusive in light of the nature of the suspected infraction.

D. Liability

Students are personally and solely responsible for the security of their wireless communication devices. The school system is not responsible for the theft, loss or damage of a cellular phone or other personal wireless communication device.



<https://bit.ly/3WBbU6R>

The board recognizes the critical role of parents in the education of their children and in the schools. The board directs school administrators to develop programs that will promote and support parental involvement in student learning and achievement at school and at home and encourage successful progress toward graduation. Each parent is encouraged to learn about the educational program, the educational goals and objectives of the school system, and his or her own child’s progress. The board also encourages parents to participate in their children’s education and in activities designed by school personnel to involve them, such as parent conferences, in order to foster effective teacher and parent communication. Parents are responsible for cooperating with school employees to facilitate their children’s compliance with board policies concerning homework, school attendance, and behavior.

For purposes of this policy, “parent” includes parents, legal guardians, and legal custodians of students who are under 18 years old and who have not been emancipated.

A. Parental Involvement Plans

The board directs each principal to ensure that the school improvement team develops a plan for the school’s parental involvement program as a part of the school improvement plan. The principal shall publicize drafts of the parental involvement plan prior to finalization and solicit input from parents of students in the school. This plan must include, at a minimum, efforts to enhance parental involvement by promoting the following priorities:

- a. regular, meaningful, two-way communication between home and school;
 - b. responsible parenting;
 - c. involvement of parents in student learning;
 - d. parental volunteering in the school;
 - e. involvement of parents in school decisions that affect children and families;
 - f. parental training based on parents’ informational needs;
 - g. collaboration with community agencies and other organizations to provide resources to strengthen school programs, families, and student learning; and
 - h. student health awareness among parents by addressing the need for health programs and student health services, which are linked to student learning.
1. Title I Parent and Family Engagement Plan
Each school participating in the Title I program must develop, with parents and family members, a school-level written parent and family engagement plan that involves parents in the planning and improvement of Title I activities and describes the means for carrying out school-level policy, sharing responsibility

for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of all parents and family members of children participating in Title I programs. See policy 1320/3560, Title I Parent and Family Engagement.

2. Parental Involvement Component of a School Plan for Managing Student Behavior
Each school’s plan for managing student behavior should include parental involvement strategies that address when parents will be notified or involved in issues related to their child’s behavior. See policy 4302, School Plan for Management of Student Behavior.

B. Parent Communication, Participation, and Conferences

1. Communication with Parents
The board encourages school personnel to have regular contact with parents for informational purposes as well as for commendation of students and notification of concerns. School personnel shall communicate with parents about student behavior issues in accordance with requirements of policy 4341, Parental Involvement in Student Behavior Issues, and about student attendance as described in policy 4400, Attendance. In addition, parents will be notified promptly if school personnel suspect that a criminal offense has been committed against the parent’s child, unless notification would impede an investigation by law enforcement or the child welfare agency. The principal must effectively communicate to parents the manner in which textbooks are used to implement the school’s curricular objectives. Any parent interested in learning more about their child’s course of study or the source of any supplementary instructional materials should contact the principal for more information. If a parent would like to inspect and review particular instructional materials, the parent should make such a request in accordance with policy 3210, Parental Inspection of and Objection to Instructional Materials. To the extent practicable, parents and students will be provided advance notice of classroom discussions, activities, or assigned readings so that the parent has the opportunity to request that the student be excused from such classroom discussions, activities, or assigned readings in accordance with policy 3510, Religious-Based Exemptions from School Programs. The principal shall ensure that information about the nature and purpose of all clubs and activities, curricular and extracurricular, offered at the school is available at the school’s main office. Any parent who would like information about such clubs or activities should contact the school’s main office. The principal or designee shall strive, through oral or written communication or other means, to include the parents of students identified as at-risk in the implementation and review of academic and/or behavioral interventions for their children, in accordance with policy 3405, Students at Risk of Academic Failure. The principal or designee shall provide the parent of each student in kindergarten, first, or second grade with written notification of the student’s reading progress. The notice will be provided three times a year, following each benchmark assessment and will include: (1) assessment results, (2) whether the child may not reach reading proficiency by the end of third grade, and (3) instructional support activities for use at home.
2. Parent Participation at Schools
The board encourages parents to engage in activities in their children’s schools. Parents are welcome to visit schools in accordance with policy 5020, Visitors to the Schools, and, if interested, are urged to participate in school volunteer programs as described in policy 5015, School Volunteers. In addition, opportunities exist for parents to participate on school advisory councils, such as the school health advisory council (see policy 6140, Student Wellness), school improvement teams (see policy 3430, School Improvement Plan), school media and technology advisory committees (see policy 3200, Selection of Instructional Materials), and the business advisory council (see policy 2670, Business Advisory Council).
3. Conferences
Teachers are responsible for scheduling conferences or meetings with parents. The board encourages the superintendent to work with local business leaders, including the local chambers of commerce, to encourage employers to adopt, as part of their stated personnel policies, time for employees who are parents or guardians to attend conferences with their child’s teachers.

