

ASHEBORO CITY BOARD OF EDUCATION
December 12, 2013
7:30 p.m.
Asheboro High School
Professional Development Center

***6:30 p.m. – Reception Honoring Asheboro City Schools Board Members’ Service**

I. Opening

- A.** Call to Order
- B.** Moment of Silence
- C.** Pledge of Allegiance – Khamisey (Kham) Williams and Makenzie Perdue, 8th Grade, South Asheboro Middle School
- *D.** Approval of Agenda

II. Swearing in Ceremony

- A.** Swearing in of Gustavo Agudelo, Steve Jones, Linda Cranford, Phillip Cheek, and Dr. Kelly Harris

III. Special Recognition and Presentations

- A.** Community Partner Spotlight – Family Crisis Center
- B.** Board Spotlight – South Asheboro Middle School
- C.** Holiday Card Recognition – Ellen Benitez, 5th Grade, Balfour Elementary

IV. 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.

V. *Consent Agenda

- A.** Approval of Minutes – November 21, 2013
- B.** Surplus Property Bid Approval
- C.** Personnel

VI. Action Items

- *A.** Superintendent’s Search Process with NCSBA – Allison Schafer
- *B.** Policies
 - Policy 1610/7800 Professional and Staff Development
 - Policy 3102 – Online Instruction (NEW)
 - Policy 3226/4205 – Internet Safety (NEW)
 - Policy 3227/7322 – Web Page Development
 - Policy 6524 – Network Security
 - Policy 7335 – Employee Use of Social Media
 - Policy 8210 – Grants and Funding for Special Projects
 - Policy 8230 – Penalties, Fines, and Forfeitures
 - Policy 8320 – Depositories
 - Policy 8325 – Daily Deposits
 - Policy 8330 – Facsimile Signatures

VII. Information, Reports and Recommendations

- A. 2015-2016 Calendar Draft
- B. Cindy Chen, Asheboro High School, Mandarin Language Teacher
- C. Highlights from Cultural Exchange Trip to China
- D. Policies
 - Policy 3230/7330 – Copyright Compliance
 - Policy 3410 – Testing and Assessment Program
 - Policy 3420 – Student Promotion and Accountability
 - Policy 3420 – Graduation Requirements
 - Policy 4700 – Student Records
 - Policy 5070/7350 – Public Records
 - Policy 6220 – Operation of Student Food Services
 - Policy 7410 – Career Status (Removal of Policy)
 - Policy 7510 – Leave
 - Policy 7810 – Evaluation of Licensed Employees
 - Policy 7950 – Probationary Teachers: Nonrenewal

VIII. Superintendent's Report/Calendar of Events

- A. Calendar of Events
- B. Points of Pride
- C. 2013-2014 Board Goals, December Update

IX. Board Operation

- *A. Reorganization of the Board
- B. Important Dates to Remember:
 - Superintendent's Holiday Luncheon – December 17, 2013, 11:30 a.m., PDC
 - Legislative Breakfast – January 17, 2014, 8:00 a.m. North Asheboro Middle School
 - Board Appreciation Luncheon – January 24, 2014, 12:00 noon, Loflin Elementary School
 - Winter Board Retreat – February 8, 2014
 - NSBA Annual Conference – April 5-7, 2014, New Orleans, Louisiana

X. Adjournment

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

ASHEBORO CITY BOARD OF EDUCATION
December 12, 2013
7:30 p.m.
Asheboro High School
Professional Development Center

Addendum

- I. **Opening**

- V. ***Consent Agenda**
 - C. Personnel

- X. **Adjournment**

Mission Statement

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

December 12, 2013

Community Partner Spotlight:

The Community Partner Spotlight is the Randolph County Family Crisis Center for its partnership with South Asheboro Middle School. The Family Crisis Center provides counseling services for students at SAMS. The center's staff regularly holds small group sessions with the middle school students.

Board Spotlight:

Tonight's Board of Education Spotlight will be provided by South Asheboro Middle School. SAMS administration and members of the school leadership team will highlight the school's community partnerships through a short video and comments. Welcome SAMS!

Other Recognitions:

Ellen Benitez, Balfour Elementary School, 5th Grade –
Asheboro City Schools' Holiday Card Winner

Minutes of the Asheboro City Board of Education

November 21, 2013

Policy Committee

The Policy Committee convened at 6:00 PM in the Professional Development Center with the following members present:

Chris Yow

Jane Redding

Committee members absent were Steve Jones, Phillip Cheek, Gidget Kidd, and Archie Priest.

Staff members present were: Dr. Diane Frost, Dr. Brad Rice, Jennifer Smith, Carla Freemyer, and Dr. Drew Maerz.

The meeting was called to order at 6:00 PM and Dr. Maerz began review of the agenda.

- Policy 3230/7330 – Copyright Compliance
 - Minor and technical changes
- Policy 3410 – Testing and Assessment Program
 - Major revisions including updates to types of tests
 - Retesting language removed
 - Language added regarding participation in field and sample testing
 - Testing window requirements added to policy in accordance to SBE law
 - Added links to online references
- Policy 3420 – Student Promotion and Accountability
 - Section added to include a statement about the EOC, EOG and Final Exams counting as 25% of final grade at middle schools. This mirrors the current practice of the high school.
- Policy 3460 – Graduation Requirements
 - Updated to reflect current language used by Department of Public Instruction
 - Statement added that exempts the Occupational Course of Study students from the 25% EOC final grade requirement
- Policy 4700 – Student Records
 - Clarification added to “diplomas” when listing what is defined as directory information
- Policy 5070/7350 – Public Records – Retention, Release and Disposition
 - Language added to align policy with Policy 4700 – Student Records
 - Includes detailed definitions of public records
 - Sections added on requesting public records, electronic mail lists and destruction of public records
- Policy 6220 – Operation of Student Food Services
 - Added “age” to the discrimination clause
 - Minor and technical language updates

- Policy 7410 – Career Status
 - Recommended removal

- Policy 7510 – Leave
 - Bus drivers removed from list of employees that are excluded from taking earned vacation on instructional days for students

- Policy 7810 – Evaluation of Licensed Employees
 - Changes made to align policy with the removal of career status and to reflect current practices and requirements
 - All language referencing career status has been removed

- Policy 7950 – Probationary Teachers: Nonrenewal
 - Policy updated to reflect the changes due to the removal of career status
 - Section regarding reduction in force: probationary status was removed

All policies will go to the full board in December for 30-day review.

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

Finance Committee

The Finance Committee convened at 6:50 p.m. in the Professional Development Center conference room with the following board members present:

Jane Redding	Joyce Harrington
Gus Agudelo	Kyle Lamb
Dr. Kelly Harris	

Committee members absent were Linda Cranford and Archie Priest.

Staff members present were Dr. Diane Frost and Harold Blair.

Mr. Blair discussed the 403B and 457 plan updates along with Budget Amendments S-01, F-01, and OR-01 to be presented to the Board.

There being no further business, the meeting adjourned at 7:15 p.m.

Board of Education

Opening

The Asheboro City Board of Education met in regular session at 7:30 p.m. in the Professional Development Center with the following members present:

Jane Redding, Chairman	Gustavo Agudelo
Phillip Cheek	Linda Cranford
Joyce Harrington	Dr. Kelly Harris
Kyle Lamb	Archie Priest, Jr.
Chris Yow	

Archie Smith, Jr., Attorney

Staff members present were Dr. Diane Frost, Jennifer Smith, Harold Blair, Nathan Craver, Carla Freemyer, Mike Mize, Dr. Brad Rice, Dr. Julie Pack, Dr. Drew Maerz, and Elizabeth Johnson.

Following a moment of silence led by Chairman Redding, Christian Jaimes, a fifth-grade student at Donna Lee Loflin, led the Pledge of Allegiance.

Mr. Lamb made a motion to approve the agenda, seconded by Mr. Priest, and the agenda was unanimously approved by the Board.

Special Recognition and Presentations

The Board of Education's spotlight featured "Wonder-filled Wednesdays" which is the newest piece of the A+ School initiative that Donna Lee Loflin Elementary has implemented. Ms. Paula Owens and staff members presented highlights from the seven different after-school clubs that are enhancing student learning experiences outside the regular school day.

Carla Freemyer recognized Rushwood Park Wesleyan Church for their work and partnership with Donna Lee Loflin Elementary. Church members are serving as mentors and reading buddies for students and conducting an art supply drive to support Loflin's A+ School initiative. The church is also providing a Thanksgiving breakfast for Loflin's staff.

Tom Quinn announced that all five elementary schools have now received the Healthier US School Challenge Bronze Award. This is a certification initiative recognizing schools that have created healthier school environments through promotion of nutrition and physical activity.

Public Comments

Chairman Redding opened the floor to public comments; no one signed up to address the Board.

Upon motion by Mr. Lamb, seconded by Ms. Harrington, the Consent Agenda was unanimously approved by the Board.

Consent Agenda

The following Consent Agenda items were approved:

Approval of Minutes – October 10, 2013

Discard Items (A copy of the Discard Items will become a part of these minutes.)

403-B and 457 Plan Updates

Budget Amendments S-01, F-01, OR-01 (A copy of the budget amendments will become a part of these minutes.)

South Asheboro Middle School Field Trip – Washington, D.C. (A copy of the field trip will become a part of these minutes.)

Personnel

RESIGNATIONS/RETIREMENTS/SEPARATIONS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Luria, Jacqueline	BAL/Inst. Asst.	12/31/13
Smith, Karen	ECDC/Ex. Children	12/5/13
Triplette, Melissa	DLL/Inst. Assist	10/23/13
Alexander, Chris	NAMS/Inst. Asst.-EC	11/22/13
Pocock, Lowell	AHS/Social Studies	11/19/13

APPOINTMENTS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Creed, Meagan	AHS/Social Studies	12/16/13
Kingston, Chris	AHS/Physical Ed.	12/2/13
McHenry, Cord	CWM/After-School Prog. Asst. (PT)	11/13/13
Small, Krystina	CO/Bus Driver	11/1/13
Smith, Patrick	AHS/Long-Term Intervention Specialist	12/2/13
Cole, Rick	Sub. \$70/day	11/5/13
Cox, Katie	Sub. \$70/day	11/5/13
Crumpler, Kimberly	Sub. \$70/day	11/5/13
Dunlap, Tenisha	Sub. \$70/day	11/5/13
Gallimore, Mary	Sub. \$70/day	11/5/13
Henderson, Lisa	Sub. \$70/day	11/5/13
Mathison, Dorothy	Sub. \$70/day	11/5/13
McHugh, Alan	Sub. \$70/day	11/12/13
Patrick, Leighann	Sub. \$91/day	10/25/13
Stutts, Jeffrey	Sub. \$91/day	10/28/13
Williams, Brenda	Sub. \$70/day	11/5/13
Simmons, Charles	CO/Bus Driver	11/14/13

TRANSFERS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Luck, Steve	AHS/SS to SS/Athletic Director	12/2/13
Millner, Amy	CO/Sub. Bus Driver to Bus Driver	10/28/13
Walden, Brett	NAMS/Inst. Asst. ISS to EC	11/25/13
Hanson, Rebekah	BAL/ESL to 5th Grade	12/2/13

Information, Reports and Recommendations

Dr. Drew Maerz presented a slide show of the Asheboro City Schools 2012-2013 READY Data. The elementary and high school READY Accountability Model was explained and data showing ACS results and trends were given.

Dr. Brad Rice presented a draft of the 2015-2016 school year calendar for the board to preview. The calendar will be available for input from stakeholders and will be presented to the board for approval at the December 12, 2013, Board Meeting.

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

- Policy 1610/7800 Professional and Staff Development
- Policy 3102 – Online Instruction (NEW)
- Policy 3226/4205 – Internet Safety (NEW)
- Policy 3227/7322 – Web Page Development
- Policy 6524 – Network Security
- Policy 7335 – Employee Use of Social Media
- Policy 8210 – Grants and Funding for Special Projects
- Policy 8230 – Penalties, Fines, and Forfeitures
- Policy 8320 – Depositories
- Policy 8325 – Daily Deposits
- Policy 8330 – Facsimile Signatures

Action Items

Administrators and members of the school leadership teams from Balfour Elementary, Lindley Park Elementary, Donna Lee Loflin Elementary, Charles W. McCrary Elementary, and Guy B. Teachey Elementary schools presented continuous improvement plans highlighting the schools' goals for the 2013-2014 school year. A motion was made by Ms. Cranford and seconded by Ms. Harrington to approve the plans as presented. The motion passed unanimously. Continuous Improvement Plans will be posted on Asheboro City Schools' website. (A copy of the Continuous Improvement Plans will become a part of these minutes.)

Jane Redding introduced Allison Shafer who is Legal Counsel/Director of Policy for the North Carolina School Board Association. Ms. Shafer spoke with the board members and outlined NCSBA'S search services and proposed timeline for hiring a new superintendent due to Dr. Diane Frost's retirement June 30, 2014. A motion was made by Mr. Lamb, seconded by Ms. Cranford, and the Board unanimously agreed to enter into an agreement with the NCSBA's superintendent search service to conduct a national search for superintendent.

Following a 30-day review, a motion was made by Mr. Yow and seconded by Mr. Lamb to approve the following policies:

- Policy 3220 - Technology in the Educational Program
- Policy 3225/4312/7320 - Technology Responsible Use

The motion passed unanimously. (A copy of the policies will become a part of these minutes.)

Carla Freemyer presented a Proclamation declaring November 17-23 as American Education Week. Motion to approve the proclamation was made by Ms. Harrington, seconded by Mr. Cheek, and unanimously approved by the Board.

Superintendent's Report/Calendar of Events

Carla Freemyer shared the Calendar of Events highlighting the following dates and events: Asheboro High School's presentation of Beauty and the Beast; Senior Holiday Luncheon, December 11; Superintendent's Holiday Luncheon, December 17; District Science Fair, January 17; Legislative Breakfast, January 17, and Board Appreciation Luncheon, January 24.

Ms. Freemyer reviewed the latest edition of *Points of Pride* highlighting several student and staff recognitions.

Superintendent Frost presented an update on the 2013-2014 Asheboro City Schools' Strategic Plan goals.

