

AGENDA
Special Joint Meeting
of the
Asheboro City Schools Board of Education
and
Randolph County Board of Commissioners
6:00 p.m. — February 9, 2017

NOTE: Board of Education actions are in *italics*; Randolph County Commissioners actions are in regular type.

1. Welcome-- *Kyle Lamb, Chairman*
2. **Chairman Allen calls the meeting to order for the Commissioners.**
3. Information and Reports -- *Dr. Terry Worrell*
 - a. Facility Updates*
 - b. Pathways to Prosperity*
 - c. Discussion*
4. **Chairman Allen adjourns for the County.**

ASHEBORO CITY BOARD OF EDUCATION

February 9, 2017

7:30 p.m.

Asheboro High School

Professional Development Center

***5:30 p.m. - Dinner with the County Commissioners**

***6:00 p.m. - Meeting with the County Commissioners**

***6:30 p.m. - Policy Committee Meeting**

***6:45 p.m. - Finance Committee Meeting**

I. Opening

- A.** Call to Order
- B.** Moment of Silence
- C.** Pledge of Allegiance – Janiyah White and Sarah Figueroa, students from South Asheboro Middle School
- *D.** Approval of Agenda

II. Special Recognition and Presentations

- A.** Community Spotlight – Crossroads Baptist Church – Leigh Anna Marbert
- B.** Board Spotlight – South Asheboro Middle School’s Literacy Program – Ron Dixon, Principal
- C.** Superintendent’s 2017 Distinguished Educator of the Year Award – Dr. Aaron Woody

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 – January 12, 2017
- B.** City Consortium Agreement
- C.** Budget Amendments CE-03, F-01, and S-01
- D.** C.W. McCrary Elementary Overnight Field Trip Request for March 23-24, 2017
- E.** Personnel

V. Information, Reports and Recommendations

- A.** Digital Resource Implementation: Discovery Techbook Presentation – Dr. Terry Worrell, Dr. Wendy Rich, Robin Harris, and Laura King
- B.** Policies Recommended for 30-Day Review – Dr. Drew Maerz
 - Policy 1310/4002 – Parental Involvement
 - Policy 1320/3560 – Title I Parent and Family Engagement
 - Policy 1400 – Governing Principle – School Initiatives
 - Policy 3460 – Graduation Requirements
 - Policy 3565/8307 – Title I Program Comparability of Services
 - Policy 4100 – Age Requirements for Initial Entry
 - Policy 4700 – Student Records

VI. *Action Items

- A.** Policies Recommended for Approval – Dr. Drew Maerz
 - Policy 2310 - Public Participation at Board Meetings
 - Policy 3225/4312/7320 - Technology Responsible Use
 - Policy 6524 - Network Security
 - Policy 8100 - Budget Planning and Adoption
 - Policy 8210 - Grants and Funding for Special Projects

VII. Superintendent's Report/Calendar of Events

- A. Calendar of Events – Leigh Anna Marbert
- B. Points of Pride – Leigh Anna Marbert
- C. 2016-2017 Board Goals - February Update – Dr. Terry Worrell

VIII. Board Operations

- A. Important Dates to Remember

IX. Adjournment

*Denotes items requiring Board approval

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.

**ASHEBORO CITY SCHOOLS
BOARD OF EDUCATION
February 9, 2017
7:30 p.m.
Asheboro High School
Professional Development Center
Addendum**

***5:30 p.m. – Dinner with the County Commissioners**

***6:00 p.m. – Meeting with the County Commissioners**

6:30p.m. – Policy Committee

6:45 p.m. – Finance Committee Meeting

- I. **Opening**
- II. **Special Recognition and Presentations**
- III. **Public Comments**
- IV. ***Consent Agenda**
 - A. Approval of Minutes – January 12, 2017 and January 28, 2017 (Winter Board Retreat) (added)
 - F. Personnel Addendum
- V. **Information, Reports, and Recommendations**
- VI. **Action Items**
- VII. **Superintendent’s Report/Calendar of Events**
- VIII. **Board Operations**
- IX. **Adjournment**

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

Mission

We are committed to providing rigorous, individualized, and engaging learning opportunities for all students in a safe and inviting environment to ensure our students can become successful lifelong learners, prepared for global citizenship.

February 2, 2017

Community Partner Spotlight:

Tonight's Community Partner Spotlight recognizes Crossroads Baptist Church. Please join me in welcoming Associate Student Pastor, Mr. Travis Suttles.

Board Spotlight:

Tonight's Board Spotlight will be presented by Mr. Ron Dixon, principal at South Asheboro Middle School. Mr. Dixon and the team at SAMS are excited to share information about various aspects of their Literacy Program. Please join me in welcoming Mr. Dixon.

Superintendent Celebration:

Dr. Terry W. Worrell, Superintendent for Asheboro City Schools was presented with the Distinguished Educator Award for 2017 by the NC Association for Supervision and Curriculum Development (ASCD) is the most influential learning, teaching, and leading educational association across the nation. This prestigious award is presented to an educator who has made significant contributions to education through visionary and committed leadership.

Policy Committee Meeting
January 12, 2017

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

Board members present were: Linda Cranford, Gidget Kidd, Beth Knott, and Kyle Lamb

Ms. Cranford called the meeting to order at 6:06 p.m. and referred to Dr. Maerz who began review of the agenda.

- Policy 1310/4002 – Parental Involvement
 - Updates made throughout policy in order to align with current district practice with parent notifications
 - Updated legal references to reflect policy name change
- Policy 1320/3560 – Title I Parent and Family Engagement
 - Updated title of policy and language throughout moving from parent to parent and family engagement and assuring involvement is meaningful
 - Updated legal references
- Policy 1400 – Governing Principle – School Initiatives
 - Updated policy listing
- Policy 3460 – Graduation Requirements
 - Updated policy to reflect current expectations for graduation. Older requirements have phased out.
 - Updated titles of current NC Math courses offered
- Policy 3565/8307 – Title I Program Comparability of Services
 - New policy
 - Purpose of policy is to insure Title I Program Services are equal throughout the system
- Policy 4100 – Age Requirements for Initial Entry
 - Minor and technical updates
 - Updated to paragraph regarding evidence of age and legal references
- Policy 4700 – Student Records
 - Language added to policy regarding circumstances for homeless students per the McKinney-Vento Homeless Assistance Act

All policies will go to the Board for 30-day review in February.

With no further business, the meeting was adjourned at 6:36 p.m.

Finance Committee Meeting
January 12, 2017

The Finance Committee convened at 6:45 p.m. in the Professional Development Center conference room. The following Board members were present:

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

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

Others present: Eddie Burke from Cherry Bekaert

Mr. Blair introduced Eddie Burke, partner with Cherry Bekaert. Cherry Bekaert has completed our 2015-2016 financial audit. Mr. Burke reviewed the audit and supplemental information with the finance committee. It is the auditor's judgment that the Board of Education's financial records and statements are fairly and appropriately presented and in accordance with Generally Accepted Accounting Principles (GAAP).

There being no further business, the meeting adjourned at 7:20 p.m.

Board of Education Meeting **January 12, 2017**

The Asheboro City Schools Board of Education met in open session at 7:33 p.m. in the Professional Development Center with the following members present:

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

Staff members present were: Superintendent Terry Worrell, Harold Blair, Dr. Aaron Woody, Carla Freemyer, Robin Harris, Dr. Julie Pack, Dr. Wendy Rich, Dr. Drew Maerz, Leigh Anna Marbert, Anthony Woodyard, and Dr. Sean McWherter.

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

Following a moment of silence led by Chairman Lamb, Abbigayle Clark, Student Council President of Donna Lee Loflin Elementary School, led the Pledge of Allegiance.

Upon motion made by Mr. Cheek, seconded by Mr. Agudelo, the Board unanimously approved the meeting agenda.

Special Recognition and Presentations

Community Partner Spotlight: Ms. Leigh Anna Marbert, Public Information Officer, recognized Rushwood Church for their support of Donna Lee Loflin Elementary School students. A team of Rushwood volunteers deliver weekend food bags to ensure that our students have food during days they do not have access to school breakfast and lunch. Mr. Joel Hardison was in attendance representing Rushwood Church.

Board Spotlight: Mr. Jordi Roman, Principal at Donna Lee Loflin Elementary School, and Ms. Jaime Noack, Assistant Principal, shared information about "One Stop Wordshop." This is a new interactive vocabulary program used in guided reading by Loflin students.

Board Appreciation Presentation: Ms. Jaime Cope and art students from South Asheboro Middle School discussed the origin of pottery. The students presented the Board members with pieces of pottery they made in their art class in recognition and appreciation of their service.

Public Comments

Chairman Lamb opened the floor to public comments. There were no requests to address the Board.

Consent Agenda

Upon motion made by Ms. Cranford and seconded by Mr. Hammer, the Board unanimously approved the following items under the Consent Agenda.

- *Approval of Minutes – December 8, 2016*
 - **2015-2016 Audit Report*
 - **South Asheboro Middle School Overnight Fieldtrip to Beta Club Competition*
 - *Personnel*
 - **C.W. McCrary Elementary School Overnight Fieldtrip to Camp Caraway*
- *This item is made a part of these minutes.

A. RESIGNATIONS/RETIREMENTS/SEPARATIONS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Cooper	J. Brent	SAMS	Social Studies	2/2/2017
Kingston	Chris	AHS	Physical Education	1/27/2017

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Baxter	Brooke	AHS	English	8/14/2017
Gibson	Lakeia	CO	Substitute Bus Driver	12/12/2016
Grant	Cathie	GBT	Tutor (temporary; pt)	1/3/2017 - 6/10/2017
Hardy	Crystal	CO	Substitute Bus Driver	12/20/2016
Corsbie	Joanne	CO	Substitute/\$103 per day	2/1/2017
Davis	Catherine	CO	Substitute/\$103 per day	1/13/2017
Grant	Cathie	CO	Substitute/\$103 per day	1/5/2017
Jarrett	Susan	CO	Substitute/\$103 per day	1/13/2017

Information, Reports and Recommendations

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

- Policy 2310 - Public Participation at Board Meetings
- Policy 3225/4312/7320 - Technology Responsible Use
- Policy 6524 - Network Security
- Policy 8100 - Budget Planning and Adoption
- Policy 8210 - Grants and Funding for Special Projects

Action Items

A. Following a 30-day review and upon motion made by Ms. Kidd, seconded by Ms. Harrington, the Board unanimously approved the following board policies:

- Policy 9010 – Site Selection
 - Policy 9110 – Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk
 - Policy 9115 – Prequalification of Bidders for Construction Projects
 - Policy 9120 – Bidding for Construction Work
 - Policy 9400 – Sale, Disposal and Lease of Board-Owned Real Property
- *A copy of these policies will become a part of these minutes.

B. Dr. Julie Pack presented a review of four courses recommended to be added during the 2017-2018 school year. Upon motion by Mr. Agudelo and seconded by Mr. Hammer, the Board unanimously approved the following course additions for the 2017-2018 school year:

- AP World History
- JROTC Drill and Ceremonies
- Microsoft Introduction to Computer Science
- Introduction to Trade and Industrial Education

*A copy of this review will become a part of these minutes.

Superintendent’s Report/Calendar of Events

- A. Ms. Leigh Anna Marbert, Public Information Officer, shared the *Calendar of Events* noting the next Board of Education meeting will be on February 9, 2017. She also reviewed the latest edition of *Points of Pride*.
- B. Superintendent Worrell presented an update on the 2016-2017 Board Goals.
- C. Other items of note:
 - Superintendent Worrell thanked Board members for their dedicated support of our students, staff, and system and their love of learning.
 - Congratulations to Jusmar Maness, Principal at Balfour Elementary School, for being selected as the 2016-2017 Piedmont-Triad Principal of the Year!
 - Robin Harris, Dr. Wendy Rich, and Laura King, fifth grade teacher at C.W. McCrary Elementary School, made a presentation before the State Board of Education regarding use of the electronic Discovery textbook.
 - Prior to the Christmas holiday, our students presented outstanding band and choral concerts.
 - The University of North Carolina Wilmington’s Dean of Education will be visiting our campuses on January 13, 2017, to discuss the possibility of partnering with our system.
 - Student and family meetings will be held on January 19th (12:30 p.m. and 6:30 p.m.) for those interested in the Asheboro City Schools Early College Academy.

Board Operations

- A. Chairman Lamb reviewed the calendar of upcoming events.
- B. Chairman Lamb reviewed the Board member school assignments for 2016-2017.

Adjournment

There being no further business and upon motion made by Mr. Agudelo, seconded by Mr. Cheek, and unanimously approved by the Board, the meeting was adjourned at 8:44 p.m.

Chairman

Secretary

Winter Board Retreat
January 28, 2017

Attending:

Kyle Lamb, Chairman
Michael Smith
Archie Priest, Jr.
Jeni Martin

Gustavo Agudelo
Baxter Hammer
Gidget Kidd

Phillip Cheek, Vice Chairman
Joyce Harrington
Dr. Beth Knott

Staff Members Attending: Dr. Terry Worrell, Dr. Aaron Woody, Dr. Sean McWherter, Harold Blair, Carla Freemyer, Anthony Woodyard, Dr. Drew Maerz, Dr. Cayce McCamish, Robin Harris, Dr. Julie Pack, Mike Mize, Dr. Wendy Rich, and Leigh Anna Marbert

The meeting was called to order by Chairman Lamb at 8:29 a.m.

Family Engagement: Dr. Wendy Rich and Robin Harris

The Karen Mapp Model has been implemented in all of our schools. A video clip explaining the Karen Mapp model was shown. At the three family engagement night meetings (Academic Family Teacher Teams - AFTT) held at each school, individual student achievement is shared with families along with effective learning strategies for home. The format for each meeting is:

- Welcome icebreaker
- Sharing foundational skills and data
- Home learning activities
- Goal setting (for each child to achieve by the next meeting)

Rebecca Kidd, Kindergarten teacher from McCrary Elementary, and Principal Julie Brady gave an AFTT parent meeting demonstration.

Chris Burian, Instructional Facilitator at North Asheboro Middle School, continued the program with a demonstration of middle school implementation.

