

AGENDA
Special Joint Meeting
With the Asheboro City School Board of Education
Randolph County Board of Commissioners
6:00 p.m. — February 12, 2015

- I. **Opening**
 - A. Welcome – Asheboro City Schools’ Board of Education Chair, Jane Redding
 - B. Call to Order – Randolph County Board of Commissioners Chair, Darrell Frye

- II. **Information and Reports – Asheboro City Schools**
 - A. Smith Sinnett Architecture, Long-Range Facility Planning
 - B. Asheboro City Schools Additional Comments

- III. **Adjournment**
 - A. Chairman Frye adjourns for Randolph County Commissioners

ASHEBORO CITY BOARD OF EDUCATION
February 12, 2015
7:30 p.m.
Asheboro High School
Professional Development Center

***6:00 p.m. – Randolph County Board of Commissioners**

I. Opening

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

II. Special Recognition and Presentations

- A. Community Partner Spotlight – First Assembly of God College Students – AVID Tutors
- B. Board Spotlight – Early Childhood Development Center

III. Public Comments

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

IV. *Consent Agenda

- A. Approval of Minutes – January 8, 2015, and January 23-24, 2015
- B. Revised 2015-2016 School Year Calendar
- C. Personnel

V. Information, Reports and Recommendations

- A. Chinese Culture and Language Program Update
- B. Math and Science Partnership Grant
- C. Policies
 - Policy 1600 – Governing Principle – Professional Development
 - Policy 3225/4312/7320 – Technology Responsible Use
 - Policy 3226/4205 – Internet Safety
 - Policy 3227/7322 – Web Page Development
 - Policy 3420 – Student Promotion and Accountability
 - Policy 4307 – Disciplinary Action for Students With Disabilities
 - Policy 4318 – Use of Wireless Communication Devices
 - Policy 6524 – Network Security
 - Policy 7335 – Employee Use of Social Media

VI. Action Items

- *A. Policies
 - Policy 1200 – Governing Principle – Student Success
 - Policy 3220 – Technology in the Educational Program
 - Policy 7100 – Recruitment and Selection of Personnel
 - Policy 7240 – Drug-Free and Alcohol-Free Workplace
 - Policy 7420 – Superintendent Contract
 - Policy 7422 (New) – Deputy/Associate/Assistant Superintendent Contracts

- Policy 7425 – School Administrator Contracts
- Policy 7510 – Leave
- Policy 7540 – Voluntary Shared Leave
- Policy 7820 – Personnel Files
- Policy 7821 – Petition for Removal of Personnel Records
- Policy 7900 – Resignation
- Policy 7940 – Classified Personnel: Suspension and Dismissal
- Policy 7950 – Non-Career Status Teachers: Nonrenewal
- *B. Asheboro High School Course Additions
- *C. Calendar Resolution

VII. Superintendent’s Report/Calendar of Events

- A. Calendar of Events
- B. Points of Pride
- C. 2014-2015 Board Goals, February Update

VIII. Board Operations

- A. Important Dates to Remember:
 - Tuesday, February 17, 7:00 p.m., District Spelling Bee, Professional Development Center
 - Wednesday, February 18, 11:45-1:45 p.m. (floating), Chinese Spring Festival Luncheon, Asheboro High School Media Center
 - Friday, February 20, 10:30 a.m., Middle School Battle of the Books, North Asheboro Middle School
 - Friday, February 27, 7:30 p.m., All-Randolph County Honor Band Concert, Performing Arts Center
 - Friday, March 6, Asheboro City Schools 110th Birthday
 - Wednesday, March 11, 4:00 – 6:00 p.m. Youth Art Month Reception, Arts Guild
 - Thursday, March 12, Board of Education Meeting
 - Tuesday, March 17, 4:00 – 7:00 p.m., Kindergarten Registration & Information Session
 - Thursday, March 19, 9:30 a.m., Elementary Battle of the Books, Lindley Park Elementary School
 - March 21-23, 2015, National School Board Association Annual Conference, Nashville, Tennessee
 - Monday, March 23, 6:30 p.m. 5th Grade FAN Parent Mtg. (preparing for transition to middle school), Professional Development Center
 - March 23-24, Central District Concert Band Festival (Asheboro High hosting)
 - Wednesday, April 1, Asheboro City Schools’ Annual Digital Expo, 2:30 p.m. – 4:00 p.m., Asheboro High School New Gym
 - Thursday, April 16, Board of Education Meeting
 - April 16 – 19, Park Street Players’ Spring Play
 - Thursday, April 30, 5:00 p.m., AIG Expert Project Fair, Guy B. Teachey Elementary
 - May 4-8, Teacher Appreciation Week
 - Thursday, May 14, Board of Education Meeting
 - Wednesday, May 20, 6:00 p.m., Teacher of the Year Banquet, Pinewood Country Club

IX. Executive Session

- A. Board Discussion

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
February 12, 2015
7:30 p.m.
Asheboro High School
Professional Development Center

Addendum

- I. **Opening**

- IV. ***Consent Agenda**
 - C. Personnel

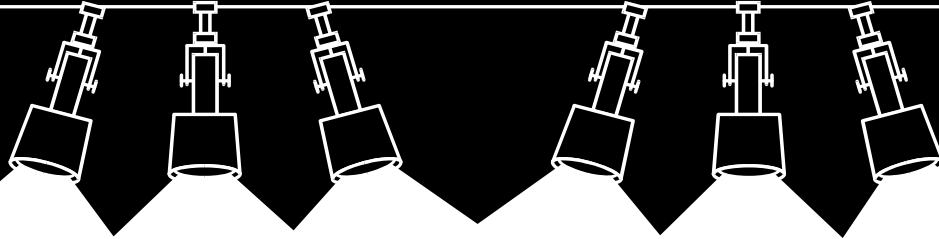
- VI. **Action Items**
 - *D. Driver Education Funding Resolution

- 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.

February 12, 2015



Community Spotlight:

Tonight we are pleased to recognize David Snyder from First Assembly of God and his group of college students that serve as AVID tutors at Asheboro High School and North Asheboro Middle School. AVID tutoring is a structured experience that requires the students and tutors to ask higher order thinking skills questions and to strengthen their problem-solving skills. We are especially thankful for the role models these young people are for our students, in addition to the academic support they provide. Additionally, we want to say a special “thank you” to Mr. Snyder who has been a great partner as we have built our AVID program.

Board Spotlight:

Tonight’s BOE Spotlight features the Early Childhood Development Center. Ms. Borden and members of the ECDC staff will share their second year of work with “The Project Approach” – a description of the initiative, the different phases of the work, and examples of student projects. ACS commends the staff at ECDC for their dedication to the project-based learning approach. Last year’s inaugural celebration was a huge success! Welcome ECDC!

Minutes of the Asheboro City Board of Education

January 8, 2015

Policy Committee

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

Phillip Cheek, Committee Chairman	Linda Cranford
Gidget Kidd	Jane Redding
Chris Yow	Kyle Lamb

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

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

- Policy 1600 - Governing Principle - Professional Development
 - Updated to reflect current active policies.
- Policy 3225/4312/7320 - Technology Responsible Use
 - Minor formatting adjustments and legal reference updates.
 - Updated student information system terminology.
 - Section that covers Employee Personal Websites was updated.
- Policy 3226/4205 - Internet Safety
 - Statement added that covers web content that may be considered inappropriate or violates the Children's Internet Protection Act (CIPA), and reporting it to appropriate administrators.
 - Additional statement added that informs students and employees how to report inappropriately blocked content and the process for deciding on whether or not to unblock the content.
- Policy 3227/7322 – Web Page Development
 - Updated legal references.
- Policy 3420 - Student Promotion and Accountability
 - Statement added that states students in grades 6 through 8 must demonstrate College and Career Readiness by performing at achievement level 4 or 5 in order to earn high school End of Course (EOC) credit.
 - Committee members expressed a need for communicating this expectation to the parents prior to a student beginning any course in middle school expecting to earn EOC credit in high school.
- Policy 4307 - Disciplinary Action Students with Disabilities
 - Updated policy title.
 - Updated terminology and references.
- Policy 4318 - Use of Wireless Communication Devices
 - Updated the section on consequences of unauthorized use. A list of factors to consider when determining consequences is provided.
 - Cross references updated.
- Policy 6524 – Network Security
 - Minor terminology updates.
 - Updated cross references.

- Policy 7335 – Employee Use of Social Media
 - Definition of “social media” websites expanded.
 - “Personal websites” added to policy per SBE recommendations.
 - Updated legal references.

Dr. Worrell discussed the following with committee members:

2015-2016 School Calendar – The 2015-2016 school year calendar that was approved January 9, 2014, will be brought back to the February 2015 Board Meeting for review due to changes in legislation. Also, the possibility of including early release days for students to allow for professional staff development was discussed.

Per Diem for Meal Expenses, etc., During Travel – There will be more discussion on this matter.

Meeting with County Commissioners – The Board would like to meet with the County Commissioners to discuss future facility plans in February if possible.

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

With no further business, the meeting was adjourned at 6:29 p.m.

Finance Committee

The Finance Committee convened at 6:35 p.m. in the Professional Development Center conference room with the following board members present:

Gustavo Agudelo, Committee Chairman	Kyle Lamb
Joyce Harrington	Jane Redding
Dr. Kelly Harris	Archie Priest
Steve Jones	

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

Katherine Jones from Cherry Bekaert was also present.

Mr. Blair introduced Katherine Jones, and she highlighted information regarding the 2013-2014 Audit Report. Mr. Blair then reviewed various aspects of the audit including Current Expense revenues and expenditures, fund balance, and findings.

Dr. Worrell shared information that the 2015-2016 calendar previously approved by the Board will be brought back to the February board meeting due to changes in legislation. The possibility of including early release days for students to allow for staff professional development was discussed. Also, Dr. Worrell discussed using per diem reimbursement and actual receipts for future board travel, and the possibility of meeting with County Commissioners to discuss future funding needs.

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	Gus Agudelo
Phillip Cheek	Linda Cranford

Joyce Harrington
Steve Jones
Kyle Lamb
Chris Yow

Dr. Kelly Harris
Gidget Kidd
Archie Priest

Wilson Alexander, Jr., Attorney

Staff members present were Dr. Terry Worrell, Jennifer Smith, Harold Blair, Carla Freemyer, Pam Johnson, Mike Mize, Dr. Brad Rice, Dr. Drew Maerz, Wendy Rich, Brett Crisp, Nathan Craver, and Lee Clark.

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

Following a moment of silence led by Chairman Redding, Jarrett Kidd, 6th grade student at North Asheboro Middle School, led the Pledge of Allegiance.

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

Special Recognition and Presentations

The Community Partner Spotlight was the ABC (Adventures Beyond Classrooms) Group for their continued support of our students by raising funds and providing scholarships for students who cannot afford to attend field trips. ABC Group began as a Leadership Randolph project through the Asheboro/Randolph Chamber of Commerce and is supported by Communities in Schools.

The Board Spotlight featured North Asheboro Middle School's Mustache Fraternity. Young male leaders enhance their 8th grade year through service learning projects, character building activities, focus on improved decision making skills, and other positive experiences to prepare them for high school and the future.

Special recognition was given to Chandra Manning, Secondary Instructional Facilitator, and Lynn Fisher, Social Studies Teacher at Asheboro High School, for their National Board Certification renewals.

Public Comments

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

Upon motion by Ms. Kidd, seconded by Dr. Harris, the Consent Agenda was unanimously approved by the Board.

Consent Agenda

The following Consent Agenda items were approved:

Approval of Minutes – December 11, 2014, and Legislative Committee Meeting on December 22, 2014

Senate Requested Teacher Pay Plan (A copy of the pay plan will become a part of these minutes.)

Personnel

RESIGNATIONS/RETIREMENTS/SEPARATIONS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Crutchfield, Delores	AHS/Chorus	6/12/15
Ralph, Amy	GBT/Technology Facilitator	1/19/15
Johns, Natalia	BAL/Reading Specialist	1/15/15
Davis, Kate	NAMS/Instr. Assistant	1/15/15

APPOINTMENTS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Davidson, Pat	AHS/Ex. Child. (PT/Temp)	1/12/15
Groseclose, Terry	SAMS/NAMS/AIG (PT/Temp.)	2/23/15

APPOINTMENTS cont'd

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Robinson, Leslie	AHS/Ex. Child (PT/Temp.)	1/12/15
Smith, Charlene	SAMS/NAMS/AIG (PT/Temp.)	2/23/15
Mulwee, Kenneth	NAMS/Art	TBD
Blankenship, Patrick	CO/Sub. Bus Driver	1/5/15
Allen, Mimi	Sub. (\$75 per day)	1/12/15
Culp, April	Sub. (\$75 per day)	1/12/15
Headen, Gabrielle	Sub. (\$75 per day)	1/12/15
Scott, Brenda	Sub. (\$75 per day)	1/12/15
Tolbert, Susan	Sub. (\$98 per day)	1/12/15
Wassack, Ashton	Sub. (\$75 per day)	1/12/15
Wells, Wanda	Sub. (\$75 per day)	1/12/15

TRANSFERS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Webster, Tina	AHS/Tech. Facilitator to NOVA Academy	1/22/15

**City Schools Consortium Acknowledgement and Commitment (A copy of the City Schools Consortium Acknowledgement and Commitment will become a part of these minutes.)*

**Asheboro High School Chorus Field Trip Addendum (A copy of the Asheboro High School Chorus Field Trip Addendum will become a part of these minutes.)*

Information, Reports and Recommendations

Superintendent Worrell introduced Art Martinez with Nationwide Insurance and Kurt Sullivan with the Timken Company who participated in Principal for a Day. Mr. Martinez served at South Asheboro Middle School, and Mr. Sullivan at Balfour Elementary School. This program allows local business leaders to have a glimpse into our schools and to strengthen the relationship between business and education in our community. Both spoke of their experiences with the program and how what they learned can help increase collaboration between industry and schools.

Dr. Brad Rice presented a summary of North Carolina General Statute 20-11(n) and Driving Eligibility Certificates. The principal issues a Driving Eligibility Certificate to a student if the student has demonstrated adequate academic progress (passing grades in 70% or more of his/her classes) in the prior semester and has not dropped out of school. Under the Lose Control, Lose Your License legislation, schools report to the Division of Motor Vehicles when a student fails to demonstrate adequate academic progress or has been suspended or removed to an alternate school setting for 10 or more days due to specified reasons.

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

- Policy 1200 – Governing Principle – Student Success
- Policy 3220 – Technology in the Educational Program
- Policy 7100 – Recruitment and Selection of Personnel
- Policy 7240 – Drug-Free and Alcohol-Free Workplace
- Policy 7420 – Superintendent Contract
- Policy 7422 (New) – Deputy/Associate/Assistant Superintendent Contracts
- Policy 7425 – School Administrator Contracts
- Policy 7510 – Leave
- Policy 7540 – Voluntary Shared Leave
- Policy 7820 – Personnel Files
- Policy 7821 – Petition for Removal of Personnel Records

- Policy 7900 – Resignation
- Policy 7940 – Classified Personnel: Suspension and Dismissal
- Policy 7950 – Non-Career Status Teachers: Nonrenewal

Action Items

Legislative Committee Chairman, Linda Cranford, reviewed the 2015 Legislative Platform highlighting the key priorities as proposed by the Legislative Committee:

1. **Number of LEAs per county** - Maintain local control on the number of LEAs per county.
2. **Calendar Flexibility** - Amend the calendar law or repeal to restore local flexibility in setting school calendars.
3. **Provide competitive compensation for state educators** - Improve educator pay so that we can attract and retain the highest quality public school professionals. Reinstatement of additional compensation for teachers with master's and advanced degrees, and National Board Certification
4. **Improve per pupil funding** - State funding per ADM has declined from \$5,773 in 2008-09 to \$5,646 in 2013-14. Reductions in funding for teacher assistants, instructional support, textbooks, and classroom supplies are limiting our ability to adequately prepare our students for 21st century careers, college, and citizenship.
5. **Protection of Retirees** - State retirees serving as long-term substitutes should retain their existing retiree health coverage.
6. **Eliminate the A-F grading system for schools** - Move to an accountability system that supports academic improvement and aligns with the increased rigor of the new standards and assessments.
7. **NC PRE-K** - Increase funding to serve additional 3 and 4-year olds in five star pre-kindergarten programs. This program should be returned to be a part of the Department of Public Instruction and not Health and Human Services.

A motion was made by Ms. Cranford and seconded by Ms. Harrington to approve the platform as presented. Motion passed unanimously. (A copy of the 2015 Legislative Platform will become a part of these minutes.)

Mr. Blair presented the 2013-2014 Audit Report. The audit was conducted and received a qualified "clean" opinion from the accounting firm of Cherry, Bekaert & Holland. A motion was made by Mr. Lamb, seconded by Mr. Agudelo, to approve the audit as presented. Motion passed unanimously. (A copy of the 2013-2014 Audit Report will become a part of these minutes.)

