

ASHEBORO CITY BOARD OF EDUCATION

February 11, 2016

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 – Josiah McSwain-Hooker and Demarkus “DJ” Shelton, Students at South Asheboro Middle School
- *D.** Approval of Agenda

II. Special Recognition and Presentations

- A.** Community Spotlight – East Side Local Development Corporation
- B.** Board Spotlight – South Asheboro Middle School
- C.** Recognition of new and renewed National Board Certified Teachers

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 21, 2016, and January 30, 2016
- B.** Asheboro High School Band Overnight Field Trip Request
- C.** Personnel

V. Information, Reports and Recommendations

- A.** Policies
 - Policy 1710/4021/7230 – Prohibition Against Discrimination, Harassment, and Bullying
 - Policy 1720/4015/7225 – Discrimination, Harassment, and Bullying Complaint Procedure
 - Policy 1750/7220 – Grievance Procedure for Employees
 - Policy 2125/7315 – Confidential Information
 - Policy 4040/7310 – Staff-Student Relations
 - Policy 7100 – Recruitment and Selection of Personnel
 - Policy 7110 – Information Provided by Applicant or Employee
 - Policy 7300 – Staff Responsibilities
 - Policy 7400 – Job Descriptions
 - Policy 7405 – Extracurricular and Non-Instructional Duties
 - Policy 7440 – Assignments/Reassignments/Transfers
 - Policy 7500 – Workday and Overtime
 - Policy 7730 – Employee Conflict of Interest
 - Policy 7810 - Evaluation of Licensed Employees
 - Policy 7911 – Re-employment of Retired Personnel
 - Policy 7920 – Reduction in Force: Teachers and School Administrators

VI. Action Items

- *A.** Policies
 - Policy 1010 – Board Authority and Duties
 - Policy 1100 – Governing Principles

- Policy 1200 – Governing Principle – Student Success
 - Policy 2120 – Code of Ethics for School Board Members
 - Policy 2121 – Board Member Conflict of Interest
 - Policy 2123 – Board Member Opportunities for Development
 - Policy 2341 – Quorum
 - Policy 2400 – Board Policies
 - Policy 3405 – Students at Risk of Academic Failure
 - Policy 3430 – School Improvement Plan
 - Policy 4000 – Focus on Students
- *B. Addition to Middle School Course Selections

VII. Superintendent’s Report/Calendar of Events

- A. Calendar of Events
- B. Points of Pride
- C. 2015-2016 Board Goals, February Update
- D. 2016-2021 Strategic Plan Update

VIII. Board Operations

- A. Important Dates to Remember:
 - February 7-10, AdvancED (Southern Association of Colleges and Schools) Five-year Reaccreditation Visit
 - February 10, AdvancED Exit Report, 3:00 p.m., Professional Development Center
 - Thursday, February 11, 6:00 p.m., Board of Education Meeting, Joint Meeting with County Commissioners, followed by regularly scheduled meeting at 7:30 p.m.
 - Friday, February 12, Jennifer Smith Retirement Reception, 3:00-5:30 p.m., Professional Development Center
 - Tuesday, February 16, 7:00-9:00 p.m., Asheboro City Schools District Spelling Bee, Donna Lee Loflin Elementary
 - Wednesday, March 2, Read Across America
 - Thursday, March 10, Board of Education Meeting
 - Friday, March 18, 8:00 a.m., Legislative Breakfast, Professional Development Center
 - Wednesday, March 23, Digital Expo, Asheboro High School
 - April 8-11, 2016, National School Board Conference, Boston, MA
 - Thursday, April 21, Board of Education Meeting
 - May 2-6, 2016, Teacher Appreciation Week
 - Thursday, May 12, Board of Education Meeting
 - Monday, May 16, 7-9:00 p.m., Spring Sports Ceremony, Performing Arts Center
 - Wednesday, May 18, Teacher of the Year Banquet, 6:00 p.m., Pinewood Country Club
 - Wednesday, May 25, Senior Boards Night, 7-9:00 p.m., Performing Arts Center
 - Wednesday, June 8, Last Day of School for Students
 - Wednesday, June 8, 7:00 p.m., Graduation, Lee J. Stone Stadium
 - Thursday, June 9, Retirement Breakfast, 7:30 a.m., Performing Arts Center
 - Thursday, June 9, Board of Education Meeting

IX. Adjournment

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

ASHEBORO CITY BOARD OF EDUCATION
February 11, 2016
7:30 p.m.
Asheboro High School
Professional Development Center

Addendum

I. Opening

IV. *Consent Agenda

- A. Approval of Minutes – January 21, 2016, January 30, 2016, and February 10, 2016
- C. Personnel
- D. Asheboro High School DECA Chapter Overnight Field Trip Request
- E. Asheboro High School Student Council Overnight Field Trip Request

VIII. Board Operations

- A. Presentation of School Boardsmanship Certificates

IX. Executive Session

- A. Personnel

X. Adjournment

Mission Statement

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

February 11, 2016



Community Spotlight:

Our Community Spotlight for this month focuses on an individual in our community who has partnered with our middle schools in order to help prepare 6th and 8th graders for career readiness. Mr. Lennit Bligen, with the East Side Local Development Corporation, has developed a career exposure program which has been offered to over 450 students. The program has introduced our young people to a variety of career opportunities and the educational pathways they can take to obtain their goals. This program has positively impacted our students and we look forward to continuing our partnership with Mr. Bligen and the East Side Local Development Corporation. Please help me in welcoming Mr. Lennit Bligen.

Board Spotlight:

Tonight's Board of Education Spotlight features South Asheboro Middle School. SAMS administrators and staff are here this evening to share information about exciting enrichment opportunities offered to SAMS students. Enrichment activities include advanced classes, Science Olympiad, and a variety of highly active clubs sponsored by SAMS teachers. Welcome SAMS!

Special Recognition:

Jennifer Smith will pin Ms. Laura Holland in recognition of earning National Board Certification. Mr. Homiller and Ms. Hammond will also be recognized for renewing their National Board Certification in the last year as well.

National Board Certification

A Distinction that Matters for

***National Board Certification
North Carolina Department of Public Instruction***

NATIONAL BOARD

for Professional Teaching Standards®

What is National Board Certification?

- Recognition of accomplished teaching, content knowledge, and teaching pedagogy
- Evaluation of teaching practices based upon national standards
- Voluntary advanced certification
- Professional development

Board Certification: A Vehicle for Transforming Teaching



- Build a pipeline to accomplished teaching and Board Certification.
- Raise teaching standards by investing in Board Certification.
- Spread the expertise of Board-certified teachers.

Ron Thorpe's article: [Sustaining the Profession](http://bit.ly/SustainProfession)
<http://bit.ly/SustainProfession>

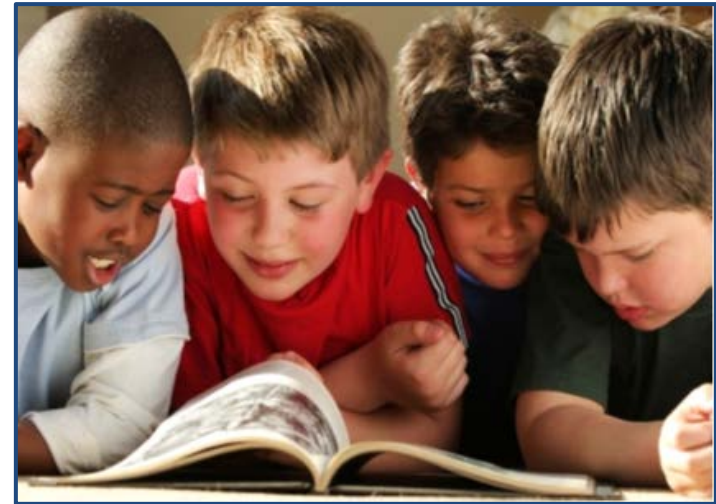
National Board Certification

Allows teachers to...

- hone their practice;
- advance their career;
- increase financial opportunities;
- gain a portable teaching license valid in many states; and
- obtain CEUs for licensure requirements.

Board-certified Teachers Impact Students

- Foster a deeper understanding of content
- Improve student learning and achievement
- Prepare future-ready students



Board-certified Teachers Impact School Culture

- Build learning communities
- Serve as school leaders
- Mentor
- Strengthen community
- Provide public distinction

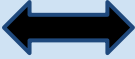



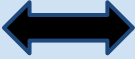


Research Supports Board-certification

New Research: Washington state: “[Board-] certified teachers are **more effective** than non-certified teachers with similar experience,” according to researchers Cowan and Goldhaber. Their findings suggest NBCTs produce gains of “approximately 2 weeks of **additional learning** in elementary classrooms and middle school reading classrooms and about 1.5 months of additional learning in middle school math classrooms (Cowan & Goldhaber, 2015).

North Carolina Research: [Charlotte, NC](#): “We found that NBCTs were **significantly more effective**...than their non-NBCT counterparts in several EOC tested courses: Algebra II, Biology, Civics and Economics, Chemistry, and Geometry” (Salvador, Baxter (2010).

NC Professional Teaching Standards and the National Board Five Core Propositions

Teachers demonstrate leadership.		Teachers are members of learning communities.
Teachers establish a respectful environment for a diverse population of students		Teachers are committed to their students and their learning.
Teachers know the content they teach.		Teachers know the subjects they teach and how to teach those subjects to their students.
Teachers facilitate learning.		Teachers are responsible for managing and monitoring student learning.
Teachers reflect on their practice.		Teachers learn systematically about their practice and learn from their experience.

NB Candidacy Eligibility Requirements

An eligible candidate must have...

- a bachelor's degree from an accredited institution;
- completed three full years of teaching or school counseling; and
- a valid teaching license or a license to practice as a school counselor.

North Carolina Loan Eligibility Requirements

A teacher must...

- be paid entirely from state funds;
- have three full years of teaching in the North Carolina Public Schools;
- have a valid standard Professional II NC license;
- have not previously used state funds for the NBC process; and
- be engaged in direct classroom instruction, library/media or school counseling work 70% of the time over the course of the academic year.

How does NC Support Board Certification ?

North Carolina...

- lends the \$1,900 assessment fee;
- provides up to three days of paid professional leave;
- provides 8.0 CEUs for completion of the process; and
- pays salary differential of 12% of base salary.

NC Loan Details



Annual Percentage Rate

3.0%

The cost of your credit as a yearly rate.

Amount Financed

\$1,900.00

The amount of credit provided on your behalf.

Finance Charge

\$116.00

The dollar amount the credit will cost you.

Total Payments

\$2,016.00

The amount you will have paid after making all payments as scheduled.

