



MOORE COUNTY SCHOOLS

**Parent/Student Handbook and
Code of Student Conduct
2022-2023**

Letter from the Superintendent

August 2022

Dear Students and Parents,

As we open the 2022-2023 school year, it is with great optimism that I welcome our families and staff back for what promises to be a year to “reestablish, reconnect, and refresh” following several years of the COVID-19 pandemic.

While this handbook serves the fundamental purpose of communicating guidelines intended to promote a safe and productive learning environment, I hope that it also will assure you of our devotion to engagement, inspiration and success for all of our students.

The first section of this handbook provides general information about MCS and the services that we provide for you and your children. The second section, the Student Code of Conduct, is a governing document on student behavior and is based on policies set by the Moore County Board of Education. Information on parental rights to student records, parent notification, and the Family Education Rights Privacy Act (FERPA) also is provided.

The third section relates to the district’s digital “1-to-1” program that provides our students with personal technology devices. Students and parents are asked to agree to standards for use and care of the device. Please review and adhere to the enclosed guidelines and rules for use of personal technology devices provided by the district.

On behalf of the Moore County Board of Education and all of our Moore County Schools employees, I wish you and your child(ren) a safe, rewarding and successful school year.

Sincerely,

Tim Locklair, Ed.D.
Superintendent

Table of Contents

Moore County Schools.....	4
Student Code of Conduct.....	20
Digital Learning.....	59
Signature Page.....	69

Moore County Schools

Mission Statement

Moore County Schools creates a supportive, engaging, and safe learning environment that builds knowledge, skills, and abilities needed for future success.

Core Beliefs

We believe successful schools are essential for thriving communities, and that

- every student can learn and succeed, regardless of socio-economic status, race, and ethnicity;
 - all staff are empowered to meet the diverse learning needs of our students;
 - resources are provided so students and staff of all backgrounds and abilities can be successful;
 - students should come to school and feel safe, secure, and cared for;
 - we are a partnership with students, parents, and community; and
 - we are accountable for the education of our students.
-

Vision

Moore County Schools will ensure that educational experiences inspire students to reach their full potential and lead productive lives in an ever-changing world.

About Moore County Schools

Moore County Schools offers a comprehensive curriculum K-12 that includes workforce development, programs for special needs and gifted students, arts education and a variety of extracurricular activities including athletics. All three high schools offer Advanced Placement courses, as well as other academically challenging opportunities for all students. All MCS students are assessed annually through rigorous state assessments.

Moore County is economically diverse and noted for its high quality of life. Although agriculture has always played an important part in the county's economics, today's major industries include tourism, healthcare and education.

Pinehurst, home of the 1999, 2005 and 2014 U.S. Open Golf Championships and future home to the 2024 U.S. Open Golf Championship, is world renowned for golf and recreation. Sandhills Community College is recognized as one of the premier community colleges in the nation.

District Phone Numbers:

MCS Central Office: 910-947-2976

District Administrators, Human Resources, Student Support Services

Education Center: 910-947-2342

Pre-School; Exceptional Children; ESL; Planning, Accountability, and Research; Information Technology; Child Nutrition

Transportation: 910-947-5481
Finance Office: 910-722-4043

Parent Involvement

Moore County Schools recognizes that learning is a partnership between families and schools and we welcome and encourage you to become active members in your child's education at all levels. There are many ways you can get involved:

- **Volunteer:** Share your time and talent with MCS by serving as a volunteer at your child's school. MCS has a volunteer screening process where you fill out an online registration form and complete a criminal background check. Parents are required to complete the registration process before volunteering at a MCS, including chaperoning for field trips. Contact your school office for more information about volunteering.
- **PTA/PTO/PTSA/Booster:** Join a Parent Leadership Organization to help support the school with curriculum events, fundraising, teacher appreciation, beautification, and more. Most schools have either a Parent Teacher Association or Organization (PTA, PTO) or Parent Teacher Student Association (PTSA). Middle schools and high schools may also have Booster Clubs for activities such as athletics, band and theater. Contact your child's school for more information.
- **School Improvement Team (SIT):** This team consists of school staff and parent representatives and meets monthly in an advisory role by supporting the principal as the instructional leader and advising the principal in planning, management, communication and leadership. The SIT assists in developing the mission, goals and vision at each school, and in developing the School Improvement Plan. Parents are selected by the school's parent organization to be a part of this team.
- **School-level Parent Advisory Council (PAC):** Each school hosts its own building-level parent advisory council. To learn more about your school's parent advisory process, consult your child's principal. School-specific topics and concerns are addressed at these building-level parent advisory council meetings.
- **District-level Parent Advisory Council (PAC):** This council is made up of at least one designated parent representative from each school in the district. However, all interested parents are welcome to join the council or to attend the council's meetings. The District-level PAC addresses district-wide interests, topics and concerns. Parents interested in joining this council may contact MCS's Director for Communications, Catherine Murphy at cmurphy@ncmcs.org.
- **Consejo Asesor Hispano de la Comunidad (Hispanic Community Advisory Council):** El Consejo Asesor Hispano de la Comunidad asesora al Superintendente sobre asuntos específicos relacionados con el bienestar de los estudiantes, maestros y el personal de hispanos y latinos en Moore County Schools. Miembros de la comunidad interesados en formar parte de este grupo pueden comunicarse con los Facilitadores del Grupo Asesor Hispano. **Hispanic Community Advisory Council (HCAC)** advises the Superintendent working on specific issues related to the welfare of students, teachers and staff of Hispanics and Latinos in Moore County

Schools. Members of the community interested in joining this group can contact the HCAC facilitator Silvia McDonald
smcdonald@ncmcs.org.

- **Military Family Council (MFC):** This council is comprised of volunteer military family members from each school acting as a point of contact for incoming and currently enrolled military-connected families. The purpose of the MFC is to be a resource for military families to ask questions and find support, advocate on behalf of our military families, and collaborate with MCS to identify the needs of military students. The goal is to facilitate an open dialogue between military families and MCS resulting in programs and services that allow military-connected students to thrive emotionally and academically. The MFC meets numerous times a year in the evening at the Moore County Schools Central Office in Carthage. Meetings are open to all MCS family members. Military and MCS-affiliated individuals interested in joining this group as a representative for their school may contact District Military Family Liaison Erica Funk at efunk@ncmcs.org.
- **African-American Community Advisory Council (AACAC):** This council works to advise the Superintendent on the specific issues relating to the welfare of African-American students, teachers and staff within MCS. The AACAC meets a number of times per year in the evenings at the MCS Central Office. Community members interested in joining this group may contact MCS Office for Student Support Services at 947-2976.
- **Key Communicators:** This is a network of for-profit, non-profit and governmental leaders who are interested in MCS and are well connected to our schools and/or our community. Members of Key Communicators also establish, cultivate and promote innovative partnerships to support MCS and our community. For-profit, non-profit and governmental leaders interested in joining this group may contact MCS Director for Communications Catherine Murphy at cmurphy@ncmcs.org.
- **Attend School Events:** All schools have a "Back to School Night/Open House" that is held before school starts in August when you can find out important information about the upcoming year and meet your child's teachers. In addition, most schools also offer New Student Orientations prior to the opening of school. Individual schools will hold special events such as Curriculum Nights, book fairs, and programs/events in arts, technology and athletics throughout the year. These events will be publicized at each school for dates and times.
- Parents have the right to take four hours of unpaid leave from their jobs every year in order to volunteer in the child's school.(G.S. 95-28.3)

Enrolling and Visiting Your Child's School

Registering Your Child for School: If you are unsure about your child's home school, contact the Transportation Office at 910-947-5481. The home school is based on a parent's or guardian's legally domiciled address, which is where the parents and child permanently reside. Parents can begin the registration process by going to www.ncmcs.org and clicking on the "Parents" dropdown, then on "Enrolling Your Child." If you need access to a computer for completing

enrollment forms you may visit the school office and staff will be glad to assist. After completing and submitting the forms, your child's school will be alerted and you will receive a call to set up an appointment to complete the registration process at school. Parents must provide proof of domicile, birth certificate, and proof of completed immunizations (unless you have a religious or medical exemption). The school will contact your child's previous school for academic records after enrollment. Any new students enrolling in any North Carolina public school for the first time, regardless of age or grade, must have the North Carolina Health Assessment Transmittal Form completed by a health care provider and parent/guardian. This form must be submitted to your child's school within the first 30 days of enrollment.

Student Transfers: MCS has a strict policy that students attend the school where they are domiciled with their legal parent or guardian; however, you can fill out a transfer request to a different school other than your child's home school if you qualify for one of the reasons approved by Board Policy. The window for transfer requests for the 2022-2023 school year has ended. The window for making a transfer request for 2023-2024 will be held in early 2023 and will be well communicated at both the school and district levels as the window for submitting a request approaches. For more information regarding student transfers go to www.ncmcs.org and click on the "students" tab and then on "Student Support Services."

Kindergarten Registration: All elementary schools will hold a Kindergarten Registration Day in the spring before the child starts the following fall. Children must turn 5 on or before August 31 in order to be eligible to attend kindergarten that year. Parents are required to show proof of domicile, proof of immunizations (unless the child is exempt due to religious or medical reasons), kindergarten Health Assessment, and the child's birth certificate. Parents will begin the registration process by going online and filling out the registration forms. Parents will then be contacted for a specific time to bring their child on Kindergarten Registration Day. Children will be screened using a developmental assessment and parent information will be checked for completeness. Please go to www.ncmcs.org and click on the "Parent" drop down menu tab for more information. Current kindergarten students will not attend school on Kindergarten Registration Day.

Visiting the School: When coming onto a school campus, it is required that you go to the front office to check in and receive a visitor's pass. When leaving the school, you will need to stop by again and check out. This mandate is for the safety of our students and staff. No one is allowed on campus without a visitor pass.

Keeping Information Current: It is important for your child's school to have current information including address, telephone numbers, emergency contacts, allergies, medications, and other information that will help keep your child safe and allow the school to contact you when necessary. If any information changes during the year, please let your child's teacher know, along with alerting the Data Manager in the front office.

Student Academic Success

Your child has a variety of academic support resources that are available to you. The most important person to know is your child's **classroom teacher(s)**. You

may contact the teacher through email, a note, calling the school to speak with the teacher (during his/her planning time), or set up an appointment. Other staff members who help students and families succeed include:

- The **principal** is the lead school administrator. She/he serves as the instructional leader of the school and is ultimately responsible for student grading, placement, and overall school operations.
- The **assistant principal** supports the principal as a member of the school's administrative team and often manages different areas such as student discipline, scheduling, transportation and other support services.
- The **school counselor** provides leadership for the implementation of the North Carolina Guidance curriculum, counseling for students and consultation for parents and staff.
- **Resource teachers, instructional coaches** and **reading specialists** are trained in special strategies to help students overcome learning challenges in areas of need.
- **English as a Second Language (ESL)** teachers work with students and families whose native language is not English.
- **Speech therapists** help children improve their written and spoken language communication.
- The **school nurse** assists with student health and medical needs. The **school psychologist** provides mental health support, consultative services and evaluations for students.
- School **social workers** provide mental health support, information related to outside resources, as well as being a liaison between the school and family.
- **Academically and Intellectually Gifted (AIG)** teachers provide students who qualify based on state standards opportunities to explore their interests and extend their knowledge base through research, projects, and critical thinking opportunities.

Student Achievement

- **Report Cards** are issued on a 9-week basis. Parents will also receive at minimum an interim report after 4½ weeks during each of the four 9-week periods.
- **Students in grades 3-12** receive grades based on a 10 point grading scale: 90-100 (A); 80-89 (B); 70-79 (C); 60-69 (D); 59 and below (F). **Students in grades 4-12** will be recognized for their academic achievement through the Distinguished List (All A's) and the Honor Roll List (All A's and B's).
- **Students in grades K-2** do not receive letter grades. Their report card is broken down into categories, such as reading, math, etc., with subsets of skills, and students receive a rating of 1, 2, 3 or 4 based on their level of achievement in each skill. **1** indicates the student is working below grade level and is **not proficient**; **2** means progressing toward **developing proficiency** with the skill; **3** means on grade level and performing as **proficient**; and **4** means performing above grade level expectations, or **exemplary**.

- **Parent Conferences** are required at the end of the first 9-week grading period. These conferences will be scheduled at a convenient time for parents, and provide an opportunity for parents to meet one-on-one with the teacher to discuss the status of their child's academic, social, and emotional progress. Some schools provide student-led conferences to enhance student participation. Even though the first grading period conference is required, parents or teachers may schedule a conference at any time to discuss any issues or problems that may arise. MCS encourages parents of students in all grade levels to talk with their child's teacher(s) throughout the year.
- **PowerSchool Parent Portal** is a web-based program that assists parents in tracking their child's progress in school. Parents can see attendance, assignments, grades, disciplinary information and other data from any computer or mobile device with internet access for students in grades 3-12. In order to access the Parent Portal you must register at your child's school office. You may then access the Parent Portal in PowerSchool at <https://ncmcs.powerschool.com/public>.
- Information related to **Promotion and Retention of Students** can be found in MCS Board Policy 5530.
- **Course Loads** – MCS Board Policy 5311 states that each student shall carry a course load equal to the number of instructional periods in the school day, unless special permission is provided to the student by the school principal.
- **Senior Graduation Recognition** is based upon the following weighted GPA designation and Latin Honor System:
 - 4.59 or higher – Summa cum laude
 - 4.42-4.58 – Magna cum laude
 - 4.25-4.41 – Cum laude

Graduation speakers - If there is a single student with the highest Grade Point Average in the senior class, that student will be offered the opportunity to be the graduation speaker. In addition, a second student (from the pool of students who achieved the Summa cum laude designation) may be selected to speak by a committee comprised of school staff and students.

Supports in Place for Students Having Difficulties

Parents are their child's first and most important teachers, as well as their advocates. If a parent believes his or her child has a disability or is having problems in school, the child's teacher should be contacted to discuss these concerns. Building a strong parent/school relationship begins with effective communication. Parents play a key role by providing important information to schools about their child's needs.

- An **Intervention Plan** is developed by the teacher, with input from the parent, for students who are having academic and/or behavior difficulties. Students who score at a level 1 or 2 on state tests (grades 3-12), which indicates they are below grade level, and students who

are not on track to meet year-end expectations in grades K-8 based on diagnostic assessments, which also indicates they are below grade level, will have a plan in place that will include interventions to help students develop the skills they need to be successful.

