

ASHEBORO CITY BOARD OF EDUCATION

July 14, 2016

7:30 p.m.

Asheboro High School Professional
Development Center

***6:00 p.m. – Policy Committee**

***6:15 p.m. – Finance Committee Meeting**

I. Opening

- A. Call to Order
- *B. Approval of Agenda
- C. Executive Session – Superintendent’s Annual Evaluation (6:30 p.m.)
- D. Moment of Silence
- E. Pledge of Allegiance – Boy Scout Troop 525 – Nick Clark (South Asheboro Middle School) and Carter Crisco and Kevin Laur (North Asheboro Middle School)

II. Special Recognition and Presentations

- A. 2015-2016 Board Celebrations

III. Public Comments

- A. Citizens who signed up to address the Board will be called on to make comments. Each individual speaker will be allowed 3 – 5 minutes for remarks. Issues or concerns involving personnel matters are not appropriate for the public comment setting.

IV. *Consent Agenda

- A. Approval of Minutes – June 9, 2016
- B. School Treasurers 2016-2017
- C. Payroll Calendar 2016-2017
- D. Signature Cards – Asheboro High School, South Asheboro Middle School, Lindley Elementary School, Asheboro City Schools Cafeteria
- E. Personnel

V. Information, Reports and Recommendations

- A. Policies for 30 Day Review – Dr. Drew Maerz
 - Policy 5000 - Schools and the Community
 - Policy 5026/7250 - Smoking and Tobacco Products
 - Policy 5028/6130/7267 - Automated External Defibrillator
 - Policy 5030 - Community Use of Facilities
 - Policy 5120 - Relationship with Law Enforcement
 - Policy 6000 - Support Services
 - Policy 6120 - Student Health Services
 - Policy 6402 - Participation by Historically Underutilized Businesses
 - Policy 7635 - Return to Work
 - Policy 7810 - Evaluation of Licensed Employees
 - Policy 7950 - Non-Career Status Teachers: Nonrenewal
 - Policy 9000 - Planning to Address Facility Needs
 - Policy 9010 - Site Selection
 - Policy 9020 - Facility Design
 - Policy 9220 - Security of Facilities
 - Policy 9400 - Sale, Disposal, and Lease of Board-Owned Real Property
- B. Analysis of Student Work; Request for Local Flexibility – Dr. Drew Maerz
 - Local Option
 - Local Option Application
 - Analysis of Student Work
- C. School Support Services Update:
 - School Nurses – Lois Bagley, De-Anne Frazier, Lashonda McDonald, Mary Bullins, Kim Richau, and Amanda Hawks
 - School Social Workers – Tena Lester

- D. Extended Student Instructional Time - Jusmar Maness, Principal of Balfour Elementary School, and Katie Hill, second grade teacher at Guy B. Teachey Elementary School

VI. *Action Items

A. Policies Recommended for Approval – Dr. Drew Maerz

- Policy 1510/4200/7270 - School Safety
- Policy 1760/7280 - Prohibition Against Retaliation
- Policy 3320 - School Trips
- Policy 3420 – Student Promotion and Accountability
- Policy 3620 - Extracurricular Activities and Student Organizations
- Policy 4110 - Immunization Requirements for School Admission
- Policy 4135 - Tuition for Discretionary Admissions
- Policy 4270/6145 - Concussion and Head Injury
- Policy 4320 - Tobacco Products – Students
- Policy 4333 - Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety
- Policy 4335 - Criminal Behavior
- Policy 4351 - Short-term Suspension
- Policy 4353 - Long-Term Suspension, 365-Day Suspension, Expulsion
- Policy 4400 – Attendance
- Policy 5022 - Registered Sex Offenders
- Policy 5027/7275 - Weapons and Explosives Prohibited
- Policy 7340 - Employee Dress and Appearance

B. Extended Instructional Time – Jusmar Maness, Principal of Balfour Elementary School

VII. Superintendent's Report/Calendar of Events

A. Calendar of Events – Leigh Anna Marbert

B. Points of Pride – Administrative Leadership Team Retreat Service Learning Recap - Leigh Anna Marbert

C. Board Goals

VIII. Board Operations

A. Important Dates to Remember – Kyle Lamb

IX. Adjournment

Asheboro City Schools' Board of Education meetings are paperless. All information for the board meetings may be viewed at <http://www.asheboro.k12.nc.us> under Board of Education the Friday following the board meeting.

*Item(s) requires action/approval by the Board of Education

ASHEBORO CITY BOARD OF EDUCATION
July 14, 2016
7:30 p.m. Asheboro High School
Professional Development Center

Addendum

- I. **Opening**
- II. **Special Recognition and Presentations**
- III. **Public Comments**
- IV. ***Consent Agenda**
 - E. Personnel – Addendums (added)
- V. **Information, Reports, and Recommendations**
- VI. **Action Items**
- VII. **Superintendent’s Report/Calendar of Events**
 - C. Board Goals
 - 2015-2016 Board Goals (attachment added)
 - 2016-2017 Board Goals (attachment added)
- VIII. **Board Operations**
- IX. **Adjournment**

Mission Statement

We are committed to providing quality learning opportunities for all students in a safe and inviting environment so that our students can become successful lifelong learners, prepared for 21st century global citizenship.

Minutes of the Asheboro City Board of Education

June 9, 2016

Policy Committee

Staff members present were: Dr. Terry Worrell, Dr. Brad Rice, Dr. Aaron Woody, Carla Freemyer, and Dr. Drew Maerz.

Board members present were: Dr. Beth Knott, Kyle Lamb, Michael Smith, Phillip Cheek, and Linda Cranford.

At 6:00 p.m., Dr. Maerz began review of the agenda.

- Policy 5000 - Schools and the Community
 - Policy updated based on legal precedent (Leandro v. State Case: Sound, basic education to every child)
 - Minor language additions and updates to legal and cross references
- Policy 5026/7250 - Smoking and Tobacco Products
 - Added language that includes electronic smoking devices in the tobacco products category
 - Updated legal and cross references
- Policy 5028/6130/7267 - Automated External Defibrillator
 - Updated reference section
- Policy 5030 - Community Use of Facilities
 - Statement added that covers exceptions on weapons possession during use of school facilities
- Policy 5120 - Relationship with Law Enforcement
 - Updated policy and added language covering emergency access and law enforcement access to school building keys
- Policy 6000 - Support Services
 - Policy updated based on legal precedent (Leandro v. State Case: Sound, basic education to every child)
 - Updated legal and cross references
- Policy 6120 - Student Health Services
 - Minor language and policy reference updates
 - Updated legal references
- Policy 6402 - Participation by Historically Underutilized Businesses
 - Additions made to the list of school district good faith efforts
 - Updated legal references
- Policy 7635 - Return to Work
 - Updated policy to include statement regarding an employee's return to work
- Policy 7810 - Evaluation of Licensed Employees
 - Minor language updates regarding evaluation standards for low-performing schools
- Policy 7950 - Non-Career Status Teachers: Nonrenewal
 - Updated cross references
- Policy 9000 - Planning to Address Facility Needs
 - Policy updated based on legal precedent (Leandro v. State Case: Sound, basic education to every child)
 - Updated legal and cross references
- Policy 9010 - Site Selection
 - Minor and technical formatting updates and updates to cross references

- Language added covering contracts for professional services
- Policy 9020 - Facility Design
 - Language added covering contracts for professional services
 - Updated legal and cross references
- Policy 9220 - Security of Facilities
 - Language added to ensure emergency law enforcement personnel are provided with any schematic/diagram updates as well as access to school building keys
- Policy 9400 - Sale, Disposal, and Lease of Board-Owned Real Property
 - Updated title of policy
 - Updated cross references

All policies will go to the Board for 30-day review at the July Board meeting.

With no further business, the meeting was adjourned at 6:20 p.m.

Finance Committee

The Finance Committee convened at 7:05 p.m. in the Professional Development Center conference room with the following board members present:

Gustavo Agudelo	Kyle Lamb
Joyce Harrington	Archie Priest
Jeni Martin	Baxter Hammer

Staff members present were: Dr. Terry Worrell, Harold Blair, and Sandra Spivey.

Mr. Blair presented budget amendments S-03 and OR-01. The State Fund Budget Amendment S-03 includes additional funds received for School Leadership, Technology Support and Read to Achieve. The largest portion of the amendment is for the increase in Read to Achieve which will cover grades 1 – 3 this summer. The Other Restricted Fund Budget Amendment OR-01 includes additional revenues received from Sales Tax Refunds, Medicaid Reimbursements, E-Rate Reimbursements, and a Southern Regional Education Board Grant.

Mr. Blair presented the Interim Budget Resolution for 2016-17. This resolution will enable the district to continue operations under the current year budget numbers as approved until final budget information is received from the State and County. Mr. Blair also presented the Audit Contract for the 2015-16 school year.

Ms. Spivey presented the contract extension with Sodexo. The contract extension allows Sodexo to continue serving our district throughout the summer under the current fee structure.

Dr. Worrell asked Mr. Blair to discuss the Anti-Pension Spiking law. Mr. Blair reviewed the current law that went into effect for employees who retire after January 1, 2015. The law requires for the last employer to cover the additional retirement cost computed according to the law. Mr. Blair explained the calculation and its potential for our district.

Board Of Education

The Asheboro City Schools Board of Education met in regular session at 7:38 p.m. in the Professional Development Center with the following members present:

Kyle Lamb, Chairman	Gustavo Agudelo
Phillip Cheek	Linda Cranford
Baxter Hammer	Joyce Harrington
Michael Smith	Dr. Beth Knott
Archie Priest, Jr.	Jeni Martin
Wilson Alexander, Attorney	

Staff members present were Dr. Terry Worrell, Harold Blair, Dr. Aaron Woody, Carla Freemyer, Robin Harris, Dr. Cayce McCamish, Dr. Brad Rice, Dr. Julie Pack, Dr. Drew Maerz, Leigh Anna Marbert, Mike Mize, and Andrew Hurley.

Chairman Lamb called the meeting to order and welcomed all in attendance.

Chairman Lamb led the meeting with a moment of silence, followed by the Pledge of Allegiance led by Boy Scout Troop 563 members Marshall Gowen-Goad (Asheboro High School) and Nelson Gowen-Goad (South Asheboro Middle School).

Mr. Cheek made a motion to approve the agenda, seconded by Ms. Harrington, and the agenda was unanimously approved by the Board with the addition of an Executive Session to discuss a personnel issue.

Special Recognition and Presentations

The Community Partner Spotlight highlighted Applied Data Solutions, one of the business partnerships for the Asheboro City Schools' STEAM competition. Mr. Chip Barnes was introduced by Dr. Julie Pack. Dr. Pack noted that Applied Data Solutions donated five Chrome Books for use in the program.

The Board Spotlight was presented by Dr. Aaron Woody who reviewed the Asheboro City Schools' Summer Learning Opportunities which will be available to our students including:

- High School Credit Recovery
- STEAM Camp at St. Luke's UMC Church and Asheboro High Zoo School
- Read to Achieve Summer Camp
- English Language Camp
- Jump Start
- Asheboro City Summer Camp
- Asheboro Authors' Creative Writing Camp
- K-5 Reading Camp at Balfour Elementary
- Globe-Trotters at C.W. McCrary Elementary
- Summer Reading Program – "Go for the Gold"

Dr. Aaron Woody introduced Ms. Linda Bumpas, the 2016 Instructional Assistant of the Year.

Carla Freemyer introduced Ms. Lisa Cheek, the 2016 Classified Employee of the Year.

Dr. Brad Rice recognized Maci Bunting, a rising senior at Asheboro High School, the North Carolina Athletic Association's State High Jump Competition winner. Maci jumped 5 feet 6 inches to take the win.

Public Comments

Chairman Lamb opened the floor to public comments. Mr. Ken Rhodes, a member of the 2016-2021 Strategic Planning Team addressed the Board to express his appreciation and support of Dr. Terry Worrell's leadership and dedication to our students. Chairman Lamb thanked Mr. Rhodes for his acknowledgement of Dr. Worrell's commitment to Asheboro City Schools.

Consent Agenda

Upon motion made by Mr. Agudelo, seconded by Ms. Cranford, the Consent Agenda was unanimously approved by the Board:

- * *Approval of Minutes – May 12, 2016*
- * *Budget Amendments – OR-01 and S-03 (A copy of these amendments will become a part of these minutes)*
- * *Interim Budget Resolution (A copy of this resolution will become a part of these minutes)*
- * *2015-2016 Audit Contract (A copy of this contract will become a part of these minutes)*
- * *Seamless Summer Child Nutrition Contract (A copy of this contract will become a part of these minutes)*
- * *2016-2019 Asheboro City Schools Academically and Intellectually Gifted Plan (A copy of this plan will become a part of these minutes)*
- * *Asheboro High School Student Council Over-Night Field Trip for July 11-15, 2016 (6 students). (A copy of this request will become a part of these minutes.)*
- * *Asheboro High School Student Council Over-Night Field Trip for July 11-15, 2016 (7 students). (A copy of this request will become a part of these minutes.)*
- * *Personnel*

***A. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Burgess	Donna	NAMS	EC/Instructional Assistant	6/10/2016
Chaney	Kathryn	DLL	Art	6/10/2016
Clippinger	Tressa	AHS	EC/Instructional Assistant	5/23/2016
Gavin	Roberta	DLL	Media Specialist	6/10/2016
Jarrett	Susan	LP	Music	6/30/2016
Rice	Brad	CO	Assistant Superintendent of Support Services	6/30/2016
Freemyer	Millie	BAL	Kindergarten	6/10/2016
Hardin	Sandy	CWM	Reading Specialist (PT)	6/10/2016
Mere	Cortney	SAMS	ELA	6/10/2016
Scott	Brianna	LP	Art	6/10/2016
Seabreeze	Zachary	AHS	Science	6/10/2016
Small	Stephanie	DLL	5th grade	6/10/2016
Williams	Marie	CO	Bus Driver	6/8/2016

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Andrews	Chris	AHS	Social Studies	8/18/2016
Billups	Ian	CO	Summer Maintenance (Temporary)	5/13 - 8/19/2016
Brewer	Jordan	CO	Summer Maintenance (Temporary)	5/13 - 8/19/2016
Carrouth	Megan	AHS	English	8/18/2016
Little	Tracy	ECDC	Pre-K Itinerant	8/18/2016
Shipton	Jordan	NAMS	Agri-Science/BioTechnology	8/18/2016
Stone	Leslie	BAL	1st Grade	8/18/2016
Williams	Cody	CO	Summer Maintenance (Temporary)	5/13 - 8/19/2016
Wright	Brady	CO	Summer Maintenance (Temporary)	5/13 - 8/19/2016
Badillo	Guadalupe	ECDC/DLL	Custodian	7/5/2016
Brasswell	Jane	AHS	Cross Country Non-Faculty Coach	7/31/2016
Collmar	Shelbi	AHS	English	8/18/2016
Diaz	Marco	CO	Summer Maintenance (temporary, PT)	6/6 -2016
Hoogkamp	Brett	SAMS	Mathematics	8/18/2016
Martinez	Richard	AHS	Softball Non-Faculty Coach	7/31/2016
O'Neal	Andrea	TBD	Speech Language Pathologist	8/18/2016
Scott	Robert	AHS	Cross Country Non-Faculty Coach	7/31/2016

***C. TRANSFERS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Lyons	Molly	NAMS to AHS	AIG Consultant to 9-12 English	8/18/2016
Bernhart	Elizabeth	BAL	Instructional Facilitator to teacher	8/18/2016
Silva	Prisila	ECDC/DLL to DLL	Custodian	7/5/2016

***D. ADMINISTRATIVE TRANSFERS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Dixon	Ron	TBD to SAMS	Principal	6/27/2016
Domally	Nikki	SAMS to LP	Assistant Principal to Principal	7/1/2016
Saunders	Brian	SAMS to AHS	Principal	7/1/2016

***E. ADMINISTRATOR CONTRACTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Freemyer	Carla	CO	Executive Director Human Resources	7/1/2016 - 6/30/2020
Maerz	Drew	CO	Director of Testing and Accountability	7/1/2016 - 6/30/2020
Rich	Wendy	CO	Director of Elementary Education	7/1/2016 - 6/30/2020

***F. LEAVES OF ABSENCE**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Lassiter	Reginald	SAMS	Instructional Assistant/ISS	8/15 - 12/18/2016

Information, Reports and Recommendations

A. Dr. Drew Maerz presented the following policies for 30-day review:

- Policy 1510/4200/7270 - School Safety
- Policy 1760/7280 - Prohibition Against Retaliation
- Policy 3320 - School Trips
- Policy 3420 – Student Promotion and Accountability
- Policy 3620 - Extracurricular Activities and Student Organizations
- Policy 4110 - Immunization Requirements for School Admission
- Policy 4135 - Tuition for Discretionary Admissions
- Policy 4270/6145 - Concussion and Head Injury
- Policy 4320 - Tobacco Products – Students
- Policy 4333 - Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety
- Policy 4335 - Criminal Behavior
- Policy 4351 - Short-Term Suspension
- Policy 4353 - Long-Term Suspension, 365-Day Suspension, Expulsion
- Policy 4400 - Attendance
- Policy 5022 - Registered Sex Offenders
- Policy 5027/7275 - Weapons and Explosives Prohibited
- Policy 7340 - Employee Dress and Appearance

B. Student Instructional Time

Dr. Brad Rice presented information on extending student instructional time by 20 minutes per day which would add the equivalent of 18.07 instructional days per year at all schools. This schedule was used at McCrary Elementary School during the 2015-2016 school year. It was noted that a parent survey will be used to collect parent feedback. The plan was presented for 30-day review.

Action Items

A. Following a 30-day review, the policies were presented to the Board for approval. Upon motion made by Ms. Harrington, seconded by Mr. Agudelo, the Board unanimously approved the following board policies:

- Policy 1720/4015/7225 - Discrimination, Harassment, and Bullying Complaint Procedure
- Policy 1742/5060 - Responding to Complaints
- Policy 3540 - Comprehensive Health Education Program
- Policy 6125- Administering Medicines to Students
- Policy 6550 - Vandalism
- Policy 7335 - Employee Use of Social Media
- Policy 7950 - Non-Career Status Teachers: Non-Renewal
- Policy 9110 - Use and Selection of Architects, Engineers, Surveyors, and Construction Managers at Risk
- Policy 9120 - Bidding for Construction Work

B. Graduation Guarantee

Superintendent Worrell presented the 2016 Graduation Guarantee for Board approval. The guarantee states that if an employer is not satisfied with a graduate's basic skills, the graduate will be offered free additional coursework. Upon a motion made by Ms. Cranford, seconded by Mr. Cheek, the Board unanimously approved the Graduation Guarantee. A copy of the Graduation Guarantee is made a part of these minutes.

C. Career Technical Education Local Plan

Career Technical Education Local Plan was presented by Dr. Julie Pack. Upon motion made by Ms. Harrington, seconded by Mr. Hammer, the Board unanimously approved the Career Technical Education Local Plan. A copy of the Career Technical Education Local Plan is made a part of these minutes.

D. 2016-2021 Strategic Plan

Superintendent Worrell presented the 2016-2021 Asheboro City Schools' Strategic Plan goals for approval. Upon motion made by Mr. Hammer, seconded by Mr. Agudelo, the Board unanimously approved the 2016-2021 Strategic Plan. A copy of the 2016-2021 Strategic Plan is made a part of these minutes.

Superintendent's Report/Calendar of Events

A. Leigh Anna Marbert shared the Calendar of Events noting the next Board of Education meeting will be on July 14, 2016.

Leigh Anna Marbert reviewed the latest edition of *Points of Pride* highlighting the following:

- Mayor David Smith, Sheriff Robert Graves, City Manager John Ogburn, and Reverend James Burroughs all attended one of the two days in which students and staff were served ice cream sundaes in celebration of reaching our 100,000 book goal as part of the Superintendent's Reading Challenge. The event also served as a kick off to our summer reading as well. Special thanks to Linda Cranford, Kyle Lamb, Beth Knott, Baxter Hammer, Joyce Harrington, and Jeni Martin for serving alongside the staff during this event.
- Lindley Park's Volunteer Committee hosted "Meal for Moms." This is an annual event that is hosted to show love to mothers, grandmothers, aunts, and sisters. This year there were over 200 ladies in attendance. The meal was supplied by Something Different Catering of Asheboro. Caroline Rush and Nicole Cox provided an opportunity for families to receive a copy of this year's annual and school spirit wear.
- Mr. Adam Reeder of Asheboro High School was named the Asheboro City Schools' 2016-2017 Teacher of the Year.
- At the annual Spring Sports banquet, all of the Blue Comet spring sports teams were honored, the Lee J. Stone Sportsmanship awards were presented, and the 2016 Mr. and Miss Blue Comets were named. The Lee J. Stone Sportsmanship award was presented to two female student athletes this year - Meredith Priest and Katy Cernava. And the male recipient of the Lee J. Stone Sportsmanship award was Sawyer Davidson. Salem Davidson was named Miss Blue Comet and Nick Coe was named Mr. Blue Comet.

B. Board Goals:

Superintendent Worrell presented an update on the 2015-2016 Board Goals.

Board Operations

Chairman Lamb advised the Board that the forms and information for the Superintendent's annual performance evaluation is in their meeting folders.

Chairman Lamb reminded members of the Board of the following upcoming dates:

Thursday, July 14	Board of Education Meeting	7:30 p.m.	Professional Development Center
Thursday, August 11	Board of Education Meeting	7:30 p.m.	Professional Development Center
Friday, August 26	ACS Convocation	8:00 a.m.	AHS Performing Arts Center
Monday, August 29	First day for students	All Day	All schools

Executive Session

A motion to convene the closed session was made by Ms. Harrington, seconded by Mr. Aqudelo, and unanimously approved by the Board at 9:13 p.m.

A motion to adjourn from executive session and reconvene in regular session was made by Ms. Harrington, seconded by Mr. Hammer, and unanimously approved by the Board at 10:20 p.m.

Open Session/Adjournment

There being no further business, a motion was made by Mr. Aqudelo, seconded by Mr. Cheek, and unanimously approved by the Board to adjourn at 10:22 p.m.

Chairman

Secretary

**School Treasurers
2016-2017**

Jamie H. Baker
Asheboro High School

Donna B. Hill
South Asheboro Middle School

Lisa M. Rhodes
Balfour Elementary School

Tammy R. Davidson
Early Childhood Development Center

Renee B. Brewer
Charles W. McCrary Elementary School

Angela D. McLelland
Donna Lee Loflin Elementary School

Tina E. Poole
Guy B. Teachey

Nicole L. Cox
Lindley Park Elementary School

Faye C. McLeod
North Asheboro Middle School

ASHEBORO CITY SCHOOLS

2016-2017

SCHEDULED PAY DATES

MID-MONTH PAYROLL (10 Month hourly employees)	END OF MONTH PAYROLL (All employees except 10 month hourly)
July 12	July 29
August 12	August 31
September 12	September 30
October 12	October 31
November 10	November 30
December 12	December 30
January 12	January 31
February 10	February 28
March 10	March 31
April 12	April 28
May 12	May 31
June 14	June 28

RESOLUTION OF LODGE, ASSOCIATION OR OTHER SIMILAR ORGANIZATION

CommunityOne Bank, N.A.
 106 E. Taft St.
 Asheboro, NC 27203

By: Asheboro High School
 1221 S Park St
 Asheboro NC 27203-6711

Referred to in this document as "Financial Institution"

Referred to in this document as "Association"

I, DR TERRY W W O R R E L L, certify that I am Secretary (clerk) of the above named association organized under the laws of NORTH CAROLINA, Federal Employer I.D. Number 56-6000989, and that the resolutions on this document are a correct copy of the resolutions adopted at a meeting of the Association duly and properly called and held on 06/22/16 (date). These resolutions appear in the minutes of this meeting and have not been rescinded or modified.

AGENTS Any Agent listed below, subject to any written limitations, is authorized to exercise the powers granted as indicated below:

Name and Title or Position	Signature	Facsimile Signature (if used)
A. <u>BARNEY HAROLD BLAIR JR- DIRECTOR OF FIN</u>	-----	X -----
B. <u>JASON BRIAN SAUNDERS- PRINCIPAL</u>	X _____	X _____
C. <u>JAMIE HAYES BAKER- T R E A S U R E R</u>	X _____	X _____
D. _____	X _____	X _____
E. _____	X _____	X -----
F. _____	X _____	X _____

POWERS GRANTED (Attach one or more Agents to each power by placing the letter corresponding to their name in the area before each power. Following each power indicate the number of Agent signatures required to exercise the power.)

Indicate A, B, C, D, E, and/or F	Description of Power	Indicate number of signatures required
_____	(1) Exercise all of the powers listed in this resolution.	_____
<u>A</u>	deposit or share account(s) in the name of the Association.	<u>(2) Open any</u> <u>1</u>
<u>A,B,C</u>	(3) Endorse checks and orders for the payment of money or otherwise withdraw or transfer funds on deposit with this Financial Institution.	<u>2</u>
_____	(4) Borrow money on behalf and in the name of the Association, sign, execute and deliver promissory notes or other evidences of indebtedness.	_____
_____	(5) Endorse, assign, transfer, mortgage or pledge bills receivable, warehouse receipts, bills of lading, stocks, bonds, real estate or other property now owned or hereafter owned or acquired by the Association as security for sums borrowed, and to discount the same, unconditionally guarantee payment of all bills received, negotiated or discounted and to waive demand, presentment, protest, notice of protest and notice of non-payment.	_____
_____	(6) Enter into a written lease for the purpose of renting, maintaining, accessing and terminating a Safe Deposit Box in this Financial Institution.	_____
_____	(7) Other _____	_____

LIMITATIONS ON POWERS The following are the Association's express limitations on the powers granted under this resolution.

All f>L CV\OU

EFFECT ON PREVIOUS RESOLUTIONS This resolution supersedes resolution dated _____ . If not completed, all resolutions remain in effect.

CERTIFICATION OF AUTHORITY

I further certify that the Association has, and at the time of adoption of this resolution had, full power and lawful authority to adopt the resolutions on page 2 and to confer the powers granted above to the persons named who have full power and lawful authority to exercise the same. (Apply seal below where appropriate.)

- D** If checked, the Association is a non-profit lodge, association or similar organization.
- X _____ I Secretary _____
- X _____ I Anest by Other Officer) _____
- X _____ I Attest by Other Officer) _____

RESOLUTION OF LODGE, ASSOCIATION OR OTHER SIMILAR ORGANIZATION

CommunityOne Bank, N.A.
 106 E. Taft St.
 Asheboro, NC 27203

By: South Asheboro Middle School
 523 W Walker Ave
 Asheboro NC 27203-6252

Referred to in this document as "Financial Institution"

Referred to in this document as "Association"

I, D_R_T_E_R_R_Y_W_W_O_R_R_E_L_L, certify that I am Secretary (clerk) of the above named association organized under the laws of NORTH CAROLINA, Federal Employer I.D. Number 56-6000989, and that the resolutions on this document are a correct copy of the resolutions adopted at a meeting of the Association duly and properly called and held on 06/22/16 (date). These resolutions appear in the minutes of this meeting and have not been rescinded or modified.

AGENTS Any Agent listed below, subject to any written limitations, is authorized to exercise the powers granted as indicated below:

Name and Title or Position	Signature	Facsimile Signature (if used)
A. <u>BARNEY HAROLD BLAIR JR- DIRECTOR OF FIN</u>	_____	X _____
B. <u>RONALD ERROL DIXON JR- PRINCIPAL</u>	X _____	X _____
C. <u>D_O_N_N_A_B_R_O_W_N_H_I_L_L-L - T_R_E_A_S_U_R_E_R</u>	X _____	X _____
D. _____	X _____	X _____
E. _____	X _____	X _____
F. _____	X _____	X _____

POWERS GRANTED (Attach one or more Agents to each power by placing the letter corresponding to their name in the area before each power. Following each power indicate the number of Agent signatures required to exercise the power.)

Indicate A, B, C, D, E, and/or F	Description of Power	Indicate number of signatures required
_____	(1) Exercise all of the powers listed in this resolution.	_____
_____ <u>A</u>	(2) Open any deposit or share account(s) in the name of the Association.	_____ <u>1</u>
_____ <u>A, B, C</u>	(3) Endorse checks and orders for the payment of money or otherwise withdraw or transfer funds on deposit with this Financial Institution.	_____ <u>2</u>
_____	(4) Borrow money on behalf and in the name of the Association, sign, execute and deliver promissory notes or other evidences of indebtedness.	_____
_____	(5) Endorse, assign, transfer, mortgage or pledge bills receivable, warehouse receipts, bills of lading, stocks, bonds, real estate or other property now owned or hereafter owned or acquired by the Association as security for sums borrowed, and to discount the same, unconditionally guarantee payment of all bills received, negotiated or discounted and to waive demand, presentment, protest, notice of protest and notice of non-payment.	_____
_____	(6) Enter into a written lease for the purpose of renting, maintaining, accessing and terminating a Safe Deposit Box in this Financial Institution.	_____
_____	(7) Other _____	_____

LIMITATIONS ON POWERS The following are the Association's express limitations on the powers granted under this resolution.

EFFECT ON PREVIOUS RESOLUTIONS This resolution supersedes resolution dated 6/16/16. If not completed, all resolutions remain in effect.

CERTIFICATION OF AUTHORITY

I further certify that the Association has, and at the time of adoption of this resolution had, full power and lawful authority to adopt the resolutions on page 2 and to confer the powers granted above to the persons named who have full power and lawful authority to exercise the same. (Apply seal below where appropriate.)

D If checked, the Association is a non-profit lodge, association or similar organization. X _____ (Secretary)
 X _____ (Attest by Other Officer)
 X _____ (Attest by Other Officer)

RESOLUTION OF LODGE, ASSOCIATION OR OTHER SIMILAR ORGANIZATION

CommunityOne Bank, N.A.
 101 Sunset Avenue
 Asheboro, NC 27203

By: Lindley Park School
 Asheboro NC 27203-5804

Asheboro NC 27203-5804

Referred to in this document as "Financial Institution"

Referred to in this document as "Association"

I, D R T E R R Y W W O R R E L L, certify that I am Secretary (clerk) of the above named association organized under the laws of NORTH CAROLINA, Federal Employer I.D. Number 56-6000989, and that the resolutions on this document are a correct copy of the resolutions adopted at a meeting of the Association duly and properly called and held on 06/22/16 (date). These resolutions appear in the minutes of this meeting and have not been rescinded or modified.

AGENTS Any Agent listed below, subject to any written limitations, is authorized to exercise the powers granted as indicated below:

Name and Title or Position	Signature	Facsimile Signature (if used)
A. BARNEY HAROLD BLAIR JR- DIRECTOR OF FIN	----- X	-----
B. NIKIA TAYLOR DOMALLY- PRINCIPAL	X -----	X -----
C. NICOLE L COX- TREASURER	X -----	X -----
D. -----	X -----	X -----
E. -----	X -----	X -----
F. -----	X -----	X -----

POWERS GRANTED (Attach one or more Agents to each power by placing the letter corresponding to their name in the area before each power. Following each power indicate the number of Agent signatures required to exercise the power.)

Indicate A, B, C, D, E, and/or F	Description of Power	Indicate number of signatures required
_____ (1)	Exercise all of the powers listed in this resolution.	_____
<u>A</u>	deposit or share account(s) in the name of the Association.	<u>(2)</u> Open any <u>1</u>
<u>A, B, C</u>	(3) Endorse checks and orders for the payment of money or otherwise withdraw or transfer funds on deposit with this Financial Institution.	<u>2</u>
_____ (4)	Borrow money on behalf and in the name of the Association, sign, execute and deliver promissory notes or other evidences of indebtedness.	_____
_____ (5)	Endorse, assign, transfer, mortgage or pledge bills receivable, warehouse receipts, bills of lading, stocks, bonds, real estate or other property now owned or hereafter owned or acquired by the Association as security for sums borrowed, and to discount the same, unconditionally guarantee payment of all bills received, negotiated or discounted and to waive demand, presentment, protest, notice of protest and notice of non-payment.	_____
_____ (6)	Enter into a written lease for the purpose of renting, maintaining, accessing and terminating a Safe Deposit Box in this Financial Institution.	_____
_____ (7)	Other -----	_____

LIMITATIONS ON POWERS The following are the Association's express limitations on the powers granted under this resolution.

EFFECT ON PREVIOUS RESOLUTIONS This resolution supersedes resolution dated A 1/1/2005. If not completed, all resolutions remain in effect.

CERTIFICATION OF AUTHORITY
 I further certify that the Association has, and at the time of adoption of this resolution had, full power and lawful authority to adopt the resolutions on page 2 and to confer the powers granted above to the persons named who have full power and lawful authority to exercise the same. (Apply seal below where appropriate.)

D If checked, the Association is a non-profit lodge, association or similar organization. X ----- =c:c:-- , -----
I Secretary

X ----- I Attest by Other Officer) -----

X ----- I Attest by Other Officer) -----

RESOLUTION OF LODGE, ASSOCIATION OR OTHER SIMILAR ORGANIZATION

CommunityOne Bank, N.A.
 106 E. Taft St.
 Asheboro, NC 27203

By: Asheboro City School
 CAFETERIA
 PO Box 1103
 Asheboro NC 27204-1103

Referred to in this document as "Financial Institution"

Referred to in this document as "Association"

I, DR TERRY W WORRELL, certify that I am Secretary (clerk) of the above named association organized under the laws of NORTH CAROLINA, Federal Employer I.D. Number 56-6000989, and that the resolutions on this document are a correct copy of the resolutions adopted at a meeting of the Association duly and properly called and held on 06/22/16 (date). These resolutions appear in the minutes of this meeting and have not been rescinded or modified.

AGENTS Any Agent listed below, subject to any written limitations, is authorized to exercise the powers granted as indicated below:

Name and Title or Position	Signature	Facsimile Signature (if used)
A. <u>DR TERRY W WORRELL SUPERINTENDENT</u>	X _____	X _____
B. <u>BARNEY HAROLD BLAIR JR- DIRECTOR OF FIN</u>	_____	X _____
C. _____	X _____	X _____
D. _____	X _____	X _____
E. _____	X _____	X _____
F. _____	X _____	X _____

POWERS GRANTED (Attach one or more Agents to each power by placing the letter corresponding to their name in the area before each power. Following each power indicate the number of Agent signatures required to exercise the power.)