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

- Policy 1300 – Governing Principle –Parental Involvement
- Policy 1310/4002 – Parental Involvement
- Policy 3210 – Parental Inspection of and Objection to Instructional Materials
- Policy 3410 – Testing and Assessment Program
- Policy 6200 – Goals of Student Nutrition Services
- Policy 6210 – Organization of Student School Nutrition Services
- Policy 6340 – Transportation Service/Vehicle Contracts
- Policy 7265 – Occupational Exposure to Hazardous Chemicals in Science Laboratories
- Policy 7405 – Extracurricular and Non-Instructional Duties

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

Mike Mize presented Triad Engineering Consultants for approval as the engineering firm to design and bid HVAC upgrades at Asheboro High School. Mr. Yow made a motion to approve Triad Engineering Consultants for the Asheboro High School HVAC upgrades and Ms. Harrington seconded. The Board unanimously approved to contract with Triad Engineering Consultants for the HVAC design and bid upgrades at Asheboro High School.

Superintendent's Report/Calendar of Events

Carla Freemyer shared the Calendar of Events highlighting the following dates and events: Legislative Breakfast, January 16; Board Retreat, January 23-24; District Spelling Bee, February 17; Youth Art Month Reception, March 11; and Annual Digital Expo, April 1.

Superintendent Worrell presented an update on the 2014-2015 Asheboro City Schools' Strategic Plan goals reporting that the administration of January benchmark assessments will be a school level decision.

Board Operations

Chairman Redding provided the Board of Education committee assignments for the 2015 year as follows: Finance Committee – Chair-Gus Agudelo, Joyce Harrington, Archie Priest, Kelly Harris, and Steve Jones; Policy Committee – Chair-Phillip Cheek, Linda Cranford, Gidget Kidd, and Chris Yow; and Legislative Committee – Chair-Linda Cranford, Gidget Kidd, and Joyce Harrington.

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

- Friday, January 16, 8:15 a.m., Legislative Breakfast, Early Childhood Development Center
- Friday, January 23, 12:00 p.m., Board Appreciation Luncheon, Lindley Park Elementary
- January 23, 5:15 – 9:00 p.m., Winter Board Retreat, Valerie H. Schindler Wildlife Center
- January 24, 8:15 – 4:00 p.m., Winter Board Retreat, Professional Development Center
- Thursday, February 12, Board Meeting
- Tuesday, February 17, 7:00 p.m., District Spelling Bee, Professional Development Center
- Friday, February 20, 10:30 a.m., Middle School Battle of the Books, North Asheboro Middle School
- Friday, February 27, TBD, All-Randolph County Honor Band Concert, Performing Arts Center
- Friday, March 6, Asheboro City Schools 110th Birthday
- Wednesday, March 11, 4:00 – 6:00 p.m. Youth Art Month Reception, Arts Guild
- Thursday, March 12, Board of Education Meeting
- Tuesday, March 17, 4:00 – 7:00 p.m., Kindergarten Registration & Information Session
- Thursday, March 19, 9:30 a.m., Elementary Battle of the Books, Lindley Park Elementary School
- March 21-23, 2015, National School Board Association Annual Conference, Nashville, Tennessee
- Wednesday, April 1, Asheboro City Schools' Annual Digital Expo, 2:30 p.m. – 4:00 p.m., Asheboro High School New Gym
- Thursday, April 16, Board of Education Meeting
- April 16 – 19, Park Street Players' Spring Play
- April 18, Booster Club Draw Down, 6:00 p.m., AVS Catering
- Thursday, April 30, 5:00 p.m., AIG Expert Project Fair, Guy B. Teachey Elementary
- Thursday, May 14, Board of Education Meeting

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 8:35 p.m.

Chairman

Secretary

Minutes of the Asheboro City Board of Education
January 23-24, 2015
Winter Planning Session

The Asheboro City Board of Education met in work session on Friday, January 23, 2015, at 5:30 p.m., in the Valerie H. Schindler Learning Center at the North Carolina Zoo with the following members present:

Jane Redding, Chairman
Phillip Cheek
Joyce Harrington
Gidget Kidd
Archie Priest

Gustavo Agudelo
Linda Cranford
Dr. Kelly Harris
Kyle Lamb
Chris Yow

The following member was absent: Steve Jones.

Staff members present were: Dr. Terry Worrell, Harold Blair, Carla Freemyer, Mike Mize, Nathan Craver, Brett Crisp, Pam Johnson, Dr. Drew Maerz, Dr. Julie Pack, Dr. Brad Rice, Wendy Rich, Jennifer Smith, and Lee Clark.

Superintendent Worrell directed the Board to an online Myers-Briggs personality test. Results were shared and Dr. Worrell delivered a presentation on what the four-letter codes mean:

- Where do you prefer to focus your attention? Where do you get your energy?
- How do you prefer to take in information?
- How do you make decisions?
- How do you deal with the outer world?

Dr. Worrell expressed appreciation to all attendees for a productive session and the meeting was adjourned to reconvene at 8:15 a.m., Saturday, January 24, 2015, at the Professional Development Center.

The Asheboro City Board of Education met in work session on Saturday, January 24, 2015, at 8:15 a.m., in the Professional Development Center with the following members present:

Jane Redding, Chairman
Phillip Cheek
Joyce Harrington
Gidget Kidd
Archie Priest

Gustavo Agudelo
Linda Cranford
Dr. Kelly Harris
Kyle Lamb
Chris Yow

Mr. Jones was in attendance for a portion of the meeting.

Dr. Terry Worrell, Harold Blair, Carla Freemyer, Mike Mize, Nathan Craver, Brett Crisp, Pam Johnson, Dr. Drew Maerz, Dr. Julie Pack, Dr. Brad Rice, Wendy Rich, and Jennifer Smith.

Dr. Rice opened the meeting and recognized Nathan Craver, Director of Technology and Innovation, who gave a report on the changes that are being made to the E-Rate Program. The E-Rate Program provides discounts on certain services and products that are essential for classrooms and libraries to receive voice, video, and data communications. The Federal Communications Commission oversees the E-Rate Program. The discount on eligible services will be 80% or 85% for 2015. Mr. Craver noted that Asheboro City Schools will be making decisions on cell phone plans and upgrades to our wireless network. Mr. Lamb motioned, Mr. Cheek seconded, and the Board unanimously approved for Asheboro City Schools to proceed with Request for Proposals and to investigate cost of options and North Carolina Connectivity options for wireless upgrades.

Superintendent Worrell indicated that a virtual copy of the Statistical Profile for 2014 is included in the board materials for viewing. A printed copy will be available after the school report cards are released on February 5. A copy of the 2013-2014 Report to the Community was distributed to the Board for their review.

Dr. Worrell reviewed the North Carolina Guide to Strengthening Our Public Schools from the North Carolina School Superintendents Association which was included in the board materials. The Guide contains six key goals and areas of strategic focus: 1) prepared graduates; 2) assessment; 3) instructional delivery; 4) digital learning; 5) human capital; and 6) funding public education. North Carolina's ability to compete for jobs, develop a stronger economy, and promote greater economic prosperity for all of its citizens is dependent on the quality of its public schools.

Dr. Maerz, Director of Testing and Accountability, provided an overview of how to understand school performance grades when they are released on February 5. School performance grades are based 80% on the school's achievement score and 20% on students' academic growth.

Dr. Worrell discussed the planning process and timeline for the 2016-2021 Strategic Plan. We are moving to a 5-year plan and will be aligned with our Southern Association of Colleges and Schools Council on Accreditation and School Improvement external review visit in February of 2016.

Jennifer Smith, Assistant Superintendent for Curriculum and Instruction, reviewed the SACS/CASI (Southern Association of Colleges and Schools Council on Accreditation and School Improvement) timeline and standards. There are now five standards for quality instead of seven. Board members and cabinet members broke into five groups and participated in an activity identifying possible evidences of the five standards for Asheboro City Schools.

Board members and cabinet members were divided into three groups to participate in hands-on curriculum activities led by Dr. Julie Pack, Director of Secondary Education. The activities included a Health Sciences Academy lab demonstration from the Project Lead the Way Principles of Biomedical Sciences class with Mrs. Rita Morton, a Technology class demonstration with 3D printing and circuits with Mr. Michael Renne, and a greenhouse tour and planting demonstration with Mrs. Nannette Wood and the Occupational Course of Study students.

Dr. Pack and Nathan Craver and Dr. Pack shared information on STEAM (Science, Technology, Engineering, Arts, and Math) for Secondary students. There will be one student representative for each S-T-E-A-M area for a total of 5 students per team who will develop a project for the Digital Expo on April 1.

Ed Gordon, Rhonda Angerio, and John Sinnett, Smith-Sinnett Architecture, gave a report on facility planning and information collected from the open forum meetings that were conducted earlier in the year at Asheboro High School. Options and phasing of projects, utilization of existing spaces, maintenance, and needed renovations at schools were discussed with the board. Projects were projected through year 2025.

Dr. Worrell and Dr. Pack informed the Board that the name of the Civics and Economics course will change effective school year 2015-2016. The new name is American History: The Founding Principles, Civics, and Economics, and is a required high school Social Studies course. This name change was made to reflect the alignment with the requirements of The Founding Principles Act (SL 2011-273).

Dr. Brad Rice, Assistant Superintendent of Support Services, presented information on changes in Driver's Education legislation. Currently, the state provides funding for all eligible students educated within our district lines, Asheboro High School students, South Asheboro and North Asheboro Middle Schools' students, homeschool students, private school students, and charter school students (including charter school students who do not live in our attendance lines or even in Randolph County). Under the current budget, funding is not available after June 30, 2015, but the legislative mandate for Asheboro City Schools to provide

driver's education remains. Current legislation only allows school districts to charge families \$65 of the \$198 fee for driver's education.

Dr. Worrell shared information on a grant from North Carolina New Schools, Investing in Rural Education, and may be an opportunity in which some of our schools may be eligible for participation.

Chairman Redding led an open discussion segment between the Board and Superintendent. Topics discussed were:

- Meeting with the Randolph County Board of Commissioners, February 12, 2015, at 6:00 p.m.
- Staff member retirement
- Prayer before board meetings

There being no further business the meeting adjourned at 3:55 p.m.

Chairman

Secretary

Calendar Revision

2015-2016

This revision is due to a change in the Holiday Schedule for State Employees as posted by the Office of State Personnel.

This revision:

Changes December 23, 2015 from an annual leave day to a holiday.

Changes March 4, 2016 from a teacher workday to an annual leave day.

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
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2015						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2015						
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2015						
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2015						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 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	19
20	21	22	23	24	25	26
27	28	29	30	31		

July	
3	Holidays
August	
17	Staff Reports
17,19,20,21	Teacher Workdays
18	Mandatory Prof. Develop.
24	Students Report

September	
7	Holidays
October	
5	Last Day of 1st Six Weeks
8	Mandatory Prof. Develop.
9	Teacher Workday

November	
11,26,27	Holidays
19	Last Day of 2nd Six Weeks
25	Teacher Workdays

December	
23,24,25	Holidays
28,29,30,31	Vacation/Annual Leave

January	
1	Holiday
15	Last Day of 3rd Six Weeks
18	Holidays
19	Teacher Workday
20	Mandatory Prof. Develop.

February	
15	Mandatory Prof. Develop.

March	
3	Last Day of 4th Six Weeks
4	Vacation/Annual Leave
7	Mandatory Prof. Develop.
25	Holidays
28-31	Vacation/Annual Leave

April	
1	Vacation/Annual Leave
26	Last Day of 5th Six Weeks

May	
30	Holidays

June	
8	Last Day for Students
8	Last Day of 6th Six Weeks
9-10	Teacher Workdays

Draft

January 2016						
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	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2016						
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	19	20
21	22	23	24	25	26	27
28	29					

March 2016						
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	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2016						
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	19	20	21	22	23
24	25	26	27	28	29	30

May 2016						
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	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2016						
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	19	20	21
22	23	24	25	26	27	28
29	30	31				

Calendario de las Escuelas de la Ciudad de Asheboro 2015 - 2016

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
19	20	21	22	23	24	25
26	27	28	29	30	31	

Julio	
3	Días Festivos
Agosto	
17	Los empleados se reportan
17,19,20,21	Días Laborales
18	Obligatorio Desarrollo Prof.
24	Primer día de Escuela

January 2016						
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	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 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	19	20	21	22
23	24	25	26	27	28	29
30	31					

Septiembre	
7	Días Festivos
Octubre	
5	Fin de 1ra Seis Semanas
8	Obligatorio Desarrollo Prof.
9	Días Laborales

February 2016						
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	19	20
21	22	23	24	25	26	27
28	29					

September 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	19
20	21	22	23	24	25	26
27	28	29	30			

Noviembre	
11,26,27	Días Festivos
19	Fin de 2da Seis Semanas
25	Día Laboral
Diciembre	
23,24,25	Días Festivos
28-31	Vacaciones/Salida Anual

March 2016						
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	19
20	21	22	23	24	25	26
27	28	29	30	31		

October 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	19	20	21	22	23	24
25	26	27	28	29	30	31

Enero	
1	Días Festivos
15	Fin de 3ra Seis Semanas
18	Días Festivos
19	Días Laborales
20	Obligatorio Desarrollo Prof.

April 2016						
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	19	20	21	22	23
24	25	26	27	28	29	30

November 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	19	20	21
22	23	24	25	26	27	28
29	30					

Febrero	
15	Día Laboral

May 2016						
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	19	20	21
22	23	24	25	26	27	28
29	30	31				

December 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	19
20	21	22	23	24	25	26
27	28	29	30	31		

Marzo	
3	Fin de 4ta Seis Semanas
4	Vacación/Salida Anual
7	Día Laboral
25	Días Festivos
28-31	Vacaciones/Salida Anual

June 2016						
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
19	20	21	22	23	24	25
26	27	28	29	30		

Abril	
1	Vacación/Salida Anual
26	Fin de 5ta Seis Semanas

Mayo	
30	Días Festivos

Junio	
8	Ultimo día de escuela
8	Fin de 6ta Seis semanas
9-10	Días Laborales

**Asheboro City Schools
Personnel Transactions
February 12, 2015**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Hall	Carle	AHS	JROTC	6/30/2015
Jackson	Cleveland "Dee"	AHS	Technology Education	2/20/2015
Johnson	Pam	CO	Director of Exceptional Children	5/31/2015
Luck	Ronald	SAMS	Custodian	6/30/2015
McWilliams	Gordon	AHS	Science	6/12/2015
Woodard	Daniel	NAMS	Custodian	2/27/2015
Worcester	Kyle	ECDC	Head Custodian	1/23/2015

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Beane	William "Mason"	BAL	Art (temporary)	2/2/2015
Beaver	Freda	BAL	Reading Specialist (PT; temporary)	1/23/2015
Bynum	Julia	NAMS	Tutor (PT; temporary)	1/27/2015
Haywood	Hope	BAL	Reading Specialist (PT; temporary)	1/23/2015
Shumaker	Susan	NAMS	Tutor (PT; temporary)	1/27/2015

**Asheboro City Schools
Personnel Transactions - Addendum
February 12, 2015**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Wilson	Lynette	SAMS	Health Science Education	2/27/2015
Buchikos	Julie	CWM	Exceptional Children	2/12/2015

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Fitch	Kemper	AHS	Assistant Principal (PT;Temp.)	2/23/2015 - 4/10/2015
Pugh	Betsy	CWM	Exceptional Children (PT;Temp.)	2/13/2015 - 6/12/2015
Trogdon	Bari	DLL	Reading Tutor (PT)	2/17/2015 - 5/1/2015
Edwards	Joseph	CO	Substitute (\$75/day)	2/13/2015
Elkins	Rosemary	CO	Substitute (\$75/day)	2/13/2015
Hoover	Nathaniel	CO	Substitute (\$75/day)	2/13/2015
Klinger	Rodney	CO	Substitute (\$75/day)	2/13/2015
Pascual	Osmara	CO	Substitute (\$75/day)	2/13/2015

***C. LEAVES OF ABSENCE**

Aguero	Veronica "Carolina"	LP	English as a Second Language	1/20/2015 - 8/16/2015
Lyons	Mary "Molly"	NAMS/AHS	Academically Gifted	4/22/2015 - 6/5/2015

During last semester, students have learned the following topics :

1. 问候, 名字。 Greetings
2. 中秋节, 教师节 Mid-Autumn Day , Teacher's Day
3. 数字, 星期, 日期 (手势) number, date, birthday
4. 颜色 color
5. 你是哪国人? Where are you from ?
6. 你多大? How old are you ?
7. 你的电话是多少? What's your telephone num ?
8. 你属什么? Zodiac animals
9. 你喜欢吃什么? (水果) What do you like to eat ?
10. 你喜欢什么运动? What sports do you like ?
11. 家人 Families