Board Operations

Chairman Redding reminded members of the Board of the following important dates:

- Senior Holiday Luncheon – December 11, 2013, 12:00 noon, Loflin Elementary
- Superintendent's Holiday Luncheon – December 17, 2013, 11:30 a.m., PDC
- Legislative Breakfast – January 17, 2014, 8:00 a.m. North Asheboro Middle School
- Board Appreciation Luncheon – January 24, 2014, 12:00 noon, Loflin Elementary
- Winter Board Retreat – February 8, 2014, 8:00 – 4:30 p.m., Loflin Elementary
- NSBA Annual Conference – April 5-7, 2014, New Orleans, Louisiana

Linda Cranford, Dr. Kelly Harris, Steve Jones, Gustavo Agudelo, and Phillip Cheek were re-elected to the school board on Tuesday, November 12, 2013.

Adjournment

There being no further business, a motion was made by Mr. Lamb, seconded by Mr. Agudelo, and unanimously approved by the Board, to adjourn at 9:11 p.m.

Chairman

Secretary

SURPLUS PROPERTY BIDS 2013

Bid #1

The following bids were received on December 5, 2013 for the Piano stored at Donna Lee Loflin.

Piano:

1. \$25.00 (**Highest Bidder**)

Bid #2

The following bids were received on December 5, 2013 for 1988 Chevrolet Box Truck.

Chevrolet Box Truck:

1. \$250.00
2. \$150.00
3. \$226.10
4. \$367.00 (**Highest Bidder**)

Bid #3

The following bids were received on December 5, 2013 for miscellaneous items.

Miscellaneous Items:

1. \$1,575.00 (**Highest Bidder**)

Bid #4

The following bids were received on December 5, 2013 for the 16' Trailer.

Trailer:

1. \$125.00
2. \$127.50
3. \$300.00
4. \$567.00 (**Highest Bidder**)

**Asheboro City Schools
Personnel Transactions
December 12, 2013**

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

NAME		SCHOOL	SUBJECT	EFFECTIVE
Millner	Amy	CO	Bus Driver	11/14/2013

***B. APPOINTMENTS**

NAME		SCHOOL	SUBJECT	EFFECTIVE
Harvey	Patrick (PJ)	AHS	Social Studies	1/2/2014
Kilby	Keith	NAMS	Instructional Assistant/ISS	12/2/2013
Scott	Brianna	LP	Art	1/2/2014
Williams	Sharon	NAMS	Lead Math Teacher (PT)	11/20/2013

***C. LEAVES OF ABSENCE**

Jessup	Mary	BAL	Instructional Assistant	1/6/2014-4/27/2014
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**Asheboro City Schools
Personnel Transactions - Addendum
December 12, 2013**

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

NAME		SCHOOL	SUBJECT	EFFECTIVE
Brock	Tyler	SAMS	Custodian (part-time)	1/2/2014
Kern	Brenda	AHS	English	1/31/2014
Tucker	Hoyt	DLL	Custodian	2/28/2014

***B. APPOINTMENTS**

NAME		SCHOOL	SUBJECT	EFFECTIVE
Pugh	Betsy	ECDC	Pre-K/EC (Interim)	1/2/2014-6/12/2014
Goss	Julie		Substitute (\$70 per day)	12/13/2013
Gregg	Brittany		Substitute (\$70 per day)	12/13/2013
Hobson	Donna		Substitute (\$91 per day)	1/2/2014
Hobson	Kathryn		Substitute (\$70 per day)	12/13/2013
Hopkins	Torri		Substitute (\$70 per day)	12/13/2013
Hunt	Susan		Substitute (\$70 per day)	12/13/2013
Lemons	Micheal		Substitute (\$70 per day)	12/13/2013
May	Takirah		Substitute (\$70 per day)	1/2/2014
Moss	Kelly		Substitute (\$91 per day)	12/13/2013
Rutledge	Krystle		Substitute (\$70 per day)	12/13/2013
Williams	Gerald		Substitute (\$70 per day)	12/13/2013

**Asheboro City Schools
Certified Appointments
December 12, 2013**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Harvey, Patrick (PJ)	Appalachian State University B: History, Secondary Education	History

Mr. Harvey is recommended to teach Social Studies/History at Asheboro High School. He is currently completing his student teaching at Grimsley High School in grades 9-11 US History and Civics. Mr. Harvey also completed an assignment at Ashe County High School teaching Civics and Economics. We are pleased to welcome Mr. Harvey to Asheboro City Schools as he begins his teaching career.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Scott, Brianna	Greensboro College B: Art Education	Art

Ms. Brianna Scott is recommended to teach Art and Lindley Park School. She is currently completing her student teaching at Jefferson Elementary School in Greensboro. She has also completed clinical assignments at Weaver Academy, Jackson Middle School and Irving Park Elementary. Ms. Scott is an accomplished artist and we are pleased to welcome her to Lindley Park and Asheboro City Schools as she begins her teaching career.

NOTE: Footnotes are for reference only. They should be eliminated from an individual board's policy.

PROFESSIONAL AND STAFF DEVELOPMENT *Policy Code:* **1610/7800**

The board believes a strong relationship exists between the quality of education provided to students and the competency and training of all personnel employed by the school system.¹ The board places a high priority on securing the most competent personnel available and, once they are employed, providing them with opportunities for professional growth and development throughout their careers. The goal of professional and staff development programs and opportunities for licensed professional employees and support staff is to improve the instructional program and create a safe learning environment for all students by improving and expanding the skills of the professional staff and support personnel.

A. PROFESSIONAL AND STAFF DEVELOPMENT

²The superintendent shall provide ongoing development opportunities for licensed and support staff and shall require participation by such personnel as appropriate. The superintendent shall seek input from employees when developing system-wide programs. The principal shall seek input from school personnel when planning professional and staff development programs for his or her school.

Professional and staff development must be provided, at the system or school level, on the effective delivery of the required curriculum. In addition, as required by policy 3220, Technology in the Educational Program, the superintendent shall plan and provide a program of technology-related professional development to prepare the instructional staff to ~~and the incorporation of~~ integrate technology into the student learning process and to address other relevant issues related to the use of digital tools and resources in the instructional program.³

B. SELF-IMPROVEMENT⁴

Licensed employees are expected to engage in self-directed activities to improve their professional skills.⁵ These employees are encouraged to seek information and training through professional development programs as well as other opportunities in order to meet this responsibility.

C. PLANS FOR GROWTH AND IMPROVEMENT

¹ Other goals or statements may be used in addition to or in place of some of these statements.

² This paragraph may be tailored to describe the local professional and staff development program and site-based decision-making process.

³ Professional and staff development on subjects that match the goals and objectives of the system-wide safe school plan may also be included if the board has elected to require such a plan. Other board mandates, consistent with mission/objective statements, may be used in addition to ~~or in place of~~ the stated requirement.

⁴ Board policy on pursuing advanced degrees and licensure in multiple areas also may be included in this section.

⁵ Alternatively, the policy may identify all employees or some other subset.

Supervisors and principals also may require licensed employees to enter into plans, including mandatory improvement plans established by state law and individual, monitored and/or directed growth plans established by the State Board of Education, for professional growth and improving performance. (See policy 7811, Plans for Growth and Improvement of Licensed Employees.) A performance improvement plan could involve participation in a professional development program or encompass a variety of strategies that are related to professional growth or improving performance.

D. PAYMENT OF COSTS

The school system will consider paying reasonable costs, within budget limits, for any courses, workshops, seminars, conferences, in-service training sessions or other sessions an employee is required to attend by the local administration.⁶ The employee must seek prior approval for payments.

The school system will not bear the responsibility of the cost of training taken solely for the purposes of licensure renewal.

Legal References: Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; G.S. 115C-333, -333.1; State Board of Education Policy TCP-C-004

Cross References: Grievance Procedure for Employees (policy 1750/7220), Technology in the Educational Program (policy 3220), Plans for Growth and Improvement of Licensed Employees (policy 7811)

Issued:

Revised: March 6, 1998; January 22, 1999; June 30, 2009; September 30, 2011; August 29, 2012

⁶ The policy also may address reimbursement for courses taken in pursuit of an advanced degree.

The board recognizes that online instruction is a valuable tool for affording students extended educational options. The board will provide opportunities for students to participate in online instruction to the extent that it is academically and financially prudent.

School guidance counselors shall advise students on North Carolina Virtual Public School courses and other online courses available for credit. Enrollment in an online for credit course will count toward satisfying board requirements related to minimum instructional days, seat time policies, student attendance and athletic and/or extracurricular obligations.

The superintendent shall develop regulations consistent with State Board of Education requirements and this policy for students enrolling in online instruction.

Legal References: State Board of Education Policy GCS-M-001

Cross References: Dual Enrollment (policy 3101)

Adopted:

A. INTRODUCTION

It is the policy of the board to: (a) prevent user access via its technological resources to, or transmission of, inappropriate material on the Internet or through electronic mail or other forms of direct electronic communications; (b) prevent unauthorized access to the Internet and devices or programs connected to or accessible through the Internet; (c) prevent other unlawful online activity; (d) prevent unauthorized online disclosure, use or dissemination of personal identification information of minors; and (e) comply with the Children's Internet Protection Act.

B. DEFINITIONS

1. Technology Protection Measure

The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography or harmful to minors.

2. Harmful to Minors

The term "harmful to minors" means any picture, image, graphic image file or other visual depiction that:

- a. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
- b. depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts or a lewd exhibition of the genitals; and
- c. taken as a whole, lacks serious literary, artistic, political or scientific value as to minors.

3. Child Pornography

The term "child pornography" means any visual depiction, including any photograph, film, video picture or computer or computer-generated image or picture, whether made or produced by electronic, mechanical or other means, of sexually explicit conduct, where:

- a. the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;

- b. such visual depiction is a digital image, computer image or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or
- c. such visual depiction has been created, adapted or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

4. Sexual Act; Sexual Contact

The terms “sexual act” and “sexual contact” have the meanings given such terms in section 2246 of title 18, United States Code.

5. Minor

For purposes of this policy, the term “minor” means any individual who has not attained the age of 17 years.

C. ACCESS TO INAPPROPRIATE MATERIAL

To the extent practical, technology protection measures (or “Internet filters”) will be used to block or filter access to inappropriate information on the Internet and World Wide Web. Specifically, blocking will be applied to audio and visual depictions deemed obscene or to be child pornography or harmful to minors. Student access to other materials that are inappropriate to minors will also be restricted. The board has determined that audio or visual materials that depict violence, nudity or graphic language that does not serve a legitimate pedagogical purpose are inappropriate for minors. The superintendent, in conjunction with a school technology and media advisory committee (see policy 3200, Selection of Instructional Materials), shall make a determination regarding what other matter or materials are inappropriate for minors. School system personnel may not restrict Internet access to ideas, perspectives or viewpoints if the restriction is motivated solely by disapproval of the viewpoints involved.

Subject to staff supervision, technology protection measures may be disabled during use by an adult for bona fide research or other lawful purposes.

D. INAPPROPRIATE NETWORK USAGE

All users of school system technological resources are expected to comply with the requirements established in policy 3225/4312/7320, Technology Responsible Use. In particular, users are prohibited from: (a) attempting to gain unauthorized access, including “hacking”, and engaging in other similar unlawful activities; and (b) engaging in the unauthorized disclosure, use or dissemination of personal identifying information regarding minors.

E. EDUCATION, SUPERVISION AND MONITORING

To the extent practical, steps will be taken to promote the safety and security of users of the school system's online computer network, especially when they are using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications. It is the responsibility of all school personnel to educate, supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures are the responsibility of the technology director or designated representatives.

The technology director or designated representatives shall provide age-appropriate training for students who use the school system's Internet services. The training provided will be designed to promote the school system's commitment to educating students in digital literacy and citizenship, including:

1. the standards and acceptable use of Internet services as set forth in policy 3225/4312/7320, Technology Responsible Use;
2. student safety with regard to safety on the Internet, appropriate behavior while online, including behavior on social networking websites and in chat rooms, and cyberbullying awareness and response; and
3. compliance with the E-rate requirements of the Children's Internet Protection Act.

Following receipt of this training, the student must acknowledge that he or she received the training, understood it and will follow the provisions of policy 3225/4312/7320, Technology Responsible Use.

The superintendent shall develop any regulations needed to implement this policy and shall submit any certifications necessary to demonstrate compliance with this policy.

Legal References: Children's Internet Protection Act, 47 U.S.C. 254(h); Neighborhood Children's Internet Protection Act, 47 U.S.C. 254(l); Protecting Children in the 21st Century Act, 47, U.S.C. 254(h)

Cross References: Professional and Staff Development (policy 1610/7800), Technology in the Educational Program (policy 3220), Technology Responsible Use (policy 3225/4312/7320), School Improvement Plan (policy 3430), Use of Equipment, Materials and Supplies (policy 6520), Network Security (policy 6524)

Adopted: _____ at a public meeting, following normal public notice

Replaces:

Adopted:

NOTE: Footnotes are for reference only. They should be eliminated from an individual board's policy.

WEB PAGE DEVELOPMENT

Policy Code: **3227/7322**

¹Consistent with policy 3225/4312/7320, Technology ~~Acceptable~~ Responsible Use, and in an effort to further the school system's objectives, the board of education encourages the use of the Internet as a means of providing accessible, accurate and timely information for employees, students, parents and others in the larger community. The Internet affords the school system the opportunity to communicate with its communities by posting pertinent system and school information on-line. The school system has established its system website on-line at www.asheboro.k12.nc.us.² The school system website is the official website of the school system. In addition to this website, individual schools and departments may create system-related school websites. This policy provides the standards that must be followed for development of all system-related websites. Failure to comply with this policy may result in the removal of a web page or website from the Internet.

A. SYSTEM-RELATED WEBSITE

A "system-related website" is any Internet website that is established in one of the following ways:

1. by school system employees or students on behalf of the system;
2. by any school within the system;
3. by any school-sponsored club or organization within the system; or
4. by students as part of an educational assignment.

Only those websites that are created pursuant to this policy are considered system-related websites. The board does not endorse and is not responsible for websites created by employees, students or others outside of the standards and guidelines of this policy. Students or employees who create personal websites that result in a substantial and material disruption to the school environment may be subject to disciplinary action.

B. STANDARDS FOR WEB PAGE DEVELOPMENT

1. Non-Public or Closed Forums for Expression

All system-related websites are "non-public" or "closed" forums for expression. This means that the system has control over information on such websites and is not required to allow students, teachers or others to place material on system-related websites. The purpose of system-related websites is to disseminate

¹ This policy is optional and may be modified to reflect local practices.

² Fill in the school system's website address.

curriculum-related information; to present the public with information about the system, its schools and its programs; and to provide the community with each school or department's mission, contact information, activities, organizational format and instructional program. System-related websites are analogous to newsletters from the administration or the individual school. System-related websites are not analogous to a student newspaper or a non-school publication.