Indicate A, B, C, D, E, and/or F	Description of Power	Indicate number of signatures required
_____	(1) Exercise all of the powers listed in this resolution.	_____
<u>A, B</u>	(2) Open any deposit or share account(s) in the name of the Association.	<u>1</u>
<u>A, B</u>	(3) Endorse checks and orders for the payment of money or otherwise withdraw or transfer funds on deposit with this Financial Institution.	<u>1</u>
_____	(4) Borrow money on behalf and in the name of the Association, sign, execute and deliver promissory notes or other evidences of indebtedness.	_____
_____	(5) Endorse, assign, transfer, mortgage or pledge bills receivable, warehouse receipts, bills of lading, stocks, bonds, real estate or other property now owned or hereafter owned or acquired by the Association as security for sums borrowed, and to discount the same, unconditionally guarantee payment of all bills received, negotiated or discounted and to waive demand, presentment, protest, notice of protest and notice of non-payment.	_____
_____	(6) Enter into a written lease for the purpose of renting, maintaining, accessing and terminating a Safe Deposit Box in this Financial Institution.	_____
_____	(7) Other _____	_____

LIMITATIONS ON POWERS The following are the Association's express limitations on the powers granted under this resolution.

-Attest by Secretary

EFFECT ON PREVIOUS RESOLUTIONS This resolution supersedes resolution dated _____ . If not completed, all resolutions remain in effect.

CERTIFICATION OF AUTHORITY

I further certify that the Association has, and at the time of adoption of this resolution had, full power and lawful authority to adopt the resolutions on page 2 and to confer the powers granted above to the persons named who have full power and lawful authority to exercise the same. (Apply seal below where appropriate.)

D If checked, the Association is a non-profit lodge, association or similar organization. X _____ (Secretary)
 X _____ (Attest by Other Officer)
 X _____ (Attest by Other Officer)

**Asheboro City Schools
Personnel Transactions
July 14, 2016**

***A. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Causey	Joshua	DLL	Music	7/7/2016
Caviness	Amelia	CWM	2nd grade	8/5/2016
Forrest	Brook	BAL	3rd grade	8/4/2016
Garwood	Shannon	AHS	Health Occupations/Health Science (CTE)	8/5/2016
McClosky	Kristen	BAL/CWM/GBT	Academically Gifted Consultant	7/1/2016
Mock	Cecil	AHS	Assistant Principal	7/31/2016

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Allred	Melissa	NAMS	English Language Arts	8/18/2016
Bardou	Katie	LP	Art	8/15/2016
Brown	Laura	DLL	1st grade	8/18/2016
Bullins	Abigail	AHS	Non-faculty coach (asst. girls basketball)	7/1/2016
Headon	Gabriella	NAMS	Non-faculty coach (cheerleading)	7/1/2016
Parrish	Melanie	LP	Music	8/18/2016
Richardson	Meredith	CWM	Art	8/15/2016
Sargent	Tressie	GBT	4th grade	8/18/2016
Shue	Angela	GBT	5th grade	8/18/2016
Stutts	Jeff	AHS	Non-faculty coach (head girls basketball)	7/1/2016
Winters	Kenneth	CO	summer maintenance (temporary/PT)	6/22/2016 - 8/12/2016

***C. ADMINISTRATOR CONTRACTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Noack	Jaime	TBD	Assistant Principal	8/1/2016 - 6/30/2018
Owens	Yajaria	NAMS	Assistant Principal	7/1/2016 - 6/30/2020
Popp	James	AHS	Assistant Principal	8/1/2016 - 6/30/2018
Woodyard	Anthony	CO	Director of Technology and Innovation	8/1/2016 - 6/30/2020

D. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Johnson	Laurie	DLL to BAL	Instructional Facilitator to Reading Specialist	8/18/2016
Malpass	Kathy	LP	5th grade to Media Specialist	8/18/2016

**Asheboro City Schools
Personnel Transactions - Addendum
July 14, 2016**

***A. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Carr	Sean	SAMS	Exceptional Children	8/15/2016
Coble	Janna	BAL	Speech Language Pathologist	8/11/2016
Klinger	Jennifer	DLL	EC Instructional Assistant	7/12/2016

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Kiser	Kaitlyn	GBT	4th grade	8/18/2016

***C. ADMINISTRATOR CONTRACTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Kirkland	David	AHS	Assistant Principal	8/1/2016 - 6/30/2018
McWherter	Sean	CO	Executive Director Support Services	8/1/2016 - 6/30/2020

D. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Bates	Julie	CWM/LP to BAL	EC Teacher	8/18/2016
Councilman	LaBreska	NAMS to SAMS	EC Facilitator to EC Teacher	8/18/2016

E. ADMINISTRATOR TRANSFERS

Owens	Yajaria	NAMS to SAMS	Assistant Principal	8/1/2016
Watkins	Herschelle	DLL/LP to NAMS	Assistant Principal	8/1/2016

**Asheboro City Schools
Certified Appointments
July 14, 2016**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Allred, Melissa	Nicholls State University B: Elementary Education University of North Carolina at Greensboro M: Reading Education	Elementary Education Middle Grades ELA English as a Second Language Reading Principal

Ms. Melissa Allred is recommended as a sixth grade English/Language Arts teacher at North Asheboro Middle School for the 2016-2017 school year. Ms. Allred is a veteran educator and taught with Asheboro City Schools previously, and she is returning to us from Randolph County Schools. Ms. Allred was a valued team member at Asheboro City Schools previously, and we are very pleased to welcome her back. We look forward to seeing the positive impact Ms. Allred makes on our students and staff. With her experience, dedication and familiarity with Asheboro City Schools, we expect this to be a smooth transition. Welcome back to your ACS home Ms. Allred!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Bardou, Katie	Meredith College B: Studio Art Savannah College of Art and Design B: Fine Arts, concentration in Photography	Art

Ms. Katie Bardou is recommended to teach art at Lindley Park Elementary School for the 2016-2017 school year. Ms. Bardou is a professional artist with 15+ years of experience in photography, design and creative fields, along with 13 years of small business owner experience will be an asset in the classroom. She is excited to share her love and enthusiasm for the arts to the students at Lindley Park and begin her teaching career in Asheboro City Schools. We are pleased to welcome Ms. Bardou to ACS!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Brown, Laura	University of North Carolina at Greensboro B: Elementary Education North Carolina A&T State University M: Elementary Education	Elementary Reading English as a Second Language Academically Gifted

Ms. Laura Brown is recommended as a first grade teacher at Donna Lee Loflin Elementary School for the 2016-2017 school year. Ms. Brown comes to us from Moore County Schools where she has been a reading recovery/reading/literacy teacher since 2001. Ms. Brown is an experienced

teacher who loves to teach students through reading. She holds National Board Certification and is eager to begin making a difference in each child's life that she teaches. We are pleased to welcome Ms. Brown and we look forward to her positive influence on the students and staff at Donna Lee Loflin Elementary School!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Parrish, Melanie	UNC – Greensboro B: Music Education	Music

Ms. Melanie Parrish is recommended to teach Music at Lindley Park Elementary School for the coming school year. Ms. Parrish is a veteran music teacher coming to Asheboro City Schools from Guilford County Schools where she has served four different elementary schools over the past five years. She was a NC Teaching Fellow and was selected as a school level Teacher of the Year in 2002-2003 while she was teaching at Enochville Elementary School. As a former Blue Comet, Ms. Parrish is very excited to transition to Asheboro City Schools. Welcome Ms. Parrish!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Richardson, Meredith	University of North Carolina at Greensboro B: Fine Arts	Art

Ms. Meredith Richardson is recommended as an Art teacher at McCrary Elementary School for the 2016-2017 school year. Ms. Richardson will be a first year teacher at Asheboro City Schools. She recently earned her Bachelor of Fine Arts in Art from the University of North Carolina at Greensboro. Ms. Richardson has a love of art and she has experience teaching art to adults and children. She is eager to begin teaching children how to express themselves through art with Asheboro City Schools. We welcome Ms. Richardson to Asheboro City Schools, and we look forward to the positive impact she will make on the students and staff at McCrary Elementary School.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Sargent, Tressie	Appalachian State University B: Elementary Education M: Master of Arts, Educational Media M: Master of School Administration	Elementary Education Instructional Technology Principal

Ms. Tressie Sargent is recommended as a fourth grade teacher at Teachey Elementary School. Ms. Sargent comes to us from Wilkesboro Elementary School, Wilkesboro, NC where she taught 5th grade. Prior to that Ms. Sargent taught at Millers Creek Elementary School, Millers Creek, NC for 12 years in grades 1, 2 and 5. She is a veteran teacher who is dedicated to her profession. She has been actively involved in school clubs and various school projects throughout the years. Ms.

Sargent is continuously looking for opportunities to grow as an educator, and she is eager to grow with Asheboro City Schools. Welcome to Asheboro City Schools Ms. Sargent!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Shue, Angela	Pfeiffer University B: Elementary Education Western Carolina University M: Special Education	Elementary Exceptional Children

Ms. Angela Shue is recommended to teach 5th grade at Guy B. Teachey Elementary School for the 2016-2017 school year. Ms. Shue is a veteran educator coming to Asheboro City Schools from Montgomery County Schools where she most recently taught 3rd grade. Prior to that, Ms. Shue was an exceptional children's teacher in Moore County Schools and Randolph County Schools. We are pleased to welcome Ms. Shue to Asheboro City Schools!

Asheboro City Schools
Administrative Appointments
July 14, 2016

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Noack, Jaime	UNC-Greensboro B: Elementary Education Framingham State University M: International Education UNC-Greensboro M: School Administration	Elementary Principal

Ms. Jaime Noack is recommended as an assistant principal, serving Donna Lee Loflin and Lindley Park Elementary Schools. Ms. Noack is a North Carolina Principal Fellow and recently completed her administrative internship at Allen Middle School in Greensboro. Prior to entering administration, Ms. Noack taught grades 3 and 5 at Efland-Cheeks Elementary. She spent five years teaching elementary grades at the American School of Guatemala in Guatemala City, Guatemala. As well as, a private English tutor in Saudi Arabia. We are excited to have Ms. Noack join our team and bring her variety of professional experiences and background to Asheboro City Schools. Welcome Ms. Noack!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Popp, James	North Carolina A&T State University B: History M: History Education UNC-Greensboro Post Masters Certificate in School Administration	History Principal

Mr. James Popp is recommended as an assistant principal at Asheboro High School. Mr. Popp has most recently served as an assistant principal at Pinecrest High School in Southern Pines. Prior to entering administration, Mr. Popp was a social studies/history teacher at Southwestern Randolph High School and Pinckney Academy in Carthage. Before he began his career in education, Mr. Popp was a Behavior Management Specialist in Indiana, Education Coordinator/Case Manager for the Juvenile Day Reporting Center, as well as a Deputy Clerk for the Randolph County Clerk of Superior Court. We are excited to have Mr. Popp and his diverse background and experiences to join the administrative team at Asheboro High School. Welcome Mr. Popp!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Woodyard, A. Anthony	Virginia Polytechnic Institute & State Univ. B: Education East Carolina University M: Education, Instructional Technology	Computers Instructional Technology Agriculture Education

Mr. Anthony Woodyard is recommended as Asheboro City Schools Director of Technology and Innovation. Mr. Woodyard brings a broad base of experience, working in the K-12 setting as well as university level and private sector. He comes to us from Guilford County Schools where he has served as a curriculum facilitator, regional instructional technology coach and an instructional technology facilitator. Mr. Woodyard is a proven leader who has planned and implemented professional development and instructional technology initiatives, along with grants to increase technology integration into classroom instruction. He served as the project lead for the district technology literacy assessment, as well as served on multiple project teams. We are excited to have Mr. Woodyard join our team and take Asheboro City Schools technology and innovation to the next level. Welcome Mr. Woodyard!

Asheboro City Schools
Administrative Appointments - Addendum
July 14, 2016

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Kirkland, David	UNC-Greensboro B: Elementary Education UNC-Chapel Hill M: School Administration	Elementary Principal

Mr. David Kirkland is recommended as an assistant principal at Asheboro High School. Mr. Kirkland is a North Carolina Principal Fellow and currently serves as an assistant principal at South Stokes High School. Additionally, he served as an instructional coach at several schools in Stokes County. His principal internship provided experiences at Colfax Elementary, and Northwest Guilford High School. Prior to moving into administration, Mr. Kirkland taught primarily grades 4 and 5 at Murphey Traditional Academy and Shadybrook Elementary. Mr. Kirkland earned the Silas Abraham Peeler Outstanding Educator Award in 2007, and the ESL Educational Outreach Award from the UNC/Duke Consortium in 2014. Working for the Student Ambassador Program, he led teacher and student delegations abroad for educational discoveries for five years. Mr. Kirkland has coached high school, international and AAU basketball teams for over 20 years, winning two state championships and one national championship. We are pleased to welcome Mr. David Kirkland to Asheboro City Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
McWherter, Sean	D'Youville College (Buffalo, NY) B: Interdisciplinary Studies M: Childhood Education Appalachian State University Add-on Licensure – Educational Leadership Gardner-Webb University Ed.D. Educational Leadership	Elementary Principal

Dr. Sean McWherter is recommended as the Executive Director of Support Services for Asheboro City Schools. Dr. McWherter comes to us from Davidson County Schools where he is currently the Director of Elementary Education, Title I and Academically Gifted. In addition to his strong instructional background, Dr. McWherter has managed a number of district initiatives including Multi-Tiered System of Support, Response to Intervention, Positive Behavior Interventions and Support, Project-based Learning, language immersion programs, and instructional rounds. Prior to Davidson County, he served as principal at Oakwood Elementary (Yanceyville) and assistant principal at Bartlett Yancey High School, where he also held the role of Athletic Director. Dr. McWherter brings a diverse background, with experiences at the elementary, middle and high school level. He is skilled in research based approaches to improve student and teacher success, and facilitating sustainable student achievement. We look forward to working with Dr. McWherter and welcome him to Asheboro City Schools.

Policies
For
30-Day Review

The board recognizes that the public schools are an integral part of the community and that the public has a vested interest in having students develop into productive members of the workforce and of society. The board encourages the community to be involved in the school system and to assist the school system in the goal of providing every student with the opportunity to receive a sound basic education.

Each year the board will ensure that the report card issued for the school system by the State Board of Education receives widespread distribution to the local press or to other local channels of news and information. In addition, the school system shall publish on its website all information required by law, including performance information and information on how state funds have been expended.

A. POLICIES

In making policy decisions, the board will keep in mind its commitment to providing all students in our community the opportunity to obtain a sound basic education.

The board's commitment to the wider community is expressed in various policies that address the relationship between the school system and the community, such as:

1. Parental Involvement (policy 1310/4002);
2. Public Records – Retention, Release, and Disposition (policy 5070/7350);
3. School Volunteers (policy 5015);
4. Compliance with the Open Meetings Law (policy 2320);
5. Registered Sex Offenders (policy 5022);
6. Distribution and Display of Non-School Material (policy 5210);
7. Community Use of Facilities (policy 5030); and
8. Visitors to the Schools (policy 5020).

B. SCHOOL ADMINISTRATORS

School administrators shall:

1. demonstrate a commitment to working with the community;
2. identify appropriate opportunities for community input;

The board recognizes that the public schools are an integral part of the community and that the public has a vested interest in having students develop into productive members of the workforce and of society. The board encourages the community to be involved in the school system and to assist the school system in the goal of providing every student with the opportunity to receive a sound basic education.

Each year the board will ensure that the report card issued for the school system by the State Board of Education receives widespread distribution to the local press or to other local channels of news and information. In addition, the school system shall publish on its website all information required by law, including performance information and information on how state funds have been expended.

A. POLICIES

In making policy decisions, the board will keep in mind its commitment to providing all students in our community the opportunity to obtain a sound basic education.

The board's commitment to the wider community is expressed in various policies that address the relationship between the school system and the community, such as:

1. Parental Involvement (policy 1310/4002);
2. Public Records – Retention, Release, and Disposition (policy 5070/7350);
3. School Volunteers (policy 5015);
4. Compliance with the Open Meetings Law (policy 2320);
5. Registered Sex Offenders (policy 5022);
6. Distribution and Display of Non-School Material (policy 5210);
7. Community Use of Facilities (policy 5030); and
8. Visitors to the Schools (policy 5020).

B. SCHOOL ADMINISTRATORS

School administrators shall:

1. demonstrate a commitment to working with the community;
2. identify appropriate opportunities for community input;

3. communicate to the public the goals and objectives of the school system and the progress of the school system in meeting those goals and objectives; and
4. provide the public with school progress and performance reports as required by state and federal law.

Legal References: No Child Left Behind Act of 2001, 20 U.S.C. 6318; G.S. 115C-12(9)c3, -36, -47, -83.1J, -105.25(c); Leandro v. State, 346 N.C. 336 (1997)

Cross References: Board Authority and Duties (policy 1010), Parental Involvement (policy 1310/4002), Compliance with the Open Meetings Law (policy 2320), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Community Use of Facilities (policy 5030), Public Records – Retention, Release, and Disposition (policy 5070/7350), Distribution and Display of Non-School Material (policy 5210)

Adopted: April 11, 2013

Revised: March 13, 2014

The board of education promotes the health and safety of all students and staff and of other persons. The board also promotes the cleanliness of all school facilities. The board believes that the use of tobacco products on school grounds, in school buildings and facilities, in or on any other school property owned or operated by the school board, or at school-related or school-sponsored events is detrimental to the health and safety of students, staff and school visitors. To this end, and to comply with state and federal law, the board adopts this tobacco-free policy that prohibits smoking and the use of tobacco products as follows. For the purposes of this policy, the term “tobacco product” means any product that contains or is made or derived from tobacco and is intended for human consumption, including all lighted and smokeless tobacco products, as well as electronic cigarettes, vaporizers, and other electronic smoking devices even if they do not contain tobacco or nicotine.

1. All employees and other persons performing services or activities on behalf of the school system, including volunteers and contractors, as well as students and visitors, are prohibited from using any tobacco products at any time in any school building, in any school facility, on school campuses, and in or on any other school property owned or operated by the school board.
2. In addition, persons attending a school-sponsored event at a location not specified in subsection 1 above are prohibited from using tobacco products when (a) in the presence of students or school personnel, or (b) in an area where use of tobacco products is otherwise prohibited by law.
3. Nothing in this policy prohibits the use of tobacco products for an instructional or research activity conducted in a school building, provided that such activity is conducted or supervised by a faculty member and that the activity does not include smoking, chewing or otherwise ingesting tobacco.
4. The administration will consult with the county health department and other appropriate organizations to provide employees with information about support systems and programs to encourage employees to abstain from the use of tobacco products. The school system may, from time to time, provide free non-smoking programs and services to employees of the school system after the regular school day.
5. The principal of each school and other school personnel responsible for school facilities shall post signs in system facilities in a manner and location that adequately notify staff, students and visitors that the use of tobacco products by any person is prohibited at all times in or on school property.

6. The superintendent and designees shall ensure that adequate notice of this policy is provided to students, parents, school personnel, and the public.
7. All school personnel are required to adhere to and enforce this policy and other policies, rules or regulations addressing the use of tobacco products.

Legal Reference: 20 U. S. C. 6081*et seq.*; Pro-Children Act of 1994; 21 U.S.C 321 (rr); G. S. 14-313; 115C – 47(18), -407

Cross Reference: Tobacco Products - Students (policy 4320)

Adopted: March 13, 2003 to become effective July 1, 2003

Revised: September 11, 2008

The board is committed to providing a healthy and safe environment for its students, employees, and visitors. To provide opportunities for assistance to individuals who experience sudden cardiac arrest on school property, the board authorizes the placement of automatic external defibrillators (AEDs) in designated locations in schools and other board-owned or operated facilities and at designated events to be accessed by medical practitioners and other trained persons.

To the extent funding, staff, and training are available, the superintendent is authorized to acquire AEDs for use at designated schools and events. The superintendent is further authorized to develop a program to address access to and training, use, and maintenance of AEDs in the school system. All such AEDs and any program developed must comply with the requirements of state and federal law.

The superintendent, in consultation with medical professionals trained in cardiopulmonary resuscitation (CPR) and AED use, shall develop procedures to implement this policy. Procedures must include information regarding:

1. Medical/healthcare provider oversight: Choice of AED devices will be made in consultation with a physician licensed by the state of North Carolina. Preference will be given to machines that offer both adult and child settings. The type of AED product must be one that is approved by the United States Food and Drug Administration.
2. CPR and AED use training for anticipated responders: Training will be completed in accordance with nationally recognized training programs including those approved and provided by the American Heart Association or American Red Cross. Appropriate records of training will be maintained.
3. Coordination with the emergency medical services (EMS) system: Appropriate local EMS officials must be notified of the location and most recent placement of AEDs within a reasonable period of time of placement.
4. Appropriate device maintenance and testing.
5. Placement of AEDs.

The superintendent or designee shall report to the board on the plan for and actual use of AEDs in the school system. The superintendent shall designate a program coordinator to manage the AED program in the schools.

Nothing in this policy should be construed to require the presence or use of an AED on school property or at school sponsored events, unless otherwise required by law. The board cannot and does not guarantee that an AED or a person trained in its use will be available at any particular school site or school-sponsored event.

The board and its employees expressly reserve all immunities from civil liability which are available to them under state or federal law, including governmental immunity and the statutory immunities set forth in North Carolina General Statutes 90-21.14, 90-21.15 and 115C-375.1 and federal statute 42 U.S.C. 238q.

Legal References: G.S. 90-21.14, -21.15; 115C-375.1; 42 U.S.C. 238q

Cross References: Student Health Services (policy 6120)

Other References: *N.C. Emergency Guidelines for Schools*, (NCDPI/NC DHHS 2009), available at <http://www.nhealthyschools.org/resources>; *Implementing an AED Program*, (American Heart Association 2012), available at http://www.heart.org/idc/groups/heartpublic/@wcm/@ecc/documents/downloadable/ucm_438703.pdf

Adopted: May 14, 2015

The board endorses the goals of the Community Schools Act. The board will make specified indoor and outdoor school facilities available for use by eligible community groups under agreements developed in accordance with this policy. The board also will make some outdoor school facilities available for limited recreational use by the general public when not inconsistent with the board's use of the facilities. Public use is subject to Section H of this policy.

A. GENERAL PRINCIPLES

The use of school facilities by community groups should be consistent with the goals and objectives of the board and school district and must not conflict with the educational program.

Community use of school facilities is encouraged, but should not interfere with their use for the educational program and should not be so extensive as to prevent the need to adequately maintain them, in order to protect the taxpayers' investment.

Use of school facilities will not be approved for activities that do any of the following:

1. violate federal, state or local laws;
2. violate board of education policies or regulations;
3. advocate imminent violence;
4. damage or have the potential to damage school buildings, grounds or equipment;
or
5. are in conflict with scheduled school activities

B. PRIORITY IN USE/FEE STRUCTURE

School-sponsored groups and activities, (such as school athletic events, school drama and choral productions), and meetings of student organizations, including organizations permitted to meet under the Equal Access Act, shall have first priority in the use of school facilities.

Priority for community use of facilities will then be given to non-profit community groups whose mission is similar or complementary to that of the school district. The district may sponsor non-profit community groups that serve the essential mission of the school district and help it meet its goals. Sponsorship decisions will be made on a case-by-case basis. The district shall not sponsor community groups that discriminate on the basis of the proscribed criteria in Policy 1710, Prohibition against Discrimination and

Harassment, including Bullying and Hazing. A decision to sponsor a community group is in the sole discretion of the superintendent.

For-profit groups are not permitted to use school facilities, unless the superintendent or designee determines that a particular use is non-commercial in nature. Nor are school facilities generally to be used for private purposes (such as weddings or family reunions), or for commercial activities of non-profit groups. School-sponsored fund raising activities may be permitted regardless of the sharing of event revenue with an outside entity, provided the superintendent or designee determines that the primary purpose of the event is to benefit education and approves a fund raiser request in accordance with Policy 8411, School Fund Raising Activities.

Although for-profit groups are generally not permitted to use school facilities, local dance-instruction studios have historically utilized our facilities for the purpose of staging dance recitals. Recognizing the board's long-standing relationship with these studios and their reliance on the availability of our facilities for the presentation of their artistic performances, the board deems it appropriate to exempt them from the prohibition against for-profit group use of our facilities. The mission of dance-instruction studios is similar and complementary to that of the school district, each has used our facilities for many years, without incident, and the board feels it is in the best interest of the community to allow their continued utilization of our facilities for dance recital purposes, upon payment of rental, utility, custodial and supervisory fees, as applicable.

Priority in the use of school facilities and the fee structure for such groups will be in accordance with the following user categories. Priority in use among groups within the same user category will not be based upon the viewpoints of the groups. (see Policy 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying). All groups within the same user category will be charged for facility use according to the uniform fee structure. Upon approval of the facility use, all users will be required to submit the fees in advance.

1. School-sponsored groups and activities, such as athletic events, school drama and choral productions, and meetings of student organizations.
Application: Not required. The school shall provide advance notice to the Director of Facilities of all such activities that will take place outside normal school hours.
Insurance: Not Required
Fees: None.
2. School related groups (organizations formed to support the school in some manner, such as the PTA, PTO, teachers' and principals' organizations and booster clubs)
Application: Required.

Insurance: Not Required

Fees: Fees for providing use of kitchens will be charged to cover costs. Custodial or other supervisory services may be charged.

3. Non-profit community groups sponsored by the district, approved fund raisers involving use of school facilities by outside groups, and one-time meetings for local governmental agencies supported by tax funds of the community (Asheboro City Council, Randolph Board of County Commissioners), including as a polling place on election days, in accordance with G.S. 163-129

Application: Required.

Insurance: Required

Fees: None

4. Local government and youth organizations, including but not limited to any youth group listed in Title 36 of the United States Code as a patriotic society such as the Boy Scouts and Girl Scouts, and, political parties for the express purpose of annual or biennial precinct meetings and county and district conventions in accordance with G.S. 155C-527

Application: Required.

Insurance: Required

Fees: Rental fees for the use of facilities may be charged. Custodial, kitchen, and supervisory fees will be charged.

5. All groups not included in the other categories

Application: Required.

Insurance: Required

Fees: Rental, custodial, kitchen and supervisory fees will be charged.

Prior to the beginning of each school year, the superintendent shall submit for board approval a fee structure that lists the amount or method of calculating rent and fees to be charged for facility use.

C. REQUESTS FOR USE OF FACILITIES

Any eligible individual or group in categories 2, 3, 4 and 5 above that wishes to use a school facility must submit a request to the principal of the school that contains the desired facility. The request must be submitted using a written application, which will be available in the principal's office. An application for use of a school facility shall be filed at least two (2) weeks prior to the date of intended use. An application must be approved by the principal and the Director of Facilities and Maintenance.

D. FACILITIES AVAILABLE FOR USE

The board permits eligible individuals or groups to use certain facilities in schools.

The following types of facilities are available for use at schools: auditoriums, theaters, and multi-purpose rooms; dining areas and kitchens; designated classrooms; designated gymnasiums; media centers; and playgrounds. Costs for using designated facilities will be calculated in accordance with the fee structure adopted by the board.

Other school facilities may be used only in exceptional circumstances based on a justified need and as approved by the superintendent or his/her designee. The superintendent is authorized to determine the fees for the use of facilities in such circumstances.

E. RULES GOVERNING USE OF SCHOOL FACILITIES

The superintendent shall develop regulations consistent with this policy. The regulations will include an application process, and provisions regarding the supervision of groups using facilities, the care of facilities, prohibited conduct and other issues deemed appropriate by the superintendent. A copy of such regulations will be furnished to all applicants at the time they receive the facilities use application form. In addition to the regulations established by the superintendent, users of school facilities must comply with the following rules:

1. Users must comply with all federal, state and local laws and all rules required by the board, superintendent or his/her designee, or the principal.
2. Users must comply with the requirements of the Americans with Disabilities Act (ADA) (particularly Subchapter III pertaining to Public Accommodations and Services Operated by Private Entities) and the federal regulations that have been adopted for the implementation of the ADA.
3. Users must comply with board policy and legal requirements forbidding the use of tobacco products in school facilities and on school grounds (see policy 5026/7250, Smoking and Tobacco Products).
4. Users must not consume or possess alcohol or drugs on school grounds (see policy 5025, Prohibition of Alcoholic Beverages).
5. Users must not possess weapons or explosives while on school grounds, except in the limited circumstances permitted by state law and policy 5027/7275, Weapons and Explosives Prohibited.

6. Users are responsible for supervising their activity and the people present at their activity. Users are responsible for maintaining order and safety during their activity.
7. Users shall not publicize or advertise events in school facilities prior to obtaining all required approvals.

A user's violation of the provisions of this policy or any applicable regulations is grounds for suspending the user's privilege to use school facilities for such period of time deemed appropriate by the principal, subject to the review of the superintendent and board of education.

F. DAMAGES AND LIABILITY INSURANCE

Users of school facilities are responsible for all damages to school facilities, property or equipment that occurs while the facility is being used by the group, regardless of who causes the damage. Users also are responsible for the conduct of all persons involved in the users' activities while on school property.

All users groups, except categories 1 and 2 above, must furnish a certificate of insurance for general liability coverage with a total limit coverage of \$1,000,000 for each claim made.

G. TERM AND ACCEPTANCE OF LEASE

The superintendent is authorized to enter into agreements with community groups for the lease of school property for terms of one year or less. All such leases must be reviewed and approved in advance by the board attorney. The superintendent will inform the board of the execution of any lease at its next regularly scheduled meeting. Leases may be renewed following the same process.

Absent unusual circumstances, leases will not be granted for a term longer than one year. A lease for more than one year must be approved in advance by the board.

H. USE OF OUTDOOR SCHOOL FACILITIES BY THE GENERAL PUBLIC

Outdoor property and facilities of the school system will be open to limited use by members of the general public in accordance with rules to be established by the superintendent or designee. Public use will be permitted only to the extent that it 1) is not inconsistent with the proper preservation and care of the outdoor school property; 2) does not interfere with the safe and efficient operation of the schools and school activities; and 3) does not conflict with use by any community group operating under a facility use agreement described in this policy. The superintendent is authorized to establish all terms, conditions, and rules necessary

to regulate the use of outdoor facilities by members of the general public consistent with these requirements.

I. REVIEW OF DECISIONS CONCERNING USE OF SCHOOL FACILITIES

Any person or organization may request a review of any decision made by staff pursuant to this policy in accordance with policy.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Equal Access Act, 20 U.S.C. 4071-4074, 28 C.F.R. pt. 36; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. pt. 108; Community Schools Act, G.S. 115C-203 to -209.1, -524, -527; 160A-274; 163-129

Cross References: Prohibition Against Discrimination and Harassment including Bullying and Hazing (1710/4021/7230), Parent and Student Grievance Procedure (1740/4010), Prohibition of Alcoholic Beverages (5025), Smoking and Tobacco Products (policy 5026/7250), Weapons and Explosives Prohibited (5027/7275), School Fund Raising Activities (policy 8411), Sale, Disposal and Lease of Board-Owned Real Property (9400)

Adopted: April 9, 1998 to become effective July 1, 1998

Revised: February 12, 2009, June 14, 2012, January 21, 2016

RELATIONSHIP WITH LAW ENFORCEMENT

Policy Code: **5120**

The board recognizes the importance of law enforcement authorities in providing safe schools. The board desires an effective working relationship with law enforcement. To this end, the superintendent and principals are expected to communicate the needs of the schools and work with law enforcement officials in developing joint programs and in establishing protocols for handling situations in which the assistance of law enforcement is helpful or necessary. The superintendent shall establish procedures for school contacts with law enforcement agencies.

The superintendent shall ensure that local law enforcement have schematic diagrams, including digital schematic diagrams, of all school facilities and provide them updates of the schematic diagrams when the school system makes substantial facility modifications, such as the addition of new facilities or modifications to doors or windows. The superintendent shall also provide local law enforcement with (1) either keys to the main entrance of all school buildings or emergency access to key storage devices for all school buildings and (2) updated access to school buildings when changes are made to the locks of the main entrances or to the key storage devices.

School resource officers will be assigned duties as specified in a written understanding between the law enforcement agency and the school system.

Law enforcement officials, including school resource officers, should not initiate administrative investigations, including investigations to determine whether student behavior policies have been violated, but may be used to assist school officials in such investigations for safety or other reasons as determined necessary by the principal or designee. Law enforcement officials may be contacted to report possible criminal conduct on school premises or at school-sponsored activities. (See policy 4335, Criminal Behavior, for more information regarding mandatory reporting of certain criminal behaviors.) However, school officials will independently investigate violations of school rules or board policies even if such violations may also involve criminal behavior.

School administrators and employees are expected to cooperate in criminal investigations but should attempt to do so in a way that minimizes disruptions to the educational environment.

Visits by probation officers to students during the school day must be in accordance with policy 5020, Visitors to the Schools.

Legal References: G.S. 115C-36, -47, -105.53

Cross References: School Safety (policy 1510/4200/7270), Criminal Behavior (policy 4335), Student Searches (policy 4342), Visitors to the Schools (policy 5020)

Adopted: May 9, 2013

Updated: April 10, 2014, May 14, 2015

The board recognizes that an effective educational program must be supported by services that assist students in taking advantage of educational opportunities to receive a sound basic education. The board also recognizes the need for services that help the school system use resources necessary for an educational program in an effective and efficient manner.

The board and superintendent will strive to educate the board of county commissioners and other funding sources of the importance of support services.

