THE CATAMOUNT SCHOOL

Parent and Student Handbook

2017-2018

Mission

The Catamount School is a learning community where all students are valued and care for themselves and others. We promote health and wellness and a commitment to learning through experience in a caring, collaborative, and socially just environment.

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Day to Day Operations

The Catamount School will operate the same hours as its host school, Smoky Mountain High School; 8:00-3:10. *When possible,* the Catamount School will follow the same school calendar as adopted by the Jackson County Board of Education. This includes scheduled Early Dismissals, Vacations/Holidays, and Teacher Workdays. A calendar for JCPS is available at https://www.jcpsnc.org/parents . If, due to inclement weather, Jackson County Schools has a delay or an unscheduled early dismissal, then the Catamount School will follow the same hours of operation.

Formal Catamount school policies will be made available on the school's web site.

Advisors

Every Catamount Student will have a staff member assigned as an advisor. The role of advisory is the give the student someone at the school to talk to and check in with should problems arise with school or other issues. The advisor is there to listen and get to know the student as a person, beyond the academics.

Arrival-Dismissal

Car riders will utilize the traffic circle at the fine arts end of the main building. Students should not be dropped off before 7:30. It should be understood that students dropped off before 7:30 will not be supervised. Upon arrival, students should report to The Catamount School classrooms and not wait in the cafeteria, lobby, or other areas of Smoky Mountain High School. Students arriving by bus are directed to go straight to The Catamount School classrooms via the closest exterior door and not to other areas of Smoky Mountain High School.

Students are not permitted in the halls during class periods unsupervised unless they have a hall pass from an authorized staff member.

During afternoon dismissal, students who ride the bus will be escorted to the bus lot 5 minutes prior to Smoky Mountain High School's dismissal. Students who are being picked up by car will be escorted to the drop-off location and supervised until they are picked up. Students not picked up by 3:30 will be brought back to the Catamount School classrooms and wait there until a parent or approved contact has arrived.

Attendance & Tardies

Attendance at the Catamount School and participation in class are integral parts of academic achievement and the teaching-learning process. Through regular attendance, students develop patterns of behavior essential to professional and personal success in life. Regular attendance by every student is mandatory. The State of North Carolina requires that every child in the State between the ages of 7 (or younger if enrolled) and 16 attend school. Parents and legal guardians are responsible for ensuring that students attend and remain at school daily.

When a student must miss school, a written excuse signed by a parent or guardian must be presented to the student's teacher on the day the student returns after an absence. Absences due to extended illnesses may also require a statement from a physician. An absence may be excused for any of the following reasons:

- personal illness or injury that makes the student physically unable to attend school;
- isolation ordered by the State Board of Health;
- death in the immediate family;
- medical or dental appointment;

- participation under subpoena as a witness in a court proceeding;
- a minimum of two days each academic year for observance of an event required or suggested by the religion of the student or the student's parent(s);
- participation in a valid educational opportunity, such as travel or service as a legislative or Governor's page, with prior approval from the principal;
- pregnancy and related conditions or parenting, when medically necessary; or
- visitation with the student's parent or legal guardian, at the discretion of the superintendent or designee, if the parent or legal guardian (a) is an active duty member of the uniformed services as defined by policy 4050, Children of Military Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.
- Short-term out-of-school suspensions

In the case of excused absences, short-term and absences, the student will be permitted to make up his or her work. The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.
A student will not be marked absent if they are participating in a school-related activity such as a field trip, school club, or ISS. Work and assignments will need to be made up under the same policy as an excused absence.

Students are expected to be at school on time and to be present at the scheduled starting time for each class. Students who are excessively tardy (defined as 10 or more days per semester) to school or class *may be* suspended for up to two days for such offenses.

The principal or designee shall notify parents and take all other steps required by G.S. 115C-378 for excessive absences. Students may be suspended for up to two days for truancy.

If a student is absent from school for five or more days in a semester, the principal or committee shall review other measures of academic achievement, the circumstances of the absences, the number of absences, and the extent to which the student completed missed work. A committee may recommend to the principal and the principal may make any of the following determinations:

- the student will not receive a passing grade for the grading period.
- the student will receive the grade otherwise earned; or
- the student will be given additional time to complete the missed work before a determination of the appropriate grade is made. The student will receive an "incomplete" in the course/subject until work is completed. If work is not completed upon by a designated date set by the principal or committee, then the student will not receive a passing grade for the missing work.

Students with excused absences due to documented chronic health problems are exempt from this policy.

A more detailed policy is available on the school web site.

Bullying

Harassment and bullying include, but are not limited to, behavior 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.
Harassment, including sexual or gender-based harassment, is not limited to specific situations or relationships. Harassment may occur between members of the opposite sex or the same sex.
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 to the principal or an appropriate teacher. Reports may be made anonymously, and all reports shall be investigated in accordance with that policy.

Cat Cards

Students will be issued a Cat Card for identification purposes. For their safety and in cooperation with our host school, students are required to have their Cat Card visible for staff to see. The Cat Card is also used for using resources at Hunter Library on WCU's campus. The card will not contain any personal data, beyond the student's name, either on the magnetic strip or printed on the face of the card.

Cafeteria

All students will eat in the cafeteria during a time when Smoky Mountain High School students are not in lunch. Payment and charges should be coordinated with the Smoky Mountain/JCPS school nutrition staff. Cafeteria Prices are as follows:

Breakfast Prices

Student Reduced- $0.30

Student Full Price- $1.25

Milk- $0.50

Lunch Prices

Student Reduced- $0.40

Student Full Price- $2.70

Cell Phones

It is understood that cell phones and smart phones are often provided to 6th, 7th, and 8th graders by their parents and guardians. Cell phones and smart phones can disrupt the educational process and are not to be visible during the school day unless authorized by a staff member. This includes carrying it in the pocket or on the person. Cell phones are to be locked in a student's locker or stored in the administrative office. Intentional and/or repeated violations of this policy will be handled through the school discipline procedure.

Contact During School Hours

Messages to students shall be conveyed through the Catamount School front office (828-331-1775).

