

ASHEBORO CITY BOARD OF EDUCATION

March 9, 2017

7:30 p.m.

Asheboro High School

Professional Development Center

6:00 p.m. – Budget Planning Meeting

6:45 p.m. - Policy Committee Meeting

7:05 p.m. – Finance Committee Meeting

I. Opening

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. Community Spotlight – Dr. Kathleen Riley – Leigh Anna Marbert
- B. Board Spotlight – Early Childhood Development Center Exceptional Education Team – Holly White
- C. Asheboro City Schools Spelling Bee Winner – Azalias Diaz – Dr. Aaron Woody
- D. State Indoor High Jump Champion – Maci Bunting – Dr. Sean McWherter

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 – February 9, 2017, and Legislative Committee Meeting February 27, 2017
- B. Budget Amendments F-02 and S-02
- C. Summer School (10-Day) Plan
- D. Overnight, Out of State Field Trip Request – Asheboro High School DECA, National Convention, April 26-30, 2017, Anaheim, CA
- E. Personnel

V. Information, Reports and Recommendations

- A. Dual Language Immersion Class Addition at Lindley Park – Dr. Terry Worrell
- B. Legislative Platform – Gidget Kidd
- C. Policies Recommended for 30-Day Review – Dr. Drew Maerz
 - Policy 3620 – Extracurricular Activities and Student Organizations
 - Policy 4110 – Immunization and Health Requirements for School Admission
 - Policy 4120 – Domicile or Residence Requirements
 - Policy 4126 – Homeless Students
 - Policy 4150 – School Assignment

VI. Action Items

- *A. Policies Recommended for Approval – 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

VII. Superintendent's Report/Calendar of Events

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

VIII. Board Operations

- A. Important Dates to Remember
- B. Presentation of School Boardmanship Certificates

IX. Adjournment

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

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

6:00 p.m. –Budget Planning Meeting

6:45p.m. – Policy Committee Meeting

7:05 p.m. – Finance Committee Meeting

- I. **Opening**
- II. **Special Recognition and Presentations**
 - D. State Indoor High Jump Champion – Maci Bunting – Postponed
- III. **Public Comments**
- IV. ***Consent Agenda**
 - F. Personnel Addendum
 - G. Overnight Field Trip Request – Asheboro High School and South Asheboro Middle School Student Councils – North Carolina State Convention, March 17-19, 2017, Raleigh, NC
 - H. Overnight Field Trip Request – Asheboro High School DECA – North Carolina State Convention, March 9-11, 2017, Greensboro, NC
- V. **Information, Reports, and Recommendations**
 - B. Legislative Platform (Updated)
- VI. **Action Items**
- VII. **Superintendent’s Report/Calendar of Events**
- VIII. **Board Operations**
 - B. Boardmanship Certificate Presentations - Postponed
- IX. **Adjournment**

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

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

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.

March 9, 2017

Community Partner Spotlight:

Tonight's Community Partner Spotlight recognizes Dr. Kathleen Riley, pediatrician with Randolph Health Pediatrics. She is being recognized for her continued partnership with teachers, families, and students at the Early Childhood Development Center in Asheboro City Schools.

Board Spotlight:

Tonight's Board Spotlight will be presented by Ms. Holly White, director of Asheboro City School's Five-Star Early Childhood Development Center. Ms. White is excited to share information about the amazing EC team and how ECDC collaborates with community partners.

ACS Spelling Bee Winner:

Mr. Azalias Diaz, a third-grade student from Balfour Elementary School, won the Asheboro City Schools Spelling Bee on Tuesday, February 21. Mr. Diaz will advance to the Winston-Salem Journal regional spelling bee on Sunday, March 26.

State Indoor High Jump Champion:

Maci Bunting, a senior at Asheboro High School, won a second state champion title on Saturday, February 11, at the indoor track and field championships with a jump of 5 ft. 2 in.

Board of Education Meeting
February 9, 2017

A special joint meeting with The Randolph County Board of Commissioners and Asheboro City Schools Board of Education was held at 6:00 p.m. prior to the regularly scheduled Board of Education Meeting at 7:30 p.m. Chairman Lamb welcomed all in attendance and recognized David Allen, Randolph County Board of Commissioners Chair, who called the meeting to order at 5:59 p.m. In attendance were:

Randolph County Board of Commissioners:

David Allen, Chair	Darrell Frye, Vice Chair
L. Stanley Haywood	Kenny Kidd
Maxton McDowell	

Hal Johnson, Randolph County Manager	Aimee Scotton , Associate County Attorney
Will Massie, Finance Officer	Amanda Varner, Clerk to the Board
Dana Crisco, Deputy Clerk to the Board	

Asheboro City Board of Education:

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

Dr. Terry Worrell, Superintendent
Harold Blair, Assistant Superintendent/Finance Director
Michael Mize, Director Maintenance and Facilities
Donna Gentry, Clerk to the Board

Mr. Mize presented an overview of Asheboro City Schools facility upgrades, improvements, and additions which are needed to accommodate the student population. It was emphasized that the average age of the school buildings is 55+ years and that the system is at a critical point in maintaining the facilities including the replacement of aged/outdated equipment including HVAC, electrical, and plumbing at all sites.

The core capacity of Asheboro High School is 965. The current enrollment is 1,373 which is 42 percent over core capacity. The core areas, including the media center and cafeteria, are inadequate to appropriately serve students. It was discussed that the Sir Robert Motel property (now referred to as Comet Corner) was purchased 14 years ago with the projection of meeting the high school facilities needs for 10 years. Up to 35 students are occupying a Comet Corner classroom at any given time which is 653 square feet in size. The standard classroom size is 900 to 950 square feet.

The master plan for the high school calls for classroom and core space renovations and an addition. Superintendent Worrell emphasized that the need for additional classroom space is critical to meeting the needs of our students and programs including nursing, advanced manufacturing, robotics, cultural arts, science labs, and more.

The specific monetary requests are as follows:

Asheboro High School Addition	\$ 9,875,000
Increase core capacity from 965 to 1,450 and provide additional space for 18 classrooms	
Renovations and Infrastructure Upgrades	\$ 22,800,000
To include science labs, technology, advanced manufacturing/trades, ADA upgrades, HVAC, electrical, plumbing, wireless, lighting, asbestos floors	
	<hr/>
	\$32,675,000
Charles W. McCrary Kitchen	\$ 457,633
Lindley Park Kitchen	\$ 490,041
North Asheboro Middle School Gym HVAC	\$ 409,000
South Asheboro Middle School Gym HVAC	\$ 430,000
Asheboro High School "Old" Gym HVAC	\$ 312,000
	<hr/>
	\$ 2,098,674

General discussion and questions followed the presentation.

The meeting was adjourned at 6:52 p.m.

Policy Committee Meeting
February 9, 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, Phillip Cheek, and Kyle Lamb

Ms. Cranford called the meeting to order at 7:04 p.m. and referred to Dr. Maerz who began review of the agenda.

- Policy 3620 – Extracurricular Activities and Student Organizations
 - Policy updated to reflect current practice. Statement added regarding sixth grade student eligibility to participate in “all interscholastic athletics except football.”
 - Updated legal references.

The following policies were updated in order to align with the Elementary and Secondary Education Act:

- Policy 4110 – Immunization and Health Requirements for School Admission
 - Updated website references and legal references.
 - Section added regarding foster children and documentation of immunizations.

- Policy 4120 – Domicile or Residence Requirements
 - Updated to include current tuition guidelines for students who are homeless or in foster care.
 - Updated legal references.

- Policy 4125 – Homeless Students
 - Updates made to the section covering the definitions of homeless students.
 - Updated list of homeless liaison’s duties.
 - Added a list of information required for written explanations of school enrollment decisions.
 - Cross references and legal references were updated.

- Policy 4150 – School Assignment
 - Minor language updates throughout the policy.
 - Statements added regarding student transfers for students in foster care.
 - Added students in foster care to the list of parent transportation exceptions.

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

With no further business, the meeting was adjourned at 7:14 p.m.

Finance Committee Meeting
February 9, 2017

The Finance Committee convened at 7:15 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 were: Dr. Terry Worrell and Harold Blair.

Mr. Blair reviewed budget amendments CE-03, F-01, and S-01.

There being no further business, the meeting adjourned at 7:25 p.m.

Board of Education Meeting
February 9, 2017

The Asheboro City Schools Board of Education met in open session at 7:36 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
Gidget Kidd	Dr. Beth Knott	Jeni Martin
Archie Priest, Jr.	Michael Smith	
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, Mike Mize, and Dr. Cayce McCamish.