Legal References: G.S. 115C-36, -47; Leandro v. State, 346 N.C. 336 (1997)

Cross References: Board Authority and Duties (policy 1010)

Adopted: May 14, 1998 to become effective July 1, 1998

Revised: July 9, 2015

The school district will provide health services to students as required by law. The school district will administer drugs or medication prescribed by a doctor only upon the written request of the parents; give emergency health care when reasonably apparent circumstances indicate that any delay would seriously worsen the physical condition or endanger the life of the pupil; and perform any other first aid or lifesaving technique in which training has been provided to school employees. A registered nurse also will be available to provide assessment, care planning, and on-going evaluation of students with special health care service needs in the school setting.

The superintendent may develop procedures or delegate the development of procedures to each school principal for providing these health services and meeting the board requirements: listed below.

1. The principal must determine at the beginning of each school year prior to the beginning of classes, and thereafter as circumstances require, which employees will participate in the health services program. The principal shall inform his or her staff about which health services duties are delegated to which employees.
2. Any employee designated to provide health care services must receive appropriate training.
3. Health manuals prepared by governing state agencies must be followed in developing appropriate procedures and for determining which tasks must be performed by registered nurses.
4. Procedures must be consistent with all related board policies, including policy 4230, Communicable Diseases - Students, and policy 6125, Administering Medicines to Students.
5. Procedures must be consistent with state and federal law for students with disabilities, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The *Policies Governing Services for Children with Disabilities* will be followed, as applicable.
6. Procedures must be consistent with guidelines adopted by the State Board of Education under G.S. 115C-12(31) to serve students with diabetes, including developing and implementing individual diabetes care plans for such students and providing information and training to school personnel to appropriately support and assist such students, in accordance with their individual diabetes care plans.
7. Written information maintained by the school or school personnel regarding a student's medicinal and health needs is confidential. Parents and students must be accorded all rights provided by the Family Educational Rights and Privacy Act (FERPA) and state confidentiality laws. Any employee who violates the confidentiality of the records may be subject to disciplinary action.

8. School personnel must obtain parental consent for medical services as required by law. Parents will be notified of their rights in accordance with policy 1310/4002, Parental Involvement.
9. Health professionals will be consulted in the development of health services. Opportunities also should be provided for input from staff, parents and students on the health services provided.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12134, C.F.R. pt. 35; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), -794, 34 C.F.R. pt. 104; G.S. 115C-12(12), -12(31) -36, -307(c), -375.1, -375.3; 16 NCAC 6D.0402; *Policies Governing Services for Children with Disabilities*, State Board of Education Policies GCS-D-000, GCS-G-006

Cross References: Parental Involvement (policy 1310/4002), Communicable Diseases - Students (policy 4230), Student Records (policy 4700), Administering Medicines to Students (policy 6125)

Adopted: May 14, 1998 to become effective July 1, 1998

Administrative Procedure: None

Updated: February 8, 2007

PARTICIPATION BY HISTORICALLY UNDERUTILIZED BUSINESSES

Policy Code:

6402

The board affirms the State's commitment to encourage participation of historically underutilized businesses in the school district's purchase of goods and services. The board of education prohibits discrimination against any person or business on the basis of race, color, ethnic origin, sex, disability or religion.

SCHOOL DISTRICT GOOD FAITH EFFORTS

The board has adopted the following guidelines to ensure that the school district will make good faith efforts to reach diverse suppliers of goods and services and to encourage participation in the school district's purchasing progress by such suppliers. The school district will:

1. make information about the school district's purchasing procedures and bidding process readily available;
2. advertise for bids in media that reaches minority businesses;
3. ensure access to bidding documents needed for making bids on projects;
4. request directory information of businesses owned and controlled by minorities, women, disabled persons and nonprofit work centers for the blind or severely disabled by contacting the Division of Purchase and Contracts at the State Department of Administration;
5. sponsor or participate in purchasing seminars for all prospective vendors or, in particular for minority-owned, female-owned, disabled-owned, disabled business enterprises, and non-profit work centers for the blind or severely disabled;
6. provide information to HUBs on how to have a company name included on lists maintained by the Division of Purchase and Contracts at the State Department of Administration;
7. prepare vendor lists in accordance with policy 6442, Vendor Lists; and
8. where allowed by law, permit performance guarantees rather than performance bonds for contracts for goods and services.

DOCUMENTATION AND REPORTING

The superintendent or designee will submit all legally required reports on the use of historically underutilized businesses and will document the use of businesses qualifying as historically underutilized businesses as necessary to comply with applicable laws.

Legal References: City of Richmond v. J.A. Croson Co., 488 U.S. 469 (1989); G.S. 143-48, 143-128

Cross References: Vendor Lists (policy 6442), Participation by Women and Minority-Owned Businesses (policy 9125)

Adopted: May 14, 1998 to become effective July 1, 1998

Administrative Procedure: None

The board supports the practice of bringing employees back to work after a work-related injury or illness as soon as they are medically able in order to enhance the employees' recovery while minimizing the impact of work-related injuries on school system operations.

The superintendent or designee is directed to establish a return to work program that is consistent with federal and state law, board policy, and State Board of Education requirements. The objectives of the program will be to:

1. assist employees who are recovering from a work-related temporary injury or illness to safely return to full duty without restrictions at the earliest possible time;
2. assist recovering employees who have temporary work restrictions to return to a temporary, time-limited transitional work assignment of modified or alternate duties approved by the authorized health care provider, when practicable and in the best interests of the school system to do so;
3. assist employees with permanent work restrictions to find available suitable employment within the school system; and
4. maintain close communication, coordination, and cooperation between the employee, school system representatives, and others working to expedite the employee's recovery and return to work.

The superintendent or designee shall provide specific procedures to guide all employees in carrying out the return-to-work program. All supervisory employees are expected to fully comply with the program procedures and to assist in meeting the program's objectives. Employees experiencing work-related injuries or illnesses shall fulfill all responsibilities assigned to them under the return-to-work program and shall fully comply with the applicable requirements of the North Carolina Workers Compensation Act.

If an employee refuses an approved transitional duty assignment or other suitable employment offered under this policy or under the return-to-work program required by this policy, the superintendent or designee shall notify the workers' compensation administrator who may ~~to~~ apply to terminate the employee's workers' compensation benefit payments in accordance with the North Carolina Workers' Compensation Act. In addition, the employee will be subject to disciplinary action to the extent consistent with law.

This policy and any procedures developed by the superintendent to implement this policy are not intended to, and do not, confer any additional employment rights on any employee, including any right to a transitional duty assignment, nor will they be construed as recognition by the school system that any employee who participates in the return-to-work program has a disability as defined by the Americans with Disabilities Act of 1990, the Rehabilitation Act of 1973, or the North Carolina Persons with Disabilities Protection Act. Furthermore, nothing in this policy shall

be construed to require the superintendent to create an employment position for an employee returning to work with restrictions that prevent the employee from completing the essential functions of his or her previous position.

Legal References: Americans with Disabilities Act of 1990, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. Part 35; Family and Medical Leave Act of 1993, 29 U.S.C. 2601 *et seq.*, 29 C.F.R. Part 825; Rehabilitation Act of 1973, 29 U.S.C. 701 *et seq.*, 34 C.F.R. Part 104; North Carolina Persons with Disabilities Protection Act, G.S. ch. 168A; North Carolina Workers' Compensation Act, G.S. 97, art. 1; 115C-12(43), -337; State Board of Education Policy TCS-Q-001

Cross References: Family and Medical Leave (policy 7520)

Adopted: July 9, 2015

The board recognizes that an effective staff is critical to the smooth operation of the school system and to creating a learning environment in which students can succeed. The board further believes that students will not excel in performance unless those who most directly affect students, including school administrators, teachers, and other licensed professionals, excel in their performance. It is the intent of the board to employ only those licensed employees who continuously exhibit a pattern of behavior that exemplifies excellent performance.

The board places a high priority on securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. An effective evaluation program that clearly describes an employee's performance is a critical aspect of professional growth and assistance. Further, performance evaluation data is an important factor for consideration in decisions regarding continued employment. The superintendent must be able to substantiate any recommendation for continued employment with evaluation data, among other factors.

The superintendent is directed to develop and implement an effective evaluation system for licensed personnel that is consistent with State Board of Education policies. School administrators who are responsible for conducting evaluations shall comply with all state requirements with regard to the type and frequency of evaluation, including as applicable, the processes for evaluating licensed employees in schools designated as low performing. The school principal shall evaluate teachers and may incorporate any guidelines or strategies developed by the State Board to assist in the evaluations. The principal shall provide teachers' access to EVAAS data as required by law and shall notify teachers at least annually when the data is updated to reflect teacher performance from the previous school year. The superintendent or designee shall evaluate principals and assistant principals.

All licensed personnel must be evaluated at least annually using state-approved evaluation instruments in conformance with the processes established by the State Board in the North Carolina Educator Evaluation System for that class of personnel. Teachers with fewer than three consecutive years of experience shall be evaluated annually in accordance with the comprehensive evaluation cycle established in State Board Policy TVP-C-004. For teachers with three or more years of experience, the abbreviated evaluation process established in State Board Policy TCP-C-004 satisfies the annual evaluation requirement; however, a teacher receiving an abbreviated evaluation may request that the evaluator conduct a formal observation. In addition, in any given year, the principal may elect to use the comprehensive or standard evaluation processes set forth in State Board Policy TCP-C-004 or require additional formal or informal observations to evaluate a teacher with three or more years of experience. The principal also may supplement the State Board evaluation processes for other categories of licensed personnel by requiring additional observations or other evaluation measures. The annual evaluation of principals and assistant principals must include a mid-year review.

The evaluation system must incorporate the following directives.

1. Evaluators must clearly identify exemplary performance as well as deficiencies in performance.
2. Evaluators are encouraged to use supplementary means of assessing and documenting performance in addition to the state performance standards, assessment rubrics, and evaluation instruments, including, but not limited to, additional formal observations, informal observations, conferences, reviews of lesson plans and grade books, interactions with the employee, plans of growth or improvement, and any other accurate indicators of performance.
3. Student performance and growth data will be considered as a part of the evaluation of licensed personnel, as provided in the assessment rubric for the class of employees under evaluation. For teachers, such data shall include analysis of student work for performance-based courses and student performance as measured by the statewide growth model for educator effectiveness or as otherwise authorized by the State Board of Education and approved by the local board. Multiple means of assessing student performance must be used whenever possible. If only one method is used to measure student performance, it must be a clearly valid tool for evaluating an employee's impact on student performance.
4. Peer observations of teachers with fewer than three consecutive years of experience must be conducted as required by law using the evaluation instrument and process established by the State Board and must be considered by the school administrator in evaluating teacher performance.
5. Supervisors and principals should facilitate open communication with employees about performance expectations.
6. An employee who is unclear about how performance is being assessed or who desires additional evaluation opportunities should address these issues with his or her immediate supervisor.
7. Evaluators will be held accountable for following the evaluation system and all applicable state guidelines on the evaluation of employees.
8. Evaluation data will be submitted to the central office personnel file in accordance with state law and policy 7820, Personnel Files.
9. Evaluation data will be used in making employment decisions, including decisions related to professional and staff development (see policy 1610/7800, Professional and Staff Development), and suspension, demotion, and dismissal of employees (see policy 7930, Professional Employees: Demotion and Dismissal and policy 7940, Classified Personnel: Suspension and Dismissal). Employment decisions may be made by the board and administrators regardless of whether evaluators have followed the evaluation system, so long as there is a legally sufficient basis for the decisions.

10. The superintendent and all evaluators are encouraged to develop ways to recognize distinguished performance and to capitalize on the abilities of such exemplary employees in helping other employees.

The superintendent shall develop any other necessary procedures and shall provide training, as necessary, to carry out the board's directives and to meet state requirements.

Legal References: G.S. 115C-47(18), -286.1, -325, -333, -333.1; State Board of Education Policies TCP-C-004, -005, -006, -022

Cross References: Professional and Staff Development (policy 1610/7800), School Administrator Contracts (policy 7425), Plans for Growth and Improvement of Licensed Employees (policy 7811), Personnel Files (policy 7820), Professional Employees: Demotion and Dismissal (policy 7930), Classified Personnel: Suspension and Dismissal (policy 7940)

Adopted: February 9, 2012

Revised: January 9, 2014, March 11, 2016

NON-CAREER STATUS TEACHERS: NONRENEWAL

Policy Code:

7950

The board, upon recommendation of the superintendent, may refuse to renew the contract of any non-career status teacher for any cause it deems sufficient, so long as the cause is not arbitrary, capricious, discriminatory, prohibited by state or federal law, or for personal or political reasons.

If the superintendent decides to recommend nonrenewal of a non-career status teacher, the superintendent shall provide written notice of the recommendation no later than June 1. The teacher may, within 10 days of receipt of the superintendent's recommendation, request written notice of the reasons for the superintendent's recommendation for nonrenewal and the information that the superintendent may share with the board to support the recommendation for nonrenewal. If a teacher files a timely request, the superintendent shall provide the requested information, and the teacher will be permitted to submit supplemental information to the superintendent and board prior to the board's decision.

A non-career status teacher has the right to petition the board for a hearing no later than 10 days after receiving notice of the superintendent's recommendation for nonrenewal. If the teacher requests a hearing, the board chair and vice chair will confer and determine whether such a hearing will be granted. If the chair and vice chair cannot agree, a hearing will be granted. The board will notify the teacher of its decision whether to grant a hearing.

The board will notify the non-career status teacher whose contract will not be renewed for the next school year of its decision by June 15. If, however, a teacher is granted a hearing, the board will provide the nonrenewal notification within 10 days of the hearing or such later date upon the written consent of the superintendent and teacher.

In considering a recommendation of the superintendent to offer a teacher a new, renewed, or extended contract, the board may review any information that was in the teacher's personnel file at the time of the superintendent's recommendation. If the board determines that it needs additional information to reach a decision, it will notify the teacher of the board's concerns and of the additional information that it is considering and provide an opportunity for the teacher to respond to the additional information.

The board will notify the non-career status teacher whose contract will not be renewed for the next school year of its decision by June 15. If, however, a teacher is granted a hearing, the board will provide the nonrenewal notification within 10 days of the hearing or such later date upon the written consent of the superintendent and teacher.

Non-career status teachers may be demoted or dismissed during the terms of their contracts only in accordance with policy 7930, Professional Employees: Demotion and Dismissal.

Legal References: G.S. 115C-45(c), -325.1 *et seq.*

Cross References: Hearings Before the Board (policy 2500), Teacher Contracts (policy 7410), Reduction in Force: Teachers and School Administrators (policy 7920), Professional Employees: Demotion and Dismissal (policy 7930)

Adopted: March 8, 2012

Updated: January 9, 2014, June 12, 2014, February 12, 2015

A. PRINCIPLES

The board strives to provide safe, orderly, and inviting schools for students and staff. The board also strives to provide other facilities needed to support the educational program. Long-range planning by the board and superintendent is essential for providing an educational environment that offers students the opportunity to receive a sound basic education and that supports student success.

B. LONG-RANGE PLAN

The board will adopt a long-range plan that identifies the facility needs of the school system and sets forth a plan for how to meet these needs. The plan will address the issue of whether to renovate existing facilities or build new facilities. The plan also will incorporate, where appropriate, creative options for meeting the needs of the educational program, such as expansion or reduction through modular construction, future alternative uses of space, the availability of community facilities, the use of temporary facilities or leasing arrangements, opportunities for capital lease financing of facilities through public/private partnerships, and sharing facilities with other school systems.

C. PROCESS

The following information will be considered in developing and adopting a long-range plan:

1. data that reflect the possibility of enrollment declines or increases as well as other demographic changes in the population of students that is or may be served;
2. a facilities inventory that includes the size of sites, building capacities, age of buildings, energy consumption, ability to utilize technology, the suitability of the space for its current or future purpose, and accessibility by the community; and
3. the availability or anticipated availability of innovations in construction or design that would allow existing buildings to be renovated or new facilities to be constructed at a lower cost, in a more energy-efficient manner or in a way that would better meet the needs of the educational program.

The superintendent may utilize the services of consultants to obtain information necessary for the long-range planning process. All professional contracts must meet the requirements of any applicable board policies. (See policy 9110, Selection and Use of Architects and Engineers and policy 9120, Bidding for Construction Work) School staffs, students, and parents should be involved in considering the needs for new and renovated facilities.

The board will work with the board of county commissioners when possible in developing a five-year capital outlay plan. The board and superintendent will endeavor to communicate with other governmental bodies and the public in a positive and persuasive manner about the need for school construction and, consequently, the need for necessary funding.

Legal References: G.S. 115C-47, -204, -276, -426.2, -521, -524, -530, -531, -532; 143-128.1C(l), -129; 153A-164; Leandro v. State, 346 N.C. 336 (1997)

Cross References: Board Authority and Duties (policy 1010), Selection and Use of Architects and Engineers (policy 9110), Bidding for Construction Work (policy 9120)

Adopted: July 10, 2014

The board will select future school sites in a manner consistent with facility needs as identified in the long-range plan. The board will consider options for acquiring property and buildings that are within its legal authority, are economically sound, and meet immediate and future needs.

The superintendent shall assist the board in site selection. In making recommendations to the board, the superintendent should consider the following factors, along with any other factors the superintendent determines to be appropriate:

1. the size of the site needed for current and future needs;
2. the cost for acquisition and development;
3. a site's suitability for its intended uses;
4. a site's accessibility for students and the community; and
5. whether a site meets all legal requirements for school use, including environmental standards.

The superintendent shall investigate and recommend to the board reasonable options for acquiring property or buildings, such as purchasing, leasing, or entering into relationships with other governmental agencies or private businesses, as permitted by law. The superintendent is authorized to select and work with consultants in identifying and assessing site options. Any contract for professional services must be (1) reviewed by the board attorney, (2) be approved by the board, unless the board has delegated this authority to the superintendent in policy 6420, Contracts with the Board, and (3) meet any applicable legal and board policy requirements.

Legal References: G.S. 115C-47, -204, -517, -518, -521; 153A-164; 160A, art. 2, pt. 1

Cross References: Contracts with the Board (policy 6420), Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk (policy 9110)

Adopted: May 14, 1998 to become effective July 1, 1998

Administrative Procedure: None

Updated: July 10, 2014

The board is committed to designing new and renovated facilities in a manner that maximizes the use of space, conserves environmental resources and produces structurally sound and safe buildings. All school buildings should be designed to create safe, orderly and inviting learning environments where students can succeed. School buildings also will be planned to the extent feasible for maximum use by the community and for providing extended services to students.

The superintendent is responsible for overseeing the design of facilities that have been identified in the long-range facility needs plan and have been approved for funding. New or renovated facilities must be designed to meet all legal requirements, including legal standards for accessibility and use of facilities by persons with disabilities. Plans also must take into consideration the facilities guidelines developed by the North Carolina Department of Public Instruction. The superintendent will utilize services of outside professionals, including architects and other consultants, in the facility design and construction. Any contract for professional services must be (1) reviewed by the board attorney, (2) be approved by the board, unless the board delegated this authority to the superintendent in policy 6420, Contracts with the Board, and (3) meet the requirements of any applicable board policies. (See policy 9110, Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk.) The superintendent also should involve school staff, parents and students in the design of school buildings.

Before investing any money in the construction of any new building, or when using any state money for the erection, repair, or equipping of any building, the superintendent must submit the plans to the State Board for review and comment and must review the plans based upon a consideration of the comments received.

Plans for science facilities in middle and high schools are subject to approval by the State Board of Education in accordance with G.S. 115C-521(c1) and State Board of Education policy.

The superintendent shall report periodically to the board on the development of facility plans. The superintendent also will report on the State Board's review of facility plans conducted pursuant to G.S. 115C-521(c) and this policy and must specifically address any concerns noted by the State Board. The board will give final approval of facility plans before any money may be spent on new buildings or renovations.

Legal Reference: 29 U.S.C. § 794(b); 34 C.F.R. pt. 104 (subpt. C); 42 U.S.C. §12101 *et seq.*; 28 C.F.R. pt. 35 (subpt. D); G.S. 115C-204, -521; 133, arts. 1 and 3; State Board of Education Policies TCS-O-003, *North Carolina Public School Facilities Guidelines*, and TCS-P-006, *Procedures Manual: Public School Building Capital Fund*, both available at www.schoolclearinghouse.org/.

Cross Reference: Contracts with the Board (policy 6420), Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk (policy 9110)

Other Resources: North Carolina Department of Public Instruction School Planning Publications, available at <http://www.schoolclearinghouse.org/>

Adopted: May 14, 1998 to become effective July 1, 1998

Updated: July 10, 2014, August 13, 2015

Security of school district facilities is an important part of maintaining a safe learning environment for students and staff and for protecting the investments of the school district. The superintendent or his or her designee will develop and implement programs or procedures as necessary to meet, at a minimum, the following board requirements for security of facilities.

1. All school system buildings must use a security control system that will limit access to keys or other building entry devices to authorized personnel and will safeguard against unauthorized individuals gaining entry to buildings.
2. The superintendent is responsible for determining the need for and responsibilities of security personnel and shall make recommendations as appropriate to the board for funding security personnel positions or contracts.
3. The superintendent must provide the Department of Public Safety's Division of Emergency Management (Division) with emergency response information it requests for the school risk management plan and updated emergency response information when such updates are made. The superintendent must provide the Division and local law enforcement with schematic diagrams, including digital schematic diagrams, of all school facilities and updates of the schematic diagrams when the school system makes substantial facility modifications, such as the addition of new facilities or modifications to doors or windows. Schematic diagrams must meet any standards established by the Department of Public Instruction for the preparation and content of the diagrams. In addition, the superintendent must provide local law enforcement with (1) either keys to the main entrance of all school buildings or emergency access to key storage devices for all school buildings and (2) updated access to school buildings when changes are made to the locks of the main entrances or to the key storage devices.
4. Principals will make reasonable efforts to secure buildings and other valuable property on school grounds when the school is closed or vacated.
5. Teachers will make reasonable efforts to secure their assigned classrooms or other designated space when the school is closed or vacated or when the classroom or other designated space is not in use.
6. Principals are encouraged to involve teachers, other school staff, parents, students and law enforcement in identifying the security needs of the school.
7. Principals will implement programs or make recommendations to the superintendent and board as appropriate to address the security needs of the school.

Other board policies regarding the maintenance of facilities, safety and visitors to the school also are important to maintaining the security of the school environment. All professional employees and other employees with job duties related to the security of the facilities are responsible for being familiar with these policies and carrying out duties specified by board policies or the superintendent or his or her designee.

Legal References: G.S. 115C-276(c), -288(f), -307(h), -523, -524; S.L. 2013-360

Cross References: Student Safety (policy 1510/4200), Visitors to the Schools (policy 5020), Relationship with Law Enforcement (policy 5120), Use of Equipment, Materials and Supplies (policy 6520), Vandalism (policy 6550), Care and Maintenance of Facilities (policy 9200)

Adopted: May 14, 1998 to become effective July 1, 1998

Updated: July 10, 2014, August 13, 2015

SALE, DISPOSAL AND LEASE OF BOARD-OWNED REAL PROPERTY

Policy Code:

9400

The board will consider the sale and disposal of board-owned real property, including land and buildings, as authorized by law. The board is guided in its decisions by its commitment to help students succeed by providing appropriate facilities and to use its resources in a fiscally and environmentally sound manner.

Any sale or disposal of real property, including school buildings, will be conducted in accordance with statutory requirements. The superintendent should secure the services of consultants as necessary to conduct feasibility assessments and determine the fair market value. No building or land will be sold below the fair market value or exchanged for less than full and fair consideration, except that the board will afford the board of county commissioners the first opportunity to obtain any real property at the fair market price or a price negotiated between the two boards.

When the board decides to lease board-owned property to another entity, the lease will be at the fair market value, except that the board may negotiate a lesser amount with another governmental unit.

Legal References: G.S. 115C-72, -518, -521; 160A, art. 12

Cross References: Planning to Address Facility Needs (policy 9000), Site Selection (policy 9010), Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk (policy 9110)

Adopted: May 14, 1998 to become effective July 1, 1998

Revised: May 8, 2014

3. communicate to the public the goals and objectives of the school system and the progress of the school system in meeting those goals and objectives; and
4. provide the public with school progress and performance reports as required by state and federal law.

Legal References: No Child Left Behind Act of 2001, 20 U.S.C. 6318; G.S. 115C-12(9)c3, -36, -47, -83.1J, -105.25(c); Leandro v. State, 346 N.C. 336 (1997)

Cross References: Board Authority and Duties (policy 1010), Parental Involvement (policy 1310/4002), Compliance with the Open Meetings Law (policy 2320), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Community Use of Facilities (policy 5030), Public Records – Retention, Release, and Disposition (policy 5070/7350), Distribution and Display of Non-School Material (policy 5210)

Adopted: April 11, 2013

Revised: March 13, 2014

The board of education promotes the health and safety of all students and staff and of other persons. The board also promotes the cleanliness of all school facilities. The board believes that the use of tobacco products on school grounds, in school buildings and facilities, in or on any other school property owned or operated by the school board, or at school-related or school-sponsored events is detrimental to the health and safety of students, staff and school visitors. To this end, and to comply with state and federal law, the board adopts this tobacco-free policy that prohibits smoking and the use of tobacco products as follows. For the purposes of this policy, the term “tobacco product” means any product that contains or is made or derived from tobacco and is intended for human consumption, including all lighted and smokeless tobacco products, as well as electronic cigarettes, vaporizers, and other electronic smoking devices even if they do not contain tobacco or nicotine.

1. All employees and other persons performing services or activities on behalf of the school system, including volunteers and contractors, as well as students and visitors, are prohibited from using any tobacco products at any time in any school building, in any school facility, on school campuses, and in or on any other school property owned or operated by the school board.
2. In addition, persons attending a school-sponsored event at a location not specified in subsection 1 above are prohibited from using tobacco products when (a) in the presence of students or school personnel, or (b) in an area where use of tobacco products is otherwise prohibited by law.
3. Nothing in this policy prohibits the use of tobacco products for an instructional or research activity conducted in a school building, provided that such activity is conducted or supervised by a faculty member and that the activity does not include smoking, chewing or otherwise ingesting tobacco.
4. The administration will consult with the county health department and other appropriate organizations to provide employees with information about support systems and programs to encourage employees to abstain from the use of tobacco products. The school system may, from time to time, provide free non-smoking programs and services to employees of the school system after the regular school day.
5. The principal of each school and other school personnel responsible for school facilities shall post signs in system facilities in a manner and location that adequately notify staff, students and visitors that the use of tobacco products by any person is prohibited at all times in or on school property.

6. The superintendent and designees shall ensure that adequate notice of this policy is provided to students, parents, school personnel, and the public.
7. All school personnel are required to adhere to and enforce this policy and other policies, rules or regulations addressing the use of tobacco products.

Legal Reference: 20 U. S. C. 6081*et seq.*; Pro-Children Act of 1994; 21 U.S.C 321 (rr); G. S. 14-313; 115C – 47(18), -407

Cross Reference: Tobacco Products - Students (policy 4320)

Adopted: March 13, 2003 to become effective July 1, 2003

Revised: September 11, 2008

The board is committed to providing a healthy and safe environment for its students, employees, and visitors. To provide opportunities for assistance to individuals who experience sudden cardiac arrest on school property, the board authorizes the placement of automatic external defibrillators (AEDs) in designated locations in schools and other board-owned or operated facilities and at designated events to be accessed by medical practitioners and other trained persons.

To the extent funding, staff, and training are available, the superintendent is authorized to acquire AEDs for use at designated schools and events. The superintendent is further authorized to develop a program to address access to and training, use, and maintenance of AEDs in the school system. All such AEDs and any program developed must comply with the requirements of state and federal law.

The superintendent, in consultation with medical professionals trained in cardiopulmonary resuscitation (CPR) and AED use, shall develop procedures to implement this policy. Procedures must include information regarding:

1. Medical/healthcare provider oversight: Choice of AED devices will be made in consultation with a physician licensed by the state of North Carolina. Preference will be given to machines that offer both adult and child settings. The type of AED product must be one that is approved by the United States Food and Drug Administration.
2. CPR and AED use training for anticipated responders: Training will be completed in accordance with nationally recognized training programs including those approved and provided by the American Heart Association or American Red Cross. Appropriate records of training will be maintained.
3. Coordination with the emergency medical services (EMS) system: Appropriate local EMS officials must be notified of the location and most recent placement of AEDs within a reasonable period of time of placement.
4. Appropriate device maintenance and testing.
5. Placement of AEDs.

The superintendent or designee shall report to the board on the plan for and actual use of AEDs in the school system. The superintendent shall designate a program coordinator to manage the AED program in the schools.

Nothing in this policy should be construed to require the presence or use of an AED on school property or at school sponsored events, unless otherwise required by law. The board cannot and does not guarantee that an AED or a person trained in its use will be available at any particular school site or school-sponsored event.

The board and its employees expressly reserve all immunities from civil liability which are available to them under state or federal law, including governmental immunity and the statutory immunities set forth in North Carolina General Statutes 90-21.14, 90-21.15 and 115C-375.1 and federal statute 42 U.S.C. 238q.

Legal References: G.S. 90-21.14, -21.15; 115C-375.1; 42 U.S.C. 238q

Cross References: Student Health Services (policy 6120)

Other References: *N.C. Emergency Guidelines for Schools*, (NCDPI/NC DHHS 2009), available at <http://www.nhealthyschools.org/resources>; *Implementing an AED Program*, (American Heart Association 2012), available at http://www.heart.org/idc/groups/heartpublic/@wcm/@ecc/documents/downloadable/ucm_438703.pdf

Adopted: May 14, 2015

The board endorses the goals of the Community Schools Act. The board will make specified indoor and outdoor school facilities available for use by eligible community groups under agreements developed in accordance with this policy. The board also will make some outdoor school facilities available for limited recreational use by the general public when not inconsistent with the board's use of the facilities. Public use is subject to Section H of this policy.

A. GENERAL PRINCIPLES

The use of school facilities by community groups should be consistent with the goals and objectives of the board and school district and must not conflict with the educational program.

Community use of school facilities is encouraged, but should not interfere with their use for the educational program and should not be so extensive as to prevent the need to adequately maintain them, in order to protect the taxpayers' investment.

Use of school facilities will not be approved for activities that do any of the following:

1. violate federal, state or local laws;
2. violate board of education policies or regulations;
3. advocate imminent violence;
4. damage or have the potential to damage school buildings, grounds or equipment;
or
5. are in conflict with scheduled school activities

B. PRIORITY IN USE/FEE STRUCTURE

School-sponsored groups and activities, (such as school athletic events, school drama and choral productions), and meetings of student organizations, including organizations permitted to meet under the Equal Access Act, shall have first priority in the use of school facilities.

Priority for community use of facilities will then be given to non-profit community groups whose mission is similar or complementary to that of the school district. The district may sponsor non-profit community groups that serve the essential mission of the school district and help it meet its goals. Sponsorship decisions will be made on a case-by-case basis. The district shall not sponsor community groups that discriminate on the basis of the proscribed criteria in Policy 1710, Prohibition against Discrimination and

Harassment, including Bullying and Hazing. A decision to sponsor a community group is in the sole discretion of the superintendent.

For-profit groups are not permitted to use school facilities, unless the superintendent or designee determines that a particular use is non-commercial in nature. Nor are school facilities generally to be used for private purposes (such as weddings or family reunions), or for commercial activities of non-profit groups. School-sponsored fund raising activities may be permitted regardless of the sharing of event revenue with an outside entity, provided the superintendent or designee determines that the primary purpose of the event is to benefit education and approves a fund raiser request in accordance with Policy 8411, School Fund Raising Activities.

Although for-profit groups are generally not permitted to use school facilities, local dance-instruction studios have historically utilized our facilities for the purpose of staging dance recitals. Recognizing the board's long-standing relationship with these studios and their reliance on the availability of our facilities for the presentation of their artistic performances, the board deems it appropriate to exempt them from the prohibition against for-profit group use of our facilities. The mission of dance-instruction studios is similar and complementary to that of the school district, each has used our facilities for many years, without incident, and the board feels it is in the best interest of the community to allow their continued utilization of our facilities for dance recital purposes, upon payment of rental, utility, custodial and supervisory fees, as applicable.

Priority in the use of school facilities and the fee structure for such groups will be in accordance with the following user categories. Priority in use among groups within the same user category will not be based upon the viewpoints of the groups. (see Policy 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying). All groups within the same user category will be charged for facility use according to the uniform fee structure. Upon approval of the facility use, all users will be required to submit the fees in advance.

1. School-sponsored groups and activities, such as athletic events, school drama and choral productions, and meetings of student organizations.
Application: Not required. The school shall provide advance notice to the Director of Facilities of all such activities that will take place outside normal school hours.
Insurance: Not Required
Fees: None.
2. School related groups (organizations formed to support the school in some manner, such as the PTA, PTO, teachers' and principals' organizations and booster clubs)
Application: Required.

Insurance: Not Required

Fees: Fees for providing use of kitchens will be charged to cover costs. Custodial or other supervisory services may be charged.

3. Non-profit community groups sponsored by the district, approved fund raisers involving use of school facilities by outside groups, and one-time meetings for local governmental agencies supported by tax funds of the community (Asheboro City Council, Randolph Board of County Commissioners), including as a polling place on election days, in accordance with G.S. 163-129

Application: Required.

Insurance: Required

Fees: None

4. Local government and youth organizations, including but not limited to any youth group listed in Title 36 of the United States Code as a patriotic society such as the Boy Scouts and Girl Scouts, and, political parties for the express purpose of annual or biennial precinct meetings and county and district conventions in accordance with G.S. 155C-527

Application: Required.

Insurance: Required

Fees: Rental fees for the use of facilities may be charged. Custodial, kitchen, and supervisory fees will be charged.

5. All groups not included in the other categories

Application: Required.

Insurance: Required

Fees: Rental, custodial, kitchen and supervisory fees will be charged.

Prior to the beginning of each school year, the superintendent shall submit for board approval a fee structure that lists the amount or method of calculating rent and fees to be charged for facility use.

C. REQUESTS FOR USE OF FACILITIES

Any eligible individual or group in categories 2, 3, 4 and 5 above that wishes to use a school facility must submit a request to the principal of the school that contains the desired facility. The request must be submitted using a written application, which will be available in the principal's office. An application for use of a school facility shall be filed at least two (2) weeks prior to the date of intended use. An application must be approved by the principal and the Director of Facilities and Maintenance.

