

ASHEBORO CITY BOARD OF EDUCATION

June 8, 2017

7:30 p.m.

Asheboro High School

Professional Development Center

6:00 p.m. – Policy Committee

6:45 p.m. - Finance Committee

I. Opening

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance – Scouts Brayden Ellis, Brock Gray, Jonah Lester, and Landon Lester - Tena Lester
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. Community Spotlight – Randolph Health - Leigh Anna Marbert
- B. Board Spotlight – Summer Learning Opportunities – Dr. Aaron Woody
- C. Athletic Achievement Recognition – Dr. Sean McWherter
- D. State Math Fair Winner Recognition – Dr. Aaron Woody

III. Public Comments

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

IV. *Consent Agenda

- A. Approval of Minutes – May 11, 2017
- B. Overnight Field Trip Request for Asheboro High School FFA, Camp T.N. Spencer Park, Concord, NC, July 17-20, 2017
- C. Overnight Field Trip Request for Asheboro High School Wrestling Team, Appalachian State University, Boone, NC, July 15-18, 2017
- D. Agreement to Participate in the North Carolina School Boards Trust Error and Omissions/General Liability Fund for 2017-2018
- E. Memorandum of Agreement Regarding the Asheboro City Schools Collaboration with the Asheboro Randolph Public Library
- F. Career and Technical Education Application
- G. Seamless Summer Child Nutrition Contract
- H. 2017-2018 Interim Budget Resolution
- I. Personnel

V. Information, Reports and Recommendations

- A. Policies Recommended for 30-Day Review – Dr. Drew Maerz
 - Policy 1200 - Governing Principle – Student Success
 - Policy 1310/4002 - Parental Involvement
 - Policy 1320/3560 - Title I Parent and Family Engagement
 - Policy 3420 - Student Promotion and Accountability
 - Policy 4126 - Homeless Students

- Policy 4150 - School Assignment
- Policy 4155 - Assignment to Classes
- Policy 4250/5075/7316 - North Carolina Address Confidentiality Program
- Policy 5030 - Community Use of Facilities

VI. Action Items

***A. Policies Recommended for Approval – Dr. Drew Maerz**

- Policy 4040/7310 - Staff-Student Relations
- Policy 5022 - Registered Sex Offenders
- Policy 6306 - School Bus Idling
- Policy 7130 - Licensure
- Policy 7241 - Drug and Alcohol Testing of Commercial Motor Vehicle Operators
- Policy 7425 - School Administrator Contracts
- Policy 7430 - Substitute Teachers
- Policy 7720 - Employee Political Activities
- Policy 7810 - Evaluation of Licensed Employees
- Policy 7820 - Personnel Files

***B. Graduation Guarantee – Dr. Terry Worrell**

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, June Update – Dr. Terry Worrell

VIII. Board Operations

- A. Important Dates to Remember

IX. Adjournment

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

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

ASHEBORO CITY BOARD OF EDUCATION

June 8, 2017

7:30 p.m.

Asheboro High School

Professional Development Center

Addendum

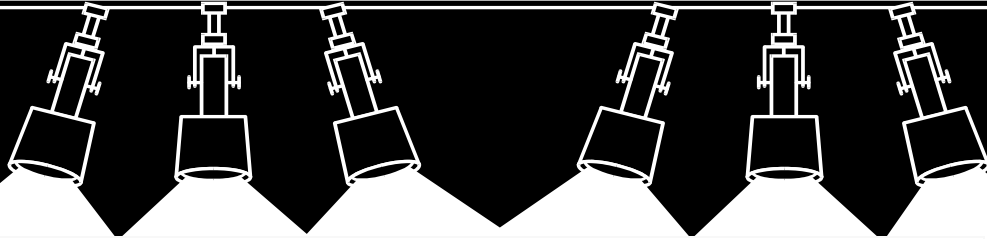
6:00 p.m. - Policy Committee Meeting

6:45 p.m. – Finance Committee Meeting

- I. Opening**
- II. Special Recognition and Presentations**
- III. Public Comments**
- IV. *Consent Agenda**
 - G. Seamless Summer Child Nutrition Contract (Amended beginning date)**
 - I. Personnel Addendum (Added)**
 - J. Budget Amendment F-03 (Added)**
 - K. Budget Amendment S-03 (Added)**
- V. Information, Reports and Recommendations**
- VI. Action Items**
- VII. Superintendent's Report/Calendar of Events**
- VIII. Board Operations**
 - B. 2017-2018 Board of Education Meeting Dates (added)**
- IX. Adjournment**

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June 8, 2017



Community Partner Spotlight:

Tonight's Community Partner Spotlight recognizes Randolph Health for their continued partnership with Asheboro High School's Health Science Academy and sponsorship for Kindergarten t-shirts over the years.

Board Spotlight:

Dr. Aaron Woody, Assistant Superintendent of Curriculum and Instruction, will share information about the variety of summer learning camps being offered to Asheboro City School students at no charge.

Student Athletic Recognition:

Ms. Kalyann McNair – NCHSAA State Champion of the Triple Jump



P.O. Box 1103, Asheboro, NC 27204-1103 ■ 1126 S. Park St. ■ (336) 625-5104 ■ (336) 625-9238, fax

Chartered in 1905

2017 Summer Learning Opportunities

Asheboro City Schools is excited to host summer learning camps and opportunities for students of all ages! Check out of this summer's offerings below!

Academic Camps

10-Day Summer School (Invitation Only)

Students who were not proficient on End-of-Grade or End-of-Course tests will have an opportunity to enhance their reading, math, and/or science skills. Transportation, breakfast and lunch will be provided.

June 15 – 28

Elementary: Guy B. Teachey Elementary School, 8:15-11:30 a.m.

Secondary: Asheboro High School, 8:30-11:45 a.m.

Please contact Dr. Aaron Woody at (336) 625-5104 for more information.

Read to Achieve (Invitation Only)

Read to Achieve is a reading camp for 1st – 3rd grade students to enhance their love of reading and provide opportunities to improve their comprehension skills. Transportation, breakfast, and lunch will be provided to students participating. *Students will be assigned to a school for camp.*

July 10 – August 10 (Mondays – Thursday), 7:45 a.m. - 12:15 p.m.

Please contact the principal at your child's school for more information.

High School Credit Recovery (Invitation Only)

High school students will have an opportunity to complete requirements needed for course credit at this summer camp.

June 15 - August 15

For more information, please contact Dr. Julie Pack at (336) 625-5104 or Dr. Penny Crooks at (336) 625-6185.

JumpStart Pre-K (Invitation Only)

JumpStart is for students who will be entering kindergarten offering students time to practice their classroom skills like walking in a line, sitting in a group, recess, songs and games, and exploration. Transportation, breakfast, and lunch will be provided to participants.

August 7 - 10 (Monday – Thursday).

Balfour Elementary School, 7:45 a.m. - 12:15 p.m.

Contact Holly White (hwhite@asheboro.k12.nc.us) for additional information.

Asheboro City Explorer Camp

Asheboro City Schools will partner with the City of Asheboro to host a summer camp for current 3rd – 5th grade students from all elementary schools. The focus will be learning about our community and what it has to offer for our students, including recreation, the arts, emergency services and government.

July 17 – 20 (Monday – Thursday)

Donna Lee Loflin Elementary School, 7:45 a.m. - 12:15 p.m.

Please contact Dr. Drew Maerz at (336) 625-5104 for more information or [click here](#) to register.

Secondary STEAM Camp

Students in grades 6-12 will focus on hands-on, integrated learning experiences with science, technology, engineering, arts, and math at this summer camp. Students will be picked up and returned to the AHS main campus. Breakfast and lunch will be provided.

July 10 - 13 (Monday – Thursday)

Asheboro High School Zoo School, 8:30 a.m. - 12:15 p.m.

Please contact Dr. Julie Pack at (336) 625-5104 for more information or [click here](#) to register.

Lakeview and Coleridge Apartment Summer Camps

Students of all ages will have the chance to check-out books, take Accelerated Reader tests, and participate in a physical activity at this camp. Bagged lunches will be provided to students.

Lakeview Apartment Dates: July 10-13 and July 17-20 (Monday – Thursday)

Coleridge Apartment Dates: July 24-27 and July 31-August 3 (Monday – Thursday)

Camps will meet onsite at Lakeview and Coleridge Apartments from 11:30 a.m. – 2:00 p.m.

Please contact Leigh Anna Marbert at (336) 625-5104 for more information or [click here](#) to register. Pre-registration is not required.

Asheboro City Schools Poetry Camp

Asheboro City Schools Poetry Camp is open to rising 6th – 9th grade students and is open to students who love to read and write poetry. A mid-morning snack will be provided.

July 31 - August 2 (Monday – Thursday)

South Asheboro Middle School Media Center, 9:00 a.m. -12:00 p.m.

For more info, please contact Kerri Lamb (klamb@asheboro.k12.nc.us; 336-629-4141) or [click here](#) to register.

Secondary Math Camp

Rising 8th through 12th graders will have the opportunity to explore mathematical concepts with hands-on experiences.

June 26 – 28 (Monday – Wednesday)

Room 267 Asheboro High School, 9:00 a.m. – 12:00 p.m.

Please contact Mr. Adam Reeder at Asheboro High School for more information (336) 625-6185 or [click here](#) to register.

Engineering - Secondary Science Camp

Rising 6th – 8th grade students are welcomed to join a fun hands-on engineering camp this summer!

July 17-19 (Monday – Wednesday)

Room 407 Asheboro High School, 9:00 a.m. – 12:00 p.m.

Please contact Ms. Misty Hildreth to learn more at (336) 625-6185 or [click here](#) to register.

Documenting the Past: ACS Social Studies Camp

Students will engage with history through primary and secondary source materials and local historians.

Participants will judge the value of such sources by analyzing various features of source materials. As a learning product, students will produce short documentaries related to historical topics. This camp is open to rising 8th through 10th graders in ACS.

August 7th – 10th (Monday – Thursday)

Room 260 Asheboro High School, 9:00 a.m. – 12:00 p.m.

Please contact Ms. Lynn Fisher at Asheboro High School for more information at (336) 625-6185 or [click here](#) to register.

College Tours

Summer College Tours is open to rising 11th and 12th grade students and will allow them to visit NC colleges and universities.

July 13, July 19, July 27, August 3, August 10, and August 17 (Thursdays only)

Meeting location: Bus Loop at AHS

Please contact Robin Harris (rharris@asheboro.k12.nc.us) for additional information or [click here](#) to register.

Advanced Placement Academy

Open to any current or potential AP Capstone and AP English students. This camp is designed to prepare students for AP Capstone and AP English classes.

July 31-August 2 (Monday – Wednesday)

SAMS Media Center, 3:00 p.m. - 6:00 p.m. Please contact Molly Lyons (mlyons@asheboro.k12.nc.us) or [click here](#) to register.

AHS Band Camp

This camp is for students currently enrolled in band to help prepare for the marching season.

July 24 – 26 (Percussion Camp)

July 31 – August 3 (Full Band Camp)

Please contact Phil Homiller (phomiller@asheboro.k12.nc.us) for more information.

YMCA/ACS Summer Camp

This summer enrichment program is open to rising 6th-8th graders. The goal is for participants to understand that excellence is a real and attainable expectation that every child should teach for and believe in themselves. The 8-week program involves: team building; meeting with state and local governmental officials; local community day trips; overnight field trips; fun indoor and outdoor experiences; college prep tours; and community service opportunities.

Please contact your child's school counselor to learn more and register.

Asheboro City Schools Theatre Camp

This hands-on camp is offered to Asheboro City high school students and will focus on acting, puppetry, music, movement, and writing.

June 20 -30

Asheboro High School,

Please contact Phil Homiller (phomiller@asheboro.k12.nc.us) for more information.

Athletic Camps:

AHS Football Camp

Summer football camp for high school students interested in playing football.

July 18 – 20 (Tuesday – Thursday)

Contact Asheboro High School for additional information.

AHS Youth Football Camp

Summer football camp for Asheboro City School students in grades 4-8.

July 17- 19 (Monday – Wednesday)

Contact Asheboro High School for additional information.

Wrestling Camp

Wrestling camp for high school students.

July 24-26 (Monday – Wednesday)

Located at Asheboro High School, 8:30 a.m. -12:00 p.m.

Contact Wes Berrier (wberrier@asheboro.k12.nc.us) at South Asheboro Middle School for more information.

Basketball Camp

Basketball camp for high school students

June 13-15 (Tuesday – Thursday)

Located at Asheboro High School, 9:00 a.m. -12:00 p.m.

Contact Brian Nance (bnance@asheboro.k12.nc.us) at Asheboro High School for more information.

SAMS Football

Football camp for 7th and 8th grade students in Asheboro City Schools.

August 8- 10 (Tuesday – Thursday)

Located at South Asheboro Middle School, 5:30 p.m. - 8:30 p.m.

Contact South Asheboro Middle School for additional details.

SAMS Cheerleading

Cheerleading camp for Asheboro City Middle School students.

August 11 (Friday)

Located at South Asheboro Middle School, 9:00 a.m. – 1:00 p.m.

Contact South Asheboro Middle School for additional information.



Just Keep Reading...

Summer Media Hours:

Balfour Elementary
 Tuesdays & Thursdays
 July 11– August 10
 12:30-2:00pm

Loflin Elementary
 Tuesdays
 July 11– August 15
 12:30-1:30pm

Lindley Park Elementary
 Tuesdays
 July 11–August 8
 11:30-12:15

McCrary Elementary
 Thursdays
 June 22– August 10
 11:30-12:15pm
 (Closed July 6)

Teachey Elementary
 Mondays & Tuesdays
 July 10– August 11
 10:00 - 11:00 am

ACS Summer Reading Challenge Building a Better World

Elementary Schools

Read every day and record all books read on your reading log sheet. Earn incentives based on the total number of books read.

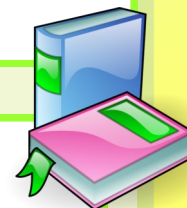
K-2	3-5
Level 1: 10 books	Level 1: 5 books
Level 2: 15 books	Level 2: 10 books
Level 3: 20 books	Level 3: 15 books

Accelerated Reader (AR)

The Accelerated Reader program is a computerized program that enables students to select books on their reading level, read independently, and take an independent comprehension test on the computer. Each book is worth a certain number of points based on its length and reading level. Students get a percentage of these points based on how many of the test questions they get right. The program tracks their progress over the course of the school year. Students can check out books and complete AR quizzes during summer library hours at school or at the Asheboro Public Library.

Superintendent's Reading Challenge– 250,000 books

Reading is one of the foundational building blocks for developing sharp cognitive skills. We know that by partnering with our students and their families, we can achieve the goal of reading 250,000 books over the summer and throughout the upcoming school year. With this challenge, we hope to increase and enhance the love of reading in our students. –Dr. Terry W. Worrell





Sigue Leyendo...

Biblioteca Horario de Verano

Primaria Balfour
 Martes & Jueves
 11 de julio– 10 agosto
 12:30-2:00pm

Primaria Loflin
 Martes
 11 de julio– 15 de agosto
 12:30-1:30pm

Primaria Lindley Park
 Martes
 11 de julio— 8 de agosto
 11:30-12:15

Primaria McCrary
 Jueves
 22 de julio– 10 de agosto
 11:30-12:15pm
 (Cerrado 6 de julio)

Primaria Teachey
 Lunes & Martes
 10 de julio– 11 de agosto
 10:00 - 11:00 am

Reto de Lectura de Verano ACS Construyendo un Mundo Mejor

Escuelas Primarias

Leer todos los días y anotar todos los libros en la hoja de registro de lectura. Ganar incentivos basados en el número total de libros leídos.

K-2	3-5
Nivel 1: 10 libros	Nivel 1: 5 libros
Nivel 2: 15 libros	Nivel 2: 10 libros
Nivel 3: 20 libros	Nivel 3: 15 libros

Accelerated Reader (AR)

El programa Lector Acelerado(AR) es un programa computarizado que permite a los estudiantes seleccionar libros en su nivel de lectura, leer de forma independiente, y tomar una prueba de comprensión independiente en la computadora. Cada libro vale un cierto número de puntos basados en su longitud y nivel de lectura. Los estudiantes obtienen un porcentaje de estos puntos basándose en la cantidad de preguntas correctas que obtienen. El programa registra su progreso durante el transcurso del año escolar. Los estudiantes pueden revisar libros y completar exámenes de AR durante las horas de la biblioteca de verano en la escuela o en la Biblioteca Pública de Asheboro..



Reto de Lectura de la Superintendente– 250,000 libros

La lectura es uno de los pilares fundamentales para desarrollar habilidades cognitivas agudas. Sabemos que al asociarnos con nuestros estudiantes y sus familias, podemos alcanzar la meta de leer 250,000 libros durante el verano y durante el próximo año escolar. Con este desafío, esperamos aumentar y mejorar el amor por la lectura en nuestros estudiantes.
 -Dr. Terry W. Worrell





Summer Learning Ideas for K-5 Students in ACS

Websites & Resources

Reading is Fundamental
"Read for Success"

<http://www.rif.org/about-us/read-for-success/summer-learning/>

PBS Parents—Summer

<http://www.pbs.org/parents/summer/>

International Children's
Digital Library

<http://en.childrenslibrary.org/>

The Library of Congress

<http://www.read.gov/kids/>

Helping Your Child Learn
Mathematics

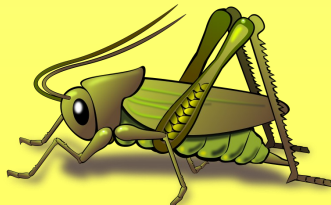
<https://www2.ed.gov/parents/academic/help/math/index.html>

Math Games

<http://maccss.ncdpi.wikispaces.net/Summer+Math>

Prodigy

<https://prodigygame.com/>



Reading Opportunities

NC Reads Program

Pre-K to 5th grade students will have access to myON Reader this summer. Students will be able to select from thousands of titles and download free books that are matched to their reading level and personal interests.

<https://www.myon.com/login/index.html>

Randolph County Summer Library Program

The theme for this year's summer reading program is "Build a Better World" and will begin on June 3rd, 2017.