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

Following a moment of silence led by Chairman Lamb, Janiyah White and Sarah Figueroa, students from South Asheboro Middle School, led the Pledge of Allegiance.

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

Special Recognition and Presentations

Community Partner Spotlight: Ms. Leigh Anna Marbert, Public Information Officer, recognized Cross Roads Baptist Church for their support of South Asheboro Middle School students. Mr. Travis Suttles, Associate Student Pastor, works weekly with students as a part of the Dynamic Life Club.

Board Spotlight: Mr. Ron Dixon, Principal at South Asheboro Middle School, introduced an outstanding group of students who shared their learning experiences through various classes and activities centered around literacy.

2017 Distinguished Educator of the Year: Dr. Aaron Woody, Assistant Superintendent of Curriculum and Instruction, recognized Asheboro City Schools' Superintendent Terry Worrell who was recently selected as the 2017 Distinguished Educator of the Year by the North Carolina Association for Supervision and Curriculum Development. This prestigious award is presented annually to a member who has made significant contributions to education.

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. Harrington and seconded by Ms. Cranford, the Board unanimously approved the following items under the Consent Agenda.

- *Approval of Minutes – January 12, 2017, and January 28, 2017*
- **City Consortium Agreement*
- ** Budget Amendments CE-03, F-01, and S-01*
- **C.W. McCrary Elementary School Overnight Fieldtrip to Camp Caraway, March 23-24, 2017*
- *Personnel*

*A copy of this item is made a part of these minutes.

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 (temp.)	1/30/2017 - 3/13/2017
Embree	Holly	NAMS	Asst. Principal (temporary, part-time)	2/20/2017 - 03/21/2017
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

Information, Reports and Recommendations

- A. Dr. Wendy Rich, Robin Harris, Laura King, and Dr. Terry Worrell gave a presentation on *Digital Resource Implementation: Discovery Techbook*.
- B. Dr. Drew Maerz presented the following policies for 30-day review:
- 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

Action Items

- A. Following a 30-day review and upon motion made by Ms. Kidd, seconded by Mr. Agudelo, the Board unanimously approved the following board policies:
- 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
- (A copy of these policies is made 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 March 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. Superintendent Worrell expressed appreciation to all staff involved in the planning and organization of the Board of Education Retreat on January 28, 2017, the State of Our Schools presentation on January 31, 2017, and the funding request presentation to the Randolph County Commissioners prior to this evening's meeting.

Board Operations

- A. Chairman Lamb reviewed the calendar of upcoming events.

Adjournment

There being no further business and upon motion made by Mr. Agudelo, seconded by Ms. Martin, and unanimously approved by the Board, the meeting was adjourned at 8:56 p.m.

Chairman

Secretary

**Minutes of the Asheboro City Board of Education
Legislative Committee
February 27, 2017
5:30 p.m.**

The Asheboro City Board of Education Legislative Committee met on Monday, February 27, 2017, at 5:30 p.m. in the Administration Building Board Room with the following committee members present:

Gidget Kidd, Committee Chair
Joyce Harrington

Linda Cranford
Kyle Lamb

Committee member absent was Phillip Cheek.

Board members attending as observers only: Michael Smith and Baxter Hammer

Staff members present were Dr. Terry Worrell, Carla Freemyer, and Leigh Anna Marbert

Chairman Kidd called the meeting to order and recognized Dr. Worrell to lead the agenda.

Dr. Worrell began the meeting by briefly reviewing the North Carolina School Boards Association 2016-17 Legislative Agenda and the North Carolina Association of School Administrators' 2017 legislative priorities. The Committee reviewed the 2016 Asheboro City Schools legislative platform as a starting point for development of the 2017 platform. The Committee participated in open discussion on issues and agreed to present a proposed legislative platform to the full Board of Education for approval at its March 9, 2017, meeting.

There being no further business, the meeting adjourned at 6:36 p.m.

Chairman

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 March, 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>			
3.3600.017	VOC ED Program Improvement	\$	2,499.00
3.3600.049	IDEA Pre-School Handicapped		(1,000.00)
3.3600.050	Title I		101,878.85
3.3600.060	IDEA VI-B Handicapped		39,392.47
3.3600.103	Improving Teacher Quality		24,682.83
3.3600.104	Language Acquisition		1,619.00
3.3600.110	21st Century Community Learning Center		14,117.00
			<u>14,117.00</u>
		\$	<u>183,189.15</u>
<u>Expenditure</u>			
3.5120.017	CTE Curricular Services	\$	2,499.00
3.5230.049	Pre-K Children w/ Disabilities Curricular Services		(1,000.00)
3.5330.050	Remedial and Supplemental K-12 Services		101,878.85
3.5210.060	Children w/ Disabilities Curricular Services		39,392.47
3.5110.103	Regular Curricular Services		24,682.83
3.5270.104	Limited English Proficiency Services		1,619.00
3.5350.110	Extended Day/Year Instructional Services		14,117.00
			<u>14,117.00</u>
		\$	<u>183,189.15</u>
Total Appropriation in Current Budget		\$	3,751,466.65
Total Increase/Decrease of above amendment			<u>183,189.15</u>
Total Appropriation in Current Amended Budget		\$	<u>3,934,655.80</u>

Passed by majority vote of the Board of Education of Asheboro City on the 9th day of March, 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 March, 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>		
1.3100.000	State Allocation	\$ <u>74,601</u>
		\$ <u><u>74,601</u></u>
 <u>EXPENDITURE</u>		
1.5400.003	School Leadership - Office Support	\$ <u>74,601</u>
		\$ <u><u>74,601</u></u>
 Total Appropriation in Current Budget		 \$ 28,708,977
Total Increase/Decrease of above amendment		<u>74,601</u>
Total Appropriation in Current Amended Budget		\$ <u><u>28,783,578</u></u>

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

Chairman, Board of Education

Secretary



2017
End Of Grade/End Of Course Retest Plan
10-Day Summer School

General Plan:

Per guidance from the North Carolina Department of Public Instruction (NCDPI) this year, End Of Grade/End Of Course enrichment opportunities and additional test administration is an option for students who passed a course/subject but scored a Level 1 or a Level 2 on the associated End Of Course or End Of Grade assessment, excluding Grade 3 End of Grade English/Language Arts/Reading (see further details below). Districts may administer the End of Grade or End of Course tests during a summer program that occurs after the academic year. These test scores will not be included in growth analysis for school accountability or for educator effectiveness. However, the higher score will be included in proficiency calculations for school accountability within the current accountability year. The 2016–2017 accountability year ends on June 30, 2017. Summer school End of Grade and End of Course test scores uploaded to the NCDPI by June 30, 2017, will be included in 2016–2017 accountability.

Third grade students can only participate in a retest/remediation plan for math. If they wish to retest in reading, that must occur before the school year ends. They can take the Read to Achieve test and/or re-test on the End of Grade according to Read to Achieve guidelines.

NCDPI is not specifying the number of days the summer program must be conducted or whether transportation is required. However, student participation is voluntary. Parents or guardians must make the final decision regarding their student’s summer school attendance; students should be held harmless if they do not participate. Additionally, for the 2016–2017 school year, schools offering a summer program must have it approved by their local Board of Education. Schools must notify parents about the summer program including, but not limited to, the dates it will occur, its purpose, and who is eligible to attend. All End of Course and End of Grade assessments must be administered during the NCDPI designated testing windows.

**“Proposed” Asheboro City Schools End of Grade/End of Course Summer
Enrichment and Retest Plan:**

- **Dates:**
 - June 15th – June 26th = Enrichment and Skill Boost
 - June 27th and 28th = Retesting
- **Purpose:**
 - To provide opportunities for students to increase their skills in the areas of grades 3 - 8 mathematics, Math I, grades 4 - 8 reading, English II, 5th/8th grade science, and high school Biology and demonstrate mastery of grade-level content.
- **Eligibility:**
 - Students who scored Level 2 on an End of Grade or End of Course test and students assessed through NC Extend 1. On a case-by-case basis, schools may invite other students if they feel it is appropriate for them to attend. Transportation will be provided.

District Plans:

The district and teacher leaders will devise the process for providing instruction to eligible students based on data. Once test scores are received, schools will begin the process of support during the remaining days of the school year, notifying parents of the summer program opportunity by providing them with the intent letter and report to transportation the names of students who intend to participate and require bus transportation. Teacher allotments will be based on the number of Levels 2s in each content area.

- **Breakfast/Lunch:**
 - Schools will serve a hot breakfast and a hot lunch as normal on these days.

Asheboro City Schools End of Grade/End of Course Retest Plan

Dates:

June 15-28, 2017

Locations:

Grades 3-5 – Guy B. Teachey Elementary
Grades 6-12 – Asheboro High School

Times:

8:15-11:30 a.m.
8:30-11:45 a.m.