Payment Number

36

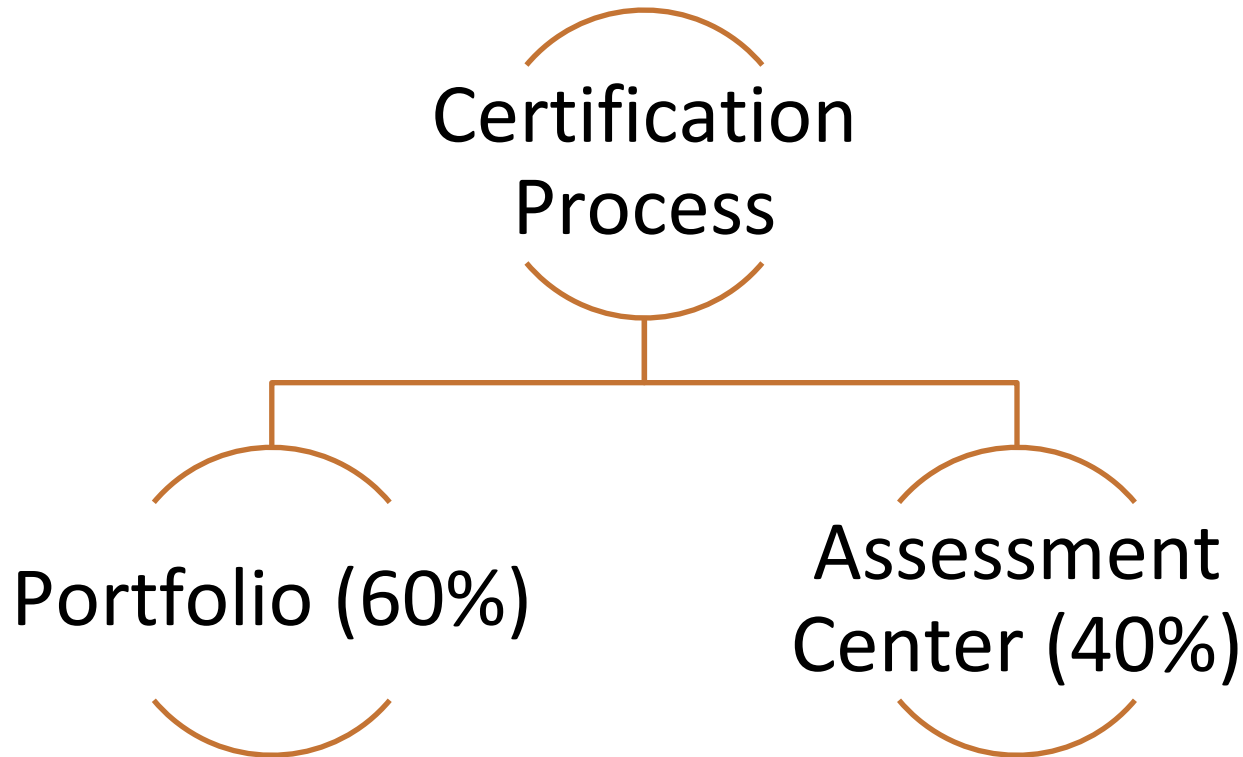
Payment Amount

\$56.00

Payments Due

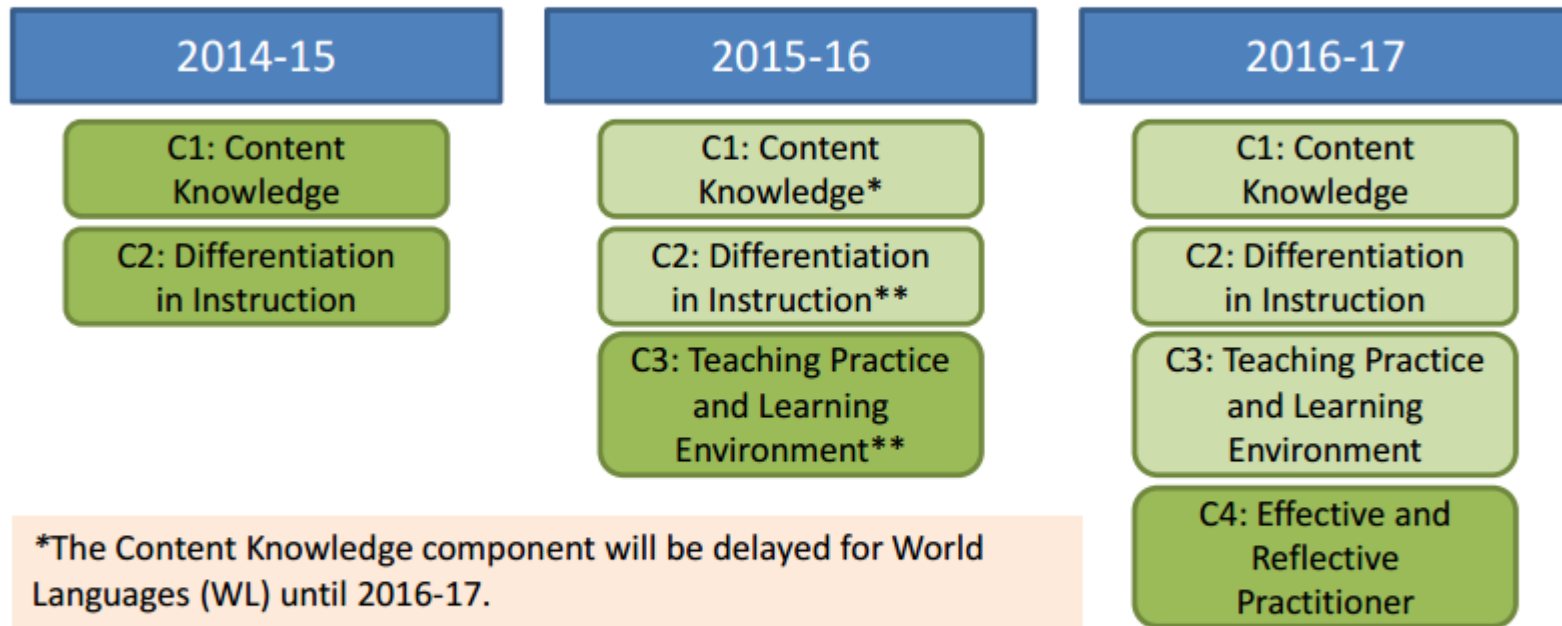
1st day of each month beginning thirteen months after funds are disbursed

Performance Based and Peer-reviewed



Revised Assessment Roll-out

National Board Certification will rollout over the course of three cycles:



*The Content Knowledge component will be delayed for World Languages (WL) until 2016-17.

**Due to ongoing revision of the Career and Technical Education (CTE) certificate, the Differentiation in Instruction and Teaching Practice and Learning Environment components will be delayed for CTE until 2016-17.

Flexibility

While teachers can complete the entire process in one year once it is fully implemented, some may choose to do so over several years if that fits better with other demands on their time.

- **All four components must be completed in 3 years**
- **Candidates still have two opportunities to retake**

Affordability

The total cost of certification will decrease from \$2500 to \$1,900, with each of the four components costing \$475.

Important price points

\$475 for each component

\$75 annual registration fee

The New Components

Component	Name	Evidence
1	Content Knowledge	Assessment Center
2	Differentiation in Instruction	Student Work
3	Teaching Practice and Learning Environment	Video
4	Effective and Reflective Practitioner	TBD

Scoring

- **Assessment Center (Component 1) – 40%**
 - Split equally between CRI and SRI
- **Portfolio (Components 2, 3, and 4) – 60%**
 - Differentiation in Instruction (C2) – 25%
 - Teaching Practice and Learning Environment (C3) – 50%
 - Reflective and Effective Practitioner (C4) – 25%

Retake Policy

A candidate can retake a portfolio entry or any one of the four parts of Component 1 regardless of score earned.

The higher score will be kept for calculating the total score on the assessment.

Candidates will be able to use an online calculator to determine how new scores would affect total scaled score.

Renewal

- National Board has revised its policy for Maintenance of Certification, and will require Board-certified teachers to demonstrate their knowledge and skills every five years. *(Adopted February 2015)*
- This new policy is aligned with the movement of 40 state licensure systems to a five-year renewal period, but also reflects the National Board's effort to make certification more affordable and efficient for all teachers, so that that it can become the norm in the profession.

National Board for Professional Teaching Standards Resources

www.boardcertifiedteachers.org

- Application for revised certification
- State-specific information
- Resources for...
 - candidates
 - support providers

The screenshot shows the homepage of the National Board for Professional Teaching Standards. At the top, the logo reads "NATIONAL BOARD for Professional Teaching Standards". Below the logo is a navigation menu with links for Home, About Certification, Get Started, In Your State, Contact Us, and Sign In. The main content area features a large image of three people (two adults and one child) looking at something together. Below this image is a section titled "Why National Board Certification?" with a sub-headline "Find out why more than 100,000 teachers have chosen to pursue National Board Certification and why they say it's the best investment of time and money they've ever made." There are three tabs: "Value for Teachers", "Value for Students", and "Value for Schools". Under "Value for Teachers", there is a video player and a "GET STARTED" button. Below this is a section titled "In Your State" with a map of the United States and a "GO TO INTERACTIVE MAP" button. The footer contains a navigation menu, a search bar, an email subscription form, and social media icons for Facebook, Twitter, YouTube, and LinkedIn.

Minutes of the Asheboro City Board of Education

January 21, 2016

Policy Committee

The Policy Committee convened at 6:45 p.m. in the Professional Development Center with the following members present:

Linda Cranford
Michael Smith
Gidget Kidd
Phillip Cheek

Dr. Beth Knott
Archie Priest
Kyle Lamb

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

The meeting was called to order and Dr. Maerz began review of the agenda.

Policy 1710/4021/7230 - Prohibition Against Discrimination, Harassment, and Bullying

- Minor update to policy.

Policy 1720/4015/7225 - Discrimination, Harassment, and Bullying Complaint Procedure

Policy 1750/7220 - Grievance Procedure for Employees

Policy 2125/7315 - Confidential Information

- Policy updated to reflect current terminology used for the title of Executive Director of Human Resources.

Policy 4040/7310 - Staff-Student Relations

- Major revisions and additions made to this policy.
- Policy has been expanded to include detailed and clear expectations, including restrictions of electronic communications, and reporting inappropriate conduct.
- Updated Cross References.

Policy 7100 - Recruitment and Selection of Personnel

- Policy updated based on legal precedent (*Leandro v. State* Case: Sound, basic education to every child).
- Section D.2. Nepotism updated to include detailed definitions of “immediate family” and “central office staff administrator.”

Policy 7110 - Information Provided by Applicant or Employee

Policy 7300 - Staff Responsibilities

- Policy updated to reflect current terminology used for the title of Executive Director of Human Resources.

Policy 7400 - Job Descriptions

- Policy updated to reflect current terminology used for the title of Executive Director of Human Resources.
- Updated Legal References.

Policy 7405 - Extracurricular and Non-Instructional Duties

- Statements of “and teachers with 27 or more years of experience” were removed from policy.
- Minor language change of “exempt” to “initially” (licensed teachers).

Policy 7440 - Assignments/Reassignments/Transfers

- Updated Cross References.

Policy 7500 - Workday and Overtime

- Length of school day for licensed and professional staff changed from eight hours to seven hours and thirty minutes.
- Updated Cross References.

Policy 7730 - Employee Conflict of Interest

- Minor update to policy.

Policy 7810 - Evaluation of Licensed Employees

- Statement added regarding providing teachers' access to EVASS data as required by law.
- Evaluation section updated to include allowing principals to require "additional observations or other evaluation measures" as deemed necessary.

Policy 7911 - Re-Employment of Retired Personnel

- Policy is recommended for removal by the State Board of Education.

Policy 7920 - Reduction in Force: Teachers and School Administrators

- Updated policy title.
- Language added to detail which employees to whom this policy applies.
- Updated Legal References.

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

Dr. Worrell updated committee members on the following items:

- Informed committee members of the way in which we are notified of policy updates.
- Recommended that the Policy Committee review Policy 2115 – Unexpired Term Fulfillment beginning in February.
- Updated members on the retirement of Patsy Nichols, Executive Assistant to the Superintendent and Jennifer Smith, Assistant Superintendent of Curriculum and Instruction.

With no further business, the meeting was adjourned at 6:30 p.m.

Finance Committee

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

Gustavo Agudelo
Baxter Hammer
Jeni Martin

Dr. Beth Knott
Joyce Harrington
Kyle Lamb

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

Mr. Blair reviewed budget amendments S-01 and F-01, and he presented the updated signature cards for South Asheboro Middle School and Donna Lee Loflin Elementary School. Next Mr. Blair reviewed the 2014-2015 audit report. Auditors from Cherry Bekaert are scheduled to be at the March 10th meeting to officially present the audit to the Finance Committee.

The board members were updated on the following topics:

- Informed committee members of the way in which we are notified of policy updates.
- Recommended that the Policy Committee review Policy 2115 – Unexpired Term Fulfillment beginning in February.

- Updated members on the retirement of Patsy Nichols, Executive Assistant to the Superintendent and Jennifer Smith, Assistant Superintendent of Curriculum and Instruction.

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:

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

Wilson Alexander, Attorney

Staff members present were Dr. Terry Worrell, Jennifer Smith, Harold Blair, Carla Freemyer, Dr. Cayce McCamish, Dr. Brad Rice, Wendy Rich, Dr. Julie Pack, Dr. Drew Maerz, Leigh Anna Marbert, Mike Mize, and Andrew Hurley.