For more information visit:

<http://www.randolphlibrary.org/summer/>

Barnes and Noble Summer Reading Program

Grade 1st—6th grade students read any eight books this summer, record them in the

[Summer Reading Journal](#) and choose a free book listed on the back of the journal.

Summer Math Challenge

A free, six-week, email-based math skills program for students who have finished first through eighth grades.

As a part of the program, parents receive daily emails with fun, targeted activities and resources to help children retain the math skills learned during the previous year.

<https://quantiles.com/content/summer-math-challenge/>

Click here to learn about ACS
summer learning opportunities!

<http://www.asheboro.k12.nc.us/>



Ideas de Aprendizaje de Verano para estudiantes K-6 en ACS

SitiosWeb & Recursos

Lectura es Fundamental
"Leer para tener Exito"

<http://www.rif.org/about-us/read-for-success/summer-learning/>

PBS Padres—Verano

<http://www.pbs.org/parents/summer/>

Biblioteca Digital internac-
ional para niños

<http://en.childrenslibrary.org/>

La biblioteca del Congreso

<http://www.read.gov/kids/>

Ayudando a su niño apren-
der matemáticas

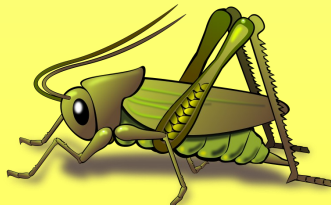
<https://www2.ed.gov/parents/academic/help/math/index.html>

Juegos de Matematicas

<http://maccss.ncdpi.wikispaces.net/Summer+Math>

Prodigio

<https://prodigygame.com/>



Oportunidades de Lectura

NC Programas de Lectura

Estudiantes de Pre-K hasta 5to grado tendrán Acceso a myON Reader este verano. Los estudiantes podrán elegir de entre miles de titulus y descrgar libros gratis que se adaptan a su nivel de lectura e intereses personales.

<https://www.myon.com/login/index.html>

Programa de Verano Biblioteca del Condado Randolph

El tema de este programa de lectura de este año Se llama " Construir un Mundo Mejor" y empezara el 3 de junio , 2017.

Para mas informacion visite:

<http://www.randolphlibrary.org/summer/>

Barnes y Noble Programa de Lectura de Verano

Estudiantes de 1ro al 6to grado que lean 8 libros este verano anotarlos en

[Summer Reading Journal](#) y elige un libro gratis

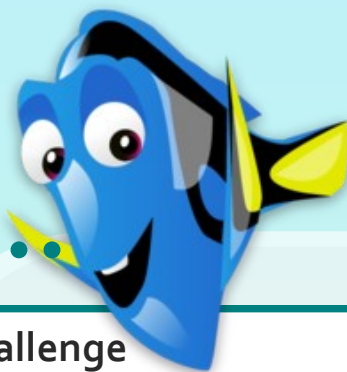
Reto de Verano Matemáticas

Un programa gratuito de habilidades matemáticas basado en correo electrónico de seis semanas para estudiantes que han terminado primero a octavo grado. Como parte del programa, los padres reciben correos electrónicos diarios con actividades y recursos divertidos y específicos para ayudar a los niños a retener las habilidades de matemáticas aprendidas durante el año anterior.

<https://quantiles.com/content/summer-math-challenge/>

Haga clic aquí para obtener información acerca de oportunidades de aprendizaje de verano de ACS !

<http://www.asheboro.k12.nc.us/>



Just Keep Reading...

Summer Media Hours:

North Asheboro Middle

Mondays
June 12 - August 7
2:00-4:00pm
(Closed July 3)

South Asheboro Middle

Wednesdays
June 14 - August 2
2:00 - 4:00pm
(Closed July 5)

Asheboro High

Wednesdays
June 14 - August 2
2:00 - 5:00pm
(Closed July 5)

ACS Summer Reading Challenge Building a Better World

Middle Schools

Read at least 4 books over summer break. Reading logs will be sent home with report cards, posted to the school website and available at the public library or in the school office/media center. Earn incentives based on the total number of books read.

- Level 1: 4 books and a summary log or 80% or higher on AR tests for each book
- Level 2: 5 books and a summary log or 80% or higher on AR tests for each book
- Level 3: 6 or more books and a summary log or 80% or higher on AR tests for each book

Asheboro High School

Asheboro High School's 2017 Summer Reading Challenge, "Build a Better World," runs from June 1 - August 31, 2017. This program is available to ALL rising freshmen to rising seniors. Registration link: <https://goo.gl/zblqAk>

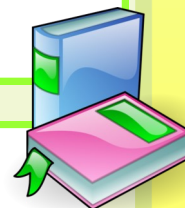
- Level 1:** Read and log 2 books
- Level 2:** Read and log 3 books
- Level 3:** Read and log 4 (or more) books!

Accelerated Reader (AR)

The Accelerated Reader program is a computerized program that enables students to select books on their reading level, read independently, and take an independent comprehension test on the computer. Each book is worth a certain number of points based on its length and reading level. Students get a percentage of these points based on how many of the test questions they get right. The program tracks their progress over the course of the school year. Students can check out books and complete AR quizzes during summer library hours at school or at the Asheboro Public Library.

Superintendent's Reading Challenge— 250,000 books

Reading is one of the foundational building blocks for developing sharp cognitive skills. We know that by partnering with our students and their families, we can achieve the goal of reading 250,000 books over the summer and throughout the upcoming school year. With this challenge, we hope to increase and enhance the love of reading in our students. -Dr. Terry W. Worrell





Sigue Leyendo...

Biblioteca Horario de Verano

Media Asheboro Norte

Lunes

12 de junio - 7 de agosto

2:00-4:00pm

Cerrado 3 de julio)

Media Asheboro Sur

Miercoles

14 de junio - 2 de agosto

2:00 - 4:00pm

(Cerrado 5 de julio)

Secundaria Asheboro

Miercoles

14 de junio - 2 de agosto

2:00 - 5:00pm

(Cerrado 5 de julio)

Reto de Lectura de Verano ACS Construyendo un Mundo Mejor

Escuelas Medias

Leer por lo menos 4 libros durante las vacaciones de verano. Hoja de registro de lectura sera enviada a casa con la bolete de calificaciones, publicaremos en el sitio web de la escuela y estaran disponibles en la biblioteca publica o en la oficina/biblioteca de la escuela.

Gana incentivos basado en el numero total de libros leidos.

Nivel 1: 4 libros y un registro resumen o 80% o mas en el examen AR por cada libro

Nivel 2: 5 libros y un registro resumen o 80% o mas en el examen AR por cada libro

Nivel 3: 6 o mas libros y un registro resumen o 80% o mas en el examen AR por cada libro

Escuela Secundaria

Reto de lectura de verano 2017 Escuela Secundaria Asheboro , "Construir un Mundo Mejor," se extiende desde el 1 de junio - 31 de agosto , 2017. Este programa esta disponible para TODOS los entrants a grado 9 hasta entrants al grado 12 .Enlace de registro: <https://goo.gl/zblqAk>

Nivel 1: Lee y anota 2 libros **Nivel 2:** Lee y anota 3 libros

Nivel 3: Lee y anota 4 (o mas) libros

Accelerated Reader (AR)

El programa Lector Acelerado(AR) es un programa computarizado que permite a los estudiantes seleccionar libros en su nivel de lectura, leer de forma independiente, y tomar una prueba de comprensión independiente en la computadora. Cada libro vale un cierto número de puntos basados en su longitud y nivel de lectura. Los estudiantes obtienen un porcentaje de estos puntos basándose en la cantidad de preguntas correctas que obtienen. El programa registra su progreso durante el transcurso del año escolar. los estudiantes pueden revisar libros y completar exámenes de AR durante las horas de la biblioteca de verano en la escuela o en la Biblioteca Pública de Asheboro..



Reto de Lectura de la Superintendente– 250,000 libros

La lectura es uno de los pilares fundamentales para desarrollar habilidades cognitivas agudas. Sabemos que al asociarnos con nuestros estudiantes y sus familias, podemos alcanzar la meta de leer 250,000 libros durante el verano y durante el próximo año escolar. Con este desafío, esperamos aumentar y mejorar el amor por la lectura en nuestros estudiantes.
-Dr. Terry W. Worrell



Ideas de Aprendizaje de Verano para Estudiantes de

Oportunidades de Aprendizaje de Verano Secundaria

Camp. Matemáticas AHS
26-28 junio

Camp. y STEAM
AHS Zoo School
10-13 julio

ACS Camp. Poesía
Biblioteca SAMS
31 julio-2 agosto

AP Academia
Biblioteca AHS
31 julio-2 agosto

Camp. Ingeniería & Ciencias
AHS
7-10 agosto

Documentando el pasado:
ACS Camp. Historia
7-10 agosto

Excursiones a Universidades
13, 19, 27, julio- 3, 10, &
17 agosto
Solamente Jueves

Para mas informacion sobre
cualquier campamento
o registracion:
<http://www.asheboro.k12.nc.us/>

Información de Lectura

Programa de Verano Biblioteca de Condado Randolph

El tema de este programa de lectura de este año se llama "Construir un Mundo Mejor" y empezará el 3 de junio, 2017. Para mas informacion visite:

<http://www.randolphlibrary.org/summer/>

Libros para Adolescentes Buscador Base de Datos

Este recurso es gratis busca por premio, lista de nombres, año, autor, género y más. Los usuarios pueden crear listas personalizables e imprimibles e incluso ubicar libros en bibliotecas cercanas..

<http://booklists.yalsa.net/>

La Biblioteca del Congreso

Este recurso en línea gratis le ayudará a descubrir una gran variedad de libros y recursos a explorar para dolecentes. <http://www.read.gov/teens/>

Matemáticas y Ciencias Verano

Cada año, más de 9 millones de estudiantes en los grados K-12 entran en un concurso nacional de ciencias. De ellos, sólo varios miles de estudiantes en los grados 9-12 participar en los niveles más altos de la competencia. Compruebe aquí las competencias de prestigio:

http://www.sciencebuddies.org/science-fair-projects/top_science-fair_overview.shtml

Cada año, maestros de Carolina del Norte de Matemáticas patrocina la Feria de Matemáticas de la Región Central celebrada en la Escuela Secundaria de Asheboro. Animamos a todos los estudiantes de K-12 a comenzar a planificar sus proyectos para la Feria de Matemáticas de 2018. Para más información:

<https://www.ncctm.org/resources-activities/math-fairs/>

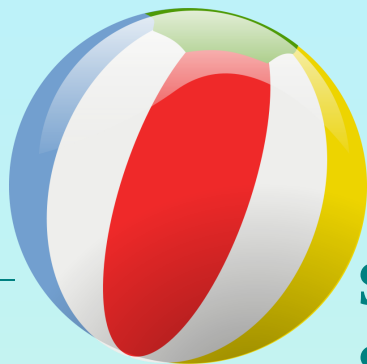
Reto de Verano de Matemáticas: Un programa gratuito de habilidades matemáticas basado en correo electrónico de seis semanas para estudiantes que han terminado primero a octavo grado. Como parte del programa, los padres reciben correos electrónicos diarios con actividades divertidas y específicas y recursos para ayudar a los niños a conservar las habilidades matemáticas aprendidas durante el año anterior.

<https://quantiles.com/content/summer-math-challenge/>

Requerida lectura de verano para estudiantes con
cursos de Inglés Honors & AP :

http://ahs.asheboro.k12.nc.us/students/summer_reading





Secondary Summer Learning Opportunities

Secondary Math Camp
AHS
June 26-28

Secondary STEAM Camp
AHS Zoo School
July 10-13

ACS Poetry Camp
SAMS Media
July 31-Aug 2

AP Academy
AHS Media
July 31-Aug 2

Engineering & Science
Camp
AHS
Aug 7-10

Documenting the Past:
ACS Social Studies Camp
Aug 7-10

College Tours
July 13, 19, 27, Aug 3, 10, &
17
Thursdays Only

For more information on any camp
or to register:
<http://www.asheboro.k12.nc.us/>

Summer Learning Ideas for Secondary Students in ACS

Reading Information

Randolph County Summer Library Program

The theme for this year's summer reading program is "Build a Better World" and will begin on June 3rd, 2017.

For more information visit:

<http://www.randolphlibrary.org/summer/>

Teen Book Finder Database

This free resource is searchable by award, list name, year, author, genre, and more. Users can create customizable and printable lists and even locate books in nearby libraries.

<http://booklists.yalsa.net/>

The Library of Congress

This free online resource will help teens discover a wide variety of books and teen reading resources to explore.

<http://www.read.gov/teens/>

Summer Math and Science

Every year, more than 9 million students in grades K-12 enter a national science competition. Of those, only several thousand students in grades 9-12 participate in the topmost levels of competition. Check here for those prestigious competitions:

http://www.sciencebuddies.org/science-fair-projects/top_science-fair_overview.shtml

Every year, North Carolina Teachers of Mathematics sponsors the Central Region Math Fair held at Asheboro High School. We encourage all K-12 students to begin planning their projects for the 2018 Math Fair. For more information:

<https://www.ncctm.org/resources-activities/math-fairs/>

Summer Math Challenge: A free, six-week, email-based math skills program for students who have finished first through eighth grades. As a part of the program, parents receive daily emails with fun, targeted activities and resources to help children retain the math skills learned during the previous year.

<https://quantiles.com/content/summer-math-challenge/>

Required summer reading for
Honors & AP English students:

http://ahs.asheboro.k12.nc.us/students/summer_reading



**Board of Education Meeting
May 11, 2017**

Policy Committee

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

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

Ms. Cranford called the meeting to order at 6:00 p.m. and referred to Dr. Maerz who began review of the agenda.

- Policy 1200 - Governing Principle – Student Success
 - Updated to reflect current policy titles
- Policy 1310/4002 - Parental Involvement
 - Updated legal references
- Policy 1320/3560 - Title I Parent and Family Engagement
 - Minor/technical update
- Policy 3420 - Student Promotion and Accountability
 - Legal references updated throughout policy
- Policy 4126 - Homeless Students
 - Language, terminology and legal reference updates
- Policy 4150 - School Assignment
 - Language added that includes considerations for students in foster care
 - Updated legal references
- Policy 4155 - Assignment to Classes
 - Updates to terminology
- Policy 4250/5075/7316 - North Carolina Address Confidentiality Program
 - Language added throughout policy regarding the requirements of a “valid authorization card” in order to keep an address confidential from the public
- Policy 5030 - Community Use of Facilities
 - Updated legal references

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

With no further business, the meeting was adjourned at 6:10 p.m.

Finance Committee

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

Baxter Hammer
Joyce Harrington
Kyle Lamb

Jeni Martin
Archie Priest

Staff members present: Dr. Terry Worrell and Harold Blair

Mr. Blair reviewed the impact of House Bill 13 on the 2017-2018 staffing requirements. The bill will postpone major changes to class size requirements until the 2018-2019 school year.

There being no further business, the meeting adjourned at 7:10 p.m.

Board of Education

May 11, 2017

The Asheboro City Schools Board of Education met in open session at 7:29 p.m. in the Professional Development Center with the following members present:

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	
Wilson Alexander, Attorney		

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

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

Following a moment of silence, Sanjuana Castorena, an Asheboro High School student, led the Pledge of Allegiance.

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

Special Recognition and Presentations

Community Partner Spotlight: Leigh Anna Marbert, Public Information Officer, recognized Terri and Dean Sexton and the members of First Baptist Church for their continued partnership with Asheboro High School.

Board Spotlight: Asheboro High School students James Willett and Kendall Allen presented information regarding the Asheboro High School Community Engagement Award and Evening of Celebration which will be held on May 17, 2017.

Battle of the Books: Chandra Manning recognized members of the South Asheboro Middle School Battle of the Books Team who were regional winners. The team was joined by coaches Julia Dawson and Kimberly Hoffman.

2017 NC Personal Finance Team: Betsy Hammond recognized the South Asheboro Middle School's NC Personal Finance Team, state champions of the middle school division. The team will now advance to the national competition. They were joined by Ms. Sarah Trollinger, teacher and coach.

STEAM Competition Winners: Anthony Woodyard recognized the winners of the elementary STEAM competition from Charles W. McCrary Elementary School, noting the winners were presented with individual Kindle e-readers.

2016-2017 Teacher of the Year: Dr. Terry Worrell recognized Laura King, fifth grade teacher at Charles W. McCrary Elementary School, who was recently selected as the Asheboro City Schools Teacher of the Year, and Mary Jo Przybylowski, second grade teacher at Balfour Elementary School, Asheboro City Schools Teacher of the Year finalist.

2017 Outstanding Elementary Math Teacher of the Year: Dr. Wendy Rich recognized Valerie Runnfeldt, second grade teacher at Guy B. Teachey Elementary School, for being selected as the 2017 Outstanding Elementary Math Teacher of the Year.

2017 Apple of Excellence Outstanding First Year Teacher: Carla Freemyer recognized Javier Carranza, first grade teacher at Charles W. McCrary Elementary, as the 2017 Apple of Excellence Outstanding First Year Teacher.

Exemplary Student Recognition: Dr. Sean McWherter introduced the following exemplary students from the Class of 2017: Sanjuana Castorena, Justin Jones, Maci Bunting, Jason Aguilar, and Mayra Correa-Ramirez. Each of these accomplished students shared their educational experiences at Asheboro High School as well as their future plans.

Governor's School Attendees: Dr. Julie Pack recognized the following Asheboro High School students who have been selected to attend the North Carolina Governor's School during the summer of 2017: Erin Devilbiss (Social Science), Bandon Ingold (Instrumental Music – Euphonium), Crystal Jaimes (Instrumental Music – Saxophone), and Calista White (English).

Sodexo Account Manager: Dr. Worrell introduced and welcomed Leslie A. Simmonds, Sodexo Account Manager for Asheboro City Schools.

Public Comments

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

Chairman Lamb recognized Representative Allen McNeill who was in attendance.