D. FACILITIES AVAILABLE FOR USE

The board permits eligible individuals or groups to use certain facilities in schools.

The following types of facilities are available for use at schools: auditoriums, theaters, and multi-purpose rooms; dining areas and kitchens; designated classrooms; designated gymnasiums; media centers; and playgrounds. Costs for using designated facilities will be calculated in accordance with the fee structure adopted by the board.

Other school facilities may be used only in exceptional circumstances based on a justified need and as approved by the superintendent or his/her designee. The superintendent is authorized to determine the fees for the use of facilities in such circumstances.

E. RULES GOVERNING USE OF SCHOOL FACILITIES

The superintendent shall develop regulations consistent with this policy. The regulations will include an application process, and provisions regarding the supervision of groups using facilities, the care of facilities, prohibited conduct and other issues deemed appropriate by the superintendent. A copy of such regulations will be furnished to all applicants at the time they receive the facilities use application form. In addition to the regulations established by the superintendent, users of school facilities must comply with the following rules:

1. Users must comply with all federal, state and local laws and all rules required by the board, superintendent or his/her designee, or the principal.
2. Users must comply with the requirements of the Americans with Disabilities Act (ADA) (particularly Subchapter III pertaining to Public Accommodations and Services Operated by Private Entities) and the federal regulations that have been adopted for the implementation of the ADA.
3. Users must comply with board policy and legal requirements forbidding the use of tobacco products in school facilities and on school grounds (see policy 5026/7250, Smoking and Tobacco Products).
4. Users must not consume or possess alcohol or drugs on school grounds (see policy 5025, Prohibition of Alcoholic Beverages).
5. Users must not possess weapons or explosives while on school grounds, except in the limited circumstances permitted by state law and policy 5027/7275, Weapons and Explosives Prohibited.

6. Users are responsible for supervising their activity and the people present at their activity. Users are responsible for maintaining order and safety during their activity.
7. Users shall not publicize or advertise events in school facilities prior to obtaining all required approvals.

A user's violation of the provisions of this policy or any applicable regulations is grounds for suspending the user's privilege to use school facilities for such period of time deemed appropriate by the principal, subject to the review of the superintendent and board of education.

F. DAMAGES AND LIABILITY INSURANCE

Users of school facilities are responsible for all damages to school facilities, property or equipment that occurs while the facility is being used by the group, regardless of who causes the damage. Users also are responsible for the conduct of all persons involved in the users' activities while on school property.

All users groups, except categories 1 and 2 above, must furnish a certificate of insurance for general liability coverage with a total limit coverage of \$1,000,000 for each claim made.

G. TERM AND ACCEPTANCE OF LEASE

The superintendent is authorized to enter into agreements with community groups for the lease of school property for terms of one year or less. All such leases must be reviewed and approved in advance by the board attorney. The superintendent will inform the board of the execution of any lease at its next regularly scheduled meeting. Leases may be renewed following the same process.

Absent unusual circumstances, leases will not be granted for a term longer than one year. A lease for more than one year must be approved in advance by the board.

H. USE OF OUTDOOR SCHOOL FACILITIES BY THE GENERAL PUBLIC

Outdoor property and facilities of the school system will be open to limited use by members of the general public in accordance with rules to be established by the superintendent or designee. Public use will be permitted only to the extent that it 1) is not inconsistent with the proper preservation and care of the outdoor school property; 2) does not interfere with the safe and efficient operation of the schools and school activities; and 3) does not conflict with use by any community group operating under a facility use agreement described in this policy. The superintendent is authorized to establish all terms, conditions, and rules necessary

to regulate the use of outdoor facilities by members of the general public consistent with these requirements.

I. REVIEW OF DECISIONS CONCERNING USE OF SCHOOL FACILITIES

Any person or organization may request a review of any decision made by staff pursuant to this policy in accordance with policy.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Equal Access Act, 20 U.S.C. 4071-4074, 28 C.F.R. pt. 36; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. pt. 108; Community Schools Act, G.S. 115C-203 to -209.1, -524, -527; 160A-274; 163-129

Cross References: Prohibition Against Discrimination and Harassment including Bullying and Hazing (1710/4021/7230), Parent and Student Grievance Procedure (1740/4010), Prohibition of Alcoholic Beverages (5025), Smoking and Tobacco Products (policy 5026/7250), Weapons and Explosives Prohibited (5027/7275), School Fund Raising Activities (policy 8411), Sale, Disposal and Lease of Board-Owned Real Property (9400)

Adopted: April 9, 1998 to become effective July 1, 1998

Revised: February 12, 2009, June 14, 2012, January 21, 2016

RELATIONSHIP WITH LAW ENFORCEMENT

Policy Code: **5120**

The board recognizes the importance of law enforcement authorities in providing safe schools. The board desires an effective working relationship with law enforcement. To this end, the superintendent and principals are expected to communicate the needs of the schools and work with law enforcement officials in developing joint programs and in establishing protocols for handling situations in which the assistance of law enforcement is helpful or necessary. The superintendent shall establish procedures for school contacts with law enforcement agencies.

The superintendent shall ensure that local law enforcement have schematic diagrams, including digital schematic diagrams, of all school facilities and provide them updates of the schematic diagrams when the school system makes substantial facility modifications, such as the addition of new facilities or modifications to doors or windows. The superintendent shall also provide local law enforcement with (1) either keys to the main entrance of all school buildings or emergency access to key storage devices for all school buildings and (2) updated access to school buildings when changes are made to the locks of the main entrances or to the key storage devices.

School resource officers will be assigned duties as specified in a written understanding between the law enforcement agency and the school system.

Law enforcement officials, including school resource officers, should not initiate administrative investigations, including investigations to determine whether student behavior policies have been violated, but may be used to assist school officials in such investigations for safety or other reasons as determined necessary by the principal or designee. Law enforcement officials may be contacted to report possible criminal conduct on school premises or at school-sponsored activities. (See policy 4335, Criminal Behavior, for more information regarding mandatory reporting of certain criminal behaviors.) However, school officials will independently investigate violations of school rules or board policies even if such violations may also involve criminal behavior.

School administrators and employees are expected to cooperate in criminal investigations but should attempt to do so in a way that minimizes disruptions to the educational environment.

Visits by probation officers to students during the school day must be in accordance with policy 5020, Visitors to the Schools.

Legal References: G.S. 115C-36, -47, -105.53

Cross References: School Safety (policy 1510/4200/7270), Criminal Behavior (policy 4335), Student Searches (policy 4342), Visitors to the Schools (policy 5020)

Adopted: May 9, 2013

Updated: April 10, 2014, May 14, 2015

The board recognizes that an effective educational program must be supported by services that assist students in taking advantage of educational opportunities to receive a sound basic education. The board also recognizes the need for services that help the school system use resources necessary for an educational program in an effective and efficient manner.

The board and superintendent will strive to educate the board of county commissioners and other funding sources of the importance of support services.

Legal References: G.S. 115C-36, -47; Leandro v. State, 346 N.C. 336 (1997)

Cross References: Board Authority and Duties (policy 1010)

Adopted: May 14, 1998 to become effective July 1, 1998

Revised: July 9, 2015

The school district will provide health services to students as required by law. The school district will administer drugs or medication prescribed by a doctor only upon the written request of the parents; give emergency health care when reasonably apparent circumstances indicate that any delay would seriously worsen the physical condition or endanger the life of the pupil; and perform any other first aid or lifesaving technique in which training has been provided to school employees. A registered nurse also will be available to provide assessment, care planning, and on-going evaluation of students with special health care service needs in the school setting.

The superintendent may develop procedures or delegate the development of procedures to each school principal for providing these health services and meeting the board requirements: listed below.

1. The principal must determine at the beginning of each school year prior to the beginning of classes, and thereafter as circumstances require, which employees will participate in the health services program. The principal shall inform his or her staff about which health services duties are delegated to which employees.
2. Any employee designated to provide health care services must receive appropriate training.
3. Health manuals prepared by governing state agencies must be followed in developing appropriate procedures and for determining which tasks must be performed by registered nurses.
4. Procedures must be consistent with all related board policies, including policy 4230, Communicable Diseases - Students, and policy 6125, Administering Medicines to Students.
5. Procedures must be consistent with state and federal law for students with disabilities, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The *Policies Governing Services for Children with Disabilities* will be followed, as applicable.
6. Procedures must be consistent with guidelines adopted by the State Board of Education under G.S. 115C-12(31) to serve students with diabetes, including developing and implementing individual diabetes care plans for such students and providing information and training to school personnel to appropriately support and assist such students, in accordance with their individual diabetes care plans.
7. Written information maintained by the school or school personnel regarding a student's medicinal and health needs is confidential. Parents and students must be accorded all rights provided by the Family Educational Rights and Privacy Act (FERPA) and state confidentiality laws. Any employee who violates the confidentiality of the records may be subject to disciplinary action.

8. School personnel must obtain parental consent for medical services as required by law. Parents will be notified of their rights in accordance with policy 1310/4002, Parental Involvement.
9. Health professionals will be consulted in the development of health services. Opportunities also should be provided for input from staff, parents and students on the health services provided.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12134, C.F.R. pt. 35; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), -794, 34 C.F.R. pt. 104; G.S. 115C-12(12), -12(31) -36, -307(c), -375.1, -375.3; 16 NCAC 6D.0402; *Policies Governing Services for Children with Disabilities*, State Board of Education Policies GCS-D-000, GCS-G-006

Cross References: Parental Involvement (policy 1310/4002), Communicable Diseases - Students (policy 4230), Student Records (policy 4700), Administering Medicines to Students (policy 6125)

Adopted: May 14, 1998 to become effective July 1, 1998

Administrative Procedure: None

Updated: February 8, 2007

PARTICIPATION BY HISTORICALLY UNDERUTILIZED BUSINESSES

Policy Code:

6402

The board affirms the State's commitment to encourage participation of historically underutilized businesses in the school district's purchase of goods and services. The board of education prohibits discrimination against any person or business on the basis of race, color, ethnic origin, sex, disability or religion.

SCHOOL DISTRICT GOOD FAITH EFFORTS

The board has adopted the following guidelines to ensure that the school district will make good faith efforts to reach diverse suppliers of goods and services and to encourage participation in the school district's purchasing progress by such suppliers. The school district will:

1. make information about the school district's purchasing procedures and bidding process readily available;
2. advertise for bids in media that reaches minority businesses;
3. ensure access to bidding documents needed for making bids on projects;
4. request directory information of businesses owned and controlled by minorities, women, disabled persons and nonprofit work centers for the blind or severely disabled by contacting the Division of Purchase and Contracts at the State Department of Administration;
5. sponsor or participate in purchasing seminars for all prospective vendors or, in particular for minority-owned, female-owned, disabled-owned, disabled business enterprises, and non-profit work centers for the blind or severely disabled;
6. provide information to HUBs on how to have a company name included on lists maintained by the Division of Purchase and Contracts at the State Department of Administration;
7. prepare vendor lists in accordance with policy 6442, Vendor Lists; and
8. where allowed by law, permit performance guarantees rather than performance bonds for contracts for goods and services.

DOCUMENTATION AND REPORTING

The superintendent or designee will submit all legally required reports on the use of historically underutilized businesses and will document the use of businesses qualifying as historically underutilized businesses as necessary to comply with applicable laws.

Legal References: City of Richmond v. J.A. Croson Co., 488 U.S. 469 (1989); G.S. 143-48, 143-128

Cross References: Vendor Lists (policy 6442), Participation by Women and Minority-Owned Businesses (policy 9125)

Adopted: May 14, 1998 to become effective July 1, 1998

Administrative Procedure: None

The board supports the practice of bringing employees back to work after a work-related injury or illness as soon as they are medically able in order to enhance the employees' recovery while minimizing the impact of work-related injuries on school system operations.

The superintendent or designee is directed to establish a return to work program that is consistent with federal and state law, board policy, and State Board of Education requirements. The objectives of the program will be to:

1. assist employees who are recovering from a work-related temporary injury or illness to safely return to full duty without restrictions at the earliest possible time;
2. assist recovering employees who have temporary work restrictions to return to a temporary, time-limited transitional work assignment of modified or alternate duties approved by the authorized health care provider, when practicable and in the best interests of the school system to do so;
3. assist employees with permanent work restrictions to find available suitable employment within the school system; and
4. maintain close communication, coordination, and cooperation between the employee, school system representatives, and others working to expedite the employee's recovery and return to work.

The superintendent or designee shall provide specific procedures to guide all employees in carrying out the return-to-work program. All supervisory employees are expected to fully comply with the program procedures and to assist in meeting the program's objectives. Employees experiencing work-related injuries or illnesses shall fulfill all responsibilities assigned to them under the return-to-work program and shall fully comply with the applicable requirements of the North Carolina Workers Compensation Act.

If an employee refuses an approved transitional duty assignment or other suitable employment offered under this policy or under the return-to-work program required by this policy, the superintendent or designee shall notify the workers' compensation administrator who may ~~to~~ apply to terminate the employee's workers' compensation benefit payments in accordance with the North Carolina Workers' Compensation Act. In addition, the employee will be subject to disciplinary action to the extent consistent with law.

This policy and any procedures developed by the superintendent to implement this policy are not intended to, and do not, confer any additional employment rights on any employee, including any right to a transitional duty assignment, nor will they be construed as recognition by the school system that any employee who participates in the return-to-work program has a disability as defined by the Americans with Disabilities Act of 1990, the Rehabilitation Act of 1973, or the North Carolina Persons with Disabilities Protection Act. Furthermore, nothing in this policy shall

be construed to require the superintendent to create an employment position for an employee returning to work with restrictions that prevent the employee from completing the essential functions of his or her previous position.

Legal References: Americans with Disabilities Act of 1990, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. Part 35; Family and Medical Leave Act of 1993, 29 U.S.C. 2601 *et seq.*, 29 C.F.R. Part 825; Rehabilitation Act of 1973, 29 U.S.C. 701 *et seq.*, 34 C.F.R. Part 104; North Carolina Persons with Disabilities Protection Act, G.S. ch. 168A; North Carolina Workers' Compensation Act, G.S. 97, art. 1; 115C-12(43), -337; State Board of Education Policy TCS-Q-001

Cross References: Family and Medical Leave (policy 7520)

Adopted: July 9, 2015

The board recognizes that an effective staff is critical to the smooth operation of the school system and to creating a learning environment in which students can succeed. The board further believes that students will not excel in performance unless those who most directly affect students, including school administrators, teachers, and other licensed professionals, excel in their performance. It is the intent of the board to employ only those licensed employees who continuously exhibit a pattern of behavior that exemplifies excellent performance.

The board places a high priority on securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. An effective evaluation program that clearly describes an employee's performance is a critical aspect of professional growth and assistance. Further, performance evaluation data is an important factor for consideration in decisions regarding continued employment. The superintendent must be able to substantiate any recommendation for continued employment with evaluation data, among other factors.

The superintendent is directed to develop and implement an effective evaluation system for licensed personnel that is consistent with State Board of Education policies. School administrators who are responsible for conducting evaluations shall comply with all state requirements with regard to the type and frequency of evaluation, including as applicable, the processes for evaluating licensed employees in schools designated as low performing. The school principal shall evaluate teachers and may incorporate any guidelines or strategies developed by the State Board to assist in the evaluations. The principal shall provide teachers' access to EVAAS data as required by law and shall notify teachers at least annually when the data is updated to reflect teacher performance from the previous school year. The superintendent or designee shall evaluate principals and assistant principals.

All licensed personnel must be evaluated at least annually using state-approved evaluation instruments in conformance with the processes established by the State Board in the North Carolina Educator Evaluation System for that class of personnel. Teachers with fewer than three consecutive years of experience shall be evaluated annually in accordance with the comprehensive evaluation cycle established in State Board Policy TVP-C-004. For teachers with three or more years of experience, the abbreviated evaluation process established in State Board Policy TCP-C-004 satisfies the annual evaluation requirement; however, a teacher receiving an abbreviated evaluation may request that the evaluator conduct a formal observation. In addition, in any given year, the principal may elect to use the comprehensive or standard evaluation processes set forth in State Board Policy TCP-C-004 or require additional formal or informal observations to evaluate a teacher with three or more years of experience. The principal also may supplement the State Board evaluation processes for other categories of licensed personnel by requiring additional observations or other evaluation measures. The annual evaluation of principals and assistant principals must include a mid-year review.

The evaluation system must incorporate the following directives.

1. Evaluators must clearly identify exemplary performance as well as deficiencies in performance.
2. Evaluators are encouraged to use supplementary means of assessing and documenting performance in addition to the state performance standards, assessment rubrics, and evaluation instruments, including, but not limited to, additional formal observations, informal observations, conferences, reviews of lesson plans and grade books, interactions with the employee, plans of growth or improvement, and any other accurate indicators of performance.
3. Student performance and growth data will be considered as a part of the evaluation of licensed personnel, as provided in the assessment rubric for the class of employees under evaluation. For teachers, such data shall include analysis of student work for performance-based courses and student performance as measured by the statewide growth model for educator effectiveness or as otherwise authorized by the State Board of Education and approved by the local board. Multiple means of assessing student performance must be used whenever possible. If only one method is used to measure student performance, it must be a clearly valid tool for evaluating an employee's impact on student performance.
4. Peer observations of teachers with fewer than three consecutive years of experience must be conducted as required by law using the evaluation instrument and process established by the State Board and must be considered by the school administrator in evaluating teacher performance.
5. Supervisors and principals should facilitate open communication with employees about performance expectations.
6. An employee who is unclear about how performance is being assessed or who desires additional evaluation opportunities should address these issues with his or her immediate supervisor.
7. Evaluators will be held accountable for following the evaluation system and all applicable state guidelines on the evaluation of employees.
8. Evaluation data will be submitted to the central office personnel file in accordance with state law and policy 7820, Personnel Files.
9. Evaluation data will be used in making employment decisions, including decisions related to professional and staff development (see policy 1610/7800, Professional and Staff Development), and suspension, demotion, and dismissal of employees (see policy 7930, Professional Employees: Demotion and Dismissal and policy 7940, Classified Personnel: Suspension and Dismissal). Employment decisions may be made by the board and administrators regardless of whether evaluators have followed the evaluation system, so long as there is a legally sufficient basis for the decisions.

10. The superintendent and all evaluators are encouraged to develop ways to recognize distinguished performance and to capitalize on the abilities of such exemplary employees in helping other employees.

The superintendent shall develop any other necessary procedures and shall provide training, as necessary, to carry out the board's directives and to meet state requirements.

Legal References: G.S. 115C-47(18), -286.1, -325, -333, -333.1; State Board of Education Policies TCP-C-004, -005, -006, -022

Cross References: Professional and Staff Development (policy 1610/7800), School Administrator Contracts (policy 7425), Plans for Growth and Improvement of Licensed Employees (policy 7811), Personnel Files (policy 7820), Professional Employees: Demotion and Dismissal (policy 7930), Classified Personnel: Suspension and Dismissal (policy 7940)

Adopted: February 9, 2012

Revised: January 9, 2014, March 11, 2016

NON-CAREER STATUS TEACHERS: NONRENEWAL

Policy Code:

7950

The board, upon recommendation of the superintendent, may refuse to renew the contract of any non-career status teacher for any cause it deems sufficient, so long as the cause is not arbitrary, capricious, discriminatory, prohibited by state or federal law, or for personal or political reasons.

If the superintendent decides to recommend nonrenewal of a non-career status teacher, the superintendent shall provide written notice of the recommendation no later than June 1. The teacher may, within 10 days of receipt of the superintendent's recommendation, request written notice of the reasons for the superintendent's recommendation for nonrenewal and the information that the superintendent may share with the board to support the recommendation for nonrenewal. If a teacher files a timely request, the superintendent shall provide the requested information, and the teacher will be permitted to submit supplemental information to the superintendent and board prior to the board's decision.

A non-career status teacher has the right to petition the board for a hearing no later than 10 days after receiving notice of the superintendent's recommendation for nonrenewal. If the teacher requests a hearing, the board chair and vice chair will confer and determine whether such a hearing will be granted. If the chair and vice chair cannot agree, a hearing will be granted. The board will notify the teacher of its decision whether to grant a hearing.

The board will notify the non-career status teacher whose contract will not be renewed for the next school year of its decision by June 15. If, however, a teacher is granted a hearing, the board will provide the nonrenewal notification within 10 days of the hearing or such later date upon the written consent of the superintendent and teacher.

In considering a recommendation of the superintendent to offer a teacher a new, renewed, or extended contract, the board may review any information that was in the teacher's personnel file at the time of the superintendent's recommendation. If the board determines that it needs additional information to reach a decision, it will notify the teacher of the board's concerns and of the additional information that it is considering and provide an opportunity for the teacher to respond to the additional information.

The board will notify the non-career status teacher whose contract will not be renewed for the next school year of its decision by June 15. If, however, a teacher is granted a hearing, the board will provide the nonrenewal notification within 10 days of the hearing or such later date upon the written consent of the superintendent and teacher.

Non-career status teachers may be demoted or dismissed during the terms of their contracts only in accordance with policy 7930, Professional Employees: Demotion and Dismissal.

Legal References: G.S. 115C-45(c), -325.1 *et seq.*

Cross References: Hearings Before the Board (policy 2500), Teacher Contracts (policy 7410), Reduction in Force: Teachers and School Administrators (policy 7920), Professional Employees: Demotion and Dismissal (policy 7930)

Adopted: March 8, 2012

Updated: January 9, 2014, June 12, 2014, February 12, 2015

A. PRINCIPLES

The board strives to provide safe, orderly, and inviting schools for students and staff. The board also strives to provide other facilities needed to support the educational program. Long-range planning by the board and superintendent is essential for providing an educational environment that offers students the opportunity to receive a sound basic education and that supports student success.

B. LONG-RANGE PLAN

The board will adopt a long-range plan that identifies the facility needs of the school system and sets forth a plan for how to meet these needs. The plan will address the issue of whether to renovate existing facilities or build new facilities. The plan also will incorporate, where appropriate, creative options for meeting the needs of the educational program, such as expansion or reduction through modular construction, future alternative uses of space, the availability of community facilities, the use of temporary facilities or leasing arrangements, opportunities for capital lease financing of facilities through public/private partnerships, and sharing facilities with other school systems.

C. PROCESS

The following information will be considered in developing and adopting a long-range plan:

1. data that reflect the possibility of enrollment declines or increases as well as other demographic changes in the population of students that is or may be served;
2. a facilities inventory that includes the size of sites, building capacities, age of buildings, energy consumption, ability to utilize technology, the suitability of the space for its current or future purpose, and accessibility by the community; and
3. the availability or anticipated availability of innovations in construction or design that would allow existing buildings to be renovated or new facilities to be constructed at a lower cost, in a more energy-efficient manner or in a way that would better meet the needs of the educational program.

The superintendent may utilize the services of consultants to obtain information necessary for the long-range planning process. All professional contracts must meet the requirements of any applicable board policies. (See policy 9110, Selection and Use of Architects and Engineers and policy 9120, Bidding for Construction Work) School staffs, students, and parents should be involved in considering the needs for new and renovated facilities.

The board will work with the board of county commissioners when possible in developing a five-year capital outlay plan. The board and superintendent will endeavor to communicate with other governmental bodies and the public in a positive and persuasive manner about the need for school construction and, consequently, the need for necessary funding.

Legal References: G.S. 115C-47, -204, -276, -426.2, -521, -524, -530, -531, -532; 143-128.1C(l), -129; 153A-164; Leandro v. State, 346 N.C. 336 (1997)

Cross References: Board Authority and Duties (policy 1010), Selection and Use of Architects and Engineers (policy 9110), Bidding for Construction Work (policy 9120)

Adopted: July 10, 2014

The board will select future school sites in a manner consistent with facility needs as identified in the long-range plan. The board will consider options for acquiring property and buildings that are within its legal authority, are economically sound, and meet immediate and future needs.

The superintendent shall assist the board in site selection. In making recommendations to the board, the superintendent should consider the following factors, along with any other factors the superintendent determines to be appropriate:

1. the size of the site needed for current and future needs;
2. the cost for acquisition and development;
3. a site's suitability for its intended uses;
4. a site's accessibility for students and the community; and
5. whether a site meets all legal requirements for school use, including environmental standards.

The superintendent shall investigate and recommend to the board reasonable options for acquiring property or buildings, such as purchasing, leasing, or entering into relationships with other governmental agencies or private businesses, as permitted by law. The superintendent is authorized to select and work with consultants in identifying and assessing site options. Any contract for professional services must be (1) reviewed by the board attorney, (2) be approved by the board, unless the board has delegated this authority to the superintendent in policy 6420, Contracts with the Board, and (3) meet any applicable legal and board policy requirements.

Legal References: G.S. 115C-47, -204, -517, -518, -521; 153A-164; 160A, art. 2, pt. 1

Cross References: Contracts with the Board (policy 6420), Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk (policy 9110)

Adopted: May 14, 1998 to become effective July 1, 1998

Administrative Procedure: None

Updated: July 10, 2014

The board is committed to designing new and renovated facilities in a manner that maximizes the use of space, conserves environmental resources and produces structurally sound and safe buildings. All school buildings should be designed to create safe, orderly and inviting learning environments where students can succeed. School buildings also will be planned to the extent feasible for maximum use by the community and for providing extended services to students.

The superintendent is responsible for overseeing the design of facilities that have been identified in the long-range facility needs plan and have been approved for funding. New or renovated facilities must be designed to meet all legal requirements, including legal standards for accessibility and use of facilities by persons with disabilities. Plans also must take into consideration the facilities guidelines developed by the North Carolina Department of Public Instruction. The superintendent will utilize services of outside professionals, including architects and other consultants, in the facility design and construction. Any contract for professional services must be (1) reviewed by the board attorney, (2) be approved by the board, unless the board delegated this authority to the superintendent in policy 6420, Contracts with the Board, and (3) meet the requirements of any applicable board policies. (See policy 9110, Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk.) The superintendent also should involve school staff, parents and students in the design of school buildings.

Before investing any money in the construction of any new building, or when using any state money for the erection, repair, or equipping of any building, the superintendent must submit the plans to the State Board for review and comment and must review the plans based upon a consideration of the comments received.

Plans for science facilities in middle and high schools are subject to approval by the State Board of Education in accordance with G.S. 115C-521(c1) and State Board of Education policy.

The superintendent shall report periodically to the board on the development of facility plans. The superintendent also will report on the State Board's review of facility plans conducted pursuant to G.S. 115C-521(c) and this policy and must specifically address any concerns noted by the State Board. The board will give final approval of facility plans before any money may be spent on new buildings or renovations.

Legal Reference: 29 U.S.C. § 794(b); 34 C.F.R. pt. 104 (subpt. C); 42 U.S.C. §12101 *et seq.*; 28 C.F.R. pt. 35 (subpt. D); G.S. 115C-204, -521; 133, arts. 1 and 3; State Board of Education Policies TCS-O-003, *North Carolina Public School Facilities Guidelines*, and TCS-P-006, *Procedures Manual: Public School Building Capital Fund*, both available at www.schoolclearinghouse.org/.

Cross Reference: Contracts with the Board (policy 6420), Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk (policy 9110)

Other Resources: North Carolina Department of Public Instruction School Planning Publications, available at <http://www.schoolclearinghouse.org/>

Adopted: May 14, 1998 to become effective July 1, 1998

Updated: July 10, 2014, August 13, 2015

Security of school district facilities is an important part of maintaining a safe learning environment for students and staff and for protecting the investments of the school district. The superintendent or his or her designee will develop and implement programs or procedures as necessary to meet, at a minimum, the following board requirements for security of facilities.

1. All school system buildings must use a security control system that will limit access to keys or other building entry devices to authorized personnel and will safeguard against unauthorized individuals gaining entry to buildings.
2. The superintendent is responsible for determining the need for and responsibilities of security personnel and shall make recommendations as appropriate to the board for funding security personnel positions or contracts.
3. The superintendent must provide the Department of Public Safety's Division of Emergency Management (Division) with emergency response information it requests for the school risk management plan and updated emergency response information when such updates are made. The superintendent must provide the Division and local law enforcement with schematic diagrams, including digital schematic diagrams, of all school facilities and updates of the schematic diagrams when the school system makes substantial facility modifications, such as the addition of new facilities or modifications to doors or windows. Schematic diagrams must meet any standards established by the Department of Public Instruction for the preparation and content of the diagrams. In addition, the superintendent must provide local law enforcement with (1) either keys to the main entrance of all school buildings or emergency access to key storage devices for all school buildings and (2) updated access to school buildings when changes are made to the locks of the main entrances or to the key storage devices.
4. Principals will make reasonable efforts to secure buildings and other valuable property on school grounds when the school is closed or vacated.
5. Teachers will make reasonable efforts to secure their assigned classrooms or other designated space when the school is closed or vacated or when the classroom or other designated space is not in use.
6. Principals are encouraged to involve teachers, other school staff, parents, students and law enforcement in identifying the security needs of the school.
7. Principals will implement programs or make recommendations to the superintendent and board as appropriate to address the security needs of the school.

Other board policies regarding the maintenance of facilities, safety and visitors to the school also are important to maintaining the security of the school environment. All professional employees and other employees with job duties related to the security of the facilities are responsible for being familiar with these policies and carrying out duties specified by board policies or the superintendent or his or her designee.

Legal References: G.S. 115C-276(c), -288(f), -307(h), -523, -524; S.L. 2013-360

Cross References: Student Safety (policy 1510/4200), Visitors to the Schools (policy 5020), Relationship with Law Enforcement (policy 5120), Use of Equipment, Materials and Supplies (policy 6520), Vandalism (policy 6550), Care and Maintenance of Facilities (policy 9200)

Adopted: May 14, 1998 to become effective July 1, 1998

Updated: July 10, 2014, August 13, 2015

SALE, DISPOSAL AND LEASE OF BOARD-OWNED REAL PROPERTY

Policy Code:

9400

The board will consider the sale and disposal of board-owned real property, including land and buildings, as authorized by law. The board is guided in its decisions by its commitment to help students succeed by providing appropriate facilities and to use its resources in a fiscally and environmentally sound manner.

Any sale or disposal of real property, including school buildings, will be conducted in accordance with statutory requirements. The superintendent should secure the services of consultants as necessary to conduct feasibility assessments and determine the fair market value. No building or land will be sold below the fair market value or exchanged for less than full and fair consideration, except that the board will afford the board of county commissioners the first opportunity to obtain any real property at the fair market price or a price negotiated between the two boards.

When the board decides to lease board-owned property to another entity, the lease will be at the fair market value, except that the board may negotiate a lesser amount with another governmental unit.

Legal References: G.S. 115C-72, -518, -521; 160A, art. 12

Cross References: Planning to Address Facility Needs (policy 9000), Site Selection (policy 9010), Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk (policy 9110)

Adopted: May 14, 1998 to become effective July 1, 1998

Revised: May 8, 2014



Asheboro City Schools

...the subject is excellence

Office of the Superintendent

P.O. Box 1103, Asheboro, NC 27204-1103 • 1126 S. Park St. • (336) 625-5104 • (336) 625-9238, fax • www.asheboro.k12.nc.us

Please attach a plan of how your district/charter school intends to measure growth for these teachers, specifically addressing each of the local option plan assurances.

RATIONALE:

- Asheboro City Schools believes that the fact that Standard 6 has been moved into Standard 1-5 supports the notion that a building level principal has the best grasp of the achievement and impact on student growth by an individual teacher.
- The Asheboro City Schools option, modeled on the Davidson County Schools and Orange County Schools Models, allows for more specific feedback than a blind review.
- Additionally, upon request, this option allows the individual teacher to gain feedback from a team or committee of raters. This feedback should strengthen their ability to grow professionally and support student growth through the evaluation process.
- By their very nature, the Fine Arts, Healthful Living, and World Language curricula are very broad and are ill-defined by narrow points in time. Without the ability for discourse and discussion between the teacher and the rater, the demonstration of student growth and teacher impact on facilitating that growth, are lost in the process.
- Our district has a Curriculum and Instruction team, composed of experienced educators, to work with principals who may need support in understanding these highly specialized curriculum areas and student growth in each of them.

Asheboro City Schools will require middle and high school teachers whose classes are 60% in content areas of Arts Education, Healthful Living, World Languages, and Advancement Placement to participate in the locally developed option. Asheboro City Schools elementary teachers do not see students more than 45 minutes per week, and therefore, will not be required to participate in the locally developed option. In addition, teachers will be exempt from the ASW process if they are on approved extended leave for 20 or more consecutive days in a year-long calendar or 10 or more consecutive days in a semester block schedule.

Local Student Growth Measurement Plan

1. Clear Connection to the Content Standards

- a. Teachers will select three (3) objectives from the appropriate standards for their content area. (*NC Standard Course of Study-Essential Standards* or College Board). Each curriculum content strand shall be represented with at least one objective. Three objectives were chosen for two reasons. We know that concentrating on three will give us a chance to reach rigor at a deeper level and we also wanted to be conscious of the time school administrators will have to put into the process. Each curriculum content strand shall be represented via a rotation from one year to the next. In other words if a teacher does not represent one of the strands the first year it will be required to choose an objective from this strand the second year.

- b. Evidence and/or assessments will include multiple objectives that are not duplicated from the appropriate content standards.
- c. Evidence and/or assessments must demonstrate a level of academic rigor appropriate to the level of the course/subject.
- d. Objectives will be recorded on the "Add Goal" portion of teacher's Professional Development.

2. Plan (PDP) located at the bottom of the PDP portion of the NCEES platform.

- a. Teachers will conference with their principal at the due date of the PDP, sharing which objectives were selected and how the teacher will capture growth in two points of time.
- b. Teachers who teach on a semester plan will complete two objectives in the first semester and one objective in the second semester.