Parents wishing to visit or pick up/drop off their student during school hours **must** check in with front office of the Catamount School located in the main office of Smoky Mountain High School. Catamount School personnel will direct and/or escort the parent/student to the Catamount School classrooms.

Dress Code

The personal appearance of students is a reflection of students' pride in themselves and their school. Therefore, dress should be appropriate for an educational setting and help create a good learning environment. That is, dress and personal appearance should not interfere with or distract students and faculty from teaching and learning. Extremes in hairstyles

and modes of dress deemed by the principal to be clearly inappropriate or which tend to disrupt or distract from the educational process will not be permitted. Students who fail to comply will remain in an ISS room or a separate environment until the student's appearance is not disruptive. Parents will be contacted if necessary. A second or repeated violation of this policy may result in disciplinary action. The following rules must be followed:

- Clothing must completely cover the shoulders and extend to mid-thigh without exposing bare skin.
- All students must avoid wearing see-through, midriff, bareback, or cut-off shirts.
- A shirt must be worn under athletic jerseys.
- Students are expected to wear their shorts or pants fastened around their waists, and shorts or skirts should extend to mid-thigh or longer.
- No large or heavy chains that could be used as a weapon may be worn on school grounds.
- Student's clothing shall be free of inappropriate or suggestive slogans and pictures, including any depiction of drugs, alcohol, or tobacco products.
- Any clothing that disrupts the teaching/learning process is considered inappropriate.
- No caps, hats, or head coverings will be worn inside the building unless permission is given by the principal or teacher.

Extra Services

Students who are formally identified as EC (Exceptional Children), AIG (Academically-Intellectually Gifted), or EL (English Learner) are entitled to services and those services will be provided through licensed professionals through either Western Carolina University or a contracted agent. Details of those services will be provided to the relevant parties.

Students who are receiving services through Meridian or other outside agencies will possibly be able to receive those services at schools and will be settled on an individual basis.

Field Trips

School field trips may be planned to help meet educational goals and objectives by connecting learning with experiences outside of the classroom environment. All eligible students will be given an opportunity to participate in school trips and will not be denied participation based on economic hardship or disability. Additional guidelines apply to trips that involve an overnight stay, out-of-state travel, or travel beyond a 150-mile radius. Parents will be given proper notice of trip details and that parents provide signed consent for the student to participate in the trip. All chaperones and volunteers accompanying students on school trips must pass a WCU background check and meet the standards established by WCU. While on school- sponsored trips, students must adhere to all school and behavior expectations as in any other school setting.

Grading

To determine student progress, students are assessed and evaluated on a regular basis using a variety of measures. Progress is reported to parents and families on a regular basis. Report cards are sent home each nine weeks for students. Information about student progress is also shared through parent-teacher conferences and other parent-teacher communication.

The school will use the following scale for grading:

Mastered (4), Progressing (3), Introduced (2), or Not Introduced (1)

Mastered- Student has shown mastery in a standard and is able to demonstrate a deep understanding using a variety of formats such as, but not limited to, oral presentations, projects, rubrics, standardized assessments, teacher-made assessments. Mastery does not mean the student is done working with the standard as activities and units may tie back into this standard.

Progressing- Student has shown an increasing knowledge of the standard and is able to show understanding in one or two formats such as, but not limited to, oral presentations, projects, rubrics, standardized assessments, teacher-made assessments. Students at this stage may be improving and competent but more work may be needed to gain full mastery.
Introduced- Student has been introduced to the standard by the instructors, but has only shown a basic understanding of the concept.
Not Introduced- Student has not been given a formal introduction to the standard. Student may have knowledge of the standard but has not been given any formal assessment.

Homework

Any homework activity will be used solely to reinforce skills and concepts introduced prior to the assignment. Students may be asked to read stories at home in anticipation of discussion in class. Students may be asked to complete a project or activity introduced and begun at school if the student needs more time than is expected or allotted.

Lockers

Students will be expected to maintain a locker for the use of storing personal belongings, book bags, etc. Combination locks will be provided by the Catamount School, and only those locks will be used on the lockers. Students should not share their combination with other students. Lockers are the property of Jackson County Public Schools and under the supervision of Western Carolina University. As such, they are subject to searches without warning under the rules that applies to other school property.

Library

Students will have access to WCU's Hunter Library and allowed to check books out using their CatCard. Students and their families are responsible for lost or stolen items. Hunter Library will notify the students and families when charges/fees have been accrued. Students are not allowed in library without an adult or school staff member present.

One Call Now

The Catamount School will utilize One Call Now as a means to reach parents via phone calls and text alerts. If your phone number changes, please let our front office know.

Organizations & Clubs

Clubs are intended to promote positive fellowship, constructive teamwork, individual responsibility, and extend the love of learning. All school clubs and organizations must have a principal-approved faculty member as a sponsor or supervisor.

Pictures/Photography

Please contact the front office of the Catamount School through written request if you do not want your child's photograph used on the school's website, school social media, or in any other publication. No child's photograph will display the student's name (first or last).

Recess

Students will have PE on a daily basis. The Catamount School will balance additional physical activity or recess with advisor time, academic needs, and club time.

School Safety

The Catamount School will participate in all safety drills (Fire, Tornado, Lockdowns) with Smoky Mountain High School. The Catamount School will create and maintain a School Risk Management Plan in coordination with the Jackson County Sheriff's Department. A school crisis kit will be maintained for both the staff of The Catamount School and the administration of the host school, Smoky Mountain High School. Student/Parent contact information will be secured in the SMHS crisis kit as well to ensure the proper authorities can reach parents or other emergency contact numbers in the event of a crisis.

Student Health & Medications

The Catamount School will have a school nurse who will be on campus at least one day a week. The school will meet the same health and safety standard as any public school. Students in need of daily medication or those who must carry medication on their persons must complete the medication form from the Catamount Offices. Medication not required to be carried with a person, must store the medication in the Catamount Office located in the main SMHS office. Carrying unauthorized medication, even medication not requiring a prescription, is a violation of the school code of conduct. Emergency Epinephrine will be available on site and medical assistance will be available on a consistent basis.