2. Administration and Editorial Control

All employees responsible for creating, developing, maintaining, editing or approving a system-related website shall act legally, responsibly and ethically in providing educational resources and information to support the mission and curriculum of the school system. Such persons shall abide by the generally accepted rules of website etiquette, board policy and regulations established by the superintendent.

a. Superintendent Final Authority

The superintendent or designee may delegate authority to place information on a system-related website; however, the superintendent has the final authority to approve or disapprove any information in whatever form on any such system-related websites.

b. School System Official Website

The superintendent or designee has editorial control and responsibility for the content of the school system official website. The superintendent shall appoint a staff member to serve as the web manager/editor³ of the system website.

c. Individual School Websites⁴

Each school will be provided with a web address, web design software and disk space on the system server. All system-related websites will be housed on the system web server. Each principal has editorial control and responsibility for the content of his or her individual school's official website, subject to review of the superintendent or designee. The principal may appoint a staff member to serve as the web manager of the school's website and a website committee to advise the web manager and principal regarding the content of the school's website. Individual school websites must comply with the additional guidelines provided below.

d. Teacher and Student Websites

³ Indicate appropriate position.

⁴ Modify as appropriate to reflect local practices.

Each teacher has editorial control over and responsibility for the content of his or her official website and for the content of his or her students' authorized websites, subject to review by the principal, the superintendent and the board. With the knowledge and written consent of a student's parent or guardian, a teacher may allow a student to create a website within or linked from a school's or teacher's website only for the following instructional purposes: (1) to teach a student how to create or maintain a website or (2) to facilitate a student's work on school assignments or research projects.⁵ No student pages may be posted or made accessible to the general public until approved by the principal or designee.

e. Personal Websites

The school system is not responsible for personal websites or web pages created or maintained by students, employees, parents, groups or organizations. Personal websites or web pages are not considered system-related websites or web pages and are not covered by the provisions of this policy. (For further information regarding personal websites, see policy 7335, Employee Use of Social Media, and section D—F of policy 3225/4312/7320, Technology Acceptable Responsible Use.)

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

3. Website Appearance and Evaluation

Web page content must be kept current and be maintained regularly. All system-related websites must include the name of the web page author, the date produced or revised, and the e-mail address of the author. The superintendent or designee (for the official system website) or the principal or designee (for individual school websites) must regularly review, proof and evaluate all system-related websites.

4. Copyright Laws

No information or graphics may be posted on websites in violation of any copyright laws or policy 3230/7330, Copyright Compliance. Copyright permission must be obtained for the use of any copyrighted material unless use is permitted as "fair use" under federal law. The superintendent or designee and each principal or designee is responsible for maintaining copies of permission granted for the use of copyrighted material.

⁵ This sentence is optional.

5. Links

a. Internal Links⁶

Each page of a system-related website must include a reference and hyperlink to the school system official website home page. In addition, all system-related websites must include a link to this policy and to policy 3225/4312/7320, Technology ~~Acceptable~~ Responsible Use.

b. External Links

The superintendent and designee have editorial control over and responsibility for the linking of a system-related website to other sites on the Internet that are appropriate to the mission of the school system. Links to external sites (including externally hosted teacher classroom sites) must be approved by the principal. If required, web managers must obtain permission from external websites before links are established from any system-related website to external websites. To the extent possible, school personnel shall determine the extent to which a secondary site is linked to other sites on the Internet and whether such sites are appropriate for access through the school system websites. Web managers shall periodically check external links for accuracy and appropriateness of content. School employees must report any inappropriate links to the web manager.

Since the school system cannot control the content of other sites on the Internet and their linkages, the following disclaimer statement must be inserted in a prominent position on the official system website, on each school's web page and on other system-related websites that contain links to other websites or web pages that are not system-related websites:

⁷The school system retains control over what links will be placed on system-related websites; however, the linked sites themselves are not under the control of the school system, its agents or its employees. The school system is not responsible for the contents of any linked site, any link contained in a linked site, or any changes or updates to such sites. The school system provides links as a convenience, and the inclusion of any link does not imply endorsement of the site by the school system. The school system reserves the right to remove or restrict any links.

c. Links to Personal Pages

⁶ This paragraph is optional.

⁷ Use of a disclaimer statement is optional. The statement may be modified as appropriate.

School websites or web pages may not contain links to personal web pages of students or employees or lists of personal web pages.

6. Behavior Standards

When using the Internet, employees and students are responsible for understanding and complying with board policies and administrative regulations, including policy 3225/4312/7320, Technology ~~Acceptable~~ Responsible Use; student behavior policies in the 4300 series; and policy 7300, Staff Responsibilities.

7. Accessibility of Website

The web manager/editor, in consultation with the technology director, shall ensure that the school system website meets required standards to ensure accessibility for persons with disabilities.⁸

C. GUIDELINES FOR INDIVIDUAL SCHOOL WEBSITES⁹

Each school may promote itself by publishing an official school web page on the Internet only via the official school system website. In addition to the standards above, the following standards apply to individual school websites.

1. The content of school web pages must be approved by the school principal.
2. The safety of students and employees must be considered when constructing school web pages. To protect the safety of students and employees, the following precautions must be taken:
 - a. home addresses or telephone numbers will not be listed;
 - b. student e-mail addresses will not be listed;
 - c. photographs of students and student work will be used only with appropriate parental permission and/or as approved for release as directory information under policy 4700, Student Records, and will include only the student's first name, with no other information about the student.¹⁰

⁸ For website accessibility laws and standards, see G.S. 168A-7; 36 C.F.R. 1194.22 (2000); Section 508 of the Rehabilitation Act (29 U.S.C. 794d), as amended (1998); and the website for the State Information Technology Technical Assistance and Training Center at www.ittatc.org/laws/state_prototype.php?state=NC.

⁹ This section is optional and may be modified to reflect local practices.

¹⁰ Alternatively, the board may prohibit the use of student photos or prohibit the use of the student's name. Any prohibition on the use of photographs should be consistent with the discussion of directory information in policy 4700, Student Records.

The principal or designee is responsible for maintaining records of permission granted for the release of information. The principal should implement other safety precautions, as necessary, to be followed when constructing web pages.

3. To protect a student's rights in his or her intellectual property, if a school or teacher publishes a student's work, a disclaimer should be provided indicating ~~that the work may not be copied or modified in any way~~ the terms of redistribution or reuse.
4. Schools must provide contact information and other general information about the school on the school website, including the school's name, phone number, fax number, grade levels and address, the principal's name and the e-mail addresses of the school administrative team.
5. Graphics used on school websites must be appropriate to the school and should be of a size that will download quickly into a web browser.¹¹
6. Schools must keep information presented on their school's web page current, accurate and grammatically correct.
7. The principal or designee must approve all revisions and additions to the school website.
8. Failure to comply with these guidelines or the standards of this policy, as determined by the superintendent or designee, may result in the removal of a school's web page from the Internet.

Legal References: U.S. Const. Amend. I; Electronic Communications Privacy Act, 18 U.S.C. 2510-2522; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; 17 U.S.C. 101 *et seq.*; G.S. 115C-325(e)

Cross References: Curriculum and Instructional Guides (policy 3115), Technology in the Educational Program (policy 3220), Technology ~~Acceptable~~ Responsible Use (policy 3225/4312/7320), Copyright Compliance (policy 3230/7330), Student Behavior Policies (4300 series), Student Records (policy 4700), Public Records – Retention, Release and Disposition (policy 5070/7350), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335), Personnel Files (policy 7820)

Issued: May 7, 2004

Revised: July 15, 2005; January 20, 2009; August 29, 2012

¹¹ This provision is optional.

NETWORK SECURITY

Policy Code:

6524

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

A. NETWORK AND INFORMATION SECURITY

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

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

B. SECURITY AWARENESS

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

C. VIRUS PROTECTION

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

D. TRAINING FOR USE OF TECHNOLOGICAL RESOURCES

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

~~Program). Each school should identify any staff development appropriations for technological training in its school improvement plan.¹ The superintendent and technology director should assist schools in coordinating staff development needs as provided in policy 1610/7800, Professional and Staff Development.~~

E. ACCESS TO INFORMATION TECHNOLOGY SYSTEMS

1. User ID and Password

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

2. NC WISE

The technology director or designee shall ensure that any school system computers utilizing the NC WISE application pursuant to State Board of Education Policy TCS-C-018 adhere to requirements of the NC WISE Password and Workstation ~~Policy~~Standard, including provisions related to the user identification, password and workstation security standards. Employees must follow such standards for all computers used to access the NC WISE system, including the employee's personal computer.²

3. Remote Access

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

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

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

¹~~The reference to the school improvement plan is optional.~~

² Because NC WISE provides access to student records, it is strongly recommended that any computer used to access NC WISE meet security standards.

Other References: NC WISE Password and Workstation Standard (available at http://www.ncwise.org/documents/training_group/docs/Security/WISE_schl_SecurityAdministration.pdf)

Issued: January 20, 2009

Revised: June 30, 2009; August 29, 2012

NOTE: Footnotes are for reference only. They should be eliminated from an individual board's policy.

EMPLOYEE USE OF SOCIAL MEDIA

Policy Code:

7335

¹The board recognizes the importance of incorporating current technology tools, including new methods of electronic communication, into the classroom to enhance student learning. It further recognizes the importance of employees, students and parents engaging, learning, collaborating and sharing in digital environments as part of 21st Century learning. The board strives to ensure that electronic communication tools incorporated into the school curriculum are used responsibly and safely. As practicable, the board will provide access to secure social media tools and board approved technologies for use during instructional time and for school-sponsored activities in accordance with policies 3220, Technology in the Educational Program, and policy 3225/4312/7320, Technology Acceptable-Responsible Use.

The board acknowledges that school employees may engage in the use of social media during their personal time. School employees who use social media for personal purposes must be mindful that they are responsible for their public conduct even when not acting in their capacities as school system employees. All school employees, including student teachers and independent contractors shall comply with the requirements of this policy when using electronic social media for personal purposes.

For the purposes of this policy, “social media” includes, but is not limited to: personal websites, web logs (blogs), wikis, social network sites, online forums, virtual worlds, video-sharing websites and any other social media generally available to the public or consumers that does not fall within the board’s technologies network (e.g., Web 2.0 tools, MySpace, Facebook, Twitter, LinkedIn, Flickr, YouTube).

A. SOCIAL MEDIA COMMUNICATIONS INVOLVING STUDENTS

Employees are to maintain professional relationships with students at all times in accordance with policies 4040/7310, Staff-Student Relations, and 7300, Staff Responsibilities. All electronic communications with students who are currently enrolled in the school system must be school-related and within the scope of the employees’ professional responsibilities, unless otherwise authorized by this policy. School personnel may use only school-controlled technological resources and social media tools to communicate directly with students or to comment on student matters through use of the Internet. An employee seeking to utilize and/or establish a non-school-controlled social networking-media website for instructional or other school-related purposes must have prior written approval from the superintendent or designee and principal and meet ~~the~~ any applicable requirements of policies 3220, Technology in the Educational Program, 3225/4312/7320, Technology Responsible Use, and 3227/7322, Web Page Development, and 3225/4312/7320, Technology Acceptable Use.

¹ The board could incorporate this information into already existing employee conduct policies in lieu of this stand-alone policy.

The use of electronic media for communicating with students and parents is an extension of the employee's workplace responsibilities. Accordingly, the board expects employees to use professional judgment when using social media or other electronic communications.

Employees are prohibited from knowingly communicating with current students through a personal social network page. An Internet posting on a personal social media website intended for a particular student will be considered a form of direct communication with that student in violation of this policy. However, an employee may communicate with a student using personal social media networks to the extent the employee and student have a family relationship or other type of appropriate relationship which originated outside of the school setting. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, sport or religious organization.

B. EMPLOYEE PERSONAL USE OF SOCIAL MEDIA

The board respects the right of employees to use social media as a medium of self-expression on their personal time. As role models for the school system's students, however, employees are responsible for their public conduct even when they are not performing their job duties as employees of the school system. Employees will be held to the same professional standards in their public use of social media and other electronic communications as they are for any other public conduct. Further, school employees remain subject to applicable state and federal laws, board policies, administrative regulations and the Code of Ethics for North Carolina Educators, even if communicating with others concerning personal and private matters. If an employee's use of social media interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

Employees are responsible for the content on their social media sites, including content added by the employee, the employee's friends or members of the public who can access the employee's site, and for Web links on the employee's site. Employees shall take reasonable precautions, such as using available security settings, to restrict students from viewing their personal information on social media websites and to prevent students from accessing materials that are not age-appropriate.

School employees are prohibited from accessing social networking websites for personal use during instructional time² or with school system technological resources.

C. POSTING TO SOCIAL MEDIA SITES³

² The board may consider prohibiting all personal use of social media during the school day.

³ This section is optional and may be moved to an administrative regulation. The board may add additional requirements consistent with employees' free speech rights.

Employees who use social media for personal purposes must be aware that the content they post may be viewed by anyone, including students, parents and community members. Employees shall observe the following principles when communicating through social ~~networking sites~~media:

1. Employees shall not post confidential information about students, employees or school system business.
2. Employees shall not ~~list~~accept current students as “friends” or “followers” or otherwise connect with students on social media ~~networking sites~~, unless the employee and student have a family relationship or other type of appropriate relationship which originated outside of the school setting.
3. Employees shall not knowingly allow students access to their personal social ~~networking media~~ sites that discuss or portray sex, nudity, alcohol or drug use or other behaviors associated with the employees’ private lives that would be inappropriate to discuss with a student at school.
4. Employees may not knowingly grant students access to any portions of their personal social ~~networking media~~ sites that are not accessible to the general public, unless the employee and student have a family relationship or other type of appropriate relationship which originated outside of the school setting.
5. Employees shall be professional in all ~~i~~Internet postings related to or referencing the school system, students and other employees.
6. Employees shall not use profane, pornographic, obscene, indecent, lewd, vulgar or sexually offensive language, pictures or graphics or other communication that could reasonably be anticipated to cause a substantial disruption to the school environment.
7. Employees shall not use the school system’s logo or other copyrighted material of the system without express, written consent from the board.
8. Employees shall not post identifiable images of a student or student’s family without permission from the student and the student’s parent or legal guardian.⁴
9. Employees shall not use ~~i~~Internet postings to libel or defame the board, individual board members, students or other school employees.
10. Employees shall not use ~~i~~Internet postings to harass, bully or intimidate other employees or students in violation of policy 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying, or state and federal laws.