- **Read to Achieve (3rd grade reading requirement):** The state legislature requires students to be on grade level in reading at the end of 3rd grade by scoring a Level 3 or better on End-of-Grade state assessments (Section 115C-83.1A of the 2012-13 budget). Students failing to do so will have an opportunity to attend summer school and then be retested at the end of summer school to see if they have demonstrated the reading skills they need to be on grade level. Students passing (level 3 or better) will then move on to 4th grade. Students not passing will either be held back in 3rd grade or will proceed to 4th grade and receive intense supplemental support in order to gain grade level skills. Students not attending summer school will automatically be retained in 3rd grade. MCS also offers summer school assistance to 1st and 2nd graders who are not on track to meet year-end expectations based on diagnostic assessments completed.
- **Student Support/Problem-Solving Team (SST)** is a school-level problem solving team with the goal of developing a plan of success for students having academic or behavior difficulties. It is made up of teachers, administration, counselors, parents and others who are directly involved with that student. Interventions are put in place and data is collected to see if the interventions are working or need to be adjusted. If the student continues to have profound academic or behavior issues, the SST will refer the student to the IEP team.
- **The IEP team** is made up of teachers, counselors, administration, psychologists, and others involved with the student. This team will decide whether the student needs further testing from the psychologist, or whether the student needs a 504 Plan which does not provide for specialized instruction, but provides for accommodations that will help the student be successful. If the student qualifies for specialized instruction based on state and federal guidelines through testing, then an Individualized Education Plan (IEP) will be developed by the IEP team, which the parent is a part of, and the plan will be updated yearly.

Create Learning Opportunities at Home

In addition to learning at school, there are many wonderful opportunities for learning at home and in the community. Offer your child different types of reading materials such as newspapers, magazines and books. Take time to read with your child every day. Talk to your child often as you work around the house, run errands and drive on trips to build vocabulary and develop critical thinking skills. Be sure to set aside time each day for your child to do homework and take the time to talk about what your child is learning in school. Asking open-ended questions and encouraging your child to talk in complete sentences will help build success at school. Also, encouraging your child to take honors and advanced level courses at the high school level will help your child be more prepared for college. More information can be provided by your child's school.

School Safety

The safety of our students, teachers and administrators is one of MCS's top priorities and is accounted for through a variety of proactive and reactive

measures. A number of processes are in place to make sure everyone knows the school's expectations for student behavior, consequences and routines of what to do in an emergency.

- The **Student Code of Conduct**, along with consequences, is printed in this handbook (see table of contents for the page numbers).
- MCS utilizes the **Say Something Anonymous Reporting System (SS-ARS)** which allows anyone to anonymously report a school safety concern through a phone call (1-844-5-SAYNOW), app, or online. Visit www.saysomething.net for more information about submitting an anonymous tip.
- MCS has a district **Emergency Preparedness and Crisis Response Plan** that includes procedures, processes and personnel involved in a crisis. Each school also has a plan in place and schools practice emergency drills and procedures so everyone will know what to do if the event of an emergency or crisis situation.
- Each school has a **Positive Behavior Intervention Support (PBIS) Team** in place that meets regularly and provides an effective and proactive process for improving social competence and academic achievement for all students.
- Schools have **fire drills** monthly and four **lockdown drills** during the school year.
- Each school has a **Safety Committee** in place that uses a "culture of prevention" in reducing risks by assessing potential problems and hazards, and addressing them before an incident occurs or afterwards to avoid a reoccurrence.
- Each school has a **Campus Emergency Response Team (CERT)** with trained personnel to assist, manage, and respond to various types and levels of school emergency incidents.
- MCS has its own police force with a Chief of Police (Arthur Frye), and 13 additional full-time **School Police Officers** that are generally based at secondary schools but also serve elementary schools throughout Moore County. These School Police Officers are on campuses to help in emergencies and to promote positive interactions between students and the police.
- Bullying, harassment or intimidation is serious and will not be tolerated (see Student Code of Conduct section of this handbook). Reports of bullying/harassment should be made to the classroom teacher or school administration. All reports are taken seriously and investigated at the school level.
- MCS offers alternative school services for students in grades 7-12 through the Community Learning Center (CLC) at Pinckney. The program provides smaller class sizes and various resources to support students who are experiencing academic and/or social/emotional challenges. The major objective of the instructional component is completion of core requirements, while the social/emotional support system focuses on self-image enhancement, attitude, and goal setting. CLC receives students through the base school application process or superintendent placement for students who have been recommended for long

term suspension. CLC also offers an additional program for middle school students. The Middle School Cohort program is for students in grades 7 and 8 who would benefit from more intense year-long social-emotional and academic support in a smaller environment. For more information, contact CLC Principal Kenna Wilson at 910-947-2603.

- For more information on school safety refer to MCS Policy 3037/4037/6640/8337/6400

General Information

MCS and school websites: www.ncmcs.org

The MCS website offers up-to-date information on the latest district news. The site provides frequent updates as well as departmental information, school profiles, testing information, board policies, calendars, bell schedules, weekly school lunch menus and much more. Click on the “Parent” dropdown tab for helpful information specifically for parents. For more information on any of the items in this handbook, you can go to the MCS website and click on one of the dropdown tabs: Parents, Students, Academics, Community or Schools. For social media, “like” us on Facebook at [Moore County Schools](https://www.facebook.com/MooreCountySchools), or follow us on Twitter.com@MooreSchools.

Parent Concerns: Like you, MCS wants the best for your child. If you have a school-related concern, you should seek resolution at the school by first contacting your child’s teacher and then the school principal or assistant principal, if needed. If the issue remains unresolved, contact the Office for Student Support Services at (910) 947-2976. The Office for Student Support Services will address concerns only after they have been addressed, but not yet resolved, at the school level.

Inclement Weather The safety of all students and families is our primary concern when deciding if schools must be closed for the day, opening late or closing early due to weather conditions. The following are important points to remember:

- The decision to close or delay school opening will be made no later than 6:00 a.m. that day or, if possible, the evening prior.
- Announcements about changes in school schedules will be delivered through MCS’ parent voice, email and text notification system (Communicate/School Messenger), via social media platforms, the MCS website, and local area and Raleigh-based media outlets.
- If no announcement is made then schools will operate on a regular schedule.
- If school is dismissed early due to weather, all afternoon and evening activities will be cancelled including after school programs.
- All inclement weather-related decisions must take into account the road conditions county-wide. For example, if inclement weather impacts one portion of the county, MCS will make a decision based on the most severely impacted area of the county.

MCS Standard Day Schedules

Elementary Schools	Bell Schedule	Bus/Drop Off	After School Program	Office Phone
Aberdeen Elementary	7:30 am - 2:30 pm	7:05 am	2:30 - 6:00 pm	910.947.8030
Cameron Elementary	7:30 am - 2:30 pm	7:05 am	2:30 - 6:00 pm	910.245.7814
Carthage Elementary	7:30 am - 2:30 pm	7:05 am	2:30 - 5:30 pm	910.947.2781
Highfalls Elementary	7:30 am - 2:30 pm	7:05 am	2:30 - 5:30 pm	910.464.3600
McDeeds Creek Elementary	7:30 am - 2:30 pm	7:00 am	2:30 - 6:00 pm	910.722.4248
Pinehurst Elementary	7:30 am - 2:30 pm	7:05 am	2:30 - 5:45 pm	910.295.6969
Robbins Elementary	7:30 am - 2:30 pm	7:00 am	NA	910.948.2411
Sandhills Farm Life Elementary	7:30 am - 2:30 pm	7:00 am	2:30 - 5:45 pm	910.949.2501
Southern Pines Elementary	7:30 am - 2:30 pm	7:00 am	2:45 - 5:45 pm	910.947.8077
Vass-Lakeview Elementary	7:30 am - 2:30 pm	7:05 am	2:30 - 5:30 pm	910.245.3444
West End Elementary	7:30 am - 2:30 pm	7:00 am	2:30 - 6:00 pm	910.673.6691
West Pine Elementary	7:30 am - 2:30 pm	7:05 am	2:30 - 5:45 pm	910.673.2004

Westmoore Elementary	7:30 am - 2:30 pm	7:05 am	2:30 – 5:30 pm	910.464.3401
Middle Schools				
Crain's Creek Middle	8:00 am - 3:00 pm	7:35 am	NA	910.245.3796
Elise Middle	8:00 am - 3:00 pm	7:30 am	NA	910.948.2421
New Century Middle	8:00 am - 3:00 pm	7:35 am	NA	910.947.1301
Southern Middle	8:00 am – 3:00 pm	7:30 am	NA	910.693.1550
West Pine Middle	8:00 am - 3:00 pm	7:30 am	NA	910.673.1464
High Schools				
Community Learning Center at Pinckey	8:00 am – 3:00 pm	7:30 am	NA	910.947.2603
North Moore High	8:30 am - 3:30 pm	8:15 am	NA	910.464.3105
Pinecrest High	8:45 am - 3:45 pm	8:25 am	NA	910.692.6554
Union Pines High	8:45 am - 3:45 pm	8:25 am	NA	910.947.5511

Student Fees:

Elementary Schools:

\$10 Instructional Fee

Middle Schools:

\$10 Instructional Fee
 \$25 Digital Learning/Technology Fee
 \$5 Math Fee
 \$5 each for Art, Band, Chorus, Orchestra, and any other semester long elective courses

High Schools: \$10 Instructional Fee
\$25 Digital Learning/Technology Fee
\$10 each for Art, Drama, Band, Chorus,
Orchestra, Math, Science

All Schools: \$10 student transfer/discretionary admission
request fee

The above fees may be reduced or waived altogether in the event of a family's inability to pay. Visit the MCS website at www.ncmcs.org or your school office for more information. (MCS Policy 6805)

High School Graduation Fee: \$25

Parking Permit: North Moore High School: \$50
Union Pines High School: \$75
Pinecrest High School: \$75

Unpaid Fees: For students with an unpaid balance in excess of \$50 whose fees and charges have not been waived or reduced, the principal will have the authority to deny participation in extracurricular activities. Per MCS Board Policy 6805 extracurricular activities include, but are not limited to, athletics and clubs; dances, proms and other social events; and graduation and promotion ceremonies.

Field Trip Fees at all grade levels will depend on the cost of the individual field trip. Opportunities for scholarships and fundraising will be available as appropriate. No child will be denied the opportunity to participate in a field trip based on the inability to pay.

After-School Daycare (ASDC): Many elementary schools have an After-School Daycare are program that is operational each day that students are in attendance from the time school ends until 5:30 or 6:00 p.m. (see the Standard Day Schedule on the previous page). On early release days, some schools will continue to operate ASDC from early release time through the regular closing time. The cost is \$40 per week; if multiple siblings enroll there is a reduction for additional children. Contact your child's school for registration and additional information. All payments must be made the week before the child attends.

Preschool Program: Preschool programs are located on the following campuses: Southern Pines Primary, Aberdeen Elementary, Vass-Lakeview, West End, Carthage and Robbins Elementary. Each classroom is licensed by the Division of Child Development, and is a five star center that includes a blended group of children ages three through five. The following are qualifications for students to attend one of these pre-schools: children diagnosed with a disability may qualify to attend when they turn 3 years old, N.C. pre-kindergarten children who qualify based on state criteria, and tuition paid students (\$105 per week) who are selected based on a waiting list.

A certified teacher and teacher assistant(s) provide a safe and nurturing environment for children 3 to 5 years old. The program promotes the healthy emotional, cognitive, communication, social and physical development of all children. The "Creative Curriculum for Early Childhood" is used to plan

appropriate learning activities, and takes into account each child's individual needs, interests and developmental levels in all areas. For more information, go to www.ncmcs.org, click on the "Academic" dropdown menu tab, then "Preschool."

After School Activities and Clubs: Part of a well-rounded education not only involves academics and athletics, but also clubs and other after school activities. Students participating in the variety of programs that schools offer must be in good standing with the school with regard to academics, attendance and behavior. Some of these programs are free and some involve a cost to the student. For a list of the possible activities at your child's school, please go to the school website or contact the school (www.ncmcs.org), click on the "Schools" dropdown menu tab, then your child's specific school).

Athletics: The athletic programs of Moore County Schools exist to provide positive and productive school experiences while teaching valuable life lessons, including the importance of hard work, dedication, ethics and teamwork. Student participation in athletics is a privilege that carries with it responsibilities to self, to team, to school and to community. For a list of sports offered, practice times, game schedules and pre-participation/physical forms, visit www.ncmcs.org, click on the "Student" dropdown menu tab, then "Student Athletics" or visit your specific school's website.

Child Nutrition Services (CNS): It is the goal of CNS to provide a healthy and nutritious breakfast and lunch daily, while allowing students to choose from foods they enjoy eating. Menus for each grade level and the ingredients used are posted on the MCS website at www.ncmcs.org, click on the "Parent" dropdown menu tab, then "Child Nutrition." Parents can prepay for their child's lunch online at this website. Parents can apply for free and reduced meals for their child. Forms are sent home at the beginning of each school year. If you have questions or concerns about the program, please call Child Nutrition Services weekdays from 7:30 a.m. to 4:30 p.m. at (910) 947-2342.

Meal Prices for the 2022-2023 School Year

The USDA waiver due to COVID-19 that allowed all meals to be free to students regardless of lunch status has expired. Students qualifying for Free/Reduced will continue to receive free meals during the 2022-2023 school year. Meal pricing for students who do not qualify for Free/Reduced are below.

Status	Breakfast	Lunch
Free	Free	Free
Reduced	Free	Free (State covering co-pay for Reduced for 2022-23 year)
Grades PK-8 Paid	\$1.25	\$2.50
Grades 9-12	\$1.25	\$2.75

Snacks and beverages: \$0.25 - \$2.50

Snacks cannot be purchased if accounts are negative.

Milk and breakfast juice: \$0.50 Bottled water: \$0.75

All adult meals are charged by the item. For a complete list of Child Nutrition pricing visit MCS website at www.ncmcs.org, scroll to the "Parent" tab, click on "Child Nutrition" and click on "Meal Prices".

Home baked goods are not allowed to be brought for parties, potlucks, etc. All foods brought to school must come packaged from a business that has the ingredients listed.

Attendance/Tardiness

There is strong evidence of a direct correlation between good attendance and student achievement. Parents and guardians are responsible for seeing that their children attend school each day it is in session.

- According to MCS Board Policy (6000 Series), and the N.C. Compulsory Attendance Law (N.C. G.S.-115C-378), parents may be prosecuted if a student has more than 10 unexcused absences. A student must attend school for at least half of the day to be counted present in grades K-8. Parents will be contacted by a school representative when their child accumulates three, six and 10 unexcused absences. After 10 unexcused absences, the principal or designee will issue a 10-day letter stating that the student is in violation of the N.C. attendance law and parents may be referred for prosecution. An absence is counted as unexcused until the parent/guardian provides information to the school concerning the absence and if it is an allowable, excused absence.
- Children in grades K-8 who miss more than 20 days, regardless of whether they are excused or unexcused could be considered for retention.
- High school students missing more than eight days (excused or unexcused) in a semester will receive a failing grade (no higher than 50) for that course. In order to receive credit for the course, the student must attend Twilight School at CLC (Pinckney Academy) between 4:00-7:00 p.m. during the year and make up all the time and work missed. Students may also lose privileges such as parking their car on campus, attending dances and the prom, among others. Principals have a right to amend this policy for unusual circumstances.
- It is the student's responsibility for contacting individual teachers immediately about making up any missed work. If the work is satisfactory, full credit should be given.
- Students are expected to be at school, in their homeroom class and ready to learn when the tardy bell rings. It is disruptive and unfair to have students interrupt the learning of other students who were on time. Students having excessive tardiness could be subject to disciplinary actions such as lunch, break, and after-school detentions, or loss of parking and extra-curricular activities privileges.