Consent Agenda

Upon motion by Mr. Hammer, seconded by Ms. Kidd and Ms. Harrington, the following items under the Consent Agenda were unanimously approved:

- A. Approval of Minutes –April 6, 2017 (Board of Education and Budget Work Session)
- B. Overnight Field Trip Request for Asheboro High School FFA, National FFA Convention, October 24-28, 2017, Indianapolis, IN
- C. Overnight Field Trip Request for Asheboro High School Chorus, All-State Chorus, May 5-6, 2017, Raleigh, NC
- D. Overnight Field Trip Request for Asheboro High School Air Force JROTC, ROTC Camp, June 17-23, 2017, Fayetteville State University
- E. Overnight Field Trip Request for Asheboro High School FFA Chapter, State FFA Convention, June 20-22, 2017, Raleigh, NC
- F. 2017-2018 Asheboro City Schools Calendar
- G. 2018-2019 Asheboro City Schools Calendar
- H. Personnel:

***A. NON-CAREER STATUS TEACHERS RECOMMENDED FOR CONTINUED EMPLOYMENT**

LAST	FIRST	SCH	SUBJECT
Allgood	Timothy	AHS	English (Part-Time)
Andrews	Christopher	AHS	Social Studies
Bates	Julie	AHS	Exceptional Children
Beckwith	Elizabeth	AHS	Mathematics
Blakley	Erica	AHS	Health Science

Brady	Belinda	AHS	Health Science
Brakefield	Whendy	AHS	Mathematics
Brewer	Blake	AHS	Physical Education
Bump	Luke	AHS	English
Bunch	Kateland	AHS	Social Studies
Cagle	Amy	AHS	English
Cappello	Anthony	AHS	Mathematics
Carrouth	Megan	AHS	English
Church	Leigh Ann	AHS	Family And Consumer Science
Collmar	Shelbi	AHS	English
Dillion	Jonathan	AHS	Nova Coordinator
Domally	Marc	AHS	Long Term Intervention Specialist
Dozier	Angela	AHS	English
Edwards	Matthew	AHS	English As A Second Language
Fairecloth	Joshua	AHS	Social Studies
Gomez Fernandez	Carlos	AHS	English As A Second Language
Heckethorn	Benjamin	AHS	Social Studies
Higgs	Gayle	AHS	Counselor
Hildreth	Misty	AHS	Science
Horsley	Timothy	AHS	Social Studies
Hurley	Lori	AHS	Family And Consumer Science
Kelley	Katherine	AHS	Mathematics
Lowe	Anna	AHS	Exceptional Children
Lyons	Mary "Molly"	AHS	English
Mauney	Wendy	AHS	Science
McGowan	Courtney	AHS	Career Development Coordinator
Mormann	Meredith	AHS	Chorus
Pack	Elizabeth	AHS	Agri-science
Peters	Nicole	AHS	Science
Phillips	John	AHS	Mathematics
Risso	Michael	AHS	Science
Robbins	Jennifer	AHS	Health Science
Robbins	William	AHS	Counselor
Silva	Zulema	AHS	Foreign Language
Smith	Patrick	AHS	Short Term Intervention Specialist
Stone	Mary	AHS	Science
Szabo	Emily	AHS	Exceptional Children
Thompson	Amanda	AHS	Exceptional Children
White	Jennifer	AHS	Exceptional Children Facilitator
Winsley	Nicole	AHS	English
Abercrombie	Carlie	NAMS	English Language Arts
Arnold	Karen	NAMS	English As A Second Language
Berrier	Angie	NAMS	Counselor
Davis	Catherine	NAMS	English Language Arts
Gallimore	Bryan	NAMS	Science

Gibbs	Ryan	NAMS	Social Studies/English Language Arts
Gold	Jennifer	NAMS	Media
Hatchett	Tresa	NAMS	Business
Hopkins	Steven	NAMS	Art
Paschal	Adriana	NAMS	English As A Second Language
Patrick	Leighann	NAMS	Exceptional Children
Patton	Kelly	NAMS	Academically Gifted
Phillips	Jennifer	NAMS	Social Studies/English Language Arts
Ritter	Daniel	NAMS	Mathematics
Rodriguez	Claudia	NAMS	Mathematics
Roman	Josimar	NAMS	Foreign Language
Rouse	Ra'tasha	NAMS	Agri-Science
Steele	Frank	NAMS	Exceptional Children
Tufts	Elizabeth	NAMS	Exceptional Children
Vamospercsi	Stephen	NAMS	Science
Ward	Clyde	NAMS	Social Studies
Wiley	Sharon	NAMS	English As A Second Language
Adams	Bethany	SAMS	English Language Arts
Beck	Donna	SAMS	English As Second Language
Berrier	Wesley	SAMS	Business
Carter	Casey	SAMS	Social Studies
Clarett	Adriane	SAMS	Science
Dawson	Julia	SAMS	Media
Everett	Callie	SAMS	Mathematics
Hagood	Kelly	SAMS	Language Arts
Herrin	Kirstin	SAMS	Science
Hoogkamp	Brett	SAMS	Math
Hughes	Ashley	SAMS	Social Studies
Lackey	Kathleen	SAMS	Chorus
Lamb	Kerri	SAMS	Language Arts
McElroy	David	SAMS	Mathematics
McElroy	Rachel	SAMS	Math
Murray	April	SAMS	Foreign Language
Myers	Tamara	SAMS	Exceptional Children
Neff	Margeaux	SAMS	Social Studies
O'Connor	Teresa	SAMS	Exceptional Children
Ross	Anthony	SAMS	Language Arts/Social Studies
Smith	Scott	SAMS	Technology
Thompson	Kelly	SAMS	Biotechnology
Toscano	Kristen	SAMS	Exceptional Children
Trollinger	Sarah	SAMS	Mathematics
Banks	Chameika	BAL	Counselor
Beck	Ilena	BAL	Kindergarten
Beck	Kristine	BAL	Grade 4
Bruchon	Stacie	BAL	Kindergarten
Cappello	Emily	BAL	Media

Curriu	Allison	BAL	Music
Dawalt	Keisha	BAL	Instructional Facilitator
Delgado	Izamar	BAL	Grade 5
Dye	Kari	BAL	Grade 5
Elliott	Margaret	BAL	English As Second Language
Grantham	Jessica	BAL	Grade 4
Hanson	Sarah	BAL	Grade 5
Hinshaw	Amanda	BAL	Grade 3
Howell	Myra	BAL	Grade 3
Jessup	Mary	BAL	Grade 2
Jones	Alisha	BAL	Grade K
O'Neal	Andrea	BAL	Speech
Pocock	Mary	BAL	Grade 3
Przybylowski	Mary Jo	BAL	Grade 2
Race	Michelle	BAL	Grade 3
Saunders	Corey	BAL	Physical Education
Showole	Teresa	BAL	Exceptional Children
Skoglund	Melissa	BAL	Exceptional Children
Smith	Jennifer	BAL	Grade 2
Smith	Meredith	BAL	Art
Stone	Leslie	BAL	Grade 1
Tamayo	Natalia	BAL	Kindergarten
Walker	Marlenea	BAL	Grade 1
Watson	Elizabeth	BAL	Grade 3
Watson	Toshia	BAL	Grade 1
Williams	Valencia	BAL	Kindergarten
Bennett	Elizabeth	CWM	Grade 3
Biaggi	Mary	CWM	English As Second Language
Carranza	Javier	CWM	Grade 1
Gatewood	Alanna	CWM	Kindergarten
Gee	Kathleen	CWM	Music
Hutton	Ashley	CWM	Grade 5
Jackson	Beverly	CWM	Reading Facilitator
King	Laura	CWM	Grade 5
Pugh	Felicia	CWM	Grade 3
Richardson	Meredith	CWM	Art
Runyon	Martha	CWM	Exceptional Children
Stookey	Greta	CWM	Exceptional Children
Ward	Vickie	CWM	Grade 3
White	Elizabeth	CWM	English As Second Language
Boozer	Laura	DLL	Speech
Cockman	Megan	DLL	Grade 3
Faircloth	Kristen	DLL	Physical Education
Ficquette	Kristina	DLL	Grade 3
Golden	Christopher	DLL	Grade 5
Grady	Natalie	DLL	Grade 2
Holloway	Caitlyn	DLL	Grade 4
Joyce	Meghan	DLL	Grade 2

Kern	Ella Mae	DLL	Grade 4
Lee	Summer	DLL	Kindergarten
Marks	Jessica	DLL	Music
Marsh	Michelle	DLL	Grade 5
Moore	Sarah	DLL	Grade 1
Stewart	Denia	DLL	Grade 4
Tuft	Jennifer	DLL	Grade K
Brumley	Jennifer	GBT	Reading Specialist
Brumley	Shelia	GBT	Exceptional Children
Cheek	Brittany	GBT	Grade 5
Coltrane	Crandel	GBT	Physical Education
Dunn	Virginia	GBT	Reading Specialist
Gallimore	Sarah	GBT	Grade 2
Faircloth	Nicole	GBT	Grade 4
Hancock	Jonas	GBT	Music
Hayes	Amy	GBT	Grade 1
Hill	Katherine	GBT	Grade 2
Kiser	Kaitlyn	GBT	Grade 4
Lawton	Hannah	GBT	Grade 4
Lilly	Amanda	GBT	Grade 2
McKinnon	Leslie	GBT	Exceptional Children
Robles Alvarez	Omayra	GBT	English As Second Language
Runnfeldt	Valerie	GBT	Grade 2
Sargent	Tressie	GBT	Grade 4
Shue	Angela	GBT	Grade 5
Walter	Shea	GBT	Therapeutic Classroom
Winslow	Dawn	GBT	Hearing Impaired
Arnold	Lindsay	LP	Kindergarten
Banner	Leigha	LP	Grade 4
Bardou	Katie	LP	Art
Brown	Jessica	LP	Grade 1
Casbarro	Samantha	LP	Grade 1
Chase	Leah	LP	Kindergarten
Fesperman	Candice	LP	Grade 2
Hoffmire	Jessica	LP	Grade 5
Hopkins	Heather	LP	Grade 2
Lamuraglia	Nancy	LP	Grade 1
Neal	Heather	LP	English As A Second Language
Nye	Mallory	LP	Grade 4
Parrish	Melanie	LP	Music
Scotton	Rebecca	LP	Grade 4
Smith	Leslie	LP	Grade 5
Thomas	Roxanne	LP	Speech
Toponce	Kelly	LP	Grade 1
Ivan	Joyce	ECDC	Pre-Kindergarten

Lawrence-Smith	Venise	ECDC	Pre-Kindergarten
Little	Tracy	ECDC	Exceptional Children
Peele	Marie	ECDC	Pre-Kindergarten
Phillips	Mari Beth	ECDC	Exceptional Children
Roberts	Laura	ECDC	Speech
Watts	Amber	ECDC	Pre-Kindergarten

***B. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

LAST	FIRST	SCH	SUBJECT	EFFECTIVE
Andrews	Sharon D.	SAMS	Science	6/14/2017
Beck	Margaret	GBT	Kindergarten	6/14/2017
Brown	Laura	DLL	2nd Grade	6/14/2017
Cranford	Cindy	AHS	Visually Impaired	6/14/2017
Daniels	Sadie	NAMS	Mathematics	6/14/2017
Escobar	Kathryn	GBT	5th Grade	6/14/2017
Foscue	Tracy	DLL/LP	Academically Gifted	6/14/2017
Lattimore	Joshua	CO	Transportation Coordinator	6/1/2017
Maness	Johnny R.	CO	Maintenance	7/31/2017
Robertson	Lisa	AHS	Health/Physical Education	6/14/2017
Robertson	R Michael	AHS	Mathematics	6/14/2017
Shinn	Carla	AHS	Media	6/30/2017
Trichtinger	Kristen	SAMS	English Language Arts	6/14/2017
Westbrook	Jeannine	GBT	4th grade	6/14/2017
Williams	Cody	AHS	Custodian	5/12/2017
Worstell	James	AHS	JROTC	6/30/2017

***C. APPOINTMENTS**

LAST	FIRST	SCH	SUBJECT	EFFECTIVE
Arellano	Augustin	CO	Substitute Bus Driver	4/11/2017
Clelland	Donna	NAMS	Testing Coordinator (temp./part-time)	4/25/2017-6/9/2017
Diener	Mary Lou	SAMS	Testing Coordinator (temp./part-time)	4/25/2017-6/9/2017
Hayes	Sherry	CO	Payroll Assistant	5/8/2017
Norton	Patti Bai	TBD	Exceptional Children	8/17/2017
Xinlei	"Grace"	AHS	Chinese	8/14/2017

***D. ADMINISTRATIVE CONTRACTS**

LAST	FIRST	SCH	SUBJECT	EFFECTIVE
Brady	Julie	CWM	Principal	7/1/2017 - 6/30/2021
Day	Amy	GBT	Principal	7/1/2017 - 6/30/2021
Evans	Ann	CWM	Assistant Principal	7/1/2017 - 6/30/2021
McCamish	Cayce	CO	Director of Exceptional Children	7/1/2017 - 6/30/2021
McHenry	Rhonda	GBT	Assistant Principal	7/1/2017 - 6/30/2021
Roman	Jordi	DLL	Principal	7/1/2017 - 6/30/2021
Tuft	Chris	BAL	Assistant Principal	7/1/2017 - 6/30/2021
Watkins	Herschelle	NAMS	Assistant Principal	7/1/2017 - 6/30/2021

***E. LEAVE OF ABSENCE**

LAST	FIRST	SCH	SUBJECT	EFFECTIVE DATE
Gallimore	Sarah	GBT	2nd grade	5/1/2017 - 6/14/2017

*This item is made a part of these minutes

Information, Reports and Recommendations

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

- Policy 4040/7310 - Staff-Student Relations
- Policy 5022 - Registered Sex Offenders
- Policy 6306 - School Bus Idling
- Policy 7130 - Licensure
- Policy 7241 - Drug and Alcohol Testing of Commercial Motor Vehicle Operators
- Policy 7425 - School Administrator Contracts
- Policy 7430 - Substitute Teachers
- Policy 7720 - Employee Political Activities
- Policy 7810 - Evaluation of Licensed Employee

Action Items

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

- Policy 4333 – Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety
 - Technical updates including legal references
- Policy 4335 – Criminal Behavior
 - Updated legal references
- Policy 5027/7275 – Weapons and Explosives Prohibited
- Language edited to clarify that policy applies to employees, visitors and others, but not students. Students are referred to in policy 4333, Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety.

***B. Upon motion made by Mr. Cheek and seconded by Jeni Martin, the Board unanimously approved the addition of World History to the middle school curriculum.**

(*A copy 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 June 8, 2017. She also reviewed the latest edition of *Points of Pride*.

B. Superintendent Worrell presented an update on the 2016-2017 Board Goals noting the following:

- The All-Comet Challenge, hosted by the PTOs, was very successful. Thanks were extended to Leigh Anna Marbert, Robin Harris, and Vanessa Brooks for their leadership and support in organizing this event.
- The 2017 Teacher of the Year Banquet was held on May 4, 2017. Laura King, fifth grade teacher from Charles W. McCrary Elementary School, was selected as our 2017 Teacher of the Year. Mary Jo Przybylowski, second grade teacher from Balfour Elementary School, was selected as the 2017 Teacher of the Year Finalist.
- Adam Reeder, Asheboro City Schools 2016 Teacher of the Year and Regional Teacher of the Year, has been invited to attend summer training at Ocracoke Island in June. He has also been invited to visit China for 10 days during the summer of 2018.
- Four Asheboro High School students have been awarded Global Navigator scholarships to study abroad during the summer of 2017. They will be studying in Spain, Morocco, Germany, and Italy. The students will undertake service projects, learn a second language, and study a topic like global entrepreneurship in another country.

Board Operations

A. Chairman Lamb reviewed the calendar of upcoming events.

B. Chairman Lamb presented Boardmanship Certificates to two board members.

- C. Ms. Kidd, Mr. Hammer, Mr. Smith, and Chairman Lamb shared highlights from educational sessions attended at the National School Boards Association Annual Meeting in Denver, CO, in March.
- D. Chairman Lamb reviewed the Superintendent’s evaluation guidelines and timeline.

Adjournment

There being no further business and upon motion made by Mr. Agudelo, seconded by Mr. Smith, and unanimously approved by the Board, the meeting was adjourned at 9:16 p.m.

Chairman

Secretary

Overnight

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

Group Making Request: Asheboro Zoo FFA Chapter (Officer Team) School: Asheboro High School

Destination: Camp T.N. Spencer Park, Concord, NC Date of Trip: July 17-20, 2017

Number of Students Involved: 11 Percent of Total Group: _____

Reasons for Students Not Attending: Time conflict during the summer

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

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

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

Number of Drivers Needed (to be secured by the Central Office): 0

Departure Time: 10am 7/17/2017 Return Time: 3pm 7/20/2017 Round Trip Miles (estimated): 100

Estimated Cost to the Student: \$30

Purpose(s) of the Field Trip: This four day summer retreat is designed to help the members of the incoming officer team further develop their leadership skills in preparation for their year of service as a chapter officer. Activities include team building exercises, personality assessments, training in conflict resolution, and development of workshops to share with the chapter throughout the year. They will also be setting personal and chapter goals for the new school year and planning the chapter's program of activities for the school year including meetings, guest speakers, workshops, service projects, and leadership activities. This time together is crucial to the development of the team as they form bonds and learn to work together effectively for the good of the program.

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.

*Elizabeth Pack

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.

E. Pack _____ Date 5/9/17
Sponsor (Group Responsible for Paying for the Trip)

Approved: [Signature] _____ Date 5/11/17
Principal

Approved: [Signature] _____ Date 5/16/17
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: WRESTLING TEAM School: SAMS / NAMS
Destination: APPALACHIAN STATE UNIVERSITY Date of Trip: 7/15 - 7/18
Number of Students Involved: 15 Percent of Total Group: 40%

Reasons for Students Not Attending: _____

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

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

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

Number of Drivers Needed (to be secured by the Central Office): Coach Bernier Driving

Departure Time: 5 AM Return Time: 8 PM Round Trip Miles (estimated): 260

Estimated Cost to the Student: \$325.00

Purpose(s) of the Field Trip: GAIN wrestling Experience and experience working with the high school. Promoting college after High School.