Example 1- Standard/Objective Selection for the individual teacher's PDP

Goal	Activity	Expected Outcome	Resources	Timeline
<i>List the Standard or Objective selected</i>	<i>Describe the task (narrative)</i>	<i>What will the finished product be or how will the skill be demonstrated when the task is complete?</i>	<i>Will the teacher measure individual growth or whole-class growth?</i>	<i>What is target completion of point 1 evidence to point 2 evidence? What is the frequency/duration of the course taught?</i>

3. Evidence Must Focus on Student Work

- a. Evidence collected by Asheboro City Schools' teachers will focus on student work, not on teacher performance.
- b. Evidence that demonstrates achievement (a skill, product, or performance) must have a point of evidence prior to the paramount achievement demonstrating growth between two points in time.

4. Measuring Growth

- a. Growth will be measured between two points in time. The growth that has occurred between point 1 and point 2 must be evident to the reviewer and clearly explained by the teacher.
- b. The student task must align with the verb in the objective and be clear to the rater.
- c. Asheboro City Schools will use the current ASW model Evidence Collection Rating Form as a tool to average of all five objectives reviewed to inform the teacher's rating of "Does Not Meet, Meets, or Exceeds Growth."

5. Rater Qualifications/Rating Process

- a. The principal will rate and evaluate the student growth evidence presented as a part of a semester-end/year-end conference for the teacher's Professional Development Plan using the current ASW model *Evidence Collection Rating Form*. Evidence and supporting documentation presented to the principal must support that the individual student or

whole-class has grown between point 1 and point 2. Principals may elect to offer written feedback (in addition to verbal feedback) to be recorded on the teacher's year-end Professional Development Plan review.

- b. Teachers on a semester schedule will have a rating/review of two objectives at the conclusion of the first semester and a rating/review of the final objective at the conclusion of the second semester. Teachers on a yearly schedule will have a rating/review of all three objectives at the conclusion of the academic year, unless decided by teacher and administrator to flex the timing of the evaluation for one or two of the three objectives
- c. If the principal does not feel they can offer effective feedback during the summative evaluation for the teacher and/or the teacher would like additional feedback, the teacher may elect to have a committee of at least three like-subject/content raters review and rate the evidence submitted. Where reasonably possible, the raters will have blind knowledge of the teacher being evaluated.
- d. Achievement, observed as a part of growth, will be considered in the total evaluation.
- e. As a part of the teacher's year-end summative evaluation, all evidence submitted and rated will be discussed between the principal and the participating teacher.

6. Results Sharing

- a. Prescriptive feedback will be offered by principals and/or the rater committee to the individual teacher and recorded/noted as a part of their Professional Development Plan review.
- b. Asheboro City Schools will share teacher-level growth results from our local option plan with the North Carolina Department of Public Instruction and State Board of Education as requested.
- c. A spreadsheet listing of all teachers required to complete the local option for ASW and their ratings will be kept by Asheboro City Schools Human Resource Department annually.

The local option plan was developed in response to teacher and administrator feedback gathered through formal and informal conversations and meetings during the Spring of 2016.

If approved, the local option plan for measurement will be communicated to all ASW teachers and their administrators electronically and in face-to-face meetings between teachers and district leadership. Principals will be informed and trained on the ASW Process by district leadership.



REQUEST FOR LOCAL FLEXIBILITY IN THE DETERMINATION OF STUDENT GROWTH RATINGS FOR EDUCATORS
(ASW PROCESS)

Name of District or Charter School:

Contact Request Name: **Person for this for Flexibility**

Position:

Phone Number:

Email Address:

Our district or charter school requests the flexibility to develop a local process to determine the Student Growth ratings for teachers indicated below. We acknowledge that this request form, if approved by the NC State Board of Education, will be posted to the Department of Public Instruction’s website.

The Department of Public Instruction requests that each district or charter school making an application to the North Carolina State Board of Education for local flexibility meet the assurances listed below when developing a local Student Growth measure. The State Board of Education requires two months (discussion and action) to approve/deny local flexibility requests. Districts and charters must adhere to the following deadlines in order to have their flexibility requests considered by the State Board of Education:

<u>Submission Deadline</u>	<u>Discussion</u>	<u>Action</u>
April 20, 2016	May SBE meeting	June SBE meeting
May 18, 2016	June SBE meeting	July SBE meeting

All flexibility requests for the 2016-17 school year must be submitted by 5:00 pm on the deadline dates above. No 2016-17 flexibility requests will be considered after the May 18 deadline.

Please attach a plan of how your district/charter school intends to measure growth for these teachers, specifically addressing each of the local option plan assurances below.

Local Student Growth Measurement Plan Assurances

1. Clear Connection to the Content Standards

- a. Assessments must be grounded in the appropriate content standards (*NC Standard Course of Study*, International Baccalaureate Programme, or College Board).
- b. Assessments must include multiple objectives sampled from the appropriate content standards. (Note: The state ASW Process requires five (5) objectives from a variety of standards be represented on the assessment).
- c. Assessments must demonstrate a level of academic rigor appropriate to the level of the course/subject.

2. Evidence Must Focus on Student Work

- a. Evidence collected must focus on student work, not on teacher performance.
- b. Evidence must demonstrate growth and cannot rely on achievement. For example, achievement awards are not measures of growth unless used in comparison with initial competency of students in the objective of interest.

3. Measuring Growth

- a. Districts and charter schools should remember that growth is measured relative to other teachers in the district as well as the standard assessed and frequency/duration of the class meetings.

4. Rater Qualifications/Rating Process

- a. Rater(s) must possess sufficient content/subject area background.
- b. Raters should be blind to the identity of the teacher being evaluated (where reasonably possible).

5. Results Sharing

- a. Districts and charter schools must agree to share teacher-level growth results derived from the local option with the North Carolina Department of Public Instruction and State Board of Education.

Attach a document to this request outlining how you communicated the local Student Growth measurement plan to your district/charter school teachers.

Selection of Subjects/Courses for Local Flexibility Option

Please select the content areas and the school level for which the LEA/charter school requests a local model. Selecting the content area without specifying school level will be interpreted as a request for all teachers (regardless of school level) to participate in the local model (e.g., checking only the Arts Education box means that all Arts Education teachers (K-12) will participate in the local model).

All ASW

Arts Education

Elementary School

Middle School

High School

Healthful Living

Elementary School

Middle School

High School

World Languages

Elementary School

Middle School

High School

All AP Courses (other than those in Arts Education or World Languages)

All IB Courses (other than those in Arts Education or World Languages)

Note: Any teacher in a category not selected by the LEA/charter shall participate in the state ASW Process if the teacher meets participation requirements. If the above checkboxes do not provide sufficient granularity for your district or charter, please consult the ASW Wikispace Teacher Resources page (<http://ncasw.ncdpi.wikispaces.net/Teacher+Resources>) for a comprehensive list of courses covered by the ASW Process. Please indicate courses to be waived on a separate document.

Superintendent/Head of School Name (print): Dr. Terry W. Worrell

Signature: _____

Local Board of Education Chair Name (print): Mr. Kyle Lamb

Signature: _____

Teacher Representative Name (print): _____

Signature and School/Position: _____

Please submit completed form and accompanying attachments to:

educatoreffectiveness@dpi.nc.gov

For further assistance contact –

Thomas R. Tomberlin

Director, Educator Human Capital Policy and Research

Office of the Deputy State Superintendent

Office Number – 919-807-

3440 thomas.tomberlin@dpi.nc.gov



Analysis of Student Work

Request for Local Flexibility

Drew Maerz

Asheboro Board of Education

July 14, 2016

What is the Analysis of Student Work (ASW)?



ASW is the process North Carolina has decided to implement in order to obtain an Effectiveness Rating for teachers that do not have an EOG/EOC, NC Final Exam, or some other standardized measure. It is completely based upon student growth.

Who is involved with ASW?

The following teachers are involved in our Middle and High Schools:

- **Arts Education**
- **Healthful Living**
- **World Languages**
- **Advanced Placement (60% Rule)**



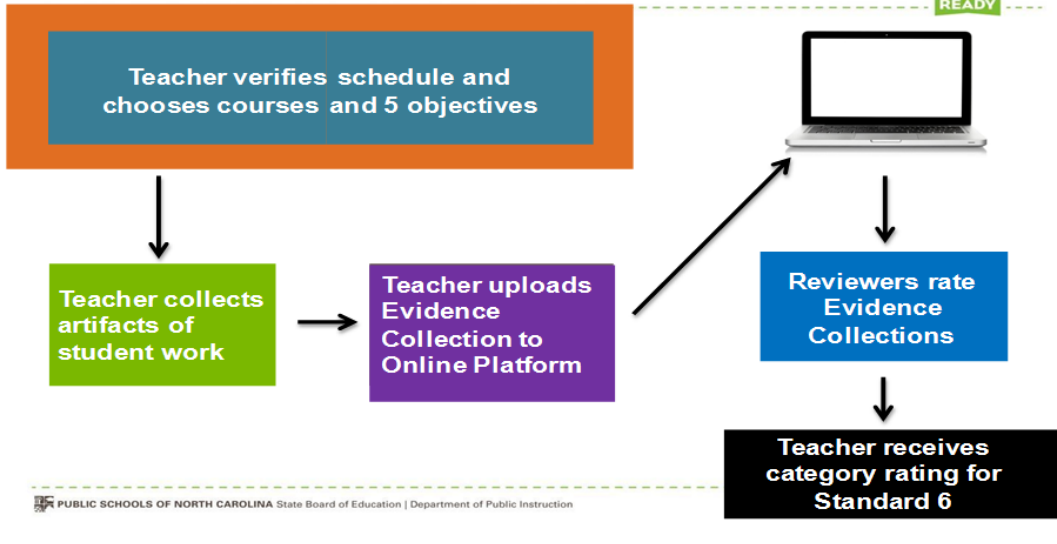
If 60% of an educator's classes can be covered by an existing measure of student learning, then the teacher is not required to participate in ASW.

Current State Process

1. Teachers verify their schedule on PowerSchool in September
2. The DPI Online Platform chooses classes
3. Teachers choose the 5 objectives (2 in Fall, 3 in Spring) and decide upon Individual or Whole Class Time-lapse Artifacts.
4. DPI Online Platform Chooses Students

5. Teachers upload Time-lapse Artifacts to the Online Platform and officially submit at the end of each semester or end of the year.
6. Content Expert Reviewers evaluate Time-lapse Artifacts for growth.
7. Teachers receive their rating when EVAAS Scores are released the following year.

Analysis of Student Work Process



Concerns with Current Process



- Excessive time required to collect and upload evidence
- The difficulty accessing and utilizing the online data collection system
- Challenges with the random selection of students
- The questionable quality in the feedback provided from the 2014-2015 ASW Process
- Concerns with the experience and training of ASW Raters
- The desire for better support to facilitate teacher growth and the improvement of student learning.

Requests for Local Flexibility

Beginning with the 2016-2017 school year, the State Board of Education is providing local flexibility to districts who would like to develop their own student growth process in lieu of participation in the state ASW process.

The SBE has already approved Local Flexibility Applications from 22 School Systems

Asheboro's Local Flexibility Request

Modeled on the approved requests from Davidson County and Orange County Schools

- Reduce the number of Objectives from 5 to 3
- Continue to require evidence to demonstrate an appropriate level of academic rigor for each subject
- Objectives will be recorded in the teacher's Professional Development Plan (PDP), designed in conference with a school administrator.
- Growth will continue to be measured for either individual students or whole classes.
- The principal will rate and evaluate the student growth evidence as presented as part of the teachers PDP.
- If the principal does not feel he/she can offer effective feedback or the teacher would like more specific feedback, a committee of at least three like-subject raters can review and rate the evidence submitted.
- Prescriptive feedback will be offered by principals and/or the rater committee to the teacher and recorded in the PDP.
- Teacher growth will be shared with the NCDPI and State Board of Education as requested.

Potential Benefits



- Principals are keenly aware of the students and instruction within a teacher's classroom and can provide ongoing and timely prescriptive feedback to teachers.
- The ASW process will be closely tied with each teacher's professional development plan and evaluation cycle.
- The local process may facilitate peer collaborative discussions around student performance and achievement.
- ASW will allow teachers to focus more on student learning and less on completing a process.
- The relevancy and quality of the feedback will be improved.

Asheboro City Schools
School Board Presentation
July 2016



ACS Nurse Team

- * Lois Bagley, RN, BSN, NCSN
- * De-Anne Frazier, RN, BSN, NCSN
- * Lashonda McDonald, RN, BSN, NCSN
- * Mary Bullins, RN, BSN, NCSN
- * Kim Richau, RN, BSN, NCSN
- * Amanda Hawks, RN, BSN, NCSN



Nurse to Student Ratio

- * ACS has 6 full time nurses which is approximately 1 nurse per 800 students
- * National Board of Certified School Nurse recommends 1 nurse per 750 students
- * American Academy of Pediatrics recommends 1 nurse per school (May 2016)
 - * [AAP Recommendations](#)

School Nurse Role: Eliminate Barriers to Learning

- * Implement strategies that promote student and staff health and safety.
- * Leader/coordinator of all school health programs in the following manner:
 - * Health Services -- serves as the coordinator of the health services program and provides nursing care
 - * Health Education -- provides health education to students, staff and parents
 - * Healthy Environment -- identifies health and safety concerns in the school environment and promotes a nurturing social environment
 - * Nutritional Services -- supports healthy food services programs
 - * Physical Education/Activity -- promotes healthy physical education, sports policies and practices
 - * Counseling -- provides health counseling, assesses mental health needs, provides interventions and refers students to appropriate school staff or community agencies
 - * Parent/Community Involvement -- promotes community involvement in assuring a healthy school, serves as school liaison to a health advisory committee.
 - * Staff Wellness -- provides health education and counseling, promote healthy activities and environment for school staff







**TURNING
VEHICLES**



TO







2015—ACS Nurse
team introduced
COREY COMET
to help promote
health to students
and staff.







Known chronic health conditions in ACS= 827 students

* Asthma

- * Severe Allergies
- * Diabetes
- * Seizures
- * ADD/ADHD
- * Mental Health
- * Autism/Genetic disorders
- * Cardiac
- * Neurological

* Renal

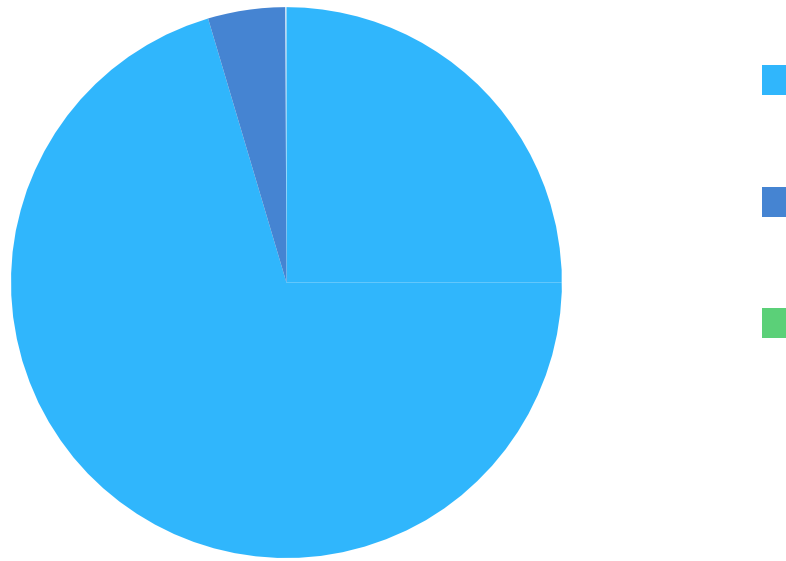
- * Organ transplants
- * Hemophilia
- * Hearing/Vision Impaired
- * Spina Bifida
- * Cystic Fibrosis
- * Rheumatological
- * Muscular Dystrophy

HEALTH ROOM DATA

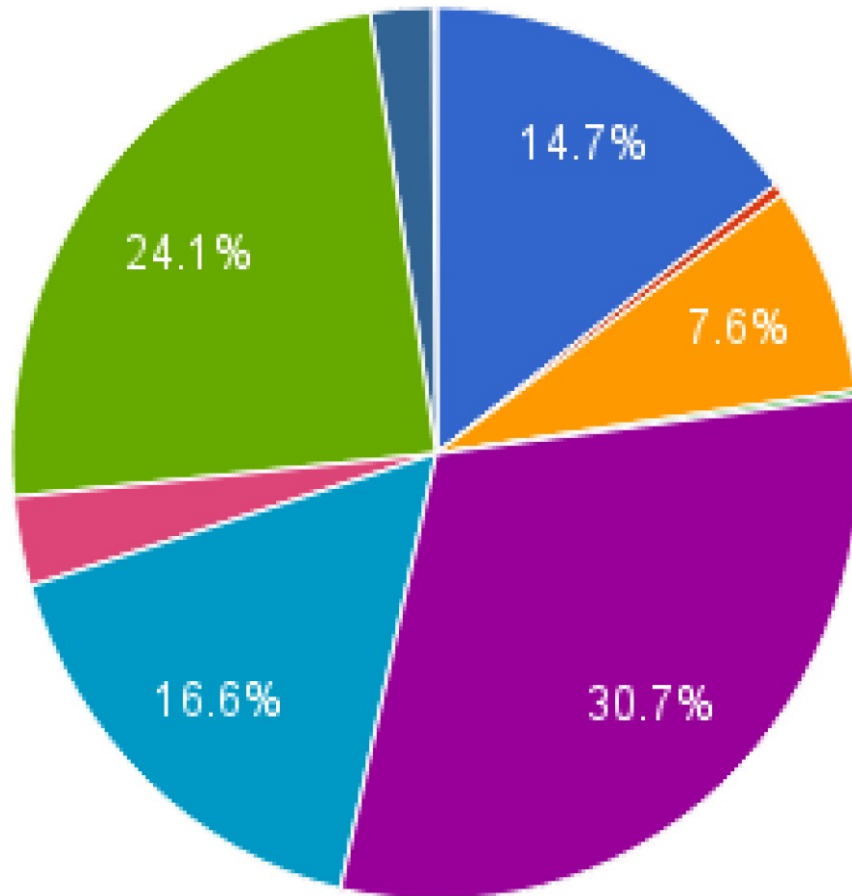
- * 2015-16 ACS Enrollment: > 4,800 students
- * 2015-16 School Nurse team student encounters: **22,102**
 - * Students being returned to class > **21,000**
 - * Students referred for health care > **140**
 - * Students assessed for illness > **1,600**
 - * Students assessed for injury > **1,900**
 - * EMS called: **15**

Health Room Outcomes

Student Encounters: 22,102



Count



- Case Management
- e Counseling!
- Education
- e Follow-up
- Home Visit
- e Illness
- Injury
- Medication
- Other
- Screening
- Other

Health Education

ACS Nurse Team Student/Staff Presentations:

- * Hand Washing
- * Infectious Diseases
- * Eyes and Ears
- * Hygiene
- * Nursing Ethics
- * STD
- * Tobacco
- * Reproductive Health/Puberty
- * Epi-pen/inhaler
- * Blood-borne Pathogen
- * Diabetes Management
- * Violence Prevention
- * Dental Health
- * Flu Prevention
- * Nutrition
- * Physical Activity
- * Injury Prevention
- * Bike Safety
- * First Aid/CPR/AED
- * Lice



State Compliance

Within the first 30 days of school all students must have:

- * Immunizations (up-to-date)
- * Health Assessment completed by a medical provider

Students out of compliance of these requirements will be suspended.

OUR GOAL: ZERO SUSPENSIONS!!!!

Teamwork

- * ACS Nurses and Social Workers combine efforts to help families meet the state requirements for school entry by:
 - * Contacting parents
 - * Contacting medical providers
 - * Scheduling appointments
 - * Driving students to appointments
 - * Finding resources
- * This past fall the school nurse team audited **1,218** records. **200** students were out of compliance.
- * The result of our efforts? ***Only 2 students were suspended Fall 2015.***

Vision Screening

- * Vision Screening is performed by the nurse team annually in: 1st, 3rd, 5th, 7th and 9th grade
- * 2015-16 Stats:
- * Students screened: **2,062**
- * Students referred for care: **352**
- * Vision care secured: **290 (82%)**





Questions?



Every Child Deserves a School Nurse



Questions



...the subject is excellence

School Social Workers

Annual Report

School Social Workers are:

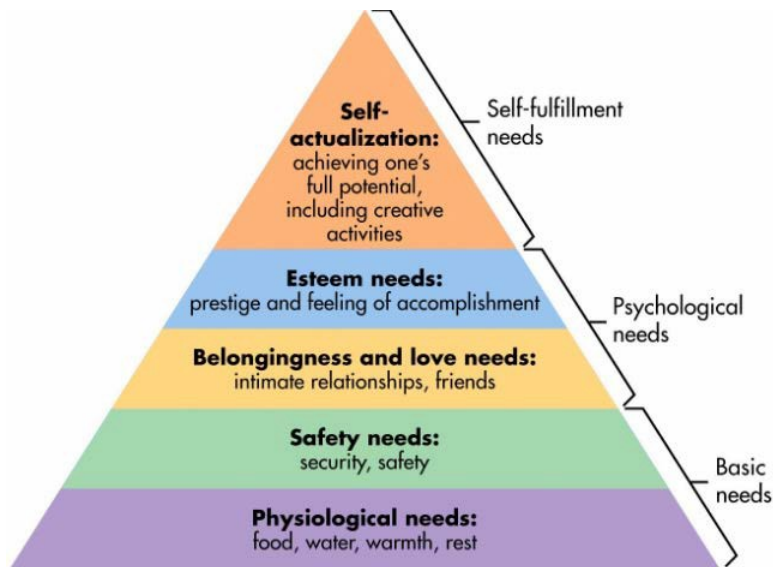
- * Trained professionals who have earned a degree in social work or another human services related field. They are experts in the areas of family dynamics, child development, and systems theory. They provide services related to a student's social, emotional, and life adjustment to school, home, and/or society. The goal of the School Social Worker program is to provide services designed to enhance the student's academic and social functioning.

School Social Workers in Asheboro City Schools

- * There are 5 School Social Workers, 4 who are school based and 1 Lead Social Worker
- * The current school assignments are:
 - * Judy Ebanks is assigned to Charles W. McCrary, Donna L. Loflin, and Lindley Park
 - * Jennifer Page is assigned to ECDC, Balfour, and Guy B. Teachey
 - * Jeff Melberger is assigned to NAMS and SAMS
 - * Lisa Cheek is assigned to AHS
 - * Tena Lester is the Lead Social Worker and is assigned to Central Office

School Social Workers care for our students:

Maslow's Hierarchy of Needs



Social Workers assist students:

- * Ensuring their basic needs for shelter, food, clothing, and supplies are met.
- * Assessing their safety and making referrals as needed
- * Teaching them social skills
- * Celebrate their achievements
- * Teach students goal setting techniques and encourage them to work towards their goals.

School Social Workers contribute to the educational environment:

The primary role of a School Social Worker is to assist students, families, and educators in identifying the needs that interfere with education and the resources to resolve those needs so students can be present and ready to learn each school day.

- * School Social Workers assist teachers with behavior management.
- * Provide crisis intervention to students.
- * Assist in developing positive behavioral intervention strategies.
- * Develop and provide staff in-service training programs.
- * Assess students mental health needs and provide referrals.
- * Lead small groups to help students develop social and coping skills.
- * Provide staff with essential information to better understand factors impacting student behavior and academic progress.

School Social Workers work closely with Support Staff:

- * School Social Workers assist School Counselors through collaboration for groups.
- * They help to identify students who would benefit from the services a School Counselor can provide.
- * Partner with School Counselors to distribute resources such as Back Pack Pals and Christmas Assistance to the students who have the most need.
- * School Social Workers assist School Nurses by scheduling and providing transportation for families whose children need immunizations or kindergarten health assessments.
- * They provide referrals and assistance to families whose children need eye glasses or hearing aids.

School Social Workers benefit the school district:

- * School Social Workers assist school districts by developing and implementing programs for drop-outs, truants, and delinquent students.
- * Identify and report child abuse and neglect cases to DSS.
- * Providing consultation regarding school law and family law.
- * File criminal and juvenile charges with the Department of Juvenile Justice and the Randolph County Magistrates office for truancy.
- * Collect and disseminate data to relevant parties.
- * Complete necessary reports including attendance rate, drop-out rate, and graduation rate reports to required staff and state agencies.

School Social Workers are active in the community:

- * Assist community agencies with referrals and recruitment of families and students for their programs.
- * Assist in identifying and developing community program needs.



School Social Workers are Community Partners

- * The School Social Workers participate in stake holder meetings throughout the community.
- * We are actively engaged in The Community Collaborative which brings agencies such as Daymark, Carter's Circle of Care, Pinnacle, Department of Social Services, The Randolph County Health Department, the Faith Community, and Asheboro City Schools together to address the needs of children, teens, and adults in our community.
- * We partner with agencies such as STEP to provide Botvin Life Skills, The Why Try program, and Anger Replacement skills to our students in school.

School Social Workers are responsible for addressing school attendance for our school district. This is a critical responsibility due to the correlation between school attendance and academic

- * Determine the cause for school absences.
- * Review attendance notes, review sibling attendance reports, run attendance reports to identify students who are absent from school talk with staff, meet with student and family.
- * Identify solutions for chronic absences.
- * Provide education to families regarding the importance of school attendance.
- * Complete court referrals as necessary.

Some of our stories...

Questions or Comments?

Policies
For
Approval

Safe schools are critical to creating a learning environment in which students can succeed. Staff and students share the responsibility for taking reasonable precautions and following established safety measures to create and maintain safe schools. The following safety measures must be implemented at each school.

A. SUPERVISION OF STUDENTS

Students must be reasonably supervised while in the care and custody of the school system. This supervision must occur throughout school hours, including during class, between classes, on the playground, and during recess or lunch periods; during authorized school field trips; and on school buses. Reasonable precautions should be taken to protect the safety of students on school grounds and on buses before, during and after school.

Students who are subject to policy 4260, Student Sex Offenders, and are receiving educational services on school property must be supervised by school personnel at all times.

B. SUPERVISION OF VISITORS

School administrators shall strictly enforce policies 5015, School Volunteers, and 5020, Visitors to the Schools.

C. SAFETY OF SCHOOL BUILDINGS AND GROUNDS

The superintendent and each building principal shall comply with all duties set out for their respective positions in G.S. 115C-288(d) and G.S. 115C-525 to minimize fire hazards. The principal is required to inspect school buildings, playgrounds, and equipment for health, fire, and safety hazards on a regular basis, as required by law, and to notify the superintendent immediately of unsanitary conditions or repairs needed to meet safety standards.

Any employee who observes any potential hazards must notify the principal or the employee's supervisor immediately.

All warning systems must meet building and equipment codes required by law and must be properly maintained. When necessary, proper signs indicating potential hazards or recommended safety precautions must be posted.

D. ESTABLISHING PROCESSES TO ADDRESS POTENTIAL SAFETY CONCERNS AND EMERGENCIES**1. Responding to Student Altercations and Other Threats to Safety**

All school system employees have a duty to be alert at all times to situations that

may pose a threat to the safety of students, employees, or visitors on school property, at school events, or in other situations in which the students are under the authority of school employees. Even an employee who does not have responsibility for supervising students is expected to make an immediate report if the employee observes or has reason to suspect that a situation poses a threat to safety and no administrator, teacher, or other supervisory employee is present and aware of the potential threat.

Teachers, teacher assistants, coaches, and other employees with responsibility for supervising students will use appropriate student behavior management techniques to maintain order and discipline on school property, at school events, and anywhere that students are under the employees' authority. Such employees must enforce the Code of Student Conduct and address student behavior in accordance with the school plan for management of student behavior (see policy 4302, School Plan for Management of Student Behavior).

When employees with responsibility for supervising students have personal knowledge or actual notice of a student altercation or other situation that poses an immediate threat to safety, they shall use their professional judgement to determine how best to address the situation to protect the safety of everyone in the vicinity. Emergency procedures identified in a student's Behavior Intervention Plan shall be followed to the maximum extent possible under the circumstances. For minor threats or altercations or altercations involving young children, the employee shall intervene directly to end the fight or address the safety threat if the employee can do so safely. An employee who encounters a situation that cannot be managed safely and effectively by that employee immediately shall request assistance from other employees or administrative staff and shall take steps to remove bystanders from the area. Only the degree of force or physical control reasonably necessary shall be used to re-establish a safe environment.

Employees should take further action as appropriate in accordance with any response protocols established by the principal or superintendent. All employees are responsible for knowing and following such protocols to the fullest extent reasonable under the circumstances at the time.

2. School Rules

The principal or designee shall develop rules to help prevent accidents in school buildings, on school buses, and on school grounds.

3. Training for Staff and Students

Staff training must include detailed instruction on how to respond to a variety of emergency situations. In addition, staff should be able to recognize and respond to behavior, information, and related indicators that warn of impending problems.

School personnel must teach and review with students (1) safety procedures, including fire safety procedures; (2) precautions for handling chemicals or potentially dangerous equipment; and (3) appropriate responses to threats to school safety.

4. Safety Equipment

School employees shall provide students with safety equipment as required by law and shall enforce school rules pertaining to wearing safety equipment. School employees shall wear and use appropriate safety equipment as required for the safe performance of their specific job assignments.

5. Planning for Emergencies and Conducting Fire Drills and Other Emergency Drills

The board, in coordination with local law enforcement and emergency management agencies, will adopt a school risk management plan relating to incidents of school violence for each school in the school system. The superintendent must provide the Department of Public Safety's Division of Emergency Management (Division) with emergency response information it requests for the school risk management plan and updated emergency response information when such updates are made. The superintendent must also provide the Division and local law enforcement schematic diagrams, including digital schematic diagrams, of all school facilities and updates of the schematic diagrams when the school system makes substantial facility modifications, such as the addition of new facilities or modifications to doors or windows. Schematic diagrams must meet any standards established by the Department of Public Instruction for the preparation and content of the diagrams. In addition, the superintendent shall provide local law enforcement with (1) either keys to the main entrance of all school buildings or emergency access to key storage devices for all school buildings and (2) updated access to school buildings when changes are made to the locks of the main entrances or to the key storage devices.

At least one school-wide tabletop exercise and drill that meets the requirements of state law and is based on the procedures documented in the school risk management plan will be held annually at each school. Principals shall also conduct fire drills as required by law.

6. Reporting Suspicious Behavior

Students should notify any staff member of any acts of violence, harassment, or bullying or any other unusual or suspicious behavior that may endanger safety. Ongoing student education efforts will aim at minimizing any fear, peer pressure, embarrassment, or other impediments to students reporting potential problems.

Maintaining a safe school environment that is conducive to learning requires staff to be proactive in dealing with violence, harassment, and bullying. Staff members must report immediately to the principal any information regarding unusual or suspicious behavior or acts of violence, harassment, or bullying.

Every principal is required to investigate and act upon any report of such behavior, including, when appropriate, reporting criminal activities to law enforcement, the State Board, and the superintendent or designee (see policies 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying, 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure, and 4335, Criminal Behavior).

7. Potential Threats of Registered Sex Offenders

The principal of each school shall register with the North Carolina Sex Offender and Public Protection Registry to receive e-mail notification when a registered sex offender moves within a one-mile radius of the school.

8. Student Behavior Standards

Students are expected to meet behavior standards set forth in board policies.

Legal References: G.S. 14-208.18; 115C-36, -47, -81.4, -105.49, -105.53, -105.54, -166, -288, -289.1, -307, -390.3, -391.1, -521, -524, -525; State Board of Education Policies HRS-A-000, TCS-P-005

Cross References: Prohibition Against Discrimination, Harassment, and Bullying (policy 1710/4021/7230), Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), School Improvement Plan (policy 3430), Student Sex Offenders (policy 4260), Student Behavior policies (4300 series), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Weapons and Explosives Prohibited (policy 5027/7275), Public Records – Retention, Release, and Disposition (policy 5070/7350), Relationship with Law Enforcement (policy 5120), Occupational Exposure to Hazardous Chemicals in Science Laboratories (policy 7265), Staff Responsibilities (policy 7300), Security of Facilities (policy 9220)

Other Resources: *Practical Information on Crisis Planning: A Guide for Schools and Communities*, U.S. Department of Education Office of Safe and Drug-Free Schools (January 2007), available at <http://www2.ed.gov/admins/lead/safety/crisisplanning.html>

Adopted: July 14, 2011

Revised: June 13, 2013; April 10, 2014; May 14, 2015

PROHIBITION AGAINST RETALIATION

Policy Code: **1760/7280**

Board members and employees are expected to be honest and ethical in the performance of their duties and to comply with applicable federal, state, and local laws, policies, and regulations. The board encourages employees to report possible financial improprieties, ethical violations, and other illegal practices and intends that employees who report such matters in good faith will not be subject to retaliation or other adverse employment consequences.

If an employee reasonably believes that (1) there has been a violation of federal, state, or local law, policy, or regulation, public policy, or an individual's ethical duties and (2) the violation is due to a practice, policy, act, or omission of the board of education, an individual board member, a school system employee, or an entity/person with whom the school system has a business relationship, the employee should report that matter in accordance with policy 1750/7220, Grievance Procedure for Employees, or policy 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure. Any complaint alleging a violation by the superintendent or the board should be filed with the board chair for investigation. The board chair will report the complaint to the board, and the board will authorize a prompt and thorough investigation or other action as necessary.

The board prohibits and will not tolerate any form of reprisal, retaliation or discrimination against any employee who (1) in good faith, has made or intends to make a report of wrongdoing described in this policy; or (2) has refused to carry out a directive which may constitute a violation of federal, state, or local law, policy, or regulation, or poses a substantial or specific danger to public health and safety.

To be protected by this policy, employees who report violations or suspected violations must be acting in good faith based on a reasonable belief that the reported information represents an unlawful activity, policy, or practice. The protection extends to those whose allegations are made in good faith but prove to be mistaken. The board reserves the right to discipline employees who know or have reason to believe that the report is inaccurate. Further, except as otherwise required by law, the provisions of this policy apply only to those situations in which an employee brings the alleged unlawful activity, policy or practice to the attention of school officials or the board and provides school officials or the board with a reasonable opportunity to investigate and correct the alleged unlawful activity. If necessary, school officials or the board may specify reasonable steps to protect the complaining employee from retaliation.

Each employee will receive a copy of this policy and sign a statement verifying his or her receipt and understanding of this policy.