WE LOVE CHINESE CLASS

我们爱中文课

我 
汉语

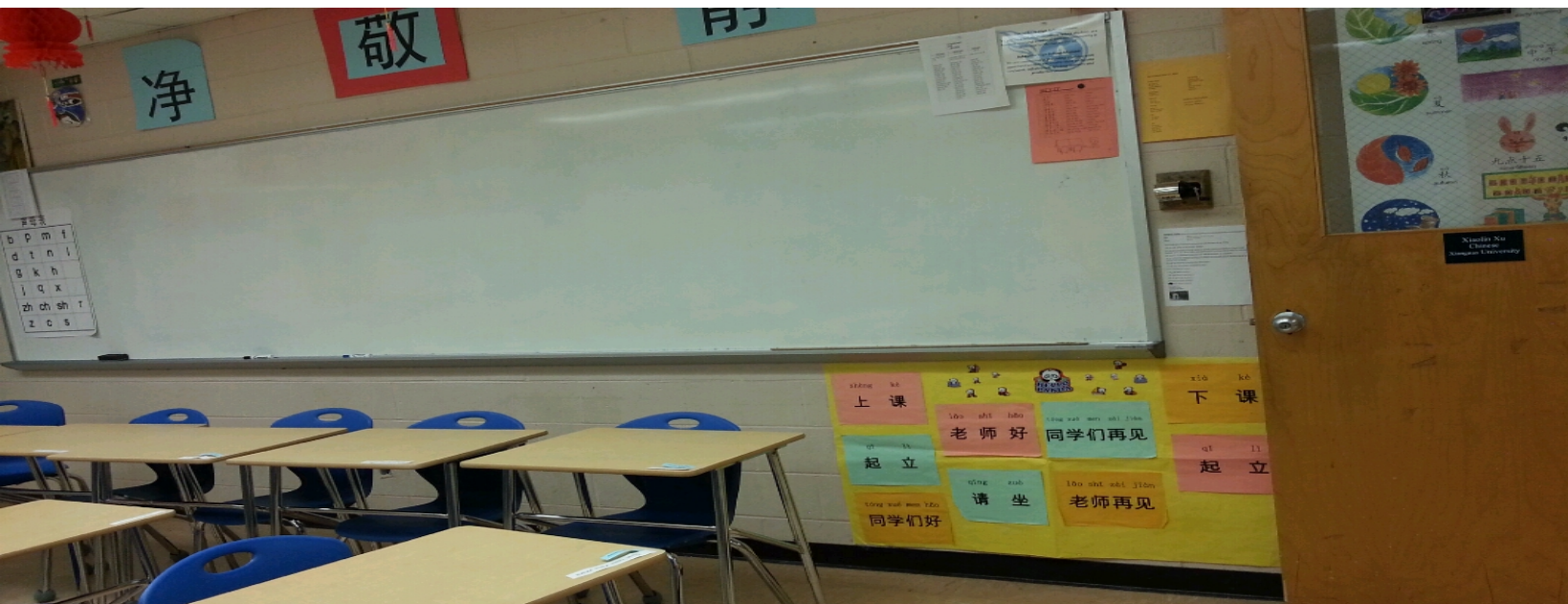
AHS Confucius Classroom

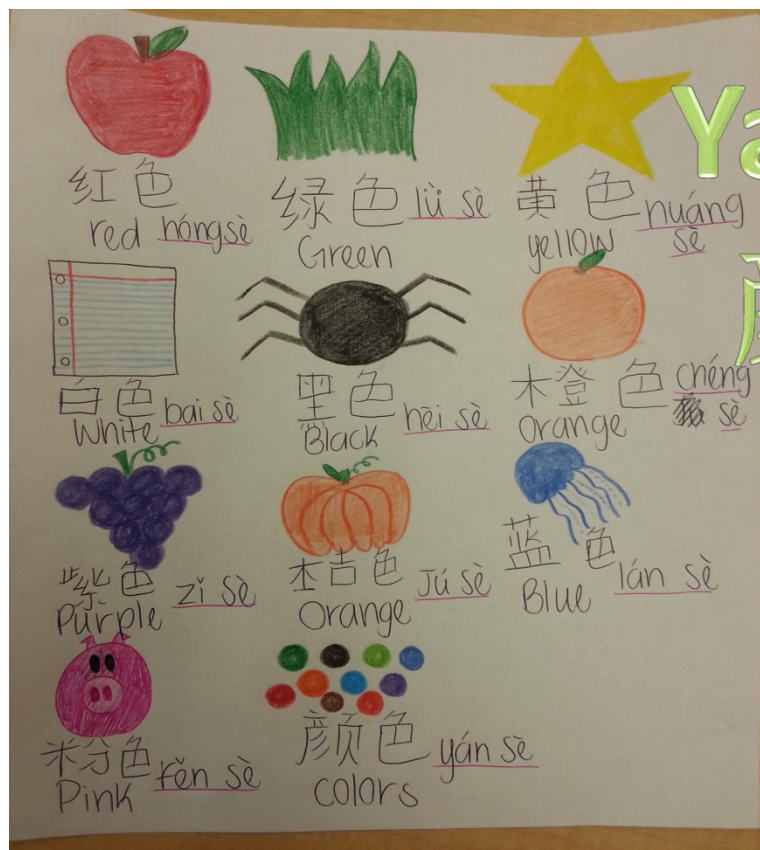
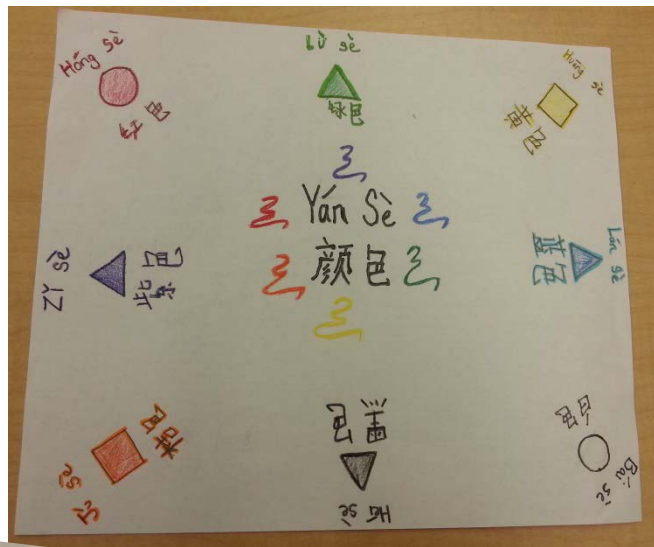


Jiao shi

教室







Yan se 颜色



red
hóng sè
红色

white
bái sè
白色

orange
chéng sè
橙色

blue
lán sè
蓝色

green
lǜ sè
绿色

purple
zǐ sè
紫色

pink
fēn sè
粉色

black
hēi sè
黑色

orange
jú sè
桔色

yellow
huáng sè
黄色

color
yán sè
颜色

deng li yu
Wendy Gomez

hóng sè
红色

lǜ sè
绿色

bái sè
白色

huáng sè
黄色

hēi sè
黑色

chéng sè
橙色

lán sè
蓝色

fēn sè
粉色

jú sè
桔色

zǐ sè
紫色

cháng sè
棕色

lán sè
蓝色

yán sè
颜色

~* Angela ~*

hóng sè
红色
(Red)

bái sè
白色
(White)

huáng sè
黄色
(Yellow)

fēn sè
粉色
(Pink)

lán sè
蓝色
(Blue)

zǐ sè
紫色
(Purple)

lǜ sè
绿色
(Green)

jú sè
桔色
(Orange)

hēi sè
黑色
(Black)

Colors

hóng sè
红色
(Red)

lǜ sè
绿色
(Green)

chéng sè
橙色
(Orange)

huáng sè
黄色
(Yellow)

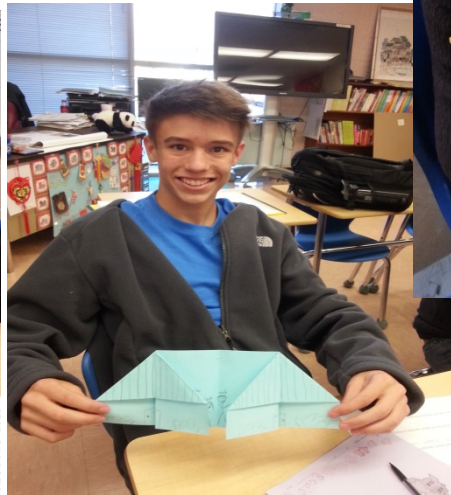
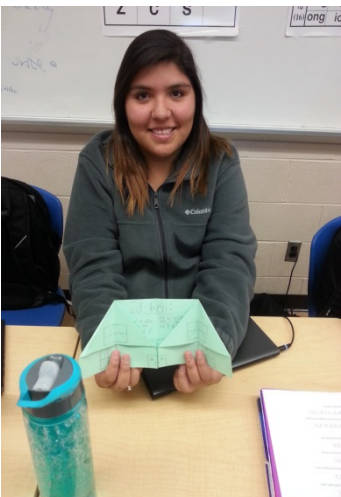
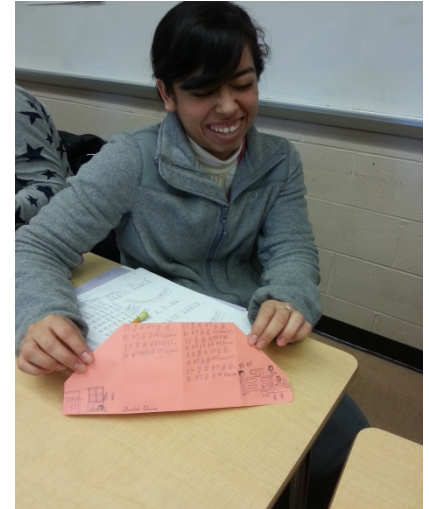
fēn sè
粉色
(Pink)

bái sè
白色
(White)

lán sè
蓝色
(Blue)

zǐ sè
紫色
(Purple)

hēi sè
黑色
(Black)





Zhong qiu jie

中秋节



CAROLINA NATIONAL GUARD CAROLINA NATIONAL GUARD
An Opportunity for Education
Visit us at www.NATIONALGUARD.com

SEPTEMBER 2014 SEPTEMBER 2014

WEDNESDAY WEDNESDAY THURSDAY THURSDAY

3

4

245

246

10

11

Happy Teacher's
Day to the best
chinese teacher ever!!!

教师节快乐
jiàoshījié kuàilè



Jiao shi jie
教师节

266

267

245

10

246

11

12

254

267

268

你引导我。
你支持我。
谢谢您，
我的老师。

Rafic Rojas

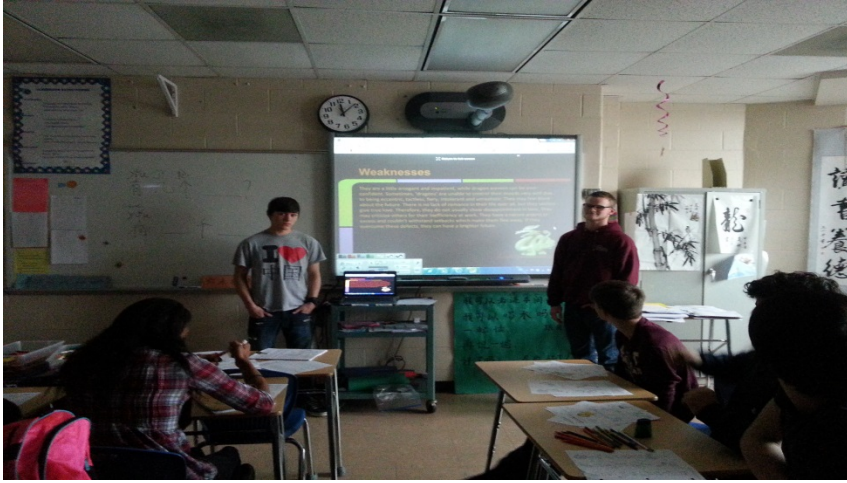
dialogue-driven
issues relevant

Helping Everyone Achieve

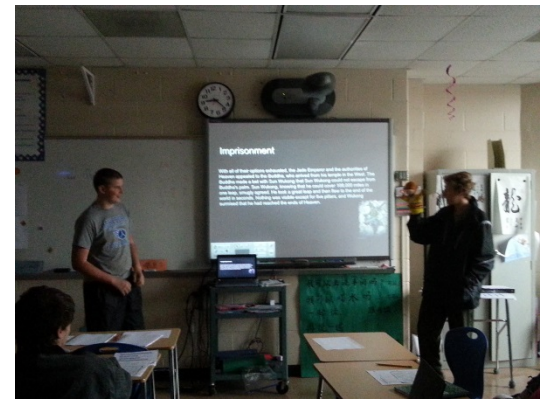
renowned



SHOU LIAN
手链

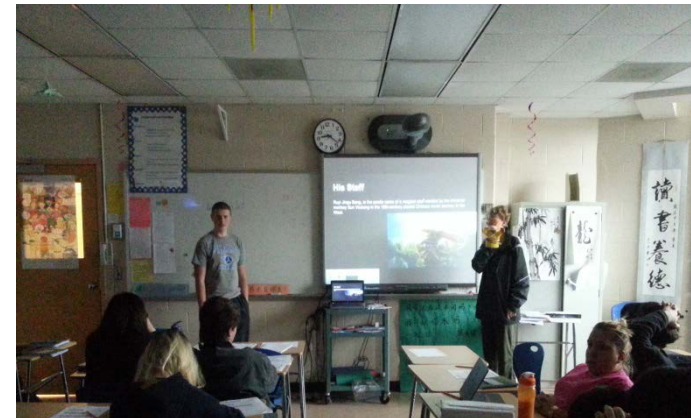
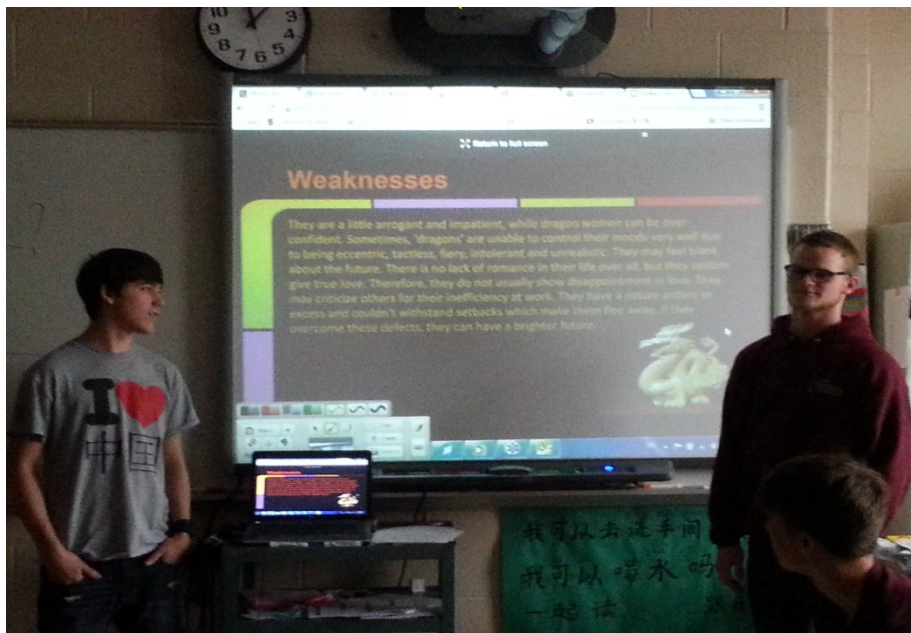