C. Parental Notification

1. Title I Notifications
Each principal or designee of a Title I school shall effectively notify parents of all parental rights and other required information regarding Title I schools and programs, in accordance with federal law. Parents of students in Title I schools shall receive a copy of the system-wide Title I parent and family engagement policy (policy 1320/3560) and the school-wide parent involvement plan.
2. Parent Guide for Student Achievement
Each year, the superintendent or designee shall create a parent guide for student achievement that meets the requirements of state law and the State Board of Education. All parents will receive a written copy of the guide, and information in the guide will be discussed at the beginning of each school year in meetings of students, parents, and teachers. At a minimum the guide will include the following:
 - a. information for parents regarding the following as it pertains to their child: (1) requirements for promotion to the next grade, including the requirements of the North Carolina Read to Achieve Program as set forth in Part 1A of Article 8 of Chapter 115C; (2) the course of study, textbooks, and other supplementary instructional materials and policy 3210, Parental Inspection of and Objection to Instructional Materials, which provides for the inspection and review of those materials; (3) the child’s progress toward achieving State and unit expectations for academic proficiency, including policies for student assessment, and the child’s assessment results, report cards, and progress reports; (4) qualifications of the child’s teachers, including licensure status; and (5) school entry requirements, including required immunizations and the recommended immunization schedule;

- b. parental actions that can do the following: (1) strengthen the child’s academic progress, especially in the area of reading as provided in the North Carolina Read to Achieve Program; (2) strengthen the child’s citizenship, especially social skills and respect for others; (3) strengthen the child’s realization of high expectations and setting lifelong learning goals; and (4) place a strong emphasis on the communication between the school and the home;
 - c. services available for parents and their children, such as family literacy services; mentoring, tutoring, and other academic reinforcement programs; after-school programs; and college planning, academic advisement, and student counseling services (see policy 3610, Counseling Program);
 - d. opportunities for parental participation, such as parenting classes, adult education, school advisory councils, and school volunteer programs;
 - e. opportunities for parents to learn about rigorous academic programs that may be available for their child, such as academically and/or intellectually gifted programming, honors programs, Career and College Promise and other dual enrollment opportunities, advanced placement, Advanced International Certificate of Education (AICE) courses, International Baccalaureate, North Carolina Virtual High School courses, and accelerated access to postsecondary education;
 - f. educational choices available to parents, including each type of public school unit available to residents of the county in which the child lives and nonpublic school options, educational choice options offered within the school system, and programs for scholarship grants for nonpublic schools (Part 2A of Article 39 of Chapter 115C) and for personal education student accounts for students with disabilities (Article 41 of Chapter 115C);
 - g. rights of students who have been identified as students with disabilities, as provided in Article 9 of Chapter 115C;
 - h. contact information for school and unit offices;
 - i. resources for information on the importance of student health and other available resources for parents, including the following information on available immunizations and vaccinations: (1) a recommended immunization schedule in accordance with the United States Centers for Disease Control and Prevention recommendations; and (2) information about meningococcal meningitis and influenza, including the causes, symptoms, and vaccines, how the diseases are spread, and places where parents and guardians may obtain additional information and vaccinations for their children as required by G.S. 115C–375.4; and
 - j. this policy (policy 1310/4002, Parental Involvement); policy 1320/3560, Title I Parent and Family Engagement; policy 2670, Business Advisory Council; policy 3210, Parental Inspection of and Objection to Instructional Materials; policy 3430, School Improvement Plan; policy 3540, Comprehensive Health Education Program; policy 4400, Attendance; policy 5015, School Volunteers; policy 5020, Visitors to the Schools; and policy 6140, Student Wellness.
3. Additional Annual Notifications

The principal or designee shall annually notify parents of the following information to the extent that it has not already been provided to parents as part of the parent guide for student achievement:

- a. parental rights related to student records (see policy 4700, Student Records);
- b. parental rights related to student surveys (see policy 4720, Surveys of Students);
- c. the approximate dates of any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered and scheduled in advance by the school administration, and (c) not necessary to protect the immediate health and safety of students;
- d. the schedule of pesticide use on school property and their right to request notification of nonscheduled pesticide use (see policy 9205, Pest Management);
- e. student behavior policies, the Code of Student Conduct, and school standards and rules (see policies in the 4300 series);
- f. the permissible use of seclusion and restraint in the schools (see regulation 4302–R, Rules for Use of Seclusion and Restraint in Schools);
- g. policy 1735/4329/7311, Bullying and Harassing Behavior Prohibited;
- h. policy 1740/4010, Student and Parent Grievance Procedure;
- i. the dates of the system-wide and state-mandated tests that students will be required to take during that school year, how the results from the tests will be used, and whether each test is required by the State Board of Education or by the local board;
- j. grading practices that will be followed at the school and, for parents of high school students, the method of computing the grade point averages that will be used for determining class rank (see policies 3400, Evaluation of Student Progress, and 3450, Class Rankings);
- k. available opportunities and the enrollment process for students to take advanced courses and information explaining the value of taking advanced courses;
- l. if applicable, that their child will be provided advanced learning opportunities in mathematics or will be placed in an advanced mathematics course;
- m. when a student initially creates a career development plan, that the plan has been created and information on how to access the plan;
- n. a clear and concise explanation of the North Carolina testing and accountability system that includes all information required by federal law;
- o. a report containing information about the school system and each school, including, but not limited to:
 - i. the following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school quality and/or student