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

Following a moment of silence led by Chairman Lamb, Jazmin Flores, 5th grade student at Donna Lee Loflin Elementary, led the Pledge of Allegiance.

Ms. Kidd made a motion to approve the agenda, seconded by Mr. Cheek, and the agenda was unanimously approved by the Board.

Special Recognition and Presentations

The Community Partner Spotlight was Vintage Church, pastored by Matthew Smith. Pastor Smith and his congregation donated 20 Thanksgiving meals to families at McCrary and Loflin elementary schools.

The Board of Education's spotlight featured Donna Lee Loflin Elementary School. Ella Kern and Tracy Foscue, teachers at Loflin Elementary, utilize a math technique called Number Talks in order to teach students important lessons about making sense of numbers and computational fluency. Ms. Kern and Foscue teach Number Talks to students in each grade to help them better understand math.

The OCS/Comet Creative Class at Asheboro High School provided handmade picture frames and small planters in honor of tonight's Board Appreciation recognition. Terry Richmond, an AHS senior from the OCS class, discussed how the frames are made.

Mr. Richmond was surprised by his football coaches and teammates who honored him with the Asheboro Blue Comet Award for his leadership and team spirit on Asheboro High School's football team.

Public Comments

Chairman Lamb opened the floor to public comments. Three community members, Jane Gant, Clyde Foust, Jr., and Kevin Price, signed up to address the Board. All three expressed their concern regarding the criteria used to select the two appointees for the board vacancies and Board Policy 2115. Mr. Lamb thanked them for their comments and stated that the selection of persons to fill the Board vacancies was carefully considered and a difficult decision.

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

Consent Agenda

The following Consent Agenda items were approved:

**Approval of Minutes – December 10, 2015*

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

**Signature Cards - Donna Lee Loflin Elementary School and South Asheboro Middle School* (A copy of the signature cards will become a part of these minutes.)

**Field Trip Request - South Asheboro Middle School, Basset, Virginia* (A copy of the field trip request will become a part of these minutes.)

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

**Personnel*

RESIGNATIONS/RETIREMENTS/SEPARATIONS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Allmond, Andrea	SAMS/Instr. Asst.	1/1/16
Arellano, Amanda	BAL/EC Instr. Asst.	1/13/16
Brewer, Gale	CO/Child Nutrition Sec.	4/30/16
Freeman, Michelle	AHS-NAMS/Health Science Ed. (CTE)	1/3/16
Nichols, Patsy	CO/Exe. Asst. to the Superintendent	4/30/16
Wells, Virginia	ECDC/Pre-K Teacher	1/15/16
Ralph, Sara	BAL/Media Specialist	2/19/16

APPOINTMENTS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Arellano, Amanda	BAL/Instr. Asst. (PT)	1/14/16
Britt, Kimberly	DLL/Instr. Asst. (PT; Temp.)	1/4/16
Brooks, Vanessa	CO/Family Engagement/Vol. Coord. (PT)	1/19/16
Brooks, Vanessa	NAMS/Afterschool Tutor (PT)	1/25/16
Burr, Alicia	AHS/Non-Faculty Coach (Girls' Basketball)	12/18/15
Davidson, Pat	DLL/Instr. Asst. (PT; Temp.)	1/4/16
Edmundson, Kory	CO/Sub. Bus Driver	1/11/16
Gilliam, Tamisha	BAL/Inst. Asst. (Temp.)	1/4/16
Hall, Carle	CO/Sub. (\$103 per day)	1/13/16
Hill, Denise	GBT/Head Custodian	1/19/16
Johnson, Pam	NAMS/Afterschool Tutor (PT)	1/25/16
Johnson, Pam	TBD/EC Program Facilitator (PT)	1/25/16
Martinez, Emmanuel	DLL/Instructional Assistant (PT)	1/4/16
McCaffery, Catherine ("Loy")	NAMS/Reading Tutor (PT)	1/19/16
Shumaker, Sue	NAMS/Afterschool Tutor (PT)	1/25/16
Vickrey, Lauren	LP/Instructional Assistant (Temp.)	1/4/16
Brakefield, Whendy	AHS/Mathematics	2/22/16
Dunton, Candice	LP/2 nd Grade	2/22/16
Marcum, Sonia	SAMS/Instructional Assistant E.C.	2/22/16

TRANSFERS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Hill, Donna	SAMS/Sec. to Data Mgr./Treas.	1/19/16
McLelland, Angela	SAMS to DLL/Data Mgr./Treas.	1/19/16
Nichols, Nancy	GBT to ECDC/EC Instr. Asst. to Instr. Asst.	2/1/16

Information, Reports and Recommendations

Dr. Drew Maerz reported on the North Carolina School Report Card process. The second and final data release will be Tuesday, February 2, 2016.

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

- Policy 1010 – Board Authority and Duties
- Policy 1100 – Governing Principles
- Policy 1200 – Governing Principle – Student Success
- Policy 2120 – Code of Ethics for School Board Members
- Policy 2121 – Board Member Conflict of Interest
- Policy 2123 – Board Member Opportunities for Development
- Policy 2341 – Quorum
- Policy 2400 – Board Policies
- Policy 3405 – Students at Risk of Academic Failure
- Policy 3430 – School Improvement Plan
- Policy 4000 – Focus on Students

Action Items

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

- Policy 5027/7275 – Weapons and Explosives Prohibited
- Policy 5030 – Community Use of Facilities
- Policy 6125 – Administering Medicines to Students
- Policy 6140 – Student Wellness
- Policy 6300 – Goals of Student Transportation Services
- Policy 6305 – Safety and Student Transportation Services
- Policy 6310 – Organization of Student Transportation Services
- Policy 6315 – Drivers
- Policy 6330 – Insurance for Student Transportation Services
- Policy 7241 – Drug and Alcohol Testing of Commercial Motor Vehicle Operators

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

Superintendent's Report/Calendar of Events

Leigh Anna Marbert shared the Calendar of Events highlighting the following dates and events: January 30, Winter Board Retreat; February 8-10, AdvancED/SACS Accreditation visit; February 10, AdvancED/SACS Exit Report; and February 12, retirement celebration for Jennifer Smith, Assistant Superintendent of Curriculum and Instruction.

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

Superintendent Worrell presented an update on the 2015-2016 Asheboro City Schools' Strategic Plan goals highlighting the use of the eleot tool by Asheboro City Schools' teachers for feedback on students' progress, DigiLearn professional development; secondary teachers participating in Reading Foundations; and the recent Hour of Code.

Superintendent Worrell also presented an update on the development of the 2016-2021 Strategic Plan process. We will be using information from our AdvancED review to help formulate our plan and aligning with the State Board of Education's Strategic Plan.

Dr. Worrell informed board members that Kevin Smith from Splash Dual Language Immersion and Jusmar Maness will be at the Board Retreat to talk about Asheboro City Schools' pilot plan for implementing dual language immersion in school year 2016-2017.

Board Operations

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

- Saturday, January 30, Winter Board Retreat, Zoo School, 8:30 – 4:00 p.m.
- February 7-10, AdvancED (Southern Association of Colleges and Schools) Five-year Reaccreditation Visit
- February 10, AdvancED Exit Report, 4:00 p.m., Central Office Board Room
- Thursday, February 11, 6:00 p.m., Board of Education Meeting, Joint Meeting with County Commissioners, followed by regularly scheduled meeting at 7:30 p.m.
- Friday, February 12, Jennifer Smith Retirement Reception, 3:00-5:30 p.m., Professional Development Center
- Tuesday, February 16, 7:00-9:00 p.m., Asheboro City Schools District Spelling Bee, Donna Lee Loflin Elementary
- Thursday, March 10, Board of Education Meeting
- Friday, March 18, 8:00 a.m., Legislative Breakfast, Professional Development Center
- Wednesday, March 23, Digital Expo, Asheboro High School
- April 8-11, 2016, National School Board Conference, Boston, MA
- Thursday, April 21, Board of Education Meeting
- May 2-6, 2016, Teacher Appreciation Week
- Thursday, May 12, Board of Education Meeting
- Wednesday, May 18, Teacher of the Year Banquet, 6:00 p.m., Pinewood Country Club
- Wednesday, June 8, Last Day of School for Students
- Wednesday, June 8, 7:00 p.m., Graduation, Lee J. Stone Stadium
- Thursday, June 9, Retirement Breakfast, 7:30 a.m., Performing Arts Center
- Thursday, June 9, Board of Education Meeting

Adjournment

There being no further business, a motion was made by Mr. Agudelo, seconded by Mr. Cheek, and unanimously approved by the Board, to adjourn at 8:22 p.m.

Chairman

Secretary

Minutes of the Asheboro City Board of Education
January 30, 2016
Winter Planning Session

The Asheboro City Board of Education met in work session on Saturday, January 30, 2016, at 8:30 a.m., at the Asheboro High School Zoo School with the following members present:

Kyle Lamb, Chairman
Phillip Cheek
Joyce Harrington
Dr. Beth Knott
Archie Priest

Gustavo Agudelo
Baxter Hammer
Gidget Kidd
Jeni Martin
Michael Smith

The following member was absent: Linda Cranford.

Staff members present were: Dr. Terry Worrell, Harold Blair, Carla Freemyer, Mike Mize, Dr. Drew Maerz, Dr. Julie Pack, Dr. Brad Rice, Wendy Rich, Jennifer Smith, Dr. Cayce McCamish, Leigh Anna Marbert, and Andrew Hurley.

Superintendent Worrell welcomed everyone and introduced Pat Simmons, Director of the North Carolina Zoo. Ms. Simmons welcomed attendees to the zoo and described the collaboration and initiatives between the Zoo and Asheboro City's Zoo School.

Dr. Worrell also introduced Bob Langston, Interpretive Specialist at the Zoo, who has arranged transportation for the board members and staff during the hands-on curriculum activity that will take place later in the morning.

Board members shared the results of an online Myers-Briggs Type Indicator activity. Dr. Worrell delivered a presentation on what the four-letter codes mean in the context of the following:

- 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 talked with the board members about the schedule during the AdvancED Accreditation visit and shared the presentation that she will be giving to the review team on Monday, February 8, at 8:15 a.m., in the Central Office Board Room. Board members will interview with the team at 3:45 p.m. in the Central Office Board Room. The Exit Review is Wednesday, February 10, 3:00 p.m., at the Professional Development Center. All board members are invited to attend the exit review.

Jennifer Smith, Assistant Superintendent for Curriculum and Instruction, also reviewed the presentation that she will be giving to the review team on Monday, February 8, at 10:00 a.m. The five standards will be addressed with Directors also giving input.

Board members and cabinet members were divided into groups to participate in hands-on curriculum activities led by Dr. Julie Pack, Director of Secondary Education. The activities included a scavenger hunt in the North Carolina Zoo aviary led by members of the Asheboro Chapter of Future Farmers of America, and a SREB Math Design Collaborative Formative Assessment Lesson for Math 1 with Mr. John Phillips, a teacher at the Asheboro High School Zoo School.

During lunch, Mr. Mike Mize updated board members on the status of our 10-Year Facilities Plan. Mr. Mize gave an overview of the 2015-2016 Capital Outlay Budget with current expenses and what has been postponed to a future funding year.

Harold Blair also updated board members on state, federal, and local per pupil expenditures. Mr. Blair gave a reminder that Asheboro City Board of Education will have a combined meeting with the Randolph County Commissioners on Thursday, February 11, at 6:00 p.m. before our regularly scheduled board meeting at 7:30 p.m.

Kevin Smith and Mary Jo Lentz from Visiting International Faculty, and Jusmar Maness, principal at Balfour Elementary School, introduced the Dual Language Immersion Program that will be piloted at Balfour Elementary School beginning with school year 2016-2017. The program will begin with two kindergarten classes and plans to expand to two more schools in 2017-2018, with the goal to be in all elementary schools by the third year, 2018-2019.