Transportation:

Transportation Provided

Meals:

Daily breakfast and lunch provided

Subjects:

EOG English/Language Arts Grades 4-8
EOG Math Grades 3-8
EOG Science Grades 5 & 8

EOC Biology
EOC Math I
EOC English II

Attendees:

Students scoring Achievement Level 2 that will benefit from additional instruction will be invited. Requests for students scoring at Achievement Level I will also be honored.

Pending State DECA Competition Results

Form 8
Procedure No. 3320.01
02/2016

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

Group Making Request: DECA School: AHS

Destination: Anaheim, California Date of Trip: 4/26 - 4/30, 2017

Number of Students Involved: Pending State Competition Percent of Total Group: Pending

Reasons for Students Not Attending: Students must qualify at NC DECA Competition to advance

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

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

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

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

Departure Time: Pending Return Time: Pending Round Trip Miles (estimated): _____

Estimated Cost to the Student: Approximately \$600.00 - \$1,000.00 registration, flight

Purpose(s) of the Field Trip: International DECA Conference + food.

pending DECA student's performance at NC DECA Conference in Greensboro, NC on March 9-11, 2017.

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.

Ellen Byrum and Sarah Beth Robbins - Co-DECA Advisors

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.

[Signature] (CTE) _____ Date 3-2-17
Sponsor (Group Responsible for Paying for the Trip)

Approved: [Signature] _____ Date 2/24/17
Principal

Approved: [Signature] _____ Date 3/3/17
Superintendent or Designee

Transportation Scheduled: _____ Date _____
Transportation Supervisor

Special Comments/ Response: _____

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

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Briggs	Taylor	AHS	Social Studies	6/14/2017
Davidson	Anita "Susie"	ECDC	Instructional Assistant	3/5/2017
McCain	Sheila	AHS	Braille	6/14/2017
Uribe	Luis	CO	Maintenance	4/30/2017

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Berrier	Jacob	TBD	Exceptional Children	8/14/2017
Carter	Kamryn	CO	Substitute/\$80 per day	3/6/2017
Jones	Melvin	CO	Substitute Bus Driver	2/27/2017

TRANSFERS

McLeod	Matthew	AHS to SAMS	Custodian	2/20/2017
Williams	Cody	CO/SAMS to AHS	Bus Driver/Custodian to Custodian	2/20/2017

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

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Hunt	LaBreeska	SAMS	Exceptional Children	3/30/2017
Shaw	Tina	CO	Benefits Specialist	3/8/2017

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Elliott	Rob	AHS/SAMS	Non-Faculty Coach (golf/basketball)	3/9/2017
Grant	Cathie	GBT	Math Tutor (temporary; part-time)	3/6/2017 - 6/9/2017
Miller	Stacey	AHS	Testing Coordinator/Office Support	3/21/2017
Hughey	Jenifer	CO	Substitute/\$80 per day	3/10/2017
Millard	Marian	CO	Substitute/\$80 per day	3/10/2017
Millard	Myron	CO	Substitute/\$80 per day	3/10/2017
Neff	Margeaux	CO	Substitute/\$103 per day	3/10/2017
Redmon, II	Bruce	CO	Substitute/\$80 per day	3/10/2017

TRANSFER

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Day	Derek	CO	Sub Bus Driver to Bus Driver	3/1/2017
Etheridge	Angel	CO	Secretary to Admin. Assistant C&I	3/1/2017
Gibson	Lakeia	CO	Sub Bus Driver to Bus Driver	3/1/2017
Jackson	Beverly	CWM	Reading Specialist, 50% to 75%	3/6/2017

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

NAME

Berrier, Jacob

COLLEGE/DEGREE

UNCG

B: Exceptional Children

LICENSURE

Exceptional Children

Mr. Jacob Berrier is recommended as an Exceptional Children teacher for the 2017-2018 school year. The grade level and school where Mr. Berrier will be teaching will be determined at a later date. Mr. Berrier has interned with Asheboro City Schools and he is currently completing his student teaching at Guy B. Teachey Elementary School. Mr. Berrier is passionate about teaching and nurturing exceptional children. He is looking forward to the opportunity to begin his teaching career with Asheboro City Schools and to make a lasting and positive impact on each student he teaches. We are looking forward to Mr. Berrier joining Asheboro City Schools team!

RECEIVED MAR - 1 2017

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

Group Making Request: Student Council School: South Asheboro Middle + Asheboro High School
Destination: Leesville Road Highschool, Raleigh, NC Date of Trip: March 17-19th
Number of Students Involved: 13 Percent of Total Group: 87%

Reasons for Students Not Attending: Voluntary Commitment

Transportation Method: Activity Bus Bus Charter Private Automobile Other (mini-bus preferably)

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): 0

Departure Time: 3:00pm Return Time: 2:00pm Round Trip Miles (estimated): 145 miles

Estimated Cost to the Student: \$100

Purpose(s) of the Field Trip: NC Association of Student Councils State Convention

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.

Tamara Myers, Kristen Toscano**

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.

Kateland Bl _____ Date 2/21/17
Sponsor (Group Responsible for Paying for the Trip)

Approved: _____ Date 2/23/17
Principal

Approved: _____ Date 3/1/17
Superintendent or Designee

Transportation Scheduled: _____ Date _____
Transportation Supervisor

Special Comments/ Response: _____

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

Group Making Request: DECA School: AHS

Destination: Greensboro, NC - Sheraton Hotel + Convention Ctr. Date of Trip: March 9th - March 11th

Number of Students Involved: 8 Percent of Total Group: 32%

Reasons for Students Not Attending: Some students elected not to compete on the State level

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

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

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: 8:45 AM Return Time: 4 pm Round Trip Miles (estimated): 56 miles

Estimated Cost to the Student: \$180.00/student. Plus spending money for their food

Purpose(s) of the Field Trip: DECA is a Career Technical Student Organization focusing on

Business and Marketing knowledge & skills. AHS business students are eligible

to compete on the local, state and then national levels if they advance.
List below the names of adult chaperones who will be accompanying this group on the field trip. Place an "M" by individuals who are licensed to drive school vehicles and who will be serving in that capacity for you.

Ellen Byrum and Sarah Beth Robbins - Co-DECA Advisors

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.

CTE

Sponsor / Group Responsible for Paying for
Approved: [Signature]

Give to Brian Saunders. 3/6/17

Principal
Approved: [Signature] 3/7/17
Superintendent of Design

Julie Pack will need to see this as well.

Transportation Scheduled: _____
Transportation Supervisor

Special Comments/ Response: _____

E Byrum



DUAL LANGUAGE IMMERSION PROGRAM

What is the goal of the Dual Language Immersion Program?

- Students will develop high levels of proficiency in their primary language and a second language.
- Academic performance will be at or above grade level in all content areas
- Students will demonstrate positive cross-cultural attitudes and behaviors.

The goal of the Dual Language Immersion Program is not only for students to become bilingual, but also bi-literate and bicultural.

Key Features

- Both English learners and English proficient students are mixed in the same classroom to promote bilingualism, bi-literacy, and multiculturalism
- Students are held to the same high academic standards
- No mixing of languages - language of instruction is separated

The Asheboro City Schools' Dual Language Immersion Program (ACS DLIP) is elective and has a lottery process for admittance. Parents/guardians must complete either an online application or a paper application which must be turned in to the school or the district **office** to be considered for participation in the program. Please be mindful that **completing an application does not guarantee that your child will be admitted to the program.**

Lottery:

Kindergarten:

After the application deadline, all applicants are entered into a lottery. Parents/guardians will be mailed a letter with the lottery results. If there are more applicants than seats available, wait lists will be formed. Once parents are notified of their selection to the Dual Language Immersion Program, they must complete the registration by July 15. If a student who is selected does not enroll by July 15, then the next person on the wait list will be offered the seat in the program.