Course Credentials and Advanced Placement Showcase: Dr. Julie Pack introduced Dr. Penny Crooks, Assistant Principal at Asheboro High School, who discussed the purpose and content of Advanced Placement (AP) classes. This year 25 AP classes are offered. Teachers Misty Hildreth (AP Biology), Nichole Peters (AP Environmental Science), Lynn Fisher (AP U.S. History), and Katie Bunch (AP Capstone) explained the difference in AP courses from regular courses. AP students Michael Manica and Emma Nunn spoke about their experiences taking AP courses and how they felt the classes are better preparing them for college.

Katie Bunch explained the AP Capstone program. These classes are more skill-based versus content-based than regular AP classes. Students who earn a score of three or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive their AP Capstone diploma upon graduation. Students Garrett Harvell, Saul Badillo, Nate Otero, and Zoey Little, spoke noting these

courses are more rigorous than Honors classes and they felt these classes have prepared them to move on to other AP courses.

Career Technical Education (CTE) Certifications:

Tina Webster, instructor of Adobe Academy Visual Design, explained this CTE certification program. The course uses Adobe Creative CC Software with a focus on Photoshop, InDesign, and Illustrator. There are four parts to the year-long class. The student tests at the end of each part. If they pass all areas, they earn their certification. Three students shared their experiences in this program. This certification is for three years and must be renewed.

Lynda O'Briant, teacher of the Microsoft certification courses, noted that 213 certifications were earned last year. Students Dylan Hoffman and Garrett Harvell shared their experiences in working to obtain this certification. They explained that knowing how to use the various Microsoft programs was a great benefit in other courses that require typed documents, charts, graphs, etc.

Rita Morton, instructor of the certified nursing assistant program, explained the process of applying for and being accepted into this program. Currently there are only 10 student slots available. These students must complete 40 hours of hands-on work to obtain certification as well as completing hands-on skills tests. Students Ashley Voncannon and Aaliyah Rorie shared some of their class experiences.

Upcoming events at AHS:

February 21st – ACCESS Night at Asheboro High School

February 28th – Curriculum fair (students actually discuss and promote classes with their peers). 8:30 a.m.-3:30 p.m.

OPERATION AND FACILITIES NEEDS: Mike Mize, Maintenance Director, reviewed the age of all our buildings of which the average is 55+ years old (not including Balfour Elementary). At Asheboro High School the last addition was in 1993. Mr. Mize reviewed the renovations and updates that were completed during the summer of 2016.

Long-Range Plans

At Asheboro High School: Student enrollment is currently 42% over the core capacity of 965 students (current enrollment is 1,373). Core capacity issues are in the media center, cafeteria, kitchen, and commons area. Needed systems upgrades include HVAC, electrical, plumbing, asbestos removal, lighting, and paint.

Additionally, more classroom space is needed at Asheboro High School as well. The Sir Robert Motel property was purchased 14 years ago with the projection of meeting the expansion needs of Asheboro High School for 10 years. Motel classrooms are approximately 653 square feet while the standard classroom is 900 to 950 square feet. Science labs, technology labs, and advanced manufacturing spaces are also needed. These needs will be addressed with the Randolph County Commissioners at the Board of Education meeting on February 9, 2017.

Mr. Mize noted that there are many more upgrades that need to be completed throughout the system. Our maintenance staff works hard to keep all of the systems in good repair which has already extended

the expected life of many pieces of equipment and systems. Mr. Mize reported that \$69,001.27 has been spent in the last three months just on repairs.

The morning session was adjourned and the directors and other staff members were dismissed.

Chairman Lamb led an open discussion segment between the Board and Superintendent.

Dr. Barbara Chapman, NCSBA Master Board Trainer, made a presentation to the Board on *Connecting with the Community, Proactive Communication and Board Member Role(s) in Communication*.

There being no further business, the meeting adjourned at 3:14 p.m.

Chairman

Secretary

CITY SCHOOLS CONSORTIUM

Acknowledgment and Commitment

The Asheboro City Schools is a member of the City Schools Consortium, an organization of North Carolina public school city administrative units that provides assistance to its members in regard to issues related to city administrative units in North Carolina. Elkin City Schools serves as the fiscal agent for the City Schools Consortium. The membership fee is Four Thousand thirty-four Dollars (US \$4,034.00). By the execution hereof, the Asheboro City Schools acknowledges its membership in the City Schools Consortium shall be effective the first day of January 2017 and shall be in full force and effect for one year thereafter unless cancelled by either party and acknowledges its commitment to pay this membership fee to the aforesaid fiscal agent not later than February 29, 2017. The execution and the delivery of this Acknowledgement and Commitment have been duly authorized and approved by the Asheboro City Schools Board of Education and the undersigned superintendent of the Asheboro City Schools has been duly authorized to execute and deliver this document on its behalf.

This the _____ day of _____, 2017.

Dr. Terry Worrell, Superintendent

Kyle Lamb, Board Chair

Budget Amendment
Asheboro City Schools Administrative Unit
Current Expense Fund

The Asheboro City Board of Education at a regular meeting on the 9th day of February, 2017, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2017.

<u>REVENUE</u>		
2.4910.000	Fund Balance Appropriated	\$ <u>368,000</u>
		\$ <u><u>368,000</u></u>
 <u>EXPENDITURE</u>		
2.5110.001.121	Regular Instruction - Teacher Devices	\$ 93,000
2.5110.001.121	Regular Instruction - 8th Grade Devices	127,000
2.5110.001.121	Regular Instruction - 5th Grade Devices	<u>148,000</u>
		\$ <u><u>368,000</u></u>
Total Appropriation in Current Budget		\$ 8,656,962
Total Increase/Decrease of above amendment		<u>368,000</u>
Total Appropriation in Current Amended Budget		\$ <u><u>9,024,962</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 9th day of February, 2017.

Chairman, Board of Education

Secretary

Budget Amendment
 Asheboro City Schools Administrative Unit
 Federal Funds

The Asheboro City Board of Education at a regular meeting on the 9th day of February, 2017, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2017.

Revenue

3.3600.082	IDEA VI-B State Improvement	\$	4,671.16
3.3600.114	IDEA-Children w/Special Needs		29,295.74
3.3600.118	IDEA-Part B Targeted Assistance		7,763.11
3.3600.119	IDEA Preschool Part B Targeted Assistance		15,236.64
		\$	56,966.65

Expenditure

3.5210.082	Children w/ Disabilities Curricular Services	\$	4,671.16
3.5840.114	Health Services		29,295.74
3.5210.118	Children w/ Disabilities Curricular Services		7,763.11
3.5230.119	Pre-K Children w/ Disabilities Curricular Services		15,236.64
		\$	56,966.65

Total Appropriation in Current Budget	\$	3,694,500.00
Total Increase/Decrease of above amendment		56,966.65
Total Appropriation in Current Amended Budget	\$	3,751,466.65

Passed by majority vote of the Board of Education of Asheboro City on the 9th day of February, 2017.

Chairman, Board of Education

Secretary

Budget Amendment
Asheboro City Schools Administrative Unit
State Public School Fund

The Asheboro City Board of Education at a regular meeting on the 9th day of February, 2017, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2017.

REVENUE

1.3100.000	State Allocation	\$	<u>379,777</u>
		\$	<u><u>379,777</u></u>

EXPENDITURE

1.5110.001	Regular Instruction - Classroom Teacher	\$	100,000
1.5810.007	School Based Support - Instructional Personnel		50,000
1.5120.013	CTE - Career Technical Education		20,000
1.6400.015	Technology Support - School Technology Fund		89,028
1.5210.032	Special Instruction - Children with Special Needs		(24,559)
1.5400.045	Bonus Pay		50,000
1.5110.046	Instructional Bonus Pay		37,670
1.5230.063	Pre-K Children With Disabilities - Children With Special Needs		39,160
1.6400.073	Technology Support - School Connectivity		(11,122)
1.5110.085	Regular Instruction - MCLASS Reading 3D		29,600

\$ 379,777

Total Appropriation in Current Budget	\$	28,329,200
Total Increase/Decrease of above amendment		<u>379,777</u>
Total Appropriation in Current Amended Budget	\$	<u><u>28,708,977</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 9th day of February, 2017.

Chairman, Board of Education

Secretary

ASHEBORO CITY SCHOOLS
FIELD TRIP / TRANSPORTATION REQUEST
SEND TO TRANSPORTATION SUPERVISOR - CENTRAL OFFICE

Group Making Request: 5th Grade School: CW McCrary

Destination: Camp Caraway Date of Trip: 3/23-24/17

Number of Students Involved: 57 Percent of Total Group: 100%

Reasons for Students Not Attending: parents not wanting students to spend night

Transportation Method: Activity Bus Bus Charter Private Automobile Other ()

If using a Charter Bus service, state name of Vendor here: _____

Number of Vehicles Needed (to be secured by the Central Office): 1

Number of Drivers Needed (to be secured by the Central Office): 1

Departure Time: 3/23/17 9:15 am Return Time: 3/24/17 1:45 pm Round Trip Miles (estimated): 31.2

Estimated Cost to the Student: \$70.00

Purpose(s) of the Field Trip: all science 5th grade standards - force & motion, ecosystems, weather, human body, cells/genetics, etc.

List below the names of adult chaperones who will be accompanying this group on the field trip. Place an "*" by individuals who are licensed to drive school vehicles and who will be serving in that capacity for you.

Ashley Hutton, Katie Henderson, Laura King, Julie Brady
Emmy Biaggi, 7-10 parent chaperones

If approved, the following procedures must be followed: (1) Written parental permission is required for all field trips. This permission should be acquired using the Asheboro City Schools Parental Field Trip Permission Form; (2) No students can serve as drivers; private vehicles are used as a last resort; and (3) All students in a class or group shall have an opportunity to attend—means will provided for students to participate when necessary.

I certify that all those requirements, in addition to the general guidelines on the back of this form, will be fully met.

5th Grade - CWM _____ 1/3/17
Sponsor (Group Responsible for Paying for the Trip) Date

Approved: [Signature] _____ 1-3-2017
Principal Date

Approved: [Signature] _____ 1/5/2017
Superintendent or Designee Date

Transportation Scheduled: _____
Transportation Supervisor Date

Special Comments/ Response: _____

**Asheboro City Schools
Personnel Transactions
February 9, 2017**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Coble	Amber	AHS	Testing Coordinator	2/10/2017
Gil Camacho	Gil	BAL	Custodian (part-time)	1/27/2017
Lopina	Matthew	AHS	Art Teacher	2/24/2017
McDonald	Heather	DLL	Instructional Facilitator	2/3/2017
Meney	Julie	AHS	English Teacher	2/28/2017

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Allred	John "Ben"	CO	Substitute Bus Driver	1/25/2017
Arellano	Analisa	LP	Reading Assistant (temporary)	1/23/2017 - 6/09/2017
Baxter	Brooke	AHS	English Teacher	3/1/2017
Beane	William "Bill"	SAMS	Non-faculty Coach; Baseball	2/1/2017
Davis	Catherine	NAMS	Language Arts Teacher	1/23/2017
McDonald	Kenneth	AHS	AFJROTC Teacher	8/1/2017
Presnell	Jordan	CO	Child Nutrition Accountant (temporary)	1/30/2017 - 3/13/2017

**Asheboro City Schools
Certified Appointments
February 9, 2017**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Baxter, Brooke	Appalachian State University B: English; Secondary Education	9-12 English

Ms. Brooke Baxter is recommended to teach English at Asheboro High School for the remainder of the 2016-2017 school year. Ms. Baxter completed her student teaching at Asheboro High School (10th grade English and 11th grade AP English) and is excited to begin her teaching career at Asheboro High School. Ms Baxter also completed an internship at Watauga High School in 11th grade AP English, and field experiences that included Appalachian State's Camp Kaleidoscope and an afterschool program at Crossnore Elementary School, Newland, North Carolina. We are pleased to welcome Ms. Baxter to Asheboro City Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Davis, Catherine	Guilford College B: Life Science Pfeiffer University B: Elementary Ed. K-6	6-9 Language Arts 6-9 Science Elementary K-6

Ms. Davis is recommended as an 8th grade English/Language Arts teacher at North Asheboro Middle School for the 2016-2017 school year. Ms. Davis is an experienced teacher who has been teaching, coaching and inspiring students for over 10 years. Ms. Davis has extensive experience in dealing with behavioral issues and being able to re-direct those into positive outcomes. She is eager to become a member of our Asheboro City Schools team and to begin making a difference in every child's life that she teaches. We are pleased to welcome Ms. Davis and we look forward to her positive influence on the students and staff at North Asheboro Middle School! Welcome Ms. Davis!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
McDonald, Kenneth	Mississippi State University B: Math Education Central Michigan University M: Human Resource and Personnel Management	JROTC

Lt. Colonel Kenneth R. McDonald is recommended to teach Air Force JROTC at Asheboro High Schools for the 2017-2018 school year. Lt. Colonel McDonald has a distinguished military career and proven track record of success in the Information Technology and Program Management

arenas. Before retiring, he managed execution of cyberspace operations and information functions and activities in support of Department of Defense top military commands. He currently serves as the Senior Aerospace Science Instructor at Rome High School in Rome, GA.; additionally, he is an experienced AFROTC instructor, teaching Oracle Database and UNIX classes. We are excited to welcome Lt. Colonel McDonald to Asheboro City Schools and look forward to his positive impact on the JROTC program at Asheboro High School.

**Asheboro City Schools
Personnel Transactions - Addendum
February 9, 2017**

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Embree	Holly	NAMS	Assistant Principal (temporary, part-time)	2/20/2017 - 3/21/2017
Embree	Holly	DLL	Instructional Facilitator (temporary, part-time)	2/15/2017 - 6/09/2017
Carroll	JoAnne	CO	Substitute, \$80 per day	2/10/2017
Christian	Pamela	CO	Substitute, \$80 per day	2/10/2017
Keeth	Tobin	CO	Substitute, \$80 per day	2/10/2017
Lint	Greta	CO	Substitute, \$80 per day	2/10/2017
Redding	Elizabeth	CO	Substitute, \$80 per day	2/10/2017
Powell	Rich	CO	Substitute, \$80 per day	2/10/2017
Sterling	Selena	CO	Substitute, \$80 per day	2/10/2017

Policies
For
30-Day
Review

The board recognizes the critical role of parents in the education of their children and in the schools. The board directs school administrators to develop programs that will promote and support parental involvement in student learning and achievement at school and at home and encourage successful progress toward graduation. Each parent is encouraged to learn about the educational program, the educational goals and objectives of the school system, and his or her own child's progress. The board also encourages parents to participate in activities designed by school personnel to involve them, such as parent conferences, in order to encourage effective communication.