Carla Freemyer led board members in a discussion on Asheboro City Schools Planning for Excellence 2016-2021. The timeline and meeting dates were given to board members. The 2016-2021 Strategic Plan will be submitted to the Board for approval at the June 9, 2016, Board Meeting. Board members were asked to review the stakeholder feedback that has been already been obtained and identify other goal areas and potential strategies.

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

- Weather Decisions
- Make Up Days
- Statistical Profile
- High School Schedules
- Dual Immersion

There being no further business the meeting adjourned at 4:45 p.m.

Chairman

Secretary

Minutes of the Asheboro City Board of Education
February 10, 2016
3:00 p.m.

Special Called Session

The Asheboro City Board of Education met in a special called session on Wednesday, February 10, 2016, at the Professional Development Center with the following members present:

Kyle Lamb, Chairman	Phillip Cheek
Linda Cranford	Baxter Hammer
Joyce Harrington	Gidget Kidd
Dr. Beth Knott	Jeni Martin
Michael Smith	

The following members absent were Gus Agudelo and Archie Priest, Jr.

Staff members present were Dr. Terry Worrell, Dr. Drew Maerz, Dr. Julie Pack, Wendy, Leigh Anna Marbert, Jennifer Smith, Carla Freemyer, Dr. Cayce McCamish, and Harold Blair.

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

Superintendent Worrell stated the purpose of the meeting was to hear an oral exit report from the AdvancED Accreditation Team in regard to Asheboro City Schools' five-year reaccreditation. Dr. Worrell thanked all those in attendance and especially those who had contributed to making Asheboro City Schools a great school system for its students.

Mr. Bill Craig, Chairman of the AdvancED Accreditation Review Team, introduced the team members and reviewed the district accreditation process, expectations, overview of findings, and improvement priorities.

Mr. Craig reported that accreditation is an international protocol for institutions committed to systemic, systematic, and sustainable improvement. The external review process stimulates and guides continuous improvement through the focus on three domains: Teaching and Learning Impact; Leadership Capacity; and Resource Utilization. Mr. Craig reported his team will recommend Asheboro City Schools' accreditation be extended for another five years. The final accreditation report will come from AdvancED.

There being no further business, the meeting adjourned at 3:31 p.m.

Chairman

Secretary

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

Group Making Request: AHS Band School: AHS

Destination: Apex/Raleigh, NC Date of Trip: 1/29 - 1/30/16

Number of Students Involved: 5 Percent of Total Group: N/A

Reasons for Students Not Attending: N/A

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

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

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

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

Departure Time: 10am Return Time: with Parent Round Trip Miles (estimated): _____

Estimated Cost to the Student: Hotel \$30 each, approx.

Purpose(s) of the Field Trip: All District Honor Band Clinic

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

Phil Homiller
Suzanne Benhart

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

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

AHS Band / Student 1/13/16
Sponsor (Group Responsible for Paying for the Trip) Date

Approved: [Signature] 1-20-16
Principal Date

Approved: [Signature] 2-1-16
Superintendent or Designee Date

Transportation Scheduled: _____
Transportation Supervisor Date

Special Comments/ Response: _____

**Asheboro City Schools
Personnel Transactions
February 11, 2016**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
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***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Hunter	Elaina	GBT	Instructional Assistant/EC	2/18/16
Lucas	William "Ronald"	CO	Substitute Bus Driver	2/1/2016

**Asheboro City Schools
Personnel Transactions - Addendum
February 11, 2016**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Hollingsworth	Linda	NAMS	Science	6/30/2016
Stines	Dubraska	CO	Lead ESL Teacher	2/26/2016

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Asbill	Preston	AHS	Non-Faculty Coach (JV Baseball)	2/15/2016
Byers	Brandy	CO	Bus Driver	2/10/2016
Campbell	Lori	SAMS	Secretary	2/22/2016
Clodfelter	Brian	CO	Substitute (\$80/per day)	2/12/2016
Henley	Rhiannon	CO	Substitute (\$80/per day)	2/12/2016
Hodgin	Julie	CO	Substitute (\$80/per day)	2/12/2016
Maness	Kaitlin	CO	Substitute (\$80/per day)	2/12/2016
Weston	Debra	CO	Substitute (\$80/per day)	2/12/2016

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

RECEIVED FEB - 9 2016

Group Making Request: CTE - DECA - School: Asheboro High School

Destination: Koury Convention Center Sheraton Date of Trip: 3/10/16 - 3/12/16

Number of Students Involved: 9 (Prefer bus) Percent of Total Group: 19.0%

Reasons for Students Not

Attending: Either students did not qualify to attend or they did not want to attend due to other obligations.

Transportation Method: Activity Bus Bus Automobile Other (Prefer Bus JWW)

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

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

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

Departure Time: 9 AM (3/10) Return Time: 4pm (3/12) Round Trip Miles (estimated): 54.4 mile RT

Estimated Cost to the Student: \$180.00 per student for hotel and registration.

Purpose(s) of the Field

Trip: DECA State Competition - Career Development Conference where business/marketing students will compete for academic recognition.

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

Teacher + Advisor - Ellen Byrum
Teacher + Advisor - Sarah Beth Robbins

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

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

CTE - DECA - Marketing 2/19/16
Sponsor (Group Responsible for Paying for the Trip) Date

Approved: [Signature] 2-9-16
Principal Date

Approved: [Signature] 2/9/16
Superintendent or Designee Date

Transportation Scheduled: _____ Date
Transportation Supervisor

Special Comments/ Response: _____

POLICY: FIELD TRIPS

When properly planned, supervised and evaluated, field trips can provide a valuable education experience. Indeed, it is often those events that are extraordinary, unique, or a departure from routine, which create the setting for significant retained learning.

All field trips require the prior approval of a school's principal. That Principal should know the reasons for the experience, the pre-trip work that has been done with the students and the specific objectives the sponsor hopes to accomplish and follow-up plans. It is the responsibility of the trip sponsor to review those matters with the school's principal. Because of the process we use for approval and because of the difficulty in scheduling of activity buses, sponsors need to seek approval as much in advance as possible.

Once trips are approved by the principal, requests will be sent to the central office where the superintendent or his designee will review them. Instructional merits of the trip will be considered and the transportation supervisor will determine whether vehicles/drivers are available on the desired date(s). Schools are encouraged to build a staff of building-level drivers, rather than rely on what might be available

Also keep the following regulations governing field trips in mind:

1. All overnight field trips must have prior written approval of the Superintendent.
2. All overnight and out-of-state field trips must have prior written approval of the Board of Education. *Nashville, TN if we qualify*
3. Field trips must have a legitimate educational value and request to take such trips should be made **at least 10 working days in advance**.
4. Out-of-state requests must be submitted in time to be reviewed for approval by the Board of Education at a regular scheduled board meeting prior to the date of the proposed field trip.
5. The cafeteria manager should be informed as much in advance as possible (two weeks or more) if a group will miss lunch.
6. The principal should assure that adequate adult supervision is provided for all field trips.
7. Field trip costs are assumed by the sponsoring group. That organization or the school must make provisions for students who are financially unable to attend.
8. A list of students participating in the trip must be compiled and maintained in the office during the course of the trip; teachers whose schedules might be altered by the trip must be informed of which students will miss their classes several days in advance of the departure date.
9. Parental permission forms should be filed in the principal's office and maintained for 3 months after the date of the field trip.
10. Under no circumstance will students be allowed to drive their personal automobiles on school sponsored field trips.

RECEIVED FEB - 9 2016

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

Group Making Request: AHS Student Council School: Ashboro High School

Destination: Terry Sanford HS, Fayetteville, NC Date of Trip: March 11, 12, 13

Number of Students Involved: 9 Percent of Total Group: ~90%

Reasons for Students Not Attending: _____

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

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

Number of Vehicles Needed (to be secured by the Central Office): 1 - SAMS Stu.Co. filled paperwork

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

Departure Time: 2pm Return Time: 2pm Round Trip Miles (estimated): 170

Estimated Cost to the Student: \$150, depending on cost of hotel accommodations

Purpose(s) of the Field Trip: NC Association of Student Councils 90th State Convention. Students will

join Council members from all across NC to learn valuable leadership skills, hear from convention speakers, and vote for State Board of Stu.Co. members.

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

Kateland Bunch, Carolyn Macaulay (SAMS), and Jenny Miller (SAMS)

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

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

Ashboro High School Student Council _____
Sponsor (Group Responsible for Paying for the Trip) Date 2/10/16

Approved: _____
Principal Date 2-10-16

Approved: _____
Superintendent or Designee Date 2-10/16

Transportation Scheduled: _____
Transportation Supervisor Date _____

Special Comments/ Response: _____

Policies for 30-Day Review

PROHIBITION AGAINST DISCRIMINATION, HARASSMENT, AND BULLYING

Policy Code: 1710/4021/7230

The board acknowledges the dignity and worth of all students and employees and strives to create a safe, orderly, caring, and inviting school environment to facilitate student learning and achievement. The board prohibits discrimination on the basis of race, color, national origin, sex, disability, or age and will provide equal access to the Boy Scouts and other designated youth groups as required by law. The board will not tolerate any form of unlawful discrimination, harassment, or bullying in any of its educational or employment activities or programs.

A. PROHIBITED BEHAVIORS AND CONSEQUENCES

1. Discrimination, Harassment, and Bullying

Students, school system employees, volunteers, and visitors are expected to behave in a civil and respectful manner. The board expressly prohibits unlawful discrimination, harassment, and bullying.

Students are expected to comply with the behavior standards established by board policy and the Code of Student Conduct. Employees are expected to comply with board policy and school system regulations. Volunteers and visitors on school property also are expected to comply with board policy and established school rules and procedures.

Any violation of this policy is serious and school officials shall promptly take appropriate action. Students will be disciplined in accordance with the school's student behavior management plan (see policy 4302, School Plan for Management of Student Behavior). Based on the nature and severity of the offense and the circumstances surrounding the incident, the student will be subject to appropriate consequences and remedial actions ranging from positive behavioral interventions up to, and including, expulsion.

Employees who violate this policy will be subject to disciplinary action, up to, and including, dismissal. Volunteers and visitors who violate this policy will be directed to leave school property and/or reported to law enforcement, as appropriate, in accordance with policy 5020, Visitors to the Schools.

When considering if a response beyond the individual level is appropriate, school administrators should consider the nature and severity of the misconduct to determine whether a classroom, school-wide, or school system-wide response is necessary. Such classroom, school-wide, or school system-wide responses may include staff training, harassment and bullying prevention programs, and other measures deemed appropriate by the superintendent to address the behavior.

2. Retaliation

The board prohibits reprisal or retaliation against any person for reporting or intending to report violations of this policy, supporting someone for reporting or intending to report a violation of this policy, or participating in the investigation

of reported violations of this policy.

After consideration of the nature and circumstances of the reprisal or retaliation and in accordance with applicable federal, state or local laws, policies, and regulations, the superintendent or designee shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

B. APPLICATION OF POLICY

This policy prohibits unlawful discrimination, harassment, and bullying by students, employees, volunteers, and visitors. “Visitors” includes persons, agencies, vendors, contractors, and organizations doing business with or performing services for the school system.

This policy applies to behavior that takes place:

1. in any school building or on any school premises before, during or after school hours;
2. on any bus or other vehicle as part of any school activity;
3. at any bus stop;
4. during any school-sponsored activity or extracurricular activity;
5. at any time or place when the individual is subject to the authority of school personnel; and
6. at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools.

C. DEFINITIONS

For purposes of this policy, the following definitions apply:

1. Discrimination

Discrimination means any act or failure to act that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category, such as race, ethnicity, sex, pregnancy, religion, age, or disability. Discrimination may be intentional or unintentional.

2. Harassment and Bullying

- a. Harassment or bullying behavior is any pattern of gestures or written, electronic, or verbal communications, or any physical act or any

threatening communication that:

- 1) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
- 2) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits or by adversely altering the conditions of an employee's employment.

"Hostile environment" means that the victim subjectively views the conduct as harassment or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is harassment or bullying. A hostile environment may be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe.

