
RESPONDING TO COMPLAINTS

A. OPPORTUNITIES TO ADDRESS CONCERNS AND COMPLAINTS

The Board is committed to providing an effective means for parents and the community to voice concerns and complaints. The Board also strives to resolve concerns and complaints whenever possible. To this end, the Board has established the following processes:

1. Informal resolutions of specific concerns (see Section B, General Process below);
2. Public hearings and public comments at Board meetings on subjects of concern to parents and the community (Public Participation at Board Meetings, policy 2310);
3. Procedure for parental concerns regarding the curriculum (Parental Inspection and Objection to Instructional Materials, policy 3210);
4. Specific processes for addressing disciplinary consequences (Board policies in the 4300 series);
5. Processes as provided by law for special education students (Special Education Programs/Rights of Disabled Students, policy 3520; Disciplinary Action for Exceptional Children/Disabled Students, policy 4307); and
6. Grievance procedure for addressing concerns regarding specific decisions, especially where there are concerns that Board policy or law has been misapplied, misinterpreted or violated, including discrimination claims on the basis of sex or disability. (Student and Parent Grievance Procedure, policy 1740, Discrimination, Harassment and Bullying Complaint Procedure, policy 1720, and 504 Complaint Procedures, administrative procedure 1730-P).

B. GENERAL PROCESS

Complaints that are not specifically included in other policies should be addressed in the following manner:

1. The complaint should be received, and addressed at the level closest to which the complaint originated. For example, a complaint regarding a classroom issue should be addressed first by the teacher. A complaint regarding the school in general should be addressed first by the principal.

2. Any Board member or staff member receiving a complaint should make sure that the complaint has been appropriately referred to him or her and if not, assist the complainant by identifying appropriate personnel.
3. Once appropriately referred, if the complainant is not satisfied with the response to the complaint, the complainant should be informed of the options for further review of the complaint.
4. A complaint or series of complaints that raise significant issues about the educational program or the operation of the schools is an opportunity to further examine the success of the school district in meeting its goals and objectives. When feasible, a group representing various perspectives and interests, such as teachers, administrators, students and parents, should discuss the issue and make recommendations to appropriate personnel or to the Board.

The Superintendent is responsible for communicating the requirements in this policy to Board members and staff on a regular basis.

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

Cross References: Discrimination, Harassment and Bullying Complaint Procedure (policy 1720); 504 Complaint Procedures (administrative procedure 1730-P); Student and Parent Grievance Procedure (policy 1740); Public Participation at Board Meetings (policy 2310); Parental Inspection and Objection to Instructional Materials (policy 3210); Special Education Programs/Rights of Disabled Students (policy 3520); Parental Involvement (policy 1310); Student Behavior Policies (policies in the 4300 series); Disciplinary Action for Exceptional Children/Disabled Students (policy 4307)

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