⁴ This provision can be expanded to prohibit posting of employees’ images without prior permission.

11. Employees shall not post inappropriate content that negatively impacts their ability to perform their jobs.
12. Employees shall not use ~~i~~Internet postings to engage in any other conduct that violates board policy and administrative procedures or state and federal laws.

D. CONSEQUENCES

School system personnel shall monitor online activities of employees who access the Internet using school technological resources. Additionally, the superintendent or designee may periodically conduct public ~~i~~Internet searches to determine if an employee has engaged in conduct that violates this policy. Any employee who has been found by the superintendent to have violated this policy may be subject to disciplinary action, up to and including dismissal.

The superintendent shall establish and communicate to employees guidelines that are consistent with this policy.

Legal References: U.S. Const. amend. I; Children's Internet Protection Act, 47 U.S.C. 254(h)(5); Electronic Communications Privacy Act, 18 U.S.C. 2510-2522; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; 17 U.S.C. 101 *et seq.*; 20 U.S.C. 6777; G.S. 115C-325(e); 16 N.C.A.C. 6C .0601, .0602; State Board of Education Policy TCP-C-014

Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Technology in the Educational Program (policy 3220), Technology ~~Acceptable~~ Responsible Use (policy 3225/4312/7320), Web Page Development (policy 3227/7322), Copyright Compliance (policy 3230/7330), Staff-Student Relations (policy 4040/7310), Staff Responsibilities (policy 7300)

Issued: December 15, 2011

Revised: August 29, 2012

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

All applications for grants or specially funded projects will be in accordance with the educational goals of the board. When required by the funding agency, the proposals will be presented for board approval. The board will be notified of all funds awarded.

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

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

Cross References:

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

Administrative Procedure: None

Article IX, section 7 of the North Carolina Constitution requires that the clear proceeds of all penalties, fines and forfeitures accruing to the State be forwarded to the county school funds to maintain the public schools. The board endorses this source of supplemental funding to the public schools.

The superintendent will seek all funds that the constitution requires to be directed to the public schools. The superintendent will report ~~periodically~~ annually to the board the amount of penalties, fines and forfeitures which have been collected.

Legal References: N.C. Const. art IX, § 7; G.S. 115C-433, -452, -437

Cross References:

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

Administrative Procedure: None

The board will designate as official depositories of the school district, one or more banks, savings and loan associations, or trust companies in North Carolina. No money will be deposited in any place other than an official depository, except as permitted by G.S. 115C-443(b), which exception relates only to certificates of deposits or such other forms of time deposits approved by the Local Government Commission.

Legal References: G.S. 115C-443, -444

Cross References:

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

Administrative Procedure: None

Except as otherwise provided by law, all monies collected or received by an officer, employee or agent of the school district or an individual school will be deposited in accordance with this policy. Each officer, employee and agent of the school district or individual school whose duty it is to collect or receive any taxes or other monies will deposit daily his or her collections and receipts. However, if the amount on hand is less than \$250.00, the finance officer will establish the procedures to be followed. Regardless of the amount on hand, all funds will be deposited at the end of each school week and on the last business day of each month. All deposits will be made with the finance officer or in an official depository. Deposits in an official depository will be reported immediately to the finance officer or individual school treasurer.

The finance officer may at any time audit the accounts of any officer, employee or agent collecting or receiving any taxes or other monies, and may prescribe the form and detail of these accounts. The accounts of such an officer, employee or agent will be audited at least annually.

Legal References: G.S. 115C-445

Cross References:

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

Administrative Procedure: None

The board authorizes the use of facsimile signature machines, signature stamps, or similar devices in signing checks and drafts and in signing the preaudit certificate on contracts or purchase orders. The board charges the finance officer with the custody of the necessary machines, stamps, plates, or other devices. The finance officer and the sureties on his or her official bond are liable for any illegal, improper or unauthorized use of these signature devices.

Legal References: G.S. 115C-439

Cross References:

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

Administrative Procedure: None

Asheboro City Schools Calendar 2015 - 2016

Draft

July 2015						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
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August 2015						
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September 2015						
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October 2015						
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November 2015						
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December 2015						
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27	28	29	30	31		

July	
3	Holiday

August	
17	Staff Reports
17-21	Teacher Workdays
24	Students Report

September	
7	Holiday

October	
8-9	Teacher Workday

November	
11	Holiday
25	Teacher Workday
26-27	Holiday

December	
23	Vacation/Annual Leave
24-25	Holiday
28-31	Vacation/Annual Leave

January	
1	Holiday
18	Holiday
19-20	Teacher Workdays

February	
15	Teacher Workday

March	
4,7	Teacher Workdays
25	Holiday
28-31	Vacation/Annual Leave

April	
1	Vacation/Annual Leave

May	
30	Holiday

June	
8	Last Day for Students
9-10	Teacher Workdays

Holidays
Teacher Workdays
Required Workdays
Vacation/Annual Leave
Mandatory Prof. Develop.

January 2016						
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31						

February 2016						
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28	29					

March 2016						
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April 2016						
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May 2016						
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June 2016						
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26	27	28	29	30		

Chinese Program

Asheboro High School

Cindy Chen 陈洁





我来自中国的辽宁

I come from Liaoning, China

Map of China

Locations of provinces, autonomous regions and municipalities.



Islands of South China Sea



Education background:



1999-2003 bachelor degree

2003-2006 master degree





2006- Bohai University

English teacher





我的丈夫和女儿



My husband & my daughter

Nice to meet
you all!





My students

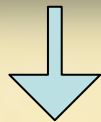


Period 1+ Period 2= 24



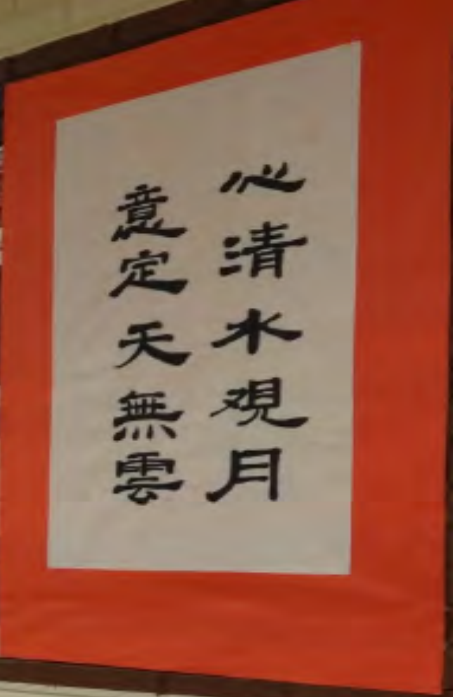
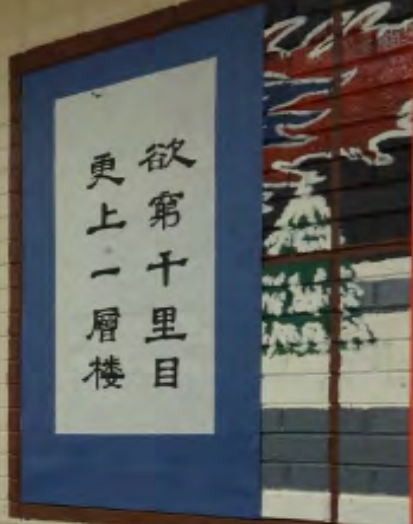


Classroom decoration



**create Chinese learning
atmosphere**

上課 下課
老師好 同學們再見
起立 起立
請坐 老師再見
同學們好



慧智生思轉







Theme teaching:



(combine language & culture instructions together)

1. Daily greeting

2. countries & nationalities

3. numbers

4. colors

5. school supplies

7. animals



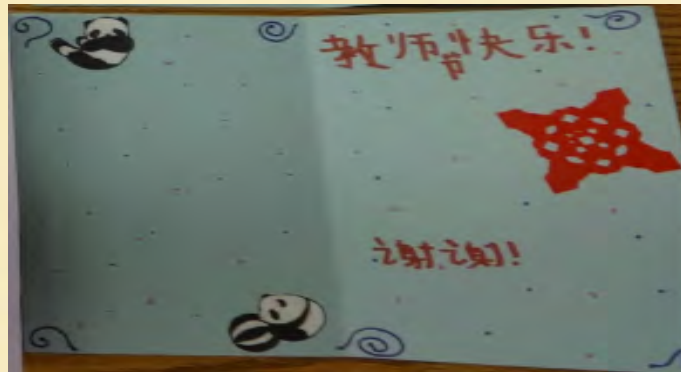
**During more than three months
of Chinese study, all the students
have done a good job! Their
achievements have made me
proud!**

Let's share some pictures!



• Happy Teacher's Day Card making

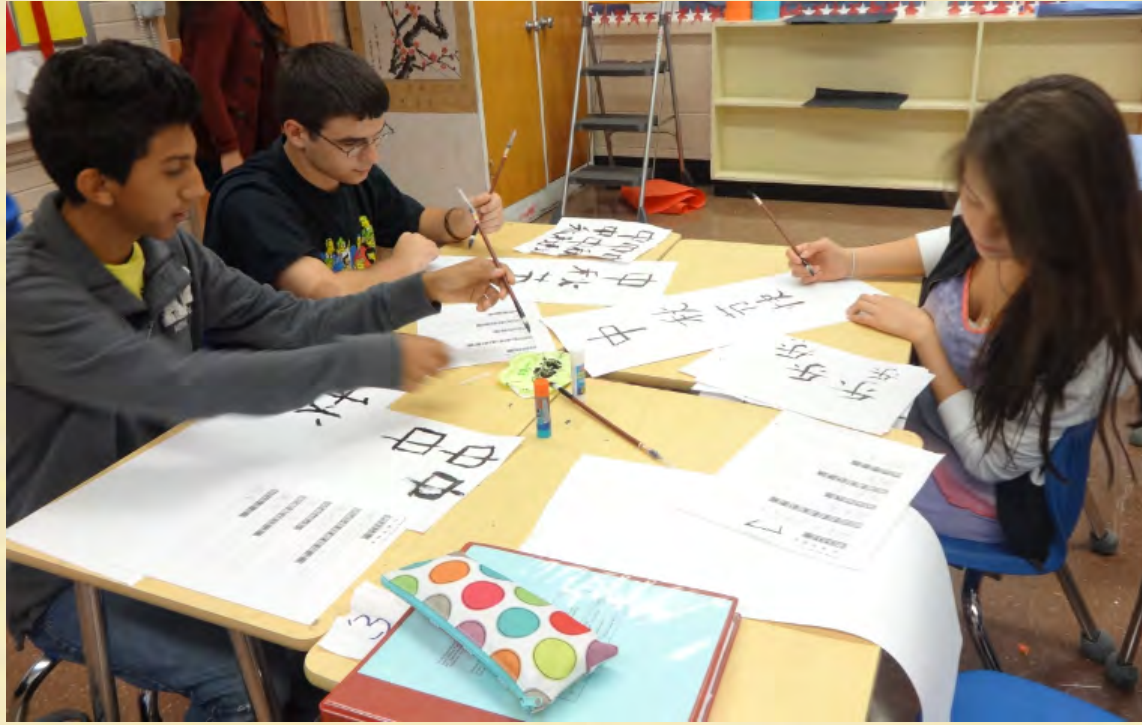
(Chinese elements: Teacher's Day, Chinese knot, panda, Chinese lantern, paper cutting, character)





2.Chinese calligraphy scroll

----to celebrate Chinese Moon festival



中秋节快乐

中秋节快乐

任帅

中秋节快乐

文

中秋节快乐

Jones

乐斌

中秋节快乐

徐静

中秋节快乐



中秋节快乐

王宇

子孟小乐

中秋节快乐

2008

中秋节快乐

中秋节快乐

2008

中秋节快乐

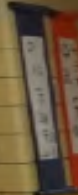
李宇

中秋节快乐

中秋节快乐

中秋节快乐

中秋节快乐



你好! 中秋
节快乐! 卓慧

中秋节快乐
赵虎



中秋
节快乐
李子广

中
秋
节
快
乐
敬

中
秋
节
快
乐
文花

中
秋
节
快
乐
乐斌
TPOCUN

中
秋
节
快
乐
苏可
Merlin lounge

3. Kick shuttlecock----to practice counting numbers in Chinese







4. Mini book release



---- school supplies teaching





5.Chinese Beijing opera --- colors teaching







6. Zodiac fan & picture



--- animals teaching (differentiation)





zhū
猪

gǒu
狗

jī
鸡

hóu
猴

yáng
羊

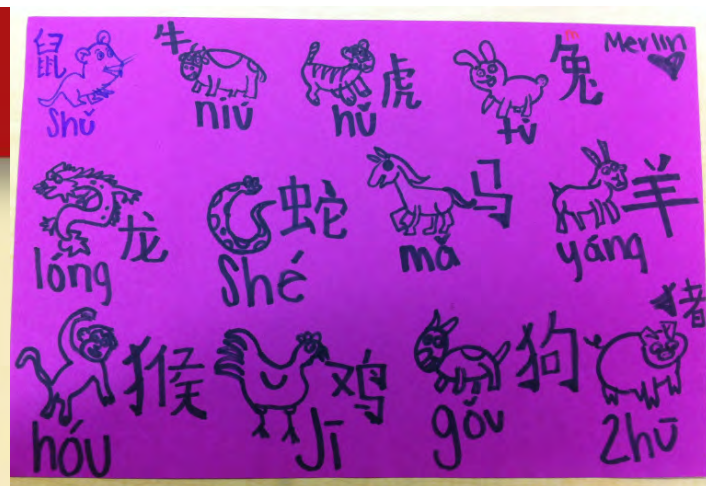
mǎ
马

shé
蛇

lóng
龙

fú
牛

niú



Shé  蛇 shé	Lóng  龙 lóng	Tù  兔 tù	Hǔ  虎 hǔ	Niú  牛 niú	Shǔ  鼠 shǔ
zhū  猪 zhū	Gǒu  狗 gǒu	Jī  鸡 jī	Hóu  猴 hóu	Yáng  羊 yáng	Mǎ  马 mǎ



Education
 Do Your Own Work/Use Your Own Ideas
 Give Credit To Others' Ideas/Works
 Complete and Turn-in Assignments
 Be on Time
 Stay for PRIDE Time when needed
 Excellence
 Give our best effort



猪 狗 猪 白 鼠 牛 猪 猪

 shé 蛇	 lóng 龙	 tù 兔	 hǔ 虎	 niú 牛	 shū 猪
 zhū 猪	 gǒu 狗	 jī 鸡	 hóu 猴	 yáng 羊	 mǎ 马



7. Type Chinese using Chinese input

Whitney Rose 齐钰

Conversation

你好- hello

你好吗- How are you?