- Students are expected to remain at school all day and be on time to every class.
- Excused absences include:
 - Personal illness or injury that makes the student physically unable to attend school.
 - Isolation ordered by the State Board of Health.
 - Death in the immediate family.
 - Medical or dental appointment.
 - Absences due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent.
 - Participation under subpoena as a witness in a court proceeding.
 - Observance of an event required or suggested by the religion of the student or the student's parent(s) with written prior approval from the principal for a minimum of two days each academic year. The student shall have the opportunity to make up any tests or other work missed due to the excused absence for a religious observance.
 - Participation in a valid educational opportunity, such as travel or service as a legislative or Governor's page, with prior approval by the principal.
 - Absence due to pregnancy and pregnancy-related conditions for the length of time the student's physician finds medically necessary. Extended illnesses generally require a statement from a physician.
 - Visitation with the student's parent or legal guardian, at the discretion of the Superintendent/designee, if the parent or legal guardian (a) is an active duty member of the uniformed services as defined by Policy 6024: Military Children Enrollment and Placement, 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.

School Health and Wellness

MCS recognizes the importance of students maintaining physical health and proper nutrition in order to take advantage of educational opportunities. Student wellness and proper nutrition are related to a student's physical and mental well-being, growth, development and readiness to learn. Our school's environment promotes student wellness, proper nutrition, nutrition education and regular physical activity as part of the total learning experience. For more information related to student wellness, refer to MCS Policy-6050-Student Wellness.

Students Requiring Medication during the School Day

- If your child requires medication during the school day, whether it is over the counter or prescription, the school must have a physician's order accompanying the medication.
- Parents **MUST** bring the medication to school rather than sending it with their child.
- For more information go to www.ncmcs.org and click on the "Parent" dropdown menu tab, then "Health and Wellness Information."

School Nurses: The Moore County Schools nurse program provides ongoing support for students. The program has received both state and national recognition as a best practice standard program as it contributes to the academic success and advancement of the wellbeing and the lifelong achievement of the school-aged child. The program facilitates positive student response to normal development, promotes health and safety, intervenes with actual and potential health problems, provides case management services and actively collaborates with community partners to build student and family capacity for adaptation, self-management, self-advocacy and learning.

Behavioral Health Intervention Team (BHIT): Moore County Schools has a district level BHIT made up of three behavioral/mental health professionals to support students with severe mental/behavioral health needs. Although team members are based at individual schools they are available to provide consultation, case management, direct services and training at all schools.

Comprehensive School Health Education Program: A comprehensive health education program must be taught to students from kindergarten through 9th grade.

As required by law and beginning in 7th grade, reproductive health and safety education will include age-appropriate instruction on sexual abstinence until marriage, STDs, the human reproductive system, preventable risks for preterm birth in subsequent pregnancies, effective contraceptive methods for preventing pregnancy, awareness of sexual assault and sexual abuse, and sex trafficking prevention and awareness.

Parental Opportunities to Review Materials and Withhold Consent for Student Participation:

Each year before students participate in reproductive health and safety education, the principal or designee shall notify parents of the opportunity to review the materials and objectives that will be used in instruction.

The curriculum and materials used to teach the reproductive health and safety unit of the Healthy Living curriculum from the North Carolina Standard Course of Study will be available online for viewing as a part of the curriculum site on MCS webpage at www.ncmcs.org. Parents may also contact their school principal to discuss these curriculum materials.

The principal or designee shall also notify parents of the right to withhold or withdraw consent for their child's participation in all reproductive health and safety education instruction or on specific topics. Any parent/guardian wishing to withhold consent must do so in writing.

Permission from a parent/guardian of each student is required to participate in or opt-out of the reproductive health and safety unit of the Healthy Living curriculum.

Pest Control: MCS has an Integrated Pest Management Coordinator (IPM) that works to keep schools free of pests such as roaches, fire ants, rodents, head lice, bed bugs, etc. The IPM uses non-toxic pesticides as appropriate during non-school hours to proactively and reactively eliminate pests.

Student Insurance: MCS covers students who get injured while at school or while participating in a school event. This coverage is limited; however, students are automatically enrolled. Parents may also purchase additional insurance for their children at a low cost. For more information go to www.ncmcs.org and click on the "Leadership" dropdown menu tab, then "Departments," "Finance," and "Student Accident Insurance."

Transportation: MCS will transport students to and from school if the student lives in that school's attendance area. Parents need to fill out a transportation request form when registering their child, or if there is a bus change, parents can fill out a form and submit it to the school, allowing three days for the transportation department to assign the student to the correct bus and make changes to the route. Students are expected to follow all safety rules while riding the bus, and students who continue to display unsafe habits will lose the privilege of MCS transportation to and from school. Further questions regarding transportation may be directed to the school office or MCS Transportation Department at 947-5481.

Driver's Education: Students between the ages of 14½ and 18 can register and pay to take Driver's Education at their high school. The cost is \$65 and students on free and reduced lunch may have their fee reduced. Students must have passed three out of four classes during the previous semester. Students will register for a 30-hour instructional class. After completing and passing the class, students will be scheduled for driving times. They will have 12 hours of in-car instruction during this part of the training. For more information go to www.ncmcs.org, click on "Students" dropdown menu, then "Driver Education."

STUDENT CODE OF CONDUCT – POLICY 6401

A. Philosophy and Goals

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

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

Principle 1: Safety and Orderliness - Schools that maintain safe and orderly learning environments address internal threats to students' physical and emotional safety and promote respect and tolerance.

Principle 2: Climate and Prevention - Schools that foster positive school climates can help to engage all students in learning by preventing problem behaviors and intervening effectively to support struggling and at-risk students.

Principle 3: Expectations and Consequences - Schools that have discipline policies or codes of conduct with clear, appropriate, and consistently applied expectations and consequences will help students improve behavior, increase engagement, and boost achievement.

Principle 4: Equity and Continuous Improvement - Schools that build staff capacity and continuously evaluate the school's discipline policies and practices are more likely to ensure fairness and equity and promote achievement for all students.

B. Role of Staff, Students, Parents, and Community Partners in Promoting Positive School Climates

Positive school climates require ongoing support and collaboration among staff, students, parents or legal custodians (hereinafter referred to as “parents”) and the community at large. In particular:

- Students have the right to attend school in a safe and orderly environment and to have conduct rules applied fairly to them without regard to race, gender, religion, disability, or other defining characteristics. They also bear the responsibility to understand conduct rules, behave appropriately, and be individually accountable for their own actions and decisions.
- Parents have the right to be informed of disciplinary actions taken with their children. They are encouraged to support their children in engaging in positive behaviors at school and to partner with teachers and administrators on effective strategies to correct misbehaviors within the parameters of this Code and other applicable policies.
- Teachers and administrators have statutory duties to maintain safety and order at school and are expected to reinforce and implement clear and consistent behavioral expectations consistent with this Code and other applicable policies. They are also expected to teach and encourage good citizenship and to communicate with parents regarding any serious or persistent behavioral issues. As an integral part of its educational mission, each school should identify school-wide behavioral expectations, make them known to students, and link behavioral and social-emotional practices to core instruction.
- The entire community has a vested interest in safe and orderly schools. Community organizations and individual members of the community are encouraged to offer support and assistance to teachers and administrators in the promotion of positive student behaviors at school and to provide feedback to school and central office administrators on ways to improve school climates and help ensure fair and equitable discipline practices.

These rights and obligations are related but independent. Thus, for example,

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

C. Applicability of Code

All students shall comply with this Code as well as all state and federal laws, school board policies, and local school rules governing student behavior and conduct. This Code applies to any student who is on school property (including school transportation), who is in attendance at school or at any school-sponsored activity, or whose conduct at any time, place, or cyberspace, on or off campus, has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.

D. Corporal Punishment Prohibited

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

E. Interventions, Supports, and Responses to Behavioral Concerns

Multi-Tiered System of Support

Teachers and principals will utilize a Multi-Tiered System of Support (MTSS) for behavioral interventions and responses to promote positive changes in student behavior. By utilizing MTSS, school staff engage in data-based problem solving using academic, behavioral, and social-emotional data to identify reasons why particular students may be experiencing significant academic and/or behavioral challenges. Designated central office staff will provide ongoing training and support to school-based staff in the development, implementation, and monitoring of district-approved MTSS protocols.

Notification to Parents

When a significant behavioral intervention (beyond mere redirection or warning) is imposed, the school will attempt to notify the parent in a reasonably prompt manner. The school will also attempt to notify the parent of any in-school disciplinary consequence that results in removal from normal classroom or school activities. This includes lunch or after-school detention, in-school suspension, or suspension from school-sponsored extracurricular activities. For out of school suspensions, the administration will provide formal written notice to parents or legal custodians as required by Policy 6515, Due Process.

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

Range of Interventions and Consequences

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

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

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

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

Out-of-school suspension and expulsion are allowed only if specifically authorized by this Code and Policy 6515, Due Process. Except to the extent that North Carolina law requires school administrators to recommend a 365-day suspension for any student who violates Rule IV-1 Firearm/ Destructive Device, this Code authorizes, but does not require, the use of out-of-school suspensions.

In addition to the notice and due process requirements set out in the “Due Process” policy, administrators must adhere to the following requirements before imposing or recommending any out-of-school suspension or expulsion:

- When deciding whether to recommend a long-term suspension (suspension of more than ten [10] days) or determining the specific length of any short-term suspension or long-term suspension recommendation, principals may consider any relevant “aggravating” or “mitigating” factors of which they are aware. “Aggravating” factors are factors that tend to increase the seriousness of a disciplinary infraction. “Mitigating” factors are factors that tend to decrease the seriousness of a disciplinary infraction. Aggravating and mitigating factors are “relevant” when, in the judgment of responsible school officials, they have a bearing on the student’s level of responsibility for the behaviors in question. When both aggravating and mitigating factors are present, principals should exercise their discretion in weighing and balancing them.
- Suspensions of more than ten (10) days may be imposed only if they have been approved by the Superintendent or designee and the student has been offered the opportunity for a hearing under Policy 6515, Due Process. Expulsion from school based on a recommendation of both the principal and the Superintendent must be approved by the Board.
- Nothing in this policy shall be interpreted to conflict with state and federal laws governing students with disabilities.
- Students in grades K-5 shall not be subject to long-term suspension except as required by law or in cases involving serious injury to students or staff or serious threat to safety or welfare of members of the school community.

G. Levels of Code

The Student Code of Conduct rules are leveled according to the seriousness of the behaviors and range of potential disciplinary consequences.

Level I: Level I rule violations can generally be addressed with non-disciplinary interventions or non-exclusionary discipline consequences. Except in the very limited circumstances described in Rule II-16, Level I rule violations may not result in out-of-school suspension.

Level II: Level II rule violations involve more serious misconduct that may warrant short-term suspension of up to five (5) school days when, in the judgment of the principal or designee, non-disciplinary interventions and non-exclusionary discipline consequences are insufficient to address the behavior and prevent its recurrence. Principals may impose a short-term suspension of six (6) to ten (10) days or recommend a long-term suspension of eleven (11) days or more based on one or more aggravating factor(s) regarding the severity of the violation and/or safety concerns, provided such aggravating factor(s) are listed in the written suspension notice.

Level III: Level III rule violations are more severe in nature and may support long-term suspension. The principal may impose a short-term suspension of ten (10) days or less or decline to impose any suspension based on mitigating factors.

Level IV: The only rule in Level IV is one that reflects a statutory prohibition on the possession of a "firearm" or "destructive device" (as defined in the rule) on school property or at a school-sponsored event. State law requires principals to recommend a 365-day suspension for all violations of this rule. Only the Superintendent or Board of Education may modify this outcome. A level IV violation is always extremely serious and is treated as such.

Level V: Level V allows for permanent expulsion of a student from Moore County Schools for violation of one or more Level II, III, or IV rules in this Code if the following criteria are met: (1) the student is fourteen (14) years old or older; (2) both the principal and the superintendent/designee recommend expulsion; and (3) the Board determines, by clear and convincing evidence, that the student's continued presence in school constitutes a clear threat to the safety of other students or school staff. Additionally, any student who is registered as a sex offender under Article 27A of Chapter 14 of the North Carolina General Statutes may be expelled in accordance with these procedures. If such a student is offered alternative education services on school property, the student must be under the supervision of school personnel at all times.

H. Rules of Conduct

LEVEL I

Rule I-1: Noncompliance with Directives from Principals, Teachers and Other School Personnel

Students shall comply with classroom rules and the directives of all school personnel at all times while a student is under the authority of school personnel. This includes, but is not limited to, directives to identify oneself, to remove oneself from a dangerous or disruptive situation, or to report to a designated person or location.

Rule I-2: Dress Code

Students are expected to adhere to standards of dress and appearance. Our guiding principles for the student dress code are similar to those experienced and expected in the workplace: attire that furthers health and safety of students and staff, enables the educational process, and facilitates the operations of the school. Parents are asked to partner with the school district to monitor student attire to help adhere to the guiding principles set forth in the policy.

To promote these goals, students may not wear or carry clothing, jewelry, book bags, or other personal articles that:

1. Depict profanity, vulgarity, obscenity, or violence;
2. Promote the use or abuse of alcohol, tobacco, or illegal drugs;
3. Are prohibited under Policy 6401 III-8 (Gang and Gang Related Activity) or any other provision of the Code of Student Conduct;
4. Threaten the health or safety of staff or students; or
5. Are reasonably likely to create a substantial disruption of the educational process or operations of the school.

Specifically:

- a) Students must wear clothing that covers their skin from chest to mid-thigh with opaque (non-see-through) fabric in front, back, and on the sides.
- b) Students must wear shoes at all times except when changing for physical education or athletic practices or events or when specifically directed otherwise by a teacher or administrator.

- c) Clothing must cover undergarments.
- d) Breasts, genitals and buttocks must be covered with opaque (non-see-through) fabric.
- e) Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
- f) Specialized courses may require specialized attire, such as sports uniforms or safety gear.
- g) Head coverings that conceal identity or prohibit the identification of students or impede the learning process are generally prohibited in the school building. However, students may wear head coverings in the school building as an expression of sincerely held religious belief (e.g., hijabs or yarmulkes) or cultural expression (e.g., geles) or to reasonably accommodate medical or disability-related issues (e.g., protective helmets).

Enforcement: Any school dress code enforcement actions should minimize the potential loss of educational time. When a school staff member or school administrator discusses a dress or grooming violation with a student, the adult should be the same gender as the student if practicable. Staff concerns about student attire should be discussed discretely and out of earshot of other students to the extent practicable. Teachers or staff discussing a dress or grooming violation with a student should present options for obtaining appropriate clothing (e.g., school clothing closet) or otherwise complying with this dress code (e.g., removing a problematic item). School-directed changes to a student's attire or grooming should be the least restrictive and disruptive to the student's school day.

Applicability: This policy is to be applied fairly and consistently without regard to race, gender, or other inherent traits or characteristics. Principals or their designees shall make reasonable accommodations for religious, educational, medical, or disability-related reasons and for cultural celebrations.