DUAL LANGUAGE IMMERSION PROGRAM APPLICATION

2017-
2018

Eligible Students: Rising Kindergarten students for 2017-2018

Application Window: March 7– May 31, 2017

Application Deadline: May 31, 2017

ONCE THE APPLICATION IS SUBMITTED, NO CHANGES MAY BE
MADE PLEASE PRINT and COMPLETE ALL INFORMATION

DEMOGRAPHIC INFORMATION

Student Name: _____

Last: _____ First: _____ Middle: _____

Age: _____ Date of Birth (D/M/Y): _____ Gender: Female ___ Male ___

Ethnicity: (Must select one): Hispanic/Latino Not Hispanic/Latino

Race: (Must select at least one): Black or African American Asian White

American Indian or Alaska Native Native Hawaiian or Pacific Islander

Parent(s)/ Guardian(s) Name(s): _____

Address: _____

City: _____ State: _____ Zip Code: _____

E-Mail Address: _____

Home #: _____ Cell #: _____ Work#: _____

Student's Primary Language: English ___ Yes ___ No Spanish ___ Yes ___ No

Primary/Other Languages Spoken in the Home with Fluency: _____

Childcare/School attending 15-16: _____

KINDERGARTEN APPLICATIONS: Will your child be 5 years old on or before August 31, 2016? Yes No

I understand that the two-way immersion program model used in Asheboro City Schools is a 50/50 model. I understand that this application is part of the admission process and does not guarantee my child's admission.

Parent/Guardian Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____



PARENT COMMITMENT FORM
Dual Language Immersion Program

Parent/Guardian's Name: _____

Child's Name: _____

I am requesting that my child be enrolled in the Dual Language Immersion Program at Lindley Park Elementary. I understand that the success of my child is conditional on my understanding of and commitment to the following, along with space availability:

1. Children enrolled in the Spanish immersion program will remain together in Kindergarten through fifth grade.
2. I understand that parents need to read to their child at home 20-30 minutes daily in English.
3. Since success in an immersion program requires consistent instruction over time, I intend to support my child in the Spanish immersion program from now through fifth grade.
4. I understand that instruction will follow the 50/50 Model beginning in kindergarten.
5. I understand that students can opt into the program if any seats become available up to the first semester of the school year.
6. I will support the program by encouraging biliteracy, biculture and bilingualism.
7. I understand attendance is of key importance and commit to having my child arrive at school on time and attend school except for illnesses and family emergencies.
8. I will consult with teachers and administration for additional strategies to support my child to increase success in the Spanish immersion program.
9. Once enrolled in the Dual Language Immersion Program, any academic/behavior concerns will be addressed with the principal. Appropriate interventions will be implemented. If documented interventions are unsuccessful, a formal conference with the principal, parents, student, and teachers will take place.

Parent/Guardian Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

PROPOSED

ASHEBORO CITY BOARD OF EDUCATION

2017 LEGISLATIVE PLATFORM

VISION STATEMENT

Asheboro City Schools will be a community of excellence where each student graduates globally competitive for careers, college, and citizenship.

MISSION STATEMENT

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

PURPOSE OF LEGISLATIVE COMMITTEE

- To educate, inform, and communicate the needs of the Asheboro City Schools with key legislative leaders at the local, state, and federal levels on a regular basis;
- To develop positive relationships with key legislative leaders; and
- To stay abreast of current legislative issues and develop awareness among key legislative leaders of their potential impact on the Asheboro City Schools.

GUIDING PRINCIPLES

1. **Local Control**—We believe that a system of excellent schools is governed by a local board of education representative of the community and vested in the interests of its students and citizens.
2. **Adequate funding**—We believe that a system of excellent schools provides quality learning opportunities for all students, and the state should provide sufficient funding and resources to meet the requirement of providing all children with the opportunity for a sound, basic education.
3. **Support for public schools**—We believe that public education in North Carolina offers the promise of equal educational opportunities no matter race, religion, or ability; high standards; public accountability; and is a benefit to society by teaching democratic principles and shared values.

2017 LEGISLATIVE PRIORITIES

Local Control

1. **Number of LEAs per county**—Maintain local control on the number of LEAs per county.
2. **Calendar flexibility**— Amend the calendar law to provide more flexibility in the start and end dates. Better yet, repeal the entire law and restore local flexibility in setting school calendars. Students need an instructional calendar that optimizes retention, minimizes disruption, and allows concepts and ideas to be fully developed and absorbed. The world is rapidly changing, and our students are being negatively impacted by already low seat time and summer learning loss as compared to students from other industrialized nations. School board members are greatly concerned that North Carolina’s school calendar law is educationally unsound and places unnecessary burdens on school districts.

Adequate Resources

3. **Provide competitive compensation**— Improve North Carolina school-based administrator salary schedules by overhauling the current salary schedules. The new system could mirror the approach the General Assembly used to improve teacher pay in recent years by providing all principals and assistant principals with an attractive base salary that helps with recruitment and retention. Restore funding for Master’s and Advanced Degree Teacher pay-scales and reinstate the North Carolina Teaching Fellows program. Provide salary increases to all school personnel in 2017 in recognition of their commitment to serving North Carolina students.
4. **Improve funding**— Increase the state’s per-student investment to ensure each district can provide the personnel and tools (including classroom supplies, digital resources, career and technical education equipment, modern buses, and other resources) needed to give every student a high-quality education in preparation for college and a career.
5. **Class size (K-3)** – For many years, K-3 average and maximum class size numbers exceeded the teacher/student ratio allotment. Districts used funds created by the difference for specialty teachers, like, art, music, and physical education. This has been a core component of providing a sound education. This practice, per the 2016 Appropriations Act, is to be eliminated in the 2017-18 school year. We request that the current statute, 115C-301, be modified to reflect the current practice of average and maximum class size limits while at the same time lowering those numbers to reflect additional resources that the General Assembly has provided to school districts in grades 1-3.

Support for Public Schools

6. **Eliminate the A-F grading system for schools**—Move to an accountability system that supports academic improvement and aligns with the increased rigor of the new standards and assessments. The 2016 school grades are based upon a split of 80% performance/20% growth and a 15-point scale. School leaders feel that the current grading formula does not accurately reflect the learning in many of their schools. The current grading scale is highly likely to lead to a decline in tax base, a decrease in economic activity, and create barriers to recruit and retain new business in many communities across North Carolina. The current grading system for schools should be revamped to accurately reflect what is occurring in schools across the state and create a “level playing field.” These efforts should include accountability standards for all public schools including charter schools.
7. **Promote “choice” within public schools** - We support fairness funding for promoting “choice” within public schools. We believe public schools should be freed from the restrictions that were lifted from charter schools, which would allow public schools to be even more innovative than they already are. We believe all schools receiving tax-payer dollars, including private, religious, virtual, and charter schools, should be equally held accountable.
8. **NC Pre-K**—Increase funding to serve additional 3 and 4-year olds in five star pre-kindergarten programs. The state-funded pre-kindergarten program – NC Pre-K – provides high-quality early educational opportunities to North Carolina’s at-risk children. Studies have consistently found that children who participate in the program

emerge better prepared for school and are more likely to read at grade-level by 3rd grade than their at-risk peers. Lawmakers should continue to expand this program and move it back under the Department of Public Instruction.

Policies
For
30-Day Review

EXTRACURRICULAR ACTIVITIES AND STUDENT ORGANIZATIONS

Policy Code:

3620

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

A. EXTRACURRICULAR ACTIVITY REQUIREMENTS

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

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

B. SPECIAL CIRCUMSTANCES

1. Students with disabilities must be accorded the legal rights required by federal and state law.
2. School administrators shall facilitate the inclusion and participation of transitioning military children in extracurricular activities, to the extent they are otherwise qualified, by:

-
- a. providing information about extracurricular activities to transitioning military children; and
 - b. waiving application deadlines.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12132, 28 C.F.R. pt. 35; Equal Access Act, 20 U.S.C. 4071-4074; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; G.S. 115C art. 9, 115C-47(4), -391, -407.5; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy GCS-D-000; State Board of Education Policy HRS-D-001; N.C. High School Athletic Association Handbook; Middle/Junior High School Athletic Manual, available at <http://www.ncpublicschools.org/curriculum/healthfulliving/athletics/>

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

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

Updated: February 12, 2009, July 9, 2015, July 14, 2016

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

A. IMMUNIZATION

1. Requirements for Initial Entry

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

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

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

2. Additional Requirements

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

- a. a booster dose of Tdap (tetanus, diphtheria, and pertussis vaccine), if they have not previously received it; and
- b. the meningococcal conjugate vaccine (MCV).

3. Certificate of Immunization

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

B. HEALTH ASSESSMENT/VISION SCREENING

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

child's first day of attendance. The date the student's health assessment form is received will be recorded in the student's official record, and the form will be maintained on file in the school.

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

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

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

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

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

C. HOMELESS STUDENTS

Notwithstanding the provisions of this policy, admissions for homeless students shall not

be prohibited or delayed due to the student's inability to provide documentation of immunizations or health assessments. The homeless liaison shall work with the student, parent/guardian, school personnel or other agencies to obtain documentation of immunization and/or the health assessment or to arrange for such immunizations and/or assessments in a timely manner.

