**Mission Statement**

The Lexington City Schools will meet the educational needs of all students through its programs, services, and facilities within a safe environment. We will provide resources to stimulate intellectual curiosity, promote achievement, and develop personal growth. We will prepare students to function as lifelong learners in an ever-changing society. We will encourage the involvement of all educators, families, and community members in the on-going process of school improvement.

**Beliefs**

- Everyone can learn.
- The responsibility of education belongs to everyone.
- Our responsibility is to find and use the most effective method for challenging each student to learn.
- Everyone deserves equal opportunities and access.
- Everyone has something positive to contribute.
- Everyone deserves an environment that is conducive to learning.
- A caring environment nurtures growth and enhances self-esteem.
- Everyone deserves a clean, safe, and orderly place to learn.
- Effective educators are continuous learners.
- Learning is a lifelong process.
- Effort and positive attitude promote success.
Welcome to the Lexington City Schools family. This manual is provided to help our employees understand the policies and procedures associated with the work in our district. Clear communication and an understanding of our procedures are vital if we are to provide the best education possible for our students.

If you are an employee and have a question about an item in this handbook which pertains to you, please ask your immediate supervisor. If you still have a concern or question about an item, please reach out to our HR director for further clarification.

Thank you for being a part of an instructional team with a commitment to excellence.

Anitra Wells
Superintendent
Equal Employment Opportunity – The Lexington City Schools does not discriminate in the recruitment, employment, and promotion of individuals on the basis of race, religion, gender, national origin, age or disability.
Introduction

This procedures manual is designed as a resource to enhance the communication among the educators of our school system.

Select personnel issues are addressed. This manual is not intended to replace Section 3 of the Lexington City Schools Board of Education Policy Manual.

As stated in Policy 3.2, “All personnel are responsible for knowing and complying with all policies contained in (the) Lexington City Schools Policy Manual.” Copies of this manual are located in each school and on our website.

All educators also have a responsibility to make themselves familiar with, and abide by, the laws of the state as these affect their work, the policies of the board, and the regulations designed to implement them.

The principals, our HR Director, and the Superintendent are available should any educator have questions related to a personnel issue.

Board of Education

Chairman:
Darrick Horton (Ward 1)

Vice Chairman:
John Burke (Ward 4)

Katherine Hinkle (Ward 2)
Brent Wall (Ward 3)
Debra Verdell (At-Large)
Margaret Loda (At-Large)
Angela McDuffie (Ward 5)

Regular board meetings are held on the first Tuesday of each month at 6:30 p.m. at the Administration Building at 1010 Fair Street. The public is welcome to attend.

Any persons desiring to appear before the Board and make a statement will complete the Appearance By Citizens form prior to the meeting in compliance with Policy 1.6.1.

School Directory

Pickett Elementary School 1-5
200 Biesecker Road
Gina Spencer, Principal
Opie Stinson, A.P.
School Phone: 242-1546

South Lexington School PK-K
1000 Cotton Grove Road
Sharolyn Harry, Principal
Kenya Shear-Jones, A. P.
School Phone: 242-1544

Southwest Elementary School 1-5
434 Central Avenue
Kim Britt, Principal
Shannon Watkins, A.P.
School Phone - 242-1548

Charles England Elementary School 1-5
111 Cornelia Street
Beth Callicutt, Principal
Gary Elms, A.P.
School Phone: 242-1552

Lexington Middle School 6-8
100 West Hemstead Street
Abu Zaeem, Principal
Andre Mumford, A.P.
Sylvester Hairston, A.P.
Cathy Misenhiemer, Jacket Academy
School Phone: 242-1567

Lexington High School 9-12
26 Penry Street
Monique Curry, Principal
Jihan Harvey, A.P.
Holly Hinson A.P.
Anthony Pass, A.P.
School Phone: 242-1574

LCS Procedures Manual 4
LCS Employment Procedures

All applications and transfer requests will be received by the Lexington City Schools Human Resources Office and will be screened by the superintendent or designee.

► If after advertising, it is decided an insufficient number of applications have been received, the vacancy may be re-advertised.

► If after re-advertising, a sufficient number of applications are received, then the qualifications and references of those applicants will be reviewed. Acceptable, qualified persons will be interviewed for employment as described below.

► When qualified persons cannot be identified, reduced qualifications may be approved by the superintendent or designee.

In response to the announced vacancy, all applications and transfer requests already on file that are appropriate to the vacancy and all new applications received as a result of the announcement will be reviewed by the immediate supervisor for the vacant position and/or the superintendent and/or designee.

If an employee would like to transfer to another location in the system in the same type of job or in a different entry-level job, he/she must fill out a Request for Transfer Form, which is available from the Human Resources Office.

A minimum of three applicants will be interviewed for each vacant position. If, after advertising, three applicants are not available, the position will be filled from available applicants or the vacancy may be re-advertised.

The person with the immediate responsibility for the vacant position will make one recommendation to the superintendent. For example, a teacher applicant will be recommended to the superintendent.

The applicant recommended by the immediate supervisor for the vacant position will be interviewed by the superintendent and/or the designee. If the person recommended by the immediate supervisor is not concurred with by the superintendent and/or the designee, subsequent recommendations as required will be submitted by the immediate supervisor until concurrence is obtained.
If the superintendent and/or designee agree with the recommendation, the superintendent will recommend the person to the Lexington City Board of Education for employment. Members of the Board of Education will receive an employment data sheet on the person being recommended.

The applicant who is recommended for employment is subject to a drug test and criminal records check. Final employment is contingent upon a clean criminal records check and a negative drug test.

All interview rating sheets, reference forms, and documentation of telephone conversations will be placed in the pre-employment data file. Applicant's pre-employment files shall not be available to prospective employees or to the persons employed (GS 115C-325).

The immediate supervisor for the vacant position and/or the superintendent and/or the designee shall make every effort to obtain three written references on the persons who are determined through screening to meet the qualifications. The immediate supervisor for the vacant position, e.g., the principal for a teacher vacancy, will obtain a minimum of two verbal recommendations. These verbal recommendations may be in person or by telephone documentation of written and verbal references by use of the Reference Form.

Notification

When the Board of Education has approved an applicant for a particular position, the superintendent or designee will send a letter to the candidates who were interviewed to inform them of the Board’s decision.

System Meetings

Administrative Staff Meetings: are on the 15th of each month in the board room of the central office starting at 9 a.m. If the 15th falls on the weekend, the meeting will be held the week before.
Work Schedule

Teachers are required to work a minimum of 7 ½ hours per day. Principals develop a work schedule which best meets the needs of each school. The principal has the authority to require teachers to arrive earlier or depart later than the published schedule, depending on the needs and activities of the school.

Teacher assistants and secretaries are required to work an eight-hour day. The beginning and ending hours are determined by each individual principal.

If the assistant or secretary stays in the building and is subject to being called if needed during lunch, then lunchtime is included as a part of the workday.

If their lunchtime is unencumbered, or if they leave the building, then this time is not included in their workday.

School hours for students are:

- Pickett: 7:40-2:40
- South Lexington: 8:00-3:00
- Southwest: 7:40-2:40
- Charles England: 7:40-2:40
- Lexington Middle: 8:20-3:30
- Lexington High: 8:20-3:30

If school is dismissed early because of snow or ice, staff members may leave after the building is clear of students or at the principal’s discretion. (Also see Annual Leave on page 11 and the Non-Instructional Days on page 15.)

Announcements on whether to close or delay the opening of school due to ice or snow will be made by 6 a.m. of the school day in question, unless the ice or snow begins in the early morning. In this case, the decision to close or delay school will be made as soon as possible. The announcement will be aired on all local radio stations and WFMY-2, FOX-8, WXII-12, and ABC-45. Principals will also notify employees via phone tree.
Benefits

Local Salary Supplemental/Bonus
A local supplement based on 8.5% of the yearly state salary is paid to certified educators and is divided into 2 payments (November and May). A 2% bonus based on a percentage of their monthly salary is paid to classified educators divided into 2 payments in November and May.

Health Insurance
All full-time employees are eligible for health insurance. Please check the supplement manual, Working in N.C. Public Schools, for details of coverage options.

Life Insurance
A ten thousand dollar ($10,000) policy has been issued to the Lexington City Board of Education employees and is provided for all permanent, full-time employees. Optional dependent coverage is also available, as well as supplemental coverage for employees.

Cafeteria Plan and 401(k)
The Lexington City Schools Cafeteria Plan and the Supplemental Retirement Income Plan of North Carolina are offered for all employees.

Dental Insurance
All full-time employees are eligible for dental insurance. Please refer to Lexington City Schools’ brochure for the Group Dental Insurance Program that is available for employees and their dependents.

Tuition Reimbursement
Beginning with the 2019-2020 school year, educators who are enrolled in an approved advanced degree program in their current field of assignment are eligible to receive one-half tuition reimbursement in an amount equal to one-half the highest tuition charged by a state-supported institution of higher learning (UNC system) for up to nine credit hours. Teacher assistants pursuing a Bachelor’s degree in education are eligible to receive one-half tuition reimbursement in an amount equal to one-half the highest tuition charged by a state-supported institution of higher learning (UNC system). Teachers taking coursework required to meet licensure requirements and teachers adding a license area in a shortage area approved by the superintendent are eligible to receive full tuition reimbursement for courses taken at an NCDPI-approved Educator
Preparation Program, provided the teacher commits to remaining in a teaching role with LCS for at least 3 years after completing the licensure program. LCS will not provide tuition reimbursement for courses leading to licensure as a principal or superintendent. Reimbursement must be requested within 90 days of course completion and the request must include a receipt detailing payment of tuition as well as documentation of a grade of “C” or better.