Legal References: Sarbanes-Oxley Act, 18 U.S.C. 1513(e); G.S. 115C-335.5; 126-5(c5), -84, -85, -86, -87, -88

Cross References: Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Grievance Procedure for Employees (policy 1750/7220), Code of Ethics for School Board Members (policy 2120), Board Member Conflict of Interest (policy 2121), Ethics and the Purchasing Function (policy 6401), Staff Responsibilities (policy 7300), Employee

Conflict of Interest (policy 7730)

Adopted: October 9, 2008

Revised: July 12, 2012

School trips designed to stimulate student interest and inquiry may be appropriate classroom extensions and may enhance learning in the classroom. School trips may 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. No student will be denied participation because of economic hardship or because the student has a disability.

A. AUTHORIZATION OF SCHOOL TRIPS

A school trip occurs when a student or group of students leaves a school campus under the sponsorship of the school and under the supervision of school employees to extend the educational experiences of that student or group. This includes such trips taken by extracurricular groups but does not include trips by athletic teams to participate in athletic events or competitions that are part of the team's regular season or playoffs. The principal must approve all school trips in advance. School trips that involve travel out of state and/or an overnight stay must also receive prior approval from the superintendent or designee and the board. School trips that require travel outside of the continental United States are prohibited.

To be approved, a school trip must:

- (1) provide an effective method for accomplishing curriculum objectives;
- (2) be consistent with the educational goals of the board; and
- (3) keep to a minimum any disruptions of other educational programs and/or loss of instructional time.

The superintendent shall develop procedures for the request and approval of school trips.

B. PARENTAL NOTICE AND CONSENT

All students who participate in a school trip must provide signed parental consent forms to participate, unless a student is officially emancipated, in which case the student can consent on his or her own behalf. A student who fails to provide a signed consent form may be denied participation in the trip. No student's grade may be lowered or raised based on parental consent to participate in the school trip. The superintendent or designee shall develop procedures to ensure parents are given proper notice of trip details and that parents provide signed authorization and consent regarding their child's participation and care during the trip.

C. COSTS

Pursuant to policy 4600, Student Fees, and any corresponding fee waiver or reduction procedures, any fees imposed for school trips will be waived or reduced for students who demonstrate real economic hardship. The superintendent shall establish procedures to review requests for fee waivers or reductions and to notify students and parents of the availability of and the process for requesting a waiver or reduction of fees.

D. STUDENT SAFETY AND DISCIPLINE

Policy 1510/4200/7270, School Safety, applies to all students, school employees, and volunteers while they are taking part in school trips. Students are also subject to the student behavior policies in the 4300 series, the Code of Student Conduct, and all school rules while participating in a school trip. The superintendent shall develop any additional regulations necessary to ensure student safety, provide adequate supervision, and clarify student behavior standards.

E. TRANSPORTATION AND OTHER ACCOMMODATIONS

Policy 6320, Use of Student Transportation Services, applies to the use of vehicles for all school trips. Policy 6315, Drivers, applies to all drivers of school buses and activity buses but does not apply to drivers of charter buses who are not subject to school board authority, aside from any agreed upon provisions in the contract with the charter company.

Any contracts with outside companies to provide transportation, lodging, or other accommodations related to a school trip must be approved in accordance with policy 6420, Contracts with the Board.

The superintendent or designee shall develop any necessary additional regulations governing transportation on school trips.

F. CHAPERONES AND VOLUNTEERS

All chaperones and volunteers accompanying students on school trips must meet the standards established by policy 5015, School Volunteers. The superintendent or designee shall develop any necessary additional regulations governing chaperones and volunteers on school trips.

G. NON-SCHOOL SPONSORED TRIPS

A non-school sponsored trip is a trip or tour organized and sponsored by (1) an individual teacher or group of teachers acting as private citizens and not as school employees, (2) a travel agency, or (3) any other individual or association not employed by, sponsored by, or under contract with the board. The board and the school system assume no responsibility or liability for non-school sponsored trips.

Non-school sponsored trips may be promoted or advertised in the schools only in accordance with policy 5240, Advertising in the Schools. Promotional materials may be displayed or distributed in the schools only in accordance with policy 5210, Distribution and Display of Non-School Material. All promotional materials for non-school sponsored trips must prominently state that the trip is not sponsored or endorsed by the school or school system. Moreover, any employee who sponsors or recruits students for a non-school sponsored trip shall notify the students and their parents or guardians that the trip is not sponsored or endorsed by the school or school system and shall obtain a signed acknowledgement from each parent that the trip is not school-sponsored.

School employees shall not engage in any planning or administrative tasks associated with a non-school sponsored trip during the employee workday. School employees who want to use school facilities to hold a meeting concerning a non-school sponsored trip must follow the process set forth in policy 5030, Community Use of Facilities, and any corresponding regulations. School employees must use eligible leave for any time missed from work during a non-school sponsored trip.

School employees are prohibited from participating in non-school sponsored trips that conflict with instructional school days or are scheduled fewer than 10 school days prior to final exams or other state-mandated assessments.

Students will not be required to participate in any non-school sponsored trip. Students are discouraged from participating in non-school sponsored trips that conflict with instructional school days or are scheduled fewer than 10 school days prior to final exams or other state-mandated assessments. Absences for non-school sponsored trips will be designated as excused or unexcused in accordance with policy 4400, Attendance.

Legal References: G.S. 115C-47, -288, -307

Cross References: School Safety (policy 1510/4200/7270), Goals and Objectives of the Educational Program (policy 3000), Student Behavior Policies (4300 series), Attendance (policy 4400), Student Fees (policy 4600), School Volunteers (policy 5015), Community Use of Facilities (policy 5030), Distribution and Display of Non-School Material (policy 5210), Advertising in the Schools (policy 5240), Use of Student Transportation Services (policy 6320), Contracts with the Board (policy 6420)

Adopted: May 14, 1998 to become effective July 1, 1998

Revised: September 12, 2002, February 10, 2005, October 9, 2014, July 9, 2015

Administrative Procedure: Yes

A. PURPOSE

The board believes that students should progress to the next level of study only after they are proficient in their knowledge and application of the current curriculum level. To the extent reasonably possible, students should be given as much or as little time as they need to be proficient at a particular level of study. Students will be promoted to the next level of study as described in this policy.

B. STUDENT PROMOTION STANDARDS

The superintendent shall develop (1) proposed promotion standards and (2) a process to be used in determining a student's readiness to progress to the next level of study and shall submit the standards and process to the board for approval. The standards will be based, in part, upon proficiency in reading. The standards and process must provide multiple criteria for assessing a student's readiness to progress to the next level of study, such as standardized test scores, formative and diagnostic assessments, grades, a portfolio or anthology of the student's work and, when appropriate, accepted standards for assessing developmental growth. The standards and process will incorporate all state law and State Board of Education policy requirements, including those for the assessment and promotion of third grade students as described in G.S. 115C-83.6 *et seq.* and State Board of Education Policies GCS-J-002 and 003.

Principals shall ensure that the promotion standards are used by teachers and school administrators in assessing each student's readiness to progress to the next level of study. Principals have the authority to promote or retain students based upon the standards approved by the board and any applicable standards set by the State Board of Education.

To reduce the number of students who do not meet promotion standards, the board directs school administrators and teachers to use individual growth plans as required in policy 3405, Students at Risk of Academic Failure, to address the needs of students who are not making adequate academic progress.

C. LOCAL PROMOTION STANDARDS

1. Grades Kindergarten, 1 and 2

Students in grades K, 1 and 2 will be expected to demonstrate grade level proficiency on the current state instructional standards in reading, writing, and mathematics. Multiple measures are to be used to determine grade level proficiency on the current state instructional standards including, but not limited, to:

- a. K-5 Portfolio, including writing samples

- b. K-2 math benchmark assessments
- c. Demonstration of the current state grade level instructional standards
- d. Teacher observation and recommendation
- e. Reading 3D Diagnostic Data

Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's individual growth plan. Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection E of this policy.

2. Grades 3-5

Students in grades 3, 4 and 5 will be expected to demonstrate grade level proficiency in reading, writing, mathematics, science, and social studies. Multiple measures are to be used to determine grade level proficiency including, but not limited, to:

- a. Standardized test scores from the North Carolina End-of-Grade tests
- b. Demonstration of the current state grade level instructional standards
- c. K-5 portfolios, including writing samples
- d. Benchmark assessments
- e. Teacher observation and recommendation
- f. Reading 3D Diagnostic Data

Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's individual growth plan. Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection E of this policy.

3. Grades 6-8

Students in grades 6, 7 and 8 will be expected to demonstrate grade level proficiency in reading, writing, mathematics, science, and social studies. Multiple measures are to be used to determine grade level proficiency including, but not limited, to:

- a. Standardized test scores from the North Carolina End-of-Grade tests
- b. Pass five courses: one of which must be language arts, one of which must be mathematics, one of which must be science or social studies
- c. Grades

- d. Student work portfolios, including writing samples
- e. Benchmark assessments
- f. Teacher observation and recommendation

Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's individual growth plan. Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection E of this policy.

4. Grades 6-8 End of Course, End of Grade, and North Carolina Final Exams

The End of Course (EOC), End of Grade (EOG) and North Carolina Final Exam results shall count as twenty percent (20%) of a student's final grade in each middle school course for which such a test is administered. To earn high school credit for a course with an EOC assessment, in grades 6 through 8, a student must demonstrate College and Career Readiness by performing at achievement level 4 or 5. Students not demonstrating College and Career Readiness, performing below achievement level 4, shall retake the course. Middle school students requiring multiple final assessments, within a single subject, should have the assessments averaged for the final exam score. This requirement does not apply for students assessed on the Extended Content Standards.

5. High School End of Course Tests

The End of Course (EOC) assessment, North Carolina Final Exam and vocational post assessment results shall count as twenty percent (20%) of a student's final grade in each high school course for which such a test is administered. This requirement does not apply for students following the Future Ready Occupational Course of Study (State Board of Education Policy GCS-C-003). All other high school courses are also required to administer a final exam which shall count as twenty percent (20%) of a student's final grade.

6. Diploma Standards

To receive a North Carolina high school diploma, a student must complete the requirements set forth in policy 3460, Graduation Requirements.

D. INTERVENTION FOR STUDENTS UNLIKELY TO MEET PROMOTION STANDARDS

The goal of Asheboro City Schools is to identify, as early as possible, students who are unlikely to meet the standards for progression to the next level of study so that the school can provide appropriate intervention. Intervention must be provided for any student who does not meet grade level proficiencies established by the State or who is determined to be at-risk of not meeting grade level proficiencies or making progress toward graduation established by the Local Board or State.

Every student who does not meet grade level proficiency, is at risk of academic failure, or is not making progress toward graduation shall have developed for them an individual growth plan constructed by the student's teacher(s) whether the student is promoted or retained. Each plan shall include student assessment data, intervention strategies, and progress monitoring strategies (Students At Risk of Academic Failure, policy 3405).

1. Intervention Plans

Each school must submit to the board the school's plan for intervention as part of the school's yearly improvement plan. Schools also must include in the school improvement plan the types of intervention strategies that will be offered at the school. At a minimum, the intervention plan must address the following elements:

- a. identification of and intervention for students at risk of failing the student accountability standards;
- b. differentiated instruction for students who have been retained; and
- c. meeting individual students' needs.

2. Intervention Strategies

Intervention involves identifying strategies specifically designed to increase grade level proficiency. Strategies may include, but are not limited to, alternative learning models, special homework, smaller classes, flexible grouping, tutorial sessions, extended school day, Saturday school, modified instructional programs, parental involvement, small or large group counseling sessions, summer school instruction, participation in or restriction of participation in extracurricular activities, individualized instruction or goals, and remedial instruction or retention.

Extended instructional opportunities should be different from and supplemental to regular classroom instruction. The school will involve parents and the student in discussing intervention strategies. Students will participate in the intervention strategies and demonstrate acceptable growth and achievement.

E. REVIEW OF STUDENT PROMOTION STANDARDS

1. Previous retentions

Previous retentions may be a factor in waiving student promotion standards.

2. Review Process

In the case where a student's promotion is in question, the principal must consider the following before recommending promotion or retention.

Teachers shall provide documentation of the student's performance during a review process. Documentation may include but is not limited to:

1. Student work samples;
2. Other assessment data;
3. Information supplied by parents;
4. For student with disabilities, information that is included in the individualized education program; and
5. Other information that verifies that a student is at grade level or, is making adequate progress to meet grade level requirements.

Light's Retention Scale should be considered for deciding whether or not a student should be retained.

F. APPEALS OF PROMOTION DECISIONS

1. Appeal to the Superintendent

Within five workdays of receiving the principal's written decision to promote or retain a student, the student's parents may appeal the decision to the superintendent. The superintendent may overturn the principal's decision only upon a finding that the principal's decision was arbitrary and capricious (i.e., without a rational basis) or was otherwise an abuse of discretion.

The superintendent must render a decision within 10 workdays of receiving the appeal. The superintendent may support the principal's decision, remand it back to the principal for consideration of additional issues or reverse the decision.

The superintendent's findings must be in writing and must be provided to the parents.

2. Appeal to the Board of Education

The superintendent's decision to promote or retain a student may be appealed to the board in accordance with the procedures set forth in subsection E.5 of policy 1740/4010, Student and Parent Grievance Procedure.

G. PROMOTION AND ACCOUNTABILITY STANDARDS FOR STUDENTS WITH DISABILITIES

To the extent possible, students with disabilities must be held to the same promotion standards as all other students. However, for students who take alternative assessments in lieu of the end-of-grade (EOG) or end-of-course (EOC) tests, promotion decisions must be based on criteria recommended by the IEP team.

All intervention strategies and other opportunities, benefits and resources that are made available to students without disabilities must be made available to those students with disabilities who are subject to the student promotion standards. Such opportunities must be in addition to the special education services provided to the student.

H. PROMOTION AND ACCOUNTABILITY STANDARDS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

To the extent possible, students with limited English proficiency will be held to the same standards as all other students.

All intervention and other opportunities, benefits, and resources that are made available to other students must be made available to students with limited English proficiency who participate in the student promotion standards.

I. CREDIT BY DEMONSTRATED MASTERY

The superintendent, or designee, shall provide opportunities for students in grades 9 through 12 to earn course credit by demonstrating mastery of course material without first completing the regular period of classroom instruction in the course. Students in middle school may earn credit by demonstrated mastery for high school courses offered in middle school. To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and application of knowledge through a multi-phase assessment, in accordance with standards established by the State Board of Education and any additional standards established by the superintendent.

J. REPEATING A COURSE FOR CREDIT

1. Repeating a Previously Failed Course

As provided in State Board of Education policy GCS-M-001, high school students who fail a course for credit may repeat that course. To take advantage of this option, the student must repeat the entire course. Beginning with the 2015-16 school year, when a student initially fails a high school course and successfully

repeats the course for credit, the new course grade will replace the original failing grade for the course on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility. The superintendent may develop procedures for students to indicate their intent to repeat a course for credit under this paragraph and may establish any other rules as necessary and consistent with State Board policy.

2. Repeating a Course for which Credit was Earned (Grade Replacement)

The board recognizes that high school students may need to repeat a course for which they have earned credit in order to increase their understanding of the course content, to improve skill mastery, or to meet postsecondary goals. Students may repeat a course for which they have previously earned credit, subject to the following preconditions and any other reasonable rules established by the superintendent:

- a. the student must make a written request to repeat the course;
- b. the principal or designee must approve the request;
- c. there must be space available after seats have been assigned to students who are taking the course for the first time or repeating a previously failed course;
- d. the course to be repeated must be a duplicate of the original class and course number and must be taken during the regular school day at a high school in this school system or through the North Carolina Virtual Public School;
- e. upon completion of the repeated course, the higher course grade, current or original mark, will be used on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility;
- f. credit towards graduation for the repeated course will be given only once;
- g. a course may be repeated only one time; and
- h. students may repeat a maximum of four previously passed courses during their high school careers.

The superintendent shall require notice to students and parents of these preconditions and of any other relevant information deemed advisable by the superintendent.

K. ACCELERATION

Some students may need less time to learn the curriculum. The Board recognizes our responsibility to provide an array of services that maximizes the potential of each of these

students. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail or providing different types of educational experiences. Differentiated programs and services may be provided through such strategies as appropriate classroom groupings, increased pace instruction, challenging subject classes, differentiated units, content modification, subject advancement, grade skipping, alternative products, enrichment opportunities, curriculum compacting, or individual projects and contracts. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options (see policy 3101, Dual Enrollment).

L. REPORTING REQUIREMENTS

1. Superintendent's Report to the Board

At least on an annual basis, the superintendent shall provide the board with the following information for each school:

- a. aggregate student performance scores on state-mandated tests and any other standardized tests used by a school or the school system;
- b. the number and percentage of students retained and/or not meeting the standards for their grade level;
- c. the number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in state law; and
- d. remedial or additional educational opportunities provided by the school system and the success of these efforts in helping students meet promotion standards.

2. Report to the North Carolina State Board of Education and Department of Public Instruction

Pursuant to statutory requirements and standards established by the Department of Public Instruction, all required information regarding student performance will be provided annually to the Department.

3. Publication on the School System Website

Information about the reading performance of third grade students will be posted on the school system website in accordance with state law.

M. NOTIFICATION TO PARENTS

The superintendent or designee shall provide information regarding promotion standards to all students and parents. In addition, if a kindergarten, first grade, second grade or

third grade student (1) is demonstrating difficulty with reading development; (2) is not reading at grade level; or (3) has an individual growth plan under G.S. 115C-105.41, the student's teacher shall provide the student's parents timely written notice advising that if the student is not demonstrating reading proficiency by the end of third grade, the student will be retained, unless exempt from mandatory retention for good cause. Parents are encouraged to help their children meet the promotion standards and will have opportunities to discuss the promotion standards and procedures with teachers and the principal. Information provided to parents should be in the parents' native language when appropriate foreign language resources are readily available.

The teacher of a student who does not meet promotion standards must notify the student's parents that the student has failed to meet the standards for progression to the next level of study and must provide the parents with information concerning retesting, intervention, review and appeal opportunities. When a student is to be retained, the principal shall provide the student's parents written notice of the retention and, if the student will be retained in accordance with G.S. 115C-83.7(a) for failure to demonstrate reading proficiency, (1) written notice of the reason the student is not eligible for a good cause exemption as provided in G.S. 115C-83.7(b) and (2) a description of proposed reading interventions that will be provided to the student to remediate identified areas of reading deficiency. Teachers shall provide parents of students retained under G.S. 115C-83.7(a) at least monthly written reports on student progress toward reading proficiency. The evaluation of a student's progress will be based upon the student's classroom work, observations, tests, assessments and other relevant information.

N. CHILDREN OF MILITARY FAMILIES

As required by the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5) and policy 4155, Assignment to Classes, school administrators have the authority to exercise flexibility in waiving course or program prerequisites or other preconditions for the placement of children of military families in courses or programs offered by the school system.

Legal References: G.S. 115C-36, -45(c), -47, -81, -83.2, -83.7, -83.8, -83.9, 83.10, -105.21, -174.11, -288(a), -407.5; State Board of Education Policy GCS-J-002, GCS-C-031 , GCS-M-001

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Goals and Objectives of the Educational Program (policy 3000), Concurrent Enrollment and Other Curriculum Expansions (policy 3101), Students At-Risk of Academic Failure (policy 3405), School Improvement Plan (policy 3430), Graduation Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620), Children of Military Families (policy 4050), Students At Risk of Academic Failure (Policy 3405), Assignment to Classes (policy 4155), Fiscal Management Standards (policy 8300)

Other Resources: *Guidelines for Testing Students Identified as Limited English Proficient*, N.C. Department of Public available at <http://www.dpi.state.nc.us/docs/accountability/policyoperations/lep/testinglep1314.pdf>; *North Carolina Read to Achieve: A Guide to Implementing House Bill 950/S.L. 2012-143 Section 7A*

(N.C. Department of Public Instruction), available at <http://www.dpi.state.nc.us/docs/k-3literacy/resources/guidebook.pdf>

Adopted: August 11, 2011

Updated: August 8, 2013, January 9, 2014, October 9, 2014, March 12, 2015

EXTRACURRICULAR ACTIVITIES AND STUDENT ORGANIZATIONS

Policy Code:

3620

The board recognizes the value of interscholastic athletics and extracurricular activities in promoting leadership and team skills, practicing democratic principles, and encouraging the lifelong learning process. Students are encouraged to participate in opportunities available at the school, including interscholastic athletics and student organizations. All activities are open to all students attending that school unless a restriction is justified and has been approved by the principal. The principal shall ensure that students and parents are notified of the various opportunities for participation in extracurricular activities. The principal shall establish any rules necessary for school- and student-initiated extracurricular activities.

A. EXTRACURRICULAR ACTIVITY REQUIREMENTS

Participation in extracurricular activities, including student organizations and interscholastic athletics, is a privilege, not a right, and may be reserved for students in good academic standing who meet behavior standards established by the board and the school. Participation in extracurricular activities may be restricted if a student (1) is not performing at grade level as provided in policy 3400, Evaluation of Student Progress; (2) has exceeded the number of absences allowed by policy 4400, Attendance; (3) has violated the student conduct standards found in the 4300 series of policies; or (4) has violated school rules for conduct or (5) has not passed the required physical examination. In addition, in order to be eligible for interscholastic athletics participation, students must have been in daily attendance 85 percent of the previous semester and must meet all eligibility standards of the North Carolina High School Athletic Association, the North Carolina Department of Public Instruction, and any locally established requirements for interscholastic athletics participation.

School administrators choosing to exercise the authority to restrict participation based upon any of the reasons provided in the previous paragraph shall provide this policy and any additional rules developed by the superintendent or the principal to all parents or guardians and students. The grievance procedure provided in policy 1740/4010, Student and Parent Grievance Procedure, may be utilized by parents or students who believe that a student has been aggrieved by a decision made pursuant to this policy.

B. SPECIAL CIRCUMSTANCES

1. Extracurricular activities may be used as a component of an at-risk student's intervention plan. The intervention plan may include providing for or restricting the student's participation in extracurricular activities. If the plan restricts the student's participation, the plan must include other intervention strategies designed to improve student performance.
2. Students with disabilities must be accorded the legal rights required by federal and state law.

3. School administrators shall facilitate the inclusion and participation of transitioning military children in extracurricular activities, to the extent they are otherwise qualified, by:
 - a. providing information about extracurricular activities to transitioning military children; and
 - b. waiving application deadlines.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12132, 28 C.F.R. pt. 35; Equal Access Act, 20 U.S.C. 4071-4074; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; G.S. 115C art. 9, 115C-47(4), -391, -407.5; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy GCS-D-000; N.C. High School Athletic Association Handbook; Middle/Junior High School Athletic Manual, available at <http://www.ncpublicschools.org/curriculum/healthfulliving/athletics/>

Cross References: Parental Involvement (policy 1310/4002), Student and Parent Grievance Procedure (policy 1740/4010), Evaluation of Student Progress (policy 3400), Student Promotion and Accountability (policy 3420), School Improvement Plan (policy 3430), Children of Military Families (policy 4050), Student Behavior Policies (4300 series), Attendance (policy 4400), Community Use of Facilities (policy 5030)

Adopted: May 14, 1998 to become effective July 1, 1998

Revised: February 12, 2009, July 9, 2015

**IMMUNIZATION AND HEALTH
REQUIREMENTS FOR SCHOOL ADMISSION**

Policy Code: **4110**

The board of education requires all students to meet the eligibility requirements for school admission established by the State and the board, including immunization. The school will maintain on file immunization and health assessment records for all students, and these records may be inspected by officials of the county or state health departments in accordance with state and federal law. Each school principal shall file required reports with the Department of Health and Human Services and the Department of Public Instruction.

A. IMMUNIZATION

1. Requirements for Initial Entry

Within 30 calendar days of his or her first day of attendance in the school system, each student must show evidence of age-appropriate vaccination in accordance with state law and regulation, including the following vaccines as applicable:

- a. DTaP (diphtheria, tetanus, and pertussis);
- b. poliomyelitis (polio);
- c. measles (rubeola);
- d. rubella (German measles);
- e. mumps;
- f. Haemophilus influenzae, type b (Hib);
- g. hepatitis B;
- h. varicella (chickenpox); and
- i. any other vaccine as may be required by law or regulation.

The current required vaccination schedule is available from the N.C. Immunization Branch online at <http://www.immunize.nc.gov/>.

2. Additional Requirements

All students entering seventh grade or who have reached age 12, whichever comes first, are required to receive the following:



- a. a booster dose of Tdap (tetanus, diphtheria, and pertussis vaccine), if they have not previously received it; and
 - b. the meningococcal conjugate vaccine (MCV).
3. Certificate of Immunization
- a. Evidence of immunizations must be shown in the form of a certificate furnished by a licensed physician or by the health department. A student who received immunizations in a state other than North Carolina must present an official certificate that meets the immunizations requirements of G.S. 130A-154(b).
 - b. Principals are required to refuse admittance to any child whose parent or guardian does not present a medical certification of proper immunizations within the allotted time. If, following approved medical practice, the administration of a vaccine requires more than 30 calendar days to complete, upon certification of this fact by a physician, additional days may be allowed in order to obtain the required immunizations.
 - c. Exceptions to the immunization requirements will be made only for religious reasons or for medical reasons approved by a physician pursuant to state law and regulation.

B. HEALTH ASSESSMENT/VISION SCREENING

Within 30 calendar days of the first day of school entry, all kindergarten students and, beginning with the 2016-17 school year, all students entering public schools for the first time, regardless of grade level, must furnish to the principal a form that meets the requirements of state law indicating that the student has received a health assessment pursuant to G.S. 130A-440. A student who fails to meet this requirement will not be permitted to attend school until the required health assessment form has been presented. Such absences will not be considered suspensions, and the student will be given an opportunity to make up work missed during the absence as described below. The principal or designee shall, at the time of enrollment, notify the parent, guardian, or person standing in loco parentis that the completed health assessment form is needed on or before the child's first day of attendance. The date the student's health assessment form is received will be recorded in the student's official record, and the form will be maintained on file in the school.

The assessment must include a medical history and physical examination with screening for vision and hearing and, if appropriate, testing for anemia and tuberculosis. The health assessment must be conducted no more than 12 months prior to the date of school entry. Exceptions to the health assessment requirement will be made only for religious reasons.

Vision screening must comply with the vision screening standards adopted by the former Governor's Commission on Early Childhood Vision Care. Within 180 days of the start of the school year, the parent of the child must present to the principal or his or her designee certification that within the past 12 months, the child has obtained a comprehensive eye examination performed by an ophthalmologist or optometrist or has obtained a vision screening conducted by a licensed physician, an optometrist, a physician assistant, a nurse practitioner, a registered nurse, an orthoptist, or a vision screener certified by Prevent Blindness North Carolina.

Children who receive and fail to pass the required vision screening must obtain a comprehensive eye exam conducted by a duly licensed optometrist or ophthalmologist. The provider of the exam shall present to the parent a signed transmittal form, which the parent must submit to the school. If a member of the school staff has reason to believe that a child enrolled in kindergarten through third grade is having problems with vision, the staff member may recommend to the child's parent that the child have a comprehensive eye examination.

No child will be excluded from attending school for a parent's failure to obtain a comprehensive eye exam. If a parent fails or refuses to obtain a comprehensive eye exam or to provide the certification of a comprehensive eye exam, school officials shall send a written reminder to the parent of required eye exams.

Upon request, the teacher(s) of a student subject to an absence from school for failure to provide the health assessment form required by this section shall provide to the student all missed assignments, and to the extent practicable, the materials distributed to students in connection with the assignments. The principal or designee shall arrange for the student to take home textbooks and school-furnished digital devices for the duration of the absence and shall permit the student to take any quarterly, semester, or grading period examinations missed during the absence period.

C. HOMELESS STUDENTS

Notwithstanding the provisions of this policy, admissions for homeless students shall not be prohibited or delayed due to the student's inability to provide documentation of immunizations or health assessments. The homeless liaison shall work with the student, parent/guardian, school personnel or other agencies to obtain documentation of immunization and/or the health assessment or to arrange for such immunizations and/or

assessments in a timely manner.

D. CHILDREN OF MILITARY FAMILIES

The board acknowledges that immunization requirements for newly enrolling military children are governed by the Interstate Compact on Educational Opportunity for Military Children. Children of military families, as defined in policy 4050, Children of Military Families, will have 30 days from the date of enrollment or within such time as reasonably determined by the rules of the Interstate Commission to obtain any required immunization. For a series of immunizations, initial vaccinations must be obtained within 30 days or within such time as is reasonably determined under the Interstate Commission.

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 *et seq.*; G.S. 115C-390.2, -407.5; 130A-152 to -157, -440 to -443; 143B-216.75; 10A N.C.A.C. 41A .0401

Cross References: Children of Military Families (policy 4050), Homeless Students (policy 4125), Attendance (policy 4400)

Other References: N.C. Immunization Branch, available at <http://www.immunize.nc.gov/>

Adopted: April 9, 1998 to become effective July 1, 1998

Updated: May 11, 2000, January 10, 2008, May 10, 2012, October 8, 2015

Unless provided otherwise in this policy, tuition will be charged to students admitted under policy 4130, Discretionary Admission, if the students (1) are not domiciled in the State or (2) are domiciled in the State and residing outside of the school system boundaries. Tuition will not exceed the local per pupil allocation for current expense as provided by the board of commissioners from the preceding year.

Tuition may be prorated or waived if a student meets one of the following criteria:

1. the student is admitted to the school system pursuant to an agreement between this board and another board of education, and the agreement specifies that the payment of tuition by the student will not be required;:-
2. the student resides on a military base within North Carolina;
3. the student demonstrates extraordinary financial hardship;
4. the student is a nonresident whose parents will move into the school administrative unit on or before December 1, and the student is approved for assignment at the beginning of the school year to the school serving the student's future domicile. Payment of tuition will be pro-rated according to the number of days these students are assigned to the school district's schools prior to the domicile change;
5. the student was domiciled within the school administrative unit at the beginning of the school year and remains enrolled in the school system for the duration of the school year after moving into another school administrative unit during the school year will be eligible for continued enrollment during the school year with the payment of tuition being pro-rated after the change in domicile; and
6. the student's parent(s) are employed by the school system.

In addition, no tuition will be charged to:

1. students residing on military bases within North Carolina where federal funds designed to compensate for the impact on public schools of military dependent students are provided to the school system in an amount not less than 50 percent of the total per capita cost for education, exclusive of capital outlay and debt service; or
2. students who are domiciliaries of the State and who reside within the school administrative unit. However, the board may enter an agreement with the board of education of the student's domicile for payment of tuition by that board.

Legal References: G.S. 115C-366, -366.1

Cross References: Discretionary Admission (policy 4130)

Adopted: July 11, 2013

The board recognizes that concussions and other head injuries may be serious and potentially life threatening and that such injuries may result in serious consequences later in life if managed improperly. The board is committed to practices that reduce the potential for short-term or long-term effects from such injuries. In support of this commitment, the board directs school employees to comply with the concussion safety requirements for interscholastic athletic competition established by G.S. 115C-12(23) as amended in the Gfeller-Waller Concussion Awareness Act of 2011, and to implement and follow all concussion safety requirements set forth in State Board of Education rules and policies. The superintendent or designee shall develop plans consistent with state requirements and shall implement and monitor compliance with this policy. The superintendent is authorized to investigate the use of baseline testing for student-athletes and require that student-athletes undergo such testing prior to their participation in any interscholastic athletic competition.

A. DEFINITION OF CONCUSSION

A concussion is a traumatic brain injury caused by a direct or indirect impact to the head that results in disruption of normal brain function, which may or may not result in a loss of consciousness.

B. SCHOOL HEAD INJURY INFORMATION SHEET

Each year, all coaches, school nurses, athletic directors, first responders, volunteers, student-athletes, and parents of student-athletes must be provided with a concussion and head injury information sheet that meets the requirements of the State Board. Before any student, school employee, volunteer, or first responder will be allowed to participate in interscholastic athletic activities, including tryouts, practices, or competitions, he or she must sign the head injury information sheet and return it to the coach. Parents also must sign the sheet and return it to the coach before their children may participate in any interscholastic athletic activity. The principal of each school shall ensure that a complete and accurate record of the returned signed sheets is maintained in accordance with law and State Board policy.

C. REMOVAL FROM AND RETURN TO PLAY

Any student-athlete who is exhibiting signs or symptoms consistent with a concussion must be removed from athletic activity immediately. Further, the student-athlete must not be allowed to return to play or practice that day or on any subsequent day until he or she has been evaluated and has received written clearance for participation that complies with the requirements of G.S. 115C-12(23) and any other applicable law or State Board policy.

D. RETURN TO LEARNING

The superintendent or designee shall develop a plan that meets all the requirements of the

State Board of Education for addressing the needs of students in grades pre-K through 12 who suffer concussions. The superintendent or designee shall also arrange for information and professional development to be provided annually to all teachers and other school personnel on return-to-learn issues and other concerns related to concussion and brain injuries. Parents and students must be offered the opportunity annually to provide information related to any head injury or concussion the student may have incurred during the past year on the health history and emergency medical information update form.

E. EMERGENCY ACTION PLANS

Each principal or designee shall develop a venue-specific emergency action plan to respond to serious medical injuries and acute medical conditions in which the condition of the injured student may deteriorate rapidly. All such plans must include a delineation of roles, methods of communication, available emergency equipment, and a plan for emergency transport. The plans must be (1) in writing, (2) reviewed by an athletic trainer who is licensed in North Carolina, (3) approved by the principal if developed by a designee, (4) distributed, posted, reviewed, and rehearsed in accordance with G.S. 115C-12(23), and (5) compliant with any other requirements of state law and State Board policy.

F. ATHLETIC TRAINERS AND FIRST RESPONDERS

Each high school principal shall designate at least one licensed athletic trainer or first responder who meets the requirements of state law and State Board of Education policy. The principal shall monitor each athletic trainer's or first responder's compliance with the duties assigned to the position by the State Board and any additional duties assigned by the superintendent or designee, including, but not limited to, attendance at football games and practices and compliance with all applicable training and certification requirements. To the extent funding and resources are available, the superintendent shall work toward having a licensed athletic trainer or first responder available for all school practices and games of all high school and middle school sports.