D. FOSTER CHILDREN

Notwithstanding the provisions of this policy, admissions for students in foster care will not be prohibited or delayed due to the student's inability to provide documentation of immunizations or health assessments. The enrolling school will immediately contact the school last attended by the foster child to obtain any relevant documentation.

D.E. CHILDREN OF MILITARY FAMILIES

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

Legal References: 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-390.2, -407.5; 130A-152 to -157, -440 to -443; 143B-216.75; 10A N.C.A.C. 41A .0401

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

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

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

Updated: May 11, 2000, January 10, 2008, May 10, 2012, October 8, 2015, July 14, 2016

A student who is domiciled within the geographic area served by the school system, who is under age 21 (22 for students entitled to special education services), who has not completed the prescribed courses for high school graduation and who otherwise qualifies for admission, is entitled to be admitted without payment of tuition. Under certain circumstances specified by law, a student who resides in the area served by the school system and who otherwise qualifies for admission to its schools also is entitled to be admitted without payment of tuition. In addition, students who are homeless or in foster care may be entitled to continue attending their school of origin without payment of tuition regardless of a change in their domicile or residency status.

Children with disabilities are required to meet state domicile requirements to be entitled to admission to school without payment of tuition unless they are “grandfathered” into the system under subsection C.5, below, or unless they otherwise meet one of the circumstances that entitle them to admission without payment of tuition. (See Section C, below.)

A. DOMICILE AND RESIDENCE DEFINED

Domicile requires the intent to abandon one’s prior home and remain in the new location as a permanent home for an indefinite period. In contrast, a residence need not be one’s exclusive home and does not require an intention that the residence be the permanent home.

B. MEETING DOMICILE REQUIREMENTS

1. Domicile of Students Generally

The domicile of a student under 18 years of age is presumed to be the domicile of his or her parents, legal guardian, or legal custodian as defined by the General Statutes of North Carolina.

2. Domicile of Emancipated Students

If a student is at least 18 years of age, is married, or has been abandoned by his or her parents, or if the court declares a student to be emancipated, the student may establish a domicile independent from that of his or her parents, legal guardian, or legal custodian. A student who establishes domicile as a result of being emancipated is a domiciliary of the school system and is entitled to the same rights and privileges of other students domiciled in the school system.

3. Domicile of Students with Divorced or Separated Parents

Domicile for the purpose of school admission and assignment will be determined by the following criteria.

- a. In the event that a student's parents are divorced or separated and physical custody has been given to only one parent, the student's domicile follows that of the parent who has been granted physical custody.
- b. If physical custody has not been determined or has been granted jointly to both parents, or if the custodial parent wishes the student to attend school in the non-custodial parent's system of residence, then the parents must jointly agree on which residence will be used to determine the student's domicile. The selected residence must be submitted in writing to the superintendent.
- c. The selection may not be changed during the school year unless the parents satisfy the board's policies on transfers and releases.
- d. In the event that the parents cannot agree on which residence will be used to determine the student's domicile for school assignment purposes, school officials shall assign the student according to the residence of the parent with physical custody of the student at the beginning of the school year.

C. MEETING RESIDENCE REQUIREMENTS

A student who resides in the system in any of the following circumstances will be admitted without payment of tuition.

1. The student is homeless as defined in state and federal law and policy 4125, Homeless Students. A student living with a friend or relative is not a homeless student unless he or she lives there due to conditions that constitute homelessness under state and federal statutes. A homeless student will be assigned in accordance with policy 4125, Homeless Students.
2. The parent, guardian, or legal custodian residing in the school system attendance area is a student, employee, or faculty member of a college or university or is a visiting scholar at the National Humanities Center.
3. The student resides in a group home, foster home, or other similar facility or institution.
4. The student resides in a pre-adoptive home following placement by a county department of social services or a licensed child-placing agency.
5. The student is considered a child with a disability by the General Statutes and the North Carolina *Policies Governing Services for Children with Disabilities* and the child was (a) enrolled in the school system on the last day of school for the 2006-07 school year or (b) enrolled in and attending a school in the school system on August 1, 2007, for the 2007-08 school year, so long as the child lives within and is continuously enrolled in the system.

6. The student resides with an adult who is a domiciliary of the school system as a result of any of the following.
 - a. The death, serious illness, or incarceration of the child's parent or legal guardian.
 - b. The abandonment by the child's parent or legal guardian of the complete control of the student as evidenced by the failure to provide substantial financial support and parental guidance.
 - c. Abuse or neglect by the parent or legal guardian.
 - d. The physical or mental condition of the parent or legal guardian is such that he or she cannot provide the student with adequate care and supervision.
 - e. The relinquishment of physical custody and control of the student by the student's parent or legal guardian upon the recommendation of the department of social services or the Division of Mental Health.
 - f. The loss or uninhabitability of the student's home as the result of a natural disaster.
 - g. The parent or legal guardian is one of the following: (1) on active military duty, not including periods of active duty for training for less than 30 days, and is deployed out of the local school administrative unit in which the student resides; (2) a member or veteran of the uniformed services who is severely injured and medically discharged or retired (but only for a period of one year after the medical discharge or retirement of the parent or guardian); or (3) a member of the uniformed services who has died while on active duty or as a result of injuries sustained on active duty (but only for a period of one year after the death of the parent or guardian). Assignment under this subsection is only available if some evidence of the deployment, medical discharge, retirement, or death is tendered with the affidavits required under G.S. 115C-366.

In order to be admitted under this provision, the student may not be currently under a term of suspension or expulsion from a school for conduct that could have led to a suspension or an expulsion from the local school administrative unit, unless the student is identified as eligible for special education and related services under the Individuals with Disabilities Education Act, 20 U.S.C. 1400, *et seq.*, and evidence of such eligibility is tendered with the affidavits described below.

The adult with whom the student resides and the student's parent, guardian, or legal custodian, if available, must complete and sign separate affidavits available from the superintendent's office attesting to information required by G.S. 115C-366(a3).

If it is found that a person willfully and knowingly provided false information in the affidavit, the maker of the affidavit will be guilty of a Class 1 misdemeanor and will pay to the board an amount equal to the cost of educating the student during the period of enrollment. Repayment will not include state funds.

D. STUDENTS PARTICIPATING IN THE NORTH CAROLINA ADDRESS CONFIDENTIALITY PROGRAM

In determining whether a student meets the domicile or residence requirements of this policy, school personnel shall consider the actual address of a participant in the North Carolina Address Confidentiality Program established by G.S. Chapter 15C, but such address will remain confidential in accordance with law and policy 4250/5075/7316, North Carolina Address Confidentiality Program.

E. APPEAL OF ADMISSION DECISIONS

Within 10 working days of receiving all of the information required under this policy, the superintendent or designee shall provide a written decision to the applicant for admission to the school system. The superintendent's decision regarding admission of the student may be appealed to the board in accordance with subsection E.5 in policy 1740/4010, Student and Parent Grievance Procedure.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6303 *et seq.*; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 *et seq.*; *Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care*, U.S. Department of Education and U.S. Department of Health and Human Services (June 2016); *Non-Regulatory Guidance on Education for Homeless Children and Youths Program*, U.S. Department of Education (July 2016); G.S. 7B art. 35; 35A art. 6; 15C-8(i); 50-13.1 to 13.3; 115C-106.2, -106.3, -107.6, -108.1(a), -366, -407.5; State Board of Education Policy GCS-D-000; *Policies Governing Services for Children with Disabilities*, available at <http://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities>

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Children of Military Families (policy 4050), Homeless Students (policy 4125), North Carolina Address Confidentiality Program (policy 4250/5075/7316)

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

Revised: March 9, 2000, January 10, 2008, May 14, 2009, June 10, 2010, April 10, 2014, May 14, 2015

The board of education is committed to providing a free appropriate education for all students enrolled in the school system. In accordance with the McKinney-Vento Homeless Assistance Act and the North Carolina State Plan for Educating Homeless Children, the board will make reasonable efforts to identify homeless children and youth of school age within the district, encourage their enrollment, and eliminate barriers to their receiving an education which may exist in district policies or practices. Based on individual need, homeless students will be provided services available to all students, such as preschool, free or reduced school meals, services for English learners, special education, vocational/technical education, gifted and talented services, and before- and after-school care.

The provisions of this policy will supersede any and all conflicting provisions in board policies that address the areas discussed in this policy.

A. DEFINITION OF HOMELESS STUDENTS

Homeless students are children and youth who lack a fixed, regular, and adequate nighttime residence. The term “homeless student” shall will also be deemed to include the term “unaccompanied youth,” which includes a youth who is not in the physical custody of a parent or guardian. Homeless children and youth include those students who are as follows:

1. sharing the house of other persons due to loss of housing, economic hardship, or a similar reason;
2. living in motels, hotels, transient trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
3. living in emergency or transitional shelters;
4. abandoned in hospitals;
5. living in a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; or
7. living in a migratory situation that qualifies as homeless because the child lacks a fixed, regular, and adequate nighttime residence.