Technology

Students are provided with the use of a laptop leased by Western Carolina University and serviced by Jackson County Schools. Options for insurance will be provided when the laptops are initially dispersed. Because students will be using JCPS owned technology and using JCPS internet services, students are expected to follow Jackson County Policy Code #3225/4312/7320 (Technology Responsible Use) which available to read at https://www.jcpsnc.org/policies/technology-responsible-use. Use of a laptop is a privilege that may be taken away should a student use the laptop for inappropriate purposes such as bullying, spreading inappropriate imagery, or any other behavior that violates the school's Code of Conduct. Loss of laptop privileges will be determined by the principal and may be for a limited time or the remainder of the year based upon the severity of the violation.

Testing

The Catamount School believes that an effective testing and assessment program evaluates the progress of individual students and helps ensure that educational goals and objectives are being met for every child. A testing program also assists in the continued refinement of the instructional program. In addition, data from tests and assessments provide measures of student learning that are useful for evaluating educator effectiveness. The principal shall develop security and administration procedures for the state testing program and other assessments that are consistent with State Board of Education requirements and relevant law.

All annual assessments of student achievement adopted by the State Board of Education or other applicable law and all final exams for high school credit courses will be administered within the final ten instructional days of the school year.

At the end of each school year, students in grades 6-8 are required by North Carolina to take end- of-grade (EOG) tests in math and reading. Students in 8th grade also take the science EOG test. Students who complete Math I in 8th grade take the Math I end-of-course (EOC) assessment which will count as 25% of the student's final grade. 8th Grade students taking Math I will not be required to take the 8th grade Math EOG. Students may also take North Carolina Final Exams in non-EOG areas such as social studies (grades 3-8) and science (grades 4, 6, and 7). Parents will be notified if students will participate in North Carolina Final Exams. Additional tests and assessments will be given to students who are English Language Learners or who are enrolled in Career and Technical Education classes.

Title I School

The Catamount School will receive Title I funding. 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.

Parents of students in Title I schools have the right to know the professional qualifications of the classroom teachers who instruct their child. The principal will provide you with this information in a timely manner upon your written request to the Catamount School office inside SMHS. Specifically, you have the right to request the following information about each of your child's classroom teachers and/or teacher assistants:

- Whether the teacher has met North Carolina qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under an emergency license or waiver through which the state qualifications or licensing criteria have been waived.
- The bachelor's degree major of the teacher and any other graduate certification or degree held by the teacher, and the field or discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Parents will be notified if their child is being taught for four or more consecutive weeks by a teacher who is not Highly Qualified.

Other Notices

- All posters and announcements to be displayed in the school must first be approved by **the principal or school staff member**.
- Students may not sell items unless the sale is a part of an approved school related fundraiser.
- All State and Federal laws apply on campus.
- The Catamount School will be accessible to youth groups such as the Boy Scouts and Girl Scouts. Groups wishing to speak to the staff and/or students of The Catamount School should first contact the principal so as to schedule a time that would not interfere with general instructional time.

Academic Program

As our guiding principles, the Catamount School uses the Criteria for Schools to Watch by the National Forum to Accelerate Middle Grades Reform (http://middlegradesforum.org/our-criteria/). These criteria represent a consensus among educators, researchers, national associations, and officers of professional organizations committed to promoting the academic performance and healthy development of young adolescents. The four essential criteria are:

- **Academic excellence:** High-performing schools with middle grades are academically excellent. They challenge all students to use their minds well.
- **Developmentally responsive**: High-performing schools with middle grades are sensitive to the unique developmental challenges of early adolescence.
- **Socially equitable:** High-performing schools with middle grades are socially equitable, democratic, and fair. They provide every student with high-quality teachers, resources, learning opportunities, and supports. They keep positive options open for all students
- **Organizational structure:** High-performing schools with middle grades are learning organizations that establish norms, structures, and organizational arrangements to support and sustain their trajectory toward excellence.

In particular, the Catamount School emphasizes the following core values:

- We value experiential learning toward deep understanding.
- We are dedicated to the health and well-being of young adolescents with an intentional focus on social and emotional development.

- We seek to build a democratic community, embracing social justice.
- We work to develop cultural responsiveness within and outside of our learning community.
- We embrace the ideals of student-centered assessment.
- We seek to build family and community alliances.

The Chancellor shall establish the standard course of study for The Catamount School. This course of study shall set forth the subjects to be taught in each grade and the texts and other educational materials on each subject to be used in each grade. The Chancellor, or designee, shall design its programs to meet at least the student performance standards adopted by the State Board of Education and the student performance standards contained in Chapter 115C of the General Statutes.

Students will take all assessments required by the State Board of Education. The EOGs in Reading, Math and 8th Grade Science will be given during the last ten days of the school year. The Catamount School will have a North Carolina School Report Card issued in the fall of each school year after the inaugural year.

Nine Week grading periods are listed on the Catamount School calendar. The Catamount School will not use a traditional grading scale. The school and staff will use standards given by DPI to show student proficiency. Students will be identified as having Mastered (4), Progressing (3), Introduced (2), or Not Introduced (1). Due to space considerations, not all standards will be listed on report cards and progress reports. Report Cards and Progress Reports will list standards being instructed and refined during that given period covered by the report.

Attendance is mandatory. Students who are absent need to provide written notes excusing the absence. Notes may be signed by a parent, guardian, or medical professional. Students who miss more than 5 days per semester may be required to make up time lost after or before school. Excessive absences may also result in retention as determined by the staff and dean. A detailed policy is available on the school web site.
The Catamount School will work with Jackson County Public Schools and staff members at Western Carolina University to ensure that students identified with an Individualized Education Plan (IEP), a Differentiated Education Plan (DEP), a 504 plan, or as English Learner (EL) receive the services that they are entitled to receive. Students and their families with those plans should be in contact with the school staff if there is any confusion regarding how services are being provided.

Math 1 Placement

Placement in Math 1 at the 8th grade level will be considered based upon indicators including student data, teacher recommendation, principal recommendation.

8th graders scoring a level 3 on the Math 1 assessments will retake Math 1 upon entering a Jackson County Public Schools' secondary school.