SHI ER SHENG XIAO 十二生肖



Sun wu kong 孙悟空

Journey to the west 西游记





Kong zi xue yuan shi zhou nian

孔子学院十周年庆



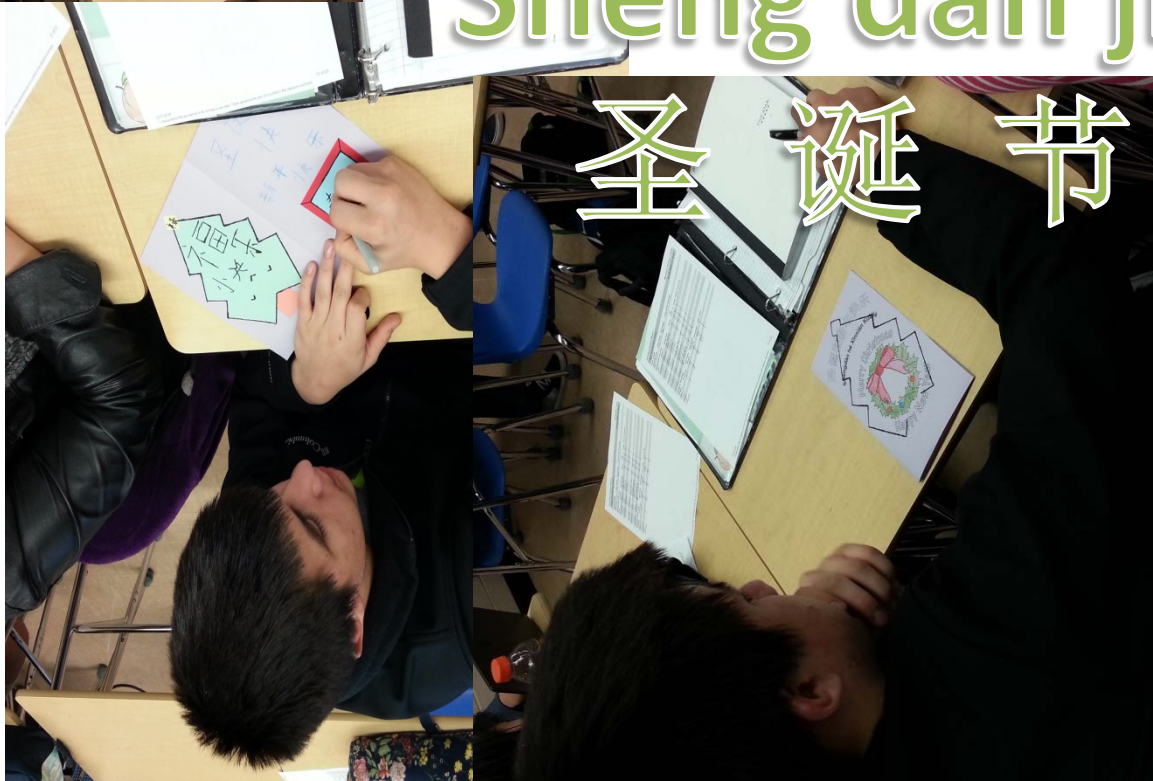


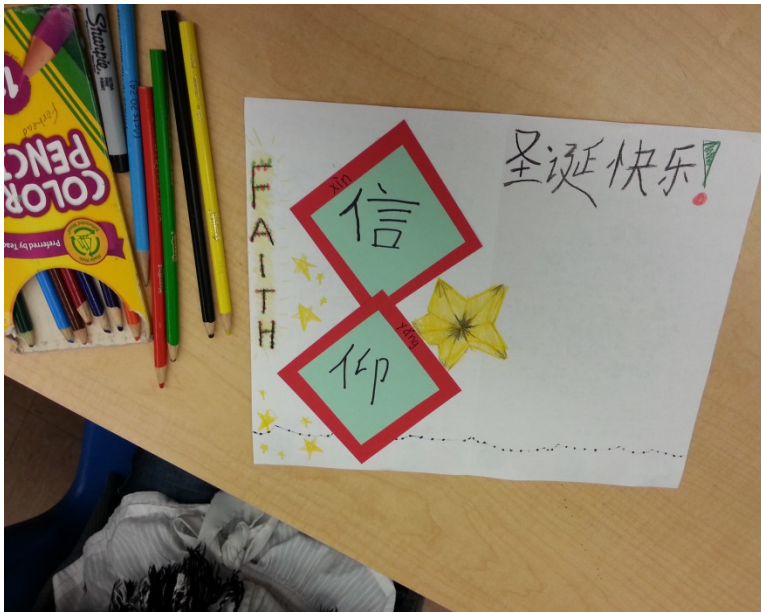
Maira de sheng ri pai dui
王昭君和可卿的生日派对

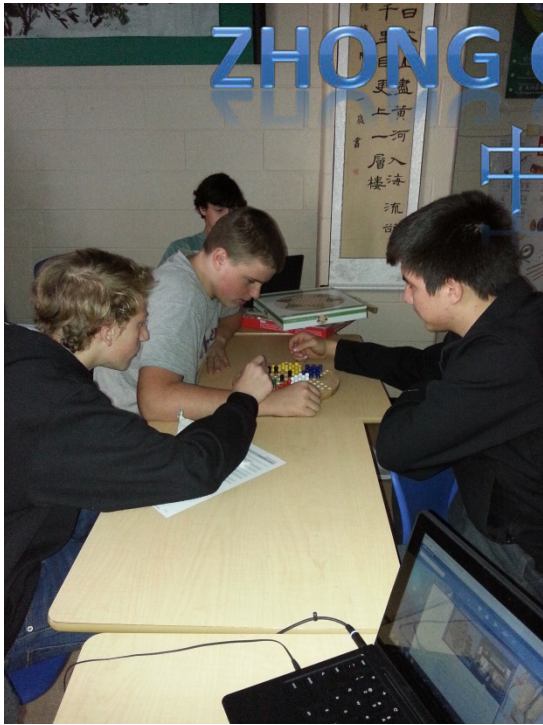


Sheng dan jie

圣诞节







ZHONG GUO XIANG QI

竞拍印章换奖品

中国象棋

打沙包

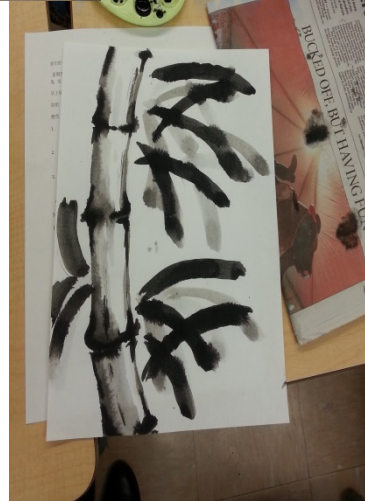


品茶



TAI JI SHAN

太极扇



运动 SPORTS

19 terms by Xiaolin_Xu added to AHS CHINESE, AHS chinese period 3, AHS Chinese P4 , MSXU,2014

STUDY

Flashcards

Learn

Speller

Test

PLAY

Scatter
32 secs best

Space Race

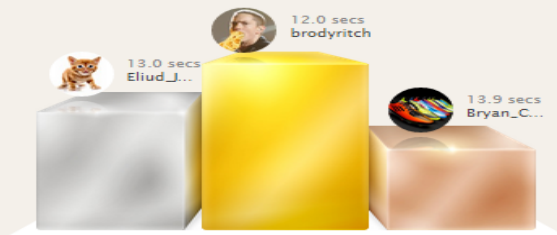
List

Class Progress **NEW!**

Scores

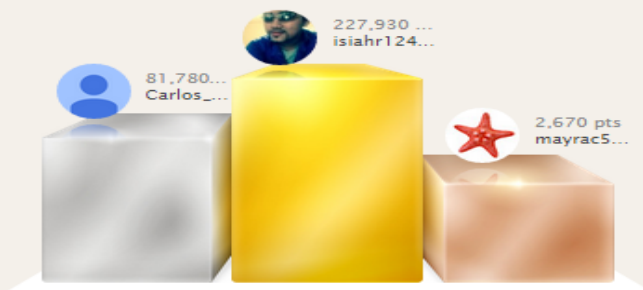
Info

Scatter Champions



- 4th isiahr12499832
- 5th saraq597956
- 6th Carlos_Romero68
- 7th Jacob_Dalton9
- 8th Nathan_Medford
- 9th Marina_Castro9
- 10th antoniom1520477

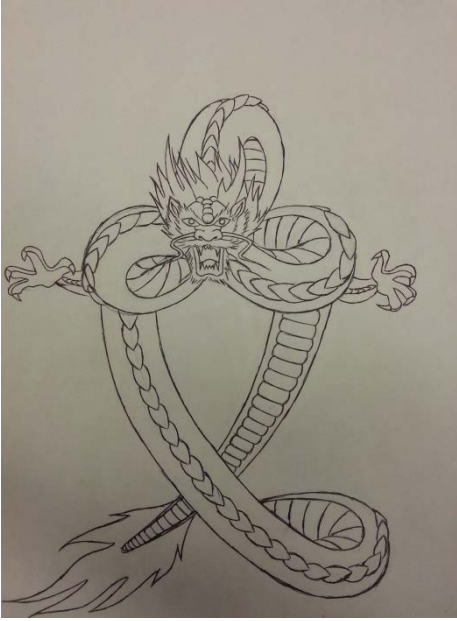
Space Race Champions



- 4th merlinlorenzo
- 5th Joseph_Purnell2
- 6th joshuag592468
- 7th Kelsie_Corea
- 8th Jacob_Dalton9
- 9th monicav593117
- 10th Maira_Bueno

Completed Learn

- | | | | |
|----------------|-----------------|-----------------|--------------------|
| jake_l_isom | garionduty804 | Marias592520 | Keelalegrande123 |
| tre_queen | Angel_Delgado2 | merlinlorenzo | chasecoldiron19 |
| Jalen_Luther | Nathan_Medford | joshuag592468 | angelaa785549 |
| kylieenn594244 | Gina_Manica | monicav593117 | Maira_Bueno |
| Sarah_Le9 | hugoboss4311 | Carlos_Romero68 | Jonathan_Gonzal... |
| Samuel_Isabel | Kelsie_Corea | esterh593473 | jordanm597957 |
| Rob_Belman | KatiaA754933 | isiahr12499832 | evelyn592626 |
| Ian_Hicks3 | Marina_Castro9 | saraq597956 | Dylan_Bisese |
| mayrac593081 | Joseph_Purnell2 | | |



AHS students are very creative and talented, they surprise the teacher and also themselves

文化

Mid-Autumn Day
12 zodiac animals
Families
Monkey King
Difference between western culture
and Chinese culture in my eyes



Students' video

<http://studio.stupeflix.com/v/RlhprLhZNUbj/?autoplay=1>





Coming topics

(视频, 歌曲, 游戏)

天气

weather

身体部位

body parts

交通

transportation

学校活动

school activities and materials

旅游, 买票

tourism

买东西, 钱币

money and buy things

中国的城市及名胜古迹

places of interest

Activities :

Fev.13 – 19 春节

Spring Festival

April.2 CI 讲座

Confucius Institution of NC University
from Raleigh give Presentation

April.27 WHS 联谊

Wheatmore High School visit



**Feb. 18 Spring Festival
invitation**

Know Thy Impact (KTI): Implementing a Model of Professional Development and Feedback to Improve Student Achievement in Mathematics Grades 3-5

“Know Thy Impact” “...teachers constantly [need to] attend to the nature and quality of the effect that they are having on every student” (Hattie, 2012, p. 36)

Submitted by
Asheboro City Schools
Asheboro, NC
Dr. Terry Worrell, Superintendent of Schools

II. PROJECT ABSTRACT

The project proposes to form a partnership with Asheboro City Schools, a high-need LEA, where 87.5% of the schools met or exceeded expected growth but the system only met 89 out of 135 (65.9%) Annual Measureable Objectives (AMOs) in grades 3-12 last year. The other two partners are UNCG College of Arts and Sciences, Mathematics Department, and UNC-Chapel Hill School of Education. Each partner brings a history of work both with each other and/or in the areas of Professional Development (PD) proposed as vehicles for teacher development in this project. The strength of the proposed *Know Thy Impact* (KTI) project is that it is situated within a history of productive collaborations among all of the partners.

The KTI Project will serve 75 teachers – all elementary, EC and Special Education teachers and 5 mathematics coaches involved in Grades 3-5 mathematics instruction in the five elementary schools in Asheboro City Schools. There are two main components to the project that involve a well-conceived model of:

1. Professional development in which participants will engage over time, developing increased knowledge, practice, and depth of understanding over the three years of the project.
2. Support and feedback in which participants will engage over time, developing increased expertise and competence in formatively assessing students' learning and using this learning in designing instruction.

The choice of interventions is based on work completed by Hattie (2009, 2011) that identified effect sizes of over 100 interventions designed to improve student achievement. The professional development program is designed to

- a. Foster teacher-student communication through well-orchestrated classroom discussions,
- b. Promote problem solving grounded in well-established developmental models of student learning progressions as exhibited through the regular and thoughtful use of story problems (whole number and fractions/decimals), and
- c. Support teachers in their growth and use of ongoing *embedded formative assessment* to promote immediate student feedback with respect to learning and student responsibility for learning.

The coaching component of the project is designed to explore different options for support for teachers as they implement new ways of teaching and learning and seek to impact student achievement. The goal for each coaching model is for teachers to “see” their impact and make subsequent evaluative, evidence-based adjustments to their teaching to support improved student learning but the strategies offer different routes to this goal.

- a. There are 4 graduates of the Elementary Add-On Licensure Program (EMaOL) is ACS; three are each at one of the elementary schools and one is the Elementary Program Coordinator. These teachers, together with two other teacher leaders in math, are currently being trained as coaches; they will coach teachers at selected grade levels based on the research design to help them focus on their impact on student learning.
- b. *Visible Classroom* (Clinton, et al, 2014) is a coaching program that seeks to explore the use of real-time captioning and transcription to facilitate the professional development of teachers and students' engagement in learning by providing useful real time evaluative feedback.
- c. PLC (self) Coaching grounded in guidance from Hattie (2012) will focus on self-reflection to guide their work with ongoing self-assessment of impact on their students.

Project evaluation will be focused, in particular, on the impact on improved student learning and teachers' abilities to constantly attend “to the nature and quality of the effect that they are having on every student.” (Hattie, 2012)

**GOVERNING PRINCIPLE –
PROFESSIONAL DEVELOPMENT**

Policy Code: **1600**

A system of excellent schools provides continuous professional development and training to help personnel gain the skills and knowledge needed to meet State Board and local board expectations, especially as they relate to improving student performance. The board’s vision for professional development, including its relationship to improving student success, is expressed through the following board policies.

Professional and Staff Development.....(policy 1610/7800)
Prohibition Against Discrimination, Harassment, and Bullying(policy 1710/4021/7230)
Lesson Planning.....(policy 3120)
Evaluation of Instructional Programs(policy 3140)
Technology in the Educational Program.....(policy 3220)
Copyright Compliance.....(policy 3230/7330)
School Improvement Plan.....(policy 3430)
Alternative Learning Programs/Schools.....(policy 3470/4305)
Comprehensive Health Education Program.....(policy 3540)
Child Abuse – Reports and Investigations.....(policy 4240/7312)
Public Records – Retention, Release, and Disposition.....(policy 5070/7350)
Student Health Services(policy 6120)
Administering Medicines to Students.....(policy 6125)
Network Security(policy 6524)
Hazardous Materials(policy 6540)
Drug and Alcohol Testing of Commercial Motor Vehicle Operators(policy 7241)
Occupational Exposure to Bloodborne Pathogens.....(policy 7260)
~~Career Status~~Teacher Contracts.....(policy 7410)
School Administrator Contracts.....(policy 7425)
Evaluation of Licensed Employees.....(policy 7810)

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

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

Adopted:

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

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

A. EXPECTATIONS FOR USE OF SCHOOL TECHNOLOGICAL RESOURCES

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

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

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

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

B. RULES FOR USE OF SCHOOL TECHNOLOGICAL RESOURCES

1. School system technological resources are provided for school-related purposes only.
- ~~2.~~ Acceptable uses of such technological resources are limited to responsible, efficient, and legal activities that support learning and teaching. Use of school system technological resources for commercial gain or profit is prohibited. Student personal use of school system technological resources for amusement or entertainment is also prohibited. Because some incidental and occasional personal use by employees is inevitable, the board permits infrequent and brief personal use by employees so long as it occurs on personal time, does not interfere with school system business, and is not otherwise prohibited by board policy or procedure.
- ~~3.2.~~ Under no circumstance may software purchased by the school system be copied for personal use.
- ~~4.3.~~ Students and employees must comply with all applicable laws, including those relating to copyrights and trademarks, confidential information, and public records. Any use that violates state or federal law is strictly prohibited. Plagiarism of Internet resources will be treated in the same manner as any other incidents of plagiarism, as stated in the Code of Student Conduct.
- ~~5.4.~~ No user of technological resources, including a person sending or receiving electronic communications, may engage in creating, intentionally viewing, accessing, downloading, storing, printing, or transmitting images, graphics (including still or moving pictures), sound files, text files, documents, messages, or other material that is obscene, defamatory, profane, pornographic, harassing, abusive, or considered to be harmful to minors.
- ~~6.5.~~ The use of anonymous proxies to circumvent content filtering is prohibited.
- ~~7.6.~~ Users may not install or use any Internet-based file sharing program designed to facilitate sharing of copyrighted material.
- ~~8.7.~~ Users of technological resources may not send electronic communications fraudulently (i.e., by misrepresenting the identity of the sender).
- ~~9.8.~~ Users must respect the privacy of others. When using e-mail, chat rooms, blogs, or other forms of electronic communication, students must not reveal personal identifying information or information that is private or confidential, such as the home address or telephone number, credit or checking account information, or social security number of themselves or fellow students. For further information regarding what constitutes personal identifying information, see policy 4705/7825, Confidentiality of Personal Identifying Information. In addition, school employees

must not disclose on school system websites or web pages or elsewhere on the Internet any personally identifiable, private, or confidential information concerning students (including names, addresses, or pictures) without the written permission of a parent or guardian or an eligible student, except as otherwise permitted by the Family Educational Rights and Privacy Act (FERPA) or policy 4700, Student Records. Users also may not forward or post personal communications without the author's prior consent.