B. HOMELESS LIAISON

The superintendent or the superintendent's designee will appoint a school employee to serve as the homeless liaison. The homeless liaison's duties include, but are not limited to, the following:

1. ensuring that school personnel identify homeless children and youth;
2. ensuring school/pre-school enrollment of and opportunities for academic success for homeless children and youth;
3. ensuring that homeless families and children have access to and receive educational services for which they are eligible;
4. ensuring that homeless families and children receive referrals to healthcare, dental, mental health and substance abuse, housing, and other appropriate services;
5. informing parents or guardians and any unaccompanied youth of available transportation services and helping to coordinate such services;
6. ensuring that public notice of the educational rights of homeless students is disseminated in locations frequented by parents or guardians and unaccompanied youth;
7. informing parents or guardians of educational and related opportunities available to their children and ensuring that parents or guardians have a meaningful opportunities to participate in their children's education;
8. helping to mediate enrollment disputes, including ensuring that a homeless child or youth is enrolled immediately pending final resolution of the dispute;
9. informing unaccompanied youth of their status as independent students and assisting in verifying such status for the purposes of the Free Application for Federal Student Aid;
10. ensuring that school personnel providing services to homeless students receive professional development and other support;
11. working with school personnel, the student, parents or guardians, and/or other agencies to obtain critical enrollment records, including immunization and medical records, in a timely manner; and

12. working with the superintendent or his/her designee to identify board policies or procedures that might serve as a barrier to enrollment of homeless students, including those related to immunization records, medical records, uniforms or dress codes, school fees, and school admission.

C. ACCESS TO STUDENT’S RECORDS

Homeless students transferring into the school district may provide cumulative and other records directly to the school district. The school district will not require that such records be forwarded from another school district before the student may enroll. However, school personnel will immediately request the official records from the previous school.

School personnel will immediately enroll homeless students, even if they do not have proof of residency, school and immunization records, birth certificates, or other documents; have missed application or enrollment deadlines during a period of homelessness; have outstanding fees; or are not accompanied by an adult. The homeless liaison shall assist the students and parent or guardians in securing appropriate records or otherwise meeting enrollment requirements.

Information regarding a child or youth’s homeless situation must be treated as a student record and protected accordingly. See policy 4700, Student Records.

D. ENROLLMENT

A homeless student (or the student’s parent or guardian) may request to attend his/her school of origin or any public school that other students living in the same attendance area are eligible to attend. The school of origin is defined as the school the student attended before losing permanent housing or the school in which the student was last enrolled, including a preschool. When a student completes the final grade level served by the school of origin, the school of origin includes the designated receiving school at the next grade level for all feeder schools. To the extent feasible, unless not in the student’s best interest, a homeless student who continues attending the school of origin will remain enrolled in the school of origin for the entire time the student is homeless and until the end of any academic year in which the student moves into permanent housing.

The superintendent, or the superintendent’s designee, in consultation with the homeless liaison, will make the decision regarding which school a homeless student will attend. The decision will be based upon the student’s best interests. The superintendent’s designee must presume that keeping the student in the school of origin is in the student’s best interest unless contradicted by the student’s parent or guardian or the unaccompanied youth. The superintendent’s designee must consider student-centered factors related to the student’s best interest, including

factors concerning the impact of mobility on achievement, education, health, and safety of homeless students, giving priority to the request of the student's parent or guardian or the unaccompanied youth.

If the superintendent or designee determines that it is not in the student's best interest to attend the school of origin or the school requested by the parent or guardian or unaccompanied youth, he/she must provide a written explanation of the reasons for the determination to the parent or guardian or unaccompanied youth, along with information regarding the right to appeal the placement decision.

E. ENROLLMENT DISPUTE RESOLUTION

The school district will implement an enrollment dispute resolution process that is consistent with the process required by the State Board of Education in the North Carolina Administrative Code 16 N.C.A.C. 6H.0012.

1. Initiation of the Dispute and Stay Put

If a dispute arises over school selection or enrollment in a school for a homeless student, the following will occur:

- a. The homeless student shall be immediately admitted to the school in which enrollment is sought, shall receive all services for which he/she is eligible and shall be allowed to participate fully in school activities, pending resolution of the dispute.
- b. The parent/guardian of the student shall be provided a written explanation of the school's decision regarding the enrollment, including the right to appeal the decision. Such information must be provided in a language that the parent/guardian or unaccompanied youth can understand. The information must contain:
 - 1) contact information, including telephone number and address of the homeless liaison and of the State coordinator for homeless education, with a brief description of their roles;
 - 2) the right to initiate the dispute resolution process either orally or in writing;
 - 3) a simple form that parents, or guardians, or unaccompanied youth can complete and submit to the homeless liaison to initiate the dispute resolution process;

- 4) a step-by-step description of how to dispute the school's decision;
 - 5) notice of the right to enroll immediately in the school of choice or remain in the school of origin with transportation provided pending resolution of the dispute;
 - 6) notice that immediate enrollment includes full participation in all school activities; and
 - 7) notice of the right to obtain assistance of advocates or attorneys.
- c. The student or parent/guardian shall be referred to the district's homeless liaison, who shall carry out the appeal process as expeditiously as possible after receiving notice of the dispute.

2. Homeless Liaison Review

- a. Any parent/guardian or student initiating an enrollment dispute (hereinafter "complainant") is encouraged to attempt to resolve the dispute informally through discussion with the homeless liaison. If the dispute cannot be resolved informally, the complainant may present a formal complaint orally or in writing to the homeless liaison.
- b. The complaint should include the date of the filing, a description of the disputed action, the name of the person(s) involved and a description of the relief requested. The complainant may provide supporting written or oral documentation and may be accompanied by an advocate or attorney.
- c. Within five school days after receiving the complaint, the homeless liaison will provide a written decision, including the reasons for the decision, to the complainant and the superintendent.

3. Appeal to the Superintendent of the Liaison's Decision

- a. Within five school days of receiving the liaison's decision, the complainant may appeal the decision to the superintendent in writing. The homeless liaison shall ensure that the superintendent receives copies of the written complaint and the response.
- b. The superintendent or his/her designee shall schedule a conference with the complainant to discuss the complaint.

c. Within five school days of receiving the appeal, the superintendent or designee shall provide a written decision to the complainant including a statement of the reasons for the decision.

4. Appeal to the Board of the Superintendent's Decision

If the complainant is dissatisfied with the superintendent's decision, he/she may file a written appeal with the board of education. The board will provide a written decision within 30 days of receiving the appeal. The board's decision will constitute the final decision of school district. The written statement of the board's opinion will include the name and contact of the state coordinator for homeless education and will describe the appeal rights to the state coordinator.

5. Appeal to the State Coordinator of the Board's Decision

If the complainant is dissatisfied with the action taken by the board of education, he/she may file an appeal with the state coordinator for homeless education, who will issue a final decision on the complaint. Within five school days following a request from the State coordinator, the homeless liaison shall provide the record of complaint and a copy of the board's decision along with any other information requested regarding issues in the appeal.

F. TRANSPORTATION

The board of education will provide homeless students with transportation services comparable to those of other students. In addition, at the parent/guardian's request (or at the request of the homeless liaison for unaccompanied youth), the board will provide transportation services to/from the school of origin. The superintendent or designee and the homeless liaison will coordinate homeless students' transportation needs, based on the child's best interest and feasibility. In situations where a student attends school in this district but his/her temporary housing is in another district (or vice versa), the superintendent or designee will work with the other district to share the cost and/or responsibility for transportation. If an agreement cannot be reached between the districts, the cost of such transportation will be divided evenly.

If a homeless student becomes permanently housed and chooses to remain in his/her school of origin, the board will provide transportation to the student for the remainder of the school year, except in extraordinary circumstances as recommended by the superintendent.

G. TITLE I

Homeless students are automatically eligible for Title I services. The homeless liaison and the Title I director will collaborate to identify the needs of homeless students.

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*; *Non-Regulatory Guidance on Education for Homeless Children and Youths Program*, U.S. Department of Education (July 2016); G.S. 115C-366(a2); 16 N.C.A.C. 6H.0112; State Board of Education Policy TCS-I-000

Cross References: Immunization and Health Requirements for School Admission (policy 4110), Domicile or Residence Requirements (policy 4120), Discretionary Admission (policy 4130), School Assignment (policy 4150), Student Records (policy 4700)

Adopted: July 12, 2007

The Asheboro City Board of Education believes that in almost all cases the child should attend the school that serves his/her domicile. Exceptions to this will be made in limited circumstances within the criteria provided below and any administrative procedures established by the superintendent.