This policy does not apply to school-sanctioned uniforms and costumes approved for athletics, choral, band, dance, or dramatic performances. Except as specifically noted in this policy based on an exception or accommodation, this policy applies at all times when students are present on school property or in attendance at official, school-sponsored events.

Rule I-3: Academic Integrity

Students shall not cheat, lie, plagiarize, falsify notes or other documents, or provide false information to school officials with regard to any report card,

attendance matter, grades or progress reports, discipline matters or any other school business.

- A. **Cheating:** Cheating is an academic deception where a student intends in some way to receive or attempt to receive credit for work not originated by the student, to give or receive unauthorized assistance, or to give or receive an unfair advantage on any form of academic work.

Cheating includes, but is not limited to:

- copying from another student's examination, assignment, or other coursework with or without permission;
- allowing another student to copy work without authorization from a teacher or administrator;
- taking an examination, writing a paper, or completing any other assigned academic task on another student's behalf;
- using notes or resources in any form, including written or online, without authorization;
- sharing or accepting from another, without authorization, any examination content, questions, answers, or tips on an assessment or assignment through the use of notes, scratch paper, social media, or any type of written, oral, or electronic communication.

- B. **Plagiarism:** Plagiarism is using passages, materials, words, ideas, and/or thoughts of someone or something else and representing them as one's own original work without properly crediting the source.

Plagiarism includes, but is not limited to:

- copying text, images, charts, or other materials from digital or print sources without proper citation;
- intentional misrepresentation of work as your own by paraphrasing of items from digital or print sources without proper citation;
- using translation tools or resources to translate sentences or passages without permission;
- using a thesis, hypothesis, or idea obtained from another source without proper citation.

- C. **Falsification or Deceit:** Intentional acts of falsification or serious deceitful misconduct that cause a substantial detrimental impact on school operations or other individuals are prohibited.

Falsification or deceit includes, but is not limited to:

- falsifying another person's name on a school-related document such as a test or report;
- buying or selling test questions or answers;
- copying secure test materials and providing the materials to others;
- paying for or receiving anything of value to complete a school assignment.

Students should also refer to the Acceptable Use of Technology and Electronic Media Policy (3253/4253/5451) for rules governing integrity and the use of electronic resources.

Rule I-4: Honesty

Students are expected to be honest and forthright with school staff and volunteers. Lying, intentionally misleading, and actively concealing the truth from staff and volunteers are prohibited. Dishonest acts or statements that violate other rules in this Code may result in consequences under those other rules. Dishonesty may also be considered as an aggravating factor in connection with other forms of misconduct.

Rule I-5: Trespassing

Students shall not be on the campus of any school except the one to which the student is assigned without the knowledge and consent of the officials of that school. Students who remain at school after the close of the school day or come onto school grounds when school is not in session without permission will be considered trespassers. If the student does not leave when instructed to do so, he/ she may be prosecuted.

A student under suspension from school is trespassing if he/she appears on the property of any school or at any school sponsored activity during the suspension period without the express permission of the principal. Students who trespass on school property to engage in other forms of misconduct (e.g., fighting/physical aggression or theft) may be subject to consequences under other applicable rules in this Code, and the act of trespassing may be considered an aggravating factor.

Rule I-6: School/Class Attendance

Students will attend school each school day except in the case of excused absences. Students will be on time to school and on time to class, will refrain from entering unauthorized areas, and will remain at school and in the designated locations for the duration of each school day unless excused.

Rule I-7: Inappropriate Interpersonal Behavior/Sexual Behavior

Students shall not engage in inappropriate public displays of affection or other behavior, whether consensual or non-consensual, which is lewd, indecent or of a sexual nature.

Rule I-8: Use of Tobacco, Vaporizers and Nicotine Products

Students shall not use or possess any tobacco product at any time in any building, facility, or vehicle owned, leased, rented or chartered by Moore County Schools, on any school grounds and property - including athletic fields and parking lots - owned leased, rented or chartered by Moore County Schools, or at any school-sponsored or school-related event on-campus or off-campus or at any other time when students are subject to the authority of school personnel (see also Board Policy 4032/3032/6610/8555- Smoking and Tobacco Products). For purposes of this policy, the term "tobacco product" means any product that contains, is made or derived from, or reasonably resembles tobacco or nicotine and is intended for human consumption. This includes, but is not limited to, "herbal" cigarettes, vaporizers and other substances or devices used for inhalation of smoke or vapor, whether or not they contain tobacco or nicotine.

Rule I-9: Electronic Devices

Use of certain wireless communication devices during instructional time is permitted only in strict accordance with the Bring Your Own Device (BYOD) policy found in section 3253.12/4253.12/5451.12 of the Board of Education's Acceptable Use of Technology and Electronic Media Policy 3253/4253/5451. Except as expressly permitted under the BYOD section of the Acceptable Use of Technology and Electronic Media policy, no student shall use, during instructional time, display, transmit or have in the "on" position any wireless communication device or personal entertainment device, including but not necessarily limited to, cell phones, tablets, smart watches and other wearable devices, electronic games, or any laser pointer or similar devices. The principal has discretion to permit students to use technology as an instructional tool or resource, as needed. The school system assumes no responsibility for personal technology devices brought to school.

In the event of multiple violations of this policy, the principal may prohibit the student from possessing the device on school premises. The student may leave their device in their personal vehicle during the school day. This rule does not apply to use of electronic devices in personal vehicles when such use occurs outside of the school day.

Rule I-10: Bus Behavior

Students, at all times while riding a school bus or other school-owned or operated vehicle, or while waiting at designated bus stops must obey the rules of this Code and shall observe the directives of the driver and/or vehicle safety monitor. The following conduct is specifically prohibited and may result in revocation of school system provided transportation privileges:

- delaying the bus schedule,
- refusing to obey the driver's instructions,
- tampering with or willfully damaging the school vehicle,
- getting off at an unauthorized stop,
- distracting the driver's attention by participating in disruptive behavior while the vehicle is in operation,
- throwing objects on or from the bus,
- failing to observe and obey safety regulations,
- willfully trespassing on a school-owned or operated vehicle, or
- violating any other Code of Conduct rule while on the school bus.

If a violation of this rule also violates other Code rules, the student may be subject to consequences under the other applicable rules in this Code as well.

Rule I-11: Appropriate Language

Cursing or use of vulgar, profane or obscene language, oral or written, is prohibited. If such language is directed at a school employee, volunteer, visitor or other student(s), such conduct should be treated under Rule I-13.

Rule I-12: Gambling

Students shall not engage in any unauthorized form of games of chance or gambling in which money and/or objects of value may be won or lost.

Rule I-13: Respect

Respect is expected between students and staff. Students will refrain from words (written or spoken) and/or gestures that demean, degrade, antagonize or humiliate a school employee, volunteer, visitor or other student(s). Examples may include ridiculing, cursing at or aggressively or angrily shouting at an employee, volunteer, visitor or other student(s).

LEVEL II

Rule II-1: Threats/False Threats

No student shall make any threat through written or spoken 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 jokingly, which causes or is reasonably likely to cause fear or a disruption to school activities.

Rule II-2: Harassment and Bullying

Students shall not engage in harassment/bullying as defined in Policy 3037/4037/6640/8337.

For purposes of this policy, the following definitions apply:

Harassment and Bullying

The Board prohibits all forms of unlawful harassment and bullying. For purposes of this policy, bullying or harassment is any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication that:

- a) 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
- b) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits or by adversely altering the conditions of the school environment.

"Hostile environment" means that the victim subjectively views the conduct as harassment or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is harassment or bullying. A hostile environment may be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe.

Rule II-3: Sexual Harassment

Students shall not engage in sexual harassment as defined in Policy 3037/4037/6640/8337.

Rule II-4: Hazing

Students shall not engage in hazing or aid or abet any other student in the commission of this offense. Hazing means subjecting another student to injury, harassment or humiliation as part of an initiation, or as a prerequisite to membership in any school group, including any society, athletic team, or other similar group.

Rule II-5: Unjustified Activation or Tampering with a Fire Alarm or Other Alarm System

No student shall set off, attempt to set off, or aid and abet anyone in giving a false fire alarm. No student shall interfere with or damage any part of a fire alarm, fire detection, smoke detection, fire extinguishing system, or emergency escape system.

Rule II-6: Fighting and Physical Aggression or Provocation

Students shall not engage in fighting or physical aggression toward others, including but not limited to:

A. Hitting, choking, slapping, shoving, scratching, spitting, biting, blocking the passage of, or throwing objects at another person in an aggressive or confrontational manner; or

B. Taking any action or making comments or writing messages that might reasonably be expected to result in a fight or physical aggression.

Students may use force in self-defense only to the extent necessary to get free from the attacker and notify a teacher or administrator. A student who exceeds reasonable force may be disciplined even if he or she did not instigate the fight. Students who instigate fights will be subject to the same consequences under this policy as those who directly engage in fighting.

For elementary students, the age of the child may be considered a mitigating circumstance depending on the nature and severity of the physical aggression.

Rule II-7: Extortion

Students shall not extort through verbal, written or physical threats, coercion, or intimidation anything of value from any other student or school employee.

Students shall not obtain or attempt to obtain money, property, or other items of value or compel another person to take action or refrain from action against that person's will by means of force or verbal or written intimidation, or threat.

Rule II-8: Theft

Students shall not steal or attempt to steal or knowingly be in possession of stolen property.

Rule II-9: Destruction of School or Personal Property

Students shall not intentionally damage, deface or attempt to damage or deface any school property or the personal property of another.

Rule II-10: Aiding and Abetting

No student shall aid or abet another student in violating any Level II, III or IV rule in the Student Code of Conduct. To aid or abet means to help, assist or facilitate the violation of any rule.

Rule II-11: Inappropriate Illustrations, Images, or Other Materials

The possession of illustrations, audio or video recordings, written materials, graphics, or other print or digital documents, media, or files which significantly disrupt the educational process or which are profane, pornographic, or obscene is prohibited.

Rule II-12: Hacking and Unauthorized Computer Access/Technology Misuse

Students will comply with all state and federal laws and regulations governing access to computers, computer networks, stored data, passwords, and other technology systems and resources and will refrain from all forms of computer or network "hacking," whether criminal or not. Any willful or knowing effort to obtain unauthorized access; to steal; to maliciously alter, modify, or destroy; to introduce viruses; or otherwise to cause harm to any such computer, computer network, stored data, or other technology resource is a violation of this rule.

Rule II-13: Substantially Disruptive or Dangerous Behavior

Students will not make oral or written statements or intentionally engage in conduct that, despite efforts by staff to intervene or redirect the behavior, (1) substantially disrupts the educational environment or (2) threatens the health, safety, or welfare of staff or students. Statements or conduct that "substantially disrupt" the educational environment may include, for example, intentionally blocking entrances or exits or obstructing the flow of traffic within or outside of the school building, intentionally interfering with or interrupting school activities such that teaching and learning are compromised, or engaging in loud or boisterous conduct that significantly distracts others from peaceable and orderly school activities.

Words or conduct that would otherwise be a Level I violation (e.g., failure to comply with directives or unacceptable language) may also constitute a violation of this Level II rule if they (1) persist directly following attempts by staff to intervene or redirect the behavior and substantially disrupt teaching, learning, or the orderly conduct of school activities or (2) inherently threaten the health, safety, or welfare of staff or students. Examples include, but are not limited to, continuing to shout or use profanity directly after intervention or redirection, continuing to engage in disruptive rough-housing or horseplay directly after intervention or redirection or in a manner that is reasonably likely to cause injury, or throwing objects directly after intervention or redirection or in a manner that is reasonably likely to cause injury.

Rule II-14: Report Firearm, Destructive Device, Weapon, or Dangerous Instrument

Any student who has reason to believe that another student possesses or intends to bring a "firearm" or "destructive device," as defined in Rule IV-1, or a

“weapon” or “dangerous instrument/substance”, as defined in Rule III-5, onto any school campus or to any school activity shall report this information to school or law enforcement authorities immediately.

Rule II-15: Search and Seizure

Students may not refuse to allow and may not seek to impede any search or seizure of their person or belongings that is authorized under the Board’s “Student Searches” policy.

Rule II-16: Repeated/Willful Violations of Level I Rules

A student may be subject to out-of-school suspension of up to two (2) days under this Rule for repeated, willful violations of any Level I rules, but only if (1) the school has documented at least three prior violations of the same Level I rule within the same academic semester; (2) appropriate non-disciplinary interventions have been attempted and documented with each of those last three violations; and (3) school administrators have contacted the student and parent to warn them of the possibility of out-of-school suspension before the final incident that leads to the suspension.

LEVEL III

Rule III-1: Assault on a Student

No student shall physically assault or attempt to cause serious physical injury to another student. For the purposes of this policy, serious physical injury shall refer to any significant or aggravated bodily injury, including but not limited to broken bone(s), loss or chipping of teeth, loss or impairment of vision, loss of consciousness, internal injuries, scarring or other disfigurement, significant bleeding, lacerations resulting in sutures, significant bruising, severe or prolonged pain, any injury requiring hospitalization for any period of time, and/or any injury resulting in medical treatment beyond simple first aid procedures.

Rule III-2: Assault on School Personnel or Other Adult

No student shall physically assault or attempt to cause physical injury to any school employee or other adult.

Note: If a teacher is assaulted or injured by a student and as a result the student is reassigned to alternative education services, long-term suspended, or expelled, the student shall not be returned to that teacher's classroom unless the teacher consents.

Rule III-3: Assault Involving Weapon/Dangerous Instrument/Substances

No student shall assault another using a weapon, dangerous instrument, or dangerous substances.

Note: Refer to Level IV: Rule IV-1 for violations involving Firearms/Destructive Devices.

Rule III-4: Bomb Threats/Threats of Mass Violence

A. Bomb Threats

No student shall make or participate in making a bomb threat. A bomb threat is defined as a report made by any means of communication to any person or group of persons, knowing the report is false, that there is located on educational property or at a school-sponsored curricular or extracurricular activity off educational property any device designed to destroy or damage property by explosion, blasting, or burning. A person is guilty of making a bomb threat who, with intent to perpetrate a hoax, conceals, places, or displays any device, machine, instrument or artifact on educational property or at a school-sponsored curricular or extracurricular activity off educational property, so as to cause any person reasonably to believe the same to be a bomb or other device capable of causing injury to persons or property.

B. Threats of Mass Violence

No student shall make a report that he or she knows or should know is false, that any device, substance or material designed to cause harmful or life threatening illness or injury to another person, is located on school property or at the site of a school activity.

No student shall, with intent to perpetrate a hoax, conceal, place, disseminate or display on school property or at the site of a school activity any device, machine, instrument, artifact, letter, package, material, or substance, so as to cause a reasonable person to believe the same to be a substance or material capable of causing harmful or life-threatening illness or injury to another person.

No student shall threaten to commit an act of mass violence on school property or at the site of a school activity when the threat is intended to cause, or actually causes, a significant disruption to the instructional day or a school-sponsored activity.