The board directs each principal or designee to develop a parental involvement plan as a part of the school improvement plan. This plan must include, at a minimum, efforts that meet the requirements established in this policy. In addition, the plan must include ways to enhance parental involvement in the following areas:

1. meaningful two-way communication between home and school;
2. promotion of responsible parenting;
3. involvement of parents and guardians in student learning;
4. promotion of volunteering;
5. involvement of parents and guardians in school decisions that affect children and families;
6. parental training;
7. community collaboration; and
8. promotion of student health awareness.

This policy applies to the parents, legal guardians, and legal custodians of students who are under 18 years old and are not married.

A. PARENT COMMUNICATION AND CONFERENCES

The board encourages school personnel to have regular contact with parents for commendation as well as for notification of concerns. Principals or designees shall plan for periodic communication with parents. Teachers are responsible for scheduling conferences with parents.

The principal or designee shall strive, through oral or written communication or other means, to include the parents of students identified as at-risk in the implementation and review of academic and/or behavioral interventions for their children, in accordance with policy 3405, Students at Risk of Academic Failure.

The principal or designee shall provide the parent of each student in kindergarten, first, or second grade with written notification of the student's reading progress. The notice will be provided three times a year, following each benchmark assessment and will include: (1) assessment results, (2) whether the child may not reach reading proficiency by the end of third grade; and (3) instructional support activities for use at home.

The board encourages the superintendent to work with local business leaders, including the local chambers of commerce, to encourage employers to adopt as part of their stated personnel policies time for employees who are parents or guardians to attend conferences with their child's teachers.

B. PARENTAL NOTIFICATION

Each principal or designee of a Title I school shall effectively notify parents of all parental rights and other required information regarding Title I schools and programs, in accordance with federal law. Parents of students in Title I schools shall receive a copy of the system-wide Title I parent and family engagement policy (policy 1320/3560) and the school-wide parent involvement plan.

In addition, annually every building principal or designee shall effectively notify parents of the following:

1. parental rights related to student records (see policy 4700, Student Records);
2. parental rights related to student surveys (see policy 4720, Surveys of Students);
3. the approximate dates of any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered and scheduled in advance by the school administration, and (c) not necessary to protect the immediate health and safety of students;
4. the schedule of pesticide use on school property and their right to request notification of nonscheduled pesticide use (see policy 9205, Pest Management);
5. student behavior policies, the Code of Student Conduct, and school standards and rules (see policies in the 4300 series);
6. the permissible use of seclusion and restraint in the schools (see regulation 4302-R, Rules for Use of Seclusion and Restraint in Schools);
7. policy 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure;
8. policy 1740/4010, Student and Parent Grievance Procedure;

9. the dates of the system-wide and state-mandated tests that students will be required to take during that school year, how the results from the tests will be used and the consequences thereof, and whether each test is required by the State Board of Education or by the local board;
10. grading practices that will be followed at the school and, for parents of high school students, the method of computing the grade point averages that will be used for determining class rank (see policies 3400, Evaluation of Student Progress and 3450, Class Rankings);
11. available opportunities and the enrollment process for students to take advanced courses and information explaining the value of taking advanced courses;
12. a clear and concise explanation of the North Carolina testing and accountability system that includes all information required by federal law;
13. a report containing information about the school system and each school, including, but not limited to:
 - a. the following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;
 - b. the performance of the school system on academic assessments as compared to the state as a whole and the performance of each school on academic assessments as compared to the state and school system as a whole;
 - c. the percentage and number of students who are:
 - i. assessed,
 - ii. assessed using alternate assessments,
 - iii. involved in preschool and accelerated coursework programs, and
 - iv. English learners achieving proficiency;
 - d. the per pupil expenditures of federal, state, and local funds;
 - e. teacher qualifications;
13. the grade awarded to the school on the most recent annual report card issued for it by the State Board of Education if the school received a grade of D or F;

14. sports and extracurricular activities available for students (see policy 3620, Extracurricular Activities and Student Organizations);
15. supportive services available to students, including guidance, counseling and health services (see policy 3610, Counseling Program);
16. information about meningococcal meningitis and influenza, including the causes, symptoms, and vaccines, how the diseases are spread, and places where parents and guardians may obtain additional information and vaccinations for their children;
17. for parents of students in grades 5 through 12, information about cervical cancer, cervical dysplasia, and human papillomavirus, including the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children;
18. how to reach school officials in emergency situations during non-school hours;
19. information about and an application form for free and reduced price meals and/or free milk (see policy 6225, Free and Reduced Price Food Services);
20. information about the school breakfast program;
21. information about the availability and location of free summer food service program meals for students when school is not in session;
22. for parents of children with disabilities, procedural safeguards (see also policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
23. information on the availability of the asbestos management plan and planned or in-progress inspections, re-inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities;
24. education rights of homeless students (see policy 4125, Homeless Students);
245. the content and implementation of the local school wellness policy (see policy 6140, Student Wellness);
26. their right to take four hours of unpaid leave from their jobs every year in order to volunteer in their child's school as stated in G.S. 95-28.3 (see policy 5015, School Volunteers);
27. that the school system does not discriminate on the basis of race, color, national origin, sex, disability, or age (see policies 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying and 1730/4022/7231,

Nondiscrimination on the Basis of Disabilities);

28. that the school system provides equal access to its facilities, programs and activities to the Boy Scouts and other designated youth groups (see policy 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying); and
29. the availability of and the process for requesting a waiver or reduction of student fees (see policy 4600, Student Fees).

C. OPPORTUNITIES TO WITHHOLD CONSENT/OPT OUT

As a part of the annual notification described above, parents will be effectively notified that they may opt out of any of the following:

1. release of student directory information about their child for school purposes or to outside organizations (see policy 4700, Student Records);
2. release of their child's name, address, and telephone listing to military recruiters or institutions of higher education (see policy 4700, Student Records);
3. their child's participation in curricula related to (a) prevention of sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS); (b) avoidance of out-of-wedlock pregnancy; or (c) reproductive health and safety education, as provided in policy 3540, Comprehensive Health Education Program. A copy of the materials that will be used in these curricula will be available in the school media center during the school year and at other times that the media center is available to the public. To meet any review periods required by law, materials also may be made available for review in the central office;
4. their child's participation in academic or career guidance or personal or social counseling services of a generic nature offered to groups of students (e.g., peer relations strategies offered to all sixth graders). However, parental notification and permission are not required for: (a) short-duration academic, career, personal, or social guidance and counseling and crisis intervention that is needed to maintain order, discipline, or a productive learning environment; (b) student-initiated individual or group counseling targeted at a student's specific concerns or needs; and (c) counseling if child abuse or neglect is suspected (see policies 3610, Counseling Program, and 4240/7312, Child Abuse – Reports and Investigations);
5. their child's participation in non-Department of Education-funded surveys concerning protected topics (see policy 4720, Surveys of Students);
6. their child's participation in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance; (b) administered and scheduled in advance by the school administration; and (c) not necessary to protect the immediate health and safety of students;

7. the collection, disclosure, or use of their child’s personal information for marketing purposes (see policy 4720, Surveys of Students); and
8. release of their child’s free and reduced-price meal information to State Medicaid or State children’s health insurance program (SCHIP).

Any parent or legal guardian who wishes to opt out/withhold consent must do so in writing after receiving notice. Otherwise, consent to the programs or activities is presumed. After the annual notification, the school is not required to provide further notice to the parent or legal guardian as to the manner in which student directory information is used, the curriculum is provided, or guidance programs are made available.

D. PARENTAL PERMISSION REQUIRED

Written parental permission is required prior to the following activities:

1. the administration of medications to students by employees of the school system (see policy 6125, Administering Medicines to Students);
2. the release of student records that are not considered directory information, unless the release is allowed or required by law (see policy 4700, Student Records);
3. off-campus trips;
4. students’ participation in high-impact or high-risk sports or extracurricular activities, such as football or mountain climbing (see policy 4220, Student Insurance Program);
5. all decisions or actions as required by the IDEA with regard to providing special education or related services to students with disabilities (see policy 3520, Special Education Programs/Rights of Students with Disabilities);
6. certain health services, as required by law;
7. participation in a mental health assessment or mental health services under circumstances prescribed by federal law;
8. students’ participation in programs or services that provide information about where to obtain contraceptives or abortion referral services;
9. students’ participation in surveys funded by the Department of Education that are conducted concerning protected topics (see policy 4720, Surveys of Students);
10. disclosure of students’ free and reduced price lunch eligibility information or eligibility status; and

11. students' independent access to the Internet, as described in policy 3225/4312/7230, Technology Responsible Use.

Legal References: Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 99; Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98; Individuals with Disabilities Education Act, 20 USC 1400, *et seq.*; Asbestos Hazard Emergency Response Act, 15 U.S.C. 2641, *et seq.*; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*; 42 U.S.C. 1758, 7 C.F.R. pt. 245; 42 U.S.C. 1758b; National School Lunch Program, 42 U.S.C. 1751 *et seq.*, 7 C.F.R. 210.12; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. 108.9; 20 U.S.C. 7908; G.S. 90-21.1; 95-28.3; 115C-47(47), -47(51), -47(54), -47(58), -81(e1), -105.41, -109.1, 174.26(d) -307(c), -375.4, -390.2, -391.1, -407.16; State Board of Education Policies FCB-A-000, GCS-A-001, GCS-J-002

Cross References: Title I Parent and Family Engagement (policy 1320/3560), Prohibition Against Discrimination, Harassment, and Bullying (policy 1710/4021/7230), Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Student and Parent Grievance Procedure (policy 1740/4010), Technology Responsible Use (policy 3225/4312/7320), Evaluation of Student Progress (policy 3400), Students at Risk of Academic Failure (policy 3405), Class Rankings (policy 3450), Special Education Programs/Rights of Students with Disabilities (policy 3520), Comprehensive Health Education Program (policy 3540), Counseling Program (policy 3610), Extracurricular Activities and Student Organizations (policy 3620), Homeless Students (policy 4125), Student Insurance Program (policy 4220), Child Abuse – Reports and Investigations (policy 4240/7312), Student Behavior Policies (4300 series), Rules for Use of Seclusion and Restraint in Schools (regulation 4302-R), Student Fees (policy 4600), Student Records (policy 4700), Surveys of Students (policy 4720), School Volunteers (policy 5015), Registered Sex Offenders (policy 5022), Administering Medicines to Students (policy 6125), Student Wellness (policy 6140), Free and Reduced Price Meal Services (policy 6225), Pest Management (policy 9205)

Adopted: April 14, 2011

Revised: March 14, 2013, August 8, 2013, August 14, 2014, January 8, 2015, May 12, 2016

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

A. DEFINITION OF PARENT AND FAMILY ENGAGEMENT

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

1. that parents and family members play an integral role in assisting their child's learning;
2. that parents and family members are encouraged to be actively involved in their child's education at school;
3. that parents are full partners in their child's education and parents and family members are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
4. that the school system utilizes activities to support parent and family engagement in the Title I programs.

B. PURPOSE AND OPERATION OF TITLE I PROGRAM

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they receive an equitable, high-quality, well-rounded education and meet the school system's challenging academic standards. The Title I program provides instructional activities and supportive services to eligible students over and above those provided by the regular school program.

Qualified Title I schools will operate as school-wide programs or targeted assistance programs based upon federal eligibility criteria. School-wide programs will provide comprehensive support to offer improved opportunities for all students in the school to meet the school system's academic standards. Targeted assistance programs will provide

services to eligible students most in need of assistance in the school as determined by objective criteria established by the superintendent or designee. Eligibility criteria may include, for example, standardized test scores, teacher judgment, and results of preschool screening and home-school surveys.

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

C. ANNUAL MEETING AND PROGRAM EVALUATION

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

D. PARENT AND FAMILY ENGAGEMENT EFFORTS

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

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

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

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

1. involve parents and family members in the joint development of the Title I program and school support and improvement and the process of school review and improvement by including parents on the school advisory committee and any committees that review the Title I program;
2. provide coordination, technical assistance, and other support from various central office departments necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities that are designed to improve student academic achievement and school performance;
3. coordinate and integrate parent and family engagement strategies in the Title I program to the extent feasible and appropriate with parental engagement strategies established in other federal, state, and local laws and programs;
4. with the meaningful involvement of parents, conduct an annual evaluation of the content and effectiveness of the school system parent and family engagement policies and program in improving the academic quality of the school and assisting student to meet the school system's academic standards;
5. strive to eliminate barriers to parental participation by assisting parents who have disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;
6. provide outreach and assistance to parents and family members of children who are participating in Title I programs in understanding the state's testing standards, the assessments used, Title I requirements, and all national, state, and local standards and expectations through such efforts as community-based meetings, posting information on school websites, sending information home, newsletters, workshops, and newspaper articles;
7. design a parent–student–school staff compact that sets out respective responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained;
8. with the assistance of parents, ensure that teachers, specialized instructional support personnel, principals, and other staff are educated in the value of parents as partners in the educational process and understand how to work with, communicate with, and reach out to parents as equal partners in education;
9. distribute to parents information on expected student proficiency levels for their child and the school's academic performance, and provide materials and training to

help parents monitor their child's progress and work with educators to improve achievement through such methods as literacy training or using technology, which may include education about the harms of copyright piracy;

10. coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with federal, state, and local programs, including public pre-school programs, and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child;
11. strengthen the partnership with agencies, businesses, and programs that operate in the community, especially those with expertise in effectively engaging parents and family members in education;;
12. ensure that parents are involved in the school's Title I activities; and
13. provide such other reasonable support for Title I parental involvement activities as requested by parents.

E. NOTICE REQUIREMENTS

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

1. Program for English Learners
 - a. Each year the principal or designee shall provide notice of the following to parents of English learners identified for participation in a Title I, Part A or Title III funded language instruction educational program:
 - a. the reasons for the child's identification;
 - b. the child's level of English proficiency and how such level was assessed;
 - c. methods of instruction;
 - d. how the program will help the child;
 - e. the exit requirements for the program;
 - f. if the child has a disability, how the language instruction educational program meets the objectives of the child's individualized educational program (IEP); and

- g. any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal, and selection of a program for English learner; and-
- h. notice of regular meetings for the purpose of formulating and responding to recommendations from parents.