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.

BRYAN Chad Felter Wes Bernier JACK Bernier
Stan Hicks

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.

B. Chad Felter Sponsor (Group Responsible for Paying for the Trip) 3/6/17 Date

Approved: [Signature] Principal 3-7-17 Date

Approved: [Signature] Superintendent or Designee 3/15/17 Date

Transportation Scheduled: _____ Transportation Supervisor _____ Date _____

Special Comments/ Response: _____

**AGREEMENT TO PARTICIPATE IN THE
NORTH CAROLINA SCHOOL BOARDS TRUST
ERRORS & OMISSIONS/GENERAL LIABILITY FUND**

The North Carolina School Boards Trust (hereinafter the "Trust" or "NCSBT") provides local boards of education the opportunity to budget funds for the purpose of paying all or part of a covered claim made or civil judgment entered against the board, its members, or employees, or its former members or employees, when such claim is made or such judgment is rendered as damages on account of an act done or omission made, or an act allegedly done or omission allegedly made, in the scope of their duties as members of the local board of education or as employees pursuant to the terms, conditions, and limits of the NCSBT Errors & Omissions/General Liability Trust Fund Coverage Agreement (hereinafter the "Coverage Agreement"). The Trust does not provide any coverage for any claim which could not be paid by a local board of education pursuant to N.C.G.S. §115C-43(b) or successor statute. The Coverage Agreement is not a contract of insurance by a company or corporation duly licensed and authorized to execute insurance contracts in this State or by a qualified insurer as determined by the Department of Insurance. Therefore, the Coverage Agreement expressly is not considered a waiver of governmental immunity as provided in N.C.G.S. §115C-42. No coverage provided in the Coverage Agreement duplicates state-funded liability insurance for public school employees.

This Participation Agreement (hereinafter the "Agreement"), in accordance with the provisions of N.C.G.S. §160A-460 through -464, is entered into by and between the Trust and the undersigned board of education or other educational entity (hereinafter the "Member"), which is a member of the North Carolina School Boards Association, for the purpose of the North Carolina School Boards Trust Errors & Omissions/General Liability Fund (hereinafter the "Fund") providing to the Member liability coverages and no-fault coverage for medical expenses arising out of accidental injury, such coverages to be provided in accordance with the terms, conditions, and limits set forth in the Coverage Agreement and the No-Fault Coverage for Medical Expenses Arising Out of Accidental Injury Endorsement (hereinafter the "Med Pay Endorsement").

The duration of this Agreement shall be for a term commencing at 12:01 a.m. on the date indicated elsewhere in this Agreement and continuing for the remainder of the fund year thereafter.

The Trust and the Member are desirous of setting forth the obligations and responsibilities of each party.

NOW, THEREFORE, IN CONSIDERATION of the mutual covenants contained herein, the parties, intending to be legally bound hereby, agree as follows:

- I. THE TRUST AGREES THAT SO LONG AS THE MEMBER IS PARTICIPATING HEREUNDER, IT WILL:
 - A. Make liability coverage available to the Member in accordance with the terms, conditions, and limits set forth in this Agreement, the Coverage Agreement, and the excess insurance coverage purchased by the Trust. Coverage provided by the Fund shall be excess over any insurance or other coverage covering the Member board or its employees, except that no coverage provided by the Fund duplicates state-funded liability insurance covering the Member's employees, whether such insurance is primary, excess, contingent, or otherwise.
 - B. Make no-fault coverage for medical expenses available to the Member in accordance with the terms, conditions, and limits set forth in the Med Pay Endorsement. No-fault coverage for medical expenses provided by the Fund shall be excess over any insurance or other coverage available to any injured person.
 - C. Establish within the Trust separate cash reserve funds from the contributions of all Members, which funds shall be invested and shall not be intermingled with any other funds of the Trust and which funds shall be used by the Trust or its designee to:
 1. Pay all operational and administrative costs incurred by the Trust attributable to the Fund.
 2. Defend and/or pay covered liability claims made against the Member or other covered persons and reported to the Trust during the term of this Agreement, subject to a **\$5,000 deductible per claim**, and subject to the terms, conditions,

and limits of the Coverage Agreement, the excess insurance purchased by the Trust, the Trust's Claim Settlement Practices, and the Trust's Litigation and Billing Procedures. If a Member elects to discontinue participation in the Fund, the Trust will continue to handle all claims made and timely reported to the Trust during the term of this Agreement, until such claims are resolved or closed. The Trust does not provide coverage for the payment of claims which could not be paid by a local board of education pursuant to N.C.G.S. §115C-43(b).

3. Pay claims for medical expenses arising out of accidental injury, subject to all terms, conditions, and limits set forth in the Med Pay Endorsement.
 4. Purchase excess insurance for the benefit of the Member.
- D. Collect from each Member contributions based upon the loss experience of the Member and the loss experience of the Fund, operating expenses, excess insurance costs, and exposure of each Member. Such contributions shall be kept in designated reserve funds, and from such funds all administrative, excess insurance, and claims costs shall be paid.
 - E. Reserve the right to require an additional or supplemental fund contribution from each Member for any fund year in which the initial contribution rate and unallocated Fund reserves, if any, are inadequate to pay operating expenses and claim costs.
 - F. Provide an annual audit report to the Member concerning the financial operations and conditions of the Fund upon request of the Member.
 - G. Furnish appropriate claims reporting procedures to Members.
 - H. Make available for inspection, upon request by the Member, the books and records of the Fund.

II. THE MEMBER AGREES THAT IT WILL:

- A. Be responsible, along with its prior insurers, if any, for all liability claims that (i) arise from incidents which occurred prior to the retroactive date of the Coverage Agreement, or (ii) are first made within the meaning of the Coverage Agreement prior to the date of this Agreement, thereby holding the Trust financially harmless therefrom.
- B. Enroll in the Fund for a twelve-month fund year or remaining portion thereof and obligate itself to pay all required fund contributions as prescribed by the Trustees of the Trust.
- C. Implement procedures recommended by the Trust or its designee for the purpose of reducing liability exposures.
- D. Execute and submit to the Trust or its designee any and all forms required by the Trust.
- E. Designate a risk management coordinator to act as a liaison between the Member and the Trust or its designee.
- F. Attend any training programs and sessions deemed necessary by the Trust.
- G. By signing this Agreement, grant to the Trust the full power of attorney to:
 1. Present all forms and related information to any administrative body, board, agency, or any court of law, as may be necessary, to defend liability claims covered by the Fund.

2. Obtain and retain any information or data that may affect the Member's liability claims that are covered by the Fund.
 3. Do any and all acts without qualification that are necessary or convenient to effectuate the implementation and performance of the Fund.
- H. Promptly notify the Trust of any claims made against the Member, as defined in the Coverage Agreement; ensure that all persons covered under the Coverage Agreement are aware of and understand the "Defense of Claims" and "Notice of Claim" provisions of the Coverage Agreement and their responsibilities thereunder; and otherwise cooperate with the Trust in the investigation and defense of claims handled under the Coverage Agreement.
- I. Cooperate with the Trust in the investigation of claims for medical expenses and otherwise comply with all obligations set forth in the Coverage Agreement and Med Pay Endorsement. The Member further agrees that the no-fault coverage for medical expenses only applies to accidental injuries occurring during the fund year, and is subject to all terms, conditions, and limits set forth in the Med Pay Endorsement.
- III. This Agreement, as approved by the Member, shall be forwarded to the Trust or its designee.
- IV. The Trust shall acknowledge acceptance of this Agreement by noting hereon in the space provided the effective date of its acceptance and shall return a fully executed copy thereof to the Member.
- V. The effective date initiating the obligations and rights of the parties to this Agreement shall commence upon the date stated herein and upon receipt by the Trust of the Member's fund contributions payable in advance. Failure by any Member to pay contributions as required by the Trust shall terminate this Agreement and void the Member's rights in the Fund upon fifteen days' written notice to the Member, except that the Fund will continue to be liable for all claims that would otherwise be covered by the Fund, which were made against the Member and timely reported by the Member to the Trust while the Member was in full compliance with this Agreement.
- VI. In the event of default by a Member as specified in Section V. hereof, or in the event of discontinuance of participation by a Member, all fund contributions made by the Member shall remain the sole property of the Trust, and said Member shall have no rights therein.
- VII. The undersigned Authorized Representative of the Trust certifies that as of the date of the Agreement, the Trust is not listed on the Final Divestment List created by the North Carolina State Treasurer pursuant to N.C. Gen. Stat. § 147-86.58.

**NORTH CAROLINA SCHOOL BOARDS TRUST
ERRORS & OMISSIONS/GENERAL LIABILITY FUND**

NAME OF SCHOOL BOARD MEMBER

By: _____
Authorized Representative

School Board

Date Signed

By: _____
Superintendent

Effective Date of Coverage

By: _____
Board Chair

Participation Agreement Number

Date Signed

Risk Management Coordinator

Telephone Number

This instrument has been preaudited in the manner required by the School Budget and Fiscal Control Act.

(Date)

(Signature of Finance Officer)

MEMORANDUM OF AGREEMENT REGARDING THE ACS COLLABORATION WITH THE ASHEBORO RANDOLPH PUBLIC LIBRARY

This Memorandum of Agreement (this “Agreement”) is made and entered into this ____ day of _____, 2017, between the Asheboro City Schools Board of Education and referred to herein as ACS, located at 1126 S. Park Street, Asheboro, North Carolina and Asheboro Randolph Public Library and referred to herein as LIBRARY, located at 201 Worth Street, Asheboro, North Carolina .

Background.

Over the last few years, ACS staff and LIBRARY staff have built strong 1- on-1 relationships at the school level. In order to develop a more comprehensive, strategic and sustainable collaboration that will strengthen both organizations and benefit the community by increasing literacy and educational success, the LIBRARY seeks to strengthen the relationships that already exist and build a strong relationship at the administrative level in order to work together more collaboratively and demonstrate measurable impact.

By developing an infrastructure that will allow all ACS students to access and use the LIBRARY's materials freely, the LIBRARY and ACS will leverage their collaboration for innovative and cost-effective ways to better utilize the County's limited resources to serve ACS students, their families, and staff.

Both ACS and LIBRARY understand that such services shall be provided at no cost to ACS.

This contract is effective from the date first written above and will renew automatically on July 1 of each fiscal year unless terminated by either party.

History of Relationship.

ACS and the LIBRARY have a long history of working together as educational partners, with the LIBRARY serving as an extension of the classroom-providing students with access to books, computers, free tutoring, reading programs, and dozens of other important educational resources during out-of-school time. Additionally, both organizations have aligned around a focus on literacy and are committed to creating a community of readers, empowering individuals with free access to information, building a welcoming place where reading, learning and imagination thrive, maximizing academic achievement, and preparing every child to lead a rich and productive life.

The parties enter this Agreement to confirm their agreements regarding these matters.

Agreement.

For and in consideration of the mutual promises set forth in this Agreement, the parties do mutually agree as follows:

Obligations of LIBRARY.

In connection with this Agreement, the LIBRARY agrees to the following:

1. LIBRARY will streamline student and staff access to databases and materials by integrating ACS Staff and Student ID numbers and LIBRARY accounts through the Shared Access initiative, allowing every student and staff member in ACS instant access to LIBRARY databases and materials. Implementation will include training for students and staff on the LIBRARY's educational resources.

2. Work collaboratively with ACS to further deepen the partnership between the agencies.

3. Provide ACS with data about school student participation in the Shared Access Initiative where allowable under N.C.G.S. 125-18 and 19, Confidentiality of Library Records.

Obligations of ACS.

In connection with this Agreement, ACS agrees to the following:

1. ACS will support implementation of the Shared Access initiative by providing to LIBRARY, ID Number, first, middle, last name and suffix, birthdate, parent/guardian name, school, grade, address, phone number, and email address of each student enrolled in ACS. In addition, ACS will provide to LIBRARY, a unique staff number, first, middle, last name and suffix, birthdate, school, ACS phone number, and ACS email address of each ACS staff member. This database will be updated monthly.

2. In collaboration with LIBRARY staff, help to facilitate the introduction of professional development opportunities for ACS teachers surrounding the Shared Access initiative and other Library projects.

3. Provide LIBRARY with aggregated data on student performance.

Confidentiality.

1. All student data or information provided by ACS is considered confidential under this Agreement as well as under the Family Educational Rights and Privacy Act (FERPA), and any other federal or state regulations pertaining to students' education records. To the extent that LIBRARY has access to any personally identifiable information from students' education records, LIBRARY agrees that it shall not use such information except for the legitimate educational purpose of providing services pursuant to this Agreement and that it shall not re-disclose this information to any other party for any reason, except to facilitate normal library database and loss recovery operations. LIBRARY's staff agrees to comply with all applicable federal and state regulations governing the student records, including FERPA.

2. All student data provided is considered confidential under this Agreement as well as under the Family Education Rights and Privacy Act (FERPA), and any other federal or state regulations pertaining to student records.

3. LIBRARY's staff will sign statements in which they agree to keep confidential all ACS student record information under the conditions described in 1 and 2 above.

General Provisions.

1. Project Coordinator. The superintendent of ACS is designated as the Project Coordinator for the ACS. The Project Coordinator shall be the ACS's representative in connection with the LIBRARY's performance under this Agreement.

2. LIBRARY Director. The LIBRARY director and assistant director are designated as the LIBRARY Supervisors for the LIBRARY. The LIBRARY Supervisors are fully authorized to act on behalf of the LIBRARY in connection with this Agreement.

3. Indemnity. LIBRARY shall indemnify, protect, defend and hold ACS, its members, officers, directors and employees harmless from and against any and all losses in connection with injury (including death) or damage to any person, property, or business sustained resulting from negligence or willful misconduct of LIBRARY, its agents, contractors, employees and licensees. ACS shall indemnify, protect, defend and hold LIBRARY, its members, officers, directors and employees harmless from and against any and all losses in connection with injury (including death) or damage to any person, property, or business sustained resulting from negligence or willful misconduct of ACS, its agents, contractors, employees and licensees.

4. Expenses. Any expenses related to the provision of services incurred by LIBRARY shall be the sole responsibility of the LIBRARY.

5. Termination for Convenience. In addition to all of the other rights which ACS and the LIBRARY may have to cancel this Agreement, ACS and the LIBRARY shall have the further right, without assigning any reason therefore, to terminate any work under this Agreement, in whole or in part, at any time at its complete discretion by providing ten (10) days' notice in writing from ACS to LIBRARY or LIBRARY to ACS.

6. No Partnership. The provisions of this Agreement are not intended to create, and shall not be interpreted to create a joint venture, a partnership or any similar relationship between the parties. No officer, manager, director, employee, agent, affiliate or other person of ACS shall be deemed to be an officer, manager, director, employee, agent, contractor or subcontractor of LIBRARY, and vice versa. No ACS staff will have any right, power or authority, express or implied, to bind LIBRARY.

7. Registered Sex Offenders. LIBRARY acknowledges that ACS Policy regarding "Registered Sex Offenders," prohibits anyone registered or required to register as a sex offender from being present on any ACS property for any reason, whether before, during or after school hours. LIBRARY expressly agrees that all of its employees will comply with this policy and acknowledges that any individuals in violation of the policy are subject to removal from ACS property by ACS and/or other law enforcement officials and may also be subject to criminal prosecution. If LIBRARY or any of LIBRARY's employees will have any direct interaction with students on school property, the LIBRARY must (i) on an annual basis conduct a check of the NC Sex Offender and Public Protection Registration Program and the National Sex Offender Registry for all such employees; and (ii) must prohibit individuals listed on such registries from being on ACS property.

8. Governing Law and Venue. This Agreement shall be interpreted and construed in accordance with and governed by the laws of the State of North Carolina. Any controversies or legal problems arising out of this agreement and any action involving the enforcement or interpretation of any rights hereunder shall be submitted to the jurisdiction of the State of North Carolina and Randolph County, North Carolina.

[Signatures appear on following page]

IN WITNESS HEREOF, the parties hereto have caused this Agreement to be executed as of the day and year first above written.

**THE ASHEBORO CITY SCHOOLS BOARD OF
EDUCATION**

By: _____

Name: _____

Title: _____

ASHEBORO RANDOLPH PUBLIC LIBRARY

By: _____

Name: _____

Title: _____

By: _____

Name: _____

Title: _____

Asheboro City Schools
Application for Career and Technical Education (CTE)
State/Federal Funding
Fiscal Year 2017-2018

Executive Summary

PURPOSE OF THE APPLICATION: The Local Planning System (LPS) is the vehicle for strategic planning, managing performance, and assuring accountability for CTE. Part I of the LPS is a system overview and strategic planning tool. Part II is designed to attain and maintain performance excellence, as defined by the Carl D. Perkins Career and Technical Education Act of 2006. LEAs can analyze measurable performance based on trend information; analyze system and subsystem performance based on relevant subcategories crucial to stakeholders and customers; set rational short and long-term benchmarks; develop strategies based on the greatest opportunities for improvement (OFIs); and allocate resources based on the greatest OFIs. Finally, the LPS incorporates the requirements of all applicable state and federal laws which govern CTE in North Carolina. This application must be submitted to the Department of Public Instruction in order to receive and use state and federal funds for career and technical education programs and services in grades 6-12 for the 2017-2018 fiscal year. The application describes the manner in which we propose to use these funds in accord with the purposes mandated by state and federal legislation.

PROGRAMS AND SERVICES OFFERED THROUGH THESE FUNDS: Career and technical education (CTE) is conducted in both middle schools and the high school in Asheboro City Schools. Supporting Asheboro City Schools' strong academic foundation is a diverse career and technical curriculum in which students are provided opportunities to make classroom instruction relevant to real world situations. Asheboro City Schools' career and technical education courses provide students with a variety of options to fulfill the requirements for high school diploma endorsements as well as the graduation requirements for the Future-Ready, the Occupational Course of Study, and the North Carolina Academic Scholars Program. Student credentialing and certification opportunities as well as work-based learning opportunities are available in selected program areas. Career and technical education student organizations are an integral part of our CTE program. The ultimate goal of CTE is for our graduates to become successful in a career and contributing members in society. CTE serves middle school students in a career and technical education program that includes health sciences, agriculture, business education, and technology courses. CTE offers 53 high school course offerings in 15 career clusters. Selected CTE courses are eligible for honors credit for students who are on the standard course of study and meet the NC Honors Course Standards. Expanded CTE course offerings are available through a partnership with Randolph Community College under the Career and College Promise, which include an additional array of courses. Articulation agreements exist between the two institutions that allow certain high school Career and Technical Education courses to also qualify for college credit.