Harassment and bullying include, but are not limited to, behavior described above that is reasonably perceived as being motivated by any actual or perceived differentiating characteristic or motivated by an individual's association with a person who has or is perceived to have a differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability. Examples of behavior that may constitute bullying or harassment include, but are not limited to, verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, lewd propositions, exclusion from peer groups, extortion of money or possessions, implied or stated threats, assault, impeding or blocking movement, offensive touching, or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Legitimate age-appropriate pedagogical techniques are not considered harassment or bullying.

Harassment, including sexual or gender-based harassment, is not limited to specific situations or relationships. It may occur between fellow students or co-workers, between supervisors and subordinates, between employees and students, or between non-employees, including visitors, and employees or students. Harassment may occur between members of the opposite sex or the same sex.

- b. Sexual harassment is one type of harassment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
 - 1) submission to the conduct is made, either explicitly or implicitly, a

term or condition of an individual's employment, academic progress, or completion of a school-related activity;

- 2) submission to or rejection of such conduct is used as the basis for employment decisions affecting the individual, or in the case of a student, submission to or rejection of such conduct is used in evaluating the student's performance within a course of study or other school-related activity; or
- 3) such conduct is sufficiently severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with an employee's work or performance or a student's educational performance, limiting a student's ability to participate in or benefit from an educational program or environment, or creating an abusive, intimidating, hostile, or offensive work or educational environment.

Sexually harassing conduct includes, but is not limited to, deliberate, unwelcome touching that has sexual connotations or is of a sexual nature, suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats, pressure for sexual activity, continued or repeated offensive sexual flirtations, advances or propositions, continued or repeated verbal remarks about an individual's body, sexually degrading words used toward an individual or to describe an individual, sexual assault, sexual violence, or the display of sexually suggestive drawings, objects, pictures or written materials. Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex, but not involving sexual activity or language, may be combined with incidents of sexually harassing conduct to determine if the incidents of sexually harassing conduct are sufficiently serious to create a sexually hostile environment.

- c. Gender-based harassment is also a type of harassment. Gender-based harassment may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping but not involving conduct of a sexual nature.

D. REPORTING AND INVESTIGATING COMPLAINTS OF DISCRIMINATION, HARASSMENT, OR BULLYING

Employees are required to report any actual or suspected violations of this policy. Students, parents, volunteers, visitors, or others are also strongly encouraged to report any actual or suspected incidents of discrimination, harassment, or bullying. All reports should be made in accordance with policy 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure, and reported to one of the school officials identified in that policy. Reports may be made anonymously, and all reports shall be investigated

in accordance with that policy.

E. TRAINING AND PROGRAMS

The board directs the superintendent to establish training and other programs that are designed to help eliminate unlawful discrimination, harassment, and bullying and to foster an environment of understanding and respect for all members of the school community. Information about this policy and the related complaint procedure must be included in the training plan.

As funds are available, the board will provide additional training for students, employees, and volunteers who have significant contact with students regarding the board's efforts to address discrimination, harassment, and bullying and will create programs to address these issues. The training or programs should (1) provide examples of behavior that constitutes discrimination, harassment, or bullying; (2) teach employees to identify groups that may be the target of discrimination, harassment, or bullying; and (3) train school employees to be alert to locations where such behavior may occur, including locations within school buildings, at school bus stops, on cell phones, and on the Internet.

F. NOTICE

The superintendent is responsible for providing effective notice to students, parents, and employees of this policy and of the procedures for reporting and investigating complaints of discrimination, harassment, and bullying established in policy 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure. The superintendent must ensure that each school principal provides a copy of this policy and policy 1720/4015/7225 to students, employees, and parents or other responsible care givers at the beginning of each school year. In addition, both policies must be posted on the school system website, and copies of the policies must be readily available in the principal's office, the media center at each school, and the superintendent's office. Notice of the policies must appear in all student and employee handbooks and in any school or school system publication that sets forth the comprehensive rules, procedures, and standards of conduct for students and employees.

G. COORDINATORS

The superintendent has appointed the following individuals to coordinate the school system's efforts to comply with and carry out its responsibilities under federal non-discrimination laws. These responsibilities include investigating any complaints communicated to school officials alleging noncompliance with Title VI or Title IX of the Civil Rights Act, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), the Age Discrimination Act, and/or the Boy Scouts Act, or alleging actions which would be prohibited by those laws.

1. Title IX Coordinator
Assistant Superintendent for Support Services

1126 S. Park Street, Asheboro, NC 27203
(336) 625-5104

2. Section 504 Coordinator
Director of Exceptional Child Services
1126 S. Park Street, Asheboro, NC 27203
(336) 625-5104
3. ADA Coordinator
Director of Exceptional Child Services
1126 S. Park Street, Asheboro, NC 27203
(336) 625-5104
4. Age Discrimination Coordinator
Executive Director for Human Resources
1126 S. Park Street, Asheboro, NC 27203
(336) 625-5104
5. Coordinator for Other Non-discrimination Laws
Executive Director for Human Resources
1126 S. Park Street, Asheboro, NC 27203
(336) 625-5104

H. RECORDS AND REPORTING

The superintendent or designee shall maintain confidential records of complaints or reports of discrimination, harassment, or bullying. The records must identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The superintendent also shall maintain records of training conducted and corrective action(s) or other steps taken by the school system to provide an environment free of discrimination, harassment, and bullying.

The superintendent shall report to the State Board of Education all verified cases of discrimination, harassment, or bullying. The report must be made through the Discipline Data Collection Report or through other means required by the State Board.

I. EVALUATION

The superintendent shall evaluate the effectiveness of efforts to correct or prevent discrimination, harassment, and bullying and shall share these evaluations periodically with the board.

Legal References: Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 *et seq.*, 34 C.F.R. pt. 110; Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d *et seq.*, 34 C.F.R. pt. 100; Title VII of the Civil Rights Act of

1964, 42 U.S.C. 2000e *et seq.*, 29 C.F.R. pt. 1604; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. pt. 108; *Racial Incidents and Harassment Against Students at Educational Institutions; Investigative Guidance*, U.S. Department of Education, Office for Civil Rights (1994); *Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties*, U.S. Department of Education, Office for Civil Rights (2001); *Notice of Non-Discrimination*, U.S. Department of Education, Office for Civil Rights (2010); *Dear Colleague Letter*, U.S. Department of Education, Office for Civil Rights, (October 26, 2010), available at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf>; *Dear Colleague Letter*, U.S. Department of Education, Office for Civil Rights, (April 4, 2011) available at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.pdf>; *Oncale v. Sundowner Offshore Services*, 523 U.S. 75 (1998); G.S. 115C-335.5, -407.15 through -407.18; 126-16; State Board of Education Policy HRS-A-000

Cross References: Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Prohibition Against Retaliation (policy 1760/7280), Equal Educational Opportunities (policy 4001), School Plan for Management of Student Behavior (policy 4302), Visitors to the Schools (policy 5020), Community Use of Facilities (policy 5030), Recruitment and Selection of Personnel (policy 7100), Professional Employees: Demotion and Dismissal (policy 7930), Classified Personnel: Suspension and Dismissal (policy 7940)

Adopted: February 18, 2010

Updated: May 10, 2012, April 10, 2014, May 14, 2015

DISCRIMINATION, HARASSMENT, AND BULLYING COMPLAINT PROCEDURE

Policy Code: 1720/4015/7225

The board takes seriously all complaints of unlawful discrimination, harassment, and bullying. The process provided in this policy is designed for those individuals who believe that they may have been discriminated against, bullied, or harassed in violation of policy 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying or policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities. Individuals who have witnessed or have reliable information that another person has been subject to unlawful discrimination, harassment, or bullying also should report such violations to one of the school system officials listed in subsection C.1. of this policy. Reports may be made anonymously.

A. DEFINITIONS

1. Alleged Perpetrator

The alleged perpetrator is the individual alleged to have discriminated against, harassed, or bullied the complainant.

2. Complaint

A complaint is an oral or written notification made by a person who believes he or she is the victim of unlawful discrimination, harassment, or bullying.

3. Complainant

The complainant is the individual complaining of being discriminated against, harassed, or bullied.

4. Days

Days are the working days, exclusive of Saturdays, Sundays, vacation days, or holidays, as set forth in the school calendar. In counting days, the first day will be the first full working day following receipt of the complaint. When a complaint is submitted on or after May 1, time limits will consist of all weekdays (Monday–Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

5. Investigative Report

The investigative report is a written account of the findings of the investigation conducted in response to a complaint.

6. Investigator

The investigator is the school official responsible for investigating and responding to the complaint.

7. Report

A report is an oral or written notification that an individual, other than the reporter, is a suspected perpetrator or victim of unlawful discrimination, harassment, or bullying.

B. REPORTING BY EMPLOYEES OR OTHER THIRD PARTIES

1. Mandatory Reporting by School Employees

Any employee who witnessed or who has reliable information or reason to believe that an individual may have been discriminated against, harassed, or bullied in violation of policy 1710/4021/7230 or policy 1730/4022/7231 must report the offense immediately to an appropriate individual designated in subsection C.1., below. An employee who does not promptly report possible discrimination, harassment, or bullying shall be subject to disciplinary action.

2. Reporting by Other Third Parties

All members of the school community including students, parents, volunteers, and visitors are also strongly encouraged to report any act that may constitute an incident of discrimination, harassment, or bullying.

3. Anonymous Reporting

Reports of discrimination, harassment, or bullying may be made anonymously but formal disciplinary action may not be taken solely on the basis of an anonymous report.

4. Investigation of Reports

Reports of discrimination, harassment, or bullying will be investigated sufficiently to determine whether further action under this policy or otherwise is necessary, and school officials shall take such action as appropriate under the circumstances, regardless of the alleged victim's willingness to cooperate. At the option of the alleged victim, the report may be treated as a complaint by the alleged victim under this policy.

C. COMPLAINTS BROUGHT BY ALLEGED VICTIMS OF DISCRIMINATION, HARASSMENT, OR BULLYING

1. Filing a Complaint

Any individual, who believes that he or she has been discriminated against, harassed, or bullied is strongly encouraged to file a complaint orally or in writing to any of the following individuals:

- a. the principal or assistant principal of the school at which either the alleged perpetrator or alleged victim attends or is employed;
- b. an immediate supervisor if the individual making the complaint is an employee;
- c. the executive director of human resources if the alleged perpetrator or alleged victim is an employee of the school system (or the superintendent if the executive director of human resources is the alleged perpetrator);
- d. the Title IX coordinator for claims of sex discrimination or sexual harassment (see policy 1710/4021/7230 for contact information);
- e. the Section 504 coordinator or the ADA coordinator for claims of discrimination on the basis of a disability (see policy 1710/4021/7230 for contact information); or
- f. for claims of other forms of prohibited discrimination, the applicable civil rights coordinator as established in policy 1710/4021/7230.
- g. In addition, complaints may be filed with:

Office for Civil Rights
U.S. Department of Education
4000 Maryland Ave, SW
Washington, DC 20202-1475
Telephone: 202-453-6020 TDD: 800-877-8339
FAX: 202-453-6021 Email: OCR.DC@ed.gov

2. Time Period for Filing a Complaint

A complaint should be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the 30-day period may be investigated; however, individuals should recognize that delays in reporting may significantly impair the ability of school officials to investigate and respond to such complaints.

3. Informal Resolution

The board acknowledges that many complaints may be addressed informally through such methods as conferences or mediation. The board encourages the use of informal procedures such as mediation to the extent possible; however,

mediation or other informal procedures will not be used to resolve complaints alleging sexual assault or sexual violence complaints by a student of sexual harassment perpetrated by an employee, or when otherwise inappropriate. Informal procedures may be used only if the parties involved voluntarily agree.

If an informal process is used, the principal or other designated personnel must (1) notify the complainant that he or she has the option to end the informal process and begin formal procedures at any time and (2) make a copy of this policy and other relevant policies available to the complainant. Any informal process should be completed within a reasonable period of time, not to exceed 30 days unless special circumstances necessitate more time. If informal procedures fail to resolve the matter in a reasonable period of time or are inappropriate, or if the complainant requests formal procedures, the complaints will be investigated promptly, impartially, and thoroughly according to the procedures outlined in the remainder of this policy.