- ~~10.9.~~ Users may not intentionally or negligently damage computers, computer systems, electronic devices, software, computer networks, or data of any user connected to school system technological resources. Users may not knowingly or negligently transmit computer viruses or self-replicating messages or deliberately try to degrade or disrupt system performance. Users must scan any downloaded files for viruses.
- ~~11.10.~~ Users may not create or introduce games, network communications programs, or any foreign program or software onto any school system computer, electronic device, or network without the express permission of the technology director or designee.
- ~~12.11.~~ Users are prohibited from engaging in unauthorized or unlawful activities, such as "hacking" or using the computer network to gain or attempt to gain unauthorized or unlawful access to other computers, computer systems, or accounts.
- ~~13.12.~~ Users are prohibited from using another individual's ID or password for any technological resource without permission from the individual. Students must also have permission from the teacher or other school official.
- ~~14.13.~~ Users may not read, alter, change, block, execute, or delete files or communications belonging to another user without the owner's express prior permission.
- ~~15.14.~~ Employees shall not use passwords or user IDs for any data system (e.g., ~~NCWISE,~~ CECASthe state student information and instructional improvement system applications, time -keeping software, etc.) for an unauthorized or improper purpose.
- ~~16.15.~~ If a user identifies a security problem on a technological resource, he or she must immediately notify a system administrator. Users must not demonstrate the problem to other users. Any user identified as a security risk will be denied access.
- ~~17.16.~~ Teachers shall make reasonable efforts to supervise students' use of the Internet during instructional time.
- ~~18.17.~~ Views may be expressed on the Internet or other technological resources as representing the view of the school system or part of the school system only with prior approval by the superintendent or designee.

C. RESTRICTED MATERIAL ON THE INTERNET

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

D. PARENTAL CONSENT

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

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

E. PRIVACY

No right of privacy exists in the use of technological resources. Users should not assume that files or communications created or transmitted using school system technological resources or stored on services or hard drives of individual computers will be private. School system administrators or individuals designated by the superintendent may review files, monitor all communication, and intercept e-mail messages to maintain system integrity and to ensure compliance with board policy and applicable laws and regulations. School system personnel shall monitor online activities of individuals who access the Internet via a school-owned computer.

F. PERSONAL WEBSITES

The superintendent may use any means available to request the removal of personal websites

that substantially disrupt the school environment or that utilize school system or individual school names, logos, or trademarks without permission.

1. Students

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

2. Employees

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

~~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.~~

3. Volunteers

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

Legal References: U.S. Const. amend. I; Children's Internet Protection Act, 47 U.S.C. 254(h)(5); Electronic Communications Privacy Act, 18 U.S.C. 2510-2522; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; 17 U.S.C. 101 et seq.; 20 U.S.C. 6777; G.S. 115C-325(e) (applicable to career status teachers), -325.4 (applicable to non-career status teachers)

Cross References: Curriculum and Instructional Guides (policy 3115), Technology in the Educational Program (policy 3220), Internet Safety (policy 3226/4205), Copyright Compliance (policy 3230/7330), Web Page Development (policy 3227/7322), Student Behavior Policies (all policies in the 4300 series), Student Records (policy 4700), Confidentiality of Personal Identifying Information (policy 4705/7825), Public Records – Retention, Release, and Disposition (policy 5070/7350), Use of Equipment, Materials, and Supplies (policy 6520), Network Security (policy 6524), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335)

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.

A student or employee must immediately notify the appropriate school official if the student or employee believes that a website or web content that is available to students through the school system’s Internet access is obscene, constitutes child pornography, is “harmful to minors” as defined by Children’s Internet Protection Act (CIPA), or is otherwise inappropriate for students. Students must notify a teacher or the school principal; employees must notify the superintendent or designee.

Due to the dynamic nature of the Internet, sometimes Internet websites and web material that should not be restricted are blocked by the Internet filter. A student or employee who believes that a website or web content has been improperly blocked by the school system’s filter should bring the website to the attention of the principal. The principal shall confer with the technology director to determine whether the site or content should be unblocked. The principal shall notify the student or teacher promptly of the decision.

The decision may be appealed through the school system's grievance procedure. (See policies 1740/4010, Student and Parent Grievance Procedure, and 1750/7220, Grievance Procedure for Employees.)

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.

D. 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), Student and Parent Grievance Procedure (policy 1740/4010), Grievance Procedure for Employees (policy 1750/7220), 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:

Replaces:

Adopted:

Consistent with policy 3225/4312/7320, Technology 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 online. The school system has established its system website online at www.asheboro.k12.nc.us. 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 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/editor of the system website.

c. Individual School Websites

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

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. 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 F of policy 3225/4312/7320, Technology 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. Links

a. Internal Links

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 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:

The 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

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 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.

C. GUIDELINES FOR INDIVIDUAL SCHOOL WEBSITES

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.

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 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.
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) (applicable to career status teachers), -325.4 (applicable to non-career status teachers)

Cross References: Curriculum and Instructional Guides (policy 3115), Technology in the Educational Program (policy 3220), Technology 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)

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

5. High School End of Course Tests

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

6. Diploma Standards

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

D. INTERVENTION FOR STUDENTS UNLIKELY TO MEET PROMOTION STANDARDS

The goal of Asheboro City Schools is to identify as early as possible students who are unlikely to meet the standards for progression to the next level of study so that the school

can provide appropriate intervention. Intervention must be provided for any student who does not meet grade level proficiencies established by the State or who is determined to be at-risk of not meeting grade level proficiencies or making progress toward graduation established by the Local Board or State.

Every student who does not meet grade level proficiency, is at risk of academic failure, or is not making progress toward graduation shall have developed for them 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.

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

F. APPEALS OF PROMOTION DECISIONS

1. Appeal to the Superintendent

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

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

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

2. Appeal to the Board of Education

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

G. PROMOTION AND ACCOUNTABILITY STANDARDS FOR STUDENTS WITH DISABILITIES

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

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

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

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

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

I. CREDIT BY DEMONSTRATED MASTERY

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

J. 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).

K. 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.

L. 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.

M. CHILDREN OF MILITARY FAMILIES

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

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

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

Other Resources: *Guidelines for Testing Students Identified as Limited English Proficient*, N.C. Department of Public available at <http://www.dpi.state.nc.us/docs/accountability/policyoperations/lep/testinglep1314.pdf>; *North Carolina Read to Achieve: A Guide to Implementing House Bill 950/S.L. 2012-143 Section 7A* (N.C. Department of Public Instruction 2013), available at <http://www.dpi.state.nc.us/docs/k-3literacy/resources/guidebook.pdf>

Adopted: August 11, 2011

Updated: August 8, 2013, January 9, 2014, October 9, 2014

**DISCIPLINARY ACTION FOR
EXCEPTIONAL CHILDREN/DISABLED STUDENTS
STUDENTS WITH DISABILITIES**

Policy Code:

4307

Disciplinary actions for students identified as ~~exceptional children~~ with a disability according to North Carolina guidelines will conform to ~~Procedures Governing Programs and Services for Children with Special Needs~~ North Carolina Policies Governing Services for Children with Disabilities as adopted by the State Board of Education. If the ~~Procedures~~ policy manual does not fully address a particular issue, the director of exceptional children will develop any necessary protocols consistent with state and federal law.

All ~~disabled children~~ students with disabilities will be accorded all rights as required by state and federal law. See also board policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities.

Legal References: Americans With Disabilities Act, 42 U.S.C. 12131, 28 C.F.R. pt. 35, Individuals with Disabilities Education Act, 20 U.S.C. 1400 et. seq., 34 C.F.R. pt. 300; The Rehabilitation Act of 1973, 29 U.S.C. 7056(8) (20), 794, 34 C.F.R. pt. 104; The Americans With Disabilities Act, 42 U.S.C. 12134, 28 C.F.R. pt. 35; G.S. 115C, art. 9; 115C-391; Procedures Policies Governing Programs and Services for Children with Special Needs Disabilities, State Board Policy GCS-D-000~~Number 10A100~~; Guidelines: Policies and Procedures for Alternative Learning Programs and Schools, Grades K-12, State Board of Education Policy GCS-Q-002~~Public Schools of North Carolina, State Board of Education, April, 1997.~~

Cross References: Nondiscrimination on the Basis of Disabilities (board policy 1730/4022/7231), Special Education Programs/Rights of Students with Disabilities (policy 3520)

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

Administrative Procedure: None

USE OF WIRELESS COMMUNICATION DEVICES

Policy Code:

4318

The board recognizes that cellular phones and other wireless communication devices have become an important tool through which ~~people~~parents and guardians communicate with their children. Therefore, students are permitted to possess ~~cellular phones and other wireless communication~~such devices on school property as long as such devices are not activated, used, displayed or visible during the instructional day or as otherwise directed by local school rules or school personnel. Wireless communication devices include, but are not limited to, cellular phones, electronic devices with internet capability, paging devices, two-way radios and similar devices.

A. AUTHORIZED USE

Administrators may authorize individual students to use wireless communication devices for personal purposes when there is a reasonable need for such communication. Teachers and administrators may authorize individual students to use the devices for instructional purposes provided that they supervise the students during such use.

~~Although use generally use is permitted during non-instructional hours before and after school,~~ use of cellular phones and other wireless communication devices may be prohibited on school buses when noise from such devices interferes with the safe operation of the buses. In addition, elementary and middle school students who participate in after-school programs ~~may be~~ prohibited from using wireless communication devices for the duration of such ~~programmings~~.

B. CONSEQUENCES FOR UNAUTHORIZED USE

School employees may immediately confiscate any wireless communication devices that ~~is~~are on, used, displayed or visible in violation of this policy. Absent compelling and unusual circumstances, confiscated wireless communication devices will be returned only to the student's parent or guardian.

The disciplinary consequences for violations of this policy shall be consistent with Section D of policy 4300, Student Behavior Policies~~Violations of this policy will result in consequences as provided in the school's student behavior management plan (see policy 4302, School Plan for Management of Student Behavior). Aggravating factors may subject a student to more stringent disciplinary consequences, up to and including expulsion. Examples of such aggravating factors include, but are not limited to, using wireless communication devices: (1) to reproduce images of tests, to access unauthorized school information or to assist students in any aspect of their instructional program in a manner that violates any school board policy, administrative regulation or school rule; and (2) to take illicit photographs.~~ The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

The following factors should be considered when determining appropriate consequences: whether the wireless communication device was used (1) to reproduce images of tests, obtain unauthorized access to school information or assist students in any aspect of their instructional program in a manner that violates any school board policy, administrative regulation or school rule; (2) to bully or harass other students; (3) to send illicit text messages; (4) to take and/or send illicit photographs; or (5) in any other manner that would make more severe disciplinary consequences appropriate.

C. SEARCH OF WIRELESS COMMUNICATION DEVICES

In accordance with policy 4342, Student Searches, a student's wireless communication device and its contents, including, but not limited to, text messages and digital photos, may be searched whenever a school official has reason to believe the search will provide evidence that the student has violated or is violating a law, board policy, the Code of Student Conduct or a school rule. The scope of such searches must be reasonably related to the objectives of the search and not excessively intrusive in light of the nature of the suspected infraction.

D. LIABILITY

Students are personally and solely responsible for the security of their wireless communication devices. The school system is not responsible for the theft, loss or damage of a cellular phone or any other personal wireless communication device.

Legal References: G.S. 115C-36, -390.2

Cross References: Student Behavior Policies (policy 4300), ~~School Plan for Management of Student Behavior (policy 4302)~~, Disruptive Behavior (policy 4315), Student Searches (policy 4342)

Adopted: July 9, 2009

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 MALWARE PROTECTION

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

D. TRAINING FOR USE OF TECHNOLOGICAL RESOURCES

Users should be trained as necessary to use technological resources effectively and in a manner that maintains the security of the network infrastructure and ensures compliance with state and federal law and regulations. Such training should include information related to remote access, virus protection, the state student information and instructional improvement system applications~~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).

E. ACCESS TO INFORMATION TECHNOLOGY SYSTEMS

Access to the school system's information technology assets will be controlled and managed to ensure that only authorized devices/persons have access.

1. User ID and Password

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

2. Student Information System ~~NC WISE~~

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

3. Remote Access

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

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

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

Other References: ~~NC WISE Password and Workstation Standard~~ (available at State of North Carolina Statewide Information Security Manual (Enterprise Security and Risk Management

Office, July 2013), available at
https://www.scio.nc.gov/library/pdf/Statewide_Information_Security_Manual_2013.pdf.

Adopted:

The 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 3225/4312/7320, Technology 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, nonsystem-related website, 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 media website for instructional or other school-related purposes must have prior written approval from the superintendent or designee and principal and meet any applicable requirements of policies 3220, Technology in the Educational Program, 3225/4312/7320, Technology Responsible Use, and 3227/7322, Web Page Development.

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 or personal websites. An Internet posting on a personal social media network or personal 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 time or with school system technological resources.

C. POSTING TO SOCIAL MEDIA NETWORKS AND PERSONAL WEBSITES

Employees who use social media or nonsystem-related website 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 media:

1. Employees shall not post confidential information about students, employees, or school system business.

2. Employees shall not accept current students as “friends” or “followers” or otherwise connect with students on social media 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 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 media sites or personal websites 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 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.
9. Employees shall not use Internet postings to libel or defame the board, individual board members, students, or other school employees.
10. Employees shall not use 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.
11. Employees shall not post inappropriate content that negatively impacts their ability to perform their jobs.
12. Employees shall not use 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 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) (applicable to career status teachers), -325.4 (applicable to non-career status teachers); 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 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)

Adopted:

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

Board Authority and Duties.....	(policy 1010)
Parental Involvement.....	(policy 1310/4002)
Professional and Staff Development.....	(policy 1610/7800)
Goals and Objectives of the Educational Program.....	(policy 3000)
Curriculum Development.....	(policy 3100)
Innovation in Curriculum and Instruction.....	(policy 3110)
Lesson Planning.....	(policy 3120)
Grouping for Instruction.....	(policy 3130)
Evaluation of Instructional Programs.....	(policy 3140)
Selection of Textbooks and Supplementary <u>Instructional</u> Materials.....	(policy 3200)
Technology <u>in</u> the Educational Program.....	(policy 3220)
School Calendar and Time for Learning.....	(policy 3300)
Evaluation of Student Progress.....	(policy 3400)
Testing and Assessment Program.....	(policy 3410)
Student Promotion and Accountability.....	(policy 3420)
School Improvement Plan.....	(policy 3430)
Graduation Requirements.....	(policy 3460)
Alternative Learning Programs/Schools.....	(policy 3470/4305)
Counseling Program.....	(policy 3610)
Extracurricular Activities and Student Organizations.....	(policy 3620)
Staff-Student Relations.....	(policy 4040/7310)
Student Behavior Policies.....	(policy 4300)
School Plan for Management of Student Behavior.....	(policy 4302)
Attendance.....	(policy 4400)
Schools and the Community.....	(policy 5000)
Parent Organizations.....	(policy 5010)
News Media Relations.....	(policy 5040)
Use of Student Transportation Services.....	(policy 6320)
Goals of Equipment, Materials, and Supplies Services.....	(policy 6500)
Staff Responsibilities.....	(policy 7300)
Job Descriptions.....	(policy 7400)
Career Status <u>Teacher Contracts</u>	(policy 7410)
Superintendent Contract.....	(policy 7420)
School Administrator Contracts.....	(policy 7425)
Assignments/Reassignments/Transfers.....	(policy 7440)
Evaluation of Licensed Employees.....	(policy 7810)
Professional Employees: Demotion and Dismissal.....	(policy 7930)
Budget Planning and Adoption.....	(policy 8100)

Budget Resolution.....(policy 8110)
Planning to Address Facility Needs(policy 9000)

Legal References: G.S. 115C-36

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

Adopted:

In alliance with state school technology goals, the board is committed to establishing and supporting 21st century information and communications technology systems to foster globally competitive, healthy and responsible students. The board recognizes the benefits of digital and technology-enabled teaching and learning resources that provide the ability to easily customize curriculum, provide access to current information and enable access to quality materials at a lower cost than traditional materials. To that end, the board intends to move to classroom digital and technology-enabled teaching and learning resources that are aligned with the Common Core State and North Carolina Essential Standards as they become available. In addition, to the extent funding permits, the board will endeavor to ensure that all students have access to personal digital and technology-enabled teaching and learning devices to foster the 21st century skills necessary for future-ready learners.

The board expects that information and communications technologies will be integrated across the curriculum and used to support student achievement. Such technologies will also be used to support programs and activities that promote safe schools and healthy and responsible students. The district shall provide suggestions in the curriculum guides referenced in policy 3115, Curriculum and Instructional Guides, for integrating technological resources (as defined in Section A below) into the educational program. Schools administrators and teachers are encouraged to develop additional strategies for integrating technological resources across the curriculum and utilizing the power of technology to improve learning outcomes while making more efficient use of resources.

The superintendent shall develop and submit to the board for approval a local school system technology plan that is aligned with state guidelines and applicable federal rules. The superintendent shall incorporate this plan into school system strategic planning efforts and include various stakeholders such as curriculum leaders, teachers, administrators, and representatives from technology services, instructional technology, finance and other departments as required. Once the board has approved the plan, the superintendent shall ensure expenditures on school information and communications technologies are made in accordance with the technology plan.

The superintendent shall establish relationships with businesses and seek grants and other funding sources in an effort to acquire technological resources for the educational program.

A. SELECTION OF TECHNOLOGICAL RESOURCES

Technological resources Technological resources include, but are not limited to, the following: (1) hardware, including both fixed and mobile technologies and devices such as desktop computers, laptops, netbooks, tablets, e-readers, PDAs, smartphones and gaming devices; (2) software; (3) network and telecommunications systems and services; (4) Internet access; (5) multimedia equipped classrooms; (6) computer classrooms and laboratories; and (7) other existing or emerging mobile communications systems. All technological resources must be purchased and used in a manner consistent with applicable law and board policy, including laws and policies related to copyright, public records, bidding and other purchase requirements, accessibility for students with disabilities, staff duties and standards for student

behavior.