PROJECTED ACTIVITIES AND PRIORITIES: The major thrusts for CTE in Asheboro City Schools include providing appropriate high-demand career clusters opportunities for our region; offering credentialing for students and staff; meeting ESEA requirements; providing appropriate CTE courses for high school students from the North Carolina Standard Course of Study so that our students will be college and career ready; increasing career development activities and opportunities for students beginning in middle school; strengthening alignment between industry and postsecondary opportunities through the Pathways to Prosperity partnership; and developing a new Advanced Manufacturing program in our Trades & Industrial Education program area. We will be continuing our commitment to monitor student progress and achievement in technical competency and academic attainment within our career and technical education programs through our Instructional Management System. We will also be working to improve our performance relative to all state Performance Indicators adopted for career and technical education programs by the NC State Board of Education. We will continue to provide opportunities for professional growth for CTE staff and encourage and support National Board certification. Career and technical education will continue to support the Asheboro City Schools' Strategic Plan in our pursuit of excellence. Activities and priorities will support the mission of CTE which is to help empower students for effective participation in an international economy as world-class workers and citizens.

All programs, services, and activities administered through this local plan will be in accord with the assurances listed in Part IV, Assurances and Certification, of this application.

The plan in its entirety can be found at:

<http://ctelps.dpi.state.nc.us/>

Login as guest, password is guest

**2017-2018 LOCAL PLAN
APPLICATION FOR CAREER AND TECHNICAL EDUCATION (CTE)*
STATE/FEDERAL FUNDING FISCAL YEAR 2016-2017
FINAL SUBMISSION FOR OVERALL APPROVAL**

All programs, services and activities administered through this local plan will be in accord with the assurances listed in Part III of this application. The development of this application for state/federal aid for secondary career and technical education was coordinated by the director for career and technical education. This plan and the programs, services and activities offered are in accord with State and Federal guidelines. The information, data, and certifications included are accurate to the best of our knowledge and belief. The Assurances in Part III will be carried out.

Asheboro City Schools _____ **761** _____ **June 8, 2017** _____
Local Education Agency (LEA) **Number** **Date**

APPROVED BY:
Superintendent of Schools

Board of Education

Dr. Terry Worrell _____
Name

Kyle Lamb _____
Name of Chairperson

Signature

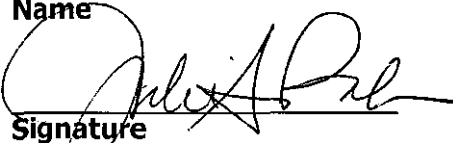
Signature

This Annual Application, when completed, approved by the local board of education and the superintendent of schools, becomes an agreement between the local board of education and the State Board of Education. This Annual Application is a necessary part of the State Board of Education's accountability to the General Assembly of North Carolina and the US Department of Education.

PREPARED BY:
Director, Career and Technical Education

Dr. Julie A. Pack _____
Name

336-625-5104 _____
Telephone Number

Signature 

*Career and Technical Education is the administrative name which encompasses vocational and technical education in North Carolina. In state and federal laws, however, the terms vocational and technical education are used. For the purposes of this plan, these terms are synonymous.

AMENDMENT

ASHEBORO CITY SCHOOL DISTRICT

AND

SODEXO MANAGEMENT, INC.

THIS AMENDMENT, dated June 8, 2017, is between ASHEBORO CITY SCHOOL DISTRICT ("SFA" or "District") and SODEXO MANAGEMENT, INC. ("FSMC" or "Sodexo").

W I T N E S S E T H:

WHEREAS, FSMC submitted a proposal on May 5, 2014 ("Proposal") in response to SFA's Request for Proposal ("RFP") dated March 17, 2014; and

WHEREAS, SFA and FSMC entered into a certain Management Agreement, dated July 1, 2014 as amended ("Agreement"), whereby FSMC manages and operates SFA's Food Services operation in Asheboro, North Carolina;

WHEREAS, the parties now desire to further amend the aforesaid Agreement;

NOW, THEREFORE, in consideration of the promises herein contained and for other good and valuable consideration, the parties hereto agree as follows:

1. Sodexo agrees to supply unitized meals for District's Seamless Summer Feeding Program. It is further agreed that food service management company, pursuant to the provisions of the Seamless Summer Option regulations, will assure that Seamless Summer Option meals meet the minimum meal pattern requirements and dietary standards and will maintain full and accurate records that the Local Education Agency will need to meet its responsibility including daily production records containing the amount of food prepared and offered to eligible participants and the daily number of meals delivered by type.

These records must be provided to the Local Education Agency promptly at the end of the month. Food service management company agrees also to retain records required under the preceding clause for a period of three (3) years from the date of receipt of final payment under this Contract (or longer, if an audit is in progress); and upon request, to make all accounts and records pertaining to the Program available to representative of the North Carolina Department of Public Instruction, the U.S. Department of Agriculture and the General Accounting Office for audit or administrative review at a reasonable time and place.

The Seamless Summer Option shall commence on June 12, 2017 and continue through August 25, 2017.

Sodexo shall invoice District for each meal served at the Fixed Price per meal in effect at the time of service.

2. This Amendment is effective June 12, 2017, and thereafter, unless amended. All other terms and conditions contained in the Agreement shall remain unchanged and in full force

and effect, except by necessary implication.

IN WITNESS WHEREOF, the duly authorized officers of the parties have executed this Amendment, as of the date indicated in the first paragraph of this Amendment.

ASHEBORO CITY SCHOOL DISTRICT

By: _____

Name (printed): B. Harold Blair Jr.

Title: Assistant Superintendent of Business & Finance

SODEXO MANAGEMENT, INC.

By: _____

Name (printed): _____

Title: _____

Asheboro City Schools 2017 - 2018 Interim Budget

The Board has approved the 2017-2018 budget request which was submitted to the Randolph County Board of Commissioners.

In accordance with G.S.115C-434, we recommend that the Board approve an amount equal to the 2016-2017 ending budget as an Interim Budget for 2017-2018.

**Asheboro City Schools
Personnel Transactions
June 8, 2017**

***A. NON-CAREER STATUS TEACHERS RECOMMENDED FOR CONTINUED EMPLOYMENT**

LAST	FIRST	SCHOOL	SUBJECT
Frazer	Joy	AHS	Art
Gordy	Ryan	DLL	3rd Grade
Groseclose	Graham	NAMS	Science
Mondragon	Jose	SAMS	Exceptional Children
Underwood	Dana	DLL	Exceptional Children

***B. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Allmon	Terry	AHS	Exceptional Children	6/14/2017
Cockman	Megan	DLL	3rd grade	6/14/2017
Collmar	Shelby	AHS	English	6/14/2017
Hughes	Ashley	SAMS	Social Studies	6/14/2017
Ritter	Daniel	NAMS	Mathematics	6/14/2017
Thornburg	Zach	AHS	Mathematics	6/14/2017
Winslow	Dawn	GBT	Hearing Impaired	6/14/2017

***C. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Gillespie	R. Kevin	AHS	Physical Education/Head Football Coach	7/1/2017
Price	Robbie	SAMS	Non-Faculty Coach (Football)	6/12/2017
Smith	Carey	GBT	1st Grade	8/17/2017

D. TRANSFER

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Brewer	Kevin	CO	Bus Driver to Maintenance Warehouse	5/30/2017
Kern	Ella	DLL to NAMS	4/5th Grade to 6th grade Math	8/17/2017
Marsh	Michelle	DLL to NAMS	5th Grade to 6th Grade Language Arts	8/17/2017

**Asheboro City Schools
Personnel Transactions - Addendum
June 8, 2017**

***B. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Almond (Hinson)	Michele	GBT	1st Grade	6/14/2017
Glennon	Katie	SAMS	Science	6/9/2017
Tamayo	Natalia	BAL	Kindergarten	6/14/2017
Wang	Xiaoje	AHS	Chinese	6/14/2017

***C. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Carr	Heather	DLL	5th Grade	8/17/2017

**Asheboro City Schools
Certified Appointments
June 8, 2017**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Gillespie, R. Kevin	UNC Greensboro B: Physical Education M: Physical Education	Physical Education

Mr. Richard “Kevin” Gillespie is recommended as a Physical Education teacher and head football coach at Asheboro High School for the 2017-2018 school year. Mr. Gillespie is a former Asheboro City Schools employee who is returning to us with over 23 years’ experience in teaching and coaching. His teaching experience includes teaching physical education, social studies and sciences. He has served as head coach for track, golf, baseball, basketball and football throughout his career. Most recently, he has served as the head football coach for Page High School in Greensboro. Mr. Gillespie comes to us with an extensive and impressive career record and we are very pleased that he will be joining our team. Welcome back to Asheboro City Schools Mr. Gillespie!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Smith, Carey M.	University of South Florida B: Elementary Education	Elementary

Ms. Carey Smith is recommended as a first grade teacher for the 2017-2018 school year at Guy B. Teachey Elementary School. Ms. Smith is currently a first grade teacher at Southmont Elementary School for Randolph County Schools. Ms. Smith will be joining Asheboro City Schools with 16 years of teaching experience. She also has over 10 years of experience in English as a Second Language inclusion programs. She is currently in the process of completing her portfolio for National Board Certification. Ms. Smith is eager to become a valued member of the Asheboro City Schools teaching staff and begin inspiring her students. We are excited that Ms. Smith will be joining Asheboro City Schools for the 2017-2018 school year. Welcome Ms. Smith!

**Asheboro City Schools
Certified Appointments – Addendum
June 8, 2017**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Carr, Heather	UNC at Asheville B: Psychology Western Carolina University M: Elementary Education	K-6

Ms. Heather Carr is recommended as a 5th grade teacher at Donna Lee Loflin Elementary School for the 2017-2018 school year. Ms. Carr is a former Asheboro City Schools employee who was employed as a 3rd grade teacher at Donna Lee Loflin from 2009-2015. She is returning to us with over 10 years' teaching experience. Ms. Carr is an enthusiastic teacher who aspires to develop meaningful relationships with her students as she teaches and inspires them to excel in learning. Ms. Carr was a valued team member at Asheboro City Schools in previous years and we are very pleased to welcome her back. With her experience, dedication and familiarity with Asheboro City Schools, we expect this to be a smooth transition. Welcome back to your ACS home Ms. Carr!

Budget Amendment
 Asheboro City Schools Administrative Unit
 Federal Funds

The Asheboro City Board of Education at a regular meeting on the 8th day of June, 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>			
3.3600.060	IDEA VI-B Handicapped	\$	2,749.90
3.3600.104	Language Acquisition		267.18
3.3600.110	21st Century Community Learning Center		80,400.93
			83,418.01
		\$	83,418.01
 <u>Expenditure</u>			
3.5210.060	Children w/ Disabilities Curricular Services	\$	2,749.90
3.5270.104	Limited English Proficiency Services		267.18
3.5350.110	Extended Day/Year Instructional Services		80,400.93
			83,418.01
		\$	83,418.01
Total Appropriation in Current Budget		\$	3,934,655.80
Total Increase/Decrease of above amendment			83,418.01
Total Appropriation in Current Amended Budget		\$	4,018,073.81

Passed by majority vote of the Board of Education of Asheboro City on the 8th day of June, 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 8th day of June, 2017, passed the following resolution.

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

REVENUE

1.3100.000	State Allocation	\$ <u>382,568</u>
		\$ <u><u>382,568</u></u>

EXPENDITURE

1.5110.001	Regular Instruction - Classroom Teacher	\$ 200,000
1.5120.013	CTE - Career Technical Education	50,000
1.5350.016	Extended Day/Year Instruction - Summer Reading Camps	<u>132,568</u>
		\$ <u><u>382,568</u></u>

Total Appropriation in Current Budget	\$ 28,783,578
Total Increase/Decrease of above amendment	<u>382,568</u>
Total Appropriation in Current Amended Budget	\$ <u><u>29,166,146</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 8th day of June, 2017.

Chairman, Board of Education

Secretary

Policies
For
30-Day Review

A system of excellent schools in which every student has an opportunity to receive a sound basic education has as its first priority to provide opportunities for individual students to succeed and overall student performance to improve. Through its policies, the board has made student success a priority for the school system. Student success is addressed in the following policies:

Board Authority and Duties	(policy 1010)
Parental Involvement	(policy 1310/4002)
Title I Parent and Family Engagement	(policy 1320/3560)
Professional and Staff Development.....	(policy 1610/7800)
Goals and Objectives of the Educational Program	(policy 3000)
Curriculum Development	(policy 3100)
Innovation in Curriculum and Instruction.....	(policy 3110)
Lesson Planning	(policy 3120)
Grouping for Instruction	(policy 3130)
Evaluation of Instructional Programs	(policy 3140)
Selection of Instructional Materials	(policy 3200)
Technology in the Educational Program.....	(policy 3220)
School Calendar and Time for Learning.....	(policy 3300)
Evaluation of Student Progress.....	(policy 3400)
Students at Risk of Academic Failure.....	(policy 3405)
Testing and Assessment Program	(policy 3410)
Student Promotion and Accountability.....	(policy 3420)
School Improvement Plan.....	(policy 3430)
Recognizing Excellence.....	(policy 3440)
Graduation Requirements	(policy 3460)
Alternative Learning Programs/Schools.....	(policy 3470/4305)
Counseling Program.....	(policy 3610)
Extracurricular Activities and Student Organizations	(policy 3620)
Staff-Student Relations	(policy 4040/7310)
Student Behavior Policies	(policy 4300)
School Plan for Management of Student Behavior.....	(policy 4302)
Attendance	(policy 4400)
Schools and the Community	(policy 5000)
Parent Organizations	(policy 5010)
News Media Relations	(policy 5040)
Use of Student Transportation Services.....	(policy 6320)
Goals of Equipment, Materials, and Supplies Services	(policy 6500)
Staff Responsibilities	(policy 7300)
Job Descriptions.....	(policy 7400)
Teacher Contracts	(policy 7410)
Superintendent Contract.....	(policy 7420)
School Administrator Contracts.....	(policy 7425)
Assignments/Reassignments/Transfers.....	(policy 7440)
Evaluation of Licensed Employees.....	(policy 7810)

Professional Employees: Demotion and Dismissal (policy 7930)
Budget Planning and Adoption..... (policy 8100)
Budget Resolution..... (policy 8110)
Planning to Address Facility Needs (policy 9000)

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

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

Updated: September 12, 2013, February 12, 2015, February 11, 2016

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 KNEC-002, PRNT-000, TEST-001

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, March 9, 2017

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 plan 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, March 9, 2017

A. PURPOSE

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

B. STUDENT PROMOTION STANDARDS

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

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

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

C. LOCAL PROMOTION STANDARDS**1. Grades Kindergarten, 1 and 2**

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

- a. K-5 Portfolio, including writing samples
- b. K-2 math benchmark assessments
- c. Demonstration of the current state grade level instructional standards
- d. Teacher observation and recommendation
- e. Reading 3D Diagnostic Data

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

2. Grades 3-5

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

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

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

3. Grades 6-8

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

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

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

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

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

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

5. High School End of Course Tests

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

6. Diploma Standards

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

D. INTERVENTION FOR STUDENTS UNLIKELY TO MEET PROMOTION STANDARDS

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

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

1. Intervention Plans

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

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

2. Intervention Strategies

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

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

E. REVIEW OF STUDENT PROMOTION STANDARDS

1. Previous retentions

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

2. Review Process

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

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

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

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

F. APPEALS OF PROMOTION DECISIONS

1. Appeal to the Superintendent

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

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

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

2. Appeal to the Board of Education

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

G. PROMOTION AND ACCOUNTABILITY STANDARDS FOR STUDENTS WITH DISABILITIES

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

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

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

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

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

I. CREDIT BY DEMONSTRATED MASTERY

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

J. REPEATING A COURSE FOR CREDIT

1. Repeating a Previously Failed Course

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

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

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

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

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

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

K. ACCELERATION

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

L. REPORTING REQUIREMENTS**1. Superintendent's Report to the Board**

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

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

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

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

3. Publication on the School System Website

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

M. NOTIFICATION TO PARENTS

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

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

N. CHILDREN OF MILITARY FAMILIES

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

Legal References: G.S. 115C-36, -45(c), -47, -81, -83.2, -83.7, -83.8, -83.9, 83.10, -105.21, -174.11, -288(a), -407.5; State Board of Education Policy CCRE-001, KNEC-002, KNEC-003

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

Other Resources: *Guidelines for Testing Students Identified as English Learners*, (N.C. Department of Public Instruction) available at <http://www.dpi.state.nc.us/docs/accountability/policyoperations/lep/testinglep1314.pdf>; *North Carolina Read to Achieve: A Guide to Implementing House Bill 950/S.L. 2012-143 Section 7A* (N.C. Department of Public Instruction), available at <http://www.dpi.state.nc.us/docs/k-3literacy/resources/guidebook.pdf>

Adopted: August 11, 2011

Updated: August 8, 2013, January 9, 2014, October 9, 2014, March 12, 2015, July 14, 2016

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, career and technical education (CTE), academically or intellectually gifted (AIG) 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 SPLN-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 homeless student transfers for which the length of reassignment will be consistent with legal requirements and policy 4126 and transfers or reassignment of students in foster care, for which the length or reassignment will be consistent with legal requirements).
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); and *Non-Regulatory Guidance on Education for Homeless Children and Youths Program*, U.S. Department of Education (July 2016), both available at <https://www2.ed.gov/policy/elsec/leg/essa/index.html>; *Unsafe School Choice Option Non-Regulatory Guidance*, U.S. Department of Education (May 2004), available at <https://www2.ed.gov/policy/elsec/guid/edpicks.jhtml?src=ln>; G.S. 15C-8; 115C-36, -366, -367, -369; State Board of Education Policy SSCH-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

A. GENERAL AUTHORITY

The principal has the authority to assign students to classes, subject to applicable legal requirements. The principal is encouraged to seek input from the professional staff in making these decisions. Parents may submit to the principal written requests for assignment or reassignment of their children so long as the parents provide a compelling reason for the request. The principal shall consider parental requests in assigning students to classes. Unless otherwise required by law or the special circumstances described below, the principal shall balance any individual request for assignment or reassignment against the welfare of other students and the efficient operation of the school.