Catamount School's Community of Care

At the Catamount School, it is recognized that meeting the academic and behavioral emotional needs of all students will require the efforts of a team. This team will consist of a core set of school and university personnel who will meet on a

regular basis to address class-wide and individual needs at a variety of levels. Other individuals from the university and community will join this team as needed to address more specific needs. The goal is to provide a "Community of Care" that will support the class-wide as well as unique needs of all students in this school.

The Community of Care will operate within a three-tier system consistent with a Multi-Tiered System Support (MTSS) model including the following activities:

Tier 1: Class-wide Instructional Activities

- Assist teachers in gathering individual student data on interests and concerns to assist with core instruction development
- Assist teachers in developing and implementing core instruction with differentiation as needed
- Assist teachers in monthly progress monitoring data collection related to class-wide student academic and social/emotional progress.
- Review and analyze progress monitoring data to identify need for changes in core instruction and/or need for additional student support. Focus will be on level of performance as well as rate of progress.

Tier 2: Small-group Student Intervention Activities

- Use classroom progress monitoring data and other data available to identify students who meet specific academic and/or behavioral emotional criteria indicating need for small group interventions to address these needs
- Assist teachers in identifying additional data needed to understand the needs of students identified as needing additional small-group interventions including student feedback on their needs
- Assist teachers in identifying goals for level of performance or rate of progress and developing and implementing small group interventions to address the needs identified
- Assist teachers in measuring fidelity of intervention implementation.
- Assist teachers in weekly progress monitoring data collection related to small group intervention implementation
- Review and analyze progress monitoring data to identify need for change to small group interventions and/or need for additional student supports.

Tier 3: Individual Student Intervention Activities

- Use small group progress monitoring data and other data available to identify students who have received academic and/or behavioral emotional small group interventions but have not met the goals set for level of performance or rate of progress indicating need for individual student interventions to address these needs
- Assist teachers in identifying additional data needed to understand the needs of the individual child identified as needing an individual intervention including student feedback on their needs
- Assist teachers in identifying goals for level of performance or rate of progress for individual student and develop and implement individual intervention to address the need identified
- Assist teachers in measuring fidelity of intervention implementation.
- Assist teachers in weekly progress monitoring data collection related to individual intervention implementation
- Review and analyze progress monitoring data to identify need for change to individual interventions and/or need for additional student supports.

Standards of Behavior & Code of Conduct

Authority of School Personnel

Discipline is the responsibility of all school personnel. The principal will assign authority roles. The school principal has the authority and responsibility to investigate and take appropriate action regarding any antisocial or criminal student behavior and any other behavior appropriately referred to him/her.
The teacher has the authority and responsibility to manage student behavior in the classroom and while students are under his or her supervision. Any physical or verbal disturbance which occurs within the learning environment and which interrupts or interferes with the teaching and learning process or with the orderly conduct of school activity is prohibited. Students shall behave respectfully towards and in the presence of school employees and other students. Students will comply with all directions of principals, teachers, substitute teachers, student teachers, teacher assistants, bus drivers, and all other school personnel who are authorized to give such directions, during any period of time when they are subject to the authority of such personnel. No school employee shall be civilly liable for using reasonable force in conformity with State law, State or local rules, or State or local policies regarding the control, discipline, suspension, and expulsion of students.

General Discipline Philosophy

At the Catamount School, we believe good discipline is essential to good learning; each student has the right to be free from distractions caused by inappropriate behavior of others. We believe this can be established using the principles of a democratic community. A democratic community approach to classroom management involves- attention to relationships with and among learners and an intentional effort to create a climate of mutual caring and respect; a positive view of learners, including their inclination toward and motivation for learning and their responsiveness to kind and respectful treatment; consideration of each learner and his/her subsequent behavior within the social context of the classroom

Day to day practices that generate community in the democratic classroom involve learners, teachers, and school personnel in getting to know each other, involve learners in setting mutually agreed upon classroom covenant and norms/ expectations for behavior, and teacher and peer support learners in meeting expectations through teaching expectations, reminding, redirecting and re teaching expectations as needed.

Regular classroom and school meetings are designed to foster school community involvement. Through problem solving and sharing experiences in class meetings, students learn and practice social skills such as listening to and responding positively to each other, showing empathy, and generating solutions to problems. Class meetings involve the following:

- share acknowledgement and appreciation for positive behaviors that sustain and enhance the learning community
- acknowledge and generate solutions for problems and concerns that affect the learning community. Solutions are ideas generated by students that support learners in the community and work to resolve and prevent problems from reoccurring. The focus is on solutions rather than consequences or punishment.
- Students share their life experiences.
- Students plan classroom experiences such as field trips and service learning opportunities.

For problems that interfere with the learning community and the health and well-being of individual students beyond that which can be handled through class meetings or staff/student conferences, Catamount staff will work to identify

early warning signs of problems that interfere with learning and the functioning of the learning community, safety, health and well-being of students and develop personalized growth plans to prevent problems from escalating and/or remediate problematic behavior.

When individuals in the learning community display behavior that is disrespectful, hurtful or harmful to their peers or the community at large, the teacher and student work together to identify an appropriate restitution to make amends.

The following standards of student behavior are intended to mirror, when appropriate, Jackson County Schools policy. While students are enrolled in a school run by Western Carolina University, students are expected to follow many of the expected behavior norms of its partner, Jackson County Public Schools and its host, Smoky Mountain High School. Food services and daily transportation will be provided by Jackson County Public Schools and students are expected to follow all rules and regulations of JCPS when utilizing those services.

The Catamount School expects its students to behave in a socially acceptable and responsible manner at all times and believes there must exist a climate conducive to learning and respect for oneself, other people, and property, for a school to satisfactorily meet the needs of youth. The Catamount School staff will maintain a system of positive behavior support to model and encourage constructive methods of correcting and managing student behavior. When possible, the Catamount School will engage and involve resources from both the University and the public school system in addition to community resources and organizations with the goal being to identify and correct root problems of behavior and disruption of the educational process. It is a goal of University and Catamount School organization to have students in school as much as possible and avoid drop-outs, suspensions, and expulsions.