G. RECORD KEEPING

The superintendent shall require each principal to maintain complete and accurate records of actions taken in his or her school to comply with this policy and applicable legal authority. Records shall include accounts of any education or training as may be required by law or State Board of Education policy.

The superintendent's annual report to the board on compliance with laws and policies related to student wellness shall include a report on the system's compliance with laws and policies related to concussions and head injuries. (See Section G of policy 6140, Student Wellness.)

Legal References: G.S. 115C-12(23); S.L. 2011- 147; Article 34 Chapter 90; State Board of

Education policies HRS-D-000 and HRS-D-003

Cross References: Student Wellness (policy 6140)

Other Resources: Matthew Gfeller Sport-Related TBI Research Center at UNC website http://tbicenter.unc.edu/MAG_Center/Home.html; *Report to the North Carolina General Assembly: Study of Sports Injuries at Middle School and High School Levels*, N.C. Department of Public Instruction (2011), available at <http://www.ncleg.net/documentsites/committees/JLEOC/Reports%20Received/Archives/2011%20Reports%20Received/Study%20of%20Sports%20Injuries%20at%20Middle%20and%20High%20School%20Levels.pdf>

Adopted: December 8, 2011

Updated: April 10, 2014

The board is committed to creating safe, orderly, clean and inviting schools for all students and staff. To this end, the board supports state laws that prohibit the sale or distribution of tobacco products to minors and that prohibit the use of tobacco products by minors. The board also supports state and federal laws that prohibit the use of tobacco products in school buildings, on school campuses, and in or on any other school property owned or operated by the school board. For the purposes of this policy, the term “tobacco product” means any product that contains or that is made or derived from tobacco and is intended for human consumption, including all lighted and smokeless tobacco products, as well as electronic cigarettes, vaporizers, and other electronic smoking devices even if they do not contain tobacco or nicotine.

A. PROHIBITED BEHAVIOR

In support of the board’s commitments and state and federal law, students are prohibited from using or possessing any tobacco product (1) in any school building, on any school campus, and in or on any other school property owned or operated by the school board, including school vehicles; (2) at any school-related activity, including athletic events; or (3) at any time when the student is subject to the supervision of school personnel, including during school trips.

Nothing in this policy prohibits the use or possession of tobacco products for an instructional or research activity conducted in a school building, provided that the activity is conducted or supervised by a faculty member and that the activity does not include smoking, chewing or otherwise ingesting tobacco.

B. CONSEQUENCES

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

In determining appropriate consequences for violations of this policy, school officials are encouraged to identify programs or opportunities that will provide students with a greater understanding of the health hazards of tobacco use, the hazards of secondhand smoke, and the impact of tobacco use on efforts to provide a safe, orderly, clean and inviting school environment.

C. SERVICES FOR STUDENTS

The administration shall consult with the county health department and other appropriate organizations to provide students with information and access to support systems and programs to encourage students to abstain from the use of tobacco products. The school system may, from time to time, provide free non-smoking programs and services to its students.

D. NOTICE

Students will be provided with notice of the information in this policy through the Code of Student Conduct, student handbooks or other means identified by the principal. In addition, the principal shall post signs in a manner and at locations that adequately notify students, school personnel, and visitors about prohibitions against the use of tobacco products in all school facilities, on all school grounds, and at all school-sponsored events.

Legal References: Pro-Children Act of 1994, 20 U.S.C. 6081 *et seq.*; 21 U.S.C. 321 (rr); G.S. 14-313; 115C-47, -288, -307, -390.2, -407

Cross References: Student Behavior Policies (policy 4300), Smoking and Tobacco Products (policy 5026/7250)

Adopted: October 13, 2011

WEAPONS, BOMB THREATS, TERRORIST THREATS, AND CLEAR THREATS TO SAFETY

Policy Code:

4333

The board will not tolerate the presence of weapons or destructive devices, bomb or terrorist threats, or actions that constitute a clear threat to the safety of students or employees. Any student who violates this policy will be removed from the classroom or school environment for as long as is necessary to provide a safe and orderly environment for learning.

A. PROHIBITED BEHAVIOR

1. Weapons and Weapon-Like Items

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. Weapons include, but are not limited to the following:

- a. loaded and unloaded firearms, including guns, pistols, and rifles;
- b. destructive devices, as described in subsection B.2 of this policy, including explosives, such as dynamite cartridges, bombs, grenades, and mines;
- c. knives, including pocket knives, bowie knives, switchblades, dirks, and daggers;
- d. slingshots and slungshots;
- e. leaded canes;
- f. blackjacks;
- g. metal knuckles;
- h. BB guns;
- i. air rifles and air pistols;
- j. stun guns and other electric shock weapons, such as tasers;
- k. icepicks;
- l. razors and razor blades (except those designed and used solely for personal shaving);

- m. fireworks;
- n. gun powder, ammunition, or bullets; ~~and~~
- o. any sharp pointed or edged instruments except unaltered nail files and clips and tools used solely for preparation of food, instruction, and maintenance-; and
- p. mace, pepper spray, and other personal defense spray that is (1) used for a purpose other than self-defense, as defined under G.S. 14-51.3., or (2) the principal or designee determines that the student intended to use it to harm, threaten harm, or create a disturbance.

Examples of other objects that may be considered weapons are box cutters and other types of utility blades and blowguns.

No student may knowingly or willfully cause, encourage, or aid another 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 person with such an item, or who becomes aware that another student or other person intends to possess, handle, or use such an item must notify a teacher or the principal immediately.

This section does not apply to board-approved and -authorized activities for which the board has adopted appropriate safeguards to protect student safety.

2. Bomb Threats

Students are prohibited from making, aiding, and/or abetting in making a bomb threat or perpetrating a bomb hoax against school system 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.

3. Terrorist Threats

Students are prohibited from making, aiding, conspiring, and/or abetting in making a terrorist threat or perpetrating a terrorist hoax against school system property by making a false report that a device, substance, or material designed to cause harmful or life-threatening injury to another person is located on school property or at a school event.

No student may knowingly or willfully cause, encourage, or aid another student to make a terrorist threat or perpetrate a terrorist hoax. Any student who becomes aware that another student or other person intends to use a device, substance, or material designed to cause harmful or life-threatening illness or injury to another person, make a terrorist threat, or perpetrate a terrorist hoax must notify a teacher or the principal immediately.

4. Clear Threats to Student and Employee Safety

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 any vehicle;
- c. an attack or threatened attack by a student against another person wherein the student uses a weapon or displays a weapon in a manner found threatening to that person;
- d. an attack by a student on any employee, adult volunteer, or other student that does not result in serious injury but that is intended to cause or reasonably could cause serious injury;
- e. an attack by a student on 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, or significant bruising or pain; or whereby the victim requires hospitalization or treatment in 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 parent, for the purpose of committing a felony or for the purpose of holding the victim as a hostage, for ransom, or for use as a shield;
- h. the possession of a weapon on any school property, including in a vehicle, with the intent to use or transmit for another's use or possession in a reckless manner so that harm is reasonably foreseeable;

- i. 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 North Carolina 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.

B. CONSEQUENCES

1. General Consequences

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

2. Specific Consequences Mandated by Law

As required by law, a student who brings or possesses a firearm or destructive device on school property or at a school-sponsored event must be suspended for 365 days, unless the superintendent modifies, in writing, the required 365-day suspension for an individual student on a case-by-case basis. The superintendent shall not impose a 365-day suspension if the superintendent determines that the student (1) took or received the firearm or destructive device from another person at school or found the firearm or destructive device at school, (2) delivered or reported the firearm or destructive device as soon as practicable to a law enforcement officer or school personnel, and (3) had no intent to use the firearm or destructive device in a harmful or threatening way.

For the purpose of this subsection, a firearm is (1) a weapon, including a starter gun that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive, (2) the frame or receiver of any such weapon, or (3) any firearm muffler or firearm silencer. A firearm does not include an inoperable antique firearm, a BB gun, a stun gun, an air rifle, or an air pistol. For the purposes of this subsection, a destructive device is an explosive, incendiary, or poison gas (1) bomb, (2) grenade, (3) rocket having a propellant charge of more

than four ounces, (4) missile having an explosive or incendiary charge of more than one-quarter ounce, (5) mine, or (6) similar device.

A student may not be suspended for 365 days for a weapons violation except in accordance with this subsection.

Legal References: Gun-Free Schools Act, 20 U.S.C. 7151; G.S. 14-17, -18, -27.2 through -27.5A, -32, -33, -34 through -34.2, -41, -51.3, -60, -69.1, -69.2, -87, -87.1, -132, -132.2, -202.2, -208.18, -269.2, -277.5; ch. 90 art. 5; 115C-47, -276(r), -288, -307, -390.1, -390.2, -390.10

Cross References: Student Sex Offenders (policy 4260), Student Behavior Policies (policy 4300), Integrity and Civility (policy 4310), Disruptive Behavior (policy 4315), Theft, Trespass, and Damage to Property (policy 4330), Assaults, Threats, and Harassment (policy 4331), Criminal Behavior (policy 4335)

Adopted: May 11, 2000

Updated: April 8, 2004, November 8, 2007, December 10, 2009, October 13, 2011, May 14, 2015

Criminal or other illegal behavior is prohibited. Any student who the principal reasonably believes to have engaged in criminal behavior on school premises or at school activities will be subject to appropriate disciplinary action, as stated in applicable board policies, and may be criminally prosecuted.

School officials shall cooperate fully with any criminal investigation and prosecution. School officials shall independently investigate any criminal behavior that also violates school rules or board policy.

A. STUDENTS CHARGED WITH OR CONVICTED OF CRIMINAL BEHAVIOR

The superintendent and principal may take reasonable or legally required measures to preserve a safe, orderly environment when a student has been charged or convicted with a serious crime, regardless of whether the alleged offense was committed on school grounds or was related to school activities. Depending upon the circumstances, including the nature of the crime or alleged crime, the child's age, and the publicity within the school community, reasonable or legally required efforts may include changing a student's classroom assignment or transferring the student to another school. Transfer to the alternative school may be made in accordance with the criteria established in board policy 3470/4305, Alternative Learning Programs/Schools. The student will continue to be provided with educational opportunities unless and until the student is found to have violated board policy or school rules and is suspended or expelled in accordance with procedures established in board policy.

B. REPORTING CRIMINAL BEHAVIOR

A school employee is permitted to report to law enforcement an assault by a student on a school employee. Principals or other supervisors shall not, by threats or in any other manner, intimidate or attempt to intimidate the school employee from doing so.

Principals must immediately report to law enforcement when they have personal knowledge or actual notice from school personnel that such acts have occurred on school property, regardless of the age or grade of the perpetrator or victim: (1) assault resulting in serious personal injury; (2) sexual assault; (3) sexual offense; (4) rape; (5) kidnapping; (6) indecent liberties with a minor; (7) assault involving the use of a weapon; (8) possession of a firearm in violation of the law; (9) possession of a weapon in violation of the law; and (10) possession of a controlled substance in violation of the law. A principal who willfully fails to make a required report to law enforcement will be subject to disciplinary action, up to and including dismissal.

The principal or designee shall notify the superintendent or designee in writing or by e-mail of any report made to law enforcement. Such notice must occur by the end of the

workday in which the incident occurred, when reasonably possible, but not later than the end of the following workday. The superintendent must inform the board of any such reports. In addition, the principal or designee must notify the parents or guardians of students who are alleged to be victims of any reported offenses.

Certain crimes must be reported to the State Board of Education in accordance with State Board of Education Policy HRS-A-000.

Legal References: Gun-Free Schools Act, 20 U.S.C. 7151; G.S. 14-17, -18, -27.21, -27.22, -27.24 through -27.27, -27.29, 27.30, -27.33, -32 through -34.10, -87, -202, -202.1, -202.2, -269.2; ch. 90 art. 5; 115C-47(56); -288(g); State Board of Education Policy HRS-A-000

Cross References: Alternative Learning Programs/Schools (policy 3470/4305), Theft, Trespass and Damage to Property (policy 4330), Assaults, Threats and Harassment (policy 4331), Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety (policy 4333), School-Level Investigations (policy 4340)

Adopted: April 9, 1998 to become effective July 1, 1998

Updated: May 11, 2000; September 9, 2004, March 12, 2009, July 15 2010, January 13, 2011, January 12, 2012, June 13, 2013

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

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

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

A. PRE-SUSPENSION RIGHTS OF THE STUDENT

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

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

B. STUDENT RIGHTS DURING THE SUSPENSION

A student under a short-term suspension must be provided with the following:

1. the opportunity to take textbooks home for the duration of the suspension;
2. upon request, the right to receive all missed assignments and, to the extent practicable, the materials distributed to students in connection with such

assignments; and

3. the opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period.

C. NOTICE TO PARENT OR GUARDIAN

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

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

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

Legal References: Americans with Disabilities Act, 42 U.S.C. 12131 *et seq.*, 28 C.F.R. pt. 35; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; G.S. 115C art. 9; 115C-45 (c); -47, -276(r), -288, -307, -390.1, -390.2, -390.5, -390.6; 130A-440; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy GCS-D-000

Cross References: School Safety (policy 1510/4200/7270), School Plan for Management of Student Behavior (policy 4302), School-Level Investigations (policy 4340), Parental Involvement in Student Behavior Issues (policy 4341), Removal of Student During the Day (policy 4352)

Adopted: October 13, 2011

Updated: June 12, 2014

LONG-TERM SUSPENSION, 365-DAY SUSPENSION, EXPULSION

Policy Code:

4353

A. DEFINITIONS

1. Superintendent

For purposes of this policy, superintendent includes the superintendent and the superintendent's designee.

2. Principal

For purposes of this policy, principal includes the principal and the principal's designee.

3. Long-Term Suspension

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

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

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

4. 365-Day Suspension

A 365-day suspension is the disciplinary exclusion of a student from attending his

or her assigned school for 365 calendar days. The superintendent may impose a 365-day suspension only for certain firearm and destructive device violations, as identified in policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety.

5. Expulsion

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

B. DETERMINATION OF APPROPRIATE CONSEQUENCE

1. Principal's Recommendation

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

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

- 1) the student's age;
- 2) the student's ability to form the intent to cause the harm that occurred or could have occurred; and
- 3) evidence of the student's intent when engaging in the conduct.

b. Dangerousness of the Student – In assessing the dangerousness of the student, the principal may consider criteria such as:

- 1) the student's disciplinary or criminal record related to anti-social behavior or drugs and alcohol;
 - 2) whether a weapon was involved in the incident and if a weapon was involved, whether the student had the ability to inflict serious injury or death with the weapon;
 - 3) evidence of the student's ability to cause the harm that was intended or that occurred; and
 - 4) whether the student is subject to policy 4260, Student Sex Offenders.
- c. Harm Caused by the Student – In assessing the severity of the harm caused by the student, the principal may consider criteria such as whether any of the following occurred:
- 1) someone was physically injured or killed;
 - 2) someone was directly threatened or property was extorted through the use of a weapon;
 - 3) someone was directly harmed, either emotionally or psychologically;
 - 4) educational property or others' personal property was damaged; or
 - 5) students, school employees or parents were aware of the presence of a weapon or of dangerous behavior on the part of the perpetrator.

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

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

If the principal recommends an expulsion, he or she shall identify the basis for

determining that there is clear and convincing evidence that the student's continued presence in school constitutes a clear threat to the safety of other students or employees.

2. Notice to the Student's Parent

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

- a. the notice type, i.e., notice of long-term suspension, 365-day suspension or expulsion;*
- b. a description of the incident and the student's conduct that led to the recommendation;
- c. the specific provision(s) of the Code of Student Conduct that the student allegedly violated;
- d. the specific process by which the parent may request a hearing to contest the decision and the deadline for making the request;*
- e. the process by which the hearing will be held, including all due process rights to be accorded the student during the hearing;
- f. notice of the right to retain an attorney to represent the student in the hearing process;
- g. notice that an advocate, instead of an attorney, may accompany the student to assist in the presentation of the appeal;
- h. notice of the right to review and obtain copies of the student's educational records prior to the hearing;
- i. a reference to policy 4345, Student Discipline Records, regarding the expungement of disciplinary records; and
- j. the identity and phone number of a school employee whom the parent may call to obtain assistance in receiving a Spanish translation of the English language information included in the document.*

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

3. Superintendent's Decision

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

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

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

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

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

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

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

- a. the basis of the decision, with reference to any policies or rules that the student violated;
- b. notice of what information will be included in the student's official record pursuant to G.S. 115C-402;

-
-
- c. notice of the student's right to appeal the decision and the procedures for such appeal;
 - d. if the decision is to suspend the student for 365 days, notice of the student's right to petition the board for readmission under G.S. 115C-390.12;
 - e. if applicable, notice that the superintendent or designee is recommending to the board that the student be expelled and any required notifications related to the expulsion if the student did not already receive such notice from the principal or designee; and
 - f. if the student is to be suspended, notice of the superintendent's or designee's decision on whether to offer alternative education services to the student during the period of suspension, and, as applicable, a description of the services to be offered or the reason justifying the superintendent's or designee's decision to deny such services.

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

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

The student may appeal to the board the superintendent's decision not to provide alternative education services, as permitted by G.S. 115C-45(c)(1). Any appeal to the board must be made in writing within five days of receiving the superintendent's decision. The superintendent shall inform the board chairperson of the request for an appeal and arrange in a timely manner a hearing before the board. In advance of the hearing, the superintendent shall provide to the student and parent and to the board a written explanation for the denial of services along with any documents or other information supporting the decision. The hearing will be conducted pursuant to policy 2500, Hearings Before the Board. The board will provide to the student and parent and to the superintendent written notice of its decision within 30 days of receiving the appeal.

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

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

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

- b. Expulsions

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

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

When the board decides to expel a student, the board will document the basis for its determination that there is clear and convincing evidence that the student's behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of other students or employees. The board also will consider and make a written determination of whether alternative education services are to be provided to the expelled student. Regardless of whether the school system provides alternative education services, the board expects school system administrators to work with other agencies to help the student and parent identify other types of services that may be of assistance to the student. The board will send via certified mail to the student's parent a copy of the decision, notification of what information will be included in the student's official record, the procedure for expungement of this information under G.S. 115C-402, and notice of the right to petition for readmission pursuant to G.S. 115C-390.12.

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

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

D. REDUCING SUSPENSION AND EXPULSION RATES

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

Legal References: U.S. Const. amend. XIV, § 1; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; N.C. Const. art. I, § 19; G.S. 14-208.18; 115C art. 9; 115C-45(c)(2), -47(55), -276(r), -288, -390.1, -390.2, -390.7, -390.8, -390.9, -390.10, -390.11, -390.12, -402; 130A-440; State Board of Education Policy GCS-D-000; *Policies Governing Services for Children with Disabilities*

Cross References: Hearings Before the Board (policy 2500), Alternative Learning Programs/Schools (policy 3470/4305), Student Sex Offenders (policy 4260), School Plan for Management of Student Behavior (policy 4302), Drugs and Alcohol (policy 4325), Theft, Trespass and Damage to Property (policy 4330), Assaults, Threats and Harassment (policy 4331), Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety (policy 4333), Criminal Behavior (policy 4335), School-Level Investigations (policy 4340), Student Discipline Records (policy 4345), Short-Term Suspension (policy 4351), Student Discipline Hearing Procedures (policy 4370)

Adopted: November 10, 2011

Attendance in school and participation in class are an integral part of academic achievement and the teaching-learning process. Regular attendance develops 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 seven (or younger if enrolled) and 16 years attend school. Parents or legal guardians have the responsibility for ensuring that students attend and remain at school daily.

A. ATTENDANCE RECORDS

School officials will keep an accurate record of attendance, including accurate attendance records in each class. Attendance records will be used to enforce the Compulsory Attendance Law of North Carolina.

B. EXCUSED ABSENCES

When a student must miss school, a written excuse signed by a parent or guardian must be presented to the teacher or principal designee within 2 days after returning from an absence. Absences due to extended illness may also require a statement from a physician. An absence may be excused for any of the following reasons:

1. personal illness or injury that makes the student physically unable to attend school;
2. isolation ordered by the local health officer or by the State Board of Health;
3. death in the immediate family;
4. medical or dental appointment;
5. participation under subpoena as a witness in a court proceeding;
6. observance of an event required or suggested by the religion of the students or the student's parent(s);
7. participation in a valid educational opportunity, such as travel or service as a legislative or Governor's page, with prior approval from the principal;
8. pregnancy and related conditions or parenting, when medically necessary;
9. 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.

Extended illnesses generally require a statement from a physician. Once a student has accumulated more than 15 absences in a school year (or more than five consecutive absences), a doctor's note, or other documentation approved by the principal, will be needed to excuse further absences. This standard does not apply to medically fragile students as defined in the North Carolina School Attendance and Student Accounting Manual and approved by the principal.

In the case of excused or unexcused absences, short-term out-of-school suspensions, and absences under G.S. 130A-440 (for failure to submit a school health assessment form within 30 days of entering school), the student will be permitted to make up his or her school work. (See also policies 4110, Immunization and Health Requirements for School Admission, and 4351, Short-Term Suspension.) 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.

C. SCHOOL-RELATED ACTIVITIES

All classroom activities are important and difficult, if not impossible, to replace if missed. It is the intention of the board of education that classes missed be kept to an absolute minimum through close scrutiny and a monitoring system on the part of the principal. The following school-related activities will not be counted as absences from either class or school:

1. field trips sponsored by the school;
2. job shadows and other work-based learning opportunities, as described in G.S.115C-47(34a);
3. school-initiated and scheduled activities;
4. athletic events requiring early dismissal from school;
5. Career and Technical Education student organization activities approved in advance by the principal; and
6. in-school suspension.

Assignments missed for these reasons will be completed by students. 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.

D. EXCESSIVE ABSENCES

Class attendance and participation are critical elements of the educational process and may be taken into account in assessing academic achievement. Students are expected to be at school on time and to be present at the scheduled starting time for each class.

The principal will notify parents and take all other steps required by G.S. 115C-378 for excessive absences.

If a student is absent from school for five or more days in a semester, the principal or a committee established by the principal shall consider whether the student's grades should be reduced because of the absences. 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:

1. the student will not receive a passing grade for the semester;
2. the student's grade will be reduced;
3. the student will receive the grade otherwise earned; or
4. the student will be given additional time to complete the missed work before a determination of the appropriate grade is made.

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

Excessive absences may impact eligibility for participation in interscholastic athletics. See policy 3620, Extracurricular Activities and Student Organizations.

E. TARDIES

The principal is responsible for handling tardies and for establishing relevant school procedures that are in compliance with the NC School Attendance and Student Accounting Manual. Students are expected to be at school on time and to be present at the scheduled starting time for each class and be present for the entire school day.

Legal References: G.S. 115C-47, -84.2, -288(a), -378 to -383, -390.2(d), -390.2(l), -390.5, -407.5; 130A-440; 16 N.C.A.C. 6E.0102-.0103; State Board of Education Policies EEO-L-002, -003

Cross References: Extracurricular Activities and Student Organizations (policy 3620), Education for Pregnant and Parenting Students (policy 4023), Children of Military Families (policy 4050), Immunization and Health Requirements for School Admission (policy 4110), Short-Term Suspension (policy 4351)

Adopted: April 9, 1998 to become effective July 1, 1998

Revised: April 10, 2008, May 14, 2009, September 10, 2009, November 10, 2011, June 13, 2013, July 9, 2015

The board is committed to the safety of students and other persons on school property. In order to maintain a safe school environment, the superintendent and all school personnel shall enforce the provisions of this policy at all times.

A. REGISTERED SEX OFFENDERS BANNED FROM ALL SCHOOL PROPERTY

In accordance with G.S. 14-208.18, all persons who (1) are required to register under the Sex Offender and Public Protection Program AND (2) have been convicted of (a) any offense in Article 7A of Chapter 14 of the General Statutes, (b) any federal offense or offense committed in another state, which if committed in this state, is substantially similar to an offense in Article 7A, or (c) any offense in which the victim was under the age of 16 years at the time of the offense are expressly forbidden to knowingly be present on any property owned or operated by the school system, including school buildings, athletic fields, playgrounds, parking lots, school buses, activity buses or other property of any kind for any reason, including attendance at sporting events or other school-related functions, whether before, during or after school hours. In addition, sex offenders subject to G.S. 14-208.18 may not attend or be present at any student function or field trip on or off school property that is (1) school-sponsored or (2) otherwise under the official supervision or control of school personnel. This policy applies to all covered sex offenders regardless of their relationship to or affiliation with a student in the school system. (Refer to the North Carolina Attorney General's publication The North Carolina Sex Offender & Public Protection Registration Program, p.13, for a description of which offenders are subject to G.S. 14-208.18 and thus, this policy.)

B. ENFORCEMENT

All school personnel must immediately report to a school administrator the presence or suspected presence of a known or suspected registered sex offender on school property. School administrators and other supervisory personnel shall report to the superintendent and law enforcement when they reasonably believe that a registered sex offender is or has been on school property or at a school event.

School administrators also shall notify the superintendent or designee of any known student or parent or guardian of a student at their school who is suspected to be a registered sex offender.

C. EXCEPTIONS

A person who is banned from school property under G.S. 14-208.18 may be on school property only under the following circumstances.

1. Students

Students who are subject to G.S. 14-208.18 may be on school property only in accordance with policy 4260, Student Sex Offenders.

2. Voters

Voters who are subject to G.S. 14-208.18 and are eligible to vote may be present on school property for the sole purpose of voting if the school property is being used as a voting place. The voter must notify the principal of the school that he or she is registered under the Registry Program and the voter must remain at all times in the portion of the school being used as the polling place. The voter must leave school grounds immediately after voting.

3. Parents or Guardians

a. An individual who is subject to this policy and is the parent or guardian of a student enrolled in school may be on school property only for the following reasons:

- 1) to attend a scheduled conference with school personnel to discuss the child's academic or social progress; or
- 2) at the request of the principal or designee, for any reason relating to the welfare or transportation of his or her child.

b. For each visit authorized by the principal in accordance with subsection (a) above, the parent or guardian must provide the principal with prior written notice of his or her registration on the Sex Offender Registry and notice of his or her presence at school. Notice of his or her presence at school includes the nature and specific times of the visit.

c. For each visit authorized by subsection (a) above, the parent or guardian must arrange to meet a staff member at the edge of school property, check in at the principal's office upon arrival and departure, and remain under the direct supervision of school personnel at all times. If school personnel are not available to supervise the parent or guardian during any visit, then the parent or guardian will not be permitted to enter or remain on school property.

d. For each visit authorized by subsection (a) above, the parent or guardian must comply with all reasonable rules and restrictions placed upon him or her by the principal, including restrictions on the date, time, location, and length of meeting.

D. CONTRACTUAL PERSONNEL

In order to ensure compliance with this policy, each contract executed by the board must include a provision that requires the other party to the contract to conduct an annual check of the State Sex Offender and Public Protection Program and the State Sexually Violent Predator Registration Program on all employees who may be sent to perform tasks on or deliver products to school property. Persons who are subject to section A of this policy may not be sent onto school property for any reason.

In addition, each time the board enters into any contract or agreement for contracted services that involve direct interaction with children, the contract must include a provision that requires the other party to the contract to conduct an annual check of the National Sex Offender Registry on all contracted employees who may have direct contact with children.

No contractor or employee of a contractor registered with the State Sex Offender and Public Protection Program, the State Sexually Violent Predator Program, or the National Sex Offender Registry may have direct interaction with children. This provision applies to contracts with a single individual.

Legal References: G.S. ch. 14, art. 7A, 14-208.18, -208.19; 115C-332, -332.1

Cross References: School Safety (policy 1510/4200/7270), Student Sex Offenders (policy 4260), Visitors to the Schools (policy 5020), Recruitment and Selection of Personnel (policy 7100)

Other Resources: North Carolina Department of Justice <http://sexoffender.ncdoj.gov>, The North Carolina Sex Offender & Public Protection Registration Programs, North Carolina Department of Justice (September 2014), available at <http://ncdoj.gov/Protect-Yourself/Find-Sex-Offenders/SexOffenderRegPrograms.aspx>

Adopted: January 8, 2009

Updated: April 10, 2014, September 10, 2015

The board of education is committed to providing a safe school environment that is free from violence, to the maximum extent possible. Employees, students, visitors, and other persons are prohibited from possessing, carrying, using, or threatening to use, or encouraging another person to possess, carry, use, or threaten to use, weapons or explosives on school property or while attending curricular or extracurricular activities sponsored by the school system. This policy applies to weapons or explosives carried openly or concealed.

Any employee who violates this policy will be subject to immediate termination. Any visitor or other person who violates this policy will be escorted from the premises and/or school activity immediately. The superintendent or principal shall immediately report any violation of this policy to law enforcement officials. Any employee who is aware that a weapon or explosive is present on school property or at a school event in violation of this policy must immediately report this information to the principal or designee or the school resource officer as appropriate.

Students who violate this policy are subject to discipline as provided in policy 4333, Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety.

A. WEAPONS AND EXPLOSIVES DEFINED

For purposes of this policy, a weapon includes, but is not limited to, any gun, rifle, pistol, or other firearm of any kind; any BB gun, stun gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors, and razor blades (except solely for personal shaving), or fireworks; any sharp-pointed or -edged instrument, except instructional supplies, unaltered nail files, and clips and tools used solely for the preparation of food, instruction, and/or maintenance on educational property, and mace, pepper spray, and other personal defense spray that is (1) used for a purpose other than self-defense, as defined under G.S. 14-51.3., or (2) the principal or designee determines that the student intended to use it to harm, threaten harm, or create a disturbance. For purposes of this policy, an explosive includes, but is not limited to, any dynamite cartridge, bomb, grenade, mine, or powerful explosive as defined in G.S. 14-284.1.

B. SCHOOL PROPERTY

For purposes of this policy, school property is any school building or bus, school campus, grounds, recreational area, athletic field, or other property owned, used, or operated by the board of education.

C. EXCLUSIONS

This policy does not apply to:

1. a weapon or explosive used solely for educational or school-sanctioned ceremonial

- purposes, or used in a school-approved program conducted under the supervision of an adult whose supervision has been approved by the school authority;
2. a person who has a concealed handgun permit that is valid under state law or who is exempted by state law from needing a permit to carry a concealed handgun, if any of the following conditions are met:
 - a. the person has a handgun in a closed compartment or container within the person's locked vehicle or in a locked container securely affixed to the person's vehicle (the person may unlock the vehicle to enter or exit the vehicle provided the handgun remains in the closed compartment at all times and the vehicle is locked immediately following the entrance or exit);
 - b. the person has a handgun concealed on the person and the person remains in a locked vehicle (the person may unlock the vehicle to allow another person to enter or exit); or
 - c. the person is within a locked vehicle and removes the handgun from concealment only for the amount of time reasonably necessary to move it to a closed compartment or container within the vehicle or to move it from the closed compartment or container to concealment on the person.
 3. firefighters, emergency service personnel, North Carolina Forest Service personnel, and any private police employed by the board of education, when acting in the discharge of their official duties; -
 4. law enforcement officers or other persons as provided in G.S. 14-269.2(g)(1a); or
 5. a volunteer school safety resource officer providing security at a school pursuant to an agreement as provided in G.S. 115C-47(61), provided that the volunteer school safety resource officer is acting in the discharge of his or her official duties and is on the educational property of the school that the officer was assigned to by the head of the local law enforcement agency.

Legal References: G.S. 14-51.3, -69.2, -269, -269.2, -284.1; 20-17; 115C-47(61), -288(g)

Cross References: Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety (policy 4333)

Adopted: May 11, 2000

Updated: March 12, 2009, April 10, 2014, January 21, 2016

The board believes that the appearance and the conduct of its employees are of supreme importance in establishing a positive climate for learning and for presenting a good example for students. Therefore, the board affirms its expectations that all personnel shall be cleanly, neatly, and appropriately attired for the work to be done. An employee's dress and appearance must not disrupt or distract from the educational process and must be in accordance with health and safety standards and practices.

Employee dress and appearance should be professional, and enhance rather than detract from the school climate. Dress and appearance should be appropriate, to a professional workplace based on the following factors:

- a. The nature and environment of the work;
- b. Consideration of health and safety factors;
- c. The employee's responsibility to foster good habits of dress and appearance and to display professional image to students, parents, and the community;
- d. The employee's interaction with students;
- e. The effect of inappropriate dress and appearance on school climate.

Based on these factors, the following requirements are established for all employees:

1. Employees shall be clean, neat, and appropriately attired. An employee's dress and appearance shall not disrupt the educational process or distract from a positive school climate.
2. The dress and appearance of employees should be appropriate to the type of work performed, with reasonable accommodation when the nature of an employee's work is unique.
3. Reasonable accommodations will be considered in accordance with all federal, state and local regulations.
4. Uniform dress may be required for certain categories of employees such as: food service and maintenance personnel.

Inappropriate Dress and Appearance:

The following are considered inappropriate for employees:

- a. Clothing that is inappropriately revealing –the midriff must be covered at all times, regardless of the activity or movement of the employee. The breasts and cleavage must be covered at all times, regardless of the activity or movement of the employee;

- b. Shirts with spaghetti straps, low-cut tops, or shorts or skirts that are shorter than mid-thigh in length;
- c. Flip-flops;
- d. Sweatpants;
- e. Clothing which displays inappropriate images or words;
- f. Clothing which reveals undergarments;
- g. Clothing which is tattered or ragged;
- h. Clothing that disrupts by being overly tight to the body;
- i. Jewelry affixed to the body other than to the ears;
- j. Body art which is distracting or obscene;
- k. Hats worn inside the building.

An employee's immediate supervisor shall make an initial determination of whether an employee's dress or appearance is a violation of this policy. 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 and safety of the employee or students, the supervisor shall counsel the employee regarding appropriate attire that is consistent with this policy and shall determine whether the employee is allowed to remain at work or must leave work to change his/her dress. Any failure to follow the supervisor's directive and/or blatant violation or repeated violations of this policy may subject the employee to disciplinary action.