B. SPECIAL CIRCUMSTANCES**1. Multiple Birth Siblings**

School officials will defer to parental preference in making the initial classroom assignment of multiple birth siblings to the extent provided in this section and applicable state law. “Multiple birth siblings” means twins, triplets, quadruplets or other siblings resulting from a multiple birth.

a. Consultative Meeting with the School Principal

The parent or guardian of multiple birth siblings who are assigned to the same grade level and school may request a consultative meeting with the principal to consider whether to initially place the siblings into the same classroom or into separate classrooms. The request must be made no later than five days before the first day of each school year or, if the students are enrolled after the school year starts, five days after their first day of attendance.

At the meeting, the parent may request either that the students be placed (1) into the same classroom; or (2) into separate classrooms. School officials may offer professional educational advice to the parent or guardian and may recommend an appropriate classroom placement for the students.

b. Initial Classroom Placement

Following the meeting, the principal shall place the students in accordance with the parent or guardian’s request unless doing so would require adding an additional class at the students’ grade level.

This section shall not otherwise limit the principal’s authority to determine the specific classroom assignment(s) for multiple birth siblings, including

the students' assignment to a specific teacher or team.

c. Change to Initial Classroom Placement

The principal may change the initial classroom assignment of one or more multiple birth siblings in the following circumstances:

- 1) the principal, in consultation with the students' classroom teacher(s), determines at the end of the first grading period that the requested placement is disruptive to the school; or
- 2) the principal determines that one or more of the multiple birth siblings must be removed from a classroom pursuant to any board discipline policy, school rule and/or the Code of Student Conduct.

2. Newly Enrolled Children of Military Families

The principal shall comply with the requirements of the Interstate Compact for Military Children (G.S. 115C-407.5) when making class assignments for children of military families, as defined in policy 4050, Children of Military Families.

a. Course Placement

When a student transfers before or during the school year, school administrators shall initially honor placement in educational courses based on the student's enrollment in his or her sending school and/or educational assessments conducted at the sending school if the courses are offered. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, and career and technical education (CTE) pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses is to be a primary concern when considering the student's course placement.

b. Educational Program Placement

For a newly enrolled student, school administrators shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in similar programs in the sending state. Such programs include, but are not limited to, academically and intellectually gifted (AIG) programs and English Learner programs.

c. Special Education Services

In compliance with the Individuals with Disabilities Education Act, school

administrators shall initially provide comparable services to a student with disabilities based on his or her current Individualized Education Program (IEP). In compliance with the requirements of Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act, school administrators shall make reasonable accommodations and modifications to address the needs of an incoming student with disabilities, subject to an existing 504 or Title II Plan, in order to provide the student with equal access to education. This accommodation does not preclude school administrators from performing subsequent evaluations to ensure appropriate placement of the student.

d. Placement Flexibility

The board authorizes and directs the superintendent and school administrators to be flexible in waiving course or program prerequisites or other preconditions for placement in courses or programs offered by the school system.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12131 *et seq.*, 28 C.F.R. pt. 35; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; G.S. 115C-36, -83.1G, -288, -366.3, -366.4, -390.7, -407.5

Cross References: Children of Military Families (policy 4050)

Adopted: April 11, 2013

NORTH CAROLINA ADDRESS CONFIDENTIALITY PROGRAM

Policy Code: **4250/5075/7316**

The board seeks to provide a work and school environment free from violence or the threat of violence against employees, students, or other persons. The board encourages eligible individuals to participate in the North Carolina Address Confidentiality Program established pursuant to Chapter 15C of the General Statutes. This program protects the address of relocated victims of domestic violence, sexual offense, stalking, or human trafficking to prevent a victim's assailants or potential assailants from finding the victim through public records. The program provides participants with the use of a substitute mailing address and denies public access to a participant's actual address.

A. PROGRAM DETAILS

The Address Confidentiality Program is administered by the State Attorney General. Information and assistance in applying to the program may be obtained by telephone from the Attorney General's Address Confidentiality Program Office at (919) 716-6785.

Program participants receive an authorization card with a substitute mailing address that may be presented whenever an address is required. Mail sent to the substitute address is forwarded cost-free by the program to the participant at his or her residential address. Students, parents, or school personnel enrolled in the Address Confidentiality Program must provide a valid authorization card if they wish to keep their home address confidential.

B. SCHOOL PERSONNEL PARTICIPANTS

The name, actual address, and telephone number of any school system personnel participating in the Address Confidentiality Program will not be open to inspection as a public record, will not be included as part of any employee directory published by the school system, and will be redacted from any record released pursuant to G.S. 115C-320, provided the employee has provided a valid authorization card to the superintendent or designee. (See policies 5070/7350, Public Records – Retention, Release, and Disposition, and 7820, Personnel Files.)

C. STUDENT PARTICIPANTS

The school system will use the actual address of a program participant, not the substitute address designated by the Attorney General, for any purpose related to admission or assignment but will keep the actual address confidential from the public, provided the student or parent has provided a valid authorization card to the principal. Student records will reflect only the substitute address and not the student's actual address. The student's telephone number also will be kept confidential from the public. The parent or guardian of a student participant may request that a student's name be withheld from any release of

directory information by the school, as provided in policy 1310/4002, Parental Involvement.

When transferring school records from one school to another, the transferring school may send the files to the participant (parent or guardian) via the substitute address provided by the Address Confidentiality Program to ensure confidentiality of the student's new location.

D. DISCLOSURE PROHIBITED

The knowing and intentional disclosure of a program participant's actual address or telephone number to unauthorized persons is prohibited. Failure to comply with this policy may result in disciplinary action, up to and including termination. In addition, violators may be subject to criminal prosecution.

Legal References: G.S. Ch. 15C; 115C-47, -320, -366(g), -402(f); 132-1.1(d)

Cross References: Parental Involvement (policy 1310/4002), Domicile or Residence Requirements (policy 4120), School Assignment (policy 4150), Student Records (policy 4700), Public Records – Retention, Release, and Disposition (policy 5070/7350), Personnel Files (policy 7820)

Adopted: December 11, 2008

Updated: June 12, 2014

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

A. GENERAL PRINCIPLES

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

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

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

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

B. PRIORITY IN USE/FEE STRUCTURE

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

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

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

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

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

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

1. School-sponsored groups and activities, such as athletic events, school drama and choral productions, and meetings of student organizations.

Application: Not required. The school shall provide advance notice to the Director of Facilities of all such activities that will take place outside normal school hours.

Insurance: Not Required

Fees: None.

2. School related groups (organizations formed to support the school in some manner, such as the PTA, PTO, teachers' and principals' organizations and booster clubs)

Application: Required

Insurance: Not Required

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

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

Application: Required.

Insurance: Required

Fees: None

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

Application: Required.

Insurance: Required

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

5. All groups not included in the other categories

Application: Required.

Insurance: Required

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

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

C. REQUESTS FOR USE OF FACILITIES

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

D. FACILITIES AVAILABLE FOR USE

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

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

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

E. RULES GOVERNING USE OF SCHOOL FACILITIES

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

1. Users must comply with all federal, state and local laws and all rules required by the board, superintendent or his/her designee, or the principal.

2. Users must comply with the requirements of the Americans with Disabilities Act (ADA) (particularly Subchapter III pertaining to Public Accommodations and Services Operated by Private Entities) and the federal regulations that have been adopted for the implementation of the ADA.
3. Users must comply with board policy and legal requirements forbidding the use of tobacco products in school facilities and on school grounds (see policy 5026/7250, Smoking and Tobacco Products).
4. Users must not consume or possess alcohol or drugs on school grounds (see policy 5025, Prohibition of Alcoholic Beverages).
5. Users must not possess weapons or explosives while on school grounds, except in the limited circumstances permitted by state law and policy 5027/7275, Weapons and Explosives Prohibited.
6. Users are responsible for supervising their activity and the people present at their activity. Users are responsible for maintaining order and safety during their activity.
7. Users shall not publicize or advertise events in school facilities prior to obtaining all required approvals.

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

F. DAMAGES AND LIABILITY INSURANCE

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

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

G. TERM AND ACCEPTANCE OF LEASE

The superintendent is authorized to enter into agreements with community groups for the lease of school property for terms of one year or less. All such leases must be reviewed and approved in advance by the board attorney. The superintendent will inform the board

of the execution of any lease at its next regularly scheduled meeting. Leases may be renewed following the same process.

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

H. USE OF OUTDOOR SCHOOL FACILITIES BY THE GENERAL PUBLIC

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

I. REVIEW OF DECISIONS CONCERNING USE OF SCHOOL FACILITIES

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

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Equal Access Act, 20 U.S.C. 4071-4074, 28 C.F.R. pt. 36; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. pt. 108; 36 I.S.C. 20101 *et seq.*; G.S. 14-269.2 Community Schools Act, G.S. 115C-203 to -209.1; 115-524, -527; 160A-274; 163-129

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

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

Revised: February 12, 2009, June 14, 2012, January 21, 2016, August 11, 2016

Policies
For
Approval

The board expects all employees to maintain the highest professional, moral, and ethical standards in their interactions with students. Employees are required to provide an atmosphere conducive to learning through consistently and fairly applied discipline and established and maintained professional boundaries. Employees are expected to motivate each student to perform to his or her capacity while modeling the behavior expected of students in staff-student relationships.

The interactions and relationships between staff and students must be based upon cooperation, mutual respect, and an understanding of the appropriate boundaries between adults and students inside and outside of the educational setting. Employees are expected to demonstrate good judgment and to avoid the appearance of impropriety in their interactions with students. Employees must consult their supervisor any time they suspect or are unsure whether conduct is inappropriate or otherwise constitutes a violation of this or other board policy.

For the purposes of this policy, the terms “staff” and “employees” include independent contractors and school safety officers, but do not include student employees.

A. ROMANTIC RELATIONSHIPS AND SEXUAL CONTACT PROHIBITED

All employees are prohibited from dating, courting or entering into a romantic relationship or having sexual contact with any student enrolled in the school district regardless of the student's age. Employees engaging in such inappropriate conduct will be subject to disciplinary action, up to and including dismissal and may be subject to criminal action as provided in G.S. 14-202.4 and 14-27.32. Further, school system personnel shall provide no assistance to an employee in finding another job, beyond the routine transmittal of personnel or administrative files, if the employee engaged in sexual misconduct with a minor or a student in violation of the law.

B. RESTRICTIONS OF ELECTRONIC COMMUNICATIONS

1. In accordance with policy 7335, Employee Use of Social Media, employees are prohibited from communicating with current students through non-school-controlled social media without parental permission except to the extent that the employee and student have an appropriate relationship which originated outside of the school setting. Any communication through social media authorized under policy 7335 must meet the professional standards established in this policy and must otherwise be consistent with law and all other board policy.
2. Instant messages will be treated as a form of communication through social media subject to the terms of policy 7335 and subsection B.1 above, regardless of whether the messaging service is actually provided through a social media service or otherwise.
3. Employees are prohibited from engaging in other forms of one-to-one electronic

communications (e.g., voice, voice mail, email, texting, and photo or video transmission) with students without written prior approval of the employee's supervisor and the student's parent. This rule shall not apply, however, if one or more of the following circumstances exist:

- a. the communication (1) is for an educational purpose, (2) is conducted through a school system-provided platform which archives all such communications for a period of at least three years (this requirement does not apply to telephone or voice mail communications), and (3) occurs after the employee has given prior notice to his or her supervisor or designee that such communications will occur;
- b. the communication serves an educational purpose and is simultaneously copied or transmitted to the employee's supervisor or designee and, upon request, to the parent or guardian;
- c. the communication is necessary in a bona fide emergency, provided the communication is disclosed to the supervisor and parent or guardian as soon as reasonably possible; or
- d. the communication derives from a relationship or association outside of the school setting and occurs with the consent of the parent or guardian, provided such communication does not otherwise violate this or other board policy.

Any one-to-one electronic communication permitted by this subsection must meet the professional standards established in this policy and must otherwise be consistent with law and all other board policies.

4. It is the duty of every employee to notify his or her supervisor of any unsolicited one-to-one communication, in any form, electronic or otherwise, received from a student when the communication lacks a clear educational purpose. School counselors are excluded from this requirement only to the extent that it conflicts with their professional duties.
5. Violations of this section will be considered unprofessional behavior subject to discipline, up to and including dismissal. Factors that may be relevant to the determination of an appropriate disciplinary response to unauthorized communications with students include, but are not limited to:
 - a. the content, frequency, subject, and timing of the communication(s);
 - b. whether the communication(s) was appropriate to the student's age and maturity level;

- c. whether the communication(s) could reasonably be viewed as a solicitation of sexual contact or the courting of a romantic relationship, including sexual grooming;
- d. whether there was an attempt to conceal the communication(s) from the employee's supervisor and/or the student's parent or guardian;
- e. whether the communication(s) created a disruption of the educational environment; and
- f. whether the communication(s) harmed the student in any manner.

C. REPORTING INAPPROPRIATE CONDUCT

1. Reporting by Employees

Any employee who has reason to believe any of the following shall immediately report that information to the superintendent or designee:

- a. that another employee is involved in a romantic or other inappropriate relationship or has had sexual contact with a student;
- b. that another employee has engaged in other behavior prohibited by this policy;
- c. that the employee has witnessed behavior by another employee that has the appearance of impropriety, whether or not the behavior may have a valid purpose.

An employee who fails to inform the superintendent or designee as provided in this section may be subject to disciplinary action, up to and including dismissal.

2. Reporting by Students

Any student who believes that he or she or another student has been subject to misconduct that violates this policy should immediately report the situation to the principal, school counselor, or the Title IX coordinator designated in policy 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure.

3. Report of Criminal Misconduct

Any principal who has reason to believe that a student has been the victim of criminal conduct shall immediately report the incident in accordance with policy 4335, Criminal Behavior.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 7926; Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq., 34 C.F.R. pt 106; G.S. 115C-47(18)

Cross References: Governing Principal - Removal of Barriers (policy 1700), Prohibition Against Discrimination, Harassment, and Bullying (policy 1710/4021/7230), Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), Student and Parent Grievance Procedure (policy 1740/4010), Criminal Behavior (policy 4335), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335)

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

Revised: December 11, 2008, March 11, 2016

The board is committed to the safety of students and other persons on school property. In order to maintain a safe school environment, the superintendent and all school personnel shall enforce the provisions of this policy at all times.

A. REGISTERED SEX OFFENDERS BANNED FROM ALL SCHOOL PROPERTY

In accordance with G.S. 14-208.18, all persons who (1) are required to register under the Sex Offender and Public Protection Program AND (2) have been convicted of (a) any offense in Article 7B of Chapter 14 of the General Statutes, (b) any federal offense or offense committed in another state, which if committed in this state, is substantially similar to an offense in Article 7B, or (c) any offense in which the victim was under the age of 18 years at the time of the offense are expressly forbidden to knowingly be present on any property owned or operated by the school system, including school buildings, athletic fields, playgrounds, parking lots, school buses, activity buses or other property of any kind for any reason, including attendance at sporting events or other school-related functions, whether before, during, or after school hours. In addition, sex offenders subject to G.S. 14-208.18 may not attend or be present at any student function or field trip on or off school property that is (1) school-sponsored or (2) otherwise under the official supervision or control of school personnel. This policy applies to all covered sex offenders regardless of their relationship to or affiliation with a student in the school system. (Refer to the North Carolina Attorney General's publication *The North Carolina Sex Offender & Public Protection Registration Program*, p.13, for a description of which offenders are subject to G.S. 14-208.18 and thus, this policy.)

B. ENFORCEMENT

All school personnel must immediately report to a school administrator the presence or suspected presence of a known or suspected registered sex offender on school property. School administrators and other supervisory personnel shall report to the superintendent and law enforcement when they reasonably believe that a registered sex offender is or has been on school property or at a school event.

School administrators also shall notify the superintendent or designee of any known student or parent or guardian of a student at their school who is suspected to be a registered sex offender.

C. EXCEPTIONS

A person who is banned from school property under G.S. 14-208.18 may be on school property only under the following circumstances.

1. Students

Students who are subject to G.S. 14-208.18 may be on school property only in accordance with policy 4260, Student Sex Offenders.

2. Voters

Voters who are subject to G.S. 14-208.18 and are eligible to vote may be present on school property for the sole purpose of voting if the school property is being used as a voting place. The voter must notify the principal of the school that he or she is registered under the Registry Program and the voter must remain at all times in the portion of the school being used as the polling place. The voter must leave school grounds immediately after voting.

3. Parents or Guardians

a. An individual who is subject to this policy and is the parent or guardian of a student enrolled in school may be on school property only for the following reasons:

- 1) to attend a scheduled conference with school personnel to discuss the child's academic or social progress; or
- 2) at the request of the principal or designee, for any reason relating to the welfare or transportation of his or her child.

b. For each visit authorized by the principal in accordance with subsection (a) above, the parent or guardian must provide the principal with prior written notice of his or her registration on the Sex Offender Registry and notice of his or her presence at school. Notice of his or her presence at school includes the nature and specific times of the visit.

c. For each visit authorized by subsection (a) above, the parent or guardian must arrange to meet a staff member at the edge of school property, check in at the principal's office upon arrival and departure, and remain under the direct supervision of school personnel at all times. If school personnel are not available to supervise the parent or guardian during any visit, then the parent or guardian will not be permitted to enter or remain on school property.

d. For each visit authorized by subsection (a) above, the parent or guardian must comply with all reasonable rules and restrictions placed upon him or her by the principal, including restrictions on the date, time, location, and length of meeting.