D. PROCESS FOR ADDRESSING COMPLAINTS OF ALLEGED INCIDENTS OF DISCRIMINATION, HARASSMENT, OR BULLYING

1. Initiating the Investigation

a. Whoever receives a complaint of discrimination, harassment, or bullying pursuant to subsection C.1. shall immediately notify the appropriate investigator who shall respond to the complaint and investigate. The investigator of a complaint is determined as follows.

- 1) If the alleged incident occurred under the jurisdiction of the principal, the investigator is the principal or designee, unless the alleged perpetrator is the principal, the executive director of human resources, the superintendent, or a member of the board. If the alleged perpetrator is any other employee, the principal or designee shall conduct the investigation in consultation with the executive director of human resources or designee.
- 2) If the alleged perpetrator is the principal, the executive director of human resources or designee is the investigator.
- 3) If the alleged incident occurred outside of the jurisdiction of a principal (for example, at the central office), the executive director of human resources or designee is the investigator unless the alleged perpetrator is the executive director of human resources, the superintendent, or a member of the board.
- 4) If the alleged perpetrator is the executive director of human resources, the superintendent or designee is the investigator.

- 5) If the alleged perpetrator is the superintendent, the board attorney is the investigator. (In such cases, whoever receives a complaint of discrimination, harassment, or bullying shall immediately notify the executive director of human resources who shall immediately notify the board chair. The board chair shall direct the board attorney to respond to the complaint and investigate.)
- 6) If the alleged perpetrator is a member of the board, the board attorney is the investigator. (In such cases, whoever receives a complaint of discrimination, harassment, or bullying shall immediately notify the superintendent who shall direct the board attorney to respond to the complaint and investigate. Unless the board chair is the alleged perpetrator, the superintendent shall also notify the board chair of the complaint.)

- b. As applicable, the investigator shall immediately notify the Title IX, Section 504, ADA, or other relevant coordinator of the complaint, and, as appropriate, may designate the coordinator to conduct the investigation.
- c. The investigator shall explain the process of the investigation to the complainant and inquire as to whether the complainant would like to suggest a course of corrective action.
- d. Written documentation of all reports and complaints, as well as the school system's response, must be maintained in accordance with policy 1710/4021/7230.
- e. Failure to investigate and/or address claims of discrimination, harassment, or bullying shall result in disciplinary action.

2. Conducting the Investigation

- a. The investigator is responsible for determining whether the alleged act(s) constitutes a violation of policy 1710/4021/7230 or policy 1730/4022/7231. In so doing, the investigator shall impartially, promptly, and thoroughly investigate the complaint. The investigator shall interview (1) the complainant; (2) the alleged perpetrator(s); (3) individuals identified as witnesses by the complainant or alleged perpetrator(s); and (4) any other individuals, including other possible victims, who may have relevant information. The investigation will include a review of all evidence presented by the complainant or alleged perpetrator.
- b. The complaint and investigation will be kept confidential to the extent possible. Information may be shared only with individuals who need the information in order to investigate and address the complaint appropriately. Any requests by the complainant for further confidentiality

will be evaluated within the context of the legal responsibilities of the school system. Any complaints withdrawn to protect confidentiality must be recorded in accordance with policy 1710/4021/7230.

- c. The investigator shall review the factual information gathered through the investigation to determine whether, based on a preponderance of the evidence, the alleged conduct constitutes discrimination, harassment, or bullying, giving consideration to all factual information, the context in which the alleged incidents occurred, the age, and maturity of the complainant and alleged perpetrator(s), and any other relevant circumstances.

3. Investigative Report

- a. The investigator shall submit a written investigative report to the superintendent and, as applicable, to the Title IX, Section 504, ADA, or other coordinator.
- b. The investigator shall provide written notification to the complainant of the results of the investigation within 15 days of receiving the complaint, unless additional time is necessary to conduct an impartial, thorough investigation. The investigator shall specify whether the complaint was substantiated and, if so, shall also specify:
 - 1) reasonable, timely, age-appropriate, corrective action intended to end the discrimination, harassment, or bullying, and prevent it from recurring;
 - 2) as needed, reasonable steps to address the effects of the discrimination, harassment, or bullying on the complainant; and
 - 3) as needed, reasonable steps to protect the complainant from retaliation as a result of communicating the complaint.
- c. Information regarding specific disciplinary action imposed on the alleged perpetrator(s) will not be given to the complainant unless the information relates directly to the complainant (e.g., an order requiring the perpetrator not to have contact with the complainant).
- d. If the investigator determines that the complaint was substantiated, the perpetrator(s) shall be subject to discipline or other corrective steps, as described in policy 1710/4021/7230. If the corrective steps involve actions outside the scope of the investigator's authority, the superintendent will be notified so that responsibility for taking the corrective steps may be delegated to the appropriate individual.

- e. Each alleged perpetrator will be provided with a written summary of the results of the investigation in regard to whether the complaint was substantiated, whether the alleged perpetrator violated relevant law or board policies by his or her actions, and what, if any, disciplinary actions or consequences will be imposed upon the perpetrator in accordance with board policy. The perpetrator may appeal any disciplinary action or consequence in accordance with board policy and law. However, an appeal by the perpetrator of disciplinary action does not preclude school officials from taking appropriate action to address the discrimination, harassment, or bullying.

4. Appeal of Investigative Report

- a. If the complainant is dissatisfied with the investigative report, he or she may appeal the decision to the superintendent (unless the alleged perpetrator is the executive director of human resources or the superintendent, in which cases the complainant may appeal directly to the board in accordance with the procedure described in subsection D.4.b below). The appeal must be submitted in writing within five days of receiving the investigative report. The superintendent may review the documents, conduct any further investigation necessary, or take any other steps the superintendent determines to be appropriate in order to respond to the complaint. The superintendent shall provide a written response within 10 days after receiving the appeal, unless further investigation is needed.
- b. If the complainant is dissatisfied with the superintendent's response, he or she may appeal the decision to the board within five days of receiving the superintendent's response. The board will review the documents, direct that further investigation be conducted if necessary, and take any other steps that the board determines to be appropriate in order to respond to the complaint. Upon request of the complainant, the board will hold a hearing pursuant to policy 2500, Hearings Before the Board. The board will provide a written response within 30 days after receiving the appeal, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

E. TIMELINESS OF PROCESS

The number of days indicated at each step of the process should be considered a maximum. Every effort should be made to expedite the process.

If any school official charged with investigating the complaint or reviewing the investigation fails at any step in the process to communicate a decision within the specified time limit, the complainant will be entitled to appeal the complaint to the next step unless the official has notified the complainant of the delay and the reason for the

delay, such as the complexity of the investigation, review, or report. The school official shall make reasonable efforts to keep the complainant apprised of progress being made during any period of delay. Delays that interfere with the exercise of any legal rights are not permitted.

Failure by the complainant at any step in the process to appeal a complaint to the next step within the specified time limit will be considered acceptance of the decision at that step, unless the complainant has notified the investigator of a delay and the reason for the delay and the investigator has consented in writing to the delay.

F. GENERAL REQUIREMENTS

1. No reprisals or retaliation of any kind will be taken by the board or by an employee of the school system against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy, unless the person knew or had reason to believe that the complaint or report was false or knowingly provided false information.
2. All meetings and hearings conducted pursuant to this policy will be private.
3. The board and school system officials will consider requests to hear complaints from a group, but the board and officials have the discretion to hear and respond to complainants individually.
4. The complainant may be represented by an advocate, such as an attorney, at any meeting with school system officials.
5. Should, in the judgment of the superintendent or designee, the investigation or processing of a complaint require that an employee be absent from regular work assignments, such absences shall be excused without loss of pay or benefits. This shall not prevent the superintendent or designee from suspending the alleged perpetrator without pay during the course of the investigation.

G. RECORDS

Records will be maintained as required by policy 1710/4021/7230.

Legal References: Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 *et seq.*, 34 C.F.R. pt. 110; Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d *et seq.*, 34 C.F.R. pt. 100; Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e *et seq.*, 29 C.F.R. pt. 1604; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. pt. 108; *Racial Incidents and Harassment Against Students at Educational Institutions; Investigative*

Guidance, U.S. Department of Education, Office for Civil Rights (1994); *Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties*, U.S. Department of Education, Office for Civil Rights (2001); *Notice of Non-Discrimination*, U.S. Department of Education, Office for Civil Rights (2010); *Gebser v. Lago Vista Independent School District*, 524 U.S. 274 (1998); *Davis v. Monroe County Board of Education*, 526 U.S. 629 (1999); G.S. 115C-407.15 through -407.18

Cross References: Prohibition Against Discrimination, Harassment, and Bullying (policy 1710/4021/7230), Student and Parent Grievance Procedure (policy 1740/4010), Hearings Before the Board (policy 2500), Assaults, Threats, and Harassment (policy 4331)

Adopted: February 18, 2010

Updated: May 10, 2012, May 14, 2015

It is the policy of the board, in keeping with the ultimate goal of serving the educational welfare of children, to develop and practice reasonable and effective methods of resolving difficulties that may arise among employees. The intent is to reduce potential areas of grievances and to establish and maintain recognized channels of communications between staff and administration. The purpose of this procedure is to secure, at the lowest possible level, equitable solutions to the problems that arise from time to time and affect employees.

A. INFORMAL RESOLUTION

It is desirable for an employee and his or her immediate supervisor to resolve problems through free and informal communication. When informal procedures fail or are inappropriate or when the employee requests formal procedures, a grievance will be processed pursuant to the steps set forth in this policy.

B. DEFINITIONS

1. Days

Days are the working days, exclusive of Saturdays, Sundays, vacation days or holidays, as set forth in the aggrieved employee's employment calendar. In counting days, the first day will be the first full working day following receipt of the grievance. When a grievance is submitted on or after May 1, time limits will consist of all weekdays (Monday – Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

2. Final Administrative Decision

A final administrative decision is a decision of a school employee from which no further appeal to a school administrator is available.

3. Grievance

A grievance is a formal written claim by an employee regarding specific decision(s) made by another employee and alleging that such decision(s) have adversely affected the person making the claim. A grievance may include, but is not limited to, the following allegations:

- a. that there has been a violation, misapplication or misinterpretation of state or federal law or regulations, school board policy or administrative procedure;
- b. that an employee's employment status or the terms or conditions of his or her employment have been adversely affected; or

- c. that there exists a physical condition that jeopardizes an employee's health or safety or that interferes with an employee's ability to discharge his or her responsibilities properly and effectively.

The term "grievance" does not apply to any matter for which the method of review is prescribed by law, for which there is a more specific board policy providing a process for addressing the concern, or upon which the board of education is without authority to act. Claims of discrimination, harassment or bullying must be processed under policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure.

4. Grievant

The grievant is the employee(s) making the claim.

5. Official

The official is the person hearing and responding to the grievant.

6. Parties in Interest

"Parties in interest" refers to the grievant and the person against whom the grievance is filed.

C. TIMELINESS OF PROCESS

Failure by the official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report. The official shall make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays may not impermissibly interfere with the exercise of the grievant's legal rights.

Failure by the grievant at any step to appeal a grievance to the next step within the specified time limit will be considered acceptance of the decision at that step, unless the grievant has notified the official of a delay and the reason for the delay and the official has consented in writing to the delay.

D. GENERAL REQUIREMENTS

1. All parties in interest and their representatives in any grievance filed pursuant to this policy shall conduct themselves in a professional manner at all times during the investigation and hearing of the grievance.