Types of Employment

Licensed or Classified
You are licensed if your position requires that you hold a North Carolina teaching or administrative license. Teachers, assistant principals, counselors, media coordinators, principals and many administrators are licensed.

All other positions are classified and do not require a license or they fall in certain classifications for salary purposes.

Ten-month or Twelve-month
All employees take the same holidays, but whether you work for 10 months, 11 months or 12 months, or somewhere in between, affects when you are paid and when you can or must take annual leave. Check with your supervisor to determine whether your position follows the teacher (10-month) calendar or another calendar and when you can take leave.

Part-time or Full-time
You are considered full-time if your regular work week is 30 or more hours. The standard work week for full-time, classified employees is 40 hours. You are considered part-time if you regularly work less than 30 hours per week.

Interim
An interim contract is issued to a teacher or administrator who is filling a vacancy for the permanent teacher or administrator who is on leave of absence with or without pay. When the time period exceeds six months, the interim contract carries full benefits including annual leave, sick leave, personal leave, retirement, and health insurance.
**Temporary Interim**
A temporary interim contract allows a teacher to fulfill the duties of a teacher on leave without pay for less than six months. This contract does not carry benefits provided full-time, permanent employees. Holiday pay is provided. A temporary interim teacher is not eligible for retirement benefits or health insurance paid by the State. The temporary interim contract does not meet North Carolina Standards for tenure.

**Probationary**
A probationary contract is issued to a certified person, as defined in G.S. 115C-325, who has not obtained career status and whose main responsibility is to teach or supervise teaching. This person is to fill a full-time, permanent position. This contract carries full benefits including annual leave, sick leave, personal leave, retirement, and health insurance.

**Career Teacher**
Career teacher means a teacher who obtained career status as provided in G.S. 115C-325. The probationary period is 4 years. This contract carries full benefits, including annual leave, sick leave, personal leave, retirement, and health insurance.

**Staff Development**
Staff development is necessary to the professional growth of all educators. Lexington City Schools supports and encourages attendance at various staff development activities.

All certified educators are required to complete 150 hours (which includes 20 hours of technology training), within their 5-year renewal cycle. The technology training is provided by the Lexington City Schools, Davidson County Community College and through other approved sources.

Before participating in a non-Lexington City Schools staff development activity, the educator shall complete a *Leave of Absence* form in its entirety. The form will then be signed and coded by the supervisor (i.e. principal for teacher) and forwarded to the Human Resources Office.

After attending the workshop, the educator shall complete the form, *Reimbursement of Travel and Other Expenses*, for travel and other expenses.

This form will be signed by the supervisor and sent to the appropriate central office staff member for approval.
**Health Certificate**

For initial employment, all employees of the school system will have a health examination. The health examination should have been made by a licensed medical examiner within 30 days from date of employment. A form must be submitted certifying that such person has been examined for tuberculosis, for any communicable disease, and for any disease which would impair the ability of the educator to perform his/her duties effectively. The proper health examination form will be given to the educator at the time of the final interview. **This form must be completed and returned to the Human Resources Office within 30 days of beginning date of employment.**

**Pay Date**

All 10-month and 12-month educators will be paid on the last working day of the calendar month. Bus drivers and food service personnel will be paid on the 15th of the month. When the pay date falls on a weekend or regularly scheduled annual leave day or holiday, checks will be issued on the last school day preceding this date.

All inquiries regarding salary should be addressed to the principals and school secretaries, and if additional information is needed, the principal will contact the Finance Office.

State and local funds for disbursing payrolls are not available in the school system’s bank accounts until payday. Therefore it is not possible to deliver paychecks prior to scheduled pay dates.

**Direct Deposit Payroll**

Direct deposit is required for all full-time employees.
Personnel Files

Lexington City Schools Board Policy 3.3 and North Carolina General Statutes 115C-319, 320, 321, and 325 explain personnel files regulations.

When a letter is received by the superintendent, it is placed in the employee’s personnel file if the superintendent determines that the person signing the letter did indeed sign it and that the letter is not subversive in nature. If a letter of commendation or concern is written to a person or a copy notated to a supervisor of the educator, the supervisor should send the letter to the superintendent. An employee is always alerted that an item will be placed in his/her personnel file five days beforehand.

No board member or supervisor may look at a personnel file unless they have a “need to know” the contents of the file for a very particular reason. The only ways a personnel file may be shared are if the employee puts in writing that a certain person or persons may review his/her file or if there is a court subpoena for the file.

Personnel files are not forwarded to their school systems or employers after an employee leaves Lexington City Schools. The only records forwarded will be sick leave, annual leave, personal leave contract, license, and health form as appropriate to the new employer. An employee may request to see his/her file in the personnel office by appointment during normal working hours.

Annual/Vacation leave

Permanent school employees working at least 20 hours per week earn annual leave at the same monthly rate as all state employees. A permanent employee is one who meets one of the following conditions:
• Employed, other than on an interim basis, to fill a position which is to be permanent if present needs and funds continue, or
• Employed for at least six months within one contract, to replace one or more employees who are on leave of absence without pay.

Annual leave is advanced to employees on a month-by-month basis. The rate of earnings is based on length of aggregate service to North Carolina. Part-time employees earn and may use annual leave in proportion to the part of the day for which they are employed.

Teachers with less than two years of service will earn one day per month annual leave. These days will be used on the leave days designated on the school calendar, which is a total of 10 annual leave days per year.

After two years of employment, teachers will accrue additional days per month with the choice of using these days on optional non-
instructional days during the year. The chart contained in Working in North Carolina Public Schools outlines the number of days of vacation earned each month based on years of aggregate state service.

State regulations, along with local school policies, govern when annual leave may be taken. All annual leave taken will be upon the authorization of the educator’s immediate supervisor. The minimum annual leave time which may be taken is one-half of one day in any given workday. Instructional personnel (G.S. 115C-325) cannot take annual leave when students are scheduled to be in attendance.

Annual leave may be used by instructional personnel in lieu of sick leave when students are not scheduled for attendance. Annual leave may be used in lieu of sick leave at any time for other educators. Annual leave may be used for absences caused by adverse weather conditions when schools are closed.

When schools are closed for students and instructional staff (10-month employees), due to inclement weather, the instructional day will be rescheduled in the calendar. If school is closed for students due to inclement weather, but designated as an optional workday, instructional personnel may take annual leave if they do not report to work. All 11-month and 12-month employees may take annual leave on all days schools are closed for inclement weather, if the employee does not report to work. (Please see the chart on Page 16 for the guidelines in regard to inclement or hazardous weather.)

Unused annual leave can be accumulated and a maximum of 30 days carried forward the next fiscal year which begins on July 1. On June 30 of each year, any accumulated days of annual leave in excess of 30 are converted to sick leave days.

An employee shall be paid in a lump sum for accumulated leave not to exceed a maximum of 30 workdays when separated from service due to resignation, dismissal, reduction-in-force, or service retirement. The same aggregate State of North Carolina service that counts toward longevity pay also counts toward annual leave. The employee’s anniversary month is the month in which the annual leave earning rate increases.

Sick leave

Educators who earn annual leave also earn sick leave. Full-time employees earn one day per month. Part-time employees earn and may use sick leave in proportion to the part of the day for which they are employed.
Sick leave may be used for temporary disability which prevents an employee from performing his or her usual duties, illness in the employee’s immediate family, medical appointments which require the employee’s attendance, and death in the immediate family. The immediate family for sick leave includes the employee’s spouse, children, parents, and any other dependents living in the employee’s household, including the step relationships. For a death in the immediate family, this includes the employee’s spouse, children, parents, brothers, sisters, grandparents, grandchildren, and step, half, and in-law relationships.

Employees must take sick leave in minimum units of one-half or whole workdays. Sick leave is accumulated indefinitely. The superintendent may require a statement from a medical doctor or other acceptable proof that the employee was unable to work to the end that there will be no abuse of sick leave privileges.

As stated in Policy 3.10, Excessive Absences. If an educator has excessive absences, the principal will hold a conference with the educator after eight (8) absences. If the educator provides an understandable record(s) for the absences, no other steps will be taken. However, if such an explanation cannot be given and he or she has two more absences for a total of ten (10), the principal will then require a doctor’s statement for any future absences due to illness.

In regard to temporary disability, if the period of sick leave taken is less than 30 days, the employee will return to his or her position with the school system. If the period exceeds 30 days, the superintendent shall determine when the employee is to be reinstated. The superintendent makes the decision based on the welfare of the students and the need for continuity of instruction and services provided.

For Teachers Only
Extended Sick Leave

If teachers have exhausted all sick leave days and need additional sick leave days for personal illness, extended sick leave can be requested by contacting the Superintendent. Teachers absent for this reason shall receive full salary during the days absent less substitute teacher pay of $50 per day. The superintendent will determine whether a doctor’s certificate or other acceptable proof is required.