Every student has the right to learn, and every teacher the right to teach. To ensure that this situation is present throughout the school campus the following guidelines have been developed.

- Students will show respect and courtesy toward all staff members. Students will also follow any lawful directive from a staff member. Students must give their names when asked by a staff member (including secretary, custodian, teacher aide, bus driver).
- Students will not participate in, encourage, or instigate fighting at any school function. Participants in fights will be subject to disciplinary action and may be referred to law enforcement for charges.
- Students will not use or display profanity or vulgar language.
- Students will not abuse or misuse school property or equipment.
- Students will not threaten, coerce, or intimidate, either singly or in groups, any other students or staff members in any manner.
- A student shall not possess, handle, or transmit an object that reasonably can be considered a weapon on school grounds, school transportation or at any school function.
- Unnecessary noise or loud talking in halls, cafeteria, etc., will not be tolerated.
- Students will, at all times, be in assigned places on time and with necessary materials.
- Disruptive behavior will not be tolerated on campus.
- No student will possess, use, sell, or be under the influence of any drugs or alcohol at school, at any school function, or on any school transportation.
- Students shall not possess or use tobacco products, nicotine products or any type of personal vaporizer (vape pen, e-cig, etc.) at school, on school-affiliated transportation, or as a participant in any school-sponsored activity.
- Students will refrain from inappropriate displays of affection.
- Students will wear appropriate dress as described in another section of this handbook.
- Students may not carry nor have in their possession beepers, walkie-talkies, video cameras, or laser lights. These items will be confiscated by the administration and returned only to a parent or guardian.
- Cellular telephones may be carried, but they must be powered off, out-of-sight, and used only during approved times. Any other use will result in application of the code of conduct and confiscation of the cellular phone by school personnel.

- Appropriate behavior is expected at school-wide assemblies and all extracurricular activities.

The code of conduct, found at the end of this section, is based on these principles and is provided to students and parents (including legal or custodial guardians) in an effort to ensure a safe and wholesome learning environment for all students. The principal or designee may reduce the penalty when there is a finding of mitigating circumstances, except in cases where law or policy requires suspension. All decisions related to student behavior are guided by the objectives to teach responsibility and respect for cultural and ideological differences and by a commitment to create safe, orderly, and caring schools where learning continuously occurs. Students have the responsibility to comply with school rules, to pursue a prescribed course of study, and to submit to the lawful authority of teachers, staff, school officials and the law.

While this document is intended to provide notice to students and parents of general expectations for behavior and consequences for misconduct, it must be understood that discretion will have to be used in dealing with a wide range in age and maturity of students, and that consideration must be given to the seriousness of the infraction(s) when determining the severity of the consequences. Other inappropriate behavior not covered in this document will be dealt with by the principal and/or designee. The principal has the authority and responsibility to investigate and take appropriate action regarding any behavior appropriately referred to him or her. The principal is responsible for informing students and parents of any standards or rules which, if violated, could result in short-term or long-term suspension or expulsion.

Parents will be notified in writing of consequences imposed on their child. All records of parental contact will be maintained for the school year.

Students must abide by all standards as outlined by these guidelines in all of the following circumstances:

- while in any school building or on school premises before, during or after school hours;
- while on any bus or other vehicle as part of any school activity;
- while waiting at any school bus stop;
- during any school function, extracurricular activity, or other activity or event;
- when subject to the authority of school personnel; and
- any time or place when the student's behavior has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the school or the safety of individuals in the school environment.

The principal will retain for that school year all records related to violations of policies, school standards, or rules. At the end of the school year, all records may be removed except information concerning conduct that posed a significant risk to the safety or well-being of that student or others in the school community. Such information will be retained for at least three years depending upon whether the student exhibits any further behavior that poses a significant safety risk. All information regarding violations of the Catamount School Policy, which resulted in long-term suspension or expulsion, is to be maintained in accordance with G.S. 115C-402.

Information concerning conduct that posed a significant safety risk to the student or others in the school community may be disclosed to teachers and school officials, including teachers and school officials in other schools, who have legitimate educational interests in the behavior of the student. In an emergency, FERPA permits school officials to disclose without consent education records, including personally identifiable information from those records, to protect the health or safety of students or other individuals. At such times, records and information may be released to appropriate parties such as law enforcement officials, public health officials, and trained medical personnel (See 34 CFR §99.31(a)(10) and § 99.36). This exception is limited to the period of the emergency and generally does not allow for a blanket release of personally identifiable information from a student's education records.

As required by law, the principal will maintain the following data on each student suspended for more than ten days or expelled: race, gender, age, the duration of the suspension, whether an alternative education placement was considered or provided, and whether the student had multiple suspensions. The principal also will maintain records from the board's consideration of 365-day suspensions and expulsions.

Administration Responsibilities

The principal shall avoid removing students from the classroom for a long period of time, including in- school or out-of-school suspension, unless necessary to provide a safe, orderly environment that is conducive to learning. The principal is authorized to remove students in accordance with board policies for prohibited or criminal conduct or for other behavior that interferes with a safe, orderly environment. The following actions may be taken:

- Parent contact/conference
- Before or after school detention or on Saturday Counseling
- Referral to peer or other mediation Isolation or time out
- Behavior contracts
- Community Service (work detail)
- Academic intervention
- Instruction in conflict resolution and anger management Restitution
- In-school Suspension (ISS)
- Out-of-school Suspension (OSS)
- Suspension from bus privileges
- Referral to law enforcement or other outside agency Long-term Suspension
- Alternative placement
- Expulsion

When a student has been suspended (ISS or OSS), he or she may not participate in extracurricular/school activities either with The Catamount School or Jackson County Public Schools during the duration of the suspension.

Corporal punishment is the intentional infliction of physical pain upon the body of a student as a disciplinary measure. It includes, but is not limited to, spanking, paddling, and slapping. Corporal punishment shall not be used at The Catamount School.

Every effort will be made to handle problems in-house, according to the established policies and procedures; however, when violations of state law occur or when students or parents refuse to work with the established policies of the school, or where the security of persons or property appears to be in jeopardy, the Jackson County Sheriff's Department will be called for assistance, if necessary.