- success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;
 - ii. the performance of the school system on academic assessments as compared to the state as a whole and the performance of each school on academic assessments as compared to the state and school system as a whole;
 - iii. the percentage and number of students who are:
 - 1. assessed,
 - 2. assessed using alternate assessments,
 - 3. involved in preschool and accelerated coursework programs, and
 - 4. English learners achieving proficiency;
 - iv. the per pupil expenditures of federal, state, and local funds; and
 - v. teacher qualifications;
 - p. the grade earned by the school on the most recent annual report card issued for it by the State Board of Education if the grade was a D or F;
 - q. if the school and/or the school system is identified by the State Board of Education as low-performing, the notifications required by G.S. 115C–105.37(b) and/or G.S. 115C–105.39A(c);
 - r. supportive services available to students, including health services;
 - s. for parents of students in grades 5 through 12, information about cervical cancer, cervical dysplasia, and human papillomavirus, including the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children;
 - t. how to reach school officials in emergency situations during non-school hours;
 - u. information about and an application form for free and reduced price meals and/or free milk (see policy 6225, Free and Reduced Price Meal Services);
 - v. information about the school breakfast program;
 - w. information about the availability and location of free summer food service program meals for students when school is not in session;
 - x. for parents of children with disabilities, procedural safeguards (see also policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
 - y. information on the availability of the asbestos management plan and planned or in-progress inspections, re-inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities;
 - z. education rights of homeless students (see policy 4125, Homeless Students);
 - aa. the content and implementation of the local school wellness policy (see policy 6140, Student Wellness);
 - bb. their right to take four hours of unpaid leave from their jobs every year in order to volunteer in their child’s school as stated in G.S. 95–28.3 (see policy 5015, School Volunteers);
 - cc. that the school system does not discriminate on the basis of race, color, national origin, sex, disability, or age, and that the school system provides processes for resolving discrimination and harassment complaints (see policies 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law, 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex, 1725/4035/7236, Title IX Sexual Harassment – Prohibited Conduct and Reporting Process, 1726/4036/7237, Title IX Sexual Harassment Grievance Process, and 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
 - dd. that the school system provides equal access to its facilities, programs, and activities to the Boy Scouts and other designated youth groups (see policy 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law); and
 - ee. the availability of and the process for requesting a waiver or reduction of student fees (see policy 4600, Student Fees).
4. Opportunities to Withhold Consent/Opt Out Notifications

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

- a. release of student directory information about their child for school purposes or to outside organizations (see policy 4700, Student Records);
- b. release of their child’s name, address, and telephone listing to military recruiters or institutions of higher education (see policy 4700, Student Records);
- c. their child’s participation in curricula related to (a) prevention of sexually transmitted diseases, including HIV/AIDS; (b) avoidance of out-of-wedlock pregnancy; or (c) reproductive health and safety education, as provided in policy 3540, Comprehensive Health Education Program. A copy of the materials that will be used in these curricula will be available in the school media center during the school year and at other times that the media center is available to the public. To meet any review periods required by law, materials also may be made available for review in the central office;
- d. their child’s participation in academic or career guidance or personal or social counseling services of a generic nature offered to groups of students (e.g., peer relations strategies offered to all sixth graders). However, parents do not have the right to opt out of: (a) short-duration academic, career, personal, or social guidance and counseling and crisis intervention that is needed to maintain order, discipline, or a productive learning environment; (b) student-initiated individual or group counseling targeted at a student’s specific concerns or needs; and (c) counseling if child abuse or neglect is suspected (see policies 3610, Counseling Program, and 4240/7312, Child Abuse and Related Threats to

- Child Safety);
- e. their child’s participation in any protected information survey given as part of the Centers for Disease Control and Prevention’s Youth Risk Behavior Surveillance System or National Youth Tobacco Survey or the North Carolina Youth Tobacco Survey (see policy 4720, Surveys of Students);
- f. their child’s participation in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance; (b) administered and scheduled in advance by the school administration; and (c) not necessary to protect the immediate health and safety of students;
- g. the collection, disclosure, or use of their child’s personal information for marketing purposes (see policy 4720, Surveys of Students); and
- h. release of their child’s free and reduced-price meal information to State Medicaid or State children’s health insurance program (SCHIP).

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

D. Parental Permission Required

Written parental permission is required prior to the following activities:

- the administration of medications to students by employees of the school system (see policy 6125, Administering Medicines to Students);
- the release of student records that are not considered directory information, unless the release is allowed or required by law (see policy 4700, Student Records);
- off-campus trips;
- students’ participation in high-impact or high-risk sports or extracurricular activities, such as football or mountain climbing (see policy 4220, Student Insurance Program);
- all decisions or actions as required by the IDEA with regard to providing special education or related services to students with disabilities (see policy 3520, Special Education Programs/Rights of Students with Disabilities);
- certain health services, as required by law;
- participation in a mental health assessment or mental health services under circumstances prescribed by federal law;
- students’ participation in programs or services that provide information about where to obtain contraceptives or abortion referral services;
- students’ participation in any protected information surveys other than those give as part of the Centers for Disease Control and Prevention’s Youth Risk Behavior Surveillance System or National Youth Tobacco Survey or the North Carolina Youth Tobacco Survey (see policy 4720, Surveys of Students);
- disclosure of students’ free and reduced price lunch eligibility information or eligibility status;
- students’ access to school system technological resources, including the Internet, as described in policy 3225/4312/7320, Technology Responsible Use; And
- students sharing sleeping quarters with a member of the other biological sex during any activity or event authorized by the school, unless the member of the other biological sex is the student’s immediate family member (see policies 3320, School Trips, and 3620, Extracurricular Activities and Student Organizations).