After the 20-day period, the teacher may be placed on leave of absence without pay for a period as granted at the discretion of the superintendent.
**Personal Leave**

Teachers receive two days of personal leave each year, and can accumulate up to five days. These days may be used in whole or half-day units on student or professional days. A deduction of $50 per day for the cost of a substitute is made from the teacher’s pay. A teacher who requests personal leave at least five days in advance of the date desired is not required to give a reason for the leave (provided such leave is not the first day teachers are required to report for the school year, a required teacher non-instructional day, the day before or the day after holidays, and scheduled vacation days). This leave is at the discretion of the principal based on instructional needs but not the reason for the request. On June 30, personal leave in excess of five days is converted to sick leave so that a maximum of 5 days are carried forward to July 1. Upon retirement, any personal leave may also be converted to sick leave.

**Family and Medical Leave Act**

All eligible employees will be provided with leave as required by the federal Family and Medical Leave Act of 1993 (FMLA) and applicable state laws and State Board of Education policies. The Board strictly prohibits interfering with, restraining or denying the ability of any employee to exercise any right provided by the FMLA. The Board also strictly prohibits any type of discrimination against or discharge of any employee who has filed a complaint in regard to the FMLA.

Lexington City Schools will grant unpaid leave for up to 12 weeks to employees who have been employed for at least 12-months and have worked at least 1,250 hours during the previous 12-month period for:

- The birth of a child of the employee and in order to care for the child;
- The placement of a child with the employee for adoption or foster care
- Taking care of the spouse, child or parent of the employee, if the spouse, child or parent has a serious health condition; or
- A serious health condition that makes the employee unable to perform the functions of the employee’s position.
Guidelines for Inclement Weather Days

It may become necessary for school to be cancelled due to inclement weather or hazardous travel conditions. If schools are closed for students and instructional personnel, the day will be rescheduled in the calendar. This applies to teachers, teacher assistants, bus drivers, and child nutrition employees. All other employees will work, use earned leave, take the day without pay, or make up time.

When school is closed for students and an optional non-instructional day is designated;

• All employees except bus drivers and child nutrition workers, report to work, use earned leave, take a day without pay, or make up time.
• Bus drivers and child nutrition workers use earned leave or take a day without pay.
• Teachers can use personal leave at no cost only if a Non-instructional (Non-required) day is designated.

If you have any questions, please contact your immediate supervisor.

Licensed or Salaried Employees* (i.e. administrators, teachers, counselors, etc.)

◊ Report to work
◊ Take earned annual leave
◊ Take professional leave (if applicable)
◊ Take leave without pay
◊ Make up time missed.

Non-Licensed or Hourly Employees* (teacher assistants, custodians, administrative assistants, maintenance, etc.)

◊ Report to work
◊ Take earned annual leave
◊ Take leave without pay
◊ Make up time missed.

To make up the time that is missed, the employee must make a formal request to his/ her immediate supervisor. The time can only be made up at a time that is agreed upon by the employee and the immediate supervisor. The make up date must occur within the same work week and cannot cause the employee to work more than 40 hours during that week. The work week begins at 12:01 a.m. on Monday and ends at midnight, 12:00 p.m. on Sunday. The make up time also must fall within the same pay period as the missed time. (Reference: N.C. Office of State Personnel Guidelines.)

Other Employees* (bus drivers, child nutrition, etc.)

◊ Take earned annual leave
◊ Take leave without pay
*) *(If you are not sure in which category your position is classified please check with your immediate supervisor.)
Non-Instructional Days
   Within each year’s calendar, there are non-instructional, non-required or optional teacher non-instructional days. On these days, educators may take earned annual leave if they choose not to report to work. At the time of the non-instructional day, the educator must have already earned or accrued the annual leave day. **Employees can not take leave they have yet to earn.** In addition to optional days, the calendar will contain required workdays. All educators must report to work, unless they are sick. The educator may use sick leave on a required work day if he or she is too sick to report to work. For more information, see Annual Leave and Sick Leave sections on pages 12 & 13 of this manual.

Field Trips
   The Lexington City Schools recognizes field trips as an integral part of the instruction process and the Board of Education endorses the use as an extension of the classroom. School trips can help meet educational goals and objectives by connecting learning with experiences outside the classroom environment.

![Bus Image](image)

Evaluation
   Each educator will be evaluated annually by his/her immediate supervisor or principal.
   
   This evaluation is a process in which judgments are made regarding the educator’s job performance. The evaluation is a confidential, cooperative, and continuing process for the purpose of identifying strengths and areas of needed improvement of the individual and improving the quality of the employee’s work.
   
   All educators should be oriented to the evaluation system and questions pertaining to the process should be referred to the immediate supervisor or to the human resources office.
**Licensing**

All Lexington City Schools employees who are required either to hold a license in compliance with the provision of the law or in accordance with the regulations of the State Board of Education will keep the license current.

The superintendent’s copy of the teaching license must be on file in the Human Resource Office prior to signing your teaching contract. It is the teacher’s responsibility to see that the superintendent’s copy of his or her license is received.

It is also the teacher’s responsibility to see that he or she takes the courses necessary to renew or complete the teaching license as required by the State Board of Education.

Renewal credit is required to assure that licensed educators periodically update their professional knowledge and technical competency. Renewal or reinstatement of a license is based on fifteen units, which include two in technology. For teachers in grades K-8, three renewal credits are required in reading. Renewal credits are recorded according to their value in continuing education units. Renewal activities must be directly applicable to the teaching assignment or areas of licensure and conform to the needs outlined in the Individual Growth Plan (IGP). The Human Resources Office maintains the official record of renewal credits. Teachers can check their credits on the LCS website under Human Resources. Access to the licensure file may be granted to the educator.

Continuing licenses are valid for a period of five years and require renewal at the end of each five-year period.

**Salary Scales**

Copies of the North Carolina Salary Scales for certified employees are available on the North Carolina Department of Public Instruction at http://www.ncpublicschools.org/fbs/finance/salary/. Remember that local supplements are not included in these figures.

**Maintenance Request**

A maintenance representative is assigned to each school. A Maintenance Request Form shall be used to request repairs and improvements to grounds, buildings, and equipment. The forms can be obtained from the school’s office and will need to have the principal’s signature before placing the form in the appropriate area for the maintenance person.
Facility Rental & After-Hour Usage By Employees & the Public

Any after-hour or non-instructional day use or rental of a school facility by school personnel or members of the public shall be scheduled and approved through the Central Office. A Facility Use/Rental Form shall be filled out and signed by the Assistant Superintendent and the principal of the requested site. All requests must be filed at least ten (10) working days prior to the beginning of the usage. Usage is not allowed on holidays in which schools are closed or when schools are closed due to inclement weather.

All usage is governed by Lexington City Schools Board of Education Policies 2.6, 2.6.1, and 2.6.2. Appropriate personnel shall be scheduled to cover the opening, closing, and monitoring of any rental or usage request. Fees are charged, as required by policy, and are determined by the Central Office.

Any waiver of fees must be received in writing no less than 60 days prior to the beginning of the usage. No keys will be issued. Only employees whose main work responsibilities include the opening, closing, and maintenance of a facility will be allowed to oversee a usage request. No usage is official or can begin prior to written approval from the site’s principal and the Central Office designee.

School Board Policies

The following section includes several policies of the Lexington City Board of Education on personnel and student issues. This listing is not intended to replace or fully represent Section 3 of the Lexington City Schools Board of Education Policy Handbook.

As stated in Policy 3.2, “All personnel are responsible for knowing and complying with all policies contained in (the) Lexington City School Policy Manual.” Copies of this manual are located in each school, in the central office, and on the school website and may be reviewed by any employee.

3.6 EMPLOYEE DRESS AND APPEARANCE

The Lexington City Board of Education believes that the appearance and the conduct of its faculty are of supreme importance in establishing a positive image for education in the community and for presenting a good example for students. Therefore, the Board affirms its expectation that all personnel shall be professionally, neatly and appropriately attired for the work to be done. An
employee’s dress must not disrupt or distract from the educational process and must be in accordance with health and safety standards. The superintendent may develop and communicate to employees guidelines for appropriate dress and appearance. Such guidelines may authorize the principal or department supervisors to develop specific dress or appearance requirements for each school or department.

An employee’s supervisor will make an initial determination of whether an employee’s dress or appearance is inappropriate. In making this determination, the supervisor will consider the following factors:

- the nature of the employee’s work;
- whether the dress is consistent with a professional environment; health and safety factors;
- the nature of the employee’s public contact and the normal expectations of outside parties with whom the employee will work;
- the employee’s interactions with students;
- the prevailing practices of other workers in similar jobs; and
- any properly established guidelines for dress or appearance.

**Inappropriate Dress or Appearance**

An employee’s dress or appearance may not be so unusual, inappropriate or lacking in cleanliness that it clearly disrupts class or learning activities or presents a safety issue. The following attire is considered inappropriate for school employees while performing their assigned duties:

- jewelry affixed to an employee’s nose, tongue, cheek, lip, or eyebrow;
- clothing that is disruptive, provocative, or revealing, or does not cover an employee’s waist or midriff;
- clothing which promotes alcoholic beverages, tobacco, or the use of controlled substances by words or symbols;
- clothing that contains profanity, nudity, depicts violence or is sexual in nature by words or symbols;
• flip flops, slides, or shoes that present a safety or health concern;
• jeans, but may be worn with school spirit attire on designated school spirit days and Fridays;
• undergarments that are visible or any see-through clothing; and
• sweatbands, bandanas, or sunglasses inside school buildings.

Legal Reference: G.S. 14-234 to 236; G.S. 115C-36, 47, 288, 308, 391(a)


If the supervisor determines that the employee’s dress or appearance is inappropriate, detrimental to the work or learning environment, or hazardous to the health or safety of the employee, fellow employees or students, the supervisor will counsel the employee regarding appropriate attire that is consistent with this policy and will determine whether the employee is allowed to remain at work or must leave work to change his or her dress. Any failure to follow the supervisor’s directive and/or blatant or repeated violations of this policy will subject the employee to disciplinary action up to and including dismissal.