2. System Report Card

Each year, school system officials shall disseminate to all parents, schools, and the public a school system report card containing information about the school system and each school, including, but not limited to:

- a. the following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;
- b. the performance of the school system on academic assessments as compared to the state as a whole and the performance of each school on academic assessments as compared to the state and school system as a whole;
- c. the percentage and number of students who are:
 - i. assessed,
 - ii. assessed using alternate assessments,
 - iii. involved in preschool and accelerated coursework programs, and
 - iv. English Learners achieving proficiency;
- d. the per pupil expenditures of federal, state, and local funds; and
- e. teacher qualifications.

3. Teacher Qualifications

- a. At the beginning of each year, school system officials shall notify parents of students who are participating in Title I programs of the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child (see policy 7820, Personnel Files).
- b. The principal or designee of a Title I school shall provide timely notice informing parents that their student has been assigned to or has been taught

for at least four consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level or subject area in which the teacher had been assigned.

4. Parental Rights and Opportunities for Involvement
 - a. Each year, the principal or designee of a Title I school shall provide notice to parents of the school's written parent and family engagement policy, parents' right to be involved in their child's school, and opportunities for parents and family members to be involved in the school.
 - b. Each year, the principal or designee of a Title I school shall provide notice to parents of their right to request information regarding student participation in state-required assessments.

F. WEBSITE DISTRIBUTION OF INFORMATION

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

1. the report card described in subsection E.2, above; and
2. information on each assessment required by the state and, where feasible, by the school system, organized by grade level. The information must include:
 - a. the subject matter assessed;
 - b. the purpose for which the assessment is designed and used;
 - c. the source of the requirement for the assessment;
 - d. if available, the amount of time students will spend taking the assessments and the schedule of the assessments; and
 - e. if available, the time and format for distributing results.

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

Legal References: Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200

Cross References: Parental Involvement (policy 1310/4002), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Personnel Files (policy 7820)

Adopted: March 14, 2013

Revised: August 14, 2014, May 12, 2016

**GOVERNING PRINCIPLE --
SCHOOL INITIATIVES**

Policy Code: **1400**

In a system of excellent schools, each school initiates improvements to the educational program and services for students and involves staff, parents and students in the school level decision-making processes. The board’s vision for encouraging school initiatives, including school level decision-making, is expressed through the following board policies:

- Title I Parent and Family Engagement(policy 1320/3560)
- School Rules(policy 2475)
- Curriculum Development.....(policy 3100)
- Innovation in Curriculum and Instruction.....(policy 3110)
- Curriculum and Instructional Guides.....(policy 3115)
- Selection of Instructional Materials(policy 3200)
- School Calendar and Time for Learning.....(policy 3300)
- Student Promotion and Accountability(policy 3420)
- School Improvement Plan.....(policy 3430)
- Comprehensive Health Education Program.....(policy 3540)
- School Plan for Management of Student Behavior.....(policy 4302)
- Administering Medicines to Students(policy 6125)
- Staff Involvement in Decision Making.....(policy 7210)
- Budget Resolution.....(policy 8110)

Legal References: G.S. 115C-36

Cross References: Governing Principles (policy 1100), Board and Superintendent Relations (policy 2010), Adoption of Policies (policy 2420)

Adopted: March 12, 1998 to become effective July 1, 1998

Revised: July 12, 2012

The board recognizes the importance of setting rigorous graduation requirements to help ensure that students are receiving an education that will prepare them to be career and college ready and productive members of society.

In order to graduate from high school, students must meet the following requirements:

1. successful completion of all course unit requirements mandated by the State Board of Education (see Section A);
2. successful completion of cardiopulmonary resuscitation instruction; and
3. successful completion of all other requirements mandated by the board, as provided in this policy.

The principal shall ensure that students and parents are aware of all graduation requirements. Guidance program staff shall assist students in selecting their high school courses to ensure that students are taking all of the required units and selecting electives consistent with their post-graduation plans. For students who have transferred to the school system during high school or who, for other reasons, have completed course work outside of the school system, the principal shall determine what course work will be applied as credit toward graduation. The principal shall consider the requirements of the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5) and the requirements of subsection C.3 of this policy in determining the graduation requirements for children of military families.

A. COURSE UNITS REQUIRED

All students must fulfill the course unit requirements of the Future-Ready Core Course of Study, unless they are approved for the Future-Ready Occupational Course of Study. The table in subsection A.1 below lists the course unit requirement for the Future-Ready Core Course of Study applicable to students who entered ninth grade for the first time during the 2013-14 school year or thereafter. Students who entered the ninth grade for the first time before 2013-14 school year should consult their guidance counselor to determine applicable course unit requirements for graduation.

In accordance with policy 3101, Dual Enrollment, and State Board of Education requirements, students may earn certain high school credit for college courses completed. In addition, students may earn credit for certain high school courses in the Future-Ready Core Course of Study completed while in middle school, as authorized by the State Board of Education. Students also have the opportunity to meet course unit requirements without completing the regular period of classroom instruction by demonstrating mastery of the course material in accordance with policy 3420, Student Promotion and Accountability, and State Board of Education requirements.

All awards of high school course credit must be consistent with State Board of Education requirements. Any inconsistency between board policy and State Board graduation requirements will be resolved by following the State Board requirements. While the board endeavors to keep its policy up to date with current State Board of Education graduation requirements, students should verify current requirements with their school counselors when planning course schedules or making other decisions based on graduation requirements.

1. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2013-2014 and Thereafter

Courses Required	State Requirements	Local Requirements
English	4 sequential (English I, II, III, and IV)	
Mathematics	4 (NC Math 1, 2, and 3 and a fourth math course aligned with the student’s post-high school plans.)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 and two other application-based math courses or selected CTE courses, as identified on the NC DPI math options chart.)***	
Science	3 (a physical science course, Biology, and earth/environmental science)	
Social Studies	4 (including American History: Founding Principles, Civics & Economics; American History Parts I and II OR AP U.S. History and one additional social studies elective; and World History)****	
Health/P.E.	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education, or any other subject area or cross-disciplinary course. A four-course concentration is recommended.)*****	
Total Credits	22	28

- * Certain Advanced Placement (AP) courses will satisfy specific graduation requirements. See SBE policy GCS-L-008.
- ** Students entering ninth grade for the first time prior to the 2014-15 school year have alternate math course options. See SBE policy GCS-N-004.
- *** Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math III as a prerequisite. The math options chart is available at <http://maccess.ncdpi.wikispaces.net/file/view/Math%20Options%20Chart%209.5.2014.pdf/522504358/Math%20Options%20Chart%209.5.2014.pdf>
- **** American History: Founding Principles, Civics and Economics must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by an AP/IB course, dual enrollment, or any other course that does not fully address the NCSCOS.
- ***** Students seeking to complete minimum course requirements for UNC universities must complete two years of a second language.

2. Future-Ready Occupational Course of Study Credits Required (only available to certain students with disabilities who have an IEP)

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III, and IV)	
Mathematics	3 (including Introduction to Math, Math I, and Financial Management)	
Science	2 (including Applied Science and Biology)	
Social Studies	2 (including American History I and II)	
Health/P.E.	1	
Career/Technical	4 (Vocational Education electives)	
Occupational Preparation	6 (including Occupational Preparation I, II, III, and IV, which require 150 hours of school-based training, 225 hours of community-based training, and 225 hours of paid employment)*	
Electives	0	
Other Requirements	<ul style="list-style-type: none"> • Completion of IEP objectives • Career Portfolio 	
Total Credits	22	28

* Paid employment is the expectation; however, when paid employment is not available, 225 hours of unpaid vocational training, unpaid internship experience, paid employment at community rehabilitation facilities, and volunteer and/or community service hours may substitute for 225 hours of paid employment.

B. HIGH SCHOOL FINAL EXAMS AND END -OF-COURSE TESTING

High school students must take all end-of-course (EOC) tests, NC Final Exams, and Career and Technical Education State Assessments (CTE Post-Assessments) required by the State Board of Education and pursuant to policy 3410, Testing and Assessment Program.

The EOC test results will count as 20 percent of a student's final grade in each high school course for which an EOC test is available, except that this requirement does not apply to students following the Occupational Course of Study.

C. SPECIAL CIRCUMSTANCES

The board adopts the following policies with regard to graduation.

1. Honor Graduates

Honor graduates may be designated by principals on the basis of criteria established by the superintendent. Recognition of honor graduates may be included in graduation programs.

2. Students with Disabilities

Graduation requirements must be applied to students with disabilities to the extent required by state and federal law and State Board policy.

3. Children of Military Families

In order to facilitate the on-time graduation of children of military families, the board adopts the following policy provisions for students to whom the Interstate Compact on Educational Opportunity for Military Children applies.

a. Waiver Requirements

Specific course work required for graduation will be waived if similar course work has been satisfactorily completed in another school system. If a waiver is not granted, school administrators shall provide the student with reasonable justification for the denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the superintendent or designee shall provide the student with an alternative means of acquiring the required course work so that the student may graduate on time.

b. Testing Requirements for Graduation

The superintendent shall accept the following in lieu of any local testing requirements for graduation: (1) the end-of-course exams required for graduation from the sending state; (2) national norm-referenced achievement tests; or (3) alternative testing. If these alternatives are not feasible for a student who has transferred in his or her senior year, subsection c below will apply.

c. Transfers During Senior Year

If a child of a military family who has transferred at the beginning of or during his or her senior year is ineligible to graduate from the school system after all of the alternatives listed above have been considered and the student meets the graduation requirements at his or her sending school, then school officials from the school system shall collaborate with the sending school system to ensure that the student will receive a diploma from the sending board of education.

4. Early Graduation

Graduation prior to that of one's class may be permitted on the basis of criteria approved by the board upon recommendation by the superintendent upon recommendation by the principal.

Students seeking to graduate with fewer than 28 credits may be permitted to do so under criteria approved by the superintendent upon recommendation by the principal. These students shall meet all state graduation requirements.

5. Graduation Certificates

Graduation certificates will be awarded to eligible students in accordance with the standards set forth in State Board policy.

6. Diploma Endorsements

Students have the opportunity to earn one or more of the following diploma endorsements identifying a particular area of focused study including: (1) Career Endorsement, (2) College Endorsement (two options), (3) North Carolina Academic Scholars Endorsement, and/or (4) a Global Languages Endorsement. No endorsement is required to receive a diploma.

Legal References: G.S. 115C-47, -81, -174.11, -276, -288, -407.5; State Board of Education Policies GCS-C-003, GCS-L-007, GCS-M-001, GCS-N-004, -010

Cross References: Goals and Objectives of the Educational Program (policy 3000), Testing and Assessment Program (policy 3410), Student Promotion and Accountability (policy 3420), Citizenship and Character Education (policy 3530), Children of Military Families (policy 4050)

Adopted: January 9, 2014

Revised: August 14, 2014, May 12, 2016

TITLE I PROGRAM COMPARABILITY OF SERVICES

Policy Code: **3565/8307**

To improve the academic achievement of educationally and economically disadvantaged children, the board will participate in the federal Title I program.

A. TITLE I MAINTENANCE OF EFFORT

The school system will maintain fiscal effort with state and local funds as required to be eligible for the receipt of funds through Title I, Part A of the Elementary and Secondary Education Act.

B. USE AND ALLOCATION OF TITLE I FUNDS

Title I funds will be used to supplement, and not to supplant, non-federal funds that would otherwise be used for the education of students participating in the Title I program. Accordingly, state and local funds will be allocated to each school receiving Title I funds in a manner that ensures that each such school receives all of the state and local funds it would otherwise receive in the absence of Title I funding.

C. COMPARABILITY OF SERVICES

State and local funds will be used in schools receiving Title I funds to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds, or, if all schools receive Title I funds, to provide services that are substantially comparable in each school. The board will ensure equivalence among schools in the allocation of state and local resources for (1) teachers, administrators, and other staff, and (2) curriculum materials and instructional supplies. In addition, the board will establish and implement system-wide salary scales that are applicable to all staff whether assigned to Title I or non-Title I schools.

D. COMPARABILITY TESTING

The superintendent shall direct the Title I coordinator, in conjunction with the finance officer, to conduct comparability testing before November 1 of each school year to assess the equivalent distribution of state and local resources among schools, using forms, measures, methodologies, and other guidance as specified by the North Carolina Department of Public Instruction (NCDPI) for the calculation of comparability. Schools may be examined on either a grade-span or school-by-school basis. The superintendent or designee shall submit the comparability testing report annually to NCDPI by the deadline established by that agency.

E. CORRECTION OF NONCOMPLIANCE

If comparability testing identifies any instances of variance greater than 10%, the Title I coordinator shall notify the superintendent or designee without delay. The superintendent or designee shall promptly make adjustments as needed to ensure comparability. These adjustments may include, but need not be limited to, reallocation of materials or supplies, or reassignment of personnel.

F. DOCUMENTATION OF COMPLIANCE WITH TITLE I FISCAL REQUIREMENTS

The superintendent or designee shall provide in a timely manner all assurances, additional documentation, or other information required by the State Board of Education/NCDPI to demonstrate the school system's compliance with Title I fiscal requirements.

G. RECORDS MAINTENANCE

The superintendent or designee shall maintain reports and other documentation demonstrating compliance with the requirements of this policy, including documentation to demonstrate that any needed adjustments to staff assignments were made annually, for review by the North Carolina Department of Public Instruction or auditors upon request.

The superintendent shall ensure that all other requirements for receiving Title I funds are fulfilled in an accurate and timely manner and shall develop, or cause to be developed, any additional procedures necessary to implement this policy.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200

Cross References:

Other Resources: *Non-Regulatory Guidance, Title I Fiscal Issues*, U.S. Department of Education (February 2008), available at <http://www2.ed.gov/programs/titleiparta/fiscalguid.pdf>

Adopted:

The board of education requires all students to meet the eligibility requirements for school admission established by the State and the board, including age. Any parent or legal guardian who is unclear whether age requirements are met is encouraged to contact the superintendent's office or the elementary school that the child is likely to attend.