Disciplinary procedures for students identified as exceptional children according to North Carolina guidelines will conform to *Policies Governing Programs and Services for Children with Special Needs* as adopted by the N.C. State Board of Education. All disabled children will be accorded all rights as required by state and federal law. A child with disabilities recognized by Section 504 of the 1973 Rehabilitation Act or the Individuals with Disabilities Education Act (IDEA) will be accorded all rights granted by federal and state laws and regulations.

Parental Involvement

School personnel are expected, as part of their school's student behavior management plan, to identify strategies that involve parents. At a minimum, the plan must provide for inviting parents to conferences whenever there are repeated violations of board policy, school standards, or school rules or whenever there is a serious violation that may result in removing the student from his/her regular educational environment for any extended period of time. Parents also have the right to inspect or obtain copies of student records.

Short-Term Suspension

A short-term suspension is the disciplinary exclusion of a student from attending his or her school for up to 10 school days. A student who is placed on a short-term suspension will not be permitted to be on school property or to take part in any school function during the period of suspension without prior approval from the principal.

Short-term suspension procedures:

- The principal must first provide the student with notice of the opportunity for an informal hearing. The principal may hold the hearing immediately after giving the student oral or written notice of the charges against him or her. At the hearing, the student has the right to be present, to be informed of the charges, and the basis of the accusation, and to make statements in defense of mitigation of the charges.

- The principal may impose a short-term suspension without providing notice and the opportunity for a hearing if the presence of the student creates a direct and immediate threat to the safety of other students or staff, or substantially disrupts or interferes with the education of other students or the maintenance of discipline at the school. In such cases, the principal shall give the student notice of the charges and an opportunity for an informal hearing as soon as practicable.
- The principal's decision to impose short-term suspension is not appealable to the Director of the School of Teaching and Learning.
- The initial notice may be by telephone, but it must be followed by timely written notice. The written notice must include all of the information listed above and may be sent by fax, e- mail or any other method reasonably designed to give actual notice.
- Any student who has received a short-term suspension (10 days or less) will be afforded the following:
- The opportunity to take textbooks home for the duration of the suspension
- The right to inquire about homework assignments for the duration of the suspension
- The opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period

Long-Term Suspension

A long-term suspension is the disciplinary exclusion of a student from attending his or her assigned school for more than 10 school days. Disciplinary reassignment of a student to a full-time educational program that meets the academic requirements of the standard course of study established by the State Board of Education and that provides the student with the opportunity to make timely progress toward graduation and grade promotion is not a long-term suspension requiring the due process procedures set out in this policy.

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

Long-term suspension procedures: Only the Director of the School of Teaching and Learning has authority to long-term suspend a student. The director can extend long-term suspension into the next school year if the offense occurs during the final quarter of the school year. The suspension may include a period up to the remainder of the school year in which the offense was committed and the first semester of the following school year.

Before a student can be long-term suspended, the student must be provided with an opportunity for a hearing.

Students who are long-term suspended must be offered alternative educational services unless the director has a significant or important reason for declining to offer such services. The following are considered significant or important reasons:

- Student exhibits violent behavior
- Student poses a threat to staff or other students
- Student substantially disrupts the learning process
- Student otherwise engaged in serious misconduct that makes the provisions of alternative educational services not feasible
- Educationally appropriate alternative education services are not available in the local school administrative unit due to limited resources
- Student failed to comply with reasonable conditions for admittance into an alternative education program

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

Disciplinary reassignment of a student to a full-time educational program that meets the academic requirements of the standard course of study and provides the student with the opportunity to make timely progress toward graduation and

grade promotion (i.e. alternative school) is not a long-term suspension requiring the long-term suspension due process requirement.
The director shall offer alternative education services to any student who receives a long-term or 365-day suspension unless the director provides a significant or important reason for declining to offer such services. Alternative education services are part-time or full-time programs that provide direct or computer-based instruction to allow the student to progress in one or more core academic courses.

Expulsion

An expulsion is the indefinite exclusion of a student from school enrollment for disciplinary purpose. Upon the recommendation of the director, the school may expel a student who is 14 years of age or older for misbehavior.
Expulsion procedures: Prior to expelling a student, the Expulsion and Long-Term Suspension Committee consisting of the director of the school of teaching and learning, the dean of the college of education and allied professions, and two WCU faculty members must consider whether to offer alternative education services to the student. If the local committee determines that there are appropriate alternative services, the student shall be under the supervision of school personnel at all times.
At the time the student is expelled, he/she shall also be provided with notice of the right to petition for readmission. During the term of expulsion, unless the committee provides the student with access to alternative education services, the student cannot be present on any of the lab school's property and is not considered a student within that school system.

365 Day Suspension

A 365- day suspension is the disciplinary exclusion of a student from attending his or her school for 365 calendar days. The director may impose a 365-day suspension only for certain firearm and destructive device violations, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety.
The director shall offer alternative education services to any student who receives a long- term or 365-day suspension unless the director provides a significant or important reason for declining to offer such services. Alternative education services are part-time or full-time programs that provide direct or computer-based instruction to allow the student to progress in one or more core academic courses.

Notice to Parents for Long-Term Suspension, 365 Day Suspension, Expulsion

The principal must provide to the student's parent written notice of the recommendation for long- term suspension, 365-day suspension or expulsion by the end of the workday during which the long-term suspension or expulsion is recommended when reasonably possible or as soon thereafter as practicable.

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

The student may appeal to the board the director's decision not to provide alternative education services, as permitted by G.S. 115C-45(c)(1). Any appeal to the Expulsion and Long-Term Suspension Committee must be made in writing within five days of receiving the director's decision

Readmission for Long-Term Suspension, 365 Day Suspension, Expulsion

Readmission procedures: Students suspended for 365 days or expelled may after 180 calendar days from the date of the suspension or expulsion, petition in writing to be readmitted. The Director or the Expulsion and Long-Term Suspension Committee may decide any petitions for readmission.
The student shall be readmitted if he/she demonstrates that his/her presence in a school no longer constitutes a clear threat to the safety of other students or school personnel.