No student shall make a report that he or she knows is false, that an act of mass violence on school property or at the site of a school-sponsored activity is imminent, when that report is intended to cause, or actually causes, a significant disruption to the instructional day or a school-sponsored activity.

For purposes of this rule, "mass violence" is physical injury that a reasonable person would conclude could lead to permanent injury (including mental or

emotional health) or death to two or more people.

No student shall aid, abet, and/or conspire to commit any of the acts described in this section.

Rule III-5: Possession of a Weapon, or Dangerous Instrument/Substance

No student shall possess, handle, or transmit any weapon, facsimile of a weapon, dangerous instrument/substance or other object that can reasonably be considered or used as a weapon or dangerous instrument/substance. This does not apply to any student who finds a weapon or dangerous instrument/substance on school property or receives it from another person on school property and who immediately reports the weapon or dangerous instrument/substance to school or law enforcement authorities.

For the purpose of the Student Code of Conduct, the following definitions apply.

- A. **Weapon:** Any firearm, BB gun, stun gun, mace/pepper spray, air rifle, air pistol, ammunition, power loads, fireworks, knife, slingshot, leaded cane, blackjack, metallic knuckles, razors, razor blades, box cutter and any sharp-pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction, and maintenance.
- B. **Dangerous instrument/substance:** Any object or substance that is possessed, handled, transmitted, or used for the purpose of causing or attempting to cause physical injury.
- C. **Facsimile of a Weapon:** Any copy of a weapon that could reasonably be perceived to be a real weapon.

Note: Refer to Level IV: Rule IV-1 for violations involving Firearms/Destructive Devices.

Rule III-6: Narcotics, Alcoholic Beverages, Controlled Substances, Chemicals, and Drug Paraphernalia

No student shall possess, use, distribute, sell, possess with intent to distribute or sell, or conspire or attempt to distribute or sell, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or illegal cannabis product, anabolic steroid, other controlled substance, any alcoholic or other intoxicating beverage, drug paraphernalia, counterfeit substance, any unauthorized prescription drug, or any other chemicals or products with the intention of bringing about a state of exhilaration, euphoria, or otherwise altering a student's mood or behavior.

The proper use of a drug authorized by valid medical prescription from a legally authorized health care provider shall not be considered a violation of this rule

when the drug is taken by the person for whom the drug was prescribed. Legally prescribed medications that need to be taken during school hours MUST be handled in accordance with Policy 3260/4260, Administering Medicines to Students.

For the purpose of the Student Code of Conduct the following definitions apply:

1. **Possession:** Having the prohibited substance on the student's person or in another place where the student, either alone or jointly with others, has control over it. Control may include, but is not limited to, possession of a prohibited substance in an automobile, locker, book-bag, or desk.
2. **Use:** The consumption, injection, inhalation, ingestion or absorption of a prohibited substance into a student's body by any means.
3. **Under the influence:** Having used a prohibited substance such that it continues to influence a student's mood, behavior, or learning to any degree.
4. **Sell:** The exchange of a prohibited substance for money, property, or any other benefit or item of value.
5. **Distribute:** To transmit a prohibited substance to one or more other students, with or without compensation. For purposes of this definition, a student has not "distributed" a prohibited substance (but may be guilty of "possession" or "use") if the student's sole involvement is to share or pass a prohibited substance with other students in the course of using it, so long as the student was not the one who brought the prohibited substance onto school property or otherwise made it available to other students.
6. **Possess with intent to distribute/sell:** Intent to distribute or sell may be determined from the amount of the prohibited substance found, the manner in which it was packaged, the presence of packaging materials such as scales, baggies or other containers, or from statements or actions of the student that demonstrate an intent to distribute or sell.
7. **Counterfeit Substance:** Any substance that is described or presented with the intention of deceiving another into believing that it is a substance prohibited under this policy.
8. **Unauthorized Prescription Drug:** Any prescription drug or medication that is used or possessed by someone other than the person for whom the prescription was written.
9. **Authorized Prescription Drug:** Any drug authorized by valid medical prescription from a legally authorized health care provider.

10. Drug Paraphernalia: Objects that are used or intended to be used for ingesting, injecting, inhaling, or otherwise introducing a substance prohibited by this rule into the body, including but not limited to pipes, vaporizers, rolling papers, and syringes. Relevant evidence may be considered in determining whether an object is drug paraphernalia.

Rule III-7: Violations of North Carolina Criminal Statutes

Students shall not violate any criminal statute or local ordinance or commit any act which could result in criminal prosecution or juvenile proceedings not covered elsewhere in these rules.

Rule III-8: Gang and Gang Related Activities

The Board of Education believes that gangs and gang-related activities pose a serious safety threat to students and staff members and can significantly disrupt the educational environment. Even actions that are not innately dangerous, such as displaying hand signs, wearing items of particular colors, and speaking with special jargon can substantially increase the risks of criminal activity and physical injury when those signs and signals are used to support, signal, promote, or encourage gang activity or affiliation. Students who feel pressured to participate in or condone gang activities are urged to seek help from teachers, administrators, parents, and law enforcement officers.

No student shall participate in any gang-related activities. For purposes of this policy, a "gang" is any ongoing organization, association, or group of three (3) 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. "Gang-related activities" are any activities engaged in by a student on behalf of an identified gang to perpetuate the existence of an identified gang, to affect the common purpose and design of an identified gang or to represent gang affiliation, loyalty or solidarity.

Conduct prohibited by this policy includes the following:

- Wearing, possessing, using distributing, displaying or selling any clothing, jewelry, emblems, badges, symbols, signs, visible tattoos and body markings, or other items, with the intent to convey or promote membership or affiliation in any gang,
- Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.), with the intent to convey or promote membership or affiliation in any gang,
- Tagging or otherwise defacing school or personal property with symbols or slogans intended to convey or promote membership or affiliation in any gang,

- Requiring payment or protection, money or insurance, or otherwise intimidating or threatening any person in connection with gang-related activity,
- Inciting other students to intimidate or to act with physical violence upon any other person on connection with gang-related activity,
- Soliciting others for gang membership, and
- Committing or conspiring to commit an illegal act in connection with gang-related activity.

When a first infraction involves only the wearing of gang-related attire, the student shall receive a warning and be allowed to immediately change or remove the attire as an alternative to disciplinary action.

The Superintendent or Superintendent's designee shall regularly consult with law enforcement officials to identify examples of gang-related items, symbols and behaviors and shall provide each principal with this information. Parents and students shall be notified that such information is maintained in the principal's office, that it is subject to change, and that the principal's office may be consulted for updates. In providing this information for parents and students, the school system acknowledges that not all potential gang indicators connote actual membership in a gang.

LEVEL IV

Rule IV-1: Possession of a Firearm/Destructive Device

As required by state law, any student in grades K-12 shall be recommended for suspension for 365 calendar days for bringing a "firearm" or "destructive device" onto school property or to a school-sponsored event off school property, or for possessing a "firearm" or "destructive device" on school property or at a school-sponsored event off school property. School property includes any property owned, used, or leased by the Board, including school buses, other vehicles, and school bus stops. Principals are required to refer to the law enforcement system any student who brings a firearm or weapon to school.

Students shall not possess or conceal or transport any firearm, or destructive device that could cause or that is intended to cause bodily injury or other harm to another.

For the purpose of the Student Code of Conduct, the following definitions apply.

Firearm: Any gun, rifle, shotgun, pistol, firearm silencer, or part thereof. This includes 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 destructive device defined by G.S. 14-269.2(b) and (g).

Destructive device: Any powerful explosive, including dynamite, nitroglycerin, trinitrotoluene, blasting cap, incendiary or poison gas bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or device similar to any of the devices described in this definition.

Any student who has knowledge that another student possesses or intends to bring a firearm or destructive device on any school campus or to any school activity shall report this information to school or law enforcement authorities immediately. Failure to do so may result in discipline under Rule II-14.

Any student who possesses a firearm or destructive device on school property or at a school-sponsored curricular or extracurricular activity off campus shall be suspended for 365 calendar days, unless modified by the Superintendent or Board of Education.

The 365-day suspension does not apply to any student who finds the firearm on school property or receives it from another person on school property and who delivers the weapon, immediately, to school or law enforcement authorities.

Any student age 14 or older who possesses, handles or transmits a firearm or destructive device on school property may be expelled.

LEVEL V

Level V is the most serious level in this Code. While there are no separate Level V rules, the violation of one or more Level II, III, or IV rules in this Code becomes subject to Level V sanctions – meaning that a student may be permanently expelled from the Moore County Public School System – if all of the following criteria are met: (1) the student is fourteen (14) years old or older; (2) both the principal and the superintendent/designee recommend expulsion; and (3) the Board determines, by clear and convincing evidence, that the student's continued presence in school constitutes a clear threat to the safety of other students or school staff.

Additionally, any student who is registered as a sex offender under Article 27A of Chapter 14 of the North Carolina General Statutes may be expelled in accordance with these procedures. If such a student is offered alternative education services on school property, the student must be under the supervision of school personnel at all times. Expulsion is a consequence of last resort. Principals are urged to consult with appropriate district level staff before recommending a student for permanent expulsion.

Legal Reference: G.S. 115C-390.1, 390.2, G.S. 90-89, -90, -14-269.2

Adopted: November 29, 1990

Revised: September 23, 1991; Revised: November 9, 1993; January 31, 1994; February 27, 1995; May 20, 1996; June 12, 1998; March 22, 1999; August 6, 1999; July 17, 2000; July 23, 2001; June 24, 2002; August 26, 2002; February 28, 2005; Revised: April 25, 2005; May 23, 2005; May 22, 2006; June 11, 2007; April 14, 2008; June 8, 2009; January 7, 2010; July 18, 2011; January 16, 2018; November 5, 2018; July 13, 2020

Seclusion and Restraint

6500 Employee Use of Reasonable Force and Seclusion and Restraint

The Moore County Board of Education recognizes that the most effective discipline is preventive and not punitive in nature. However, there are times when corrective actions become necessary. Such actions should be reasonable and intended to improve behavior.

School personnel may use reasonable force to control behavior or to remove a person from the scene when necessary:

- To quell a disturbance threatening injury to others;
- To obtain possession of weapons or other dangerous objects on the person or within the control of a student;
- For self-defense;
- For the protection of persons or property;
- To restrain or correct students and maintain order;
- To maintain order on school property, in the classroom, or at a school-related activity on or off school property; or
- Corporal punishment shall not be used in the Moore County Schools.

The Board prohibits the use of seclusion and restraint by school personnel except as implemented consistent with G.S. 115C-391.1. The Superintendent will create regulations that describe the legal requirements for the use of seclusion and restraint within the schools. The Superintendent will ensure that copies of G.S. 115C-391.1, the law codifying the permissible use of seclusion and restraint in schools, and any Board policies or administrative regulations created to implement the law are provided to school personnel and parents/guardians at the beginning of each school year. Legal Reference: G.S. 115C-47, -288, -307, -390, -391, -391.1, -390.3, -397.1.

6600 Search and Seizure

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student, student lockers or student automobiles under the circumstances outlined below, and may seize any illegal, unauthorized, or contraband materials discovered in the search. A student's failure to permit searches and seizures as provided in the policy will be considered grounds for disciplinary action.

- **Personal Searches:** A student's person and /or personal effects (purse, book bag, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of

illegal or unauthorized materials or when the student voluntarily consents to the search.

- **Locker Searches:** Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers. Periodic general inspections of lockers may be conducted by school authorities for any reason at any time without notice, without consent, and without a search warrant or when a student voluntarily consents to the search.
- **Automobile Searches:** Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on school property. The interiors of student vehicles may be inspected whenever a school authority has reasonable suspicion to believe that illegal or unauthorized materials are contained inside. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.
- **Seizure of Illegal Materials:** If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to proper legal authorities for ultimate disposition.

For more detailed information on Search and Seizure refer to MCS Policy 6600.

Parental Rights Related to Student Surveys

A complete copy of Policy 6830 – Surveys and Interviews with Students, may be found under “Policies” on the “Board of Education” page of the Moore County Schools website at www.ncmcs.org.

Sexual Harassment Complaint Procedure for Students

A complete copy of Policy 6630/3035/4035/8335 – Sexual Harassment Complaint Procedure for Students, may be found under “Policies” on the “Board of Education” page of the Moore County Schools website at www.ncmcs.org.

Harassment/Bullying

A complete copy of Policy 6640/3037/4037/8337 – Harassment/Bullying Complaint Procedure for Students, may be found under “Policies” on the “Board of Education” page of the Moore County Schools website at www.ncmcs.org.

6515 Due Process

North Carolina law requires teachers to maintain good order and discipline in schools. The law further gives principals the power and duty to discipline students and to assign duties to teachers with regard to discipline and general well-being of students. Suspension from school is a serious measure. Principals should use appropriate resources to find alternative solutions to student misconduct.

Summary Suspension

If the principal witnesses or is made aware of serious student misconduct

and believes that immediate removal of the student is necessary to restore order or to protect school property or persons on the school grounds, he/she may suspend the student immediately, i.e., summary suspension. In such cases, the principal is not required to conduct a full investigation before suspending the student. In all cases, minimal due process must be given to the student as soon as is reasonably possible, usually the following school day.

When a summary suspension is used, the principal is not to send the student from the campus without adequate transportation; the student should be removed immediately by parents, sheriff or any other way that protects the student, the school and its participants.

Short-Term Suspensions

- A short-term suspension is a removal from school for a period of 10 school days or less.
- The principal may invoke a short-term suspension only after investigating the misconduct, confronting the student with the charges and the basis for those charges, and allowing the student to respond in his/her own defense and/or to offer mitigating circumstances. After a principal decides to invoke short-term suspension, procedures defined by the Superintendent shall be followed.
- The principal shall notify the student and parent of any short-term suspension, including the reason for the suspension and a description of the alleged conduct upon which the suspension is based. The notice shall be given by the end of the workday on which the suspension was imposed when reasonably possible but in no event more than two (2) days after the suspension was imposed. The notice shall be given by certified mail, telephone, facsimile, e-mail or any other method reasonably designed to achieve actual notice.
- If English is the second language of the parent, the notice shall be provided in the parent's primary language, when the appropriate foreign language resources are readily available, and in English, and both versions shall be in plain language and easily understandable.
- The principal shall notify the student and parent that, during a short-term suspension, a student shall be provided the following
 - a. The opportunity to take textbooks home for the duration of the suspension.
 - b. The opportunity to obtain homework assignments for the duration of the suspension.
 - c. The opportunity to take any quarterly, semester or grading period examinations missed during the suspension period.
- A student is not entitled to appeal the principal's decision to impose a short-term suspension to the Superintendent or the Board of Education.

Suspensions Exceeding 10 Days

- A long-term suspension is a suspension for a period of time in excess of 10 school days. If the offense leading to the long-term suspension occurs before the final quarter of the school year, the suspension may not be longer than the remainder of the school year. If the offense occurs during the final quarter of the school year, the suspension may continue through the first semester of the following school year.
- A 365-day suspension is a suspension for 365 calendar days.
- An expulsion is an indefinite removal from the school enrollment for disciplinary purposes.