Legal references: G.S. 115C-36, -47

Adopted: January 9, 2007
Revised: June 4, 2019

3.12 EMPLOYEE GRIEVANCE PROCEDURE

The Lexington City Board of Education recognizes that problems arise from time to time between employees which may affect employee morale and performance. The Board encourages employees to notify their immediate supervisor when a problem arises and to attempt to resolve problems through free and informal communication.

A. Resolution

An employee who has an employment-related concern or problem should discuss the issue with his or her immediate supervisor within
10 days of the occurrence so that it may be addressed through informal communication. If the employee does not believe the matter has been resolved within 10 days after initiating informal resolution, then the employee may file a grievance as set forth below.

Any supervisor who receives a complaint of sexual harassment or has reason to believe an employee is being sexually harassed must immediately notify the school district’s Title IX coordinator, pursuant to Board Policy on Prohibition Against Discrimination, Harassment and Bullying.

Any supervisor who receives complaints of discrimination on the basis of disability must immediately notify the school district’s Section 504 coordinator. The Section 504 coordinator pursuant to Board Policy on Prohibition Against Discrimination, Harassment and Bullying.

In those circumstances where informal procedures fail or are inappropriate and where the employee files a grievance, the matter will be investigated promptly, impartially and thoroughly according to the procedures set forth below.

1. If an employee has a grievance or complaint relating to his or her employment, the employee must first inform his or her principal or immediate supervisor of the problem within ten (10) working days of the occurrence of the concern. An attempt will be made to resolve the matter on an informal basis in conference within ten (10) working days of the notice given to the principal or supervisor. Within ten (10) working days of the conference, the principal or supervisor will make a written memorandum of the discussion and the result which is reached. A copy will be given to the employee.

2. In the event that the grievance is not resolved informally, the employee may, within ten (10) working days of receipt of the memo, file with the superintendent a written complaint containing a concise statement of the facts and a request for the relief which is sought. A copy of the memorandum of the principal or supervisor must be attached to the complaint.

3. Within ten (10) working days of receiving the complaint, the superintendent will investigate the complaint and make a decision after giving the employee and any other person who is directly involved in the matter an opportunity to be heard and present evidence in conference. In matters involving allegations of
sexual harassment or discrimination of any kind, the matter will be investigated pursuant to Board Policy on Prohibition Against Discrimination, Harassment and Bullying.

4. Within ten (10) working days of the conference, the superintendent will cause a record to be made of the evidence presented in conference and will prepare a written statement of the findings upon which the decision was made, a copy of which will be delivered to the complaining employee and any other party who is directly affected. Matters involving allegations of discrimination or harassment will be conducted pursuant to Board Policy on Prohibition Against Discrimination, Harassment and Bullying.

5. Any party affected by the decision of the superintendent may appeal to the Board of Education by giving written notice to the chairman of the Board within ten (10) working days after receipt of notice of the decision. Within ten (10) working days, the Board shall establish a time to consider the appeal at a regular or special meeting or it may refer the appeal to a panel committee of not less than three of its members as provided by G.S. 115C-45(c). Appeals before the Board will be conducted in accordance with policy 1.11, “Hearings Before the Board”. The Board will provide a final written decision within 30 days of the hearing of the appeal.

6. The procedure set forth in this policy is mandatory and applies to all matters, which might come before the Board of Education pursuant to G. S. 115C- 45(c), and the failure of any party to follow this procedure will constitute a waiver of the right to appeal to the Board of Education.

Legal references:  G.S. 115C-335; 126-16

Revised:  May 4, 2010

3.14 USE OF TOBACCO PRODUCTS

N.C.G.S. §115C-407 Requires that every North Carolina school district have a written 100% tobacco-free school policy that prohibits the use of any tobacco products, including E-cigarettes on campus and at school-related events for students, staff and visitors.
3.18 PROHIBITION AGAINST DISCRIMINATION, HARASSMENT INCLUDING SEXUAL HARASSMENT AND BULLYING

The board acknowledges the dignity and worth of all students and employees and strives to create a safe, orderly, caring and inviting school environment to facilitate student learning and achievement. The board will not tolerate any form of unlawful discrimination, harassment or bullying in any of its educational or employment activities.

A. Prohibited Behaviors and Consequences

1. Discrimination, Harassment and Bullying

Students, school system employees, volunteers and visitors are expected to behave in a civil and respectful manner. The board expressly prohibits unlawful discrimination, harassment and bullying.

Students are expected to comply with the behavior standards established by board policy and the student code of conduct. Employees are expected to comply with board policy and school system regulations. Volunteers and visitors on school property also are expected to comply with board policy and established school rules and procedures.

Any violation of this policy is serious, and school officials shall promptly take appropriate action. Students will be disciplined in accordance with the school’s Code of Student Conduct. Based on the nature and severity of the offense and the circumstances surrounding the incident, the student will be subject to appropriate consequences and remedial actions ranging from positive behavioral interventions up to, and including, expulsion.

Employees who violate this policy will be subject to disciplinary action, up to, and including, dismissal. Volunteers and visitors who violate this policy will be directed to leave school property and/or reported to law enforcement, as appropriate.

When considering if a response beyond the individual level is appropriate, school administrators should consider the nature and severity of the misconduct to determine whether a classroom, school-wide or school system-wide response is necessary. Such
classroom, school-wide or school system-wide responses may include staff training, harassment and bullying prevention programs and other measures deemed appropriate by the superintendent to address the behavior.

2. Retaliation

The board prohibits reprisal or retaliation against any person for reporting or intending to report violations of this policy, supporting someone for reporting or intending to report a violation of this policy or participating in the investigation of reported violations of this policy.

After consideration of the nature and circumstances of the reprisal or retaliation and in accordance with applicable federal, state or local laws, policies and regulations, the superintendent or designee shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

B. Application of Policy

This policy prohibits unlawful discrimination, harassment and bullying by students, employees, volunteers, and visitors. “Visitors” includes persons, agencies, vendors, contractors and organizations doing business with or performing services for the school system. This policy applies to behavior that takes place:

1. in any school building or on any school premises before, during or after school hours;

2. on any bus or other vehicle as part of any school activity;

3. at any bus stop;

4. during any school-sponsored activity or extracurricular activity;

5. at any time or place when the individual is subject to the authority of school personnel; and

6. at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools.
C. Definitions

For purposes of this policy, the following definitions apply:

1. **Discrimination**

Discrimination means any act or failure to act that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category, such as race, ethnicity, sex, pregnancy, religion, age or disability. Discrimination may be intentional or unintentional.

2. **Harassment and Bullying**

   a. Harassment or bullying behavior is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication that:

   (1) a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or

   (2) or is certain to create a hostile environment by substantially interfering with or impairing a student’s educational performance, opportunities or benefits.

“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.

Harassment and bullying include, but are not limited to, behavior described above that is reasonably perceived as being motivated by any actual or perceived differentiating characteristic or motivated by an individual’s association with a person who has or is perceived to have a differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental or sensory disability. Examples of behavior that may constitute
bullying or harassment include, but are not limited to, verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, lewd propositions, exclusion from peer groups, extortion of money or possessions, implied or stated threats, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Legitimate age-appropriate pedagogical techniques are not considered harassment or bullying.

It is possible for harassment, including sexual or gender-based harassment, to occur in various situations. For example, harassment may occur between fellow students or co-workers, between supervisors and subordinates, between employees and students, or between non-employees, including visitors, and employees or students. Harassment may occur between members of the opposite sex or the same sex.

b. **Sexual harassment** is one type of harassment. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual’s employment, academic progress or completion of a school-related activity;

2. submission to or rejection of such conduct is used as the basis for employment decisions affecting the individual, or in the case of a student, submission to or rejection of such conduct is used in evaluating the student’s performance within a course of study or other school-related activity; or

3. such conduct is sufficiently severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with an employee’s work or performance or a student’s educational performance, limiting a student’s ability to participate in or benefit from an educational program or environment, or creating an abusive, intimidating, hostile or offensive work or educational environment.
Sexually harassing conduct includes, but is not limited to, deliberate, unwelcome touching that has sexual connotations or is of a sexual nature, suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats, pressure for sexual activity, continued or repeated offensive sexual flirtations, advances or propositions, continued or repeated verbal remarks about an individual’s body, sexually degrading words used toward an individual or to describe an individual, or the display of sexually suggestive drawings, objects, pictures or written materials. Acts of verbal, nonverbal or physical aggression, intimidation or hostility based on sex, but not involving sexual activity or language, may be combined with incidents of sexually harassing conduct to determine if the incidents of sexually harassing conduct are sufficiently serious to create a sexually hostile environment.

c. Gender-based harassment is also a type of harassment. Gender-based harassment may include acts of verbal, nonverbal or physical aggression, intimidation or hostility based on sex or sex-stereotyping but not involving conduct of a sexual nature.

D. Reporting and Investigating Complaints of Discrimination, Harassment or Bullying

Employees are required to report any actual or suspected violations of this policy. Students, parents, volunteers, visitors or others are also strongly encouraged to report any actual or suspected incidents of discrimination, harassment or bullying. All reports should be made in accordance with Part II. Discrimination, Harassment and Bullying Complaint Procedure, and reported to one of the school officials identified in that policy. Reports may be made anonymously, and all reports shall be investigated in accordance with that policy.