E. Procedures for Parental Involvement in Student Health

- Parent Notifications Regarding Student Physical and Mental Health
At the beginning of each school year, the principal or designee shall notify parents of (1) each health care service offered at their children’s schools and the means for parents to provide consent for any specific services; (2) acknowledgement that consenting to a health care service does not waive the parents’ right to access their children’s educational records or health records or to be notified of changes in their children’s services or monitoring; and (3) the procedures to exercise the parental remedies for concerns related to student health provided by G.S. 115C–76.60 and described below in subsection E.6. Before any student well-being questionnaire or health screening form is administered to students in kindergarten through third grade, the principal or designee shall provide parents with a copy of the questionnaire or form and shall inform parents of the means for parents to consent to the use of the questionnaire or form for their children.
The principal or designee shall notify parents of changes in services or monitoring related to their children’s mental, emotional, or physical health or well-being and the school’s ability to provide a safe and supportive learning environment for their children prior to or contemporaneously with the changes being made. In addition, the principal or designee shall notify parents before any changes are made to the names or pronouns used for their children in school records or by school personnel.
No school system policy, procedure, or form will expressly or otherwise prohibit school employees from notifying parents about their children’s mental, emotional, or physical health or well-being or a change in related services or monitoring, nor will any school system policy, procedure, or form intentionally encourage or be designed in a manner that is reasonably likely to have the effect of encouraging any children to withhold from their parents information about their mental, emotional, or physical health or well-being or a change in related services or monitoring. School personnel shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student’s mental, emotional, or physical health or well-being.
- Discussions Related to Student Well-Being
In accordance with the rights of parents provided in Chapter 114A of the General Statutes, when issues of a student’s well-being arise, school personnel shall encourage the student to discuss the issues with his or her parent. As appropriate, school personnel may facilitate discussions of such issues with parents.

- Parent Access to Student Records
Parents will not be prohibited from accessing any of their children’s education and health records created, maintained, or used by the school system, except as permitted by law. See policy 4700, Student Records.
- Student Support Services Training
Student support services training developed or provided by the school system to school personnel will adhere to student services guidelines, standards, and frameworks established by the Department of Public Instruction.
- Instruction on Gender Identity, Sexual Activity, and Sexuality
Instruction on gender identity, sexual activity, or sexuality will not be included in the curriculum provided in kindergarten through fourth grade, regardless of whether the information is provided by school personnel or third parties. For purposes of this subsection, curriculum includes the standard course of study and support materials, locally developed curriculum, supplemental instruction, and textbooks and other supplementary materials, but does not include responses to student-initiated questions.
- Remedies for Parental Concerns Related to Student Health
If a parent has a concern about the school or school system’s procedure or practice under Part 4 of Article 7B of Chapter 115C, as described here in Section E of this policy, the parent should submit the concern in writing to the principal. The principal shall schedule and hold a meeting with the parent within five days after the concern was submitted. The principal shall conduct any necessary investigation. If possible, the principal should resolve the concern within seven days after the concern was submitted. If the principal cannot resolve the concern within seven days, the principal shall immediately notify the superintendent or designee. The superintendent or designee shall assist, as needed, in resolving the concern.
If the concern has not been resolved within 15 days after the parent initially submitted the concern, the superintendent or designee shall schedule a board hearing to be conducted pursuant to policy 2500, Hearings Before the Board, to occur within the next 15 days. If the concern is not resolved 30 days after the parent initially submitted the concern, the board will provide a statement of the reasons for not resolving the concern.
If the concern is not resolved within 30 days of initial submission, the parent has the right to pursue additional remedies as provided in G.S. 115C–76.60(b).

F. Parent Requests for Information

A parent may request in writing from the principal any of the information the parent has the right to access under Part 3 of Article 7B of Chapter 115C. The principal, within 10 business days, shall either provide the requested information to the parent or provide an extension notice to the parent that, due to the volume or complexity of the request, the information will be provided no later than 20 business days from the date of the parental request.
If the principal (1) denies or fails to respond to the request for information within 10 business days or (2) fails to provide information within 20 business days following an extension notice, the parent may then submit the written request for information to the superintendent, along with a statement specifying the time frame of the denial or failure to provide information by the principal.
If the superintendent denies or does not respond to the request for information within 10 business days, the parent may appeal the denial or lack of response to the board no later than 20 business days from the date of the request to the superintendent. The board will place the parent’s appeal on the agenda for the next board meeting occurring more than three business days after submission of the appeal. The information in this Section F will be posted on the school system’s website along with the list of parents’ legal rights for their child’s education as described in G.S. 115C–76.25.

G. Community Services Available

A variety of community services are available to provide parents and families of students in the school system with needed information, support, and resources. Parents are encouraged to utilize applicable community services such as the following: <https://www.pcsnc.org/page/community-resources>

H. Reporting Requirements

By September 15 of each year, the superintendent or designee shall report to the State Board of Education parental involvement information as required by State Board of Education Policy PRNT–002 and G.S. 115C–76.70.

POLICY 1320/3560 Title I Parent and Family Engagement
(Applies to North End, South, Stories Creek, and Northern)



<https://bit.ly/3A5EyUU>

The board of education recognizes the value of family engagement in a child’s academic success and believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents and other family members are their children’s first teachers; therefore, the continued involvement of parents and family members in the educational process is most important in fostering and improving educational achievement. School system officials shall strive to support parents and provide parents and family members with meaningful opportunities to become involved in the programs offered by the Title I schools. The board encourages parents and family members to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the school system’s Title I program in helping students meet state and local achievement standards.

A. Definition of Parent and Family Engagement
For the purposes of this policy and the Title I program, the term “parent and family engagement” means the participation of parents, guardians, and other family members in regular, two-way, and meaningful communication involving student learning and other school activities, including ensuring the following:

- that parents and family members play an integral role in assisting their child’s learning;
- that parents and family members are encouraged to be actively involved in their child’s education at school;

3. that parents are full partners in their child’s education and parents and family members are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and

4. that the school system utilizes activities to support parent and family engagement in the Title I programs.
- B. Purpose and Operation of Title I Program

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they receive an equitable, high-quality, well-rounded education and meet the school system’s challenging academic standards. The Title I program provides instructional activities and supportive services to eligible students over and above those provided by the regular school program.