Legal References: G. S. 115 – C (36), (47)

Cross References: Prohibition Against Discrimination and Harassment (policy 1710/7230)

Adopted: March 13, 2003

Administrative Procedure: None

Updated: October 8, 2009

Calendar of Events

Thursday, July 14	Board of Education Meeting	7:30 p.m.	PDC
Thursday, August 11	Board of Education Meeting	7:30 p.m.	PDC
Wednesday, August 24	AHS Zoo School Open House	9 -11 a.m.	AHS Zoo School
Wednesday, August 24	AHS Open House (10-12 grade only)	5 - 7 p.m.	AHS
Wednesday, August 24	NAMS and SAMS Open House (7-8 grade only)	6:30 - 8 p.m.	NAMS and SAMS
Thursday, August 25	AHS Open House (9th grade only)	9 -11:30 a.m.	AHS
Thursday, August 25	All elementary school open house	4 - 6 p.m.	All sites
Thursday, August 25	NAMS and SAMS Open House (6th grade only)	6:30 - 8 p.m.	NAMS and SAMS
Friday, August 26	ACS Convocation	8 a.m.	AHS PAC
Monday, August 29	First day for students	All Day	All
Monday, August 29	ECDC Open House	6 - 7 p.m.	ECDC
Monday, September 5	Labor Day Holiday	All Day	All
Wednesday, September 7	New Employee Reception	4 p.m.	PDC
Thursday, September 8	Board of Education Meeting	7:30 p.m.	PDC
Thursday, October 20	Board of Education Meeting	7:30 p.m.	PDC
Thursday, November 10	Board of Education Meeting	7:30 p.m.	PDC
Friday, November 11	Veterans Day Holiday	All Day	All
November 14- 18	American Education Week	All Week	All
Wednesday, November 23	Teacher Workday	All Day	All
Thursday, November 24	Thanksgiving Holiday	All Day	All
Friday, November 25	Thanksgiving Holiday	All Day	All
Wednesday, December 7	Senior Holiday Lunch	11:45 a.m. - 1:30 p.m.	DLL
Thursday, December 8	Board of Education Meeting	7:30 p.m.	PDC
Thursday, December 15	Superintendent's Holiday Luncheon	11:30 a.m. - 1 p.m.	PDC
Tuesday, December 20	Advanced Placement Reception	3:45 p.m.	AHS Media Center
December 23-27	Christmas Holiday	All Day	All
December 28-30	Teacher Annual Leave Days	All Day	All



Administrative Leadership Team Retreat
Service Learning Recap
Thursday, July 14

SERVICE LEARNING

Volunteering in our community gave us an opportunity to:

- Connect and build relationships with one another
- Serve our community
- Understand the needs of our community
- Be examples to our students

Why?

Service Learning Project Vision: Asheboro High School equips students to serve their community by connecting rigor and relevancy with responsibility.

CENTRAL BOYS AND GIRLS CLUB

Project: Weed and replant five 35-gallon planters with students at the Central Boys and Girls Club.



Team: Dr. Worrell, Carla Freemyer, Dr. Maerz, Vanessa Brooks, Cecil Mock, and John Eggleston.

CENTRAL BOYS AND GIRLS CLUB



Special thanks to Lowes Hardware for donating all the mulch, soil, plants, and flowers for this project and to the Central Boys and Girls Club for allowing us to come in and serve students.

RANDOLPH COUNTY ANIMAL SHELTER

Project: Socialize, feed, and walk dogs at the Randolph County Animal Shelter. Also, understand the needs facing the shelter.



Team: Candace Call and Chris Tuft.

OUR PLACE ADULT DAY CARE CENTER

Project: Socialize and interact with clients at Randolph County Senior Adults Association's Our Place Adult Day Care Center.



Team: Nikki Domally, Donna Gentry, and Rhonda McHenry.

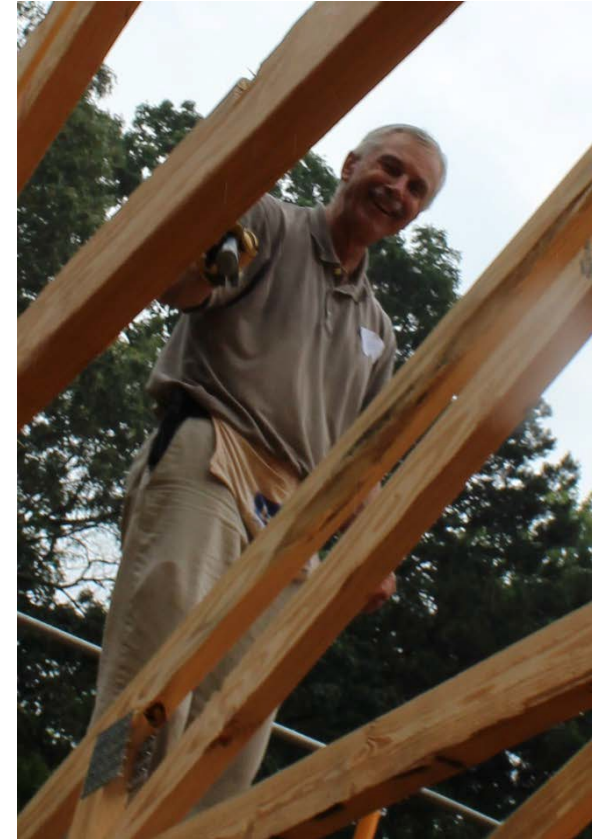
OUR PLACE ADULT DAY CARE CENTER



Special thanks to Joy Branning and her team at Our Place Adult Day Care Center for allowing our staff to come and hang with clients for a few hours.

HABITAT FOR HUMANITY WORK SITE

Project: Help build a house on Peachtree Street in Asheboro.



Team: Holly White, Dr. Cayce McCamish, Wendy Rich, Julie Brady, and Mike Mize.

HABITAT FOR HUMANITY WORK SITE



Special thanks to Rodney Overcash with Habitat for Humanity for welcoming our team to their work site.

CUOC THRIFT STORE

Project: Painting project at the Christian's United Outreach Center Thrift Store.



Team: Ron Dixon, Jusmar Maness, Robin Harris, and Jordi Roman.

HABITAT FOR HUMANITY RESTORE

Project: Greeting, arranging, and shopping at the Habitat for Humanity ReStore.



Team: Amy Day, Ann Evans, and Yajaira Owens.

STEAM CAMP AT AHS ZOO SCHOOL

Project: Hike and creek dig with students participating in the Asheboro High School STEAM Camp at the Zoo School.



Team: Andrew Hurley, Dr. Julie Pack, Brian Saunders, Harold Blair, and Dr. Penny Crooks.

STEAM CAMP AT THE AHS ZOO SCHOOL



Special thanks Bob Langston and Elizabeth Pack for helping to arrange this exciting event for our students and administrators.

Asheboro City Schools

QUESTIONS?



BOARD OF EDUCATION GOALS 2015-16

STRATEGIC GOAL:

By 2016, **90 percent** or more of Asheboro City Schools' students will graduate with the skills needed as 21st century learners, workers, and citizens.

STRATEGIC OBJECTIVES:

1. Engage each student

A. Teach the standards through the lens of the **4 C's (Critical Thinking, Collaboration, Communication, and Creativity)** using innovative teaching practices with community partner engagement.

- Eighteen teachers from the three secondary schools are participating in the Literacy Design Collaborative and Math Design Collaborative with the Southern Regional Education Board (SREB). SREB is also training instructional facilitators and two district coaches to support the teachers in implementing the rigorous and innovative teaching practices.
- Schools are using the ELEOT tool to discuss increasing rigor through collaboration, creativity, and critical thinking. There is a concerted effort to help classrooms become more student-centric! Much progress is being made in this area.

B. Implement **global awareness** recommendations.

- A recommendation has been made to Dr. Worrell to begin the first dual-language immersion program at an identified school in 2016-17. The Board of Education learned detailed information during the ACS Winter BOE Retreat on January 30, 2016.
- A team from Visiting International Faculty and Jusmar Maness, Balfour principal, shared Information/plan for dual-language immersion beginning at Balfour next year during the Winter BOE Retreat on January 30, 2016.

C. Evaluate and engage in strategic problem solving and coaching support to strengthen **Positive Behavior Instructional Support** implementation at each school.

- A survey will be conducted to assess current training needs. This data will be used in conjunction with 2014-15 implementation data to determine a training plan for the current year.
- Schools that have earned PBIS recognition for the 2014-2015 school year were announced by Dr. McCamish. Seven of our schools earned recognition:
 - Exemplar (highest recognition) - Guy B. Teachey Elementary and South Asheboro Middle School
 - Model - Balfour Elementary, McCrary Elementary, Loflin Elementary, and North Asheboro Middle School
 - Green Ribbon - Lindley Park Elementary
- Two representatives from each school attended the PBIS Recognition Celebration on November 17, 2015, at the Koury Convention Center.
- Two assessment support meetings are scheduled to review new assessment requirements from NCDPI with the school teams and offer support for using the data to support improved implementation.

- Three PBIS Coach meetings are scheduled to provide ongoing support for school teams to maintain and improve PBIS implementation. A meeting was held on February 3, 2016, to support the teams with completing PBIS assessments in the spring. PBIS Coach Meetings were held on February 23, 2016, March 17, 2016, and April 7, 2016 to provide support for Supplemental Intervention Implementation using data for problem-solving and action planning.
- Three sessions of new team member PBIS refresher training are being offered to school team members to ensure team members are knowledgeable about PBIS implementation. PBIS team member training sessions were held on February 29, 2016, March 21, 2016, and April 14, 2016, to provide an intensive overview of Universal Supports.
- Each school completed the Tiered Fidelity Inventory (TFI) and SET evaluation. The district average SET score, which measures Tier 1 implementation, is 87.5. The TFI Tier 1 district average is 84%, Tier 2 is 71%, and Tier 3 is 45%. Seven out of eight schools are eligible to apply for NC DPI PBIS Recognition. This data suggests effective Tier 1 implementation and the need to continue developing and strengthening Tier 2 and 3 supports. Training and coaching will focus on these areas in the upcoming school year.

D. Implement district-wide program to prevent **bullying**.

- Staff trainings have occurred at all schools.

E. Implement updated lockdown and **crisis plan procedures**.

- Asheboro Police Department conducted crisis response drills at Asheboro High School in August.
- Staff trainings have occurred in each school.
- The first lockdown drill has been completed.
- Dr. Brad Rice and Dr. Terry Worrell collaborated with the Emergency Services, Randolph County Government, the Sheriff's Department, and the Asheboro Police Department about current procedures for Law Enforcement Response to Lockdown Situations in Government and School Buildings.
- Participated in Strategic National Stockpile Exercise on December 3, 2015.
- Collaborating with Randolph County in the development of the Hazard Mitigation Plan.
- Multi-Agency All-Hazards Drill conducted at AHS on January 18, 2016.

F. Provide professional development on **digital teaching and learning** as directed from the Asheboro City Schools Professional Development Needs Survey.

- Digital teaching and learning professional development for the instructional facilitators two days each month to increase their knowledge and skills so they can train teachers at their respective schools.
- A team of instructional facilitators, along with the directors of elementary and secondary education, will attend the NCTIES (NC Technology in Education Society) Conference March 3 and 4, 2016, to learn Instructional Technology strategies to share with the district.
- Each school is in the initial stages of developing a Maker Space. The IF team and media specialists visited the UNC-G Maker Space to get ideas and inspiration!

G. Implement support for the new **learning management system**, Canvas, in Grades 4-12 for students and for all staff.

- All Instructional Facilitators have attended a webinar and face-to-face professional development to support teachers in implementing the Canvas LMS.
- Nathan Craver provided professional development to Lindley Park 4th and 5th Grade teachers on August 20, 2015.
- Technical support staff and Nathan Craver attended Webinars to on August 12 and August 26, 2015, to support the back-end user support of Canvas LMS
- 65 teachers at AHS have completed the Canvas Challenge Online Professional Development Course
- Staff Development has been offered at AHS, SAMS, NAMS, CWM, LP, and GBT
- All staff members at SAMS are entering lesson plans for feedback and review by instructional facilitators and administrators
- Administrative Leadership Team Meetings have gone virtual through the Canvas Web-Conference Tool, allowing assistant principals to remain in their buildings and still attend the meeting.
- The CWM staff is participating in the blended PD course on Student-Centered Math Instruction

2. Assess for learning

A. **Align the core curriculum** with state testing specifications and **implement systematic progress monitoring system** (Benchmark Analysis, PEP process, Data Discussions, EVAAS, etc.)

- District pacing guides have been modified to identify power standards that are aligned to state testing specifications.
- The first round of benchmarks have occurred, teachers have analyzed the data, and students that have not mastered the standards are receiving interventions.
- Dr. McCamish, Ms. Rich, and Dr. Pack are working with IFs, administrators, and teachers to refine the PEP process to reflect the changes in the MTSS process and current legislation. The goal is for the new process to be piloted in several classes during the spring. The document and process will be revised based on feedback and input from teachers and administrators. Training and support will be provided to implement the revised process district-wide in the Fall 2016.
- The first round of benchmarks for semester and year-long courses was completed in October. Performance data has been analyzed by teachers, administrators, and instructional facilitators to improve instruction and support student learning. Teachers were able to see areas of strength and opportunities for improvement for students.
- The second round of cumulative benchmark assessments for year-long courses were conducted on students in grades 3-8 in mid December.
- Comprehensive benchmark assessments for Biology, English 2, and Math 1 were completed in December, 2015. A cumulative benchmark has been scheduled for students in the Foundation of Math 1 course. Data from these benchmark assessments will guide the review and reteaching before the administration of the End-of-Course Assessments.
- Select K-8 teachers are piloting the ISP (Instructional Success Plan) which will document instructional success for our students. Teachers will provide input to refine the CSP for the MTSS process in ACS.
- Elementary teachers provided feedback on the new CSP (Core Success Plan). Rebecca Kidd (K), Marlena Walker (1st), Katie Hill (2nd), Michelle Race (3rd), Melissa Belote (4th), and Brittany Roth (5th) all provided positive feedback to improve the document. All

teachers appreciated the opportunity to provide feedback and are very excited about the new form! They feel it helps them become reflective practitioners and responsive to student needs based on concrete data. Revisions will be made based on this teacher feedback and training will be provided in the fall to all teachers on this new CSP form.

B. Encourage and support school-based **data driven strategies** to inform instruction and intervention.

- Preliminary data from 2014-2015 was shared with schools at the Administrative Leadership Retreat on July 20, 2015, with a focus on continuous improvement goal setting and data analysis.
- The North Carolina Department of Public Instruction released the 2014-2015 READY Assessment Data and results on the Federal Annual Measurable Objectives on September 2.
- School Leadership Teams have analyzed data and developed annual goals on their Continuous Improvement Plans. Each school has presented their Continuous Improvement Plan before the Board of Education at the October (elementary) and November (secondary and ECDC) meetings. These plans have been approved by the Board of Education.
- Subject and individual teacher growth reports have been shared with administrators and teachers through the Educational Value Added Assessment System (EVAAS). This data will populate Standard 6 for teachers and Standard 8 for administrators on individual summative evaluations.
- Asheboro High School completed the Roster Verification process for first semester semester courses.
- Continuous Improvement Plan progress monitoring visits have occurred with Dr. Worrell and members of the cabinet visiting with each school. Representatives from each school's leadership team shared current data to support progress toward achieving annual goals and supporting student learning.
- Students in Asheboro High School EOC courses completed a comprehensive benchmark at the beginning of the second semester. Pared with a comprehensive benchmark in May, this will allow for a pre/post test analysis of student knowledge and learning.

3. Improve achievement

A. Utilize the Asheboro City Schools' Literacy Plan as a road map to **improve writing** K-12.

- Instructional Facilitators have reviewed the ACS Literacy Plan expectations with teachers and are planning writing instruction with teachers.
- Progress monitoring at the elementary level includes analysis of written responses for comprehension questions to improve TRC reading levels and enhance reading achievement.
- Secondary teams participating in the Literacy Design Collaborative (LDC) have completed two modules in their classes requiring students to write products using rich texts. Teachers will be creating their third module for implementation during the March work session with the SREB and local trainers.

B. Expand implementation of **Letterland** as a **consistent phonics instructional approach** in pre-kindergarten and kindergarten classrooms at each school site.

- Letterland has been expanded into ALL kindergarten classrooms in the district for the 2015-2016 school year and into half of the pre-kindergarten classrooms.
 - McCrary Elementary is piloting Letterland for grades 1-2 to gather data on implementation for the district.
 - McCrary was visited by the Letterland Company to observe implementation. They were very impressed with how Letterland was being utilized at McCrary and impressed with student progress. McCrary represented Asheboro City Schools well!
- C. Expand **Reading Foundations professional development** to secondary level teachers to increase reading content knowledge and enhance instructional skills as funding is available.
- Reading Foundations is being offered to a cohort of secondary teachers during the 2015-2016 school year. The first session was August 18, 2015. The second session was held October 7, 2015.
 - Three elementary instructional facilitators will be completing their training to become state-level and district-level trainers. They will be assisting with the secondary PD this year to fulfill their training requirements.
- D. Develop and expand opportunities for students to **recover and enrich learning** beyond regular school hours.
- Asheboro City Schools' STEAM Camp was held in July at NC Zoo.
 - Health Science Academy Orientation Week began on August 10, 2015.
 - Asheboro City Schools held an Hour of Code event on Monday, December 7, 2015, for students and their families to participate in computer science activities. During the week of December 7 all schools in ACS will host Hour of Code activities in their buildings.
- E. Increase opportunities for students to **earn college credits and industry credentials**.
- We have added a **Workplace Readiness** credential for our students to earn through our Career Management course at Asheboro High School beginning with the 2015-16 school year. This credential indicates students' level of competence in soft skills that are critical for success in today's workplace.
- F. Develop district-wide implementation plan for **Multi-Tiered System of Supports [MTSS]** by assessing current implementation, readiness, developing timelines, coaching supports, professional development plans, and other district supports in order to ensure schools can implement with fidelity.
- District coach/coordinators have been identified and coordinate planning efforts with the district instructional team. Current efforts are focused on assessing district capacity and readiness.
 - The new draft of the MTSS plan was shared with selected teachers on December 10, 2015, for feedback. Principals will provide additional feedback at the December ALT meeting.
 - District has identified a district coordinator of MTSS.
 - District MTSS team members have been identified, and through core team membership and flexible grouping, the team met on February 25, 2016, to complete the NC DPI MTSS Readiness Instrument and will submit it to NC DPI by March 6, 2016.
 - Additional meeting dates for the District MTSS team and the MTSS Implementation team will take place throughout the spring.

- The March 2, 2016, MTSS District Problem-Solving meeting focused on establishing protocol for communication, meeting norms, methods to organize future/current problem-solving efforts, determining consensus for decision making, and focus for team activities and actions.
- The team met on March 15, 2016, to review the referral form for adding items to the agenda and develop the communication plan for sharing information across stakeholders.
- The team met on April 4, 2016 and April 11, 2016 to begin data collection and problem-solving on the issue of developing a district-wide professional development plan. The team will propose a draft to be provided to the C&I department after the May 25, 2016 meeting.
- The MTSS problem-solving team has applied for acceptance into MTSS Cohort 3, which will begin Fall 2016.
- The MTSS problem-solving team will continue planning to support professional development and coaching plans over the summer in preparation for the fall.

4. Create opportunities

- A. Increase opportunities for **parental involvement** through resources and events.
- We are developing a partnership with A&T University to create parent education modules with the Instructional Facilitators that will be delivered to parents throughout the year at the elementary schools.
 - A Parent Summit for families of students with disabilities will be held by the Exceptional Children's Services Department on April 20, 2016. This event will provide a structured opportunity to engage in dialogue and gather feedback about ways to support and collaborate with families. The information gathered will be used to design future events and learning opportunities.
 - The Exceptional Children's Services Department hosted Tuesday Talks, a professional learning opportunity to discuss navigating the special education process with our parents on May 24, 2016.
- B. Provide opportunities for **stakeholder engagement and improved communication** through social media, digital communications, and community partner events.
- Three strategic planning meetings have been held with over 70 community partners in attendance.
 - We continue to promote district events and news via our social media outlets and our number of likes and followers reflects an increase.
 - Use of Peachjar (electronic flyer) to generate interest and participation in our Hour of Code event.
 - Ongoing use at the school and district level of our Blackboard Connect telephone messaging system to promote events and increase communication with families.
 - The 2014-2015 North Carolina School Report Cards were released on December 1. Copies of each school's report card were printed and shared with parents/guardians.
- C. Actively seek **partnerships with the community, industry, and institutions of higher education** to create opportunities for students.

- The AIG Parent Advisory Team met on November 17, 2015, to begin the process of gathering feedback on the district AIG plan. The next scheduled meeting is February 2, 2016.
- In November, the Pathways to Prosperity leadership team met to initiate the pathway process for Asheboro City Schools, Randolph County School System, and Randolph Community College in the area of Health Sciences.
- The Pathways to Prosperity Strategic Planning Team for Health Sciences held their first meeting on February 16, 2016. The remaining meetings are March 24, April 26, and May 24.
- The Student Services Department, EC Department, and select school sites continue exploring options for service provision with local mental health agencies for students.

5. Build capacity

A. **Develop and promote professional development** options through Canvas learning management system and North Carolina Educator Effectiveness System.

- Asheboro City Schools' Administrative Leadership Team was introduced and had the opportunity to utilize the Canvas LMS system during the annual retreat in July.
- Instructional facilitators have been given professional development on Canvas to support teachers in their buildings in learning to implement the learning management system in their classroom. The IFs are developing a plan to provide staff development to their teachers through a self-paced online course offered in Canvas LMS.
- Over 70 staff members have participated in the Canvas Challenge Online Professional Development Course
- Dubraska Stines is developing a course on SIOP Training to be offered in a blended learning environment through the Canvas LMS beginning November 20th.
- At the November Administrative Leadership Team meeting, administrators learned how to utilize the North Carolina Educator Effectiveness System (NCEES) to individualize professional development to meet teacher developmental needs.

B. Implement **Teacher Leadership Academy 2.0**.

- TLA 2.0 met on July 21-22, 2015 - The focus was on Strategic Planning, AdvancED preparations.
- TLA 2.0 members had the opportunity to meet with Dr. Horatio Sanchez, Convocation keynote speaker, following Convocation.
- Plans are in the making for Cohort 6 TLA 2016-2017.
- The application process for TLA Cohort 6 for 2016-2017 opened in February. The next cohort participants will be notified in March.
- The application and selection process for TLA Cohort 6 began in February. Information was shared at the February ALT meeting.

C. Maximize programs and initiatives to **recruit and retain high quality teachers and administrators**.

- New Teacher Orientations held August 10, 11, 13, 2015 - Orientation held for first-year teachers.
- Lead mentors assigned to all schools through Title II High Quality Teachers federal funding.

- New Employees Reception - Monday, August 31, 2015.
- All beginning teachers and several lead mentors had the opportunity to meet with Dr. Horatio Sanchez, Convocation keynote speaker, following Convocation.
- BT-1s met on Thursday, October 29, 2015, at the PDC. Delta Nu (Asheboro City/Randolph County educators) provided refreshments. BT-1s continued their professional development on “growth vs fixed mindsets” with the district BT Support Team and DRIVE Educational Consultants.
- Beginning stages of implementing the TeacherMatch online application process through the state HRMS database.
- Attended fall career fairs at ASU and UNC-Charlotte to identify December graduates to fill potential mid-year vacancies.
- Attended the Speech Pathologist Recruitment Fair at UNCG on February 19, 2016.
- BT-1s met on Wednesday, January 20, 2016, at the PDC. Teachers received .5 days of continued professional development provided by DRIVE Educational consultants.



PROPOSED BOARD OF EDUCATION GOALS 2016-2017

STRATEGIC GOAL:

Recognizing that the long range goal of Asheboro City Schools is the successful preparation and graduation of each student, the goal for this plan is: **By 2021, 100 percent of Asheboro City Schools' students will graduate globally competitive for college, careers, and citizenship.**

Goal 1. Each student in Asheboro City Schools graduates prepared for further education, work and citizenship.

- Objective 1.** Align instruction with a guaranteed and viable curriculum, so that students master grade / course standards for career and college readiness.
- Develop a plan to ensure a consistent and connected pacing guide, K-12.
 - Provide a Collaboration Around Student Achievement (CASA) toolkit for principals.
 - Create a district scorecard to reflect up-to-date data.
 - Enhance monitoring of core instruction through professional development, walkthrough data, and administrative leadership team meetings.
- Objective 2.** Define and implement consistent grading practices, so that students and families have a clear understanding of performance.
- Develop a plan to reinforce consistency in grading practices across all schools.
- Objective 3.** Enhance the integration of technology with instruction, so that students use digital resources as tools for learning.
- Develop and present a digital framework that reflects the multiple aspects of instruction in ACS.
 - Use technology as a tool to provide access to resources and support student achievement.
- Objective 4.** Establish transition plans for the district and individual students, so that each student makes continual progress towards graduation.
- Develop a process to design measurable transition plans for all students.
 - Expand opportunities for students to earn college credits.
- Objective 5.** Expand opportunities for each student to utilize critical thinking, collaboration, communication, and creativity so that students develop skills necessary for further education and careers.
- Provide literacy opportunities for primary grade students to improve reading skills and meet grade level expectations by the end of third grade.
 - Expand summer literacy camps and after school opportunities to provide the extra support students need to read on grade level.
 - Provide high quality, evidenced-based interventions for students. Develop interventions based on assessment data, teacher observations, and other tools.
- Objective 6.** Provide each student service learning opportunities, so that all students will further develop their citizenship and contribute to their community.
- Integrate character education, service learning, and civic engagement into our educational / instructional standards.

- b) Promote the use of service learning as an instructional tool and structure opportunities for teachers to create and evaluate integrated units of study through community service learning projects.

Goal 2. Each student has a personalized education.

- Objective 1.** Implement a multi-tiered system of support (MTSS), so that all students are ensured equitable access to rigorous instruction aligned to their educational needs.
 - a) District Multi-tiered System of Support (MTSS) team module training and identify pilot schools for cohort one.
 - b) Provide Instructional Success Plan (ISP) training and support to begin implementation for all schools and grade levels, focusing on literacy.
- Objective 2.** Increase the number of students who graduate with postsecondary credit, portable industry credentials, and work-based learning experiences, so that students are prepared for further education and/or employment.
 - a) All students grades 7-8 will interact with Career Cruising to conduct an interest inventory to begin career exploration and individual career & course plans.
 - b) Implement Early College Academy for ACS Students in collaboration with RCC.
 - c) Launch third Pathways to Prosperity Process with RCC and RCSS. Conduct Asset Mapping to determine high need area.
- Objective 3.** Increase number of STEAM (science, technology, engineering, arts, and math) and global education experiences for all students, so that students are globally competitive.
 - a) Provide a variety of STEAM events at the district and school level.
 - b) Provide technology training as part of parent education offerings.
- Objective 4.** Expand opportunities for personalized learning and engagement during and beyond the regular school day, so that student needs are met and personal interests are encouraged.
 - a) Explore and implement additional after school, summer opportunities that align with student interest and improve proficiency.
 - b) Provide opportunities for Asheboro City Schools' students to participate in cultural exchange activities.
 - c) Pilot dual language program at Balfour Elementary School.
 - d) Create and evaluate integrated units of study that personalize student learning.
- Objective 5.** Cultivate partnerships with families and the community so that student learning experiences are enhanced.
 - a) Develop and implement Family Engagement initiatives that are connected to student learning and build strong relationships with parents.
- Objective 6.** Expand opportunities for each student to experience the cultural arts, so that all students strengthen and develop their creativity and collaboration.
 - a) Expand opportunities for students to experience cultural/ performing arts.

Goal 3. Each student has excellent educators every day.

- Objective 1.** Recruit, develop, and retain high quality professionals, so that students continue to learn and grow.
 - a) Research and evaluate the feasibility of hosting a local career fair.
 - b) Implement TeacherMatch and the North Carolina new online application process.
 - c) Evaluate the impact of attending specific college career fairs.
 - d) Work with AHS administration to determine steps to re-launch a Teacher Cadet program.
- Objective 2.** Foster a culture of professional growth, so that all employees are supported in achieving high standards and increased student performance.
 - a) Develop a school administrator leadership program.

- b) Complete a professional development needs assessment, which will result in a comprehensive professional development plan.
- c) Evaluate and summarize Collaboration Around Student Achievement team data to determine professional development needs.

Objective 3. Celebrate, recognize, and cultivate excellence in the profession, so that faculty and staff feel supported, valued, and successful in order to maximize their full potential.

- a) Research employee recognition programs and recommend new ways to celebrate and recognize staff.
- b) Communicate regularly regarding the services provided through Asheboro City Schools Employee Assistance Program provider.

Goal 4. Asheboro City Schools will have up-to-date business, technology and communication systems to serve its students, families and staff.

Objective 1: Provide access and up-to-date training on the use of technology and communication systems, so that students, families, and/or staff can effectively use these resources to support student progress.

- a) Participate in Department of Public Instruction's Enterprise Resource Planning Systems software study.
- b) Document current telecommunication capabilities and needs.
- c) Develop implementation plan and budget for updated communications system.
- d) Conduct a needs assessment survey of students and families on home internet access.
- e) Communicate with city and local government to assess plans for community internet access.

Objective 2: Utilize technology-based collection systems for data analysis, so that data-based decisions are made about instruction, programs, and operations to ensure continuous improvement throughout the district.

- a) Deliver professional development for the Administrative Leadership Team and each school on the disaggregation and analysis of SchoolNet data generated through formative and benchmark assessments.
- b) Deliver professional development for administrators and each school on the effective use of EVAAS to support instruction.
- c) Update benchmark assessments and monitor alignment with the NC Standard Course of Study and state assessments.
- d) Provide additional professional development on the implementation of the Baldrige Performance Excellence Program.
- e) Implement district Long Range Facilities Plan and work with County Commissioners to secure funding to support the plan.
- f) Deliver professional development on the use of Canvas to support integration into instruction.

Objective 3: Develop and execute a comprehensive marketing plan, so that our community is informed about student outcomes, opportunities, quality educators, and the benefit of the district to the community.

- a) Continue to distribute a monthly community newsletter.
- b) Develop a team and begin researching strategies for district marketing.
- c) Update the district website to better communicate with all stakeholders.
- d) Develop materials featuring diverse programs throughout Asheboro City Schools for potential employee candidates.
- e) Integrate the new Asheboro City Schools logo across all mediums and platforms.

Goal 5. Each student is healthy, safe and responsible.

- Objective 1.** Design, implement, and evaluate a system-wide process to ensure students are connected to an adult advocate, so that each student collaborates regularly with a mentor or trusted adult.
- a) Research evidence-based practices in student mentor programs to develop an implementation plan.
- Objective 2.** Provide a system of support to ensure access to effective health and safety programs so that the physical, social, and emotional needs of students are met.
- a) Coordinate professional development related to mental health to best serve student needs.
 - b) Review and update crisis response and threat assessment protocols to provide appropriate professional development.
- Objective 3.** Design, implement, and evaluate a comprehensive continuum of behavioral supports, so that students, families, and staff have clear expectations for appropriate behavior and resources are available to meet student needs.
- a) Collect and summarize policy documentation and disciplinary data.
 - b) Present an annual summary to school and district stakeholders for review and utilization for planning.
 - c) Utilize school and district problem-solving teams.
 - d) Assess current needs and lead professional development on classroom management.
- Objective 4.** Expand community partnerships that promote a healthy lifestyle, so that the wellness of our students, families, and staff is improved.
- a) Work with community partners and agencies to increase common health and wellness activities.

Thursday, July 14	Board of Education Meeting	7:30 p.m.	PDC
Thursday, August 11	Board of Education Meeting	7:30 p.m.	PDC
Wednesday, August 24	AHS Zoo School Open House	9 -11 a.m.	AHS Zoo School
Wednesday, August 24	AHS Open House (10-12 grade only)	5 - 7 p.m.	AHS
Wednesday, August 24	NAMS and SAMS Open House (7-8 grade only)	6:30 - 8 p.m.	NAMS and SAMS
Thursday, August 25	AHS Open House (9th grade only)	9 -11:30 a.m.	AHS
Thursday, August 25	All elementary school open house	4 - 6 p.m.	All sites
Thursday, August 25	NAMS and SAMS Open House (6th grade only)	6:30 - 8 p.m.	NAMS and SAMS
Friday, August 26	ACS Convocation	8 a.m.	AHS Performing Arts Center
Monday, August 29	First day for students	All Day	All
Monday, August 29	ECDC Open House	6 - 7 p.m.	ECDC
Monday, September 5	Labor Day Holiday	All Day	All
Wednesday, September 7	New Employee Reception	4 p.m.	PDC
Thursday, September 8	Board of Education Meeting	7:30 p.m.	PDC
October 12-14	North Carolina School Board Association Law Conference		Renaissance - Asheville
Thursday, October 20	Board of Education Meeting	7:30 p.m.	PDC
Thursday, November 10	Board of Education Meeting	7:30 p.m.	PDC
Friday, November 11	Veterans Day Holiday	All Day	All
November 14- 18	American Education Week	All Week	All
November 15-18	North Carolina School Board Association Annual Conference		Sheraton, Greensboro
Wednesday, November 23	Teacher Workday	All Day	All
Thursday, November 24	Thanksgiving Holiday	All Day	All
Friday, November 25	Thanksgiving Holiday	All Day	All
Wednesday, December 7	Senior Holiday Lunch	11:45 a.m. - 1:30 p.m.	DLL
Thursday, December 8	Board of Education Meeting	7:30 p.m.	PDC
Thursday, December 15	Superintendent's Holiday Luncheon	11:30 a.m. - 1 p.m.	PDC
Tuesday, December 20	Advanced Placement Reception	3:45 p.m.	AHS Media Center
December 23-27	Christmas Holiday	All Day	All
December 28-30	Teacher Annual Leave Days	All Day	All