E. Training and Programs

The board directs the superintendent to establish training and other programs that are designed to help eliminate unlawful discrimination, harassment and bullying and to foster an environment of
understanding and respect for all members of the school community. Information about this policy and the related complaint procedure must be included in the training plan.

As funds are available, the board will provide additional training for students, employees and volunteers who have significant contact with students regarding the board’s efforts to address discrimination, harassment and bullying and will create programs to address these issues. The training or programs should (1) provide examples of behavior that constitutes discrimination, harassment or bullying; (2) teach employees to identify groups that may be the target of discrimination, harassment or bullying; and (3) train school employees to be alert to locations where such behavior may occur, including locations within school buildings, at school bus stops, and on cell phones and the Internet.

F. Notice

The superintendent is responsible for providing effective notice to students, parents and employees of the procedures for reporting and investigating complaints of discrimination, harassment and bullying. This policy must be posted on the school system website, and copies of the policy must be readily available in the principal’s office, the media center at each school and the superintendent’s office. Notice of this policy must appear in all student and employee handbooks and in any school system publication that sets forth the comprehensive rules, procedures and standards of conduct for students and employees.

G. Coordinators

The superintendent or designee shall publish the names, office addresses and phone numbers of the “Title IX coordinator” (for sex discrimination) and the “Section 504” and “ADA coordinator(s)” (for discrimination on the basis of disability) in a manner intended to ensure that students, employees, applicants, parents and other individuals who participate in the school system’s programs are aware of the coordinators. The coordinators shall coordinate the school system’s efforts to comply with and carry out its Title IX, Section 504 and ADA responsibilities, which include investigating any complaints communicated to school officials alleging
noncompliance with Title IX, Section 504 or the ADA or alleging actions which would be prohibited by those laws.

H. Records and Reporting

The superintendent or designee shall maintain confidential records of complaints or reports of discrimination, harassment or bullying. The records must identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The superintendent also shall maintain records of training conducted and corrective action or other steps taken by the school system to provide an environment free of discrimination, harassment and bullying.

The superintendent shall report to the State Board of Education all verified cases of discrimination, harassment or bullying. The report must be made through the Discipline Data Collection Report or through other means required by the State Board.

I. Evaluation

The superintendent shall evaluate the effectiveness of efforts to correct or prevent discrimination, harassment and bullying and shall share these evaluations periodically with the board.

II. DISCRIMINATION, HARASSMENT AND BULLYING COMPLAINT PROCEDURE

The board takes seriously all complaints of unlawful discrimination, harassment and bullying. The process provided in this policy is designed for those individuals who believe that they may have been discriminated against, bullied or harassed in violation of Part I of this policy. Individuals who have witnessed or have reliable information that another person has been subject to unlawful discrimination, harassment or bullying also should report such violations to one of the school system officials listed in subsection C.1. of this policy. Reports may be made anonymously.

A. Definitions

1. Alleged Perpetrator

The alleged perpetrator is the individual alleged to have discriminated against, harassed or bullied the complainant.
2. Complaint

A complaint is an oral or written notification made by a person who believes he or she is the victim of unlawful discrimination, harassment or bullying.

3. Complainant

The complainant is the individual complaining of being discriminated against, harassed or bullied.

4. Days

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

5. Investigative Report

The investigative report is a written account of the findings of the investigation conducted in response to a complaint.

6. Investigator

The investigator is the school official responsible for investigating and responding to the complaint.

7. Report

A report is an oral or written notification that an individual, other than the reporter, is a suspected perpetrator or victim of unlawful discrimination, harassment or bullying.

B. Reporting by Employees or Other Third Parties

1. Mandatory Reporting by School Employees

Any employee who witnessed or who has reliable information or reason to believe that an individual may have been discriminated
against, harassed or bullied in violation of Part I of this policy must report the offense immediately to an appropriate individual designated in subsection C.1., below. An employee who does not promptly report possible discrimination, harassment or bullying shall be subject to disciplinary action.

2. Reporting by Other Third Parties

All members of the school community including students, parents, volunteers and visitors are also strongly encouraged to report any act that may constitute an incident of discrimination, harassment or bullying.

3. Anonymous Reporting

Reports of discrimination, harassment or bullying may be made anonymously but formal disciplinary action may not be taken solely on the basis of an anonymous report.

4. Investigation of Reports

Reports of discrimination, harassment or bullying shall be investigated sufficiently to determine whether further action under this policy or otherwise is necessary, and school officials shall take such action as appropriate under the circumstances. At the option of the alleged victim, the report may be treated as a complaint by the alleged victim under this policy.

C. Complaints Brought by Alleged Victims of Discrimination, Harassment or Bullying

1. Filing a Complaint

Any individual, who believes that he or she has been discriminated against, harassed or bullied is strongly encouraged to file a complaint orally or in writing to any of the following individuals:

a. the principal or assistant principal of the school at which either the alleged perpetrator or alleged victim attends or is employed;

b. an immediate supervisor if the individual making the complaint is an employee;
c. the assistant superintendent of human resources if the alleged perpetrator or alleged victim is an employee of the school system (or the superintendent if the assistant superintendent of human resources is the alleged perpetrator);

d. the Title IX coordinator for claims of sex discrimination or sexual harassment; or

e. the Section 504 coordinator or the ADA coordinator for claims of discrimination on the basis of a disability.

2. Time Period for Filing a Complaint

A complaint should be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the 30-day period may be investigated; however, individuals should recognize that delays in reporting may significantly impair the ability of school officials to investigate and respond to such complaints.

3. Informal Resolution

The board acknowledges that many complaints may be addressed informally through such methods as conferences or mediation, and the board encourages the use of such procedures to the extent possible. If an informal process is used, the principal or other designated personnel must (1) notify the complainant that he or she has the option to request formal procedures at any time and (2) make a copy of this policy and other relevant policies available to the complainant. In those circumstances in which informal procedures fail or are inappropriate or in which the complainant requests formal procedures, the complaints will be investigated promptly, impartially and thoroughly according to the procedures outlined in the remainder of this policy.

D. Process for Addressing Complaints of Alleged Incidents of Discrimination, Harassment or Bullying

1. Initiating the Investigation

   a. Whoever receives a complaint of discrimination, harassment or bullying pursuant to subsection C.1. shall immediately notify the appropriate investigator who shall respond to the
complaint and investigate. The investigator of a complaint is determined as follows:

i. If the alleged incident occurred under the jurisdiction of the principal, the investigator is the principal or designee, unless the alleged perpetrator is the principal, the assistant superintendent of human resources, the superintendent or a member of the board. If the alleged perpetrator is any other employee, the principal or designee shall conduct the investigation in consultation with the assistant superintendent of human resources or designee.

ii. If the alleged perpetrator is the principal, the assistant superintendent of human resources or designee is the investigator.

iii. If the alleged incident occurred outside of the jurisdiction of a principal (for example, at the central office), the assistant superintendent of human resources or designee is the investigator unless the alleged perpetrator is the assistant superintendent of human resources, the superintendent or a member of the board.

iv. If the alleged perpetrator is the assistant superintendent for human resources, the superintendent or designee is the investigator.

v. If the alleged perpetrator is the superintendent, the board attorney is the investigator. (In such cases, whoever receives a complaint of discrimination, harassment or bullying shall immediately notify the assistant superintendent of human resources who shall immediately notify the board chair. The board chair shall direct the board attorney to respond to the complaint and investigate.)

vi. If the alleged perpetrator is a member of the board, the board attorney is the investigator. (In such cases, whoever receives a complaint of discrimination, harassment or bullying shall immediately notify the superintendent who shall direct the board attorney to respond to the complaint and investigate. Unless the board chair is the alleged perpetrator, the superintendent shall also notify the board chair of the complaint.)
b. As applicable, the investigator shall immediately notify the Title IX, Section 504 or ADA coordinator of the complaint, and, as appropriate, may designate the coordinator to conduct the investigation.

c. The investigator shall explain the process of the investigation to the complainant and inquire as to whether the complainant would like to suggest a course of corrective action.

d. Written documentation of all reports and complaints, as well as the school system’s response, must be maintained in accordance with Part I of this policy.

e. Failure to investigate and/or address claims of discrimination, harassment or bullying shall result in disciplinary action.