If the director or designee rejects the request for readmission, the notice will advise the parents of the right to appeal the decision to the Committee. Any appeal to the board must be made in writing within five days of receipt of the superintendent's or designee's decision.
If a teacher was assaulted or injured by a student, and as a result the student was expelled, the student shall not be returned to that teacher's classroom following readmission unless the teacher consents.
If the expelled student's request for readmission is denied, the board will not consider a subsequent request for readmission of that student until six months after the submission of the previous request.

Threatening Acts

Students are prohibited from directing toward any other person any language, sign or act which threatens force, violence, or disruption, including 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. This includes but is not limited to any behavior resulting in a felony conviction on a weapons, drug, assault, or other charge that compromises the safety of other persons. (The principal will determine the seriousness of the act.)
Consequence Range: ISS – Expulsion
Severe violation of this policy may result in long-term suspension or expulsion.

Criminal Behavior

Criminal or other illegal behavior is prohibited. Any student the principal reasonably believes to have engaged in criminal behavior on the school premises or at school activities will be subject to appropriate disciplinary action as stated in applicable Board policies and may be criminally prosecuted as well.
The principal must report immediately to law enforcement officers and the Director of the School of Teaching and Learning, the following criminal behavior that occurs on school grounds, regardless of age or grade of the perpetrator or victim: assault resulting in serious personal injury; sexual assault; sexual offense; rape; kidnapping; indecent liberties with a minor; assault involving the use of a weapon; possession of a firearm in violation of the law; possession of a weapon in violation of the law; possession of a controlled substance in violation of the law; assault on school officials, employees and/or volunteers; homicide, including murder, manslaughter and death by vehicle; robbery; or armed robbery.
School officials will cooperate fully with any criminal investigation and prosecution. Any criminal behavior that also violates school rules or policy will be investigated independently from the criminal investigation and appropriate disciplinary action from the school will be taken.
School administrators have the authority to conduct reasonable searches and seize materials in accordance with School Policy for the purpose of maintaining a safe, orderly environment and for upholding standards of conduct established by the Jackson County Board of Education, Western Carolina University, and The Catamount School.

Code of Conduct

Category 1 Offenses			
	1st Offense	2nd Offense	3rd *or more* Offense
Inappropriate Bus Behavior	warning, seat assignment and parent contact	one-day bus suspension with parent contact	two days' bus suspension with parent contact *4th offense-five days' bus suspension with parent contact *5th offense-bus suspension for the remainder of the year
Usage of pagers, cell phones, headphones, MP3 players, CD players, lasers or any other electronic, magnifying or communicating devices, trading cards and toys. The school is not responsible for confiscated items.	confiscate and give to parent	confiscate and give to parent	confiscate and hold until a parent picks up at school; will not be allowed to have device on campus for remainder of the school year
Category 2 Offenses			
	1st Offense	2nd Offense	3rd *or more* Offense
Engaging in inappropriate display of affection	Staff/Student Conference	Staff/Student Conference	one day ISS
Dishonesty - Making false statements (written or verbal)	Staff/Student Conference	Staff/Student Conference	one day ISS
Cheating, including the actual giving or receiving of any unauthorized assistance or the actual giving or receiving of an unfair advantage on any form of academic work	Staff/Student Conference, no credit will be given for the work	Staff/Student Conference, no credit will be given for the work	one day ISS, no credit will be given for the work
Plagiarizing, including the copying of the language, structure, idea and/or thought of another and representing it as one's own original work	no credit will be given for the work	no credit will be given for the work	one day ISS, no credit will be given for the work
Theft * Also restitution	Staff/Student Conference	one day ISS	one day OSS
Skipping class/in unauthorized area	Staff/Student Conference	one day ISS	one day ISS
Failure to comply with directions of a school authority	Parent Conference	one day ISS	one day OSS (4 or more occurrences may lead to up to 5 days OSS- at the school's discretion)
Inappropriate use of the Internet	Staff/Student Conference	Parent Conference	one day ISS
Horseplay/Rough Play/Inappropriate physical contact	Staff/Student Conference	Staff/Student Conference	one day ISS
Teasing/Name Calling/Bullying/ Inappropriate language	Staff/Student Conference	Parent Conference	one day ISS (4 or more occurrences may lead to up to 5 days OSS- at the school's discretion)

Category 3 Offenses			
****Any violations of Cat. 3 offense automatically result in parent/student/staff conferences****	1st Offense	2nd Offense	3rd *or more* Offense
Leaving school grounds unauthorized (law enforcement may be notified as appropriate)	1 day ISS	2 days ISS	1 day OSS
Defiant/disruptive conduct, cursing using vulgar, abusive or demeaning language, choosing deliberately to disrupt class by disruptive actions or provoking others [disorderly conduct by disrupting, disturbing, interfering with the teaching of students or otherwise disrupting or disturbing the peace (This offense if legally charged is a violation of G.S. 14-33(a), Class 2 Misdemeanor.)]	2 days ISS	1 day OSS	three days OSS (4 or more occurrences may lead to up to 5 days OSS)
Possessing or distributing literature or illustrations which significantly disrupt the educational process or which are obscene, pornographic, or unlawful Immoral, indecent, lewd, or disreputable behavior of an overly sexual nature in the school setting	2 days ISS	1 day OSS	three days OSS
Failing to observe established safety rules, standards and regulations in any school building, school vehicle or on the school grounds at any time, at any school-related activity, including athletic event or at any time when the student is subject to the supervision of school personnel, including school trips. Violations of safety standards such as, but not limited to: ~being in restricted or unauthorized areas without permission ~failing to follow school procedures ~failing to follow lawful directions of teacher or school authority	1 day ISS	1 day OSS	three days OSS
Tobacco Products - Students are prohibited from possessing or using any tobacco product(s), nicotine products or personal vaporizers (e-cigs, vape pens, etc.) regardless of nicotine content, lighters or matches in any school building, school vehicle or on the school grounds at any time, at any school-related activity, including athletic events, at any time when the student is subject to the supervision of school personnel, including school trips.	one day OSS and confiscate product or item	two days OSS and confiscate product or item	three days OSS and confiscate product or item
Theft or Damage to School Property - Students are prohibited from stealing or attempting to steal school or private	restitution and one day OSS	restitution and three days OSS	restitution and five days OSS