Technological resources must meet or exceed the following standards before they may be considered for implementation.

1. Technological resources must support the Common Core State and North Carolina Essential Standards or the programs of the school system.
2. Technological resources must support the current use of learning and instructional management technologies in the school.
3. Technological resources must be compatible with the condition of the network and other infrastructure resources. The technology director shall set minimum standards for technological resources that are purchased or donated. Upgrading, hardware conditions and similar requirements must be maintained to the highest standards.
4. There must be sufficient staff to operate and maintain the technological equipment, programs and systems.
5. There must be adequate funds budgeted to implement and support the technological resources and to train instructional staff to use the resources to improve educational outcomes.

B. DEPLOYMENT OF TECHNOLOGY TO SCHOOLS

The superintendent shall oversee the development of the school system's technology deployment plan. The plan will be designed to ensure organized, effective and efficient means of deploying new information and communications technologies. The superintendent shall develop procedures that outline the strategy of the technology deployment plan.

C. BRING YOUR OWN TECHNOLOGY (BYOT) INITIATIVE

Teachers and staff may bring personal computing devices for instructional use in the classroom. Staff members are personally and solely responsible for the security of their personal devices. The school system is not responsible for the theft, loss, damage, maintenance of a personal computing device or any costs relating to the use of personal devices. Staff may connect personal devices, which meet the technological minimum requirements, to the network using their school issued user account, after a written agreement for the use of personal technology devices is approved by the superintendent or designee. Asheboro City Schools reserves the right to suspend use of the network by personal devices during periods of high use, including online testing windows. Access will be subject to content filtering as deployed by Asheboro City Schools.

To connect to the Asheboro City Schools Network, personal devices must meet the

following minimum requirements: a 5.0 GHZ wireless card and malware free. Software purchased with district or school funds may not be installed on personal computing devices. Teachers and staff shall comply with the requirements of policy 3225/4312/7320, Technology Responsible Use, when using a personal computing device.

The superintendent is authorized to investigate and develop a plan to allow ~~staff and~~ students the option to use their personal electronic devices in place of or along with their school system assigned devices. The plan should address, at a minimum, the instructional use of personal devices, compatibility requirements, access limitations or requirements, content filtering, security and other issues as recommended by the technology director. The plan should assign personal responsibility to the user for repair and replacement of damaged or stolen devices and for any data or other charges arising from use of a personal device. The plan should require a written agreement for the use of personal technology devices from each student ~~and staff member~~ who wishes to participate in the BYOT initiative. The plan should ensure that students who are unable to bring in outside technology will be able to access and utilize school equipment so that no student is excluded from instruction due to lack of access to technology.

D. ELECTRONIC COMMUNICATION AND OTHER COLLABORATIVE TOOLS

The superintendent is authorized to permit instructional personnel to incorporate email, social networking sites, blogs, wikis, video sharing sites, podcasts, video conferencing, online collaborations, PDAs, IMing, texting, virtual learning environments and/or other forms of direct electronic communications or Web 2.0 applications for educational purposes to the extent the superintendent deems appropriate and in accordance with policy 7335, Employee Use of Social Media. The superintendent shall establish parameters and rules for use of these tools and shall require instruction for students in how to use such tools in a safe, effective and appropriate way. Instructional personnel shall make all reasonable attempts to monitor student online activity and shall otherwise comply with the requirements of policy 3225/4312/7320, Technology Responsible Use, when using these tools.

E. TECHNOLOGY-RELATED PROFESSIONAL DEVELOPMENT

The superintendent shall plan a program of technology-enabled professional development that prepares the instructional staff for utilizing digital tools and resources. Professional development shall emphasize technology integration and continuous improvement, including the use of ongoing technology-integrated, online-learning activities throughout the course of study. Professional development shall also address the ethical, legal and practical issues related to social networking, mobile devices in the classroom, technology integration and other topics deemed necessary by the superintendent or technology director. School improvement teams should identify any staff development appropriations for technology-related professional development in their school improvement plans. The superintendent and technology director should assist schools in coordinating staff development needs as provided in policy 1610/7800, Professional and Staff Development.

Legal References: G.S. 115C-522; 147-33.111; State Board of Education Policy TCS- C-018

Cross References: Professional and Staff Development (policy 1610/7800), Curriculum and Instructional Guides (policy 3115), Technology Responsible Use (policy 3225/4312/7320), Internet Safety (policy 3226/4205), Copyright Compliance (policy 3230/7330), School Improvement Plan (policy 3430), Integrity and Civility (policy 4310), Public Records – Retention, Release and Disposition (policy 5070/7350), Network Security (policy 6524), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335), Gifts and Bequests (policy 8220)

Other References: North Carolina State School Technology Plan (Division of Instructional Technology) (current version)

Issued: June 1997

Revised: July 15, 2005; January 20, 2009; June 30, 2009; December 1, 2009; August 29, 2012, November 21, 2013

RECRUITMENT AND SELECTION OF PERSONNEL

Policy Code:

7100

A. GENERAL PRINCIPLES

It is the policy of the board to provide all applicants for employment with equal employment opportunities and to provide current employees with training, compensation, promotion, and other benefits of employment without regard to race, color, religion, national origin, military affiliation, genetic information, sex, age, or disability, except when sex, age, or physical requirements are essential occupational qualifications. All candidates will be evaluated on their merits and qualifications for positions.

The board also is committed to diversity throughout the programs and practices of the school system. To further this goal, the recruitment and employment program should be designed to encourage a diverse pool of qualified applicants.

B. RECRUITMENT

Recruitment for a specific vacancy will be undertaken only after the need and qualifications for the position are established and proper authorization is obtained.

All vacancies must be adequately publicized within the school system so that employees will be informed of opportunities for promotion or transfer to new jobs. Vacancies also may be publicized externally to attract qualified applicants.

C. CRIMINAL HISTORY

Applicants must notify the ~~assistant superintendent of~~ human resources department immediately if they are arrested, charged with, or convicted of a criminal offense (including entering a plea of guilty or *nolo contendere*) other than a minor traffic violation (i.e., speeding, parking, or a lesser violation). Notice must be in writing, must include all pertinent facts, and must be delivered to the assistant superintendent of human resources no later than the next scheduled business day following the arrest, charge, or conviction, unless the applicant is hospitalized or incarcerated, in which case the applicant must report the alleged violation within 24 hours after his or her release. Upon judicial action in the matter, the applicant must report the disposition and pertinent facts in writing to the assistant superintendent of human resources no later than the next business day following adjudication.

A criminal history check and a check of sex offender registries must be conducted on all final candidates for employment with the school system. Criminal history checks must be conducted in accordance with state law and any procedures established by the superintendent. School officials shall not require candidates to disclose expunged arrests, charges, or convictions and shall not ask candidates to voluntarily disclose such information without first advising that disclosure is not required. The superintendent or

designee shall report to the State Board of Education any licensed individual who is found to have a criminal history, as required by State Board policy.

~~If a~~A final candidate for employment or for hiring as an independent contractor will be excluded from hiring on the basis of criminal conduct only when doing so is job-related and consistent with business necessity. If a final candidate is found to have been convicted of a criminal history offense, other than for a minor traffic offense violation, the superintendent shall determine whether the individual is qualified for employment despite the criminal history by considering, among other things, whether the individual poses a threat to the safety of students or personnel or has demonstrated that he or she does not have the integrity or honesty to fulfill the duties of the position. The following factors will be considered in making this determination: (1) the nature and gravity of the offense or conduct; (2) the time that has passed since the offense or conduct and/or completion of the sentence; and (3) the nature of the job sought. Before the superintendent may exclude a final candidate based on his or her past criminal convictions, the superintendent must give the candidate the opportunity to demonstrate that the exclusion does not properly apply to him or her. If the superintendent recommends to the board a candidate for employment or for hiring as an independent contractor and the candidate has been convicted of a criminal offense, other than a minor traffic violation, the board must be notified of the criminal history and the basis for the superintendent's determination.

The board has determined that every position with the school system, regardless of whether the position is located in a school or elsewhere, potentially entails contact with students, either on a regular, occasional, or emergency basis. For that reason, no individual who is a registered sex offender subject to the provisions of policy 5022, Registered Sex Offenders, will be hired for any position with the school system.

In addition, each contract executed by the board with an independent contractor or for services of independent contractors must require the contractor to check sex offender registries as specified in policy 5022, Registered Sex Offenders.

D. SELECTION

1. Qualifications

Candidates for employment must be selected based upon their likely ability to fulfill duties identified in the job description as well as performance standards established by the board. In making the determination, the following information must be considered:

- a. application;
- b. education and training;
- c. licensure and certification (when applicable);

- d. relevant experience;
- e. personal interviews; and
- f. references and/or background checks.

When several applicants for the same position are equally qualified and suitable for the position, employees' qualifications and suitability for the job being equal, personnel within the school system will be given priority.

2. Nepotism

When making recommendations for the selection and assignment of personnel, the superintendent ~~will give every consideration to conditions which could result in the employment of two members of an immediate family where one member would occupy a position which has~~ shall attempt to avoid situations in which one employee occupies a position in which he or she has influence over the employment status, including hiring, salary, and promotion, of another employee who is a member of the first employee's family. No administrative or supervisory personnel may directly supervise a member of his or her immediate family defined as spouse, children, siblings, or parents.

3. Employment Procedures

All applicants selected for employment must be recommended by the superintendent and approved by the board. In situations in which the employee must be hired between board meetings, the superintendent is authorized to approve hiring such personnel, contingent upon approval by the board at its next scheduled board meeting.

State guidelines must be followed in selection and employment procedures. The superintendent shall develop any other procedures necessary to implement this policy.

The superintendent shall develop procedures for verifying new employees' legal status or authorization to work in the United States as required by law.

Legal References: Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 *et seq.*; Americans with Disabilities Act of 1990, 42 U.S.C. 12101 *et seq.*; Equal Educational Opportunities Act of 1974, 20 U.S.C. 1703; Equal Pay Act of 1963, 29 U.S.C. 206; Fair Credit Reporting Act, 15 U.S.C. 1681 *et seq.*; Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. 2000ff *et seq.*; Military Selective Service Act, 50 U.S.C. Appx. 453; Rehabilitation Act of 1973, 29 U.S.C. 794; Title VII of the Civil Rights Acts of 1964, 42 U.S.C. 2000e *et seq.*; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*; Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. 4301 *et seq.*; 8 U.S.C. 1101 *et seq.*; *Green v. Missouri Pacific Railroad* (8th Cir. 1975); *Enforcement Guidance on the Consideration of Arrest*

and Conviction Records in Employment Decisions Under Title VII of the Civil Rights Act of 1964, U.S. Equal Employment Opportunity Commission (April 25, 2012) available at http://www.eeoc.gov/laws/guidance/arrest_conviction.cfm; G.S. 14-208.18; 15A-153; 114-19.2; 115C-36, -47, -276(j), -332; 126-7.1(i), -16; 127A-202.1; 127B-10, -12, -14; 143B-421.1; 16 N.C.A.C. 6C .0313; State Board of Education Policy TCP-C-017

Cross References: Registered Sex Offenders (policy 5022)

Adopted:

DRUG-FREE AND ALCOHOL-FREE WORKPLACE

Policy Code:

7240

The board of education recognizes that reducing drug and alcohol abuse in the workplace improves the safety, health and productivity of employees. It is the policy of the board of education that a drug-free and alcohol-free workplace must be maintained.

A. PROHIBITED ACTIVITIES

The board prohibits employees from engaging in the unlawful manufacture, sale, distribution, dispensing, possession, or use of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, alcohol, stimulants, synthetic cannabinoids, counterfeit substance, or any other controlled substance as defined in (1) schedules I through VI of the North Carolina Controlled Substances Act or in (2) schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. 812) and further defined by regulation at 21 C.F.R. 1300.01 through 1300.04 , ~~or defined in schedules and 21 C.F.R. 1308.11 through 1308.15.~~ No Employees will must not be under the influence of alcohol or be impaired by the excessive use of prescription or nonprescription drugs at any time this policy is applicable. This policy is not violated by an individual's proper use of a drug lawfully prescribed for that individual by a licensed health-care provider.

~~Employees are prohibited from using or being under the influence of alcohol while acting in the course and scope of the employees' duties while at school sponsored activities or while on school property. This policy does not apply to an employee's consumption of alcoholic beverages that are served at a reception or other similar function that occurs outside the regular workday and that the employee is authorized or required to attend as a part of his or her employment duties.~~

B. APPLICABILITY

This policy governs each employee before, during, and after school hours while the employee is on any property owned or leased by the board of education; at any time during which the employee is acting in the course and scope of his or her employment with the board of education; and at any time that the employee's violation of this policy has a direct and adverse effect upon his or her job performance ~~or the board of education.~~ This policy does not apply to an employee's consumption of alcoholic beverages that are served at a reception or other similar function that occurs outside the regular workday and that the employee is authorized or required to attend as a part of his or her employment duties.

C. REASONABLE SUSPICION TO SEARCH

An employee may be subjected to a search of his or her person or belongings or school property under the employee's control if there is reasonable suspicion that the employee

has violated this policy. An employee also may be required to submit to a drug or alcohol test when there is reasonable suspicion of drug or alcohol use by the employee in violation of this policy. Reasonable suspicion shall be based on specific, contemporaneous observations concerning the physical, behavioral, speech, and/or performance indicators of drug or alcohol use. The observations must be made by a trained supervisor.

All drug and alcohol testing will be done with procedures that ensure the confidentiality and privacy interests of the employee and in accordance with law. Employees who refuse to submit to a search or a test to detect alcohol or drug use after reasonable suspicion is established may be suspended immediately pending consideration of a decision to terminate employment.

In addition, any employee, volunteer, or independent contractor who operates a commercial motor vehicle in the course of duties for the board may be subject to drug testing in accordance with policy 7241, Drug and Alcohol Testing of Commercial Motor Vehicle Operators.

The board will cover the cost of any required employee testing.

C.D. DUTY TO REPORT

An employee must notify his or her supervisor in writing of any conviction under any criminal drug statute for a violation occurring within the scope of Section B of this policy. Notification must be given no later than the next scheduled business day after such conviction, in accordance with policy 7300, Staff Responsibilities. Within 10 days of receiving a notice of conviction by an employee whose position is funded in any part by a federal grant, the director of human resources or designee shall notify the funding agency of the conviction. "Conviction" as used in this policy includes the entry in a court of law or military tribunal of: (1) a plea of guilty, *nolo contendere*, no contest or the equivalent; (2) a verdict or finding of guilty; or (3) a prayer for judgment continued ("PJC") or a deferred prosecution.

D.E. CONSEQUENCES

Violation of this policy will subject an individual to disciplinary action by the board of education that could result in non-renewal or termination of employment with the school system or the requirement that the employee participate satisfactorily in a drug or alcohol abuse assistance or rehabilitation program approved by the board of education or federal, state or local health, law enforcement, or other appropriate agency. Information concerning available counseling, rehabilitation, and re-entry programs will be provided to employees.

~~This policy is not violated by an individual's proper use of a drug lawfully prescribed for that individual by a licensed health care provider. This policy will be distributed to all employees. All employees shall receive a copy of this policy.~~

Legal References: 21 U.S.C. 812; 41 U.S.C. 701 et seq.; 21 C.F.R. 1300.01-.04 and 1308.11-1308.15; G.S. 20-138.2B; 90-89 to -94; 115C-36; O'Connor v. Ortega, 480 U.S. 709 (1987)

Cross References: Drug and Alcohol Testing of Commercial Motor Vehicle Operators (policy 7241), Staff Responsibilities (policy 7300)

Adopted:

The board recognizes the importance of establishing a clear contractual relationship with the superintendent. The board, upon selection of a candidate or upon reappointment of the incumbent superintendent, will enter into an explicit contractual agreement with the superintendent that meets, at a minimum, the requirements of state law. The contract will be voted upon by the board in open session at a duly called meeting after the members of the board have had an opportunity to review the final written document. If the contract is approved, the open session minutes of the board will reflect that the board voted to approve the contract and will include the executed written document as an attachment.

Any subsequent revisions to or extensions of the superintendent's contract, including any additional compensation, will likewise be voted upon by the board in open session at a duly called meeting of the board after the board members have had an opportunity to review the written amended document. If amendments to the contract are approved, the open session minutes of the board will reflect that the board voted to approve the amendments and will include the executed written document as an attachment.

The terms of the contract between the board and the superintendent will include general responsibilities, professional activities, evaluations, salary, vacation, and leave arrangements, and other benefits. The contract also may specify performance expectations, including expectations related to board goals and objectives and State Board standards for student success. The superintendent's contract, as well as any amendments, will be signed by the board chair and vice chair on behalf of the board and must be pre-audited by the finance officer.

In the event that the superintendent's contract is terminated, the board will take appropriate and necessary action to help ensure the continuous smooth operation of the school system.