A. ENTITLEMENT TO INITIAL ENTRY

A child who is presented for enrollment at any time during the first 120 days of a school year will be considered eligible for initial entry in either of the following circumstances:

1. The child reaches or reached the age of five on or before August 31 of that school year; or
2. The child resided in another state and was attending school during that school year in accordance with that state's laws or rules prior to moving to North Carolina. (The child does not need to reach the age of five on or before August 31 in this circumstance.)
3. The child did not reach the age of five on or before August 31 of that school year, but would be eligible to attend school during that school year in another state in accordance with the laws or rules of that state, and if all of the following apply:
 - a. the child's parent is a legal resident of North Carolina who is an active member of the uniformed services assigned to a permanent duty station in another state;
 - b. the child's parent is the sole legal custodian of the child;
 - c. the child's parent is deployed for duty away from the permanent duty station; and
 - d. the child resides with an adult who is a domiciliary of a local school administrative unit in North Carolina as a result of the parent's deployment away from the permanent duty station.

B. DISCRETIONARY ENROLLMENTS

The board may allow a child to be enrolled in the following circumstances:

1. The child is presented for enrollment after the first 120 days of a school year and meets one of the circumstances specified above for entitlement to initial entry.
2. The child reached the age of four on or before April 16; the child is presented for enrollment no later than the end of the first month of the school year; and the principal of the school finds, based on information submitted by the child's parent or guardian, that the child is gifted and that the child has the maturity to justify

admission to school. The board regards admission of a four-year-old child to be an extraordinary measure that should not to be used merely because the child is developmentally advanced. In making such a determination, the principal shall follow guidelines established by the State Board of Education.

C. GRADE LEVEL OF INITIAL ENTRY

The initial point of entry will be the kindergarten level. After initial entry, a principal may move the child to the first grade if the principal determines that by reason of maturity, the child can be served more appropriately in the first grade.

D. EVIDENCE OF AGE

When a child is presented for admission for the first time, the principal shall require the parent or guardian to furnish a certified copy of the child's birth certificate or other competent and verifiable evidence of the child's date of birth. Such evidence may include, but is not limited to: (1) a certified copy of any medical record of the child's birth issued by the treating physician or the hospital in which the child was born; or (2) a certified copy of a birth certificate issued by a church, mosque, temple or other religious institution that maintains birth records of its members.

A birth certificate or other satisfactory proof of age issued by a foreign country or institution will be accepted and treated in the same manner as comparable documents issued in the United States. School officials shall use such documents only for the purpose of establishing the age of the child and not to inquire about the citizenship or immigration status of the child, parent or guardian.

For a student who is in foster care or considered homeless, the inability to provide documentation shall not prevent immediate enrollment of the student. School officials, or in the case of a homeless student, the homeless liaison, shall immediately contact the last school the student attended to obtain relevant enrollment records or other information needed for enrollment. These officials shall work with the student, the parent or guardian, school personnel and other agencies as necessary to obtain enrollment information in a timely manner.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6311(g)(1)(E); McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 *et seq.*; G.S. 115C-288, -364; 130A-109; 16 N.C.A.C. 6E .0105; State Board of Education Policy GCS-J-001

Cross References: Homeless Students (policy 4125)

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

Administrative Procedure: None

Updated: January 10, 2008, February 12, 2009, March 11, 2010, June 9, 2011

All student records must be current and maintained with appropriate measures of security and confidentiality. The principal is responsible for complying with all legal requirements pertaining to the maintenance, review, and release of records retained at the school.

A. ANNUAL NOTIFICATION OF RIGHTS

The superintendent or designee shall provide eligible students and parents with annual notification of their rights under the Family Educational Rights and Privacy Act (FERPA). The notice must contain all information required by federal law and regulations, including the following:

1. the right to inspect and review the student's educational records and the procedure for exercising this right;
2. the right to request amendment of the student's educational records that the parent or eligible student believes to be inaccurate, misleading, or in violation of the student's privacy rights; and the procedure for exercising this right;
3. the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent;
4. the type of information designated as directory information and the right to opt out of release of directory information;
5. that the school system releases records to other institutions that have requested the information and in which the student seeks or intends to enroll;
6. the right to opt out of releasing the student's name, address, and phone number to military recruiters or institutions of higher education that request such information;
7. a specification of the criteria for determining who constitutes a school official and what constitutes a legitimate educational interest if a school official discloses or intends to disclose personally identifiable information to school officials without consent;
8. notification if the school system uses contractors, consultants, volunteers, or similar persons as school officials to perform certain school system services and functions that it would otherwise perform itself; and
9. the right to file complaints with the Family Policy Compliance Office in the U.S. Department of Education.

School officials are not required to individually notify parents or eligible students of their rights but must provide the notice in a manner reasonably likely to inform the parents and eligible students of their rights. Effective notice must be provided to parents or eligible students with disabilities or those whose primary or home language is not English.

B. DEFINITION OF PARENT AND ELIGIBLE STUDENT

1. Parent

For purposes of this policy, the term “parent” includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian. If the parents of a student are separated or divorced, both parents have the right to access the student’s records as provided in this policy, unless the school system has been provided with evidence that there is a court order, state statute, or other legally binding document that specifically revokes these rights.

2. Eligible Student

For purposes of this policy, an eligible student is a student who has reached 18 years of age or is attending an institution of postsecondary education. The rights afforded to parents under this policy transfer to an eligible student. However, parents may still have access to the records as long as the student is claimed as a dependent by the parent for federal income tax purposes. An eligible student who desires to prevent access to records by his or her parents must furnish to the principal information verifying that the student is not a dependent of his or her parents. If a parent of a student who is at least 18 and no longer attending a school within the system wishes to inspect and review the student’s records, he or she must provide information verifying that the student is a dependent for federal income tax purposes.

A student under age 18 may have access to student records only upon the consent of his or her parents.

C. CLASSIFICATION AND MAINTENANCE OF RECORDS

Information about students that is collected and stored by school personnel may be separated into several categories, including, but not limited to, the following records.

1. Cumulative Records

The cumulative record is the official record for each student. The cumulative record includes student identification information, such as the student’s name, address (or a homeless student’s living situation), sex, race, birthplace, and birth date; family data including the parents’ names, addresses, work and home telephone numbers, and places of employment; academic work completed; grades;

standardized test scores; health screenings and immunization documentation; attendance records; withdrawal and reentry records; discipline records; honors and activities; class rank; date of graduation; and follow-up records.

2. Discipline Records

Student discipline records are part of the student's official record and must be maintained and reviewed pursuant to policy 4345, Student Discipline Records. Discipline records must be expunged and forwarded pursuant to the requirements of law and the procedures of policy 4345.

3. Records of Students with Disabilities

Students with recognized disabilities must be accorded all rights in regard to their records as provided by state and federal law, including the Individuals with Disabilities Education Act and policy 3520, Special Education Programs/Rights of Students with Disabilities. Records for a student identified as a student with a disability are considered part of the student's official records and must be maintained in accordance with all appropriate federal and state regulations. Access to these records will be restricted to personnel having specific responsibility in this area. A list of all approved personnel having access to these restricted files will be updated as needed, and a current, dated list will be posted in the student records location.

4. Records Received from the Department of Social Services

The Department of Social Services may disclose confidential information to the school system in order to protect a juvenile from abuse or neglect. Any confidential information disclosed under these circumstances must remain confidential and may only be redisclosed for purposes directly connected with carrying out the school system's mandated educational responsibilities.

5. Juvenile Records

Juvenile records include documentation or information regarding students who are under the jurisdiction of the juvenile court. These records may be received from local law enforcement and/or other local agencies authorized to share information concerning juveniles in accordance with G.S. 7B-3100. These records also may include notice from the sheriff to the board that a student has been required to register with the sheriff because the student has been found to be a danger to the community under G.S. Chapter 14, Part 4. Such documents must not be a part of a student's official records but must be maintained by the principal in a safe, locked storage area that is separate from the student's other records. The principal shall not make a copy of such documents under any circumstances.

Juvenile records will be used only to protect the safety of or to improve the educational opportunities for the student or others. The principal may share juvenile records with individuals who have (a) direct guidance, teaching, or supervisory responsibility for the student and (b) a specific need to know in order to protect the safety of the student and others. Persons provided access to juvenile records must indicate in writing that they have read the document(s) and agree to maintain confidentiality of the records.

The principal or designee must destroy juvenile documents if he or she receives notification that a court no longer has jurisdiction over the student or if the court grants the student's petition for expunction of the records. The principal or designee shall destroy all other information received from an examination of juvenile records when he or she finds that the information is no longer needed to protect the safety of or to improve the educational opportunities for the student or others. If the student graduates, withdraws from school, transfers to another school, is suspended for the remainder of the school year, or is expelled, the principal shall return all documents not destroyed to the juvenile court counselor. If the student is transferring, the principal shall provide the juvenile court counselor with the name and address of the school to which the student is transferring.

6. Other Student Records

School system personnel may also keep other student records but must review such records annually and destroy them when their usefulness is no longer apparent or when the student leaves the school system.

7. Sole Possession, Employment, and Law Enforcement Records

Student records do not include, and release of information under this policy does not apply to:

- a. records made by teachers, counselors, and administrators that are in the sole possession of the maker thereof and that are not accessible or revealed to any other person except a substitute;
- b. employment records of student employees if those records relate exclusively to the student in his or her capacity as an employee and are not made available for any other use; and
- c. records created by a law enforcement unit of the school system if created for a law enforcement purpose and maintained solely by the law enforcement unit of the school system. This does not include information obtained from the student's confidential file or other educational records that is contained in a law enforcement record.

D. RECORDS OF STUDENTS PARTICIPATING IN THE NORTH CAROLINA ADDRESS CONFIDENTIALITY PROGRAM

Records of students participating in the North Carolina Address Confidentiality Program must show only the substitute address provided by the Address Confidentiality Program and must not be released to any third party other than a school to which the student is transferring, or as otherwise provided by law.

When transferring the record of a student participating in the North Carolina Address Confidentiality Program to a school outside of the system, the transferring school may send the files to the Address Confidentiality Program participant (parent or guardian) via the substitute address provided by the Address Confidentiality Program.

E. RECORDS OF MISSING CHILDREN

Upon notification by a law enforcement agency or the North Carolina Center for Missing Persons of the disappearance of a child who is currently or was previously enrolled in the school, school officials shall flag the record of that child. If the missing child's record is requested by another school system, the principal shall provide notice of the request to the superintendent and the agency that notified the school that the child was missing. The principal shall provide the agency with a copy of any written request for information concerning the missing child's record.

Any information received indicating that a student transferring into the system is a missing child must be reported promptly to the superintendent and the North Carolina Center for Missing Persons.

F. RECORDS OF MILITARY CHILDREN

School administrators shall comply with any regulations pertaining to the records of military children developed by the Interstate Commission on Educational Opportunity for Military Children.

In addition, children of military families, as defined by policy 4050, Children of Military Families, are entitled to the following.

1. For Students Leaving the School System

In the event that official education records cannot be released to the parents of military children who are transferring away from the school system, the custodian of records shall prepare and furnish to the parent a complete set of unofficial education records containing uniform information as determined by the Interstate Commission.

When a request for a student's official record is received from the student's new school, school officials shall process and furnish the official records to the student's new school within 10 days or within such time as is reasonably determined by the Interstate Commission.

2. For Students Enrolling in the School System

Upon receiving an unofficial education record from the student's previous school, school administrators shall enroll the student and place him or her in classes as quickly as possible based on the information in the unofficial records, pending validation by the official records.

Simultaneous with the enrollment and conditional placement of the student, school administrators shall request the student's official record from his or her previous school.

G. REVIEW, RELEASE OF RECORDS TO PARENT OR ELIGIBLE STUDENT

A parent or eligible student may access the student's records upon proper request. The principal or guidance office personnel of the student's school shall schedule an appointment as soon as possible but no later than 45 days after the request by the parent or eligible student. The parent or eligible student may formally review the student's complete records only in the presence of the principal or a designee competent to explain the records. School personnel shall not destroy any educational records if there is an outstanding request to inspect or review the records.

A parent or eligible student has the right to challenge an item in the student record believed to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. The principal shall examine a request to amend a student record item and respond in writing to the person who challenges the item. Subsequent steps, if necessary, will follow the student grievance procedures as provided in policy 1740/4010, Student and Parent Grievance Procedure. If the final decision is that the information in the record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the principal shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school system.

H. RELEASE OR DISCLOSURE OF RECORDS TO OTHERS

Before releasing or disclosing records as permitted by law, school officials shall use reasonable methods to identify and authenticate the identity of the party to whom the records are disclosed.

1. Release/Disclosure with Parental Consent

School officials shall obtain written permission from a parent or eligible student before releasing or disclosing student records that contain personally identifiable information, except in circumstances where the school system is authorized by law to release the records without such permission. The written permission must specify the records to be released, the purpose of the release, and the party(ies) to whom they are to be released.

2. Release/Disclosure without Parental Consent

School system officials shall promptly release student records when a student transfers to another school. The records custodian may release or disclose records with personally identifiable information without parental permission to the extent permitted by law, including to other school officials who have a legitimate educational interest in the records.

When personally identifiable information from a student's record is released or disclosed without prior written consent of the parent or eligible student, the party to whom the information is released must agree not to disclose the information to any other party without the prior consent of the parent or eligible student. This restriction does not apply to the release of directory information, release of information to parents of non-eligible students, release of information to parents of dependent students, or release of information in accordance with a court order or subpoena.

The superintendent shall employ reasonable methods to ensure that teachers and other school officials obtain access only to those educational records in which they have legitimate educational interests.

3. Release of Directory Information

Permission of the parent or eligible student is not required for the release of information that is designated as directory information by the board, provided that the parent or eligible student has been given proper notice and an opportunity to opt out. (See policy 1310/4002, Parental Involvement.)

a. The board designates the following student record information as directory information:

- (1) name;
- (2) address;
- (3) telephone listing;

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- (4) electronic mail address;
 - (5) photograph;
 - (6) date and place of birth;
 - (7) participation in officially recognized activities and sports;
 - (8) weight and height of members of athletic teams;
 - (9) dates of attendance;
 - (10) grade level;
 - (11) diplomas (including endorsements earned), industry credentials/certifications, and awards received; and
 - (12) most recent previous school or education institution attended by the student.
- b. The telephone number and actual address of a student who is or whose parent is a participant in the North Carolina Address Confidentiality Program is not considered directory information and will not be released.
 - c. Information about a homeless student's living situation is not considered directory information and will not be released.
 - d. As required by law, the names, addresses, and telephone numbers of secondary school students shall be released, upon request, to military recruiters or institutions of higher learning, whether or not such information is designated directory information by the school system. Students or their parents, however, may request that the student's name, address, and telephone number not be released without prior written parental consent. School officials shall notify parents of the option to make a request and shall comply with any requests made.
 - e. All requests for directory information must be submitted to the superintendent or designee for approval. The superintendent is directed to establish regulations regarding the release of directory information. At a minimum, the regulations must:
 - (1) specify the types of organizations that are eligible to receive directory information and for what purposes;
 - (2) provide for equal disclosure to organizations that are similar in purpose; and

- (3) authorize access to directory information to recruiters of military forces of the state or United States for the purpose of informing students of educational and career opportunities available in the military to the same extent that such information is made available to persons or organizations that inform students of occupational or educational options.