property, and/or from knowingly being in possession of stolen property. Students are prohibited from damaging or attempting to damage any school property or private property at any time when JCPS Board policies and Catamount School policies are applicable.			
CATEGORY 4 OFFENSES			
	1st Offense	2nd Offense	3rd Offense
Playing abusive or dangerous tricks, or otherwise subjecting a student or personnel to personal indignity	three days OSS	five days OSS	ten days OSS
Students striking one another	one day OSS	three days OSS	five days OSS
An attack by a student on an 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	five days OSS -up to expulsion		
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 an attack	ten days OSS -up to expulsion		
Unauthorized or illegal drugs and alcohol are a threat to safe and orderly schools and will not be tolerated. Students are prohibited from possessing, using, transmitting, selling or being under the influence of any illegal substance, or any alcoholic beverage, malt beverage or fortified wine; or other intoxicating liquor; narcotic drugs; hallucinogenic drugs; amphetamines; barbiturates; marijuana or any other controlled substance; any chemicals or products with the intention of bringing about a state of exhilaration or euphoria or of otherwise altering the student's mood or behavior. Students also are prohibited from possessing, using, transmitting or selling drug paraphernalia or counterfeit (fake) drugs.	five days OSS -law enforcement notified -up to expulsion	investigation/five days OSS	investigation/ten days OSS
Harassment (Including Sexual Harassment- see page 18 for details) - Students are prohibited from engaging in or encouraging any form of harassment against students, employees or any other individuals on school grounds or at school-related functions. Harassment is	investigation/three days OSS	investigation/five days OSS	investigation/ten days OSS

unwanted, unwelcomed and uninvited behavior (profane or vulgar language intended to abuse, threaten, or harass another person) that demeans, threatens, or offends the victim and results in a hostile environment for the victim. The hostile environment can be created through pervasive or persistent misbehavior or a single incident if sufficiently severe. The principal or principal's designee will investigate the matter and may impose disciplinary sanctions on the harassing student in accordance with disciplinary policies.			
Breaking and entering into school buildings or buses or severe damage to school property	10 days OSS -Law Enforcement contacted -restitution -up to expulsion		
CATEGORY 5 OFFENSES			
Threats: Any student who communicates a bomb threat, communicates a threat that endangers the lives of students and/or staff or perpetrates a hoax.	**10-day suspension.** A mental health assessment will be required before an alternative placement is considered. Law enforcement will be contacted and charges will be filed.		
Weapons and Weapon-Like Items: Students are prohibited from possessing, handling, or transmitting any weapon, or any instrument that reasonably looks like a weapon or could be used as a weapon on any school property, including vehicles. Weapons include but are not limited to all of the following: Any firearm or destructive device, including a gun, pistol or rifle; explosives, including a bomb, grenade, or mine; knife, including a pocket knife, bowie knife, switchblade, dirk or dagger; slingshot or slung shot; leaded cane; blackjack; metal knuckles; BB gun; air rifle or air pistol; stun gun or other electric shock weapon; icepick; any sharp pointed or edged instrument except unaltered nail files and clips and tools used solely for preparation of food, instruction, and maintenance. This behavior is in violation of *G.S. 14-269.2(d), Misdemeanor Possession of Weapon on Educational Property, a Class 1 Misdemeanor*	**Short to Long-Term Suspension -** If the suspension is beyond ten days, the principal will determine the length of the suspension based upon a documented review of the student's culpability, dangerousness, and the harm caused by the student. ***Any student who brings a firearm or powerful explosive onto school property shall be suspended on a 365- day suspension unless **the director** recommends and approves a modification		

Sexual Harassment

The Catamount School intends that all students and employees should be free of unlawful sexual harassment as a part of a safe, orderly, caring, and inviting working and learning environment. The board expressly prohibits sexual harassment in the educational and work environment.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: 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; submission to or rejection of such conduct is used as the basis for employment decisions affecting such individual, or in the case of a student, submission to or rejection of such conduct is used in evaluating the individual's performance within a course of study or other school-related activity; or 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.

Examples of sexually harassing conduct include, but are not limited to, deliberate, unwelcome touching of a sexual nature or that takes on sexual connotations; 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 of a sexual nature; sexually degrading words used toward an individual or to describe an individual; sexual assault or violence; the display of sexually suggestive objects or pictures; or use of personal or school electronic communications to convey sexually inappropriate words, pictures or images. Electronic communications include, but are not limited to, digital imagery, email, text messaging, instant messaging, chat rooms, blogging, websites and social networking websites (i.e. Instagram, SnapChat or Facebook).

When a student believes that he or she has been sexually harassed by another student, he/she should bring the matter to the attention of the principal, or to a teacher or counselor who then shall immediately report it to the principal. The principal or the principal's designee will investigate the matter and may impose disciplinary sanctions on the harassing student in accordance with disciplinary policies. Any student reporting sexual harassment who is not satisfied with the principal's response or who continues to be sexually harassed may follow the sexual harassment complaint procedures as identified in WCU's Policy 53 available at https://www.wcu.edu/discover/leadership/office-of-the-chancellor/legal-counsel-office/university-policies/numerical-index/university-policy-53.asp, and from the offices of the principal and the university's Title IX coordinator. However, student discipline records remain confidential and may not be revealed by the principal or other school personnel to the student reporting sexual harassment.

Sexual harassment of a student by an employee or a non-employee such as a visitor, also is prohibited. Any student who believes he/she may have been sexually harassed by an employee should refer to the definitions and procedures found in the WCU's Policy 53 available at https://www.wcu.edu/discover/leadership/office-of-the-chancellor/legal-counsel-office/university-policies/numerical-index/university-policy-53.asp Employees, other than student employees, are also prohibited from being in any type of romantic or sexual relationship with a student as described in WCU's Policy 53.

Legal References: Title IX of the Education Amendments of 1972, as amended: G.S. 115C-391.