If the principal, following an investigation, determines that long-term suspension, 365-day suspension or expulsion is appropriate, he/she shall invoke a short-term suspension of 10 school days, following the procedures above, and inform the student, parent and Superintendent of the recommendation for long-term suspension/expulsion according to the notice procedures contained in 6515-R.

Initial Review by Superintendent or Designee to Consider Alternative Education in Lieu of Suspension

Students who receive long-term suspensions shall be offered access to the district's alternative education program unless the Superintendent identifies a significant or important reason for denying such access. Depending on the circumstances, significant or important reasons for denying alternative education may include, but are not limited to, the following:

- The student exhibited violent misbehavior;
- The student threatened staff or other students;
- The student substantially disrupted the learning process; or
- The student otherwise engaged in serious misconduct.

When alternative education is not offered to a student suspended long-term, the Superintendent shall provide written notice to the student's parent of the reasons for the decision. The Superintendent's alternative education determination may be appealed to the Board under policy 6515-R.

Involvement of Law Enforcement

If, in questioning a student suspected of misconduct, the principal determines that the questioning should be carried out by a law enforcement officer, the principal shall make a reasonable attempt to notify the parents (except in cases of suspected child abuse, neglect by the parent, or when the safety or welfare of students or staff is at risk) to give them an opportunity to be present during questioning. Any student over age 14 must be advised of his/her rights but the presence of the student's parents, guardians, or attorney may be waived by the student. If the student is under the age of 14, he/she may only be interrogated by law enforcement in the presence of a parent or guardian or with parental consent. Law enforcement shall advise the student of his/her rights as set forth in statute.

Process for Long-Term Suspension, 365 Day Suspension, or Expulsion Appeal

The Superintendent shall develop procedures, consistent with state and federal law, for the appeal of a long-term suspension, 365-day suspension or expulsion, and a copy of these procedures shall be provided to a student/parent at the time the student is recommended for long-term suspension/365-day suspension/expulsion. The procedures shall include, but not be limited to the following:

1. Suspension appeal hearing opportunity: A student shall be given an opportunity for a hearing before an impartial hearing panel prior to the imposition of a long-term suspension/365-day suspension or the recommendation of expulsion. The impartial hearing panel shall serve as the Superintendent's designee in approving long-term suspensions and in recommending expulsions. Neither the Board nor the Superintendent shall appoint any individual to serve on a hearing panel who is under the direct supervision of the principal recommending suspension.
 - a. If the student/parent does not make a timely request for a hearing, the hearing panel shall review the principal's recommendation and supporting documentation and may
 - i. uphold the suspension, if it is consistent with Board policy,
 - ii. impose another appropriate and authorized penalty, or
 - iii. decline to impose any penalty.
 - b. If the student/parent requests a delay in the hearing or requests a hearing after the deadline, the student is not entitled to return to school pending the hearing.
 - c. If neither the student nor parent appears for the hearing after being given reasonable notice, the parent and student are deemed to have waived the right to a hearing and the hearing panel shall proceed with a review and decision.
 - d. The hearing panel will make findings regarding guilt or innocence and make a decision regarding the length of the suspension or recommend expulsion, as appropriate.
 - e. The hearing panel shall issue a written decision that shall contain the following:
 - i. the basis for the decision, including a reference to any policy violated,
 - ii. notice of what information will be included in the student's official record pursuant to G.S. 115C-402, and notice of the student's right to appeal the decision to the Board of Education and the procedure for the appeal.

2. Board Appeal: A student may appeal the hearing panel's decision to the Board of Education.
3. In an appeal to the Board, the hearing panel's factual findings shall be accepted unless they are not supported by substantial evidence in the record.
4. If, at any level of investigation or appeal, the student is determined not guilty of the misconduct in question, the student's absences will be considered excused. Regardless of guilt or innocence, the student shall have the right to make up missed work for credit.

If the hearing panel approves the recommendation for long-term suspension and the student/ parent does not request an appeal and/or accepts the offer of an alternative educational program within (4) school days of receiving notice, the Superintendent's designee shall send written notification that the suspension decision is final.

Expulsion

The Board, upon the recommendation of the principal and Superintendent, may expel a student 14 years of age or older whose behavior indicates the student's continued presence in school constitutes a clear threat to the safety of other students or employees. Additionally, any student who is a registered sex offender under G.S. 14-208 may be expelled. The Board of Education's decision to expel a student under this policy shall be based on clear and convincing evidence. Prior to ordering the expulsion of a student pursuant to this subsection, the local Board of Education shall consider whether there is an alternative program offered by the school system that may provide educational services for the student who is subject to expulsion.

A student who is recommended for expulsion shall be entitled to an appeal following the provisions above. In the event a student is expelled, the student shall be given notice of the right to petition for readmission as provided by state law. Legal Reference: G.S. 115C-47, -288, -307, -390.1, -390.2, 390.5, 390.6, 390.7, 390.8, 390.9, 390.10, 390.11, 390.12

6515-R DUE PROCESS

- A. When a student is suspended, the principal shall attempt to reach the parents by telephone to inform them of the school's action and, if necessary, to request that they come to the school or make arrangements for the student to leave.
- B. The principal may invoke a short-term suspension only after investigating the misconduct, confronting the student with the charges and the basis for those charges and allowing the student to respond in his/her own defense and/or to offer mitigating circumstances. When a principal decides to suspend a student, the principal shall:
 1. Make every effort notify parents regarding the suspension

and/or hold a conference with the parents before the student returns to school.

2. Send a timely written notice to the parents adequately stating the charge against the student and containing facts sufficiently particular to describe the nature of the offense.
3. Provide the notice by the end of the workday on which the suspension was imposed when reasonably possible but in no event more than two (2) days after the suspension was imposed. The notice shall be given by certified mail, facsimile, e-mail or any other method reasonably designed to achieve actual notice.
4. Keep on file all documents and relevant information received about the misconduct for possible review with the parent.

If a student's short-term suspensions accumulate to more than 10 days in a semester, the principal shall utilize the mechanisms identified in the local Safe School Plan for assessing and addressing the needs of disruptive and disorderly students and students who are at risk of academic failure.

Note 1: When English is the second language of the parent/guardian, it is advised that a translator (staff member or family advocate) be available during conferences.

Note 2: If English is the second language of the parent/guardian, the notice shall be provided in the parent's primary language, when the appropriate foreign language resources are readily available and in English.

C. Long-term Suspension or Expulsion Procedures (Suspension for More than 10 Days)

When a recommendation for long-term suspension or expulsion is made, the principal must provide written notice to the parents of the recommendation for long-term suspension, and of their appeal rights under this policy by certified mail, facsimile, e-mail or any other written method reasonably designed to achieve actual notice. The notice shall be provided to the parents by the end of the workday during which the recommendation for long-term is made when reasonably possible, and in no event later than the end of the following workday. The written notice shall contain the following:

1. A description of the incident leading to the recommendation for suspension and any mitigating or aggravating factors;
2. The rule(s) violated;
3. A copy of the Due Process policy;
4. Notice that the parent has a right to review the student's educational records prior to an appeal hearing;
5. A statement of what information will be in the student's official record.
6. Notice that the parent is permitted to retain an attorney or non-attorney advocate to represent the student if there is an appeal hearing.

7. A statement regarding the procedures for expungement under G.S. 115C-402.

From Board Policy 6300 – Student Records: The superintendent or designee may expunge a notice of expulsion or long-term suspension from the student's record if all of the following criteria are met: (1) the student graduates from high school or is not suspended or expelled during a two-year period following the student's return to school after the suspension or expulsion; (2) the superintendent or designee determines that maintenance of the record is no longer required to maintain safe and orderly schools; and (3) the superintendent or designee determines that the maintenance of the record is no longer needed to adequately serve the student. The superintendent or designee shall expunge a notice of expulsion or long-term suspension from the student's record if all of the above criteria are met and a parent, eligible student, student who is married, or student who is at least 16 years old requests expungement.

D. Suspension Appeal Hearing

If a suspension appeal hearing is desired, the student or parent must notify the principal in writing within four (4) school days following receipt of the notice of suspension. If a hearing is requested, the principal will notify the Superintendent's designee to schedule the hearing. Upon receipt of the suspension appeal hearing request, the Superintendent's designee will schedule the suspension appeal hearing.

At the suspension appeal hearing, the student has the following rights:

1. To be represented at the hearing by an attorney or a non-attorney advocate. The student will be allowed only one (1) attorney or non-attorney advocate at the hearing. The Superintendent's designee must be notified no later than three (3) school days prior to the hearing if an attorney will be present for the appeal. When the student is represented by an attorney, the principal will also be represented by an attorney.
2. To be present at the hearing accompanied by his/her parents.
3. To review before the hearing, along with the parent and the student's attorney or non-attorney advocate, any audio or video recordings of the incident and, consistent with federal and state student records laws and regulations, the information supporting the suspension that may be presented as evidence at the hearing, including statements made by witnesses related to the charges. School officials shall not be required to release names or other information that could reveal the identity of a witness when this could pose a safety risk for the witness.
4. To question, along with the parent or the student's attorney or non-attorney advocate, witnesses during the

hearing.

5. To present evidence on his/her own behalf, which may include written statements or oral testimony, relating to the incident leading to the suspension. If the student intends to call another student as a witness, the student witness must have written permission from his/her parent to appear during the hearing. The parent must make arrangements for the student's witnesses to attend the hearing.
6. To have a record made of the hearing.
7. To make his/her own audio recording of the hearing.
8. To a written decision, based on substantial evidence presented at the hearing, either upholding, modifying or rejecting the principal's recommendation of suspension and containing at least the following information:
 - a. The basis for the decision, including a reference to any policy or rule that the student is determined to have violated.
 - b. Notice of what information will be included in the student's official record pursuant to G.S. 115C-402.
 - c. The student's right to appeal the decision and notice of the procedures for such appeal.

The hearing will be informal in nature and conducted by an impartial hearing panel.

Formal rules of evidence for court proceedings do not apply. The hearing panel may consider any relevant evidence that is of a kind commonly relied on by reasonably prudent persons in the conduct of serious matters. Each side will be given up to one (1) hour to present its case. The hearing panel may allow additional presentation time in extenuating circumstances. An official recording will be made of the proceedings.

The hearing procedures shall consist of a presentation by the principal or his/her designees, witnesses, and other evidence used to determine if the offense was committed by the student as charged. The student may then offer witnesses and other evidence in his/ her own behalf. If the purpose of the hearing is to challenge the severity of the penalty invoked by the principal, both sides of this issue will be presented in the above order.

After the hearing, the hearing panel shall determine the relevant facts and credibility of witnesses based on the evidence presented at the hearing. The panel will decide if the recommendation of the principal is to be upheld, modified or dismissed.

E. Alternative Education

Students who are recommended for long-term suspensions shall be offered access to the district's alternative education program unless the

Superintendent/designee identifies a significant or important reason for denying such access. Depending on the circumstances, significant or important reasons for denying alternative education may include, but are not limited to, the following;

1. The student exhibited violent behavior;
2. The student threatened staff or other students;
3. The student substantially disrupted the learning process;
4. The student otherwise engaged in serious misconduct that makes the provision of alternative educational services not feasible;
5. Educationally appropriate alternative education services are not available due to limited resources; or
6. The student failed to comply with reasonable conditions for admittance into an alternative educational program.

The student and parent may appeal the suspension, appeal a decision to deny an alternative educational program and/or accept any alternative educational program offered. Written notification of the initial review decision shall be mailed to the parent. The student or parent must notify the Superintendent/designee in writing within four (4) school days following receipt of the notice.

F. Board Level Appeal

If the student/parent is not satisfied with the results of the suspension appeal hearing, the student or parent must notify the Superintendent in writing within five (5) school days following receipt of the hearing panel's decision. If there are no further appeals, the long- term suspension will stand.

The Board shall review the matter within 10 school days of the notice to the extent practicable and shall render a decision no more than 30 calendar days following receipt of the appeal request. The decision of the Board shall be final. Written notification of the Board's decision shall be sent to the student or parent/guardian and principal within five (5) school days of the Board's final decision.

G. Suspension of Students with Disabilities

1. Recurring short-term suspensions may constitute a change in placement for a student with a disability.
 - a. When a suspension may cause a cumulative suspension exceeding 10 days during the school year, the school will determine if the series of removals constitutes a pattern. It is recommended a team consisting of a school administrator and exceptional children teacher shall convene to determine if a "change of placement" has resulted from the series of short- term suspensions.
 - b. If the team determines that the series of short-term suspensions does not constitute a change of placement, the team decides how to continue services to the student during the suspension.
 - c. If the team determines that the series of short-term suspensions establishes a change of placement, an

Individualized Educational Program Team (IEP Team) must convene and conduct a Manifestation Determination Review. If there is no manifestation, the student may be suspended and the IEP Team determines the services to be provided during the suspension. If there is manifestation, the student may not be suspended.

2. The IEP Team shall review pending recommendations for long-term suspensions of students with disabilities within 10 school days of the suspension to determine if the misconduct is a manifestation of the disability.
 - a. Should no manifestation be determined, the parent may appeal the suspension in accordance with this policy or appeal the IEP Team's decision by filing a petition for an impartial due process hearing with an administrative law judge as outlined within the North Carolina Department of Public Instruction *Procedural Safeguards: Handbook on Parents' Rights*.
 - b. If a manifestation is determined, the student shall not be suspended and will return to school. The school may take steps to reevaluate the student's IEP. A parent may grieve the short-term suspension in accordance with Board Policy 6902.

6902 Student Grievances

A student, parent, or guardian may initiate the grievance procedure to appeal any final decision of school personnel within the school system, except as provided in section 6902.1 below. Students and their parents are encouraged to discuss their concerns informally with the person(s) involved before invoking formal grievance procedures.

Grievances that involve an alleged violation of Board policy or state or federal law or regulation by a final administrative decision may be appealed to the Board of Education. All other grievances may be appealed to the Superintendent/Designee, but are only appealable to the Board in its discretion as outlined in 6902.5 below.

Application of Policy

This policy does not apply in the case of long-term suspensions and expulsions, where Policies 6516 and 6517 apply or in the case of alleged sexual harassment by employees, where Policy 3035/4035/8335 applies.

Step I – Principal Conference

A student, parent, or guardian wishing to invoke the grievance procedure shall make a written request for a conference with the principal to discuss the grievance and seek resolution. The request shall detail the basis for the grievance, name any policy, rule or law believed to have been violated, and specify the relief being sought. The following additional guidelines shall be observed in Step I.

No grievance shall be heard unless it has been filed in writing within

thirty (30) calendar days after the act or condition giving rise to the grievance.

The principal shall grant the conference within five (5) school days following receipt of the request. The principal shall state in writing his/her position on the question to the student or parent within five (5) school days following the conference.

Only the parent, guardian, or someone acting in loco parentis shall be permitted to join or represent the student in the conference with the principal.