Qualified Title I schools will operate as school-wide programs or targeted assistance programs based upon federal eligibility criteria. School-wide programs will provide comprehensive support to offer improved opportunities for all students in the school to meet the school system’s academic standards. Targeted assistance programs will provide services to eligible students most in need of assistance in the school, as determined by objective criteria established by the superintendent or designee. Eligibility criteria may include, for example, standardized test scores, teacher judgment, and results of preschool screening and home-school surveys. Both school-wide and targeted assistance programs shall be based on effective means of improving student achievement and shall include evidence-based strategies to support parent and family engagement.
- C. Annual Meeting and Program Evaluation

Each year, school officials must invite parents of students participating in Title I programs to a meeting to explain parental rights, discuss the programs and activities to be provided with Title I funds, and solicit input on the Title I program and this policy. In addition, school officials must provide parents and family members a meaningful opportunity each year to evaluate the content and effectiveness of the Title I programs and the parent and family engagement policies and plans. Information collected from these proceedings will be used to revise Title I programs and parent and family engagement plans.
- D. Parent and Family Engagement Efforts

The board believes that the involvement of Title I parents and family members in the design and implementation of the Title I program will increase the effectiveness of the program and contribute significantly to the success of the children. The Title I staff and all school system personnel shall strive to conduct outreach to parents and family members and involve them in activities throughout the school year. The superintendent shall ensure that this system-level parent and family engagement policy and plan is developed with, agreed upon with, and annually distributed to parents and family members of participating students. In addition to the system-level parent and family engagement plan, each school participating in the Title I program shall jointly develop and annually distribute to parents a school-level written parent and family engagement plan that describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of all parents and family members of children participating in Title I programs, including parents and family members who have limited English proficiency, who have disabilities, or who are migratory. School-level plans must involve parents in the planning and improvement of Title I activities and must provide for the distribution to parents of information on expected student proficiency levels and the school’s academic performance. School officials shall invite appropriate school personnel from private schools to consult on the design and development of its programs in order to provide equitable services to students enrolled in private schools. The superintendent or designee shall establish any additional procedures necessary to achieve timely and meaningful consultation with private school officials in accordance with federal law.

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

1. involve parents and family members in the joint development of the Title I program and student support and improvement plan and the process of school review and improvement by including parents on the school advisory committee and committees that review the Title I program;

2. provide coordination, technical assistance, and other support from various central office departments necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities that are designed to improve student academic achievement and school performance;

3. coordinate and integrate parent and family engagement strategies in the Title I program to the extent feasible and appropriate with parent and family engagement strategies established in other federal, state, and local laws programs;

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

5. strive to eliminate barriers to parental participation by assisting parents who have disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;

6. provide outreach and assistance to parents and family members of children who are participating in Title I programs in understanding the state’s testing standards, the assessments used, Title I requirements, and all national, state, and local standards and expectations through such efforts as community-based meetings, posting information on school websites, sending information home, newsletters, workshops, and newspaper articles;

7. design a parent-student-school staff compact that sets out respective responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained;

8. with the assistance of parents, ensure that teachers, specialized instructional support personnel, principals, and other staff are educated in the value of parents as partners in the educational process and understand how to work
- with, communicate with, and reach out to parents as equal partners in education;

9. distribute to parents information on expected student proficiency levels for their child and the school’s academic performance, and provide materials and training to help parents monitor their child’s progress and work with educators to improve achievement through such methods as literacy training or using technology, which may include education about the harms of copyright piracy;

10. coordinate and integrate, to the extent feasible and appropriate, parent and family engagement programs and activities with federal, state, and local programs, including public preschool programs, and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child;

11. strengthen the partnership with agencies, businesses, and programs that operate in the community, especially those with expertise in effectively engaging parents and family members in education;

12. ensure that parents are involved in the school’s Title I activities; and

13. provide such other reasonable support for Title I parent and family engagement activities as requested by parents.

E. Notice Requirements

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

1. Program for English Learners

Each year the principal or designee shall provide notice of the following to parents of English learners identified for participation in a Title I, Part A or Title III-funded language-instruction educational program:

a. the reasons for the child’s identification;

b. the child’s level of English proficiency and how such level was assessed;

c. methods of instruction;

d. how the program will help the child;

e. the exit requirements for the program;

f. if the child has a disability, how the language instruction educational program meets the objectives of the child’s individualized educational program (IEP);

g. any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal, and selection of program for English learners; and

h. notice of regular meetings for the purpose of formulating and responding to recommendations from parents.

2. System Report Card

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

a. the following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school qualify and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;

b. the performance of the school system on academic assessments as compared to the state as a whole and the performance of each school on academic assessments as compared to the state and school system as a whole;

c. the percentage and number of students who are:

i. assessed,

ii. assessed using alternate assessments,

iii. involved in preschool and accelerated coursework programs, and

iv. English learners achieving proficiency;

d. the per pupil expenditures of federal, state, and local funds; and

e. teacher qualifications.

3. Teacher Qualifications

a. At the beginning of each year, school system officials shall notify parents of students who are participating in Title I programs (1) of the right to request certain information on the professional qualifications of the student’s classroom teachers and paraprofessionals providing services to the child and (2) that such information will be provided in a timely manner (see policy 7820, Personnel Files).

b. The principal or designee of a Title I school shall provide timely notice informing parents that their student has been assigned to or has been taught for at least four consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level or subject area in which the teacher has been assigned.