D. CONTRACTUAL PERSONNEL

In order to ensure compliance with this policy, each contract executed by the board must include a provision that requires the other party to the contract to conduct an annual check of the State Sex Offender and Public Protection Program and the State Sexually Violent Predator Registration Program on all employees who may be sent to perform tasks on or deliver products to school property. Persons who are subject to section A of this policy may not be sent onto school property for any reason.

In addition, each time the board enters into any contract or agreement for contracted services that involve direct interaction with children, the contract must include a provision that requires the other party to the contract to conduct an annual check of the National Sex Offender Registry on all contracted employees who may have direct contact with children.

No contractor or employee of a contractor registered with the State Sex Offender and Public Protection Program, the State Sexually Violent Predator Program, or the National Sex Offender Registry may have direct interaction with children. This provision applies to contracts with a single individual.

Legal References: G.S. ch. 14, art. 7B, 14-208.18, -208.19; 115C-332, -332.1

Cross References: School Safety (policy 1510/4200/7270), Student Sex Offenders (policy 4260), Visitors to the Schools (policy 5020), Recruitment and Selection of Personnel (policy 7100)

Other Resources: *The North Carolina Sex Offender & Public Protection Registration Programs*, North Carolina Department of Justice (September 2014), available at <http://ncdoj.gov/Protect-Yourself/Find-Sex-Offenders/SexOffenderRegPrograms.aspx>

Adopted: January 8, 2009

Updated: April 10, 2014, September 10, 2015, July 14, 2016

SCHOOL BUS IDLING

Policy Code: 6306

The board recognizes that emissions that accumulate from school buses can be harmful to students and bus drivers. The board further recognizes that unnecessary bus idling wastes fuel and financial resources. The board is committed to transporting students on school buses in a manner that is safe and consistent with the board's goal of resource conservation. To this end, the board prohibits all unnecessary school bus idling on school grounds. In addition, the board prohibits the warming up of buses for longer than five minutes, except in extraordinary circumstances or circumstances beyond the bus driver's control.

This policy applies to school buses and activity buses when these buses are used to transport students to or from school, extracurricular activities, field trips, and other school-related activities.

The superintendent shall develop procedures consistent with this policy. The superintendent or designee shall ensure that school bus drivers and appropriate school personnel receive training to implement this policy.

Legal References: G.S. 115C-12(34)(b), -36, -47(50); State Board of Education Policy TCS-M-003; *N.C. Public School Allotment Policy Manual*, State Allotment Formulas – Transportation of Pupils, Program Report Code 056 056, available at <http://www.ncpublicschools.org/fbs/allotments/general/>

Cross References: Resource Conservation (policy 6530)

Adopted: January 12, 2006

The board intends to comply fully with all licensure requirements of the Elementary and Secondary Education Act, state law, and State Board of Education policies.

A. LICENSURE AND OTHER QUALIFICATION REQUIREMENTS

1. Except as otherwise permitted by the State Board of Education or state law, a professional employee must hold at all times a valid North Carolina license appropriate to his or her position.
2. To the extent possible, all professional teaching assignments will be in the area of the professional employee's license except as may be otherwise allowed by state and federal law and State Board policy. In addition, all professional teachers employed to teach core academic subjects must be "highly qualified" as required by the State Board of Education. Core academic subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
3. The board encourages lateral entry into the teaching profession by skilled individuals from the private sector who meet state licensing requirements.

B. EXCEPTIONS TO LICENSURE REQUIREMENTS

1. Emergency Permit to Practice

In extenuating circumstances when no other appropriately licensed professionals or persons who are eligible for a lateral entry license are available to fill a position, the board may employ for up to one year an individual who holds an emergency permit to practice issued by the State Board of Education. An emergency permit is not renewable.

2. Adjunct CTE Instructors

An unlicensed individual who meets the adjunct hiring criteria established by the State Board of Education for a specific career and technical education (CTE) career cluster may be employed as an adjunct CTE instructor for up to 10 hours per week, provided the individual first completes preservice training and meets all other statutory requirements for serving as an adjunct instructor established by G.S. 115C-157.1.

C. BEGINNING TEACHER SUPPORT PROGRAM

The superintendent or designee shall develop a plan and a comprehensive program for beginning teacher support. The plan must be approved by the board and kept on file for review. The superintendent or designee shall submit an annual report on the Beginning

Teacher Support Program to the Department of Public Instruction (DPI) by October 1 of each year. The report must include evidence of demonstrated proficiency on the Beginning Teachers Support Program Standards and evidence of mentor success in meeting Mentor Standards. The school system will also participate in implementing a regionally-based annual peer review and support system.

Teachers with fewer than three years of teaching experience will be required to participate in the Beginning Teacher Support Program.

D. LICENSE CONVERSION

Teachers must teach three years and meet all other requirements of the State Board of Education in order to move from an initial to a continuing license. Licensing is a state decision and cannot be appealed at the local level. The superintendent or designee shall ensure that teachers not qualifying for continuing licensure are informed of the process for appealing the state decision.

E. LICENSE RENEWAL

Licensure renewal is the responsibility of the individual, not of the school system. Any employee who allows a license to expire must have it reinstated prior to the beginning of the next school year. A teacher whose license has expired is subject to dismissal.

The school system may offer courses, workshops, and independent study activities to help school personnel meet license renewal requirements. Any renewal activity offered must be consistent with State Board of Education policy. In addition, the superintendent or designee shall develop a procedure to determine the appropriateness of any credit offered in advance of renewal activities.

Decisions regarding the employment of teachers who fail to meet the required proficiency standard for renewal of a continuing license will be made in accordance with state law G.S. 115C-296(b)(1)b.4 and applicable State Board of Education requirements.

F. PARENTAL NOTIFICATION

At the beginning of each school year, the school system will notify the parents or guardians of each student attending a Title I school or participating in a Title I program of their right to request the following information about qualifications of their child's teacher: whether the teacher has met NC licensing requirements for the subject or grade level they are teaching; whether the teacher has had any licensure requirements waived; whether the teacher is teaching in the field of his or her certification; and whether the child is provided services by a paraprofessional, and if so, the paraprofessional's qualifications.

The school system will give notice within 10 school days to the parents of children who, after four consecutive weeks, have been taught a core academic subject by a teacher who is not highly qualified.

G. EQUITABLE DISTRIBUTION OF TEACHERS

The superintendent shall assess whether low income, minority, learning disabled, and/or English learners are being taught by inexperienced, ineffective, or out-of-field teachers ~~to~~ at higher rates than students who do not fall into these categories and shall develop a plan to address any such disparities. If DPI does not require such a plan of the LEA, the superintendent is not required to develop a plan under this subsection unless he or she determines that one is needed to address inequities within the school system.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6301 *et seq.*; 34 C.F.R. 200.55-57, 200.61; G.S. 115C-296, -325(e)(1)(m) (applicable to career status teachers), -325.4(a)(12) (applicable to non-career status teachers), -333, -333.1; State Board of Education Policies TCP-A-000, -001, -004, -005, -016, -018, -021, TCP-C-004

Adopted: June 1997

Updated: January 22, 1999; December 20, 2006; June 30, 2008; September 30, 2011; March 28, 2013, September 12, 2013, June 12, 2014

DRUG AND ALCOHOL TESTING OF COMMERCIAL MOTOR VEHICLE OPERATORS

Policy Code:

7241

The purpose of this policy is to help ensure safe operation of school vehicles and to comply with federal law and regulations by establishing a comprehensive program of drug and alcohol testing for school bus drivers and all other commercial motor vehicle operators employed by the board of education.

A. APPLICABILITY

This policy applies to any driver which, for purposes of this policy, is defined as any employee, volunteer or independent contractor who operates a commercial motor vehicle in the course of duties for the board of education, including anyone who regularly or intermittently drives a school bus, activity bus, a vehicle designed to transport 16 or more people, (including the driver) or any other vehicle that meets the definition of commercial motor vehicle under federal law or regulation. Employees who operate vehicles for inspection, service, or maintenance purposes are included in this definition.

B. PROHIBITED ACTS

No driver may:

1. operate any school bus or school activity bus while consuming alcohol or while alcohol remains in the driver's body, in violation of G.S. 20-138.2B;
2. use alcohol while performing safety-sensitive functions;
3. perform safety-sensitive functions within four hours after using alcohol;
4. report for or remain on duty requiring the performance of safety-sensitive functions when the driver uses any Schedule I drug or substance; or
5. report for or remain on duty requiring the performance of safety-sensitive functions when the driver uses any non-Schedule I drug or substance, unless such use is pursuant to the instructions of a licensed medical practitioner who is familiar with the driver's medical history and has advised the driver that use of the substance will not adversely affect the driver's ability to safely operate a commercial motor vehicle.

Safety-sensitive functions include, but are not limited to, inspecting, servicing, or conditioning any commercial motor vehicle; operating any commercial motor vehicle;

participating in or supervising the loading or unloading of a commercial motor vehicle; and repairing, obtaining assistance for, or remaining in attendance upon a disabled vehicle.

In addition, drivers and anyone who supervises drivers, will not commit any act prohibited by federal law, including “Controlled Substance and Alcohol Use Testing” (49 C.F.R. pt. 382, hereinafter referred to as Part 382 or by board policy 7240, Drug-Free and Alcohol-Free Workplace.

C. TESTING

The administration will carry out pre-employment, post-accident, random, reasonable suspicion, return-to-duty and follow-up testing for drugs and alcohol as required by Part 382.

Federal regulations prohibit a driver who is tested under the provisions of this section and found to have an alcohol concentration of at least .02 from performing safety-sensitive functions for at least 24 hours following administration of the test. Drivers who are tested under the provisions of this section and found to have any alcohol in their system are subject to additional discipline under this policy, including dismissal.

D. PRE-EMPLOYMENT INQUIRY

All applicants who would be subject to this policy if employed by the board must consent in writing to the release of any information gathered pursuant to Part 382 by any of the applicant’s previous employers.

Before employing any applicant subject to this policy or Part 382, the administration shall obtain, pursuant to written consent, all records maintained by the applicant’s previous employer of prohibited acts committed by the applicant in the two years prior to the inquiry date.

E. TRAINING AND EDUCATION

Each driver and supervisory employee, including principals and assistant principals, must be provided with educational materials that inform the employees of drug testing procedures, prohibited acts, consequences and other aspects of Part 382, this policy and any accompanying administrative procedures. The information also will identify a school district employee who is responsible for providing information on substance abuse. Each employee must sign a statement certifying his or her receipt of these materials.

Each supervisor responsible for overseeing the performance of drivers, including principals and assistant principals, must undergo at least one hour of training concerning alcohol misuse and an additional hour of training concerning drug abuse.

F. REFERRALS

Each driver who violates acts prohibited by Part 382 or G.S. 20-138.2B, other than provisions governing pre-employment testing, will be provided with information concerning resources available for evaluating and resolving drug or alcohol misuse. This information will include names, addresses and telephone numbers of substance abuse professionals and counseling and treatment programs. Before any driver, who has committed a prohibited act under Part 382 or G.S. 20-138.2B will be allowed to drive again, he or she must be evaluated by a substance abuse professional and must satisfactorily complete any appropriate treatment that the substance abuse professional designates.

G. PENALTIES

Employees who have committed a prohibited act, refused any test required by this policy; or otherwise violated this policy, G.S. 20-138.2B or Part 382, will be subject to disciplinary action, up to and including dismissal.

H. PROCEDURES

All procedures for collection and testing provided in the Federal Highway Administration's "Procedures for Transportation Workplace Drug Testing Programs" (49 C.F.R. pt. 40) and all requirements in Part 382, including testing, reporting, record retention, training and confidentiality, will be followed. Copies of these federal regulations will be readily available. The superintendent shall develop any other procedures necessary to carry out these regulations.

Legal References: 49 U.S.C. 31306; 49 C.F.R. pts. 40, 382; G.S. 20-138.2B

Cross References: Drug-Free and Alcohol-Free Workplace (policy 7240)

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

Revised: May 11, 2000, January 21, 2016

The board recognizes that an effective staff is critical to the smooth operations of the school system and to creating a learning environment in which students can succeed. The board further believes that students will not excel in performance unless those who most directly affect students, including school administrators, teachers, and other licensed professionals, excel in their performance. For the purposes of this policy, the term “school administrator” is defined as a principal, assistant principal, supervisor, or director whose major function includes the supervision of teaching or any other part of the instructional program.

A. STANDARD FOR INITIAL, EXTENDED, OR RENEWED CONTRACTS

School administrator contracts will be granted, extended, or renewed only for individuals of proven ability who strive for excellence. School administrators should be able to facilitate student learning and effectively carry out the responsibilities of providing for school safety and enforcing student discipline. The superintendent is expected to be able to substantiate any recommendation for granting a new contract, extending a current contract, or renewing a contract with evaluation data, as described in policy 7810, Evaluation of Licensed Employees, or with regard to applicants, with data from the selection process as provided in policy 7100, Recruitment and Selection of Personnel. If the board is not satisfied that an applicant or employee has met the standards established by the board, employment will be denied, following statutorily prescribed procedures and other applicable legal requirements.

B. TERM OF CONTRACT

1. Initial Contracts

Initial contracts between a school administrator and the board will be for a term of two to four years. Four-year initial contracts will be granted only to exemplary school administrators. Absent unusual circumstances, two-year initial contracts will be granted for individuals who do not have experience as school administrators. In addition, one-year contracts may be granted to individuals who hold a provisional assistant principal’s license.

2. Subsequent Contracts

Subsequent contracts between a principal or assistant principal and the board will be granted for a term of four years.

C. PERFORMANCE EXPECTATIONS

An employee who has a school administrator contract with the school system is expected to continue to strive for excellence, meet all performance standards established by the board, and pursue professional development as provided in policy 1610/7800, Professional

and Staff Development. Any employee who is unable or unwilling to meet reasonable standards of the board may be subject to demotion or dismissal, as provided in policy 7930, Professional Employees: Demotion and Dismissal, and in accordance with statutorily prescribed procedures.

D. PROCEDURE FOR NEW, RENEWED, OR EXTENDED CONTRACTS

1. Decisions of the superintendent and board with regard to recommendations and offers and decisions not to recommend or offer new, renewed, or extended contracts will be made in accordance with G.S. 115C-287.1.
2. If the superintendent decides not to recommend that the board offer a school administrator a new, renewed, or extended contract, the employee has all procedural rights accorded by G.S. 115C-287.1.
3. In considering a recommendation of the superintendent to offer a school administrator a new, renewed, or extended contract, the board may review any information that was in the employee's personnel file at the time of the superintendent's recommendation. If the board determines that it needs additional information to reach a decision, it will notify the administrator of the board's concerns and of the additional information that it is considering and provide an opportunity for the employee to respond to the additional information.

Legal References: G.S. 115C-36, -47(18), -284(c), -287.1, -289, -325.1 *et seq.*, *Tobe-Williams v. New Hanover Co. Bd. of Educ.*, 243 N.C. App. 453, 759 S.E.2d 680 (2014)

Cross References: Professional and Staff Development (policy 1610/7800), Hearings Before the Board (policy 2500), Recruitment and Selection of Personnel (policy 7100), Evaluation of Licensed Employees (policy 7810), Professional Employees: Demotion and Dismissal (policy 7930)

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

Revised: May 11, 2000, November 10, 2005, June 14, 2012, February 12, 2015

A. GENERAL EMPLOYMENT OF SUBSTITUTES

The school system will employ substitute teachers as deemed appropriate by the administration and in accordance with State Board policies. The board recognizes the importance of employing licensed teachers as substitutes and will give first priority to substitutes who hold or have held any teaching license and second priority to those who have completed Effective Teacher Training or comparable professional development courses. Teaching experience also will be considered.

A criminal history check will be conducted on applicants for substitute teaching positions in accordance with policy 7100, Recruitment and Selection of Personnel, and administrative procedures.

B. TEACHER ASSISTANTS AS SUBSTITUTES

A teacher assistant may serve as a substitute teacher in the classroom(s) in which the assistant is regularly assigned and will be paid additional compensation according to state policies.

C. PARENTAL NOTIFICATION

In accordance with policy 1320/3560, Title I Parent and Family Engagement, school principals shall notify the parent of any child who receives instruction in a core academic subject for four or more consecutive weeks from a substitute teacher who does not meet the certification and licensure standards for the grade level and subject area to which the substitute teacher has been assigned.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6312€(1)(B)(ii); G.S. 115C-12, -36, -47, -332; 16 N.C.A.C. 6C .0313, 16 N.C.A.C. 6C .0403; State Board of Education Policy TCP- A-001, TCP-D-005

Cross References: Title I Parent and Family Engagement (policy 1320/3560), Recruitment and Selection of Personnel (policy 7100)

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

Revised: April 7, 2008; April 28, 2009; March 28, 2013, September 12, 2013

The employee's right of citizenship involving registering, discussing political issues, voting, campaigning for candidates or issues, running for or serving in public office, and participating on a committee or board which seeks to serve the welfare of the community, will not be infringed upon due to employment in the school district.

These political activities will not:

1. take place during school time;
2. involve school monies or materials; or
3. make use of an official school position to encourage or to coerce students or other employees of the district to support in any way a political party, candidate or issue.

As specified in Official School Spokesperson, policy 2220, the chairperson of the board or designee and the superintendent or designee are the official spokespersons for the school system. Employees, when exercising their rights as citizens, should take steps to ensure that their personal political opinions are not erroneously attributed to the school board or the school system.

This policy should not be construed as prohibiting the impartial study and discussion of political or other controversial issues in the classroom setting.

Legal References: G.S. 115C-47(18)

Cross References: Official School Spokesperson (policy 2220)

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

Reviewed by Policy Committee on July 15, 2010

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

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

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

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

The evaluation system must incorporate the following directives.

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

distinguished performance and to capitalize on the abilities of such exemplary employees in helping other employees.

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

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

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

Adopted: February 9, 2012

Revised: January 9, 2014, March 11, 2016, August 11, 2016

Personnel files, which may consist of paper or electronic records, will be maintained in the human resources office for all employees as provided by law. The superintendent and all supervisors are directed to ensure that all appropriate employment-related information is submitted to the files. Employees will be provided with all procedural protections as provided by law.