2. The board or an employee of the school system will take no reprisals of any kind against any party in interest or other employee on account of his or her participation in a grievance filed and decided pursuant to this policy.
3. Each decision will be in writing, setting forth the decision and reasons therefore, and will be transmitted promptly to all parties in interest.
4. All meetings and hearings conducted pursuant to this policy will be private.
5. The board and school system will consider requests to hear grievances from a group of grievants, but the board and officials have the discretion to hear and respond to grievants individually.
6. The board and administration will cooperate with the employee and representative in the investigation of any grievance and will furnish the employee or representative information pertinent to the grievance without cost to the grievant employee or the employee against whom the grievance is filed.
7. The employee may have a representative, including an attorney, at any stage of the grievance. However, if the grievant intends to be represented by legal counsel, he or she must notify the appropriate school official in advance so that school personnel also will have the opportunity to be represented by legal counsel.
8. Should, in the judgment of the superintendent or designee, the investigation or processing of any grievance require the absence of the grievant and/or representative from regular work assignments, such absences will be excused without loss of pay or benefits.

E. PROCESS FOR GRIEVANCE

1. Filing a Grievance
 - a. A grievance must be filed as soon as possible but no longer than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after 30 days that claims a violation, misapplication or misinterpretation of state or federal law, the superintendent or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school system to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, employees should recognize that delays in filing a grievance may significantly impair the ability of the school system to investigate and respond effectively to such complaints.

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- b. All grievances must be in writing, and the written statement of grievance must remain the same throughout all steps of the grievance procedure. The written grievance must include the following information: (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s), action(s) or physical condition at issue; (3) any local board policy, state or federal law, state or federal regulation or State Board of Education policy or procedure that the grievant believes has been misapplied, misinterpreted or violated; and (4) the specific resolution desired. If there is not a specific decision, action or physical condition at issue or no concern that federal or state law, federal or state regulation, State Board of Education policy or procedure, or board policy or procedure has been misapplied, misinterpreted or violated, then the procedure established in policy 1742/5060, Responding to Complaints, is appropriate, and the principal or immediate supervisor shall address the concern following that policy.
 - c. The employee(s) shall present the grievance in writing to his or her immediate supervisor or the supervisor's designee, unless the grievance alleges that a state or federal law has been misapplied, misinterpreted or violated, in which case the grievance may be presented instead to the assistant superintendent for human resources (or to the superintendent if the grievant's supervisor is the assistant superintendent for human resources). The person receiving the grievance hereinafter will be referred to as "official."

2. Response by Official

- a. The official shall arrange for a grievance file number to be assigned by the human resource office.
- b. In the event the official determines at the outset that review by the official is inappropriate, the official shall forward the formal grievance to the superintendent who will investigate and respond as provided below in subsection E.3.
- c. A meeting will take place at a mutually agreed-upon time within five days after receipt of the grievance.
- d. The official shall conduct any investigation of the facts necessary before rendering a decision.
- e. The official shall provide the aggrieved employee(s) with a written response to the grievance within 10 days after the meeting.

3. Response by Superintendent

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- a. If the grievant is dissatisfied with the official's response, the grievant may appeal in writing the decision to the superintendent for review by the superintendent or designee within five days of receipt of the official's response.
 - b. The superintendent or designee shall arrange for a meeting with the employee(s) to take place within five days of the receipt of the appeal.
 - c. The superintendent or designee shall conduct any investigation necessary before arriving at a decision. The superintendent or designee shall provide the aggrieved employee(s) with a written decision within 10 days after the meeting.

4. Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or board policy or procedure or has alleged that a specific decision of a school official adversely affects the grievant's employment status or the terms or conditions of his or her employment, the grievant shall have a right to appeal a final administrative decision to the board of education (see subsection E.4.a, Mandatory Appeals, below). If the grievant has not alleged such specific violations, he or she may request a board hearing, which the board may grant at its discretion (see subsection E.4.b, Discretionary Appeals, below).

a. Mandatory Appeals

- 1) If the grievant is not satisfied with the superintendent's response and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board policy or procedure or has alleged that a specific decision of a school official adversely affects the grievant's employment status or the terms or conditions of his or her employment, the grievant may appeal in writing the decision to the board within 10 days of receiving the superintendent's response.
- 2) A hearing will be conducted pursuant to policy 2500, Hearings Before the Board.
- 3) The board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

b. Discretionary Appeals

- 1) If the grievant is not satisfied with the superintendent's response but has not alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board policy or procedure or has not alleged that a specific decision of a school official adversely affects the grievant's employment status or the terms or conditions of his or her employment, the grievant may submit to the superintendent a written request for a hearing before the board of education within 10 days of receiving the superintendent's response.
- 2) The board chairperson will appoint a three- person panel to review the request and determine whether to (1) deny the appeal; (2) review the superintendent's decision on the written record only; or (3) grant a hearing. The panel will report the decision to the board. The board may modify the decision of the panel upon majority vote at a board meeting.
- 3) If the board denies the appeal, the decision of the superintendent will be final and the grievant will be notified within five days of the board's decision.
- 4) If the board decides to grant a hearing, the hearing will be conducted pursuant to policy 2500.
- 5) The board will provide a final written decision within 30 days of the decision to grant an appeal, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

F. RECORDS

Appropriate records shall be maintained in accordance with state and federal law.

Legal References: G.S. 115C-45(c); 126-16

Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Responding to Complaints (policy 1742/5060), Hearings Before the Board (policy 2500)

Revised: May 7, 2004; June 30, 2008; December 1, 2009; March 28, 2013, September 12, 2013

Employees and board members have an absolute duty to maintain the confidentiality of records as required by law. Employees and board members, by the nature of their occupation, are exposed to confidential information which should not be repeated or discussed except with those recognized by law as having a right to the information. Any employee or board member who is not sure whether particular information may be protected by state or federal confidentiality laws should seek clarification from his or her immediate supervisor or human resources (for employees) or from the superintendent or board attorney (for board members). Where violations occur, appropriate disciplinary action will be taken.

It is a criminal violation for an employee or board member to do either of the following:

- knowingly, willfully and with malice permit any unauthorized person to have access to information contained in a personnel file, or
- knowingly and willfully examine, remove or copy a personnel file that he/she is not specifically authorized to access pursuant to G.S. 115C-321.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. §1232g; G.S. 115C-47(18), -321, -402

Cross References: Communicable Diseases (policy 4230), Student Records (policy 4700), Confidentiality of Personal Identifying Information (policy 4705/7825), Public Records – Retention, Release and Disposition (policy 5070/7350), Personnel Files (policy 7820)

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

Revised: May 11, 2006

Reviewed by Policy Committee on June 14, 2012

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

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

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

A. ROMANTIC RELATIONSHIPS AND SEXUAL CONTACT PROHIBITED

All employees are prohibited from dating, courting or entering into a romantic relationship or having sexual contact with any student enrolled in the school district regardless of the student's age. Employees engaging in such inappropriate conduct will be subject to disciplinary action, up to and including dismissal and may be subject to criminal action as provided in G.S. 14-202.4 and 14-27.32.

B. RESTRICTIONS OF ELECTRONIC COMMUNICATIONS

1. In accordance with policy 7335, Employee Use of Social Media, employees are prohibited from communicating with current students through non-school-controlled social media without parental permission except to the extent that the employee and student have an appropriate relationship which originated outside of the school setting. Any communication through social media authorized under policy 7335 must meet the professional standards established in this policy and must otherwise be consistent with law and all other board policy.
2. Instant messages will be treated as a form of communication through social media subject to the terms of policy 7335 and subsection B.1 above, regardless of whether the messaging service is actually provided through a social media service or otherwise.
3. Employees are prohibited from engaging in other forms of one-to-one electronic communications (e.g., voice, voice mail, email, texting, and photo or video transmission) with students without written prior approval of the employee's supervisor and the student's parent. This rule shall not apply, however, if one or more of the following circumstances exist:

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

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

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

- d. whether there was an attempt to conceal the communication(s) from the employee's supervisor and/or the student's parent or guardian;
- e. whether the communication(s) created a disruption of the educational environment; and
- f. whether the communication(s) harmed the student in any manner.

C. REPORTING INAPPROPRIATE CONDUCT

1. Reporting by Employees

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

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

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

2. Reporting by Students

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

3. Report of Criminal Misconduct

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

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

Cross References: Governing Principal - Removal of Barriers (policy 1700), Prohibition Against

Discrimination, ~~and~~ Harassment, and Bullying (policy 1710/4021/7230), Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), Student and Parent Grievance Procedure (policy 1740/4010), Criminal Behavior (policy 4335), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335)

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

Revised: December 11, 2008

Administrative Procedure: None

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. All employment decisions will be consistent with the board's objective of providing students with the opportunity to receive a sound basic education, as required by state law.

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 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 human resources department 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 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.

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 offense, other than a minor traffic 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.

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 within the school system will be given priority.

2. Nepotism

- a. For purposes of this subsection, the following definitions apply.
 - i. “Immediate family” means spouse, parent, child, brother, sister, grandparent, or grandchild. The term includes the step, half, and in-law relationships.
 - ii. “Central office staff administrator” includes principals, directors, supervisors, specialists, assistant superintendents, and superintendent.
- b. Before any immediate family of any board of education member or central office staff administrator is employed by the board or engaged in any capacity as an employee, independent contractor, or otherwise, (1) the board member or central office staff administrator must disclose the familial relationship to the board and (2) the prospective employment or engagement must be approved by the board in a duly called open session meeting.
 - i. An employee who knowingly fails to disclose a familial relationship to the board as required will be subject to disciplinary action up to and including dismissal.
 - ii. Notification by the employee to human resources will be deemed disclosure to the board. The human resources department is responsible for conveying the disclosure to the board before the board takes action on the prospective employment or engagement.
- c. When making recommendations for the selection and assignment of personnel, the superintendent 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 immediate family.
- d. No administrative or supervisory personnel may directly supervise a member of his or her immediate family.

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

Administrative Procedure: Yes

Revised: April 8, 1998, August 14, 2008, June 14, 2012, February 13, 2015

**INFORMATION PROVIDED
BY APPLICANT OR EMPLOYEE**

Policy Code: **7110**

All information provided to the personnel office by an applicant for employment or by an employee must be true, accurate and complete to the best of that applicant's or employee's knowledge. Presenting information to the human resources department which is intended to defraud, falsify, materially misrepresent or conceal the truth will be considered just cause for terminating the application process or, as a violation of board policy, grounds for dismissing an employee.

Legal References: G.S. 115C-47(18), -325(e)(1)(o)

Cross References:

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

Updated: April 8, 1999

Administrative Procedure: None

For students to succeed, all staff members must approach their responsibilities conscientiously, always remembering that the ultimate responsibility of the school district is to create the opportunity and environment where students can learn.

Also essential to the success of ongoing school operations and the instructional program are the following specific responsibilities, which will be required of all personnel:

1. be familiar with, support and, where appropriate, enforce board policies, administrative procedures, school rules and applicable laws;
2. attend to the safety and welfare of students, including the need to ensure that students are supervised at all times;
3. demonstrate integrity, respect and commitment to the truth through attitudes, behavior and dress;
4. address or appropriately direct any complaints concerning the schools, the school program or school operation; and
5. support and encourage good school-community relations in all interactions with students, parents and members of the community.
6. faithfully and promptly attend work;
7. diligently and promptly submit required reports;
8. comply with the employee dress code
9. take care of and protect school property.

Employees shall notify the human resources office if they are arrested for, 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 shall be in writing, shall include all pertinent facts and shall be delivered to the human resources office no later than the next scheduled business day following the arrest, charge or conviction, unless the employee is hospitalized or incarcerated, in which case the employee shall report the alleged violation within 24 hours after his or her release. Upon judicial action in the matter, the employee must report the disposition and pertinent facts in writing to the assistant superintendent for human resources no later than the next business day following adjudication.

Legal References: G.S. 115C-47, -307, -308

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

Administrative Procedure: None

Revised: September 11, 2008

Job descriptions must be developed for all positions. A job description must identify the essential functions of the position and should stress expected working relationships with other employees and whatever duties are directly or indirectly related to student performance.

Job descriptions will be used as a criterion in screening applicants and evaluating employees. Job descriptions also will be used in organizational planning, budgeting and personnel administration.

Job descriptions will be on file and available to employees and applicants in the Human Resources office.