A. ASSIGNMENT AREAS

The superintendent shall recommend to the board school assignment areas for the schools in the district.

The assignment areas will be developed in accordance with state requirements and court rulings; the need to serve all school-age children who live in the school district; and the effective use of each school facility. Assignments will be made in a non-discriminatory manner.

The superintendent shall review periodically the attendance areas and submit recommendations for revisions to the board when necessary.

B. ASSIGNMENT OF STUDENTS

The superintendent shall assign students to particular schools based upon the established assignment areas. Notwithstanding the provisions of this policy, the superintendent shall (1) assign homeless students in a manner consistent with state and federal law and policy 4125, Homeless Students; and (2) assign students in foster care to their school of origin unless contrary to their best interest, as required by federal law and as feasible.

Students who are participating in or whose parent is participating in the North Carolina Address Confidentiality Program established by G.S. Chapter 15C will be assigned on the basis of their actual address, but such address will remain confidential in accordance with law and policy 4250/5075/7316, North Carolina Address Confidentiality Program.

C. APPLICATIONS FOR REASSIGNMENT

The parent, legal guardian, or legal custodian may request reassignment to a school outside of their regular attendance area. Such an application must be submitted in writing to the office of the superintendent by June 1. A decision will be made and notice mailed by June 30. In instances where there are extraordinary, compelling and specific circumstances that make the June 1 deadline impossible to comply with, the superintendent may accept the application after June 1. In such cases, a decision will be made and notice mailed within 20 working days. The superintendent or designee may approve the application if space is available and one or more of the following criteria are met:

1. Employee of a Public School System

A student whose parent, legal guardian, or legal custodian is a permanent employee of the Asheboro City Schools may be reassigned.

2. Change of Domicile

A student whose parent, legal guardian, or legal custodian plan to move within 90 days of the beginning of the school year may be reassigned at the beginning of the school year to the school serving the student's new domicile. A student who changes his/her domicile during the course of the school year may be reassigned to the school previously attended for the remainder of the school year. However, the student will be assigned according to the area in which they live at the beginning of the next school year.

3. Exceptional Student Program Transfers

A student in the exceptional student program may be reassigned upon the recommendation of the IEP Team.

4. Hardship

A student may be reassigned because of undue hardship, or extraordinary, compelling, specific circumstances.

5. School Utilization

A student may be reassigned when it would provide for the more orderly and efficient administration and operation of the schools in the district.

6. Transfer of Homeless Students

Students who become homeless between academic years or during an academic year may request to remain at the school of origin for the duration of their homelessness or may request to be enrolled in any public school that other students living in the same attendance area are eligible to attend. Any decision about the transfer or reassignment of a homeless student will be consistent with legal requirements and based on the student's best interest. (See policy 4126, Homeless Students.)

7. Transfer of Students in Foster Care

Students who are assigned to foster care between academic years or during an academic year will remain in their school of origin unless remaining in the school of origin is not in the best interest of the student. The best interest of the student will be decided based on all relevant factors, including consideration of the appropriateness of the educational setting, feasibility, and proximity to the school in which the child is enrolled at the time of placement in foster care.

D. CONDITIONS FOR REASSIGNMENT

The following conditions apply to any reassignment granted pursuant to this policy:

1. The parent is responsible for transportation (except for homeless student transfers, and transfers of students in foster care based on the student's best interest, for which the system will provide transportation in a manner consistent with legal requirements and policy 4126).
2. The transfer or reassignment is valid for no more than one school year (except for (b) homeless student transfers for which the length of reassignment will be consistent with legal requirements and policy 4126).
3. Any transfer request that is approved based upon false or misleading information will be declared void, and the transfer will be rescinded.

The superintendent may issue administrative regulations necessary for the implementation of this policy.

E. ASSIGNMENT TO ALTERNATIVE SCHOOL

Students will be assigned to the alternative school in accordance with board policy 3470/4305, Alternative Schools.

F. APPEAL OF REASSIGNMENT DECISIONS

A decision of the superintendent's designee may be appealed to the superintendent. An appeal to the superintendent must be received in writing no later than five working days following receipt of the decision of the superintendent's designee. The superintendent will review the appeal and make a written determination within 30 days of receiving the appeal.

A final decision regarding reassignment may be appealed to the board of education. An appeal to the board of education must be received in writing no later than five working days following receipt of the decision of the superintendent. The board or a panel of the board will hear the appeal. If a panel hears the appeal, the panel's recommendation will be submitted to the full board for a final determination. The board will make a written determination within 30 days of receiving the appeal.

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 et seq.; Elementary and Secondary Education Act, 20 U.S.C. 6301 *et seq.*; *Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care*, U.S. Department of Education and U.S. Department of Health and Human Services (June 2016); *Non-Regulatory Guidance on Education for Homeless Children and Youths Program*, U.S. Department of Education (July 2016); *Unsafe School Choice Option Non-Regulatory Guidance*, U.S. Department of Education (May 2004); G.S. 15C-8; 115C-36, -366, -367, -369; State Board of Education Policy HRSS-A-006

Cross References: Alternative Schools (policy 3470/4305), Homeless Students (policy 4126), North Carolina Address Confidentiality Program (policy 4250/5075/7316)

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

Revised: April 12, 2001, November 10, 2005, March 12, 2009, June 14, 2012, April 11, 2013

Administrative Procedure: Yes

Reviewed by Policy Committee: October 11, 2007

Policies
For
Approval

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



Points of Pride Update

March 9, 2017

Student Celebrations

- **Asheboro City Schools Spelling Bee Winner**
Azalias Diaz, 3rd grade student from Balfour Elementary School
- **Presidential Volunteer Service Award**
James Willett
- **State Indoor High Jump Champion**
Maci Bunting
- **NAMS and SAMS Students Place at Region Science Fair**
Congratulations to Luke H. who won first place in the Chemistry category, Liam R. and Victoria R. who won first place in the Earth & Environmental category, and Marshall M. and Ruben Z. who won first place first in the Engineering category at the Region Five science fair on Saturday. Luke also won The Office of Naval Research Award for his project and Liam and Victoria took home second place from the NC American Water Works Association. We wish them the best of luck as they move on to the state science fair in Raleigh on March 24th & 25th.

Staff Celebrations

- **2017-18 School Level Teachers of the Year**
Balfour Elementary –
Charles W. McCrary Elementary – Ms. Laura King
Donna Lee Loflin Elementary – Ms. Meghan Joyce
Early Childhood Development Center – Ms. Marie Peele
Guy B. Teachey Elementary – Mr. Jonas Hancock
Lindley Park Elementary – Ms. Mallory Nye
North Asheboro Middle – Mr. Ryan Gibbs
South Asheboro Middle – Ms. Bethany Adams
Asheboro High School – Ms. Anna Lowe

School Celebrations

- **NAMS Earns Otis C. Thompson Sportsmanship Award**
North Asheboro Middle School was selected as this year's recipient of the Otus C. Thomas Sportsmanship Award. This award is given to one of eight middle schools throughout Randolph County and is voted on by all eight schools. This is the fourth straight year NAMS has been selected for this award. In attendance to receive the award at the middle school basketball tournament this past weekend was eighth-grade girls basketball team captain, Diamond M.
- **AHS Park Street Players Present "Phantom of the Opera"**
- **100th Day of School at Lindley Park Elementary School**
Lindley Park Elementary School celebrated 100 days of learning. Kindergarten students and teachers built

towers using 100 cups! They also dressed up as 100 year old people and wrote about what they would be doing when they turn 100 years old!

- **Hot Sauce Challenge at Donna Lee Loflin Elementary School**

Donna Lee Loflin students rose to the challenge and read 3,331 books by January! School administrators and staff squared off in the Hot Sauce Challenge on Friday, January 20 in front of the entire student body. Adults were challenged to eat chicken wings smothered in five different hot sauce strengths. Fun was had by all!

- **AHS Zoo School FFA Students Visit NC Legislature**

On February 16, twelve Asheboro Zoo FFA members participated in NC FFA Legislative Day. These members had the opportunity to meet with Representative Hurley, Senator Tillman, and Senator Gunn. They also toured the Legislative Building, watched the Senate and the House conduct business, learned more about North Carolina government and history, and the importance of civic engagement and public service.

Family & Community

- **Teachey Soccer Clinic**

Teachey held its first three-day Soccer Clinic organized and led by Asheboro High School student, Matthew Agudelo in partnership with the Teachey PTO. K-5 students from all elementary schools were invited to participate in the soccer clinic. All proceeds went towards purchasing new soccer goals and balls for students.