4. Student’s Academic Growth and Achievement

School officials shall provide to each parent of a student who is participating in a Title I program information on the level of achievement and academic growth, if applicable and available, of the student on each of the state’s academic assessments.

5. Parental Rights and Opportunities for Involvement

a. Each year, the principal or designee of a Title I school shall provide notice to parents of the school’s written parent and family engagement policy, parents’ right to be involved in their child’s school, and opportunities for parents and family members to be involved in the school.

b. At the beginning of each school year, the principal or designee of a Title I school shall provide notice to parents of (1) their right to request information regarding student participation in state-required assessments and (2) that such information will be provided in a timely manner.

F. Website Notification

Each year, school system officials shall publicize on the school system website and, where practicable, on the website of each school:

1. the report card described in subsection E.2, above; and

2. information on each assessment required by the state and, where feasible, by

22 | Page

- the school system, organized by grade level. The information must include:
- a. the subject matter assessed;
 - b. the purpose for which the assessment is designed and used;
 - c. the source of the requirement for the assessment;
 - d. if available, the amount of time students will spend taking the assessments and the schedule of the assessments; and
 - e. if available, the time and format for distributing results.

The superintendent shall develop any administrative procedures necessary to implement the requirements of this policy.

INTEGRATED PEST MANAGEMENT

This notice is being distributed to comply with the North Carolina School Children’s Health Act. Person County Schools has an Integrated Pest Management (IPM) Policy to comply with this law. IPM is a holistic, preventive approach to managing pests that minimizes pesticide use in our schools and on school grounds. IPM is explained further in the school’s Pest Management Policy, which can be viewed in the school office.

The IPM Coordinator for our school district is:
Paul Phillips, Chief Operations Officer
304 S. Morgan Street Rm. 25
Roxboro, NC 27573 336-599-0223

The IPM Coordinator and your on-site contact maintain the pesticide product label and the Material Safety Data Sheet (MSDS) of each pesticide product that may be used on school property. The label and the MSDS are available for review upon request by a parent, guardian, staff-member, or student attending the school. Also, the IPM Coordinator is available to help answer any questions you might have about the school system’s pest management program and pesticide use decisions.

Notification of Pesticide Use: Our school system may find it necessary to use pesticides to control pests at your school or other school system site. North Carolina State law gives you the right to be notified annually of our school system’s pesticide application schedule, and 72 hours in advance of pesticide applications made outside that schedule, but the latter only if you request notification ahead of time using the enclosed form.

Exemptions: Certain relatively low-risk pesticides are exempted from these notification requirements, including antimicrobial cleansers, disinfectants, self-contained baits and crack and crevice treatments and any pesticide products classified by the US Environmental Protection Agency (EPA) as belonging to the US EPA’s Toxicity Class IV, “relatively nontoxic.” Your right to be notified extends to all non-exempt pesticide applications at your school or other non-school site (office building, garage, workshop, etc.) both indoor and outdoor pesticide applications, and including applications that take place over summer recess, holidays, weekends, or after school hours.

Emergency Pesticide Use: In the event that a non-exempt pesticide must be used for a pest control emergency at your school or other site and there is not adequate time to notify you more than 72 hours in advance, and you have requested advance notice, you will receive a notice of emergency pesticide application less than 72 hours before, or as soon as possible after the pesticide application.

If you would like advanced notification of non-exempt pesticide applications at your child’s school or other site, please visit the PCS Maintenance Department at 420 Leasburg Road, Roxboro, NC for a copy of the form. Those wishing to receive pesticide use notification for multiple school district sites can list up to 5 sites on each form. You will need to submit a new copy of this form each year, and every time you wish to update or change your preferred contact information.

ASBESTOS NOTICE

The Environmental Protection Agency (EPA) issued regulations called the Asbestos Hazard Emergency Response Act (AHERA) in October 1987, in order to reduce risk to human health from exposure to asbestos-containing materials in school buildings. The purpose of this notice is to inform you of the school system’s response to these regulations and of the system’s attempts to provide for the safety of students and employees.

AHERA regulations required that all facilities used by the school system be inspected and a plan for managing all asbestos-containing materials be developed. These activities occurred during the summer of 1988. In 1988 the Board appropriated funds to remove asbestos-containing materials that would be difficult to monitor and manage properly. This work was completed in August 1989 by an accredited abatement firm. Any asbestos-containing materials remaining in the schools are generally inaccessible and are monitored periodically by certain maintenance employees who have completed comprehensive employee training regarding the handling of asbestos materials.

AHERA also requires that a complete re-inspection by an accredited firm and an update of the management plan occur every three years after the initial inspection. These were completed during the summers of 1991, 1994, 1997, 2000, 2003, 2006, 2009, 2012, 2015, 2018,2021.

A specific description of the location of asbestos-containing materials and of the school system’s plan to manage these materials is contained in management plans located in each principal’s office and office of the Chief Operations Officer. These plans can be reviewed during normal business hours. Copies are available at a cost of ten cents per copied page.

AHERA requires that a person called the LEA AHERA Designee be appointed to administer the management plan. Paul Phillips is the Designee for Person County Schools. Should you have questions about AHERA or the Management Plan, please contact Mr. Phillips at 336-599-0223.

TESTING NOTIFICATION

Because of state and federal laws, all students in North Carolina (including students with disabilities) are required to participate in the testing program. Below is a comprehensive

list of the required testing for North Carolina students and the testing windows provided by the North Carolina Department of Public Instruction. Specific dates for these tests can be found online at www.pcsnc.org.