2. Conducting the Investigation

a. The investigator is responsible for determining whether the alleged act(s) constitutes a violation of Part I of this policy. In so doing, the investigator shall impartially, promptly and thoroughly investigate the complaint. The investigator shall interview (1) the complainant; (2) the alleged perpetrator(s); and (3) any other individuals, including other possible victims, who may have relevant information.

b. Information may be shared only with individuals who need the information in order to investigate and address the complaint appropriately. Any requests by the complainant for confidentiality shall be evaluated within the context of the legal responsibilities of the school system. Any complaints withdrawn to protect confidentiality must be recorded in accordance with Part I of this policy.

c. The investigator shall review the factual information gathered through the investigation to determine whether the alleged conduct constitutes discrimination, harassment or bullying, giving consideration to all factual information, the context in which the alleged incidents occurred, the age and maturity of the complainant and alleged perpetrator(s), and any other relevant circumstances.
3. Investigative Report

a. The investigator shall submit a written investigative report to the superintendent and, as applicable, to the Title IX, Section 504 or ADA coordinator.

b. The investigator shall notify the complainant of the results of the investigation within 15 days of receiving the complaint, unless additional time is necessary to conduct an impartial, thorough investigation. The investigator shall specify whether the complaint was substantiated and, if so, shall also specify:

   i. reasonable, timely, age-appropriate, corrective action intended to end the discrimination, harassment or bullying and prevent it from recurring;

   ii. as needed, reasonable steps to address the effects of the discrimination, harassment or bullying on the complainant; and

   iii. as needed, reasonable steps to protect the complainant from retaliation as a result of communicating the complaint.

c. Information regarding specific disciplinary action imposed on the alleged perpetrator(s) will not be given to the complainant unless the information relates directly to the complainant (e.g., an order requiring the perpetrator not to have contact with the complainant).

d. If the investigator determines that the complaint was substantiated, the perpetrator(s) shall be subject to discipline or other corrective steps, as described in Part I of this policy. If the corrective steps involve actions outside the scope of the investigator’s authority, the superintendent will be notified so that responsibility for taking the corrective steps may be delegated to the appropriate individual.

e. Each alleged perpetrator will be provided with a written summary of the results of the investigation in regard to whether the complaint was substantiated, whether the alleged perpetrator violated relevant law or board policies by his or her actions, and what, if any, disciplinary actions or consequences will be imposed upon the perpetrator in accordance with
board policy. The perpetrator may appeal any disciplinary action or consequence in accordance with board policy and law. However, an appeal by the perpetrator of disciplinary action does not preclude school officials from taking appropriate action to address the discrimination, harassment or bullying.

4. Appeal of Investigative Report

a. If the complainant is dissatisfied with the investigative report, he or she may appeal the decision to the superintendent (unless the alleged perpetrator is the assistant superintendent for human resources or the superintendent, in which cases the complainant may appeal directly to the board in accordance with the procedure described in subsection E.4.b below). The appeal must be submitted in writing within five days of receiving the investigative report. The superintendent may review the documents, conduct any further investigation necessary or take any other steps the superintendent determines to be appropriate in order to respond to the complaint. The superintendent shall provide a written response within 10 days after receiving the appeal, unless further investigation is needed.

b. If the complainant is dissatisfied with the superintendent’s response, he or she may appeal the decision to the board within five days of receiving the superintendent’s response. The board will review the documents, direct that further investigation be conducted if necessary and take any other steps that the board determines to be appropriate in order to respond to the complaint. Upon request of the complainant, the board will hold a hearing pursuant to policy 1.1, Hearings Before the Board. The board will provide a written response within 30 days after receiving the appeal, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

E. Timeliness of Process

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

If any school official charged with investigating the complaint or reviewing the investigation fails at any step in the process to communicate a decision within the specified time limit, the complainant
will be entitled to appeal the complaint to the next step unless the official has notified the complainant of the delay and the reason for the delay, such as the complexity of the investigation, review or report. The school official shall make reasonable efforts to keep the complainant apprised of progress being made during any period of delay. Delays that interfere with the exercise of any legal rights are not permitted.

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

F. General Requirements

1. No reprisals or retaliation of any kind will be taken by the board or by an employee of the school system against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy, unless the person knew or had reason to believe that the complaint or report was false or knowingly provided false information.

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

3. The board and school system officials will consider requests to hear complaints from a group, but the board and officials have the discretion to hear and respond to complainants individually.

4. The complainant may be represented by an advocate, such as an attorney, at any meeting with school system officials.

5. Should, in the judgment of the superintendent or designee, the investigation or processing of a complaint require that an employee be absent from regular work assignments, such absences shall be excused without loss of pay or benefits. This shall not prevent the superintendent or designee from suspending the alleged perpetrator without pay during the course of the investigation.

G. Records

Records will be maintained as required by Part I of this policy.

Adopted: May 4, 2010
3.5 STAFF-STUDENT RELATIONS

The relationship between staff and students should be one of cooperation, understanding and mutual respect. Each employee of the Lexington City Schools has the responsibility to provide an atmosphere conducive to learning and to motivate each student to perform to his or her capacity. Employees are expected to model the behavior expected of students in staff-student relationships.

All employees, except student employees, are prohibited from dating, courting or entering into a romantic or sexual relationship with any student enrolled in the school district regardless of the student’s age. Employees engaging in such inappropriate conduct will be subject to disciplinary action, up to and including dismissal, and may be subject to criminal action as provided in G.S. 14-202.4 and 14-27.7.

Any employee who has reason to believe that another employee is inappropriately involved with a student, as described above, is required to report this information to the superintendent. An employee who fails to inform the superintendent of a suspected inappropriate relationship between an employee and a student may be subject to disciplinary action, up to and including dismissal.


Adopted: January 9, 2007

5.3.3.7 Zero Tolerance, Weapons, Bomb Threats, and Clear Threats to Safety

The board will not tolerate the presence of weapons, bomb threats or actions that constitute a clear threat to the safety of students and employees. Any student violating this policy will be removed from the classroom or school environment for as long as necessary to ensure a safe and orderly environment of learning. The superintendent is responsible for ensuring that consequences for prohibited behaviors are uniformly applied throughout the school district. Except where certain consequences for misbehavior are required by law, principals in the elementary grades are expected to use good judgment and reasonable discretion in determining the appropriate consequence for violation of board policies, school standards or rules.
A. Weapons and Weapon-Like Items

1. Prohibited Behavior

Students are prohibited from possessing, handling, using, or transmitting, whether concealed or open, any weapon, or any instrument that reasonably looks like a weapon or could be used as a weapon according to G.S. 14-269.2. Weapons include all of the following:

- loaded or unloaded firearm, including a gun, pistol or rifle;
- explosives, including a dynamite cartridge, bomb, grenade or mine, nitroglycerin, trinitrotoluene (TNT), blasting caps and detonators and fuses for the explosion thereof;
- knife, including a pocket knife, bowie knife, switchblade, dirk or dagger;
- slingshot or slungshot;
- leaded cane;
- blackjack;
- metal knuckles;
- BB gun;
- air rifle or air pistol;
- stun gun or other electric shock weapon;
- icepick;
- razor or razor blade (except solely for personal shavings);
- fireworks; 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.
No student may knowingly or willfully cause, encourage or aid any other student to possess, handle or use any of the weapons or weapon-like items listed above. A student who finds a weapon or weapon-like item, who witnesses another student or other persons with such items, or becomes aware that another student or other persons intends to possess, handle or use such items, must notify a teacher or the principal immediately.

This section does not apply to pupils who are members of the Reserve Officer Training Corps and who are required to carry arms or weapons in the discharge of their official class duties; nor does this section apply to weapons used in school-approved instruction or ceremonies.

If a student accidentally brings a weapon or object that can reasonably be considered a weapon to school, the student must do all of the following:

a. Upon discovery, leave it where he or she finds it. This may be a jacket pocket, book bag, or locker.

b. Do not show it to anyone.

c. Immediately notify the School Resource Officer or the first educator he or she sees. This may be a teacher, a teacher assistant, an administrator, a counselor, an administrative assistant or a custodian.

d. Give the item to the educator.

A student must prove he or she did not knowingly or willfully bring the pocketknife or non-lethal weapon to school. The principal or assistant principal will investigate each case individually to determine if the zero tolerance weapons policy has been violated. The principal will determine whether the object will be destroyed or delivered to a parent or legal guardian of the student. This procedure does not apply to firearms, explosives or to any weapons defined under North Carolina Statute 14-269.
2. Consequences

   a. General Consequences

      Violation of this section may result in long-term suspension, 365 days suspension or expulsion. The procedures for suspension or expulsion are provided in board policy 5.3.4.2, In-School or Short-Term Suspensions and 5.3.4.3, Long-Term Suspension, 365 Days Suspension, Expulsion. A determination of the appropriate consequence for firearms/explosives violations will be made in accordance with the provisions of those policies. Placement in an alternative educational setting may be made instead of suspension.

   b. Consequences for Firearms/Explosives Violations

      As required by law (N.C.G.S. §115C-391 (dl)), a student who brings or possesses a firearm or powerful explosive on school property or at a school-sponsored curricular or extracurricular activity must be suspended for 365 days, unless the superintendent recommends and the board approves a modification. A firearm includes any gun, rifle, pistol or other weapon used for firing a projectile by means of an explosive charge. A firearm does not include a BB gun, stun gun, air rifle, or air pistol. A powerful explosive includes, but shall not be limited to, any dynamite cartridge, bomb, grenade, mine, nitroglycerin, trinitrotoluene (TNT) blasting caps, and detonators and fuses for the explosion thereof. A student who brings a firearm or powerful explosive to school also shall be referred to the criminal justice or juvenile justice system.

B. Bomb Threats

1. Prohibited Behavior

   Students are prohibited from making, aiding and/or abetting in making a bomb threat or perpetrating a bomb hoax against school district property by making a false report that a device designed to cause damage or destruction by explosion, blasting or burning is located on school property.
No student may knowingly or willfully cause, encourage or aid another student to make a bomb threat or perpetrate a bomb hoax. Any student who becomes aware that another student or other person intends to use a bomb, make a bomb threat or perpetrate a bomb hoax must notify a teacher or the principal immediately.

2. Consequences

As required by law, the board shall suspend for 365 days any student who:

a. makes a false report that there is a bomb or bomb-like device located on school property or at a school-related or school-sponsored activity; or

b. conceals, places or displays a device on school property or at a school-related or school-sponsored activity with the intent to cause others to believe the device is a bomb.