Step II – Appeal to the Superintendent

If the grievance is not resolved at Step I, the student, parent, or guardian may appeal the principal's decision in writing to the Superintendent. The appeal must be made within five (5) school days following receipt of the principal's written response in Step I. The Superintendent or his/her designee shall review the grievance within five (5) school days following receipt of the appeal. If the Superintendent or his/her designee determines that additional time is needed to investigate the grievance, the Superintendent or his/her designee may take fifteen (15) additional school days (or longer if by mutual agreement) to complete the investigation. A written response shall be made to the student, parent, guardian, and principal from the Superintendent or his/her designee within ten (10) school days following the completion of the review.

Step III – Appeal to the Board of Education

If the grievance is not resolved at Step II, and it involves an alleged violation of state or local Board policy or state or federal law or state rule by a final administrative decision, it may be appealed in writing to the Board of Education. This written appeal must be made within ten (10) school days following the written response from the Superintendent at Step II. A panel appointed by the Chair and composed of not fewer than two Board members shall hear such grievances in closed session. The hearing shall be limited to the written record and oral presentations by the grievant and administration, unless the Board determines that additional information is necessary. The Board panel may affirm, reverse, or modify the decision of the Superintendent. In reaching its decision, the Board panel shall determine whether there has been a material violation of Board policy or state or federal law or regulation. The Board panel shall offer a final written decision within thirty (30) days.

Discretionary Appeals

A grievant who is not entitled to appeal to the Board may seek discretionary review by submitting a written appeal to the Superintendent's office within ten (10) school days following the written response from the Superintendent at Step II. The Board Chair and Vice-Chair shall review the request and notify the grievant within ten (10) school days from receipt of the request whether the Board will grant a hearing. If the Chair and Vice-Chair do not agree on whether to grant the request, a Board hearing will be allowed. The procedures outlined in section 6902.4 will be followed in any hearing granted under this section.

Policy Dissemination

The Superintendent shall disseminate Policy 6902 to students at the beginning of each school year. The policy shall also be on file in the principals' offices and the office of the Coordinators of Title IX and the Individuals with Disabilities Education Act.

Failure to Comply with Timelines

If the school system fails to comply with the time periods or other procedures outlined in this policy, the grievant may advance the grievance to the next level. If the grievant fails to comply with the time periods or other procedures outlined in this policy, the grievant waives any further rights of appeal and the grievance will be considered resolved.

Withdrawal of Grievance

The grievance may be voluntarily withdrawn at any level. Once a grievance is withdrawn it cannot be re-opened. If at any time during the grievance process the school system grants the grievant the relief requested, the grievance shall be terminated at that time.

Legal Reference: G.S. 115C-45, -47; Title IX of the Education Amendments of 1972, as amended; 20 U.S.C. §§ 1400 et seq.

Parent Notifications

- Grading Practices that will be followed at your child's school and the means for computing the grade point averages that will be used in determining rank may be obtained from your child's school.
- The curriculum offered in Moore County Schools follows the North Carolina Standard Course of Study (NCSCOS). A copy of the NCSCOS can be found at [http:// www.ncpublicschools.org/curriculum](http://www.ncpublicschools.org/curriculum).
- For performance standards of the Moore County Board of Education and school system, please refer to the "Report Cards" link on the "Parent and Students Resources" page of the Moore County Schools website (www.ncmcs.org).
- For aggregate information including such information as student achievement, graduation rates, performance of the school district and teacher qualifications, please refer to the "Report Cards" link on the "Parent and Students Resources" page of the Moore County Schools website (www.ncmcs.org).
- For the results of the yearly progress of each school, please refer to the "Report Cards" link on the "Parent and Students Resources" page of the Moore County Schools website (www.ncmcs.org).
- Parents of students in Title I schools may request information concerning the professional qualifications of their child's teacher(s) including degrees held, certifications held, and whether the teacher is certified in the area he/she is teaching.
- A letter is sent home annually regarding the availability of supplemental services for eligible students in accordance with 34 C.F.R. 200.37 if a Title I school is identified for improvement and fails to make adequate yearly progress by the end of the first full year after being so identified.
- Information regarding sports and extracurricular activities available for

students is available through your child's school office.

- Support services for students, including guidance and health services, are provided by the school. Contact your child's school office for further information.
- Information about cervical cancer, cervical dysplasia, human papillomavirus, meningococcal meningitis and influenza is available on the MCS website (see the "Health Information" link on the "Student and Parent Resources" page), from your child's school office, your child's school nurse and the Moore County Health Department.
- In accordance with General Statute (G.S.) 7B-500, a parent may lawfully abandon a newborn baby with a responsible person. A responsible person may include a health care provider, a law enforcement officer, a social services worker, a certified emergency medical service worker or any responsible adult. For more information, consult your school nurse.
- In the event of an emergency during after school hours, principals can be contacted through email (address located on MCS website).
- Each school has a written parental plan. For more information, please contact your child's school.
- Each school has a schedule of pesticide use on school property. For more information, contact your child's school.
- Information about and an application form for free and reduced price meals may be obtained from your child's school.
- Information regarding procedural safeguards for parents of children with disabilities may be obtained from your child's school.
- Information on asbestos management may be found on the school district's website by going to the "Departments" page, then to "Planning and Construction" and clicking on the "Asbestos Annual Notification" link.
- Information regarding notifications associated with pesticides and herbicides can be found on the Moore County Schools maintenance website under the Integrated Pest Management link.
- For more information regarding the rights of homeless students see Policy 6023 –Homeless Students, on MCS website at www.ncmcs.org.
- MCS provides equal access to its facilities, programs and activities to the Boy Scouts/Girl Scouts and other designated youth groups.
- Parents who wish for their child's picture not to be published in any type of media must submit their request in writing to their school principal.
- For information related to student health and wellness refer to MCS Policy 6050 Student Wellness. This policy along with the district's triennial assessment of the student wellness policy can be found on the Student Support Services webpage of the district website.
- A complete copy of Policy 6830 Surveys and Interviews with Students may be found under "Policies" on the "Board of Education" page of the Moore County Schools website at www.ncmcs.org.
- Moore County Schools conducts annual suicide prevention training for students and staff in secondary schools. Our program is called

Signs of Suicide and will be conducted during the first semester. In elementary schools, the Student Risk Screening Scale, is used as a universal behavior screening tool. It identifies levels of risk for students in internalizing and externalizing behaviors with high validity so that early intervention can be implemented. The screening involves teacher observations, and does not include asking students any questions. Each of these efforts are part of a universal system of support required under the School Mental Health law and are supported by research to improve the safety and mental health of students in school. Both of these initiatives are considered opt-out for parents. To opt-out, parents need to submit an opt-out request in writing/email to their school principal.

- MCS Board of Education policies are subject to change. For the most up to date Board policies please visit <https://boardpolicyonline.com/?b=moore>

Parental Rights Related to Student Records

6300.3 Who May Inspect and Review Student Records

A parent or an eligible student shall be allowed to inspect and review the student's records upon proper request. Access shall be allowed only for the requested records. If information within a student's record includes information on any other student, the parent or eligible student shall have the right to inspect and review only the part of the record that pertains to their student or to be informed of the specific information related to their student.

Once a student becomes an eligible student, the rights of the parent under this policy terminate and all such rights transfer to the student with one exception: the parents of an eligible student, who is classified as a dependent of the parent for income tax purposes, may review their child's records without his/her student's consent.

Note: A complete copy of Policy 6300 – Student Records, may be found under "Policies" on the "Board of Education" page of the Moore County Schools website at www.ncmcs.org.

Family Educational Rights and Privacy Act (FERPA)

Notification of Rights under FERPA

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 Moore County Schools receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The school official 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 Moore County Schools to amend their child's or their education record should write 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, school security, and school resource officers); a Board of Education member; or person or company with whom the school system has contracted to perform a specific task that it would otherwise use its own employees to complete 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 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, Moore County Schools discloses education records without consent to officials of another school or school district 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.

Moore County Schools will also release "directory information" about individual students upon request as explained in [Board Policy 6300](#) unless the parent has opted out of the disclosure of directory information by providing written notice to the school principal or superintendent's designee no later than thirty (30) days after the beginning of the school year. Any such opt-out must be renewed annually and/or when the child changes schools.

As required by law, Moore County Schools will also release the names, addresses, and telephone numbers of secondary students, upon request, to military recruiters or military institutions of higher learning, whether or not such information is designated directory information by the school system. Students or their parents may, opt out of such disclosures by sending written notice to the school principal or superintendent's designee no later than thirty (30) days after the beginning of the school

year. Any such opt-out must be renewed annually and/or when the child changes schools.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Moore 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

For more important information about confidential student records, including the disclosures that Moore County Schools may make without consent, please see [Board Policy 6300](#), which is available online via <https://boardpolicyonline.com/?b=moore> or in paper copies at the school system's central administrative offices at 5527 U.S. Highway 1 in Carthage, North Carolina.

Notice of Coordinators of Title IX and Section 504 Compliance.

MOORE COUNTY SCHOOLS IS COMMITTED TO EQUAL OPPORTUNITY IN EDUCATION AND EMPLOYMENT AND DOES NOT DISCRIMINATE ON THE BASIS OF SEX, RACE, RELI- GION, ETHNIC ORIGIN, OR HANDICAPPING CONDITION.

Handicapped Section 504 Coordinator: MCS Director for Student Support Services, P.O. Box 1180, Carthage, NC 28327. Phone: (910) 947-2976. Title IX of the Education Amendments of 1972 prohibits sex discrimination in all aspects of all educational programs. In the Moore County Schools the Executive Officer for Human Resources has been designated as coordinator of the Title IX compliance activities. If you have a concern relating to sex discrimination in educational programming you may use the Student/Parent Grievance Procedure described above or contact: Anita Alpenfels, Title IX Coordinator, and P.O. Box 1180, Carthage, NC 28327. Phone: (910) 947-2976.

Digital Learning Student Handbook

Moore County Schools is committed to providing digital learning opportunities to ensure all of our students are college and career ready. Our digital learning focus is to foster opportunities for students to use their devices to collaborate, create, and demonstrate learning mastery always grounded in the foundation of our curriculum standards. Our digital learning initiative can only work in collaboration with parents/guardians and students. This section contains the policies, guidelines, requirements, and other information parents/guardians and students must understand to fully participate in the many technology opportunities we offer.

If your child is in a traditional school in grades 3-12 or in Connect! Virtual Academy grades K-12, they will be issued a device to be used at school and at home. Students in grades K-2 may be issued a device for home use should MCS implement remote learning for these grades levels. Students without Internet access at home may also be issued a cellular hotspot device to allow access to Digital Learning resources.

Students and parents/guardians should be aware that a number of Board policies apply to the use of technology in Moore County Schools while using the network and/or district-issued technology devices. Please review the Acceptable Use of Technology and Electronic Resources Policy (5451) and accompanying Regulation (5451-R), the Student Code of Conduct (6401), and other potentially applicable Board policies in the Board policy manual. The entire policy manual may be accessed online at <http://ncmcs.org/BOE> under the section titled "School Board Policies."

Moore County Schools provides an Internet filter that works on devices both at school and at home; however, no technical solution can be 100% effective. Actively monitor your child's online activity at home, just as teachers monitor the use of technology in the classroom. Please consult these useful links for keeping you and your child safe online:

- <https://www.common sense media.org/>
- <https://beinternetawesome.withgoogle.com/>
- <http://www.google.com/goodtoknow/>

For more information about digital learning in Moore County Schools, please refer to our district website: <http://www.ncmcs.org/DigitalLearning>.

Please review all of the following sections.

- Student and Parent/Guardian Device Agreement
- Proper Device Care Guidelines
- Use of Web Tools, Email, and Publication of Digital Work

Student and Parent/Guardian Device Agreement

General Terms and Conditions of Use

By signing the signature page at the end of this booklet, the student and the

student's parent/guardian acknowledge they will comply with the following terms and conditions which will govern the student's possession and use of a technology device ("the Device"), including a cellular hotspot (if provided), issued to the student by Moore County Schools ("MCS"), at all times while the Device is in their possession or under their control:

- The student's possession and use of the Device is a privilege, not a right. The Device is and will remain at all times the property of MCS. The student and the student's parent/guardian acknowledge that they have no right or entitlement to possession or use of the Device and that neither this document, nor any conversation, correspondence or understanding between themselves and any representative of MCS, gives them any ownership or contractual rights of any kind whatsoever in the Device.
- Participation in the take-home program is voluntary. If the student or student's parent/ guardian do not wish to be issued a Device for home use the student will use an MCS-issued device only at school and the parent/guardian will be responsible for providing the use of a personal device at home.
- The Device is intended only for approved educational uses. The student's use of the Device will be governed by the rules, policies, and guidelines described in this document, as well as any additional rules, regulations, and restrictions that may be imposed from time to time by MCS, at all times and in all locations, both on and off campus and both during and outside of instructional time.
- MCS may recall the Device, or place additional restrictions on the student's use or possession of the Device, at any time and for any reason, with or without prior notice. If instructed to do so for any reason by any MCS teacher or administrator, the student or the student's parent/guardian will immediately surrender the Device to that teacher or administrator.
- The student will not share or loan the Device with any other person unless expressly authorized to do so by an MCS teacher or administrator.
- The student's possession and use of the Device will comply at all times, both on and off campus, with all applicable state and federal laws and regulations, as well as all applicable policies and procedures of MCS.
- Under no circumstance will the student use the Device or permit the Device be used in furtherance of any crime; fraud; threat; defamation; plagiarism; copyright, patent, or trademark infringement; illegal downloading; theft of intellectual property; gambling; accessing, viewing, or transmission of pornographic or violent images or content; illegal or unauthorized accessing or use of data; bullying or harassment (including cyber-bullying); malicious Internet activities (including "hacking" of other computers or websites); advertising or commercial activities; abusive or insulting communications; or any unlawful activity of any kind.
- It is the responsibility of the student and the student's parent/guardian to inform themselves as to any Board policies, available on the school system's website, that might apply to the student's use or possession of the Device and to comply with those policies at all times including Board

Policy 5451 (Acceptable Use of Technology and Electronic Media) and Policy 6401 (Student Code of Conduct).

- Under no circumstances will the student use the Device, or permit the Device to be used to access any networks, websites, or online resources including instant messaging ("IM"), chat rooms, or non-school social networking websites unless access has been specifically approved by MCS.
- Any attempt to circumvent content filtering, such as using anonymous proxies, is a violation of policy.
- The student's parents/guardians are solely responsible for ensuring that the student's use of the Device to access the Internet while off campus will be safe and responsible and in compliance with all applicable laws, policies, rules, and regulations. The student and student's parent/guardian will hold MCS and its employees faultless for any harm that may come to the student or any other person as a result of the student's off-campus Internet activities.
- Should the student inadvertently gain access through the Device to any confidential information about other MCS students, including but not limited to course work or grade information, or MCS staff members, the student will immediately report the incident to school administration and will not share the information with any other person.
- MCS reserves the right to change the terms or conditions of the student's possession or use of the Device, or to impose new restrictions on use or possession of the Device at any time.
- Any violation of the terms or conditions set forth or referenced in this document may result in the possession or use of the Device being restricted, suspended, or terminated, with or without prior notice, at the sole discretion of MCS.