Grades K–8		
Grade	Test	Test Window
K–8	WIDA Screener	Initial assessment required: • Within 30 calendar days of enrollment
K–8	WIDA Alternate Screener	Initial assessment administered to eligible students
K–8	ACCESS for ELLs WIDA Alternate ACCESS for ELLs	Test Window: January 11–March 12, 2027
3	Beginning-of-Grade 3 (BOG) Reading Test	Given within the first 15 days of the school year
3–8	End-of-Grade (EOG) Reading and Mathematics Grades 3–8, and Science Grades 5 and 8	Final 10 instructional days of the school year
3	Read to Achieve Test	There are three windows within the year: • Summer 2026: At the conclusion of reading camp • Fall 2026: Schools offering a 3/4 Transition class may make the local decision to administer by November 1, 2026 • Spring 2027: Final 10 instructional days of the school year
3–8	NCEXTEND1 Alternate Assessment for Reading and Mathematics Grades 3–8, and Science Grades 5 and 8	Final 10 instructional days of the school year
7–8	End-of-Course (EOC) Tests for NC Math 1	• Final 5 instructional days of a semester course • Final 10 instructional days of a yearlong course

Grades 9–12		
Grade	Test	Test Window
9–12	WIDA Screener	Initial assessment required: • Within 30 calendar days of enrollment
9–12	WIDA Alternate Screener	Initial assessment administered to eligible students
9–12	Credit by Demonstrated Mastery (CDM) Phase 1 Assessments	• Summer 2026: Last two weeks of July • Fall 2026: September 15–24, October 15–26, and the last five days of the semester • Spring 2027: March 9–18 and the last five days of the semester • Summer 2027: Last two weeks of July
9–12	End-of-Course (EOC) Tests for Biology, English II, NC Math 1, and NC Math 3	• Final 5 instructional days of a semester course • Final 10 instructional days of a yearlong course • Final 5 instructional days of a summer school course
9–12	–ACCESS for ELLs –WIDA Alternate ACCESS for ELLs	Test Window: January 11–March 12, 2027
9–12	ACT WorkKeys	Fall 2026: October 5–November 13, 2026 Spring 2027: February 22–April 2, 2027
10	–PreACT –College and Career Readiness Alternate Assessment (CCRAA) at Grade 10	October 12–November 20, 2026
10	NCEXTEND1 Alternate Assessment for English II, Biology, and NC Math 1 at Grade 10	Final 10 instructional days of the school year
11	The ACT – Standard Time Paper Testing	• Test Date 1: February 23, 2027 • Test Date 2: March 9, 2027 • Test Date 3: April 6, 2027
11	The ACT – Standard Time Online Testing Window & Accommodations Window (Paper and Online)	• Test Window 1: February 23–26 and March 1–5, 2027 • Test Window 2: March 9–12 and March 15–19, 2027 • Test Window 3: April 6–9 and April 12–16, 2027
11	–College and Career Readiness Alternate Assessment (CCRAA) at Grade 11 –NCEXTEND1 Alternate Assessment at Grade 11	• Test Window 1: February 23–26 and March 1–5, 2027 • Test Window 2: March 9–12 and March 15–19, 2027 • Test Window 3: April 6–9 and April 12–16, 2027

1The decision to administer a required assessment must be based on eligibility requirements, not grade level.

NAEP ²		
Grade Level or Age	Test	Test Date/Window
Grade 8	NAEP 2027 (Pilot)	TBD

1The decision to administer a required assessment must be based on eligibility requirements
2Schools selected to participate in NAEP will be notified

RETESTING/READMINISTRATION		
Following the completion of EOG and EOC testing, a retesting window will open for students who did not achieve a Proficient score.		
Grade Level or Age	Test	Test Date/Window
Grades 3–12	EOG & EOC	Following the completion of EOG & EOC assessments

SCHOOL CONTACT INFORMATION

School	NC School Report Card		Principal/Director	Address	Telephone
Earl Bradsher Preschool	N/A		Mrs. Treco Lea-Jeffers jefferst@person.k12.nc.us	404 S. Morgan Street Roxboro, NC 27573	(336) 599-7585
Early Intervention & Family Services	N/A		Mrs. Dana Faulkner faulknerd@person.k12.nc.us	1397 Hurdle Mills Road Roxboro, NC 27573	(336) 597-2218
Helena Elementary		bit.ly/4ybV53h Letter Grade: B	Mrs. Sherita Fuller fullers@person.k12.nc.us	355 Helena Moriah Road Timberlake, NC 27585	(336) 364-7715
North End Elementary	bit.ly/4y9AMUh Letter Grade: C		Dr. Melody Wilson wilsonm@person.k12.nc.us	378 Mill Creek Road Roxboro, NC 27574	(336) 599-3313
Northern Middle		bit.ly/4vn2R7R Letter Grade: D	Mr. Dustin Martin martind@person.k12.nc.us	1935 Carver Drive Roxboro, NC 27574	(336) 599-6344
Oak Lane Elementary	tinyurl.com/4navywda Letter Grade: C		Mrs. Heather Bowling bowlingh@person.k12.nc.us	2076 Jim Morton Road Hurdle Mills, NC 27541	(336) 364-2204
Person Early College for Innovation & Leadership		tinyurl.com/5cfumapm Letter Grade: C	Mrs. Shirlrona Johnson johnsons@person.k12.nc.us	1715 College Drive Roxboro, NC 27573	(336) 599-1181
Person County Learning Academy	N/A		Mrs. Jennifer Tong tongj@person.k12.nc.us	1010 Ridge Road Roxboro, NC 27573	(336) 322-1021
Person County Schools Virtual Academy		tinyurl.com/3f4nf26a Letter Grade: B	Mrs. Shirlrona Johnson johnsons@person.k12.nc.us	1715 College Drive Roxboro, NC 27573	(336) 599-1181
Person High School	tinyurl.com/3t6v97rw Letter Grade: D		Mr. Sam Wilkins wilkinss@person.k12.nc.us	1010 Ridge Road Roxboro, NC 27573	(336) 599-8321
South Elementary		tinyurl.com/2jprcz2e Letter Grade: C	Mrs. Rhonda Daye dayerh@person.k12.nc.us	1333 Hurdle Mills Road Roxboro, NC 27573	(336) 599-7133
Southern Middle	tinyurl.com/yaffv3kc Letter Grade: C		Mrs. Whitney Sharlow sharloww@person.k12.nc.us	209 Southern Middle School Road Roxboro, NC 27573	(336) 599-6995
Stories Creek Elementary		tinyurl.com/mryacezz Letter Grade: C	Dr. Dwayne Johnson johnsond@person.k12.nc.us	133 Stories Creek Road Roxboro, NC 27574	(336) 503-8071
Woodland Elementary	tinyurl.com/2zbzdw9a Letter Grade: C		Mrs. Ashley Warren warrena@person.k12.nc.us	7391 Semora Road Semora, NC 27343	(336) 599-7442
Person County School District		bit.ly/4vmbsl4	Dr. Rodney Peterson, Superintendent	304 South Morgan Street Roxboro, NC 27573	(336) 599-2191