4. Records of Students with Disabilities

Students with recognized disabilities must be accorded all rights in regard to their records as provided by state and federal law, including the Individuals with Disabilities Education Act.

5. Disclosure of De-Identified Information

Education records may be released without consent of the parent or eligible student if all personally identifiable information has been removed. Personally identifiable information includes both direct and indirect identifiers that, alone or in combination, would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.

Unless specifically permitted by law, records that have been de-identified must not be released without the consent of the parent or eligible student if school officials reasonably believe that the person requesting the information knows the identity of the student to whom the education record relates.

I. WITHHOLDING RECORDS

School system administrators shall not withhold records upon a valid request by a parent, eligible student, or school to which the student is transferring for any reason, including in order to collect fines assessed to the parent or student.

J. RECORD OF ACCESS AND DISCLOSURE

The principal or designee shall maintain a record in each student's file indicating all persons who have requested or received personally identifiable information from a student's record and the legitimate reason(s) for requesting or obtaining the information. This requirement does not apply to requests by or disclosure to parents, eligible students, school officials, parties seeking directory information, a party seeking or receiving the records under a court order or subpoena that prohibits disclosure, or those individuals with written parental consent.

K. DESTRUCTION OF STUDENT RECORDS

School officials shall only destroy student records in accordance with state and federal law and the *Records Retention and Disposition Schedule for Local Education Agencies*. After notifying parents, school officials may destroy student records when the records are no longer needed to provide educational services to the student or to protect the safety of the student or others. School officials must destroy student records if the parent or eligible student requests their destruction and if such records are no longer needed to provide educational services to the student or to protect the safety of the student or others. School officials shall not destroy student records if there is an outstanding request to inspect the particular records.

L. LONGITUDINAL DATA SYSTEM

School system administrators will comply with the data requirements and implementation schedule for the North Carolina Longitudinal Data System (NCLDS) and will transfer designated student record data to the system in accordance with the NCLDS data security and safeguarding plan and all other requirements of state law, provided that doing so does not conflict with the requirements of FERPA.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, h, 34 C.F.R. pt. 99; Individuals with Disabilities Education Act, 20 U.S.C. 1411 *et seq.*; Elementary and Secondary Education Act, 20 U.S.C. 7908; McKinney-Vento Homeless Assistance Act 42 U.S.C. 11431 *et seq.*; G.S. 7B-302, -3100; 14-208.29; 115C-47(26), -109.3, -402, -403, -407.5; 116E-6; Records Retention and Disposition Schedule for Local Education Agencies, N.C. Department of Natural and Cultural Resources (1999), available at <http://archives.ncdcr.gov/For-Government/Retention-Schedules/Local-Schedules>

Cross References: Parental Involvement (policy 1310/4002), Student and Parent Grievance Procedure (policy 1740/4010), Special Education Programs/Rights of Students with Disabilities (policy 3520), Children of Military Families (policy 4050), Homeless Students (policy 4125), North Carolina Address Confidentiality Program (policy 4250/5075/7316), Disciplinary Action for Exceptional Children/Students with Disabilities (policy 4307), Student Discipline Records (policy 4345), Confidentiality of Personal Identifying Information (policy 4705/7825), Surveys of Students (policy 4720), Public Records – Retention, Release, and Disposition (policy 5070/7350)

Adopted: January 9, 2014

Revised: May 12, 2016

Board meetings are conducted for the purpose of carrying on the official business of the school district. The public is cordially invited to attend board meetings to observe the board as it conducts its official business.

The board of education, as an elected representative body of the school district, also wishes to provide a forum for citizens to express interests and concerns related to the school district. To provide an opportunity for input while conducting an orderly meeting, individuals or groups may be heard by the board in accordance with this policy or policy 2300, Board Meetings, section D, paragraph 2, which addresses public hearings.

A. REQUESTS TO PLACE ITEM ON THE AGENDA

In order that the board may fairly and adequately discharge its overall responsibility, citizens desiring an item to be placed on the agenda for a specific board meeting should direct written requests to the superintendent at least six working days prior to the meeting.

The request should include: (1) the name and address of the person or persons making the request; (2) the organization or group, if any, represented; and (3) a brief explanation of the nature of the item. Questions and/or materials to be presented to the board are to be submitted along with the request. Additional items may be added to the agenda by the board on a two-thirds vote of the board members.

The superintendent will confer with the chairperson of the board concerning whether to approve placing the requested item on the agenda, and to determine the appropriate meeting for such discussion. The superintendent, with the consent of the board chairperson, shall accept or deny a request for inclusion on the agenda for any reason determined appropriate by the superintendent and chairperson.

The superintendent will notify the requesting party of the response to the request. The board may, by majority vote and notwithstanding prior denial by the superintendent, consent to hear a presentation where the appeal to speak is made immediately prior to or during the course of the meeting. If the request is denied, the superintendent shall explain any other processes available for addressing the concerns. (See Section C, Reports of Complaints, below.)

The chairperson will establish the amount of time for individual or group presentations.

Policies
For
Approval

B. PUBLIC COMMENT

Each month, a part of at least one regularly scheduled board meeting will be set aside for citizens to address the board through public comment. A sign-up sheet will be available for any individual or group to indicate their desire to address the board. The chairperson will decide the amount of time devoted to public comments. The superintendent shall develop additional procedures to ensure that public comment session proceed in an efficient and orderly manner.

Board members need not respond to individuals who address the board except to request clarification of points made by the presenter.

Except in cases of emergency, information received during presentations will not be acted upon at the time it is received. It will take unanimous vote of the board members present to take action on a presentation considered to be of an unusual or emergency nature at the time it is presented.

Disruptions by any person or persons of a public meeting will be subject to action in accordance with G.S. 143-318.17.

If the board does not hold a regular meeting during a month, the board will not provide a time for public comment at any other meeting held during that month, unless a majority of the board votes to allow public comment at the meeting or unless the purpose of the meeting is a public hearing.

C. REPORTS OF COMPLAINTS

Complaints about the performance of school personnel, implementation of board policy, the quality of the educational program or school facilities should be submitted initially for a response to the school district official responsible for the program or facility or to the superintendent. The superintendent or designee shall make available this board policy and other relevant grievance procedures to any individual or group submitting a complaint.

Legal References: G.S. 143-318.10, and -318-17; 115C-36, -51

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Role of Board Members in Handling Complaints (policy 2122), Board Meetings (policy 2300), Board Meeting Agenda (policy 2330), Responding to Complaints (policy 1742/5060)

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

Revised: September 13, 2012

Reviewed by Policy Committee on July 12, 2012

The board provides its students and staff access to a variety of technological resources. These resources provide opportunities to enhance learning and improve communication within the school community and with the larger global community. Through the school system's technological resources, users can observe events as they occur around the world, interact with others on a variety of subjects, and acquire access to current and in-depth information.

The board intends that students and employees benefit from these resources while remaining within the bounds of safe, legal, and responsible use. Accordingly, the board establishes this policy to govern student and employee use of school system technological resources. This policy applies regardless of whether such use occurs on or off school system property, and it applies to all school system technological resources, including but not limited to computer networks and connections, the resources, tools, and learning environments made available by or on the networks, and all devices that connect to those networks.

A. EXPECTATIONS FOR USE OF SCHOOL TECHNOLOGICAL RESOURCES

The use of school system technological resources, including access to the Internet, is a privilege, not a right. Individual users of the school system's technological resources are responsible for their behavior and communications when using those resources. Responsible use of school system technological resources is use that is ethical, respectful, academically honest, and supportive of student learning. Each user has the responsibility to respect others in the school community and on the Internet. Users are expected to abide by the generally accepted rules of network etiquette. General student and employee behavior standards, including those prescribed in applicable board policies, the Code of Student Conduct, and other regulations and school rules, apply to use of the Internet and other school technological resources.

In addition, anyone who uses school system computers or electronic devices or who accesses the school network or the Internet using school system resources must comply with the additional rules for responsible use listed in Section B, below. These rules are intended to clarify expectations for conduct but should not be construed as all-inclusive.

Before using the Internet, all students must be trained about appropriate online behavior as provided in policy 3226/4205, Internet Safety.

All students and employees must be informed annually of the requirements of this policy and the methods by which they may obtain a copy of this policy. Before using school system technological resources, students and employees must sign a statement indicating that they understand and will strictly comply with these requirements. Failure to adhere to these requirements will result in disciplinary action, including revocation of user privileges. Willful misuse may result in disciplinary action and/or criminal prosecution under applicable state and federal law.

B. RULES FOR USE OF SCHOOL TECHNOLOGICAL RESOURCES

1. School system technological resources are provided for school-related purposes only. Acceptable uses of such technological resources are limited to responsible, efficient, and legal activities that support learning and teaching. Use of school system technological resources for commercial gain or profit is prohibited. Student personal use of school system technological resources for amusement or entertainment is also prohibited. Because some incidental and occasional personal use by employees is inevitable, the board permits infrequent and brief personal use by employees so long as it occurs on personal time, does not interfere with school system business, and is not otherwise prohibited by board policy or procedure.
2. Under no circumstance may software purchased by the school system be copied for personal use.
3. Students and employees must comply with all applicable laws, including those relating to copyrights and trademarks, confidential information, and public records. Any use that violates state or federal law is strictly prohibited. Plagiarism of Internet resources will be treated in the same manner as any other incidents of plagiarism, as stated in the Code of Student Conduct.
4. No user of technological resources, including a person sending or receiving electronic communications, may engage in creating, intentionally viewing, accessing, downloading, storing, printing, or transmitting images, graphics (including still or moving pictures), sound files, text files, documents, messages, or other material that is obscene, defamatory, profane, pornographic, harassing, abusive, or considered to be harmful to minors.
5. The use of anonymous proxies to circumvent content filtering is prohibited.
6. Users may not install or use any Internet-based file sharing program designed to facilitate sharing of copyrighted material.
7. Users of technological resources may not send electronic communications fraudulently (i.e., by misrepresenting the identity of the sender).
8. Users must respect the privacy of others. When using e-mail, chat rooms, blogs, or other forms of electronic communication, students must not reveal personal identifying information or information that is private or confidential, such as the home address or telephone number, credit or checking account information, or social security number of themselves or fellow students. For further information regarding what constitutes personal identifying information, see policy 4705/7825, Confidentiality of Personal Identifying Information. In addition, school employees must not disclose on school system websites or web pages or elsewhere on the Internet any personally identifiable, private, or confidential information concerning students (including names, addresses, or pictures) without the written permission

of a parent or guardian or an eligible student, except as otherwise permitted by the Family Educational Rights and Privacy Act (FERPA) or policy 4700, Student Records. Users also may not forward or post personal communications without the author's prior consent.

9. Users may not intentionally or negligently damage computers, computer systems, electronic devices, software, computer networks, or data of any user connected to school system technological resources. Users may not knowingly or negligently transmit computer viruses or self-replicating messages or deliberately try to degrade or disrupt system performance. Users must scan any downloaded files for viruses.
10. Users may not create or introduce games, network communications programs, or any foreign program or software onto any school system computer, electronic device, or network without the express permission of the technology director or designee.
11. Users are prohibited from engaging in unauthorized or unlawful activities, such as "hacking" or using the computer network to gain or attempt to gain unauthorized or unlawful access to other computers, computer systems, or accounts.
12. Users are prohibited from using another individual's ID or password for any technological resource without permission from the individual. Students must also have permission from the teacher or other school official.
13. Users may not read, alter, change, block, execute, or delete files or communications belonging to another user without the owner's express prior permission.
14. Employees shall not use passwords or user IDs for any data system (e.g. the state student information and instructional improvement system applications, time - keeping software, etc.) for an unauthorized or improper purpose.
15. If a user identifies a security problem on a technological resource, he or she must immediately notify a system administrator. Users must not demonstrate the problem to other users. Any user identified as a security risk will be denied access.
16. Teachers shall make reasonable efforts to supervise students' use of the Internet during instructional time.
17. Views may be expressed on the Internet or other technological resources as representing the view of the school system or part of the school system only with prior approval by the superintendent or designee.

C. RESTRICTED MATERIAL ON THE INTERNET

The Internet and electronic communications offer fluid environments in which students

may access or be exposed to materials and information from diverse and rapidly changing sources, including some that may be harmful to students. The board recognizes that it is impossible to predict with certainty what information on the Internet students may access or obtain. Nevertheless school system personnel shall take reasonable precautions to prevent students from accessing material and information that is obscene, pornographic, or otherwise harmful to minors, including violence, nudity, or graphic language that does not serve a legitimate pedagogical purpose. The superintendent shall ensure that technology protection measures are used as provided in policy 3226/4205, Internet Safety, and are disabled or minimized only when permitted by law and board policy. The board is not responsible for the content accessed by users who connect to the Internet via their personal mobile telephone technology (e.g., 3G, 4G service).

D. PARENTAL CONSENT

The board recognizes that parents of minors are responsible for setting and conveying the standards their children should follow when using media and information sources. Accordingly, before a student may independently access the Internet, the student's parent must be made aware of the possibility that the student could obtain access to inappropriate material while engaged in independent use of the Internet. The parent and student must consent to the student's independent access to the Internet and to monitoring of the student's e-mail communication by school personnel.

In addition, in accordance with the board's goals and visions for technology, students may require accounts in third party systems for school related projects designed to assist students in mastering effective and proper online communications or to meet other educational goals. Parental permission will be obtained when necessary to create and manage such third party accounts.