The superintendent has overall responsibility for granting or denying access to personnel records consistent with this policy.

A. RECORDS MAINTAINED

The following records must be maintained in the personnel file:

1. evaluation reports made by the administration;
2. commendations for and complaints against the employee (see Section C);
3. written suggestions for corrections and improvements made by the administration;
4. certificates;
5. employee's standard test scores;
6. employee's academic records;
7. application forms;
8. any request to the State Board of Education to revoke the employee's teaching license; and
9. other pertinent records or reports.

B. CERTAIN EMPLOYEE RECORDS MAINTAINED SEPARATELY

The following employee information must be kept separate from the employee's general personnel information, in accordance with legal and/or board requirements:

1. Pre-Employment Information

Letters of reference about an employee obtained before his or her employment and, for teachers, any other pre-employment information collected, must be filed separately from the employee's general personnel information and must not be made available to the employee.

2. Criminal Record Check

Data from a criminal history check must be maintained in a locked, secure location separate from the employee's personnel file. The superintendent shall designate which school officials have a need to know the results of the criminal history check. Only those officials so designated may obtain access to the records.

3. Medical Information

Employee medical information, including the following, must be kept in a separate confidential file and may be subject to special disclosure rules:

- a. health certificates (see policy 7120, Employee Health Certificate);
- b. drug test results, except that drug use or alcohol use contrary to board policy or law also may be documented in the employee's personnel file (see policy 7241, Drug and Alcohol Testing of Commercial Motor Vehicle Operators);
- c. information related to an employee's communicable disease/condition or possible occupational exposure to bloodborne pathogens (see policies 7260, Occupational Exposure to Bloodborne Pathogens, and 7262, Communicable Diseases – Employees);
- d. medical information related to leave under the Family and Medical Leave Act (see policy 7520, Family and Medical Leave); and
- e. genetic information, as defined by the Genetic Information Nondiscrimination Act of 2008.

4. Complaints/Reports of Harassment or Discrimination

The superintendent or designee shall maintain records of all reports and complaints of harassment and discrimination and the resolution of such complaints. Allegations of harassment or discrimination must be kept confidential to the extent possible. Employees involved in the allegations will be identified only to individuals who need the information to investigate or resolve the matter, or to ensure that due process is provided to the accused employee (see policies 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying, and 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure).

If the allegations are substantiated through investigation, the superintendent or designee shall ensure that the provisions of Section C, below, are followed to the extent that they do not conflict with the rights of any individual.

C. PLACEMENT OF RECORDS IN PERSONNEL FILE

All evaluations, commendations, complaints, or suggestions for correction or improvement must be placed in the employee's central office personnel file after the following requirements are met:

1. the comment is signed and dated by the person who made the evaluation, commendation, complaint, or suggestion;
2. if the comment is a complaint, the employee's supervisor has attempted to resolve the issue raised therein and documentation of such efforts is attached with the supervisor's recommendation to the superintendent as to whether the complaint contains any invalid, irrelevant, outdated, or false information; and
3. the employee has received a copy of the evaluation, commendation, complaint, or suggestion five days before it is placed in the file.

All written complaints that are signed and dated must be submitted regardless of whether the supervisor considers the complaint to be resolved.

The supervisor is expected to use good judgment in determining when a document should be submitted to the file immediately and when a delay is justified, such as when there exists a plan of improvement that is frequently revised. However, all evaluations, commendations, complaints, or suggestions for correction or improvement should be submitted by the end of the school year or in time to be considered in an evaluation process, whichever is sooner. The supervisor or principal should seek clarification from the associate superintendent of human resources as necessary to comply with this policy.

The employee may offer a denial or explanation of the evaluation, commendation, complaint, or suggestion, and any such denial or explanation will become part of his or her personnel file, provided that it is signed and dated.

The superintendent may exercise statutory authority not to place in an employee's file a letter of complaint that contains invalid, irrelevant, outdated, or false information, or a letter of complaint when there is no documentation of an attempt to resolve the issue.

As provided in policy 7900, Resignation, if a career employee who has been recommended for dismissal under the applicable state law resigns without the written consent of the superintendent, then: (1) the superintendent shall report the matter to the State Board of Education; (2) the employee shall be deemed to have consented to the placement of the written notice of the superintendent's intention to recommend dismissal in the employee's personnel file; and (3) the employee shall be deemed to have consented to the release to prospective employers, upon request, of the fact that the superintendent has reported this employee to the State Board of Education. For purposes of this provision, "career employee" means (1) a teacher or an administrator with career status, or (2) an administrator or a non-career status teacher during the term of his or her contract.

D. ACCESS TO PERSONNEL FILE

1. Every employee has the right to inspect his or her personnel file, including any portions of the file maintained in electronic format only, during regular working hours, provided that three days' notice is given to the human resources office.
2. The following persons may be permitted to access a personnel file without the consent of the employee about whom the file is maintained:
 - a. school officials involved in the screening, selection, or evaluation of the individual for employment or other personnel action;
 - b. members of the board of education, if the examination of the file relates to the duties and responsibilities of the board member;
 - c. the board attorney;
 - d. the superintendent and other supervisory personnel;
 - e. the hearing officer in a demotion or dismissal procedure regarding the employee; and
 - f. law enforcement and the District Attorney to assist in the investigation of a report made to law enforcement pursuant to G.S. 115C-288(g) or regarding an arson; an attempted arson; or the destruction of, theft from, theft of, embezzlement from, or embezzlement of any personal or real property owned by the board. Five days' written notice will be given to the employee prior to such disclosure.
3. No other person may have access to a personnel file except under the following circumstances:
 - a. when an employee gives written consent to the release of his or her records, which specifies the records to be released and to whom they are to be released;
 - b. pursuant to a subpoena or court order; or
 - c. when the board has determined, and the superintendent has documented, that the release or inspection of information is essential to maintaining the integrity of the board or the quality of services provided by the board.
 - d. the superintendent or designee determines that disclosure to a court of law, or a state or federal administrative agency having a quasi-judicial function, is necessary to adequately defend against a claim filed by a current or former

employee against the board or a school official or employee for any alleged act or omission arising during the course and scope of his or her official duties or employment. Such disclosures will be limited to those confidential portions of the personnel file of the employee who filed the claim and only to the extent necessary for the defense of the board.

4. Each request for consent to release records must be handled separately.
5. It is a criminal violation for an employee or board member to do either of the following:
 - a. knowingly, willfully, and with malice, permit any unauthorized person to have access to information contained in a personnel file; or
 - b. knowingly and willfully examine, remove, or copy a personnel file that he or she is not specifically authorized to access pursuant to G.S. 115C-321.

E. INFORMATION AVAILABLE TO PARENTS OF STUDENTS ATTENDING TITLE I SCHOOLS

The following information about a student's teacher(s) or paraprofessional(s) providing services to a student must be provided upon request to the parent of a student attending a Title I school:

1. whether the teacher has met North Carolina qualification and licensing criteria for the grade level(s) and subject area(s) in which the teacher provides instruction;
2. whether the teacher is teaching under emergency or other provisional status through which North Carolina qualification or licensing criteria have been waived;
3. whether the teacher is teaching in the field of discipline of his or her certification; and
4. the qualifications of any paraprofessional providing services to the student.

F. PUBLIC INFORMATION

1. The following information contained in an employee's personnel file must be open to inspection upon request by members of the general public:
 - a. name;
 - b. age;
 - c. the date of original employment or appointment;

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- d. the terms of any past or current contract by which the employee is employed, whether written or oral, to the extent that the board has the written contract or a record of the oral contract in its possession;
 - e. current position;
 - f. title;
 - g. current salary (includes pay, benefits, incentives, bonuses, deferred compensation, and all other forms of compensation paid to the employee);
 - h. the date and amount of each increase or decrease in salary with the board;
 - i. the date and type of each promotion, demotion, transfer, suspension, separation, or other change in position classification with the board;
 - j. the date and general description of the reasons for each promotion with the board;
 - k. the date and type of each dismissal, suspension, or demotion for disciplinary reasons taken by the board, and if the disciplinary action was a dismissal, a copy of the written notice of the final decision of the board setting forth the specific acts or omissions that are the basis of the dismissal; and
 - l. the office or station to which the employee is currently assigned.
2. The name of a participant in the North Carolina Address Confidentiality Program is not a public record, is not open to inspection, and must be redacted from any records released.
 3. Volunteer records are not considered public records.
 4. Unless an employee submits a written objection to the human resources office, the board also may make the following information available about each employee as part of an employee directory:
 - a. address;
 - b. telephone number;
 - c. photograph;
 - d. participation in officially recognized activities and sports; and
 - e. degrees and awards received.

5. Employees will be notified of their right to object before any such directory is compiled or revised.
6. Under no circumstances will the following be released pursuant to a public records request or as part of an employee directory:
 - a. personal identifying information, as defined in policy 4705/7825, Confidentiality of Personal Identifying Information; or
 - b. the name, address, or telephone number of a participant in the North Carolina Address Confidentiality Program.

G. REMOVAL OF RECORDS

An employee may petition the board to remove any information from his or her personnel file that the employee deems invalid, irrelevant, or outdated.

Legal References: Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. 2000ff *et seq.*; Elementary and Secondary Education Act, 20 U.S.C. 6312(e)(1)(A); G.S. 114-19.2; 115C-36, -47(18), -209.1, -288(g), -319 to -321, -325(b) and (o) (applicable to career status teachers), -325.2 and -325.9 (applicable to non-career status teachers); 16 N.C.A.C. 6C .0313

Cross References: Prohibition Against Discrimination, Harassment, and Bullying (policy 1710/4021/7230), Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), Confidential Information (policy 2125/7315), North Carolina Address Confidentiality Program (policy 4250/5075/7316), Confidentiality of Personal Identifying Information (policy 4705/7825), Public Records – Retention, Release, and Disposition (policy 5070/7350), Employee Health Certificate (policy 7120), Drug and Alcohol Testing of Commercial Motor Vehicle Operators (policy 7241), Occupational Exposure to Bloodborne Pathogens (policy 7260), Communicable Diseases – Employees (policy 7262), Family and Medical Leave (policy 7520), Petition for Removal of Personnel Records (policy 7821), Resignation (policy 7900)

Adopted: March 8, 2012

Revised: February 12, 2015

COMMITMENT TO ACCOMPLISHMENT

Asheboro's graduates are guaranteed!

Resolution

June 8, 2017

WHEREAS, the Asheboro City Schools' mission is to provide quality learning opportunities for all students in a safe and inviting environment so that our students can become successful lifelong learners and responsible, productive citizens, and

WHEREAS, the Asheboro City Schools are committed to preparing our graduates for the future, and

WHEREAS, the Asheboro City Schools are committed to preparing our graduates to successfully pursue post-secondary education or enter the workforce in Randolph County with the skills necessary to satisfactorily perform their job,

NOW, THEREFORE, BE IT RESOLVED the Asheboro City Board of Education hereby offers this guarantee to Randolph County employers until June 1, 2018:

If you hire a 2017 graduate of Asheboro High School and find that he or she lacks the basic skills in reading or mathematics needed to learn and perform satisfactorily on the job, we will take that graduate back.

If you are not satisfied with one of our 2017 graduates' basic skills in reading or mathematics, please call the superintendent at (336) 625-5104. The graduate will be contacted and offered free additional coursework.

Terry W. Worrell, Ed.D.
Superintendent

Kyle Lamb
Board of Education, Chair





Points of Pride Update

June 8, 2017

Student Celebrations

AHS Zoo FFA Team Places in Competition

Ten Asheboro Zoo FFA members competed in the West Central Regional Rally in April. The Parliamentary Procedure team placed first in the region. This team included Destiney Houghtalen, Carlee Cagle, Hannah Taylor, Tayyiba Azeem, Jose Martinez-Arroyo, and Cameron Kidd. The Introduction to Horticulture team placed second and included Ellis Hurley, Sarah Davis, Riley Smith, and Olivia Tyler. Destiney Houghtalen placed third in Prepared Public Speaking. All of these students, in addition to the Forestry team which qualified in October, advance to the state level of competition in June.

Randolph Sports Council Recognizes AHS Student-Athletes

Congratulations to Madlin Muralles and Marlon McCorey for being named Randolph Sports Council's Scholarship recipients.

Blue Comet Spring Awards

Mr. Blue Comet: Malik Brady

Ms. Blue Comet: Maci Bunting

Lee J Stone Sportsmanship: Desmond Trogdon

Lee J Stone Sportsmanship: Allison Kauffman

Students Earn Golden Leaf Scholarships

Sierra McNair and Evelyn Garcia-Lopez have been awarded Golden LEAF scholarships in the amount of \$12,000 each.

School Celebrations

Second Annual NAMMIES Talent Show Recap

The NAMS Student Council sponsored the Second Annual "NAMMIES" Talent Show on May 5th. Teachers Ryan Gibbs and Kelly Patton were the teacher leaders for the events. Student Chris Medina played, "Stand By Me" on his saxophone, and students Kaylee Greene and Julie Almond sang, "For the First Time in Forever."

Teachey Students Tie for Second in Polar Bear International Competition

The Teachey Tigers learned they tied for second place in the Polar Bear International Competition and grant-funding program. The Teachey Tigers and Polar Bears...OH MY! will receive half of a grant worth \$750 from the organization. Teachey Tigers and Polar Bears...OH MY! expanded the recycling program in their school. They created videos to be aired during the school's news broadcast, taught students what can be recycled, and how doing small things can make a big environmental impact. The team also planted herb windowsill greenhouses. The Teachey Tigers plan to build a backyard habitat using repurposed materials. During the process, advisors instilled a leadership ethic in the students and then watched them lead their classmates.

AHS Sophomores Complete Job Shadowing Program

A group of 14 sophomores have completed in the AHS/East Side Local Development Job Shadowing program. They will continue their work-based learning through the summer and throughout their next two years at Asheboro High. Ms. McGowan, AHS Career Development Coordinator, and coordinator of the Job Shadow program plans on adding a new cohort of rising sophomores next year to grow the program.

Loflin Students Graduate from CARE Program

Donna Lee Loflin's second grade students had their CARE graduation on Thursday, May 10. This was a wonderful culmination of the 12-week program, taught by Deputy Sherry White of the Randolph County Sheriff's Department. The

students performed songs, received their graduation certificates, and shared what they had learned with the many family members in attendance.

NAMS Banquet of Excellence

The "house" was packed once again with students who have demonstrated excellence in academics, attendance and behavior for the annual NAMS Banquet of Excellence. Families were invited and the Randolph Jazz Band provided entertainment for the evening.

Community

Class of 2017 Cap & Gown Runway

On Wednesday, April 26, elementary schools throughout the district hosted the Class of 2017 Cap & Gown Runway! This experience celebrated our seniors and their accomplishments, while also encouraging and inspiring our elementary students. Families, retired teachers, Asheboro City Board of Education members, and Asheboro City Schools faculty and staff congratulated our seniors as they walked the halls of their previous elementary schools.

AHS Community Engagement Night

Over 30 Asheboro community leaders participated in the inaugural Asheboro High School Community Engagement and Evening of Celebration Night in May. Advanced Placement Capstone students presented on a number topics while several juniors and seniors presented on various service learning projects in which they been involved with this school year.

Ms. Randolph County Outstanding Teen Speaks to NAMS Students

Delaney McKaughn, former NAMS student, current AHS student and reigning Ms. Randolph County's Outstanding Teen spoke to NAMS 6th grade girls on May 23rd about the importance of leadership and being a lady.

McCrary Students Partner with Habitat for Humanity

The McCrary family enjoyed giving back with Habitat for Humanity for a Mustang family on Saturday, May 20. McCrary students, their families, and teachers stucco'd the house's foundation; painted lattice, rails and a porch; spread gravel and mulch; created a rock boundary and overall enjoyed the time together. This was the fifth year working with Habitat for Humanity - a continuation of the annual Doghouse Build Project that took place earlier in the school year. This partnership began when Mr. Watson and Ms. Bidwell dreamed big for their Teacher Leadership Academy project.

Calendar of Events

Friday, June 2	Superintendent's Reading Challenge Celebrations at Asheboro High School, South Asheboro Middle School, Lindley Park, and ECDC	8 a.m. drop-off	Schools serving at lunch
Sunday, June 4	Asheboro High School Baccalaureate Service	7 p.m.	Performing Arts Center
Monday, June 5	Superintendent's Reading Challenge Celebrations at Loflin, McCrary, and Balfour	8 a.m. drop-off	Schools serving at lunch
Tuesday, June 6	Superintendent's Reading Challenge Celebrations at North Asheboro Middle	8 a.m. drop-off	Schools serving at lunch
Thursday, June 8	Superintendent's Reading Challenge Celebrations at Teachey	8 a.m. drop-off	Schools serving at lunch
Thursday, June 8	Asheboro City Board of Education Meeting	7:30 p.m.	PDC
Friday, June 9	Last day of school/Graduation	7 p.m.	AHS - Lee J. Stone Stadium
Monday, June 12	Retirement Breakfast	7:30 a.m.	AHS Performing Arts Center
Thursday, June 22	Asheboro City Board of Education Summer Retreat	TBD	TBD
Thursday, July 13	Asheboro City Board of Education Meeting	7:30 p.m.	PDC
Thursday, August 10	Asheboro City Board of Education Meeting	7:30 p.m.	PDC
Friday, August 25	2017 Convocation Event	8 a.m.	Performing Arts Center
Monday, August 28	First day back to school!	All day	All sites

Office of the Superintendent,
Dr. Terry W. Worrell



Chartered in 1905

P.O. Box 1103, Asheboro, NC 27204-1103 ■ 1126 S. Park St. ■ (336) 625-5104 ■ (336) 625-9238, fax

Board of Education Meeting Dates
2017-2018

August 10, 2017

September 14, 2017

October 5, 2017

November 9, 2017

December 14, 2017

January 11, 2018

February 8, 2018

March 8, 2018

April 12, 2018

May 10, 2018

June 14, 2018