- **“What is Your Story” Unit at Asheboro High School**

Molly Lyon’s Honors English 9 class has had several hometown guest speakers recently. As part of the “What Is Your Story” unit, they have heard life stories from Mrs. Katie Snuggs (Asheboro City Council member), Mrs. Laura Holland (media specialist), Mr. John Craven (head custodian), and Mr. James Popp (assistant principal).

Dr. Mary Lou Diener, Beekeeper Extraordinaire, presented to Biology students at AHS. She talked about bee communication and actions. She also explained the decline in bees and how that affects the food chain and our food. One of the Biology students, Keshon C., works with his uncle, who is a beekeeper. He explained how he helps his uncle move hives to farms to assist with pollination.

- **Successful Teacher Job Fair**

Calendar of Events			
Date	Activity	Time	Location
Tuesday, March 7	Asheboro High School Choral Concert	7:30 p.m.	Asheboro High School
Tuesday, March 7	Kindergarten Registration	4 - 7 p.m.	All Elementary Schools
Wednesday, March 8	2017 Youth Art Month Exhibit Reception	4-6 p.m.	RandoLindley Parkh Arts Guild
Thursday, March 9	Board of Education Meeting	7:30 p.m.	Professional Development Center
Tuesday, March 14	Middle School Festival Band Concert	7:30 p.m.	Asheboro High School Performing Arts Center
Thursday, March 16	AFTT Night at ECDC	5 p.m.	ECDC
March 20-21	Central District Concert Band Festival	All Day	Asheboro High School Performing Arts Center
Tuesday, March 21	AFTT Night at Asheboro High School	5 p.m.	Asheboro High School
Thursday, March 23	North Asheboro Middle & South Asheboro Middle School Tours	9:30 a.m.	North Asheboro Middle & South Asheboro Middle
Saturday - Monday, March 25-27	National School Boards Association Annual Conference	All Day	Denver, CO
Saturday, March 25	Asheboro High School Booster's Annual Drawdown (fundraiser) event	6 p.m.	AVS Banquet Center
Monday, March 27	North Asheboro Middle & South Asheboro Middle School Tours	5:30 p.m.	North Asheboro Middle & South Asheboro Middle
Monday, March 27	AFTT Night at Balfourfour	5:30 p.m.	Balfour
Tuesday, March 28	AFTT Night at Balfourfour	5:30 p.m.	Balfour
Wednesday, March 29	AFTT Night at Balfourfour	5:30 p.m.	Balfour
Thursday, March 30	Battle of the Books (Elementary)	9 a.m.	Teachey
Thursday, March 30	AFTT Night at North Asheboro Middle School	5 p.m.	North Asheboro Middle
Thursday, March 30	AFTT Night at Loflin and Lindley Park	5:30 p.m.	Donna Lee Loflin and Lindley Park
Wednesday, April 5	STEAM Competition (Elementary and Secondary)	All Day	Asheboro High School
Thursday, April 6	Asheboro City Board of Education Meeting	7:30 p.m.	Professional Development Center
Friday, April 7	Legislative Breakfast	8 a.m. - 10 a.m.	Professional Development Center
Monday, April 10	AFTT Night at South Asheboro Middle	6 p.m.	South Asheboro Middle
Friday, April 14	Good Friday Holiday	All-Day	All Sites
April 17-21	Spring Break	All Day	All Sites
Wednesday, April 26	Cap and Gown Runway (All elementary schools)	10:15-10:30 p.m.	All Elementary Schools
Thursday, April 27	AFTT Night at Asheboro High School	5 p.m.	Asheboro High School
Thursday, April 27	AFTT Night at Teachey	5:15 and 6:30 p.m.	Teachey
Friday, April 28	All Comet Challenge	5 - 8 p.m.	South Asheboro Middle Track
May 1-5	Teacher Appreciation Week	All Day	All Sites
Thursday, May 4	Teacher of the Year Banquet	6-9 p.m.	Pinewood Country Club
Thursday, May 4	Chamber/Percussion Concert	7:30 p.m.	Asheboro High School Performing Arts Center

Monday, May 8	South Asheboro Middle Spring Band Concert	7:30 p.m.	Asheboro High School Performing Arts Center
Tuesday, May 9	North Asheboro Middle Spring Band Concert	7:30 p.m.	Asheboro High School Performing Arts Center
Wednesday, May 10	AFTT Night at South Asheboro Middle	6 p.m.	South Asheboro Middle
Thursday, May 11	Asheboro City Board of Education Meeting	7:30 p.m.	Professional Development Center
Thursday, May 11	AFTT Night at Donna Lee Loflin	6:30 p.m.	Donna Lee Loflin
Tuesday, May 16	South Asheboro Middle Choral Concert	7:30 p.m.	Asheboro High School Performing Arts Center
Wednesday, May 17	Asheboro High School Graduation Projection Celebration	5 p.m.	Asheboro High School
Thursday, May 18	Asheboro High School Spring Choral Concert	7:30 p.m.	Asheboro High School Performing Arts Center
Tuesday, May 23	Asheboro High School Jazz Concert	7:30 p.m.	Asheboro High School Performing Arts Center
Thursday, May 25	Asheboro High School Spring Band Concert	7:30 p.m.	Asheboro High School Performing Arts Center
Friday, May 26	Asheboro High School Academic Awards Day/Aloha Day	9:30 a.m.	Asheboro High School Performing Arts Center
Wednesday, May 31	Senior Awards Night	7 p.m.	Asheboro High School Performing Arts Center
Thursday, June 8	Asheboro City Board of Education Meeting	7:30 p.m.	Professional Development Center
Friday, June 9	Last day of school/Graduation	7 p.m.	Asheboro High School - Lee J. Stone Stadium
Monday, June 12	Retirement Breakfast	7:30 a.m.	Asheboro High School Performing Arts Center
Thursday, June 22	Asheboro City Board of Education Summer Retreat	TBD	TBD



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 19 and 22 - 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.

- Dr. Worrell, Dr. Pack, Dr. Rich, and Mr. Woodyard attended a Digital Leadership Institute for Asheboro City Schools February 22-23, 2017, at the Friday Institute.

- 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 2016-2017.
- 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 2016-2017 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.
 - All eighth grade students are currently completing their 4 year plan through Career Cruising to plan for high school and careers.
- 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.
 - Two Asheboro High School Early College Academy information sessions were held for parents and families on January 19th in the AHS Media Center. Applications for the Early College Academy will be due March 3, 2017.
- 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 5th, in the PDC from 5-7 p.m. 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.
- Balfour Elementary implemented the dual language program in Kindergarten for the 2016-2017 school year.
- 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 of 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.
 - The Park Street Players performed "The Phantom of the Opera" in February.

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.

- Hosted a successful ACS Career Fair on Saturday, February 25th, in the PDC from 9 a.m. to Noon.
- b) Implement TeacherMatch and the North Carolina new online application process.
 - Planning to transition to this new applicant tracking system by December 2016.
 - Principal training is February 16th.
- c) Evaluate the impact of attending specific college career fairs.
 - ACS registered to attend seven college campus Teacher Fairs, plus a Virtual Career Fair sponsored by the Personnel Administrators of North Carolina.
- 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 was 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 24th. 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. Newsletter are sent to all ACS families as well as key community stakeholders the week after the regularly-scheduled Board of Education meeting.
- b) Develop a team and begin researching strategies for district marketing.
- A calendar and communications plan for the remainder of the 2016-17 school year has been created. The plan accounts for events we know will take place between now and the last day of the school, however it is constantly being updated with new emerging information we’re receiving from our students, families, and school administrators.
 - We are now updating the social media (Facebook and Twitter) three - seven times per week.
 - We are writing monthly articles for Thrive magazine.
 - We have created a new strategic planning document that has been distributed to our schools.
 - We have a new annual report (based on information from 15-16) that has been sent to all taxpayers in the Asheboro community.
 - Just completed our first round of school tours at each school in the district.
 - In the process of completing a mailer for the community that promotes all our academic, athletic, and cultural arts programming in the district.
- 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 has been added to the front of the Asheboro City Schools website.
 - We are utilizing the left side of the website to promote upcoming events. Press releases listed here are also hyperlinked to a new page titled, “District News,” where all press release from this school year are placed.
- d) Develop materials featuring diverse programs throughout Asheboro City Schools for potential employee candidates.
- In the process of completing a mailer for the community that promotes all our academic, athletic, and cultural arts programming in the district.

- 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.
 - The new logo is now on all ACS stationary and giveaway items.

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.