我很好- I am good.

你叫什么?- What is your name?

我叫。。。 - My name is...

再见! - Good Bye!

你来自哪里? - Where do you come from?

我来自+ country- I come from...

你是哪国人? What is your nationality?

我是。。。 人- I am... .

Counties

中国-China 美国-America 韩国-Korea 英国-England

法国-France 日本-Japan 墨西哥-Mexico 加拿大-Canada

Phrase

谢谢-Thank you 不用谢- Your welcome 对不起- Sorry

Number

1,2,3,4,5,6,7,8,9,10

一 二 三 四 五 六 七 八 九 十

Date

今天是几月几日? What is today's date?

你的生日是几月几日? When is your birthday?

祝 你生日快乐! Happy Birthday to you!

This, that

这是什么? What is that?

这是蜡笔 That is a crayon.

哪是什么? What is this?

哪是书包 This is a book bag.

Color

这是什么颜色? -What color is this?

这是黄色- This is yellow.

你喜欢什么颜色? - What color do you like?



乐诚 10-18-13

1. 你好！ - Hello!
2. 你好！ - Hello!
3. 你好吗？ - How are you?
4. 我很好。 - I'm fine.
5. 你来自哪里？ - Where do you come from?
6. 我来自美国。 - I come from America.
7. 你是哪国人？ - What's your nationality?
8. 我是美国人。 - I am American.
9. 这是什么？ - What is this?
10. 这是铅笔。 - This is a pencil.
11. 那是什么？ - What is that?
12. 那是书包。 - That is a book bag.
13. 今天是几月几日？ - What is the date today?
14. 今天是十月十八日。 - Today's date is October 18th.
15. 你的生日是几月几日？ - When is your birthday?
16. 我的生日是七月十日。 - My birthday is July 10th.
17. 这是什么颜色？ - What color is this?
18. 这是黄色。 - This is yellow.
19. 你喜欢什么颜色？ - What color do you like?
20. 我喜欢紫色。 - I like purple.
21. 祝你生日快乐！ - Happy birthday to you!
22. 对不起！ - I'm sorry!
23. 没关系！ - It's okay!

8. Look up Chinese dictionary

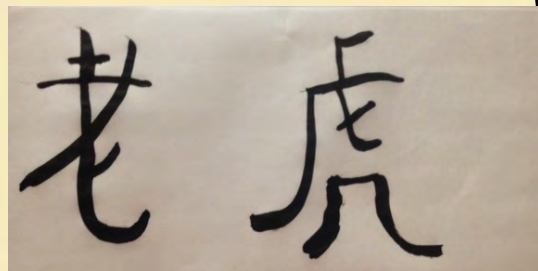


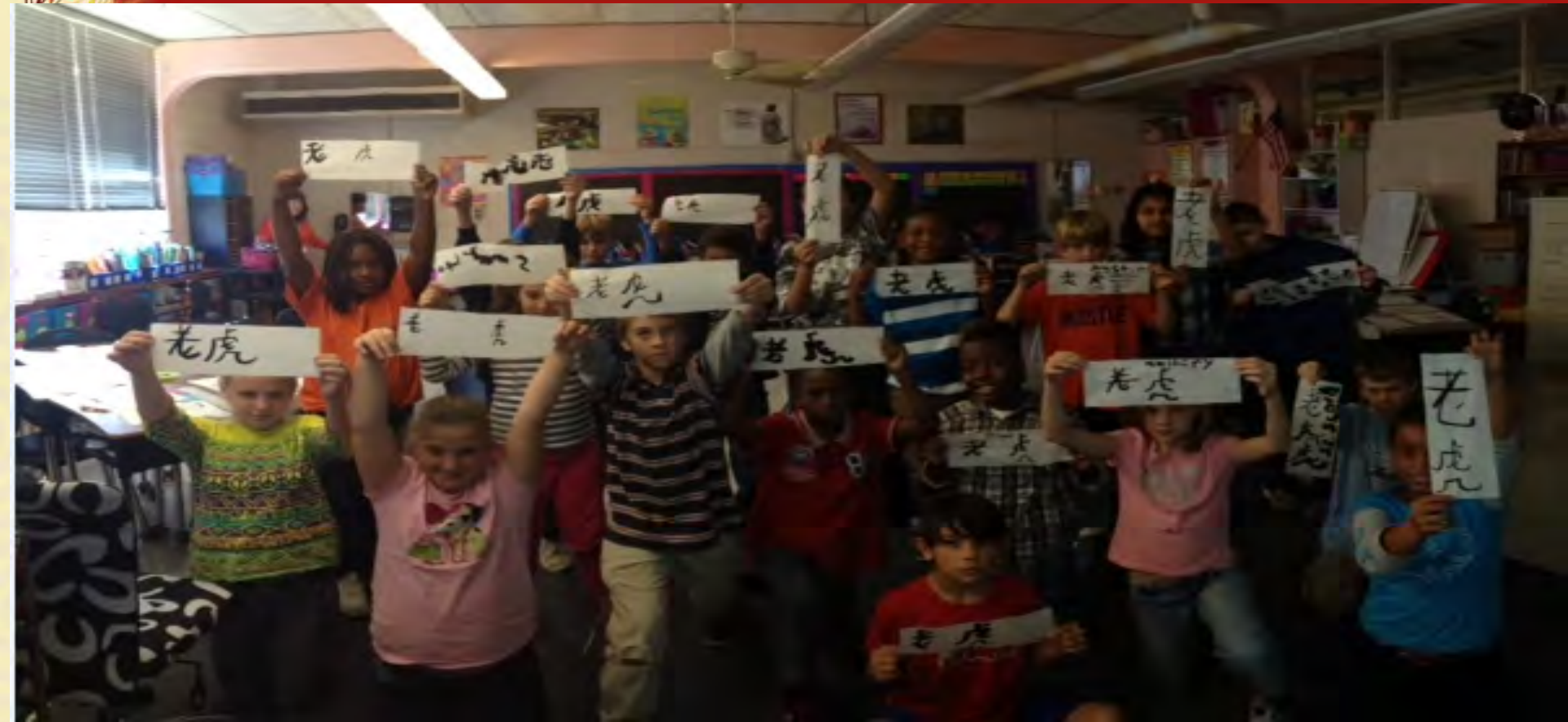


Culture activity



**Chinese
calligraphy
introduction
at Guy B.
Teachey**







Thank you!

The board recognizes and supports the limitations on unauthorized duplication and use of copyrighted materials. The board does not condone any infringement on the property rights of copyright owners.

Employees, students and visitors are prohibited from the use or duplication of any copyright materials not allowed by copyright law, fair use guidelines sanctioned by Congress, licenses or contractual agreements. Willful or serious violations also are considered to be in violation of expected standards of behavior for employees and students and may result in disciplinary action in accordance with board policy.

A. FAIR USE

1. Unless allowed as "fair use" under federal law, permission must be acquired from the copyright owner prior to copying copyrighted material. Fair use is based on the following standards:
 - a. the purpose and character of the use;
 - b. the nature of the copyrighted work;
 - c. the amount of and the substantiality of the portion used in relation to the copyrighted work as a whole; and
 - d. the effect of the use upon the potential market for, or value of, the copyrighted work.

2. The superintendent or designee shall provide information and training to personnel and students, as appropriate, on the fair use of copyrighted materials, including in the following circumstances:
 - a. single and multiple copying for instructional purposes;
 - b. copying for performances and displays;
 - c. off-air recording of copyrighted programs;
 - d. use of "for home use only" videotapes or DVDs;
 - e. computer software;
 - f. copyrighted materials on the Internet and on-line databases; and
 - g. reproduction and loan of copyrighted materials by school media centers.

B. BUDGET

The budget recommended by the superintendent to the board must include sufficient funds for purchasing copyrighted materials as a necessary budget expense.

Legal References: 17 U.S.C. 101, 102, 106, 108, 110, 117

Cross References: Technology in the Educational Program (policy 3220), Technology

Acceptable Use (policy 3225/4312/7320), Web Page Development (policy 3227/7322), Integrity and Civility (policy 4310), Network Security (policy 6524), Staff Responsibilities (policy 7300), Budget Planning and Adoption (policy 8100)

Adopted:

The board believes that an effective testing and assessment program evaluates the progress of individual students and helps ensure that educational goals and objectives are being met for every child. A testing program also assists in the continued refinement of the instructional program.

Every effort will be made to ensure that the testing program contributes to the learning process rather than detracts from it. Efforts also will be made to use only culture-free or culture-fair tests in order to ensure that measurements are reasonably accurate.

**A. ~~NORTH CAROLINA AND LOCAL TESTS, SCREENINGS, AND ASSESSMENTS~~
~~ING PROGRAM~~**

~~The board directs the superintendent shall to plan and provide for the secure administration of all state-required tests, screenings, and assessments, and any state-required remedial instruction and/or retesting in accordance with all requirements established by law or the State Board of Education, and common exams.~~

~~Students not meeting testing standards on the end of grade or end of course tests must be provided remedial instruction and retesting if required by law or State Board of Education policy.~~

~~Common exams will be used to measure student learning in core grades and subjects that are not tested on end of grade or end of course tests. Student scores will be used to calculate a value-added score that will be reflected in Standard 6 of the teacher evaluation instrument and Standard 8 of the administrator evaluation instrument.~~

~~Retests on common exams will not be permitted except in the case of misadministration. The superintendent, in consultation with the school principals, shall have discretion to determine whether and how Results from the North Carolina common exams End of Course, End of Grade, and North Carolina Final Exams will be used in determining students' final grades ~~and whether high school seniors will be exempt from the common exams~~ in accordance with policy 3420, Student Promotion and Accountability.~~

~~If seniors are exempt and a value-added score cannot be calculated for a teacher of seniors, the superintendent or designee shall determine an alternate method of measuring student growth.~~

~~The superintendent shall make an annual report in July to the board of education with regard to student performance on the common exams.~~

~~The superintendent shall have discretion to determine which high school courses will be subject to local end of course tests.~~

Students may participate in field testing and other sample testing as designated by the State

Board or the Department of Public Instruction.

B. TEST ADMINISTRATION

The superintendent shall develop test security and administration procedures and shall ensure that all personnel who are responsible for the testing program are instructed in such testing procedures. ~~The instructional staff is responsible for the development and administration of the testing program.~~ All testing personnel, teachers and school administrators are required to be familiar with and adhere to all applicable testing manuals, handbooks, and guides, including the Testing Code of Ethics, for state tests and individual school tests. Failure to follow proceduresthe Code may result in disciplinary sanctions, including termination or revocation of administrative and/or teaching licenses.

~~Consistent with state goals, the superintendent shall submit to the board for approval a plan for transitioning to online administration of all end-of-grade and end-of-course tests beginning in the 2014-2015 school year. The superintendent shall conduct any necessary evaluation of the school system's connectivity, personnel and hardware needs prior to developing the plan and shall consider State Board of Education best practices for online assessments in the development of the plan. Once the school system has fully transitioned to online assessments, the superintendent shall keep the board informed of any resources or other measures needed to enable continued full participation in online assessments.~~

C. MINIMIZING TIME SPENT PARTICIPATION IN FIELD TESTING

The superintendent or designee shall ensure that the time students spend taking standardized state and local tests and the frequency of field testing at a particular school are minimized. Specifically, the superintendent shall ensure the following.

1. Schools will devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning.

2. Students will not be subject to field tests or national tests during the two week period preceding their school's administration of end of grade tests, end of course tests, or regularly scheduled final exams.

3. No school will participate in more than two field tests at any one grade level during a school year. ~~unless that school volunteers, through a vote of its school improvement team, to participate in an expanded number of field tests.~~

3-4. All annual assessments of student achievement adopted by the State Board of Education pursuant to G.S. 115C-174.11(c)(1) and (3) and all final exams for courses will be administered within the final ten instructional days of the school year for year-long courses and within the final five instructional days of the semester for semester courses. Exceptions will be permitted to accommodate a student's individualized education program and Section 504 plans and for the administration of final exams for courses with national or international curricula required to be

held at designated times.

Legal References: G.S. 115C, art. 10A; 115C-47, -81, -83.5, -83.6, -174.11, -174.12(a), -174.22, -174.25, -276, -288, -307; State Board of Education Policies GCS-A series; GCS-C series; GCS-N series; TCP-C-006; 16 N.C.A.C. 6D .0301 – .0306

Cross References: Professional and Staff Development (policy 1610/7800), Goals and Objectives of the Educational Program (policy 3000), Student Promotion and Accountability (policy 3420)

Other References: Online Assessments Best Practices Guide (NC DPI, July 2011), available at <http://www.dpi.state.nc.us/acre/assessment/guide/>; Measures of Student Learning: NC's Common Exams (NC DPI, March 2013), available at <http://www.ncpublicschools.org/docs/effectiveness-model/measures/implementation-guide.pdf>

Adopted:

A. PURPOSE

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

B. STUDENT PROMOTION STANDARDS

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

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

To reduce the number of students who do not meet promotion standards, the board directs school administrators and teachers to use personal education 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 Personal Education Plan (PEP). 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 Personal Education Plan (PEP). 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 Personal Education Plan (PEP). 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-five percent (25%) of a student's final grade in each middle school course for which such a test is administered. This requirement does not apply for students assessed on the Extended Content Standards.

4.5. High School End of Course Tests

The End of Course (EOC) assessment, North Carolina Final Exam and vocational post assessment test results shall count as twenty-five percent (25%) of a student's final grade in each high school ~~or middle school~~ course for which such an EOC test is available 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 ~~non-EOC~~other high school courses are also required to administer a final exam which shall count as twenty-five percent (25%) of a student's final grade.

56. 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 a Personalized Education Plan (PEP) 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.

- a) Light's Retention Scale 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. 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).

J. 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.

K. 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 a personal education 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.

L. 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, -105.21, -174.11, -288(a), -407.5; State Board of Education Policy GCS-C-031

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

Other Resources: *Guidelines for Testing Students Identified as Limited English Proficient*, N.C. Department of Public Instruction Division of Accountability Services/North Carolina Testing Program (September 2010)

Adopted: August 11, 2011

Revised: August 8, 2013

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

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

1. successful completion of all course unit requirements mandated by the State Board of Education (see Section A);
2. beginning in the 2014-2015 school year, successful completion of cardiopulmonary resuscitation instruction; and
3. successful completion of all other requirements mandated by the board, as provided in this policy.