Visit us at www.pcsnc.org



Person County Schools | 2026-27 PCS ACADEMIC CALENDAR

JULY 2026

S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2026

S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

SEPTEMBER 2026

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2026

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2026

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2026

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2027

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

FEBRUARY 2027

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2027

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2027

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

MAY 2027

S	M	T	W	TH	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2027

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Student Days

First and Last Days

Required Teacher Workday

Optional Teacher Workday

Holiday

Annual Leave Day

*End of Quarter

^ Early Release

IMPORTANT DATES

Fall 2026 – 1st Semester

August 4–5

Optional Teacher Workdays

August 6–7

Required Teacher Workdays

August 10–14

Required Teacher Workdays

August 17

First Day of School

September 7

Holiday – Labor Day

September 23

Early Release Day – Professional Development

October 15

End of 1st Quarter

October 16

Protected Required Teacher Workdays

November 4

Early Release Day – Professional Development

November 11

Holiday – Veteran's Day

November 25

Optional Teacher Workday

November 26–27

Holiday – Thanksgiving

December 18

Last Day 2nd Quarter/Semester & Early Release Day

December 21

Optional Teacher Workday

December 22–23

Annual Leave Days

December 24,25,28

Holiday – Christmas

December 29–31

Annual Leave Days

Spring 2027 – 2nd Semester

January 1

Holiday – New Year's Day

January 4

Protected Teacher Workday

January 5

Required Workday

January 18

Holiday – MLK Day

February 3

Early Release Day – Professional Development

February 12

Required Teacher Workday

February 15

Optional Teacher Workday

March 4–5

Required Teacher Workdays

March 12

End of 3rd Quarter

March 15

Protected Required Teacher Workday

March 26

Holiday – Good Friday

March 29–Apr 2

Spring Break – Annual Leave Days

May 19

Last Day of School, End of 4th Quarter, Early Release Day

May 20–25

Required Teacher Work Days

May 26–28

Optional Teacher Work Days

May 31

Holiday – Memorial Day

Approved: 1/8/2026



Person Early College | 2026-27 PCS ACADEMIC CALENDAR

JULY 2026

S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2026

S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

SEPTEMBER 2026

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2026

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2026

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2026

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2027

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

FEBRUARY 2027

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2027

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2027

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

MAY 2027

S	M	T	W	TH	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2027

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Student Days

First and Last Days PECIL

First and Last Day of PCC Classes

Required Teacher Workday

Optional Teacher Workday

Holiday

Annual Leave Day

*End of Quarter

^ Early Release

+ Only PCC Classes

-No PCC Classes

IMPORTANT DATES

Fall 2026 – 1st Semester

August 4-5

Optional Teacher Workdays

August 6-7

Required Teacher Workdays

August 10-14

Required Teacher Workdays

August 17

First Day of PCC and PECIL Classes

September 7

Holiday – Labor Day

September 23

Early Release Day – Professional Development

October 12

End of 1st Quarter

October 13-14

Required Teacher Workdays

November 4

Early Release Day – Professional Development

November 11

Holiday – Veteran’s Day

November 25

Optional Teacher Workday

November 26-27

Holiday – Thanksgiving

December 15

Last Day of PCC Classes

December 18

Last Day 2nd Quarter/Semester & Early Release Day

December 21

Optional Teacher Workday

Dec 22,23,29-31

Annual Leave Days

December 24-28

Christmas Holidays

Spring 2027 – 2nd Semester

January 1

Holiday – New Year’s Day

January 4-5

Required Teacher Workdays

January 6

1st Day 2nd Semester for PCS and PCC

January 18

Holiday – MLK Day

February 3

Early Release Day – Professional Development

February 12

Required Teacher Workday; Only PCC Classes

February 15

Optional Teacher Workday; Only PCC Classes

March 3

End of 3rd Quarter

March 4-5

Required Teacher Workdays

March 26

Holiday – Good Friday

March 29–Apr 1

Spring Break – Annual Leave Days

April 2

Annual Leave Day; No PCS Classes; PCC Classes Only

May 7

Last Day PCC Classes

May 19

End of 4th Quarter; Last day PCS Classes; Early Release

May 20-28

Required/Optional Teacher Work Days

May 31

Holiday – Memorial Day