Upon the superintendent’s recommendation, the board may modify the suspension. A student who violates this section also will be referred to the criminal justice and/or juvenile justice system.

C. Clear Threats to Safety of Students and Employees

1. Prohibited Behavior

Students are prohibited from engaging in behavior that constitutes a clear threat to the safety of other students or employees. Behavior constituting a clear threat to the safety of others includes, but is not limited to:

a. theft or attempted theft by a student from another person by using, or threatening to use, a weapon;

b. the intentional and malicious burning of any structure or personal property, including vehicles;

c. an attack, or threatened attack, by a student against another person wherein the student uses a weapon or displays it in a manner found threatening to that person;
d. an attack by a student on any employee, adult volunteer, or another student which does not result in serious injury but which is intended to cause or reasonably could cause serious injury;

e. an attack by a student upon another person whereby the victim suffers obvious severe or aggravated bodily injury such as broken bones, loss of teeth, possible internal injuries, laceration requiring stitches, loss of consciousness, significant bruising or pain, or the victim requires hospitalization or treatment at a hospital emergency room as a result of the attack;

f. any intentional, highly reckless or negligent act that results in the death of another person;

g. confining, restraining, or removing another person from one place to another, without the victim’s consent, or the consent of the victim’s parents, for the purpose of committing a felony, or for the purpose of holding the victim as a hostage or for ransom or for use as a shield;

h. possession of a weapon on any school property, including in vehicles;

i. the taking or attempting to take anything of value from the care, custody or control of another person or persons, by force, threat of force, or violence, or by putting the victim in fear;

j. any unauthorized and unwanted intentional touching, or attempt to touch, by one person of the sex organ of another, including the breasts of the female and the genital areas of the male and female;

k. the possession, manufacture, sale, or delivery, or any attempted sale or delivery, of a controlled substance in violation of Chapter 90 of the General Statutes;

l. any behavior resulting in a felony conviction on a weapons, drug, assault or other charge that implicates the safety of other persons; and
m. any other behavior that demonstrates a clear threat to the safety of others in the school environment.

2. Consequences

a. General Consequences

Violation of this section may result in long-term suspension, 365 days suspension or expulsion. The procedures for suspension or expulsion are provided in board policy 5.3.4.3, Long-Term Suspension, 365 Days Suspension, Expulsion. A determination of the appropriate consequence will be made in accordance with the provisions of that policy. Placement in an alternative educational setting may be made instead of suspension.

b. Expulsion

Upon the recommendation of the superintendent, the board may expel a student who is fourteen years of age or older if the student’s behavior indicates that his or her continued presence in school constitutes a clear threat to the safety of other students or employees. In determining whether expulsion is appropriate, the board will consider the culpability of the student, the dangerousness of the student and the harm caused by the student in accordance with policy 5.3.4.3, Long-Term Suspension, 365 Days Suspension, Expulsion.

Approved 7/21/92
Revised 9/5/95; 5/1/01; 5/4/10

5.3.4.7 Radios, CD/DVD Players, I-Pods, Beepers, Cell Phones or Other Electronic Communication Devices

Students’ use of cell phones and other communication and electronic devices is prohibited during the school day. These devices and accessories are not to be visible or activated in any manner during the school day. The school is not responsible for the loss or theft of any such items and advises that these items should be secured by students during the school day.
Classroom use of these devices is strictly prohibited. Parents should not call or text students during the day. Parents should call the front office to leave messages in the event of an emergency. The penalty for violation of this policy is as follows:

- First offense - the student will be warned and the device is to be turned off and put away immediately.
- Second offense - the item will be confiscated and a parent can pick up the device at the end of the school day.
- Third offense - the item will be confiscated and a parent can pick up the device at the end of the semester.
- In the event the device is confiscated school administrators may conduct reasonable searches and seize materials subject to the provisions of Section 5.2.3 of this policy.
- Any student who refuses to give a staff member the electronic device when requested results in an automatic three (3) day out of school suspension.

Adopted 8/5/08

3.15 DRUG-FREE WORKPLACE

It is the policy of the Lexington City Board of Education that all employees shall have the right to a workplace which is free of alcohol and other drugs. This policy is established to ensure the safety and well-being of employees of the Lexington City Board of Education. All employees of the Board including permanent full-time, permanent part-time, and temporary will be covered by this policy. This policy will govern each employee before, during or after school hours while on any property owned or leased by the Board of Education; at anytime during which the individual employee is acting in the course and scope of his or her employment; and at any time that the employee’s violation of this policy has a direct and adverse effect upon his or her job performance.

A. Employee Assistance Program

The Lexington City Board of Education is committed to maintaining and strengthening its most important resource--its employees. The Board recognizes that many kinds of personal
problems which affect job performance can be more readily resolved if they are properly identified, diagnosed, and treated. Without appropriate intervention, an employee presents a problem not only to himself, but to his/her family and to the employer as well.

The Board has a strong commitment to assist any employee who voluntarily asks for help. To accomplish this goal, the Board has initiated an Employee Assistance Program (E.A.P.) to provide confidential short-term counseling and referral services for eligible employees. The establishment of this program reflects the Board’s concern for the well-being of its employees, as well as its dedication to the effective accomplishment of the objectives of the school system. It is the employee’s responsibility to seek help for such personal problems before they must be addressed at the workplace or otherwise become apparent as unsatisfactory job performance and/or work habits. Such action on the part of the employee shall be viewed as responsible and shall be supported by the Board and the supervisor.

1. The Board recognizes that an employee or member of his family may have personal problems which adversely affect the employee’s job performance. The Board believes that resolution of personal problems is in the best interest of both the employee and the employer.

2. All communications and information received by the E.A.P. staff will be kept strictly confidential.

3. Employee absences from work for evaluation, counseling, or treatments, and any leave needed under this program, will be handled in accordance with existing leave policies.

4. Neither the Board nor its staff will impose or imply a moral judgment on an employee who may be experiencing a personal problem and who seeks help through the E.A.P. The Board assures that there will be no discrimination against the employee in terms of job security or promotion opportunities based upon use of the E.A.P. The use of the E.A.P. will not alter standard administrative practices applicable to job performance evaluations. No documentation in the personnel files of the employee
will refer to an employee’s participation in or failure to participate in the E.A.P.

5. Employees eligible for participation include all full-time and permanent part-time staff.

6. The acceptance or rejection of referrals from the E.A.P. is the responsibility of the employee, as are any costs for services of referral agencies.

B. Alcohol and Drug Abuse at the Workplace

The Board of Education prohibits the manufacture, distribution, dispensing, possession, or use of an illegal or controlled substance. Any employee who violates this provision at the workplace or while representing the Board of Education is subject to disciplinary action up to and including termination. Any illegal drug activity will be reported to the appropriate law enforcement authority.

Any employee who has been convicted of or pled guilty to violating the statutes prohibiting the manufacture, distribution, dispensing, possession, or use of alcohol or a controlled substance as defined in Chapter 90, Article 5, of the General Statutes of North Carolina shall be subject to disciplinary action by the Board including dismissal, provided, however, that any employee who is covered by G.S. 115C-325, which provides that the use of non-medical drugs is a reason for dismissal, shall have all rights which are granted to the employee by that statute.

An employee who is charged with the violating of any law relating to the use of drugs or alcohol shall immediately report this charge to the Board of Education. Failure to do so will be considered neglect of duty and failure to follow the rules and policies of the Board of Education.

C. Impairment on the Job

No employee shall attempt to perform his or her duties or be present on school premises or attend any school related function while impaired by or under the influence of alcohol or drugs including drugs prescribed by a physician and over-the-counter medication. If such impairment is indicated by physical observation, communication, reputed drug use by a reliable source, a pattern of
unexplained preventable accidents, or other reliable information, an investigation shall be conducted which shall include a drug screen.

Following the investigation, which shall include a drug screening, the supervisor shall schedule a conference with the employee to review the results of the investigation and to give the employee the opportunity to respond. When the findings of the investigation include substantiated use, referral to and clearance by the Employee Assistance Program (E.A.P.) will be a condition for continuation of employment. As a further disciplinary action, the employee shall be required to consent to unannounced drug tests in accordance with the testing procedure for a period of up to three years. If an unannounced test produces a positive result, the employee may be dismissed. Presence at the workplace while impaired is personal conduct for which disciplinary action up to and including dismissal may be imposed.

An employee who is using medication which might alter his ability to perform his duties shall notify his supervisor. If, in the opinion of the employee’s supervisor, an employee’s actions and/or behavior are considered unsafe as a result of using medication, the employee may be sent home on sick leave.

Failure to notify the supervisor shall be deemed personal conduct which shall be cause for disciplinary action.

D. Alcoholic Beverages

The possession or consumption of alcoholic beverages, including beer, malt liquor, and wine is not permitted on property owned by the Lexington City Board of Education. Any person who possesses or consumes any alcoholic beverage on school property will be asked to leave the school property immediately, and if he/she fails to do so, will be arrested and prosecuted. This policy is in addition to and does not modify in any way the Code of Student Conduct adopted by the Lexington City Board of Education.

E. Supervisory Responsibilities

A supervisor who knowingly tolerates or ignores information and events, as described in this policy, that are brought to his/
her attention is considered to be acting irresponsibly in carrying out the intent of this policy. This supervisor shall be disciplined in accordance with the job performance category of the board’s disciplinary action policy.