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

A. COURSE UNITS REQUIRED

Each student must meet the course unit requirements for one of the following courses of study. Students entering the ninth grade for the first time before the 2009-2010 school year must fulfill the requirements of the Career Prep, College Tech Prep, College/University Prep, or Future-Ready Occupational Course of Study. Beginning with students entering the ninth grade for the first time in the 2009-2010 school year, students must fulfill the requirements of the Future-Ready Core Course of Study, unless they are approved for the Future-Ready Occupational Course of Study. Course unit requirements for the Future-Ready Core Course of Study differ depending on the year a student enters ninth grade for the first time.

1. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2012-2013 and Thereafter

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

* ~~Effective with the tenth grade class of 2011-2012, Students participating in the Career & College Promise program Early College High School students alternatively may earn high school credit for college courses ("dual credit") according to the Career & College Promise program guidelines established by the Department of Public Instruction, complete college level English courses designated by the State Board in lieu of English III and IV.~~

** Students seeking to complete minimum application requirements for UNC universities must complete four mathematics courses, including a fourth math course with Algebra II or Integrated Math III as a prerequisite.

*** Students seeking to complete minimum application requirements for UNC universities must complete two years of a second language.

2. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2009-2010, 2010-2011, or 2011-2012

Courses Required	State Requirements	Local Requirements
English	4 sequential (English I, II, III, and IV)*	
Mathematics	4 (either Algebra I, Geometry, Algebra II, and a fourth math course aligned with the student's post-high school plans OR Integrated Math I, II, and III and a fourth math course aligned with the student's post-high school plans) (A principal may exempt a student from this math sequence. Exempt students will be required to pass either (1) Algebra I and either Algebra II or Geometry or (2) Integrated Math I and II. Exempt students also must pass either Alternative Math I and II or two other application-based math courses.)**	
Science	3 (a physical science course, Biology, and earth/environmental science)	
Social Studies	3 (Civics & Economics, U.S. History, and World History)	
Health/P.E.	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from one of the following: Career and Technical Education, R.O.T.C., Arts Education, or any other subject area or cross-disciplinary course. A four-course concentration is recommended.)***	
Total Credits	21	

* Effective with the tenth grade class of 2011-2012, Early College High School students alternatively may complete college level English courses designated by the State Board in lieu of English III and IV.

** Students seeking to complete minimum application requirements for UNC universities must complete four mathematics courses, including a fourth math course with Algebra II or Integrated Math III as a prerequisite.

*** Students seeking to complete minimum application requirements for UNC universities must complete two years of a second language.

3. Career Prep Course of Study Credits Required

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III, and IV)	
Mathematics	3 (including Algebra I)	
Science	3 (including a physical science course, Biology, and earth/environmental science)	
Social Studies	3 (including Civics & Economics, U.S. History, and World History)	
Health/P.E.	1	
Career/Technical	4 (courses appropriate for career pathway, including a second-level (advanced) course, or courses for an arts education pathway or R.O.T.C.***)	
World Language	0	
Electives	2 (arts recommended but not required)	
Other Requirements		
Total Credits	20	

*** Four R.O.T.C. credits may be used.

4. College Tech Prep Course of Study Credits Required

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III, and IV)	
Mathematics	3**** (including either Algebra I, Geometry, and Algebra II; Algebra I and Technical Math I and II; or Integrated Mathematics I, II, and III)	
Science	3 (including a physical science course, Biology, and earth/environmental science)	
Social Studies	3 (including Civics & Economics, U.S. History, and World History)	
Health/P.E.	1	
Career/Technical	4 (courses appropriate for career pathway including a second-level (advanced) course)	
World Language	0****	
Electives	2 (arts recommended but not required)	
Other Requirements		
Total Credits	20	

**** A student pursuing this course of study may meet the requirements of a College/University Prep Course of Study by completing two courses in the same second language and one additional unit of math for which Algebra II or integrated Math III is a prerequisite.

5. College/University Prep Course of Study Credits Required

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III, and IV)	
Mathematics	4 (including either Algebra I, Geometry, and Algebra II and a higher-level course for which Algebra II is a prerequisite; or Integrated Mathematics I, II, and III and one course beyond Integrated Math III)	
Science	3 (including a physical science course, Biology, and earth/environmental science)	
Social Studies	3 (including Civics & Economics, U.S. History, and World History)	
Health/P.E.	1	
World Language	2 (in the same language) or proficiency in a language other than English	
Electives	3 (arts recommended but not required)	
Other Requirements		
Total Credits	20	

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

Courses Required	State Requirements	Local Requirements
English	4 (including Occupational English I, II, III, and IV)	
Mathematics	3 (including OCS Introduction to Math, OCS Algebra I (Math A), and Financial Management)	
Science	2 (including OCS Applied Science and OCS Biology)	
Social Studies	2 (including American History I and II)	
Health/P.E.	1	
Career/Technical	4 (Vocational Education electives)	
World Language	0	
Occupational Preparation	6 (including Occupational Preparation I, II, III, and IV, which require 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment or 360 hours of any combination of unpaid vocational training, unpaid internship experience, paid employment at community rehabilitation facilities, and volunteer and/or community service hours)	
Electives	0	
Other Requirements	<ul style="list-style-type: none"> • Completion of IEP objectives • Career Portfolio 	
Total Credits	22	

B. HIGH SCHOOL END-OF-COURSE TESTING

Students must take all end-of-course (EOC) tests required by the State Board of Education. If required by the State Board of Education, students who do not score at

Level III or above on the first administration of an EOC test shall be retested.

The EOC test results will count as 25 percent of a student's final grade in each high school course for which an EOC test is available, except that this requirement does not apply to students following the Occupational Course of Study.

C. SPECIAL CIRCUMSTANCES

The board adopts the following policies with regard to graduation.

1. Honor Graduates

Honor graduates may be designated by principals on the basis of criteria established by the superintendent. A student who completes the requirements of the North Carolina Academic Scholars Program will receive recognition, including a seal affixed to his or her diploma. Recognition of honor graduates may be included in graduation programs.

2. Students with Disabilities

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

3. Children of Military Families

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

a. Waiver Requirements

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

b. Testing Requirements for Graduation

The superintendent shall accept the following in lieu of any local testing requirements for graduation: (1) the end-of-course exams required for graduation from the sending state; (2) national norm-referenced

achievement tests; or (3) alternative testing. If these alternatives are not feasible for a student who has transferred in his or her senior year, subsection c below will apply.

c. Transfers During Senior Year

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

4. Early Graduation

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

5. Graduation Certificates

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

6. Diploma Endorsements

Beginning with the graduating class of 2014-2015, students will have the opportunity to earn an endorsement to their diploma identifying a particular area of focused study including: (1) Career Endorsement, (2) College Endorsement, (3) College Plus Endorsement, and/or (4) North Carolina Academic Scholars Endorsement. No endorsement is required to receive a diploma, and a student may earn more than one endorsement.

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

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

Adopted:

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

A. ANNUAL NOTIFICATION OF RIGHTS

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

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

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

B. DEFINITION OF PARENT AND ELIGIBLE STUDENT

1. Parent

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

2. Eligible Student

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

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

C. CLASSIFICATION AND MAINTENANCE OF RECORDS

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

1. Cumulative Records

The cumulative record is the official record for each student. The cumulative record includes student identification information, such as the student’s name, address, sex, race, birthplace, and birth date; family data including the parents’ names, addresses, work and home telephone numbers, and places of employment; academic work completed; grades; standardized test scores; health screenings and

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

2. Discipline Records

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

3. Records of Students with Disabilities

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

4. Records Received from the Department of Social Services

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

5. Juvenile Records

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

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

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

6. Other Student Records

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

7. Sole Possession, Employment, and Law Enforcement Records

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

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

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

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

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

E. RECORDS OF MISSING CHILDREN

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

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

F. RECORDS OF MILITARY CHILDREN

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

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

1. For Students Leaving the School System

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

When a request for a student's official record is received from the student's new school, school officials shall process and furnish the official records to the

student's new school within 10 days or within such time as is reasonably determined by the Interstate Commission.

2. For Students Enrolling in the School System

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

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

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

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

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

H. RELEASE OR DISCLOSURE OF RECORDS TO OTHERS

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

1. Release/Disclosure With Parental Consent

School officials shall obtain written permission from a parent or eligible student before releasing or disclosing student records that contain personally identifiable information, except in circumstances where the school system is authorized by

law to release the records without such permission. The written permission must specify the records to be released, the purpose of the release, and the party(ies) to whom they are to be released.

2. Release/Disclosure Without Parental Consent

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

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

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

3. Release of Directory Information

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

- a. The board designates the following student record information as directory information:
- (1) name;
 - (2) address;
 - (3) telephone listing;
 - (4) electronic mail address;
 - (5) photograph;
 - (6) date and place of birth;

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

4. Records of Students with Disabilities

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

5. Disclosure of De-Identified Information

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

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

I. WITHHOLDING RECORDS

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

J. RECORD OF ACCESS AND DISCLOSURE

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

K. DESTRUCTION OF STUDENT RECORDS

School officials shall only destroy student records in accordance with state and federal law and the *Records Retention and Disposition Schedule for Local Education Agencies*. After notifying parents, school officials may destroy student records when the records are no longer needed to provide educational services to the student or to protect the safety of the student or others. School officials must destroy student records if the parent or eligible student requests their destruction and if such records are no longer needed to provide educational services to the student or to protect the safety of the student or others.

School officials shall not destroy student records if there is an outstanding request to inspect the particular records.

L. LONGITUDINAL DATA SYSTEM

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

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, h, 34 C.F.R. pt. 99; Individuals with Disabilities Education Act, 20 U.S.C. 1411 *et seq.*; No Child Left Behind Act, 20 U.S.C. 7908; G.S. 7B-302, -3100; 14-208.29; 115C-47(26), -109.3, -402, -403, -407.5; 116E-6; Records Retention and Disposition Schedule for Local Education Agencies, N.C. Department of Cultural Resources, Division of Archives and History (1999), available at <http://www.ncdcr.gov/Portals/26/PDF/schedules/schoolschedulefinal.pdf>

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

Adopted:

PUBLIC RECORDS – RETENTION, RELEASE, AND DISPOSITION

Policy Code: **5070/7350**

The board is committed to providing access to public records and public information. All employees shall comply with the public records law and this policy.

A. ~~REQUESTS FOR PUBLIC RECORDS~~ PUBLIC RECORD DEFINED

~~All requests for examining or obtaining copies of public records should be in writing or recorded by school district personnel. Any denial of a public records request will be made in writing with the basis for the denial. Information will be made available to the requester concerning the cost of producing records and how to appeal a denial of a public records request. The superintendent or designee may issue additional guidelines consistent with this policy to further clarify the process for requesting public records.~~

Any record, in any form, that is made or received by the board or its employees in connection with the transaction of public business is a public record that must be made available to the public, unless such record is protected from disclosure by federal or state law or is otherwise exempted from the public records law, G.S. 132-1 through 132-9. (See policy 5071/7351, Electronically Stored Information Retention, for specific information regarding public records in electronic form.)

Though the school improvement plan is a public record, the school safety components of the plan are not public records subject to public records law.

The official records of students are not public records subject to inspection and examination. (For further information regarding the release of information about students, see policy 4700, Student Records.)

Information in school system employee personnel files is protected from disclosure in accordance with G.S. 115C-319, except that the following employee information is public record.

1. Name.
2. Age.
3. The date of original employment or appointment.
4. 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.
5. Current position.
6. Title.

7. Current salary (includes pay, benefits, incentives, bonuses, deferred compensation, and all other forms of compensation paid to the employee).
8. The date and amount of each increase or decrease in salary with the board.
9. The date and type of each promotion, demotion, transfer, suspension, separation, or other change in position classification with the board.
10. The date and general description of the reasons for each promotion with the board.
11. The date and type of each dismissal, suspension, or demotion for disciplinary reasons taken by the board. 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.
12. The office or station to which the employee is currently assigned.

The name of a participant in the North Carolina Address Confidentiality Program is not a public record and must be redacted from any records released. As necessary, school personnel may combine public and confidential records to meet the business needs of the system. However, if a record contains confidential information as well as public information, school officials must provide the requested public record with the confidential information removed or redacted.

B. DESIGNATION OF RECORDS OFFICER

The superintendent shall designate a records officer or otherwise ensure that the duties of a records officer are met. ~~The duties of the records officer will include the following:~~

1. Duties of the Records Officer

The duties of the records officer include the following:

- a. determining whether records are public or confidential by law, with assistance from the local board attorney as necessary;
- b. determining the most cost-effective means of storing and retrieving public records that include confidential information;
- c. providing training, consultation, and guidelines to school officials who respond to or are otherwise involved in public records requests;

- d. determining the actual cost of providing copies of public records in various forms, such as paper or electronic media, in which the school system is capable of providing the records;
- e. determining the cost of a request for copies of public records when a special service charge is applicable or when the school system is voluntarily creating or compiling a record as a service to the requester; and
- f. reviewing appeals of any denial of a request for public records.

2. Other Duties

Other duties to be performed by the records officer, a designated electronic records officer, or other employees as determined by the superintendent include the following:

- a. reviewing all electronic data processing systems being considered for lease or purchase to ensure that they will not impede the school system's ability to permit public inspection and examination of records;
- b. ensuring that databases are indexed as required by law; and
- c. conducting an inventory of electronic databases maintained by the school system on a regular basis.

C. INDEXING OF COMPUTER DATABASES

All computer databases compiled or created after June 30, 1998 must be indexed as required by law. The form and content of the indexes must conform to the guidelines issued by the North Carolina Division of Archives and History.

Any computer database that is being considered for purchase or lease by the school system and that will be subject to the indexing requirements should include the statutorily required index provided by the vendor at no additional cost to the school system.

In addition, the school system will voluntarily index databases created or compiled prior to July 1, 1998, so long as the process is not unreasonably burdensome or costly. Any voluntary indexing does not have to meet statutory requirements or the guidelines issued by the North Carolina Division of Archives and History.

D. REQUESTS FOR PUBLIC RECORDS

All requests for examining or obtaining copies of public records should be in writing or recorded by school system personnel. This policy, administrative guidelines, information on the actual cost of producing public records, information on how to reach the records officer, information about how to appeal a denial of a public records request, and

information regarding any computer database indexes must be made available to individuals requesting public records.