Legal References: G.S. 115C-47(13), -47(15), and -47(16), -271 to -275

Cross References:

Adopted:

DEPUTY/ASSOCIATE/ASSISTANT SUPERINTENDENT CONTRACTS

Policy Code:

7422

The board recognizes the importance of establishing a clear contractual relationship with its deputy/associate/assistant superintendents. The board, upon the recommendation of the superintendent, may choose to elect deputy/associate/assistant superintendents. Any individuals hired into these positions will be hired pursuant to an explicit written contractual agreement that meets the requirements of state law. Any such contract will be voted upon by the board in open session at a duly called meeting after the members of the board have had an opportunity to review the final written document. If the contract is approved, the open session minutes of the board will reflect that the board voted to approve the contract and will include the executed written documents as an attachment.

Any subsequent revisions to or extensions of the deputy/associate/assistant superintendent's contract, including any additional compensation, will likewise be voted upon by the board in open session at a duly called meeting of the board after the board members have had an opportunity to review the written amended document. If the amendments are approved, the open session minutes of the board will reflect that the board voted to approve the amendments to the contract and will include the executed written document as an attachment.

The terms of the contract between the board and the deputy/associate/assistant superintendent will include general responsibilities, professional activities, evaluations, salary, vacation and leave arrangements, and other benefits. The contract also may specify performance expectations, including expectations related to board goals and objectives and State Board standards for student success. The contract, as well as any amendments, will be signed by the board chair and vice chair on behalf of the board and attested to by the superintendent and must be pre-audited by the finance officer.

Legal References: G.S. 115C-47(17), -278

Cross References:

Adopted:

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

A. STANDARD FOR INITIAL, EXTENDED, OR RENEWED CONTRACTS

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

B. TERM OF CONTRACT

1. Initial Contracts

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

2. Subsequent Contracts

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

C. PERFORMANCE EXPECTATIONS

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

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

D. PROCEDURE FOR NEW, RENEWED, OR EXTENDED CONTRACTS

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

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

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

Adopted:

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*, available at <http://www.ncpublicschools.org/district-humanresources/key-information>.

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.

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.

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 -0405; State Board of Education Policy TCP-D-003, North Carolina Public Schools Benefits and Employment Policy Manual (N.C. Dept. of Public Instruction, current version), available at <http://www.ncpublicschools.org/docs/humanresources/district-personnel/key-information/information/policymanual.pdf>
<http://www.ncpublicschools.org/district-humanresources/key-information>

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: May 9, 2013

Revised: January 9, 2014

The purpose of voluntary shared leave is to enable employees to donate earned leave to a fellow employee who has exhausted all earned leave and continues to be absent due to serious medical conditions.

Donations made pursuant to this policy are voluntary. No employee should feel pressured or coerced to participate. The donating employee may not receive compensation in any form for the donation of leave. Any employee found guilty of giving or receiving compensation may be subject to dismissal as outlined in G.S. 115C-325 applicable state law.

Administrative procedures in conformance with State Board of Education policies will be developed and made available in the human resources office.

Legal References: G.S. 115C-12.2, -47, -325 (applicable to career status teachers), -325.1 et seq. (applicable to non-career status teachers), -336; 16 N.C.A.C. 6C .0402; North Carolina Public Schools Benefits and Employment Policy Manual (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:

Adopted:

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

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

A. RECORDS MAINTAINED

The following records must be maintained in the personnel file:

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

B. CERTAIN EMPLOYEE RECORDS MAINTAINED SEPARATELY

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

1. Pre-Employment Information

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

2. Criminal Record Check

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

3. Medical Information

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

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

4. Complaints/Reports of Harassment or Discrimination

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

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

C. PLACEMENT OF RECORDS IN PERSONNEL FILE

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

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

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

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

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

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

As provided in policy 7900, Resignation, if a career employee who has been recommended for dismissal under ~~G.S. 115C-325(e)(1)~~ the applicable state law resigns without the written consent of the superintendent, then: (1) the superintendent shall report the matter to the State Board of Education; (2) the employee shall be deemed to have consented to the placement of the written notice of the superintendent's intention to recommend dismissal in the employee's personnel file; and (3) the employee shall be

deemed to have consented to the release to prospective employers, upon request, of the fact that the superintendent has reported this employee to the State Board of Education. For purposes of this provision, "career employee" means (1) a teacher or an administrator with career status, or (2) an administrator or a ~~probationary~~ non-career status teacher during the term of his or her contract.

D. ACCESS TO PERSONNEL FILE

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

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

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

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

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

F. PUBLIC INFORMATION

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

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

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

G. REMOVAL OF RECORDS

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

Legal References: Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. 2000ff *et seq.*; No Child Left Behind Act of 2001, 20 U.S.C. 6311(h)(6); G.S. 114-19.2; 115C-36, -47(18), -209.1, -288(g), -319 to -321, -325(b) and (o) (applicable to career status teachers), -325.2 and -325.9 (applicable to non-career status teachers); 16 N.C.A.C. 6C .0313

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

Adopted:

PETITION FOR REMOVAL OF PERSONNEL RECORDS

Policy Code:

7821

Any employee may petition the board of education to have removed from his or her personnel file any information that the employee believes to be invalid, irrelevant, or outdated. The board may order the superintendent to remove said information if it finds the information is invalid, irrelevant, or outdated.

1. The petition must be in writing, signed by the employee, and submitted to the ~~assistant superintendent~~ of human resources department.
2. The petition must identify the specific information in question and the reasons for claiming it is invalid, irrelevant, or outdated.
3. The written petition and the information in question, together with a recommendation from the superintendent or designee, must be submitted by the administration to a panel of the board consisting of not less than two members appointed by the chairperson.
4. The board panel must review the petition and the information in question and may make a decision including, but not limited to, the following:
 - a. deny the request for removal;
 - b. make a specific finding that the information in question is “invalid, irrelevant, or outdated” and instruct the superintendent to remove the information in question from the employee’s personnel file;
 - c. make a specific finding that the information in question is “invalid, irrelevant, or outdated”, but decide to leave the information in question in the employee’s personnel file and add to the personnel file a copy of the petition, the superintendent’s recommendation, and the panel’s findings;
 - d. request more written information from the petitioner and/or the person who submitted the information in question for placement in the petitioner’s personnel file;
 - e. schedule a hearing to allow both parties to present additional information; or
 - f. such other appropriate action as the panel may deem proper.
5. The decision of the panel will constitute the decision of the full board.

Legal References: G.S. 115C-36, -47, -325(b) (applicable to career status teachers), -325.2 (applicable to non-career status teachers)

Cross References:

Adopted:

A. PROFESSIONAL EMPLOYEES

Professional employees who intend to resign for any reason are encouraged to indicate their plans in writing at as early a date in the school year as possible, such as when plans become firm and/or the decision to leave the school system is made. A resignation becomes effective at the end of the school year in which it is submitted. A resignation for any other time requires 30 days' notice unless the superintendent consents to a shorter notice period.

If a teacher has not been recommended for dismissal but fails to meet the notice requirements and the superintendent does not consent to a waiver of notice, the superintendent shall inform the board and recommend to the board whether a request should be made to the State Board of Education to revoke the teacher's license for the remainder of the school year. The superintendent shall place a copy of the request in the teacher's personnel file.

If a ~~career employee~~ teacher who has been recommended for dismissal under ~~G.S. 115C-325(e)(1)~~ the applicable state law resigns without the written consent of the superintendent, then: (1) the superintendent shall report the matter to the State Board of Education; (2) the employee shall be deemed to have consented to the placement of the written notice of the superintendent's intention to recommend dismissal in the employee's personnel file; (3) the employee shall be deemed to have consented to the release to prospective employers, upon request, of the fact that the superintendent has reported this employee to the State Board of Education; and (4) the employee shall be deemed to have voluntarily surrendered his or her license pending an investigation by the State Board of Education to determine whether to seek action against the employee's license. ~~For purposes of this section, "career employee" means (1) a teacher or administrator with career status, or (2) an administrator or probationary teacher during the term of his or her contract.~~

B. ALL EMPLOYEES

Letters of resignation must be submitted to the superintendent. Resignations may be accepted, on behalf of the board, by the superintendent or designee. To help ensure the smooth operation of the schools, 30 days' notice is requested whenever possible.

~~The Assistant Superintendent of Human Resources will discuss reasons for leaving with all employees who resign. In addition,~~ Each employee who is leaving the school system may arrange to meet with any director, supervisor, or administrator to discuss his or her ~~the~~ reasons for leaving and to identify any practices or policies that he or she feels are detrimental to the objectives of the school system. To the extent possible, statements made by employees will be confidential.

Legal References: G.S. 115C-47, -325(e), and -325(o) (applicable to career status teachers), -325.4 and -325.9 (applicable to non-career status employees)

Cross References: Personnel Files (policy 7820), Professional Employees: Demotion and Dismissal (policy 7930)

Adopted:

CLASSIFIED PERSONNEL: SUSPENSION AND DISMISSAL

Policy Code:

7940

Classified positions are critical to the effective operation of the school system. The board encourages open communication between classified employees and their supervisors. When performance problems arise, supervisors are encouraged to communicate clearly in oral or written form the nature of the deficiencies and to provide a reasonable opportunity to improve. Any written notices or reprimands will be included in the employee's central office personnel file. All employees are expected to meet job requirements and to seek clarification and guidance when needed to fulfill these requirements.

A. SUSPENSION

The superintendent or designee may suspend an employee without pay as a disciplinary sanction. The superintendent shall provide written notice of the suspension without pay to the employee. This notice will be placed in the personnel file. The suspension without pay may begin immediately. An employee has 10 calendar days from the date of receiving written notice of the superintendent's decision to take the following actions: (1) request written notice of the reason(s) for the superintendent's decision and (2) request an appeal before the board of education regarding the decision to suspend without pay. If notice of the reason(s) for the suspension is requested, such notice must be provided prior to any board hearing on the decision. If an appeal is not made within this time, an appeal is deemed to be waived. An employee may appeal a suspension on the grounds that there was no rational basis for the suspension; the suspension was discriminatory or was used for harassment; or board policies were not followed.

Upon receiving a request for an appeal, the chairperson may designate a panel of three board members to review the decision. The chairperson of the board or the panel may establish rules for an orderly and efficient hearing. The employee will be notified in writing of the decision of the board to uphold, reverse, or modify the superintendent's decision. An employee will receive back pay for any period of suspension without pay that is not upheld by the board.

B. TERMINATION

As "at will" employees, employees in classified positions may be terminated on any nondiscriminatory basis, including inadequate performance, misconduct, failure to follow board policies, or a reduction in staff. All terminations to reduce staff will be in accordance with policy 7921, Classified Personnel Reduction. All other terminations will be made pursuant to this policy. The superintendent has the authority to terminate at-will employees. The superintendent should provide written notice to the employee and the board of the decision to terminate. An employee has 15 calendar days from the date of receiving notice of the superintendent's decision to take the following actions: (1) request written notice of the reason(s) for the superintendent's decision and (2) request an appeal of the decision to the board of education. If notice of the reason(s) for the

termination is requested, such notice must be provided prior to any board hearing on the termination. The termination is effective during the period of appeal.

Upon receiving a request to appeal the superintendent's decision to terminate, the chairperson may appoint a panel of three board members to review the decision. The employee has the burden of establishing that the termination was based on an illegal discrimination. The superintendent may offer evidence to substantiate that the dismissal was for a nondiscriminatory reason, such as prior warnings or remedial efforts.

The hearing procedures established in policy 2500, Hearings Before the Board, will be followed. The chairperson will provide written notice of the decision to the employee and the superintendent as soon as practicable after reaching a decision. The board may uphold the superintendent's decision or reinstate the employee for any reason it deems proper, so long as the board's reason is not discriminatory.

Any employee who has been dismissed for cause will be ineligible for reemployment.

This policy is not intended to create any property rights or an implied or express contract between the board and the employee other than what is provided by law.

Legal References: 29 U.S.C. 621 *et seq.*; 29 U.S.C. 794 *et seq.*; 42 U.S.C. 1981; 42 U.S.C. 12101; G.S. 115C-45(c), -47

Cross References: Hearings Before the Board (policy 2500), Classified Personnel Reduction (policy 7921), Annual Independent Audit (policy 8310)

Adopted:

NON-CAREER STATUS TEACHERS: NONRENEWAL

Policy Code:

7950

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

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

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

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

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

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

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

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

Cross References: Teacher Employment Contracts (policy 7410), Professional Personnel

Reduction in Force (policy 7920), Professional Employees: Demotion and Dismissal (policy 7930)

Adopted: March 8, 2012

Updated: January 9, 2014, June 12, 2014

Proposal to Add the Following Courses to Asheboro High School

Calculus BC

Course Number:	25027X0
Credit:	1
GPA Added Value:	2

Calculus BC is a full-year course in the calculus of functions of a single variable. It includes all topics taught in Calculus AB plus additional topics, but both courses are intended to be challenging and demanding; they require a similar depth of understanding of common topics. The content of Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for Calculus AB.

Adobe Visual Design

Course Number:	11312XO
Recommended Maximum Enrollment:	20
Credit:	1
Grade Level:	9-12
Prerequisite:	None

This course is a project-based course that develops ICT, career, and communication skills in print and graphic design using Adobe tools. This course is aligned to Adobe Photoshop, In-design, and ***Illustrator certification***. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing. Apprenticeship and cooperative education are possible for this course. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Digital Media

Course Number:	1A312XO
Recommended Maximum Enrollment:	20
Credit:	1
Grade Level:	9-12
Prerequisite:	None

This course provides students with industry knowledge and skills in the overall digital media design field. Areas covered in these two courses include graphics, animation, video, and web design. Industry certifications are used to align curriculum with industry needs. An emphasis is placed on the concepts of graphic design, various digital media technologies, non-linear editing, product development and design, and career development. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Geometry is recommended as preparation for this course.

Advanced Digital Media

Course Number:	IA322XO
Recommended Maximum Enrollment:	20
Credit:	1
Grade Level:	10-12
Prerequisite:	IA31 Digital Media

This course provides students with industry knowledge and skills in the overall digital media design field. Areas covered in these two courses include graphics, animation, video, and web design. An emphasis is placed on the fundamental concepts of graphic design, various digital media technologies, non-linear editing, product development and design, and career development. Art, English language arts, and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

Resolution Supporting Local Control of School Calendars

WHEREAS, the North Carolina General Statutes give local boards of education powers of supervision and control of local school systems; and

WHEREAS, local control over establishing school calendars is an integral component of school system supervision and administration powers with which local boards of education have been vested; and

WHEREAS, State law has usurped local control by imposing a one-size-fits-all mandate on how school calendars are to be set; and

WHEREAS, by usurping local control, the current calendar law has led to the calendar for high schools, community colleges and universities being out of alignment by approximately two weeks, causing scheduling problems. College courses now begin before high school students complete January final exams; and

WHEREAS, by usurping local control, the current calendar law has created a situation where fall semester cannot be completed before the winter break, forcing exams to be administered after the break. This means that students get no break without assessments/assignments pending; and

WHEREAS, by usurping local control, the current calendar law has led to a decrease in the amount of instructional time students have prior to taking Advanced Placement and International Baccalaureate tests; and

WHEREAS, the State-mandated calendar law strictly limits the number of days that can be scheduled as inclement weather days, increasing the likelihood of unpopular days like the Wednesday before Thanksgiving, spring break, and Saturdays being used as make-up days. In other cases, districts facing scheduling challenges due to inclement weather may shorten the number of days in the school year and increase the length of school days. But longer school days can negatively impact learning as children reach a point where they stop effectively absorbing the information they are being given; and

WHEREAS, it is well-documented through multiple studies that children will experience learning loss during the summer months where they are away from the classroom and not engaging in educational activities, a phenomenon known as summer learning loss and which has a disproportionate impact on low-income children; and

WHEREAS, long summer breaks can also negatively impact child nutrition, as low-income children who have access to regular meals at school through the free and reduced priced meal program may not have access to regular meals at home; and

WHEREAS, by mandating that every school calendar go into June, the current calendar law has forced retiring teachers who want to finish the school year to wait until July to retire, placing large burdens on the retirement system every July; and

WHEREAS, the schedule for fall athletics has not changed to coincide with the State-mandated school calendar. This means most schools have played two football games before school even begins; and

WHEREAS, restoring local control of school calendars will allow local boards of education to best meet the unique educational needs and school calendar preferences of the children and families within their communities while allowing for innovative experimental approaches to dealing with summer learning loss.

THREFORE, be it resolved that the Asheboro City Schools' Board of Education requests that local control over school calendars be returned to local boards of education.

Adopted by the Asheboro City Schools' Board of Education this 12th day of February, 2015.