Volunteers/Chaperones: A person volunteering in Lexington City Schools shall not possess nor consume any alcoholic beverages—including beer, malt liquor, wine, or illegal drugs—during the time they are serving as a volunteer on the school campus or in a school activity. The supervising Lexington City Schools employee shall be responsible for addressing this situation should it arise with a volunteer.

F. Drug Testing

To ensure a drug-free workplace, the Lexington City Board of Education endorses three categories of drug testing.

1. All job applicants are required to undergo a pre-employment drug screen upon an offer of employment and prior to their final employment. All employees with positive pre-employment drug screens for legal drugs will have the opportunity to explain to the school system’s medical review officer the results of their screen. These applicants shall not be hired unless a valid explanation is corroborated by the Medical Review Officer.

2. All employees are subject to immediate drug and alcohol screening if a trained supervisor bases the request for screening on current, observable, performance-based conditions. Individuals tested for reasonable suspicion must be informed of the reason they are being tested. If a current employee is referred for treatment of a substance abuse problem for illegal drugs, unannounced and follow-up testing will be conducted to assure the employee does not return to alcohol or drug use. A positive screen of .04 will result in dismissal. Refusal by an employee to be screened will be viewed as a verified positive result. Disciplinary action up to and including dismissal shall occur. Due process shall be followed.

3. All bus drivers, including teachers and volunteers with commercial driver’s licenses, bus mechanics, armed security, and other persons with similar safety-sensitive positions will
be subjected to United States Department of Transportation (DOT) drug and alcohol screening regulations at any time prior to or during employment. These individuals are prohibited from work with an Evidential Breath Test (EBT) [alcohol test] level of between .02 and .039 for 48 hours. If the EBT level is .04 or higher, the person is in violation of DOT regulations and subject to disciplinary action up to and including dismissal.

Random alcohol and drug screening is mandatory for all DOT classified employees.

In case of an accident while performing safety-sensitive duties, all drivers will be alcohol tested within eight (8) hours and drug tested within thirty-two (32) hours. No employee or volunteer in a safety-sensitive position will use alcohol for eight (8) hours following any accident. It is the employee’s responsibility to notify their supervisor immediately to ensure actions are taken to meet the testing requirements. However, nothing in this requirement should be construed as to require the delay of necessary medical attention. If an employee’s drug and/or alcohol screen is positive or above .02 in post-accident testing, the employee will be dismissed and may be subject to criminal prosecution.

An employee who has a positive drug and/or alcohol screen result will be subject to disciplinary action up to and including dismissal. Employees will also be referred to the Employee Assistance Program and/or other substance abuse professional in conjunction with any disciplinary action. If the tested DOT employee questions the validity of the test results, he/she may, within seventy-two (72) hours, request of the MRO a retest of the split sample.

All records regarding alcohol and drug screening will remain strictly confidential in a secure location and with controlled access. Records will be released to the employee or decision-maker in a lawsuit, grievance, or other proceeding initiated by or on behalf of the individual and arising out of determination that the employee engaged in prohibited conduct. These records will be destroyed five (5) years after the employee leaves the Lexington City Schools.

Legal references: G.S. 20-138.2B; 115C-26

Revised: January 9, 2007
5.7 TITLE I PARENTAL AND FAMILY ENGAGEMENT

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

A. DEFINITION OF PARENT AND FAMILY ENGAGEMENT

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

1. that parents and family members play an integral role in assisting their child’s learning;

2. that parents and family members are encouraged to be actively involved in their child’s education at school; that parents are full partners in their child’s education and parents and family members are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and

3. that the school system utilizes activities to support parent and family engagement in the Title I programs.

B. PURPOSE AND OPERATION OF TITLE I PROGRAM

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they receive an equitable, high quality, well-rounded education and meet the school system’s challenging academic standards. The Title I program provides instructional activities and supportive services to eligible students over and above those provided by the regular school program.
Qualified Title I schools will operate as school-wide programs or targeted assistance programs based upon federal eligibility criteria. School-wide programs will provide comprehensive support to offer improved opportunities for all students in the school to meet the school system’s academic standards. Targeted assistance programs will provide services to eligible students most in need of assistance in school, as determined by objective criteria established by the superintendent or designee. Eligibility criteria may include, for example, standardized test scores, teacher judgment, and results of preschool screening and home-school surveys.

Both school-wide and targeted assistance programs shall be based on effective means of improving student achievement and shall include evidence-based strategies to support parental and family engagement.

C. ANNUAL MEETING AND PROGRAM EVALUATION

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

D. PARENT AND FAMILY ENGAGEMENT EFFORTS

The board believes that the involvement of Title I parents and family members in the design and implementation of the Title I program will increase the effectiveness of the program and contribute significantly to the success of the children. The Title I staff and all school system personnel shall strive to conduct outreach to parents and family members and involve them in activities throughout the school year.

The superintendent shall ensure that this system-level parent and family engagement policy and plan is developed with, agreed upon with, and annually distributed to parents and family members of participating students. In addition to the system-level parent and family engagement plan, each school participating in the Title I program shall jointly develop and annually distribute to parents and family members a school-level written parent and family engagement plan that describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of all parents and family members of children.
participating in the Title I programs, including parents and family members who have limited English proficiency, who have disabilities, or who are migratory. School-level plans must involve parents in the planning and improvement of Title I activities and must provide for the distribution to parents of information on expected student achievement levels and the school’s academic performance.

School officials will invite appropriate school personnel from private schools to consult on the design and development of its programs in order to provide equitable services to students enrolled in private schools. The superintendent or designee shall establish any additional procedures necessary to achieve timely and meaningful consultation with private school officials in accordance with federal law.

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

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

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

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

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

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

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

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

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

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

10. coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with federal, state, and local programs, including public pre-school programs and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child;

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

12. ensure that parents are involved in the school’s Title I activities; and
13. provide such other reasonable support for Title I parental involvement activities as requested by parents.

F. Notice Requirements

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

1. Program for English Learners

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

a. the reasons for the child’s identification;

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

c. methods of instruction;

d. how the program will help the child;

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

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

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

h. System Report Card

2. Each year, school system officials shall disseminate to all parents, schools, and the public a school system report card containing information about the school system and each school, including, but not limited to:
a. the following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;

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

c. the percentage and number of students who are:
   i. assessed,
   ii. assessed using alternate assessments,
   iii. involved in preschool and accelerated coursework programs, and
   iv. English learners achieving proficiency;

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

e. teacher qualifications.

3. Teacher Qualifications

a. At the beginning of each year, school system officials shall notify parents of students who are participating in Title I programs of the right to request certain information on the professional qualifications of the student’s classroom teachers and paraprofessionals providing services to the child (see policy 3.3, Personnel Files).

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

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

F. Website Distribution of Information

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

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

2. information on each assessment required by the state and, where feasible, by the school system, organized by grade level. The information must include:

   a. the subject matter assessed;

   b. the purpose for which the assessment is designed and used;

   c. the source of the requirement for the assessment;

   d. if available, the amount of time students will spend taking the assessments and the schedule of the assessments; and

   e. if available, the time and format for distributing results.

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


Revised: October 3, 1995; December 8, 1997; August 7, 2012; March 7, 2017
Questions?

If you have a question about the Lexington City Schools, the best sources of information are the **principals and teachers** who are involved in the school on a daily basis. If you need information beyond the school level, Superintendent Rick Kriesky and the central office staff members will assist you.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Central Office Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Education Policies</td>
<td>Dr. Anitra Wells</td>
</tr>
<tr>
<td>Budget</td>
<td>Lisa Jones</td>
</tr>
<tr>
<td>Buildings and Grounds</td>
<td>David Miller</td>
</tr>
<tr>
<td>Bus Transportation</td>
<td>David Miller</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td>Nicole Piggott</td>
</tr>
<tr>
<td>Child’s Enrollment in School</td>
<td>Dr. Anitra Wells</td>
</tr>
<tr>
<td>Children with Special Needs</td>
<td>Cathy Misenhiemer</td>
</tr>
<tr>
<td>Curriculum or Instruction K-5</td>
<td>Emy Garrett</td>
</tr>
<tr>
<td>Curriculum or Instruction 6-12</td>
<td>David Miller</td>
</tr>
<tr>
<td>Driver Education</td>
<td>Nicole Piggott</td>
</tr>
<tr>
<td>Drug/Alcohol Education</td>
<td>David Miller</td>
</tr>
<tr>
<td>Educator Attendance/Absences</td>
<td>Dr. Anitra Wells</td>
</tr>
<tr>
<td>Health/Family Life Curriculum</td>
<td>David Miller</td>
</tr>
<tr>
<td>Pupil Transfers (Out of District)</td>
<td>David Miller</td>
</tr>
<tr>
<td>Renting/Using a School Facility</td>
<td>Modestine Richards</td>
</tr>
<tr>
<td>School Attendance Laws</td>
<td>Dr. Anitra Wells</td>
</tr>
<tr>
<td>School Breakfast/Lunch</td>
<td>Amelia Holland</td>
</tr>
<tr>
<td>School Board Meeting</td>
<td>Modestine Richards</td>
</tr>
<tr>
<td>Staff Development</td>
<td>Emy Garrett</td>
</tr>
<tr>
<td>Substitute Teachers</td>
<td>Carolyn Johnson</td>
</tr>
<tr>
<td>Testing Program</td>
<td>Hope Tesh</td>
</tr>
<tr>
<td>Title I</td>
<td>Emy Garrett</td>
</tr>
<tr>
<td>Title IX</td>
<td>David Miller</td>
</tr>
</tbody>
</table>