Public records must be released in accordance with the law. Any denial of a public records request must be made in writing and must include the basis for the denial. The superintendent or designee may issue additional guidelines consistent with this policy to further clarify the process for requesting public records.

E. FEES FOR COPIES OF PUBLIC RECORDS

~~The superintendent or designee is to determine the actual cost of providing copies of public records in the various forms in which the school district is capable of providing them. (See subsection above or Designation of Records Officer.)~~ Persons requesting copies of public records will be charged any applicable fees as determined by the records officer (see subsections B.1.d and B.1.e above). The school system shall not charge any fees for separating confidential information that is commingled with public records.

E. COMMUNICATION

~~This policy, administrative guidelines, information on the actual cost for producing public records, information on how to reach the records officer and any computer database indexes should be made available to employees and individuals requesting public records.~~

F. ELECTRONIC MAIL LISTS

A school employee may be authorized by the superintendent or designee to maintain an electronic mail list of individual subscribers. Such a list may be used only: (1) for the purpose for which the subscribers subscribed to it; (2) to notify subscribers of an emergency to public health or public safety; or (3) in the event of deletion of the list, to notify subscribers of the existence of any similar lists. Although such electronic mail lists of individual subscribers shall be available for public inspection in either printed or electronic format, school officials shall not provide anyone with copies of such lists.

G. DESTRUCTION OF PUBLIC RECORDS

School personnel shall comply with the Records Retention and Disposition Schedule for Local Education Agencies adopted by the N.C. Department of Cultural Resources, Division of Archives and History, unless otherwise required by statute, regulation, or other legal authority. The superintendent may establish regulations for the destruction of records in accordance with the approved schedule.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 14-113.8(6); 115C-105.27(a2); 109.3, -319 to -321, -402; 132-1 to -9; Public Database Indexing: Guidelines and Recommendations, N.C. Department of Cultural Resources, Division of Archives

and History (1996); Records Retention and Disposition Schedule for Local Education Agencies, N.C. Department of Cultural Resources, Division of Archives and History (1999), available at <http://www.ncdcr.gov/Portals/26/PDF/schedules/schoolschedulefinal.pdf>; N.C. Attorney General Advisory Opinion, letter to Elizabeth Buford, February 26, 1996, available at <http://www.ncdoj.gov/About-DOJ/Legal-Services/Legal-Opinions/Opinions/Public-Records;-Computer-Database-Index.aspx>

Cross References: North Carolina Address Confidentiality Program (policy 4250/5075/7316), Student Records (policy 4700), Confidentiality of Personal Identifying Information (policy 4705/7825), News Media Relations (policy 5040), Electronically Stored Information Retention (policy 5071/7351), Personnel Files (policy 7820)

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

Administrative Procedure: None

Updated: October 11, 2007

All schools will participate in federal National Child Nutrition Programs and will receive commodities donated by the United States Department of Agriculture. All federal and state revenues will be accepted and applied to maximize the use of such funds for the purposes of providing nutritional meals to students at the lowest possible price.

A. OPERATIONAL STANDARDS

The student food services program will be operated in a manner consistent with board goals and board policy. The program also will be operated in compliance with all applicable state and federal law, including requirements of the National School Lunch Program and all federal guidelines established by the Child Nutrition Division of the United States Department of Agriculture. Specific legal requirements that must be met include, but are not limited to, the following.

1. No child will be discriminated against because of race, sex, color, national origin, disability, age, or eligibility status for free and reduced price meals.
2. The student food services program will meet safety and sanitation requirements established in local, state, and federal rules and guidelines for school food service programs.
3. Menu preparation and purchasing will be consistent with applicable state and federal rules and guidelines.
4. Banking, record keeping, budgeting, and accounting will be conducted in accordance with generally accepted practices and procedures, as dictated by the School Budget and Fiscal Control Act and in accordance with state and federal guidelines.
5. Commodity foods donated by the United States Department of Agriculture will be used and accounted for in accordance with federal regulations.
6. Preference will be given in purchasing contracts to high-calcium foods and beverages, as defined in G.S. 115C-264.1.
7. Child ~~n~~utrition ~~p~~rograms (CNP) funds will be used only for the purposes authorized by law. Indirect costs, as defined by law, will not be assessed to the CNP unless the program has a minimum of one month's operating balance.
8. The price for meals will be determined in accordance with federal law.
9. Nonprogram foods will be priced to generate sufficient revenues to cover the cost of those items. A nonprogram food is defined as a food or beverage, other than a

reimbursable meal or snack, that is sold at the school and is purchased using funds from the child nutrition account.

10. All school food services will be operated on a non-profit basis for the benefit of the the ~~Child Nutrition Program~~ (CNP). School food services are those that are operated from 12:01 a.m. until the end of the last established lunch period.
11. All income from the sale of food and beverages that is required by law or regulation to be retained by the CNP will be deposited to the CNP account and ~~may~~ will be used only for the purposes of the school's non-profit lunch and breakfast programs. All funds from food and beverage sales not otherwise required by law to be deposited to the CNP account will be deposited into the proper school account in accordance with guidelines developed by the superintendent or designee.
12. School food services ~~may~~ will not sell foods of minimal nutritional value.

The board authorizes the sale of other "competitive foods" during the lunch period in compliance with law, provided the foods meet all applicable ~~the~~ standards, including those established under policy 6230, Nutritional Standards for Food Selection.

B. MEAL CHARGES

Students who are required to pay for meals are expected to provide payment in a timely manner. The board recognizes, however, that students occasionally may forget or lose their meal money. The board therefore directs the superintendent to develop a procedure to manage situations in which students are unable to pay for a meal on a particular day. The superintendent shall ensure that federal child nutrition funds are not used to offset the cost of unpaid meals and that the CNP is reimbursed for uncollected student meal charges prior to the end of the year.

The superintendent or designee shall establish other procedures as appropriate to help ensure compliance with board policy and legal requirements.

Legal References: Child Nutrition Act of 1966, 42 U.S.C. 1771 *et seq.*; National School Lunch Act, 42 U.S.C. 1751 *et seq.*, 7 C.F.R. pt. 210; 2 C.F.R. pt. 225, App. B; G.S. 115C-47(7), -47(22), -263, -264, -264.1, -426, -450, -522; 16 N.C.A.C. 6H .0104; State Board of Education Policy TCS-S-000

Cross References: Goals of Student Food Services (policy 6200), Nutritional Standards for Food Selection (policy 6230), Beverage Vending Sales (policy 6235), Goals of the Purchasing Function (policy 6400)

Adopted:

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.

A. ~~STANDARD FOR CAREER STATUS~~

~~Career status with this system should be reserved for individuals of proven ability who strive for excellence. It is the intent of the board to grant career status only to those teachers who, based upon the superintendent's recommendation, exhibit a pattern of teaching behavior that exemplifies above average performance at the end of the probationary period. The superintendent must be able to substantiate any recommendation for career status with evaluation data, as described in policy 7810, Evaluation of Licensed Employees. Career status will not be granted unless the board is satisfied that the probationary employee has met the standards established by the board. Career status may be denied on any legally permissible basis following statutorily prescribed procedures.~~

~~An employee who has obtained career status 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 the reasonable standards of the board may be subject to demotion or dismissal as provided in policy 7930, Professional Employees: Demotion and Dismissal.~~

B. ~~ELECTION OF A TEACHER TO CAREER STATUS~~

~~When a teacher has been employed in the school system for four consecutive years of service, the board, near the end of the fourth year, will vote on whether to grant the teacher career status. "Consecutive years of service" shall be determined in compliance with the provisions of G.S. 115C 325(c)(5). When a teacher has already obtained career status in any North Carolina public school system and either changes school systems or returns to teaching after leaving the profession, the board will either grant career status immediately upon employing the teacher or vote on whether to grant career status after the teacher's first year of employment. The board will vote on whether to grant career status and will give the teacher written notice of the decision by June 15 or such later date as provided in G.S. 115C 325(m)(7).~~

~~For all proceedings initiated after August 31, 2010, all teachers eligible for career status have the right to a hearing before the board if the superintendent recommends that the board not grant the teacher career status for any reason other than a reduction in force. By no later than May 15, the superintendent shall provide written notice to the teacher of~~

~~the superintendent's intent to recommend not granting career status and of the teacher's right, within 10 days of receipt of the superintendent's recommendation, (1) to request and receive written notice of the reasons for the superintendent's recommendation and the information that the superintendent may share with the board to support the recommendation; and (2) to request a hearing if the superintendent recommends that the board not grant career status for any reason other than a reduction in force. The failure to file a timely request within 10 days shall result in a waiver of the right to this information and any right to a hearing. If the teacher files a timely request for information, the superintendent shall provide the requested information within three calendar days and shall arrange for a hearing if one has been timely requested. The teacher shall be permitted to submit supplemental information to the board up to five calendar days before the hearing, or if the teacher has not requested a hearing, up to five calendar days before the board's decision whether to accept the superintendent's recommendation for nonrenewal.~~

~~The superintendent shall establish any procedures necessary to implement this policy.~~

~~Legal References: G.S. 115C 47(18), 325~~

~~Cross References: Professional and Staff Development (policy 1610/7800), Evaluation of Licensed Employees (policy 7810), Professional Personnel Reduction in Force (policy 7920), Professional Employees: Demotion and Dismissal (policy 7930), Probationary Teachers: Nonrenewal (policy 7950)~~

~~Rescinded:~~

The board of education believes that it is important for employees to have leave available to attend to personal, civic, and professional matters as well as to meet family commitments. This need for leave is to be balanced with the need to provide an effective instructional program for students. No employee may be discharged, demoted, or otherwise subjected to adverse employment action for taking leave in accordance with board policies and administrative procedures.

All requests for leave, with or without pay, must be addressed in accordance with state and federal law, as well as policies promulgated by the State Board of Education, including those specified in the most current edition of the *North Carolina Public Schools Benefits and Employment Policy Manual*.

In addition to applicable laws and regulations, the following board policies apply to leave requests. The superintendent is directed to develop administrative procedures and make them available to any employee upon request.

A. MINIMUM LEAVE TIME

An employee may take any type of leave in increments of hours unless otherwise specified in this policy.

B. CONTINUOUS LEAVE OF MORE THAN 10 DAYS

An employee must comply with the notice and verification requirements provided in policy 7520, Family and Medical Leave, for continuous leave of more than 10 days if: (1) the leave also is eligible for leave under the Family and Medical Leave Act (FMLA), defined in policy 7520, and (2) the leave is designated as FMLA-eligible at the time it is taken or as soon as is feasible thereafter.

C. SICK LEAVE

The superintendent or designee may require a statement from a medical doctor or other acceptable proof that the employee was unable to work due to illness. Employees who anticipate using sick leave for more than a single day must inform the principal or immediate supervisor in advance so that arrangements may be made to reassign the employee's duties during the period of absence.

D. PERSONAL LEAVE

Teachers earn personal leave at a rate of .20 days for each full month of employment, not to exceed two days per year. Unused personal leave may be carried forward from one year to another and may be accumulated without limitation until June 30 of each year. On June 30, personal leave in excess of five days shall be converted to sick leave so that

a maximum of five days of personal leave is carried forward to July 1. At the time of his or her retirement, a teacher may also convert accumulated personal leave to sick leave for creditable service towards retirement.

Personal leave must be used in half or whole day units. Personal leave may be requested by application in accordance with the policies of the State Board of Education and may be used only upon the authorization of the teacher's immediate supervisor. A teacher shall not take personal leave on the first day he or she is required to report for the school year, on a required teacher workday, on days scheduled for state testing, or on the day before or the day after a holiday or scheduled vacation day, unless the request is approved by the principal. On all other days, if the request is made at least five days in advance, the request will be automatically granted subject to the availability of a substitute teacher. The teacher cannot be required to provide a reason for the request.

E. VACATION LEAVE

The superintendent or designee has the authority to approve the vacation schedules of all personnel. To promote the efficient operation of the schools, the superintendent may designate certain periods during the nonacademic year as preferred vacation periods for 12-month employees. Vacation earned by 12-month teachers during the two months of "extended employment" may be taken only upon the authorization of the employee's immediate supervisor and in accordance with procedures established by the superintendent. Vacation earned by teachers and other 10-month employees during the 10-month school-year employment may be taken as outlined in the school-year calendar. If a teacher schedules vacation leave in accordance with the school calendar, the board and/or principal must give the teacher at least 14 calendar days' notice before requiring the teacher to work on the scheduled day(s), unless the teacher waives the notice requirement.

Annual vacation leave may be accumulated without any applicable maximum until June 30 of each calendar year. On June 30, accumulated annual vacation leave in excess of 30 days will be converted to sick leave so that only 30 workdays of annual vacation leave are carried forward.

An employee who has unused vacation time from another school system in North Carolina may have the vacation time transferred to this school system.

~~Bus drivers and i~~Instructional personnel who must be replaced by a substitute may not take earned vacation on days when school is in session for students unless the employee's absence is due to the employee's own catastrophic illness and the employee has exhausted all of his or her sick leave or unless the employee qualifies as a new parent. In such instances, the employee will not be required to pay the substitute.

Within any given year, instructional personnel who do not require a substitute may be granted a maximum of five vacation days when students are in attendance. Such days may not be consecutive. Leave will not be granted for days immediately before or

immediately following days when students are out of school. Leave will not be granted on mandatory staff development days. An exception to these restrictions may be made when an employee is absent due to a catastrophic illness and the employee has exhausted all of his or her sick leave.

The superintendent shall establish procedures for reviewing requests for the use of vacation leave for catastrophic illness by instructional personnel ~~and bus drivers~~.

F. CHILD-SCHOOL INVOLVEMENT LEAVE

All employees may take up to four hours of unpaid leave per year to attend or otherwise be involved in the school of a child for whom the employee is a parent, guardian or person standing in loco parentis.

G. COMPENSATORY LEAVE

Because professional employees are expected to fulfill all job duties, compensatory leave should apply only in extraordinary circumstances.

Employees who are not exempt from the provisions of the Fair Labor Standards Act may accrue compensatory time (comp time) at a rate of one and one-half hours for every one hour worked in lieu of receiving overtime pay for each hour worked beyond 40 in a given workweek. For the purpose of compliance with the Fair Labor Standards Act, the workweek for school system employees will be from 12:00 a.m. Saturday until 11:59 p.m. Friday. Supervisors shall arrange for employees to take comp time within one pay period following the time it is earned, if possible. The superintendent or designee may exempt certain employees or categories of employees from this comp time provision when deemed necessary for the proper administration of the school system.