Parent/Guardian Permission and Annual Fee

- An orientation session will be made available upon request for parents/guardians to review our policies and procedures.
- All students in grades 6-12 will be assessed an annual technology fee for access to digital tools, such as online subscriptions for curricular content, as well as for additional staffing for technical and instructional support and other enhancements to the MCS network.
- The annual fee, and other fees described in this document, will be waived only for demonstrated economic hardship in accordance with MCS Policy 6805 (Student Fees).

Issuance and Return of Device

- Students issued a device may be reassigned a previous device, issued a new device, or issued a or a reconditioned device.
- Devices may be collected on or before the last day of each school year. The student's privilege to use the Device terminates on the last day of the school year, unless terminated earlier by MCS.
- All devices may be inspected for proper function and/or damages at any time. Applicable fees may be charged in accordance with noted damages.
- Given the time required for technology staff to inspect, maintain, and

upgrade Devices over the summer, penalties will be assessed for the late return of the Device at the end of the school year.

- If the student fails to return a requested Device by the last day of the school year, or upon termination by MCS, the student and the student's parent/guardian may incur late fees not to exceed \$5 per day for the first 30 days, and \$10 per day for the next 30 days, until the Device is returned.
- If the Device is not returned within 60 days, the student and the student's parent/ guardian will be assessed the full replacement cost for the Device, which may necessitate MCS instituting legal actions against the student and/or the student's parent/guardian.
- Devices not returned will be remotely disabled when they are not returned by their due date.

Care, Maintenance and Inspections

- The student and the student's parent/guardian will comply with all the specifications in the Proper Device Care Guidelines as well as any additional rules or guidelines regarding care and maintenance of the Device, supplied by MCS as needed. Proper care of Moore County Schools' devices should be observed at home as well as at school.
- Under no circumstances will the student install or permit to be installed on the Device any hardware, software, drivers, or other programs or devices without the advance written approval of the Director of Technology or designee. Further, the student will not delete, uninstall, or attempt to circumvent any hardware, software, drivers, filters, or other programs installed on the Device by MCS.
- The Device may be inspected at any time by MCS officials, with or without prior notice, either in person or remotely via the Internet or network connections, for purposes of maintenance and/or to monitor the student's use of the Device, including any email communications and Internet activities, to determine whether the student is complying with the terms and conditions set forth in this document.
- The student and parent/guardian acknowledge that they have no reasonable expectation of privacy to any data or information of any kind contained on the Device.
The student and the student's parent/guardian further acknowledge that if any such inspection reveals evidence that the student has violated the Student Code of Conduct or any criminal law, such evidence may be used in support of a disciplinary action against the student and/or shared with law enforcement.

Loss or Damage

- The student is responsible for ensuring that the Device is kept safe and secure at all times while it is in the student's possession or under the student's control.
- Under no circumstances will the student leave the Device unattended, either on or off campus, unless it is safely secured in the student's school locker or at the student's home.
- If the Device is lost or damaged, the student will immediately report the problem to a MCS teacher or administrator.
- MCS will investigate all incidents of Devices reported as lost and may

refer any such incidents to law enforcement.

Theft

- If the Device has been stolen, the student and the student's parent/guardian will immediately file a report with law enforcement.
- Incidents of theft occurring off campus must be reported to the police. Incidents occurring on school grounds should be reported to the designated school police officer.
- As soon as possible after reporting the Device stolen, the student or parent/guardian will provide a copy of the police report to the school principal.
- MCS Devices can be easily identified, disabled and traced. Any theft, conspiracy to steal, or unauthorized sale of or conspiracy to sell a MCS-owned Device will be vigorously prosecuted to the fullest extent of the law.
- Filing a false police report is punishable by law. The district will work with local law enforcement to report all model, asset, and serial numbers of stolen or lost Devices to local pawn shops and area law enforcement agencies.

Repair and Replacement Costs

- In recognition of the advantages that come from being issued a Device and the considerable expense to MCS in funding the Device program, the student and student's parent/guardian acknowledge that they must bear some risk for the possibility that the Device may be damaged, lost, or stolen.
- Determination of accidental, negligent, or deliberate damage will be made by local school administration.
- Accidental damage of the Device may result in a \$20 fine per incident in order to cover the administrative and labor costs of device repair.
- Loss of Device, Charger, and/or Protective Bag will result in charges for the full replacement cost of the lost items.
- Malicious damage (as determined by school administration) of the Device, Charger, and/or Protective Bag will result in charges for the full replacement cost of the damaged items.
- For purposes of this document, the replacement cost will be the actual cost to MCS at the time of replacement of a new Device in Moore County, North Carolina, at retail price.
- For purposes of this document, the repair cost is the actual cost to MCS to have the Device fully repaired by a qualified repair technician of MCS' choosing to the condition the Device was in when it was originally issued to the student.
- MCS reserves the right to decline to issue a replacement Device if it determines, in its sole discretion, that the risk of loss or damage to the replacement Device is unacceptable. The decision not to issue a replacement Device shall not excuse the student and his parent/guardian from any fees associated with the loss, theft, or damage of any previously-issued MCS Devices, given that those fees are intended to help offset the actual cost to MCS of repair or replacement of MCS property.
- Students may be barred from participating in extracurricular activities for

failure to pay fees, including any technology fees. Seniors may also be barred from participating in graduation ceremonies until all fees are paid in full.

Proper Device Care Guidelines

These guidelines are intended to help ensure the proper care and use of MCS-issued Devices. This document does not list all applicable rules and may be changed from time to time. In addition to following these guidelines, students are expected to use common sense and good judgment to protect their Device both on and off campus. Failure to follow these guidelines or other applicable rules may result in disciplinary action and/or financial responsibility for loss or damage.

General Guidelines

- As Moore County Schools is providing you with a device, you are expected to use this as your primary technology device throughout the school day. Personal devices are discouraged and in some cases will not be permitted on the MCS network. Students should not use a tablet or their own laptops in place of the Chromebook they are issued.
- Although the Device is owned by Moore County Schools, it is your responsibility to treat with great care the Device you are issued.
- Report concerns with your Device or online issues to a teacher or the school's Media Specialist. When necessary, plan to visit the media center before school, during break or lunch, or after school.
- If you have been issued a protective bag to reduce the risk of damage, keep your Device in the protective bag you have been issued by MCS when the Device is not in use.
- Do not use your Device for any illegal purpose or in violation of any MCS policy or procedure. Be aware that all Internet use and email are monitored.
- Do not use your Device to make, receive, or transmit any words, images, files, or other materials that are inappropriate in a public school setting.
- Do not loan your Device or its accessories to any other person.
- Do not share passwords or attempt to discover others' passwords.
- Do not download or install any programs, files, or games from the Internet or other sources onto your Device. All programs and files must be installed only at the specific direction of MCS or through the MCS-managed Application Portals.
- Do not delete, uninstall, or attempt to circumvent any hardware, software, drivers, filters, or other programs or devices installed on the Device by MCS.
- Do not tamper with computer hardware or software, attempt to override or bypass Internet filters, change network profiles or configurations, or "hack" or otherwise obtain unauthorized access to any network, computer, file, or program.
- Do not attempt any repair or maintenance service yourself. All repairs and maintenance must be done through an authorized Moore County Schools representative.

General Device Care

- Do not “decorate” your Device in any manner (e.g. stickers, markers, or paint) or otherwise scratch or in any way deface any surface of the Device.
- Do not damage or remove any factory or MCS marking or labeling on your device.
- Do not open the Device housing, as doing so may void the warranty.
- Do not eat or drink while using the Device, as liquids and other debris can damage electronic equipment.
- Do not use or leave your Device near any water source, such as a sink, bathtub, or pool.
- Do not allow pets near your Device.
- Do not use your Device around activities or in areas where it might be knocked over or damaged.
- Do not leave the Device on the floor, near table or desk edges, or in sitting areas such as couches or chairs.
- Do not leave your Device in direct sun or in temperatures of 80 degrees Fahrenheit or above or in any location that falls below 32 degrees Fahrenheit.
- Do not leave your Device unattended in a public space or in a vehicle.
- Do not check your Device as luggage at an airport or in connection with other forms of transportation.

Carrying the Device

- Always close the lid before moving your Device, which sends the Device into standby.
- For prolonged periods of inactivity, shut down the Device completely before closing the lid. This will help to conserve the battery.

Taking Care of the Screen

- Take particular caution with the screen, which is very susceptible to damage from excessive pressure. Avoid grasping the Device by the screen with any force.
- Do not stack books or other objects on your Device since pressure can crack the screen.
- You may clean the screen as you would a camera lens or a good pair of glasses (i.e., use anti-static cloths or lens cleaners designed specifically for camera lenses and glasses). Do not use glass cleaners, sprays, soaps, or anything else to clean your screen.

Maintaining Your Battery

- You are expected to come to school with a fully charged battery. Each night when you go to sleep, so does your Device. Plug it in for a good night's rest.
- When charging, protect the device by using a surge protector whenever possible.
- Only use the charger that was supplied with your device. Using an incorrect charger could lead to a fire hazard.

Daily Logistics

- During the school day, the Device should be in your immediate vicinity or in your locker.
- You remain responsible for the security of your Device during after-school activities. Keep it with you or locked in a classroom or other secure location.
- Take your Device home every night unless you have permission to leave your Device in a secure location at school.
- We all need to be conscientious of our surroundings. If you see an “unattended” Device, be a good citizen and take it to the main office.
- Your school may adjust these logistics based on Remote Learning needs. Follow the guidelines provided by your school administration for daily logistics.

Use of Web Tools, Email, and Publication of Digital Work

Web Tools in Moore County Schools

The tools that students need to use in their daily digital work are increasingly moving to the web, often referred to as “the cloud.” These tools include methods for our students to create instructionally meaningful products such as multimedia posters, informational videos, interactive presentations, 3D Models, and dynamic music. Other tools allow students to collaborate with peers and teachers in real-time, reflect on their work, and publish instructional videos. Online web tools are used strictly for educational purposes and are selected and vetted as useful instructional tools by MCS staff.

Your acceptance of a MCS device authorizes your student to register for these web tools using their MCS Google Suite for Education account. As the parent/ guardian, you have the full ability and responsibility to log into your student's account at any time to monitor activity of the web tools being utilized or to review work being completed by your student. It should be noted that *no personally identifiable information* is associated with your student's Google Suite for Education account. Your acceptance of a MCS device authorizes your student to utilize all G Suite core and additional services that MCS has provided for students.

Use of Google Suite for Education Email Account

All students in Moore County Schools are provided a Google Apps for Education account. This account has no personally identifiable information about our students and is housed within a domain controlled by MCS. Accompanying this account is a functional email address. In MCS, this email address exists strictly for educational purposes to include emailing teachers for assistance and signing up for web tools.

As the parent/guardian, you have the full ability to log into this email account at any time to monitor activity. All email activity is also monitored by MCS staff with filters in place that allow for the “flagging” of inappropriate words or phrases sent via email. Inappropriate use of email will result in disciplinary

action against the student.

Your acceptance of a MCS device authorizes student(s) to utilize their Google Suite for Education email address to communicate in the following ways:

- K-5 students: Email is turned on, but restricted to only allow email directly between students and teachers.
- 6-8 students: Email is turned on but restricted to Moore County Schools and known educational domains only.
- 9-12 students: Email is turned on within Moore County Schools, as well as outside of our domain, for educational purposes only.

Parents can visit myaccount.google.com while signed in to their child's G Suite for Education account to view and manage the personal information and settings of the account.

Full details of the Google Workspace for Education Terms of Service are available at the following link
https://workspace.google.com/terms/education_terms.html

Publication of Work

We believe that the opportunity for our students to publish digital work will help give them a significant edge in their pursuits beyond high school.

Many of the web tools available for instructional use contain the ability to publish student work to the web for others to see and experience. Keeping in mind that student safety is our number one priority, these guidelines will be in effect for all published work within MCS:

- All content must relate to the Moore County Schools mission and not conflict with any district rules, policies, or regulations.
- Any student work published must adhere to copyright and fair use laws.
- Students must keep their Google Suite for Education username and password confidential.
- Upon graduation or leaving Moore County Schools, students are responsible for downloading or transferring any digital work they wish to take with them.
- Student information included in published work will be limited to:
 - first names and last initials
 - pictures and videos of students that do not include personally identifiable information (such as last names, addresses, and phone numbers)

PARENTS SHOULD VISIT THE POWERSCHOOL PARENT PORTAL AND ELECTRONICALLY SIGN INDICATING THE FOLLOWING:

- My child and I have read/discussed and agree to comply with all rules and procedures set forth in the Moore County Schools Handbook, including the Student Code of Conduct, Digital Learning, and all Parent Notifications.

- As the parent/guardian, I give authorization for my student to participate in the MCS Device Program and request for my student to be issued a Device and to be allowed to remove it from campus under the terms and conditions described in the ***Student and Parent/Guardian Device Agreement*** section of this handbook.
- My child has read and will comply with the guidelines and procedures outlined in the ***Proper Device Care Guidelines*** section of this handbook. Further, I have read and understand the section titled ***Use of Web Tools, Email, and Publication of Digital Work***.
- I authorize my child to utilize their MCS Google Suite for Education account to register for instructional web tools, email both within and outside of our MCS domain (only as allowed based on grade level), and publish digital work to the Internet.
- I understand that I may revoke this consent in writing and that, absent such written revocation, this consent will expire a full calendar year from the date I sign.

***Parents without computer/internet access may visit their school office.**

**Moore County Schools Student and Parent/Guardian Yearly
Signature Page**

PLEASE PRINT ALL INFORMATION

Student's Full Name:

Parent/Guardian Full Name:

Parent/Guardian Email:

Home Address:

Home Phone: _____ **Work Phone:**

Mobile: _____



My Child and I have read/discussed and agree to comply with all rules and procedures set forth in the Moore County Schools Handbook, including the Student Code of Conduct, Digital Learning, and all Parent Notifications.

I, the parent/guardian named above, furthermore give authorization for my student to participation the MCS Device Program and request for my student to be issued a Device and to be allowed to remove it from campus under the terms and conditions described in the ***Student and Parent/Guardian Device Agreement*** section of this booklet. My student has read and will comply with the guidelines and procedures outlined in the ***Proper Device Care Guidelines*** section of this booklet. Further, I have read and understand the section titled ***Use of Web Tools, Email, and Publication of Digital Work***. I hereby authorize my child to utilize their MCS Google Apps for Education account to register for instructional web tools, email both within and outside of our MCS domain, and publish digital work to the Internet. I understand that I may revoke this consent in writing and that, absent such written revocation, this consent will expire a full calendar year from the date I sign.



We, the student and the parent/guardian named above, have carefully read, understand, and accept the preceding terms and conditions which will govern the student's possession and use of

a Device issued to the student by Moore County Schools. We certify that we will comply with these terms at all times while the Device is in the possession or under the control of the student.

Sign and Return this Sheet to the School within the first 10 days of school.

Student Signature:

Date:

Parent/Guardian Signature:

Date:

School Year: _____