E. PRIVACY

Students, employees, visitors, and other users have no expectation of privacy in anything they create, store, send, delete, receive, or display when using the school system's network, devices, Internet access, email system, or other technological resources owned or issued by the school system, whether the resources are used at school or elsewhere, and even if the use is for personal purposes. Users should not assume that files or communications created, transmitted or displayed using school system technological resources or stored on servers or on the storage mediums of individual devices will be private. The school system may, without notice, (1) monitor, track, and/or log network access, communications, and use; (2) monitor and allocate fileserver space; and (3) access, review, copy, store, delete, or disclose the content of all user files, regardless of medium, the content of electronic mailboxes, and system outputs, such as printouts, for any lawful purpose. Such purposes may include, but are not limited to, maintaining system integrity, security, or functionality, ensuring compliance with board policy and applicable laws and regulations, protecting the school system from liability, and complying with public records requests. School system personnel shall monitor online activities of individuals who access the Internet via a school-owned device.

By using the school system's network, Internet access, email system, devices, or other technological resources, individuals consent to have that use monitored by authorized school system personnel as described in this policy.

F. USE OF PERSONAL TECHNOLOGY ON SCHOOL SYSTEM PROPERTY

The school system assumes no responsibility for personal technology devices. Student, employee, visitor and other personal devices are governed by policy 4318, Use of Wireless Communication Devices. The use of personal devices by teachers and staff for instructional purposes are governed by policy 3220, Technology in the Educational Program.

G. PERSONAL WEBSITES

The superintendent may use any means available to request the removal of personal websites that substantially disrupt the school environment or that utilize school system or individual school names, logos, or trademarks without permission.

1. Students

Though school personnel generally do not monitor students' Internet activity conducted on non-school system devices during non-school hours, when the student's online behavior has a direct and immediate effect on school safety or maintaining order and discipline in the schools, the student may be disciplined in accordance with board policy (see the student behavior policies in the 4300 series).

2. Employees

Employees' personal websites are subject to policy 7335, Employee Use of Social Media.

3. Volunteers

Volunteers are to maintain an appropriate relationship with students at all times. Volunteers are encouraged to block students from viewing personal information on volunteer personal websites or online networking profiles in order to prevent the possibility that students could view materials that are not age-appropriate. An individual volunteer's relationship with the school system may be terminated if the volunteer engages in inappropriate online interaction with students.

Legal References: U.S. Const. amend. I; Children's Internet Protection Act, 47 U.S.C. 254(h)(5); Electronic Communications Privacy Act, 18 U.S.C. 2510-2522; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; 17 U.S.C. 101 et seq.; 20 U.S.C. 7131; G.S. 115C-325(e) (applicable to career status teachers), -325.4 (applicable to non-career status teachers)

Cross References: Curriculum and Instructional Guides (policy 3115), Technology in the

Educational Program (policy 3220), Internet Safety (policy 3226/4205), Copyright Compliance (policy 3230/7330), Web Page Development (policy 3227/7322), Student Behavior Policies (all policies in the 4300 series), Student Records (policy 4700), Confidentiality of Personal Identifying Information (policy 4705/7825), Public Records – Retention, Release, and Disposition (policy 5070/7350), Use of Equipment, Materials, and Supplies (policy 6520), Network Security (policy 6524), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335)

Revised: July 15, 2005; January 20, 2009; August 29, 2012, November 21, 2013, March 12, 2015

The school system computers, networks, and other technological resources support the educational and administrative functions of the school system. Because employees and students depend on these systems to assist with teaching and learning and because sensitive and confidential information may be stored on these systems, system integrity and security is of utmost importance.

A. NETWORK AND INFORMATION SECURITY

The school system information technology systems are valuable assets that must be protected. To this end, school technology personnel shall evaluate each information technology asset and assign protective controls that are commensurate with the established value of such assets. Appropriate security measures must be in place to protect all information technology assets from accidental or unauthorized use, theft, modification, or destruction, and to prevent the unauthorized disclosure of restricted information. Network security measures must include an information technology system disaster recovery process. Audits of security measures must be conducted annually.

All personnel shall ensure the protection and security of information technology assets that are under their control.

B. SECURITY AWARENESS

The technology director or designee shall provide employees with information to enhance awareness regarding technology security threats and to educate them about appropriate safeguards, network security, and information security.

C. MALWARE PROTECTION

Malware detection programs and practices must be implemented throughout the school system. The superintendent or designee is responsible for ensuring that the school system network includes current software to prevent the introduction or propagation of computer malware.

D. TRAINING FOR USE OF TECHNOLOGICAL RESOURCES

Users should be trained as necessary to use technological resources effectively and in a manner that maintains the security of the network infrastructure and ensures compliance with state and federal law and regulations. Such training should include information related to remote access, virus protection, the state student information and instructional improvement system applications, network and information security, and other topics deemed necessary by the superintendent or technology director. Training may be conducted as part of the technology-related professional development program (see policy 3220, Technology in the Educational Program).

E. ACCESS TO INFORMATION TECHNOLOGY SYSTEMS

Access to the school system's information technology assets will be controlled and

managed to ensure that only authorized devices/persons have access.

1. User ID and Password

All users of information technology systems must be properly identified and authenticated before being allowed to access such systems. The combination of a unique user identification and a valid password is the minimum requirement for granting access to information technology systems. Depending on the operating environment, information involved, and exposure risks, additional or more stringent security practices may be required as determined by the superintendent or technology director. The technology director or designee shall establish password management capabilities and procedures to ensure the security of passwords.

2. Student Information System

The technology director or designee shall ensure that all school system computers with access to the state student information system application pursuant to State Board of Education Policy TCS-C-018 adhere to relevant standards and requirements established by the State Board of Education, including provisions related to user identification, and password and workstation security standards. Employees must follow all such standards when using any computer to access the student information system, including when using the employee's personal computer.

3. Remote Access

The superintendent and technology director may grant remote access to authorized users of the school system's computer systems. The technology director or designee shall ensure that such access is provided through secure, authenticated, and carefully managed access methods.

Legal References: G.S. 115C-523, -524; State Board of Education Policy TCS-C-018

Cross References: Professional and Staff Development (policy 1610/7800), Technology in the Educational Program (policy 3220), Technology Responsible Use (policy 3225/4312/7320), Internet Safety (policy 3226/4205), School Improvement Plan (policy 3430), Use of Equipment, Materials, and Supplies (policy 6520)

Other References: *State of North Carolina Statewide Information Security Manual* (Enterprise Security and Risk Management Office), available at <http://it.nc.gov/document/statewide-information-security-manual>

Adopted: January 20, 2009

Revised: June 30, 2009; August 29, 2012, December 12, 2013, March 12, 2015

Budget planning and preparation is critical to the development of a budget likely to further the educational goals of the board and the state and to provide for the smooth operations of the school system.

A. ELEMENTS OF BUDGET PLANNING

The budget planning for the board and administration will include:

1. establishing the priorities of the school system, recognizing that providing students the opportunity to receive a sound basic education and improving student success will always be of paramount concern;
2. considering long-range facilities plans, goals and objectives as established by the board and school district when assessing the needs of the school district;
3. integrating budget planning into program planning so that the budget may effectively express and implement all programs and activities of the school district;
4. seeking opportunities to communicate budget needs with the county commissioners on a regular basis, especially in regard to capital outlay;
5. seeking broad participation by administrators, teachers, other school district personnel and citizens;
6. exploring all practical and legal sources of income;
7. continually assessing the needs of the school district and the revenues and expenses; and
8. identifying the most cost effective means of meeting the school districts' needs.

B. PROCESS

By February 15 of each year, the superintendent shall submit to the board a calendar outlining the budget development process for the next fiscal year. The superintendent shall prepare a proposed annual budget and submit it with his or her budget message to the board no later than May 15.

On the same day that the budget is submitted to the board, the superintendent shall file a copy of it in his or her office, where it will remain available for public inspection until the budget resolution is adopted.

The board will consider the budget, and make such changes therein as it deems advisable. The Board will submit the entire budget as approved by the board to the board of county commissioners no later than May 15, or such later date as may be fixed by the board of county commissioners.

Legal References: G.S. 115C-47, -426.2, -427, -428, -429; 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

Administrative Procedure: None

Revised: October 10, 2013

To fulfill the educational goals of the board, the board will seek as many sources of revenue as determined to be beneficial to the district. The superintendent will seek public and private grants and funding for special projects as a source of supplemental funding. Employees also are encouraged to learn about special funding opportunities and to participate in the development of proposals to obtain the funding.

All applications for grants or specially funded projects will be in accordance with the educational goals of the board. Contracts with non-governmental funding entities must be consistent with G.S. 143C, art. 6A.

When required by the funding agency, the proposals will be presented for board approval. The board will be notified of all funds awarded.

The superintendent will establish any procedures necessary to develop an efficient and effective process for seeking special funding.

Legal References: G.S. 115C-36, -47; 143C, art. 6A

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

Revised: December 12, 2013

Calendar of Events			
Wednesday	15-Feb	Elementary School Tours	9 a.m., 1:30 p.m., 5:30 p.m.
Thursday - Saturday	February 16-18	Asheboro High School Musical Theatre Production - Phantom of the C	7 p.m.
Sunday	19-Feb	Asheboro High School Musical Theatre Production - Phantom of the C	2 p.m.
Tuesday	21-Feb	Asheboro High School AFTT	5 p.m.
Tuesday	21-Feb	District Spelling Bee	7 p.m.
Wednesday	22-Feb	Elementary School Tours	9 a.m., 1:30 p.m., 5:30 p.m.
Thursday	23-Feb	Teachey AFTT	5:15 p.m.
Thursday	23-Feb	McCrary AFTT	5:30 p.m.
Thursday	23-Feb	Middle School Tours	9 a.m., 1:30 p.m., 5:30 p.m.
Saturday	25-Feb	District Teacher Recruitment Fair	9 a.m. - 12 p.m.
Monday	27-Feb	Middle School Tours	9 a.m., 1:30 p.m., 5:30 p.m.
Tuesday	7-Mar	Asheboro High School Choral Concert	7:30 p.m.
Wednesday	8-Mar	2017 Youth Art Month Exhibit Reception	4-6 p.m.
Thursday	9-Mar	Board of Education Budget Planning Meeting	6 p.m.
Thursday	9-Mar	Board of Education Meeting	7:30 p.m.
Tuesday	14-Mar	Middle School Festival Band Concert	7:30 p.m.
Friday	17-Mar	North Asheboro Middle School Transition Day - Hosting Balfourfour	9 a.m.
Monday-Tuesday	March 20-21	Central District Concert Band Festival	All Day
Saturday-Monday	March 25-27	National School Boards Association Annual Conference	
Monday	27-Mar	Balfour AFTT	5:30 p.m.
Tuesday	28-Mar	Balfour AFTT	5:30 p.m.
Wednesday	29-Mar	Balfour AFTT	5:30 p.m.
Thursday	30-Mar	Elementary Battle of the Books	9 a.m.
Thursday	30-Mar	North Asheboro Middle School AFTT	5 p.m.
Thursday	30-Mar	Loflin AFFT Night (K-2)	5:30-7 p.m.
Thursday	30-Mar	Lindley Park AFTT	5:30 p.m.
Tuesday	4-Apr	Loflin AFTT	5:30 p.m.
Wednesday	5-Apr	STEAM Competition - AHS	9 a.m. - 5 p.m.
Thursday	6-Apr	Loflin AFTT (3-5)	5:30-7 p.m.
Thursday	6-Apr	Lindley Park AFTT	5:30 p.m.
Thursday	6-Apr	Board of Education Budget Planning Meeting	6 p.m.
Thursday	6-Apr	Board of Education meeting	7:30 p.m.
Thursday-Monday	April 6-10	Asheboro High School Band Trip to NYC	All Day
Friday	7-Apr	Legislative Breakfast	8 a.m. - 10:30 a.m.
Friday	14-Apr	Good Friday Holiday	All Day
	April 17-21	Teacher Annual Leave Days (Spring Break)	All Day
Wednesday	26-Apr	Cap and Gown Runway at All Elementary Schools	10:15 - 10:30 a.m.
Thursday	27-Apr	Asheboro High School AFTT	5:00 p.m.
Thursday	27-Apr	Teachey AFTT	5:15 p.m.
	May 1-5	Teacher Appreciation Week	All Week

Thursday	4-May	Teacher of the Year Banquet	6 - 9 p.m.
Wednesday	10-May	South Asheboro Middle School AFTT	6:00 p.m.



Points of Pride Update

February 9, 2017

Student Celebrations

- **Caitlyn Lamb**

Accepted and attending Duke University next school year.

- **Spelling Bee Winners**

Azalias Diaz, 3rd grade student from Balfour Elementary School;
Marisol Flores, 4th grade student from Charles W. McCrary Elementary School;
Eric LaPradd, 5th grade student from Donna Lee Loflin Elementary School;
Liberty Adams, 4th grade student from Guy B. Teachey Elementary School;
Casey Joura, 5th grade student from Lindley Park Elementary School;
Zaria Coble, 8th grade student from North Asheboro Middle School;
Jasmine Hiatt, 8th grade student from South Asheboro Middle School.

- **National Signing Day**

Jalen Ettson – Wingate University
Desmond Trogdon – West Virginia State University
Ethan Walker – Lenoir-Rhyne University

- **District Science Fair Winners**

Biological Science A - Rooftop Gardens-Janiya J., Taylor H., Caroline L.
Biological Science B - How many # can you remember? Caitlyn H.
Chemistry - Biofuel Impurities and Efficiency - Luke H.
Earth & Environmental - Soil vs. Erosion - Victoria R. and Liam R.
Physics & Mathematics - Energy in a Basketball - Jenna B. and Noah W.
Engineering - Harnessing Solar Energy - Nathaniel B. and Daniel B.
Technology - Cell Solve - James M. and Ruben Z.

Staff Celebrations

- **Ms. Maness, 2016-17 Piedmont-Triad Principal of the Year**

Balfour Elementary School principal, Ms. Jusmar Maness, was named the 2017 Wells Fargo Principal of the Year for the Piedmont-Triad Region in a program sponsored by the North Carolina Department of Public Instruction and Wells Fargo in early January. Ms. Maness now moves on to compete with seven other regional award recipients from across the state on North Carolina. After the state selection process is completed, one principal will be selected as the 2017 Wells Fargo Principal of the Year.

- **Dr. Worrell, 2017 Distinguished Educator Award from NCASCD**

Dr. Terry W. Worrell, Superintendent for Asheboro City Schools was presented with the Distinguished Educator Award for 2017 by the NC Association for Supervision and Curriculum Development (ASCD) is the most influential learning, teaching, and leading educational association across the nation. This prestigious award is presented to an educator who has made significant contributions to education through visionary and committed leadership.