An employee must obtain approval from his or her immediate supervisor before taking compensatory leave.

H. MILITARY LEAVE

Employees may take up to 15 workdays of paid military leave during the federal fiscal year, which runs from October 1 through September 30. Paid military leave may be used for: (1) active duty training in the Reserve Components of the U.S. Armed Forces, including the National Guard, the Army Reserve, the Naval Reserve, the Marine Corps Reserve, the Air Force Reserve, and the Coast Guard Reserve; (2) required physical examinations relating to membership in a reserve component; and (3) regularly scheduled unit assemblies, also referred to as drills. For infrequent special activities in the interest of the state when authorized by the Governor or designee, members of the National Guard may be paid for up to 30 days in addition to the 15 days allowed for training.

I. LEAVE OF ABSENCE WITHOUT PAY

An employee may be granted a leave of absence without pay for the following reasons and for a period of time of up to one calendar year, renewable at the discretion of the superintendent with approval from the board:

1. military leave (see also policies 7520, Family and Medical Leave, and 7530, Military Leave);
2. personal illness in excess of sick leave;
3. family leave (see also policy 7520);
4. professional leave; and
5. other reasons at the discretion of the superintendent with the approval of the board.

An employee seeking leave is responsible for making necessary arrangements as provided in the administrative procedures. Except in the case of an emergency, an employee who desires a leave of absence without pay shall provide at least 60 days' notice and shall submit a request in writing to the board stating the beginning and ending dates of the desired leave of absence. The employee is expected to consult with the principal or his or her immediate supervisor. The superintendent may request documentation from the employee in support of his or her request. In determining the length of absence without pay that will be approved, with the exception of military and family leave, due and proper consideration must be given to the welfare of the students as well as the employee. The superintendent may require the employee to give notice of his or her intent to return to work at reasonable time intervals during the leave.

Once a leave of absence without pay has been requested by an employee and approved by the board, the dates are binding unless both parties agree to a change.

Legal References: G.S. 95-28.3; 115C-12, -36, -47, -84.2, -285, -302.1, -316, -336, -336.1; 16 N.C.A.C. 6C .0401-.0405; State Board of Education Policy TCP-D-003, North Carolina Public Schools Benefits and Employment Policy Manual (~~2008-2009~~N.C. Dept. of Public Instruction, current version), available at <http://www.ncpublicschools.org/docs/humanresources/district-personnel/key-information/information/policymanual.pdf>

Cross References: Family and Medical Leave (policy 7520), Military Leave (policy 7530), Voluntary Shared Leave (policy 7540), Absences Due to Inclement Weather (policy 7550)

Adopted:

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. The school principal shall evaluate teachers and may incorporate any guidelines or strategies developed by the State Board to assist in the evaluations. 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 any processes established by the State Board for that class of personnel. ~~For a career teacher who is in his or her license renewal year, the teacher must be evaluated by using the formal teacher evaluation process as set forth in State Board Policy TCP-C-004.~~ For a career teacher who is not in his or her license renewal year, the abbreviated evaluation process established in State Board Policy TCP-C-004 is sufficient to satisfy the annual evaluation requirement; however, a teacher receiving an abbreviated evaluation may request that the evaluator conduct a formal evaluation. In addition, in any given year, the principal may elect to use the formal evaluation process set forth in the State Board Policy TCP-C-004 to evaluate a career teacher. 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.~~(1) end-of-grade tests, (2) end-of-course tests, (3) common exams and (4) Career and Technical Education Post-Assessments.~~ 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 probationary teachers 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), ~~career status (see policy 7410, Career Status),~~ 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 and evaluators are encouraged to involve employees in developing these processes.

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), ~~Career Status (policy 7410)~~, 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:

PROBATIONARY TEACHERS: NONRENEWAL

Policy Code:

7950

The board, upon recommendation of the superintendent, may refuse to renew the contract of any probationary teacher or to reemploy any teacher who is not under contract for any cause it deems sufficient, so long as the cause is not arbitrary, capricious, or discriminatory or for personal or political reasons. Probationary teachers during the term of their contracts will be demoted or dismissed only in accordance with policy 7930, Professional Employees: Demotion and Dismissal.

A. TEACHER RIGHTS UPON NONRENEWAL

By no later than May 15, the superintendent shall provide written notice to the probationary teacher of the superintendent's intent to recommend nonrenewal of the teacher's contract and the teacher's right, within 10 days of receipt of the superintendent's recommendation, to request and receive written notice of the reasons for the superintendent's recommendation for nonrenewal and the information that the superintendent may share with the board to support the recommendation for nonrenewal. The failure to file a timely request within 10 days shall result in a waiver of the right to this information. If a teacher files a timely request, the superintendent shall provide the requested information, and the teacher shall be permitted to submit supplemental information to the superintendent and board prior to the board's decision.

~~A probationary teacher, whose contract is not in the final year before the probationary teacher is eligible for career status, has the right to petition the board for a hearing regarding the superintendent's recommendation for nonrenewal. The board will notify the probationary teacher of its decision whether to grant a hearing. For all proceedings initiated after August 31, 2010, teachers eligible for career status have the right to a hearing before the board if the superintendent recommends that the board not grant the teacher career status for any reason other than a reduction in force (see policy 7410, Career Status).~~

The board will notify the probationary teacher whose contract will not be renewed for the next school year of its decision by June 15. If, however, a teacher submitted a request for information or a hearing, the board shall provide the nonrenewal notification by July 1 or a later date upon the written consent of the superintendent and teacher.

~~**B. NONRENEWAL DUE TO REDUCTION IN FORCE: PROBATIONARY STATUS**~~

~~The provisions in this section apply to full-time permanent probationary teachers who (1) are non-renewed because of a decrease in the number of school system positions resulting from decreased funding, decreased enrollment or school system reorganization and (2) are subsequently rehired by the board within three years of their nonrenewal.~~

~~The provisions in this section also apply to full-time permanent probationary teachers who (1) resign in good standing effective at the end of the school year after receiving documentation that their position may be eliminated because of a decrease in the number~~

of school system positions resulting from decreased funding, decreased enrollment or school system reorganization and (2) are subsequently rehired by the board.

1. ~~Teachers Not Eligible for Career Status at the Time of Nonrenewal~~

~~The intervening years when the teacher was not employed by the board shall not be deemed to constitute either a break in continuity of years of service or a consecutive year of service for purposes of determining eligibility for career status, provided the teacher gives notice as required in subsection B.3, below.~~

2. ~~Teachers Eligible for Career Status at the Time of Nonrenewal~~

~~Teachers who have met all service requirements to be eligible for career status pursuant to policy 7410 at the time of their nonrenewal shall be eligible for a career status decision after one additional year of employment upon being rehired, provided the teacher gives notice as required in subsection B.3, below.~~

3. ~~Required Notice~~

a. ~~Within 60 calendar days of the teacher's first day of employment upon being rehired, the teacher must:~~

~~(1) give written notice to the assistant superintendent for human resources that the teacher's nonrenewal did not constitute a break in service because it was pursuant to policy 7920, Professional Personnel Reduction in Force; and~~

~~(2) provide information establishing to the satisfaction of the superintendent that the teacher was non renewed because of a decrease in the number of positions triggered by decreased funding or enrollment or due to school system reorganization.~~

b. ~~The superintendent or designee shall notify the teacher of the 60 day deadline using a method reasonably calculated to provide actual notice. If the superintendent or designee fails to provide notice within 30 calendar days after the teacher's first day of employment upon rehiring, the teacher's obligation to provide notice shall not commence until such time that the teacher is notified by the superintendent or designee of the 60 day deadline.~~

c. ~~The superintendent is not authorized to waive the notice required from the teacher by this subsection without the prior approval of the board.~~

4. ~~Superintendent's Decision and Board Review~~

a. ~~The superintendent shall issue a written decision to the teacher within a~~

~~reasonable period of time upon receiving the information required by this section.~~

~~b. Within 10 calendar days of receipt, the teacher may petition the board in writing for review of the superintendent's decision.~~

~~c. The board will review the matter on the record and issue a written decision.~~

Legal References: G.S. 115C-45(c), -325

Cross References: ~~Career Status (policy 7410)~~, Professional Personnel Reduction in Force (policy 7920), Professional Employees: Demotion and Dismissal (policy 7930)

Adopted:

School/Location	Date	Event	Time
AHS/PAC	Tuesday, December 10	SAMS Band Concert	7:30pm
DLL	Wednesday, December 11	Senior Holiday Luncheon	12:00pm
AHS/PAC	Thursday, December 12	AHS Winter Band Concert	7:30pm
AHS/PDC	Tuesday, December 17	Superintendent's Holiday Luncheon	11:30pm - 1:00pm (floating)
AHS/PAC	Tuesday, December 17	SAMS Chorus Concert	7:30pm
AHS/PAC	Thursday, December 19	AHS Chorus Concert	7:30pm
SAMS	Tuesday, January 7	District Science Fair	TBD
AHS/PAC	Thursday, January 9	AHS Percussion & Jazz Concert	7:30pm
NAMS	Friday, January 17	Legislative Breakfast	8:00am
DLL	Friday, January 24	Board Appreciation Luncheon	12:00pm
CO	Monday, February 3	Superintendent's PTO President's Round Table	6:30pm - 8:00pm
DLL	Saturday, February 8	Winter Board Retreat	8:00am - 4:00pm
AHS/PDC	Monday, February 10	FAN - 8th Grade Parent Meeting	6:30pm - 8:00pm
AHS/PDC	Tuesday, February 18	District Spelling Bee	7:00pm
AHS/PDC	Wednesday, February 26	Superintendent's Student Advisory Council	7:30am



Student achievements:

- The AHS Park Street Players put on a successful production of Disney's *Beauty and the Beast*.

Staff recognition:

- Kathy Saunders, AHS, has been named a regional finalist for the state Teacher of the Year honor.

Parent involvement:

- ECDC hosted a parent night and fall festival for students and their families.
- SAMS had an ESL Thanksgiving Feast with families who have participated in the Parent English Academy. The event took place at Balfour Baptist Church.

Events bringing community into our schools:

- AHS students participated in Communities in Schools' Reality Store.
- SAMS TLA participants partnered with the Randolph County Public Library to host a community Reading Carnival at Coleridge Road Apartments.
- SAMS had an ESL Thanksgiving Feast at Balfour Baptist Church with families who have participated in the Parent English Academy.



Asheboro City Schools

...the subject is excellence!

BOARD OF EDUCATION GOALS 2013-2014

Update: December, 2013

STRATEGIC GOAL:

By 2016, **90 percent** or more of Asheboro City Schools students will graduate with the skills needed as 21st century learners, workers, and citizens.

STRATEGIC OBJECTIVES:

1. Engage each student

1. Teach the standards through the lens of critical thinking and collaboration so that students will be critical thinkers and problem solvers (**4 C's**).
2. Identify and nurture **problem-based learning** partnerships with the community and beyond for planning and evaluating real world solutions.
3. Complete professional development book study on **global awareness** and explore Spanish immersion or global programming at the elementary level.
4. Implement **Positive Behavior Instructional Support** program at each school.
5. Implement strategies to **reduce number of office referrals and out of school suspensions for black students**.

SAMS was selected by Cayce McCamish, Region 5 PBIS Coordinator with the North Carolina Department of Public Instruction, to be a pilot to address some of these issues. Their current work is examining subjective student offense categories such as "disruption" or "disrespect" to try to clearly define what constitutes these offenses and what they look like throughout the school environment.

6. Develop a district-wide program to prevent **bullying**.

The team has developed working definitions of bullying that are age-appropriate for elementary and secondary students and aligned with the legal definition in state statute. The team's next step is to develop training modules for staff and students.

7. Review and update **crisis plans**.

School walkthroughs with emergency services personnel are continuing with walks scheduled on Wednesday, December 4, at NAMS, CWM, and LP.

2. Assess for learning

1. Establish **core curriculum proficiency indicators and performance rubrics** for monitoring academic progress in K-12 **reading and mathematics**.
2. Improve design and use of **performance rubrics** to guide students in demonstrating learning.

3. Improve achievement

1. Develop K-12 instruction and assessment plan for the **writing process**.

The instructional team is in the process of developing grade level expectations for writing assessments aligned with the new common core standards. Narrative, informational, and argumentative writing products will be collected over time to demonstrate student growth and development in the writing process.

2. Implement **transition plans** for at-risk students in order to facilitate their educational transitions between elementary, middle, and high school.
3. Develop an **academic plan with each 7th grade student** that supports their vocational interests, is aligned with their individual goals, includes course selection, and culminates in graduation.
4. Implement strategies to **prevent summer reading loss**.
5. Using 2012-13 data, implement **early intervention system for struggling readers**.
6. Provide **academic enrichment opportunities** for targeted students in middle school.
7. Explore strategies to **increase availability of high school courses for middle school students**.

4. Create opportunities

1. Increase **parent outreach** through workshops or classes on targeted topics related to academic achievement priorities.
2. Partner with UNCG and community stakeholders to assess and **evaluate the needs for a Parent Academy**.
3. Implement **communication strategy** to increase community awareness and involvement in our schools.

The annual report is being proofed and will be ready to distribute very soon! It is in a new format as a calendar. It is loaded with great pictures and important information about our school system and tells the story of our accomplishments over the past year. I hope you find it very useful as both a communication tool and a calendar!

4. **Formalize community partnerships and volunteer services** and establish protocols for data collection.
5. Increase **student internship and job shadowing opportunities**, including paid student internships.

5. Build capacity

1. Provide district support for **teacher-led professional development** and continue Teacher Leadership Academy cohort #4.
2. Implement State Board of Education process for **evaluating teacher performance tied to student outcomes (Standard 6)**.
3. **Explore performance pay options** for future.

Jennifer Smith and Carla Freemyer will attend the NC State University *Emerging Issues Forum* in February. The focus topic is on teacher compensation and the economics of teacher pay. Our teachers of the year for 2012-13 and 2011-12 (Mrs. Kathy Saunders, AHS, and Mrs. Susan Butler, SAMS) have also been invited to attend. This should be a historical statewide discussion about the issues related to the teaching profession in North Carolina.

4. Implement strategies to **improve inter-rater reliability** in performance evaluations.
5. Improve **application review, interview preparation, and reference-checking protocols**.
6. Update and implement **support program for beginning teachers**.