Jane Redding, Chairman
Board of Education, Asheboro City Schools

Terry W. Worrell, Ed.D. Superintendent
Asheboro City Schools

Resolution Concerning Driver Education Funding

WHEREAS, local school districts in North Carolina are legally required to provide and operate driver education courses; and

WHEREAS, costs for operating driver education courses have historically been covered by earmarked appropriations from the Highway Trust Fund; and

WHEREAS, driver education is a key component of the graduated driver's license program, which has effectively helped reduce teen motor vehicle accidents and fatalities; and

WHEREAS, the 2014 State budget moved all Highway Trust Fund appropriations for the driver education program to non-recurring for 2014-15 and stated it was the State's intent to eliminate the funding in its entirety beginning July 1, 2015; and

WHEREAS, school districts have the authority to charge fees to Driver Education participants, but that fee is capped at \$65 per student while the estimated operational cost per student is estimated to be between \$170 and \$350; and

WHEREAS, if the State follows through on the elimination of funding for the driver education program, it would impose yet another unfunded mandate on local school systems, who would have to find a way to cover the substantial gap between the allowable maximum fee that can be charged and the actual cost of operating this required program; and

WHEREAS, an unfunded driver education mandate would force school districts to either take drastic cuts to instructional services, which would harm students in the classroom, or cut back access to the driver education program through reduced services, which would cause some students to be denied the invaluable and successful training of the graduated licensing program.

NOW, THEREFORE, BE IT RESOLVED, that the Asheboro City Board of Education strongly objects to an unfunded driver education mandate.

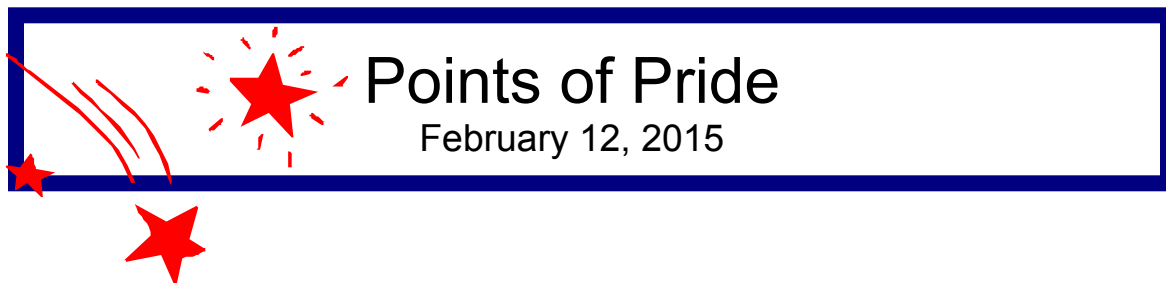
THEREFORE, BE IT FURTHER RESOLVED, that the Asheboro City Board of Education respectfully requests that the General Assembly revisit its decision to sunset driver education program funding on July 1, 2015, and either restore the full Highway Trust Fund allocation or establish another funding source that does not cut into other education allotments.

Adopted by the Asheboro City Board of Education this the twelfth day of February, 2015.

Jane Redding, Chairman,
Board of Education, Asheboro City Schools

Terry Worrell, Ed.D. Superintendent,
Asheboro City Schools

School/Location	Date	Event	Time
PDC	Monday, Feb. 9	8th grade FAN Parent Mtg. (preparing for AHS registration)	6:30pm
PDC	Thursday, Feb. 12	Board of Education Meeting	7:30pm
LP	Friday, Feb. 13	Dining with Dads	1:00pm
PDC	Tuesday, Feb. 17	District Spelling Bee	7:00pm
AHS Cafeteria	Wednesday, Feb. 18	Chinese Spring Festival Luncheon	11:45-1:45 (floating)
NAMS	Friday, Feb. 20	MS Battle of the Books	10:30am
AHS PAC	Friday, Feb. 27	All-Randolph County Honor Band Concert	7:30pm
AHS PAC	Thursday, March 5	AHS Chorus Concert	7:30pm
	Friday, March 6	ACS 110th Birthday; Teacher Workday	
AHS PAC	Tuesday, March 10	MS Band Concert	7:30pm
Arts Guild	Wednesday, March 11	Youth Art Month Reception	4:00-6:00pm
AHS PAC	Thursday, March 12	AHS Band Concert	7:30pm
PDC	Thursday, March 12	Board of Education Meeting	7:30pm
All Elementary Schools	Tuesday, March 17	Kindergarten Registration/Information Session	4:00-7:00pm (floating)
Randolph Public Library	Tuesday, March 17	NAMS Report Card Pick Up	6:00pm
LP	Thursday, March 19	Elementary Battle of the Books	9:30pm
Nashville, TN	March 21 - 23	National School Boards Association Conference	
PDC	Monday, March 23	5th Grade FAN Parent Mtg. (preparing for transition to middle school)	6:30pm
AHS	March 23 and 24	Central District Concert Band Festival (AHS hosting)	All Day
LP	Wednesday, March 25	Curriculum Night	TBD
AHS New Gym	Wednesday, April 1	ACS Annual Digital Expo	2:30-3:15 Viewing; 3:15-4pm Awards
PDC	Thursday, April 16	Board of Education Meeting	7:30pm
AHS PAC	April 16 - 18	AHS Park Street Players Spring Play	7:00pm
AHS PAC	Sunday, April 19	AHS Park Street Players Spring Play	2:00pm
GBT	Thursday, April 30	District AIG Expert Project Fair	5:00pm
	May 4 - 8	Teacher Appreciation Week	
PDC	Thursday, May 14	Board of Education Meeting	7:30pm
Pinewood Country Club	Wednesday, May 20	Teacher of the Year Banquet	6:00pm



Student achievements:

- Middle School Science Fair winners announced
- Ten AHS Athletic Teams recognized by the NCHSAA as scholar teams
- NAMS Basketball team earned the Otus C. Thomas Sportsmanship Award
- SAMS Earth & Environmental students completed a project-based learning unit on hydraulic fracturing
- Yulissa Hernandez, AHS, Asheboro City Schools Holiday Card winner
- NAMS held their Junior Beta Club induction
- CWM Globetrotter's presentation to Rotary Club

Staff recognition:

- Lynn Fisher and Chandra Manning, AHS, National Board Certification renewal
- Wendy Graham, BAL, named STAR Educator by Discovery Education
- NAMS recognized as Signature School
- Cecil Mock, AHS, 2015 Class of the National Wrestling Hall of Fame

Parent involvement:

- PTO/PTA President's Round Table

Events bringing community into our schools:

- Middle School Science Fair
- Hour of Code held at AHS

Board of Education:

- Board Appreciation Luncheon held at Lindley Park
- Legislative Breakfast held at the Early Childhood Development Center
- Winter Retreat



Asheboro City Schools

...the subject is excellence!

BOARD OF EDUCATION GOALS 2014-2015

STRATEGIC GOAL:

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

STRATEGIC OBJECTIVES:

1. Engage each student

- A. Teach the standards through the lens of the **4 C's** (with particular focus on communication and collaboration).
 - Elementary teachers are receiving on-going professional development and support for engaging students in meaningful learning through individual and collaborative experiences that promote making sense of ideas and reasoning. In mathematics, the professional development focuses on utilizing the 8 mathematical practices during each lesson with a particular emphasis on: students explaining their thinking, justifying their conclusions, communicating their thinking, and responding to the arguments of others. DLL, LP, and CWM have received this PD and support the first semester. GBT and BAL will be receiving this support as a second semester focus.
 - In all subjects, Instructional Facilitators are guiding the following instructional practices:
 - Establish goals to focus learning
 - Implement tasks that promote reasoning and problem solving
 - Facilitate meaningful discourse
 - Pose purposeful questions
 - Build conceptual understanding
 - Support productive struggle
 - Elicit and use evidence of student thinking
 - The Digital Learning Expo is planned for April 1, 2015. K-12 students are asked to submit projects that demonstrate how they have used technology to help them solve a real-world problem. Projects will be evaluated in the following categories:
 - Creativity and Innovation
 - Communication and Collaboration
 - Critical Thinking, Problem Solving, and Decision Making
 - B. Implement **Problem-Based Learning units** using the district-wide PBL protocol and appropriate performance rubrics at each school
 - On August 19, 2014 all secondary teachers participated in Problem Based Learning professional development. The sessions were led by Jennifer Smith, Nathan Craver, Dr. Julie Pack, Chandra Manning and Betsy Hammond
 - C. Identify and nurture problem-based **partnerships with the community** and beyond for planning and evaluating real world solutions.
 - Utilized community partnership including industry, intermediaries, and educational institutions to complete the Pathways to Prosperity process Fall 2014

- D. Implement **global awareness** recommendations.
- September 22 – Dr. Worrell, Jennifer Smith, Brian Saunders, Jusmar Maness and Julie Brady attended a VIF Splash Symposium in Chapel Hill. This team, along with Dr. Maerz and Dubraska Stines, continues to explore dual-language immersion programs and other global awareness initiatives. Our next steps include continued visits to schools with dual-language immersion programs, analysis of demographically similar immersion schools’ data, and talking more with the other elementary principals and BOE.
 - December 4 - Jennifer Smith, Brian Saunders, Jusmar Maness, Julie Brady, and Dubraska Stines visited the dual-language immersion program at Siler City Elementary in Chatham County.
- E. Continue **Positive Behavior Instructional Support** program at each school.
- Each school is in the process of completing their Implementation Inventory in order to help them determine their areas of strength and areas of need in the use of Positive Behavioral Instructional Supports.
 - Professional development on strategies for de-escalating student behavior is being provided to all staff during the months of December, January and February.
- F. Continue to address **discipline disproportionality**.
- Charlie Lyons and PBIS team members presented a session at the North Carolina Exceptional Children’s Conference titled “Integrating PBIS and Connected Schools to Problem-Solve and Decrease Disproportionality.”
- G. Implement district-wide program to prevent **bullying**.
- Dr. Rice has completed staff training with each school about bullying to insure all staff received the same message. He shared:
 - North Carolina General Statute 115C-407—Bullying and harassing behavior.
 - The legal definition of bullying.
 - The age appropriate working definitions created by the ACS task force.
 - The importance of and the responsibility of staff to report.
 - Dr. Rice has also worked with guidance counselors to organize common lessons to be used in our schools in October, which is Bullying Prevention Month.
- H. Implement updated lockdown and **crisis plan procedures**.
- Crisis plans have been updated, including new lock-down procedures. All schools have completed a lock-down drill using the new procedures.
- I. Implement approved **technology plan**.
- Dr. Maerz added the NC Test App for online testing. High School Chromebooks will be monitored for use on practice tests before the administration of the fall 2015 EOC Assessments.
- J. Provide professional development and support for teachers on **the SAMR model for integrating technology** and other identified needs based on staff surveys.
- K. Implement support for **new Chromebook devices** at AHS. Redistribute AHS laptops as needed throughout the district.

- On August 24, 2014, all Asheboro High School students received Chromebooks. A special thank you to Tina Webster, Laura Holland, Carla Shinn, Linda Gerringer, Dr. Toth, Mr. Eggleston, Mr. Mock, Dr. Crooks, Lee Clark, Nathan Craver, the technicians, teachers and students, this process went very smoothly and minimal class time was missed. The entire distribution took less than two hours. Currently, we redistributed 250 AHS laptops (50 per school) to our elementary schools to be used K-3. 100 laptops were shifted to SAMS to offset increased enrollment. We redistributed approximately 100 refurbished laptops to replace the oldest teacher computers. We set aside laptops for the high school to support students participating in the NCVPS program. The remaining laptops are being categorized into discards for parts, spares for current laptops in rotation that become damaged or broken, and reserves for future growth and needs.

2. Assess for learning

- Determine how to **systematically capture and share student data** at the classroom, school and district levels as it is collected to inform instruction and intervention.
 - Instructional Facilitators, Wendy Rich and Julie Pack have devised a system-wide plan to analyze district benchmark data and make instructional plans to help students that have not mastered the content this six-week period.
 - Successful Benchmark 1 administration with immediate scoring, analysis, and adjustment of instruction.
 - Successful Benchmark 2 administration with immediate scoring, analysis, and adjustment of instruction.
 - Due to the number of assessments being administered at the end of the first semester (EOC, CTE Post-Assessments, NC Final Exams, ITBS/CogAT in Grade 7, MS CTE Post- and Pre-Assessments, and NAEP), the administration of the semester benchmarks will be a school-level decision.
- Develop an **online platform for sharing common assessments** linked to curriculum standards and units.
 - Dr. Maerz attended Regional Training for the use of SchoolNet for classroom and benchmark assessments.
 - Dr. Maerz has begun meetings with PLCs on the development and use of SchoolNet for common assessments.

3. Improve achievement

- Share newly developed district literacy plan with teachers and staff and provide professional development aligned with the plan.
 - The Instructional Facilitators developed training modules for the elementary literacy components. Teachers at Balfour Elementary were successfully trained on these modules on September 23. Loflin Elementary will be the next school to receive this training.
 - (November) Met with UNCG Partners to apply for NC Quest Grant to do 2nd round of PD focused on writing.

- Reading Foundations training has had 3 of the 5 professional development sessions for ALL elementary teachers to improve literacy assessment and instruction.
- B. Pilot **consistent phonics instructional approach** in pre-kindergarten and kindergarten classrooms at each school site.
- Two kindergarten teachers from each elementary school and three administrators received a full day of Letterland training on August 8.
 - Letterland is being implemented by two kindergarten teachers at each elementary school.
 - Preschool teachers and pre-K assistants received Letterland training on October 6 and it is being implemented by two pre-K teachers.
 - Instructional Facilitators are analyzing effectiveness of LetterLand using the MOY mClass data. Analysis will be ready by mid-February.
- C. Implement **writing strategies** from 2014 UNCG summer partnership initiative.
- Jennifer Smith, Dr. Julie Pack, Chandra Manning, and Wendy Rich are collaborating with UNCG School of Ed faculty on A NC Quest grant to continue professional development in writing.
 - Instructional Facilitators are sharing strategies from the UNCG 2014 Summer Institute during school-level professional development this year.
- D. Continue **Reading Foundations training** for all K-2 teachers to increase reading content knowledge and enhance instructional skills as funding is available.
- Our K-5 core teachers will have the opportunity to take the Reading Foundations training on our district's designated professional development days. They began training on October 6, 2014.
 - Reading Foundations for 150 participants will take place on October 6, January 21-22, March 6, and June 11.
 - Three of the five sessions have occurred to date.
- E. Convene Asheboro City Schools Transition Team and implement district-wide **transition plan**.
- Summer School is being planned for rising Kindergarten students that score at-risk on the Kindergarten Screening DIAL-4 Instrument.
 - We are investigating including at-risk second graders into the Third Grade Summer Reading Camp this summer. NCDPI may allow funds to be spent to include second graders.
- F. Implement **Career Cruising as the structure** for academic planning, career and academic inventories, lessons and online access for students, teachers and parents.
- Career Cruising implemented at AHS for academic planning, counselor lesson planning, including career and academic inventories during fall 2014. Scheduled implementation for middle schools during spring 2015.
- G. Determine areas of need for **middle school enrichment** not addressed in current offerings and research what activities would interest various groups of students.
- One of our board goals in our strategic plan was to increase enrichment opportunities for middle school students. In investigating this goal, we found one obstacle for allowing student participation was a lack of transportation for students whose parents could not provide transportation for afterschool activities, such as tutoring and clubs. In January, ACS began providing a 5:00 p.m. bus two days a week to allow middle school students to

participate in afterschool tutoring and enrichment learning opportunities. In addition, starting on Monday, December 8th, ACS provided an afterschool bus for students at AHS to participate in tutoring and remediation opportunities.

H. Develop process for expanding **Credit by Demonstrated Mastery** to other allowable course offerings.

- Credit By Demonstrated Mastery Process for 2015-2016 has been developed and implemented. Spring timeline has begun and Phase I of the process will take place in February 2016. Information about the process or timeline can be found on the district webpage under parent or staff resources or at <http://goo.gl/7rIFll>

4. Create opportunities

A. Develop online video curriculum resources for parents.

B. Implement **communication strategy** to increase community awareness and involvement in our schools.

- Central Office Cabinet members are beginning work on identifying community partners who will work collaboratively with ACS to offer summer enrichment opportunities for ALL students.

5. Build capacity

A. Continue district support for **teacher-led professional development** initiatives.

- Eight teachers at McCrary Elementary that participated in the Core-Math Training provided in conjunction with Wendy Rich and UNCG are leading the remaining faculty at CWM in this training this year. Their first session was September 30, 2014.
- District and school-led mini-sessions professional development on K-5 Reading Foundations was conducted on October 6.

B. Continue **Teacher Leadership Academy** for Cohort #5.

- Cohort 5 began on Tuesday, August 12, 2014.
- TLA session focusing on Conflict and Change on October 22 was led by Dr. Larry Coble (Piedmont Triad Education Director), and Dr. Brad Rice and team.
- TLA session focusing on 21st Century Best Practices on November 20 was led by Chandra Manning, Betsy Hammond, Nathan Craver, and Jennifer Smith
- TLA session focusing on School Culture on December 15 was led by Pam Johnson, Dr. Drew Maerz, and Mr. Charlie Lyons.

C. Evaluate and monitor **beginning teacher support program**.

- Beginning Teacher Support Program monitoring visit conducted on November 6, 2014. This was a thorough review of Asheboro City Schools' BTSP, support for new teachers and mentors.