School Celebrations

- **AHS Wrestling Wins 3A Mid-Piedmont Conference Championship**
AHS wrestlers won the 3A Mid-Piedmont Conference Championship by defeating Central Davidson High School, Jan 29 last week. Individual winners included: Kyle H.; Bailey M.; Austin C.; Sheng L.; Carlos C.; Luis O.; Braxton J.; and Luis M. The AHS wrestling team advances as a number one seed heading into the 3A State Dual Playoffs.
- **Bryan Gallimore “Shoezeum” at North Asheboro Middle School**
North Asheboro Middle School held it's second school-wide PBIS celebration on Friday, January 27th. The highlight of the event was the much anticipated Bryan Gallimore “Shoezeum!” Mr. Gallimore displayed his Nike Air Jordans Collection. CTE Teacher Ra'Tasha Rouse helped enforce "the look, but don't touch" rule as 242 students paid \$484 in Comet Cash to view the EPIC collection.
- **Polar Writing Celebration at Balfour Elementary**
Mrs. Jessup’s second grade class at Balfour Elementary had a Polar Writing Celebration on Friday, January 27th to celebrate and share with families the growth students have made in writing this year. Students have worked hard to write their own informational books on different polar animals that even include text features.

Family & Community

- **State of Our Schools Celebration**
Asheboro City Schools was honored to host over 400 people at the district’s inaugural State of the Schools celebration on Tuesday, January 31st. Stakeholders from across the community and Asheboro City Schools families, students, and staff attended to celebrate the district’s many accomplishments over the last year.
- **AHS Early College Academy Information Sessions**
Starting next school year, students in Asheboro City Schools will have the chance to enroll in the first cohort of the Asheboro High School Early College Academy. This innovative learning experience will afford students the opportunity to participate in traditional high school activities like athletics and cultural arts, while earning an Associate’s Degree from Randolph Community College and a High School diploma from Asheboro High School. Two information sessions were held last week and there was outstanding attendance from families and students in our district. The 12:30 p.m. session had approximately 50 people with Chairman Lamb and the Courier-Tribune in attendance and the evening session was standing-room only. An estimated 160 people attended the evening session to learn about how they could get their student enrolled in the AHS Early College Academy!



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.

- a) Develop a plan to ensure a consistent and connected pacing guide, K-12.
 - Elementary pacing guides revised and completed for all content areas.
 - Secondary pacing guides revised and completed for all content areas.
 - Instructional facilitators and principals check for alignment and make appropriate adjustments during weekly CASA meetings to ensure consistent and connected pacing guides.
- b) Provide a Collaboration Around Student Achievement (CASA) toolkit for principals.
 - Administrative and school improvement teams were provided CASA toolkits during summer leadership meetings.
 - Thought partners provide support for CASA meetings as needed.
- c) Create a district scorecard to reflect up-to-date data.
 - Elementary schools have progress monitoring data sheets to monitor student progress and growth.
 - Monthly scorecards for each school with up-to-date data are available.
- d) Enhance monitoring of core instruction through professional development, walkthrough data, and administrative leadership team meetings.
 - August 19th and 22nd, core content teachers and support teachers participated in professional development to unpack standards, align pacing and unit plans,

increase rigor, and delve into strategies for identifying and addressing literacy deficits.

- November 8th Professional Development workday: Secondary teachers participated in “Literacy Design Collaborative (LDC)” and “Math Design Collaborative (MDC)” professional development to incorporate rigorous tasks into core content. Elementary teachers participated in “Engaging Literacy and Core pt. 2” professional development to continue their work from the August professional development (PD) day. All instructional staff began a discussion about addressing unconscious bias through a Canvas PD assignment which included a video message from Dr. Worrell.
- We have had two of the five literacy focused professional development sessions for administrators, IF’s, and cabinet members. Phonemic awareness was the Administrative Leadership Team literacy topic covered on October 19th and phonics was the topic at the November 16th meeting.
- During the Fall Administrative Leadership Team meetings, Administrators had professional development on enhancing and monitoring core Instruction: “Engaging Students and Increasing Rigor: Intentional Planning; Data Literacy”; EVAAS; MTSS; and “Literacy Components of the ACT”.

Objective 2. Define and implement consistent grading practices, so that students and families have a clear understanding of performance.

- a) 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.

- a) Develop and present a digital framework that reflects the multiple aspects of instruction in ACS.
- b) Use technology as a tool to provide access to resources and support student achievement.
 - The Canvas Learning Management System and Accelerated Reader have been refreshed with names of current students and course rosters for 2016-17.
 - Computer-Based SRI (Scholastic Reading Inventory) tests are being administered for each K-8 student. The Scholastic Reading Inventory (SRI) is a criterion-referenced test intended to measure reading comprehension and match students to text so they can read with confidence and control. Results from SRI are reported as scale scores (Lexile® measures).
 - Canvas was used as a medium to deliver district-wide professional development on November 8, 2016.
 - 120 new teacher laptops have been issued to K-8 teachers for use in classroom instruction.
 - Discovery Science Techbook, an online interactive technology tool, was renewed for grades 4-5 and added for grade 8 for 2016-2017.

- The REAL² partnership with the Randolph Public Library is active where students can utilize their school IDs to access electronic resources for research and other instructional resources.

Objective 4. Establish transition plans for the district and individual students, so that each student makes continual progress towards graduation.

- a) Develop a process to design measurable transition plans for all students.
- b) Expand opportunities for students to earn college credits.
 - Asheboro City Schools, Randolph Community College, and Randolph County Schools received a grant through NC Works to fund two Career Coaches in Randolph County. Asheboro High School shares a Career Coach with Southwest Randolph High School. The Career Coach focuses on raising dual community college enrollment, supporting students enrolled at the community college, and assisting in developing career plans for students.
 - The Asheboro High School Early College Academy was officially launched at the October 20, 2016, Board of Education meeting by Dr. Worrell and Dr. Shackelford. Students in 8th grade will have the opportunity to enroll in the Academy and graduate with both a high school diploma and an Associate's Degree from Randolph Community College.
 - Beginning in the Spring of 2017, Asheboro High School Freshmen and Sophomores will have the opportunity to participate in two automotive Career and College Promise Pathways at Randolph Community College.

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.

- a) Provide literacy opportunities for primary grade students to improve reading skills and meet grade level expectations by the end of third grade.
 - Each school has designed a school schedule for the 2016-17 school year that provides a minimum of 90 minutes for core literacy instruction and a structured intervention time to support remediation of reading skill deficits.
 - Students receive extra adult support during the guided reading block that provides them with eyeball-to-eyeball instruction from reading assistants, reading specialists, and ESL and EC teachers.
 - Each elementary school has an academic after-school program that provides academic support to students that need additional support in reading.
 - During our Academic Family Teacher Teams (AFTT) meetings, parents are provided with reading achievement levels and progress monitoring data,

experience activities to support students at home, and set goals for their child's progress.

- b) Expand summer literacy camps and after-school opportunities to provide the extra support students need to read on grade level.
 - Summer camps have been extended for students in grades K-3 in literacy. Read to Achieve (RtA) served first and second grade students this year. Camps were located in four of the five elementary schools. The RtA camp was attended by 213 students. We also had an ELL camp for Kindergarten through third grade students. This camp was attended by 53 students.
 - Students had multiple opportunities to check-out books from the public library and school media centers this summer and take Accelerated Reader tests and receive incentives for reading.
- c) Provide high quality, evidenced-based interventions for students. Develop interventions based on assessment data, teacher observations, and other tools.
 - Professional development for supporting diagnostic literacy assessments was provided to secondary staff on August 22nd.
 - Professional development for utilizing literacy diagnostic data to plan instruction and intervention was provided to all elementary teachers on August 22nd.
 - Select teachers will participate in evidence-based literacy program trainings focusing on phonemic awareness and multi-sensory literacy instruction between August 15th and October 30th to strengthen teacher instructional and intervention practices.

Objective 6. Provide each student service learning opportunities, so that all students will further develop their citizenship and contribute to their community.

- a) Integrate character education, service learning, and civic engagement into our educational / instructional standards.
 - On November 2nd, the Board of Education members along with students from the McCrary Globe-Trotters and the Boys and Girls Club painted our Little Free Libraries.
 - On November 11th Asheboro City Schools' maintenance staff and students assisted in the Field of Honor for the Asheboro Community.
 - Zoo School students participated in the annual Downtown Cleanup (Keep Randolph Beautiful) on October 28th. They collected 10.5 lbs. of cigarette filters, which is 28,000 filters, plus 150 lbs. of trash, almost tripling the amount of cigarette filters collected last year.
- 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.

- The District MTSS Implementation Team participated in the first session of MTSS Module training with Cohort 3 on September 21st.
- Meeting dates have been scheduled for the District MTSS Problem-Solving Team, MTSS Implementation Team, and the Instructional Facilitators/Coaches teams to continue developing the district-wide implementation plan for MTSS.
- MTSS District Problem-Solving Team will review data regarding potential barriers, developing a communication plan, and developing common language and understanding in the meeting scheduled for December 12th.
- MTSS Implementation Team continues to participate in North Carolina Department of Public Instruction online training modules to further develop capacity and skills to support implementation.

b) Provide Instructional Success Plan (ISP) training and support to begin implementation for all schools and grade levels, focusing on literacy.

- Administrators and elementary teams from each school received training on Instructional Success Plans on August 22nd and will implement plans focusing on literacy in the fall of 2016.
- Data from Core Success Plans from all schools will be reviewed with instructional facilitators to engage in problem-solving at the school and district level regarding core instruction on October 18th.
- Procedures have been clarified for implementing the Instructional Success Plans within the context of the pre-referral team, and will be shared with stakeholders on October 18th and 19th.
- Teams from each elementary school will receive training on Instructional Success Plans on August 22nd to support implementation.
- Teams will provide recommended forms and proposed timelines for initial implementation to the Curriculum and Instruction Department.
- Teachers across all grade levels are completing Instructional Success Plans (or similar instructional planning tools) to strengthen the effectiveness of core instruction and engaging in an on-going review of student progress data.

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 Randolph Community College.
 - The Asheboro High School Early College Academy was officially launched at the October 20th Board of Education meeting by Dr. Worrell and Dr. Shackelford. Students in eighth grade will have the opportunity to enroll in the Academy and graduate with both a high school diploma and an Associate's Degree from Randolph Community College.
- c) Launch third Pathways to Prosperity Process with Randolph Community College and Randolph County Schools. 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.
 - Students attended STEM camps this summer through the following opportunities: Secondary students attended the STEM Camp at the AHS Zoo School and elementary students at Saint Luke's Church.
 - Hour of Code is the week of December 5-9. A district Hour of Code event was held Monday, December 5 in the PDC from 5-7. Students and families were able to code together in Minecraft, Pixel Press, Arduino, Code Academy, and more! Each school will hold Hour of Code events throughout the week.
- 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.
 - Students had opportunities to attend camps this summer that were aligned to their interests; some camps were the City Camp at Balfour Elementary, STEM camps, literacy camps, and health sciences camps. The Read to Achieve camps added a new component this year that allowed students to research and study topics that were of high interest to the students.
 - Each elementary school has an academic after-school program that provides academic support to students that need additional support in reading.

- 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.
 - Six elementary teachers attended Math and Project-Based/ Problem-Based Learning for Student Success (MAPSS) training this summer and are currently implementing integrated math units of instruction. These teachers have shared some of their expertise during the November mandatory professional development days at their schools.

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.
 - All schools trained in the Karen Mapp model of family engagement and are currently planning the first or three Academic Family Teacher Team meetings.
 - All schools hosted their first Academic Family Teacher Teams (AFTT) engagement nights during the first semester based on the Karen Mapp model of family engagement.

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.
 - The Charlotte Opera Express Company performed for Asheboro City Schools third, fourth, and fifth grade students. They performed the Tortoise and the Hare.
 - The Park Street Players performed "You Can't Take It With You" in November.

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.
 - Planning to transition to this new applicant tracking system by December 2016.
- c) Evaluate the impact of attending specific college career fairs.
- d) Work with Asheboro High School administration to determine steps to re-launch a teacher cadet program.

- In 2017-2018, students will have the opportunity to take new Career and Technical Education courses: Principles of Education & Training and Human Growth and Development. These two courses will offer students the opportunity to gain the understanding of careers within the education and training career cluster as well as understanding the human development across the lifespan. In addition, students will have the opportunity for work-based learning opportunity in classrooms across the district and give the district a chance to nurture our own teaching force.

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.
 - SchoolNet data from the final benchmark of the 2015-2016 school year was disaggregated by standard for each school and shared with administrators in July and school leadership teams in August to support the EOG and EOC summative data analysis.
 - SchoolNet data from the initial benchmark assessments from the 2016-2017 school year were shared and analyzed with the administrative leaders. Data was compiled for the progress monitoring forms in the elementary schools.
- b) Deliver professional development for administrators and each school on the effective use of EVAAS to support instruction.
 - Professional development was provided to administrators and instructional facilitators in October on the effective use of EVAAS to support instruction.
 - Administrators reviewed the use of EVAAS data in problem solving with data during the November Administrative Leadership Team meeting.
- c) Update benchmark assessments and monitor alignment with the NC Standard Course of Study and state assessments.
 - All grade levels have updated benchmarks. Initial benchmarks were given in September and the mid-year will be in January. Final summative benchmarks will be in April.
- 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.
 - “Coffee and Canvas” professional development was presented to new and veteran teachers at Asheboro High School on August 24. More than 20 teachers were in attendance. Future sessions are planned as well.
 - New users to Canvas are encouraged to participate in a self-paced Canvas course on how to use the program.

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.

- A newsletter is being sent on a monthly basis. The August newsletter is set to be sent the week of August 15th.
- b) Develop a team and begin researching strategies for district marketing.
 - Members of the Marketing Team include: Maira Cortes, Carla Freemyer, Leigh Anna Marbert, and Andrew Hurley. No meeting with all members has occurred yet.
- c) Update the district website to better communicate with all stakeholders.
 - A Facebook feed has been added to the front of the Asheboro City Schools website. The new logo should be added to the site within the next week.
- 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.
 - The new Asheboro City Schools' logo has been added to ID badges, website, letterhead, presentations, presentation folders, and administrative apparel.

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.
 - Secondary schools have reviewed and modified their crisis response plans.

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.

- Our schools and central office are participating in the Mayor's fitness challenge.