Legal References: G.S. 115C-47(18), -3087

Cross References:

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

Administrative Procedure: None

The board acknowledges that instructing students is the primary mission of the school system. Generally, in order to carry out the responsibilities of the school system, teachers and other employees may also be required to perform certain non-instructional and extracurricular duties. Assigned additional duties are considered part of all employees' responsibilities. However, assignment of additional duties to teachers should be minimized to allow time for teachers to plan, collaborate with colleagues, conduct conferences with parents, tutor students and perform any other activities that have a direct impact on student achievement. Beginning teachers also need adequate opportunities to develop their professional skills and need access to experienced teachers who will provide mentoring to them. In light of these goals, the principal of each school has the authority to assign extracurricular and non-instructional duties as necessary to conduct the business of the school, within the following guidelines.

A. EXTRACURRICULAR DUTIES

Initially licensed teachers may not be assigned extracurricular duties unless they request the assignments in writing.

1. Extracurricular Duties Defined

Extracurricular duties include those duties performed by a teacher outside the regular school day that involve students and are not directly related to the instructional program. Examples of extracurricular activities for which consent is required include such things as coaching duties, taking tickets at sporting events and acting as a faculty sponsor for a student club. Extracurricular duties do not include such things as time spent in parent-teacher conferences or activities related to courses taught by the teacher, such as band concerts that are performed as a part of band class.

2. Exceptions Permitted for Compelling Reasons

In cases of compelling need, initially licensed teachers may be required to perform extracurricular duties if the procedures set forth in this paragraph are followed.

a. Compelling Need Defined

A compelling need arises when the principal of a school is not reasonably able to provide adequate supervision by qualified personnel at extracurricular activities without using initially licensed teachers and no initially licensed teachers have volunteered in writing to perform these activities. In determining whether a compelling need exists, it will be assumed that teaching assistants and other non-licensed employees may

not be assigned to extracurricular duties unless the assignment is approved in advance by the superintendent or designee. Examples of compelling need include circumstances when:

- 1) an employee who is scheduled to perform an extracurricular duty is unexpectedly unavailable and the position must be filled quickly;
- 2) the school principal cannot adequately fill extracurricular duty positions without additional reliance on initially licensed teachers; or
- 3) an extracurricular duty must be supervised by individuals with certain experience, skills or qualifications and initially licensed teachers are the only qualified staff members who possess the required experience, skills or qualifications.

b. Process for Granting a Compelling Need Waiver

1) Board Waiver

In cases in which the need for a waiver is reasonably foreseeable and there is an opportunity to bring the matter before the board of education for approval prior to the extra duty, the superintendent shall bring the matter to the board for a decision on the waiver request. The recommendation for a waiver must be in writing and set forth the circumstances requiring the waiver. The board minutes or other documentation will reflect the reasons for granting the waiver.

2) Superintendent Waiver

If there is not a scheduled board meeting prior to the need to provide adequate supervision at the extracurricular activity, the superintendent may waive the requirement upon a finding of compelling need. The superintendent shall make a written record of all such waivers and the circumstances for requesting each waiver. At the next regular board meeting, the superintendent shall report to the board any past waivers made and the reasons therefore. If the waiver is for an ongoing activity, the superintendent must seek and obtain board approval to continue the initially licensed teacher in the extracurricular activity in accordance with the procedure in paragraph (1) above.

3) Principal Waiver

If there is an exigent need to waive the policy, such as the

unexpected illness or absence of an employee, then the school principal is authorized to waive the policy temporarily for up to five days. However, the principal must report the waiver to the superintendent in writing, setting forth the circumstances requiring the waiver. The superintendent must approve all waivers over five days, as provided in paragraph (2) above. The board must approve all continuing waivers at its next regular meeting, as provided in paragraph (1) above.

4) Teacher Access to Records

The teacher may request and is entitled to receive any documentation regarding waivers requested or granted under this policy.

B. NON-INSTRUCTIONAL DUTIES

Principals shall minimize the assignment of non-instructional duties to all teachers, including initially licensed teachers. Specifically, teachers should not be required to use their daily planning periods on an ongoing and regular basis to supervise students. Planning periods generally should be reserved for course planning and meetings with other professional staff regarding the instructional program.

1. Non-Instructional Duties Defined

Non-instructional duties refer to those duties that are not directly involved with the instructional program or the implementation of the current statewide instructional standards, but that all teachers are expected to do. These duties include such things as bus duty, carpool duty and regular and ongoing use of planning periods to monitor hallways and cafeterias. Nothing in this policy should be construed to relieve teachers of the responsibility to provide for the safety and supervision of students during regular school hours, as necessary to maintain order and discipline in the school.

2. Distribution of Non-Instructional Duties

Non-instructional duties should be distributed equitably among employees to the extent that it is reasonably possible to do so. In assigning non-instructional duties, consideration should be given to the need for initially licensed teachers to have adequate professional development, planning time and access to experienced teachers who can share their expertise. Principals are responsible for structuring these opportunities in a way that will be beneficial to the students and employees at their schools.

C. EVALUATION

The failure of an initially licensed teacher to volunteer to perform extracurricular duties is not appropriate grounds to lower the teacher's evaluation or just cause for a less than proficient evaluation rating of an initially licensed teacher, provided that the teacher has conducted himself or herself in a professional manner when declining to accept extracurricular duties. However, a teacher's failure to perform an assigned non-instructional or extracurricular duty in a competent and professional manner may be considered as a part of the teacher's evaluation.

Legal References: G.S. 115C-47(18a), -301.1; State Board of Education Policy TCP-A-004

Adopted: September 9, 1999

Updated: May 11, 2000, May 10, 2012, January 8, 2015

All assignments and transfers to schools are the responsibility of the superintendent. In-school transfers are the responsibility of the principal. The board must be promptly notified of all transfers authorized by the superintendent.

The superintendent may assign school employees in any manner that he or she deems appropriate, consistent with legal requirements.

Voluntary and involuntary transfers will be made in accordance with course requirements, fluctuating enrollments, allotment, efforts to improve student performance, and the general welfare of the school district. The interests and aspirations of employees will be considered in making assignments and transfer decisions; however, such interests must be weighed against what is in the best interest of the students, school or school district. Employees will be informed of transfer decisions as soon as reasonably feasible.

The superintendent will establish any necessary procedures for employee-initiated transfer requests.

An employee may appeal a transfer decision to the board. The board generally will uphold transfer decisions made in accordance with this policy that are not arbitrary, capricious, political or discriminatory.

Legal References: G.S. 115C-47, -276, -301

Cross References: Alternative Learning Programs/Schools (policy 3470/4305)

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

Updated: May 11, 2000

Administrative Procedure: None

A. WORK SCHEDULES

The length of the school day for licensed and professional staff will be a minimum of seven hours and thirty minutes and will continue until professional responsibilities to the student, school, and school district are completed. Administrative meetings, curriculum development, pupil supervision, assigned duties, parent conferences, group or individual planning and extracurricular activities, professional development, tutoring, assisting students with assignments, and providing extra help may require hours beyond the stated minimum. Work schedules for other employees will be defined by the superintendent or designee, consistent with the Fair Labor Standards Act and the provisions of this policy.

B. WORKWEEK DEFINED

Working hours for all employees not exempted under the Fair Labor Standards Act (FLSA), including instructional assistants, secretarial, cafeteria, janitorial and maintenance personnel, will conform to federal and state regulations. The superintendent shall ensure that job positions are classified as exempt or non-exempt and that employees are made aware of such classifications. Supervisors will make every effort to avoid circumstances which require non-exempt employees to work more than 40 hours each week. Employees not exempted under the Fair Labor Standards Act may be granted compensatory time off in lieu of overtime pay for time worked in excess of 40 hours in any workweek. For purposes of Fair Labor Standards Act compliance, the workweek for school district employees will be 12:00 a.m. Saturday until 11:59 p.m. Friday. A copy of the Fair Labor Standards Act and any administrative procedures established by the superintendent will be available to employees in the human resources office.

C. OVERTIME AND COMPENSATORY TIME

The board of education discourages overtime work by non-exempt employees. A non-exempt employee may not work overtime without the express prior approval of his or her supervisor. All overtime work must be approved by the superintendent or designee. All supervisory personnel shall monitor overtime use on a monthly basis and report such use to the superintendent or designee. Principals and supervisors shall monitor employees' work, shall ensure that overtime provisions of this policy and the FLSA are followed, and shall ensure that all employees are compensated for any overtime worked. Principals or supervisors may need to adjust daily schedules to prevent non-exempt employees from working more than 40 hours in a workweek. Accurate and complete timesheets of actual hours worked during the workweek must be signed by each employee and submitted to their supervisor. The finance officer shall review work records of employees on a regular basis to make an assessment of overtime use.

In lieu of overtime compensation, non-exempt employees may receive compensatory time off at a rate of not less than one and one-half hours for each one hour of overtime worked, if such compensatory time (1) is agreed to by the employee before the overtime work is performed and (2) is authorized by the immediate supervisor. Employees must

be allowed to use compensatory time within a reasonable period after requesting such use (see policy 7510, Leave). Once an employee reaches a comp-time balance of 40 hours, their supervisor must meet with the finance officer to develop a plan to reduce the comp-time balance. Employees may accrue a maximum of 240 compensatory time hours before they must be provided overtime pay at the appropriate rate. In addition, upon leaving the school system, an employee must be paid for any unused compensatory time at the rate of not less than the higher of (1) the average regular rate received by the employee during his or her last three years of employment or (2) the final regular rate received by the employee.

Non-exempt employees whose workweek is less than 40 hours will be paid at the regular rate of pay for time worked up to 40 hours. Such employees will be provided overtime pay or compensatory time as provided above for working more than 40 hours in a workweek.

Employees will be provided a copy of this policy and will be required to sign this policy to acknowledge their understanding of overtime and compensatory time provisions. Such signed policy will constitute the agreement required in this section.

D. ATTENDANCE EXPECTATIONS

All employees are expected to be present during all working hours. It is expected that all employees will notify their immediate supervisor on days when they will be absent or tardy. Absence without prior approval, chronic absences, habitual tardiness or abuses of designated working hours are all considered neglect of duty and will result in disciplinary action up to and including dismissal.

Legal References: The Fair Labor Standards Act of 1938, as amended, 29 U.S.C. 201, *et seq.*; G.S. 115C-47(18), -288, -307; *North Carolina Public School Personnel Employee Salary and Benefits Manual (most current version)*, North Carolina Department of Public Instruction, Division of School Business, available at <http://www.ncpublicschools.org/fbs/finance/salary/>

Cross References: Leave (policy 7510)

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

Updated: April 8, 1999; December 11, 2003, April, 15, 2010, June 14, 2012

Employees are expected to avoid engaging in any conduct that creates or gives the appearance to the public of creating a conflict of interest with their job responsibilities with the school system. Although there may be other conflicts of interests, employees must follow board directives in the following areas.

A. FINANCIAL INTERESTS

An employee shall not engage in or have a financial interest, directly or indirectly, in any activity that conflicts with duties and responsibilities in the school system.

1. Contracts with the Board

An employee shall not do any of the following:

- a. obtain a direct benefit from a contract that he or she is involved in making or administering on behalf of the board, unless an exception is allowed pursuant to G.S. 14-234 or other law;
- b. influence or attempt to influence anyone who is involved in making or administering a contract on behalf of the board; or
- c. solicit or receive any gift, favor, reward, service or promise of reward, including a promise of future employment, in exchange for recommending, influencing or attempting to influence the award of a contract by the board.

An employee is involved in administering a contract if he or she oversees the performance of the contract or has authority to interpret or make decisions regarding the contract. An employee is involved in making a contract if he or she participates in the development of specifications or terms of the contract or participates in the preparation or award of the contract. An employee derives a direct benefit from a contract if the employee or his or her spouse does any of the following: (1) has more than a 10 percent ownership or other interest in an entity that is a party to the contract; (2) derives any income or commission directly from the contract; or (3) acquires property under the contract.

2. Non-School Employment

The board recognizes that some employees may pursue additional compensation on their own time. Any such employee shall not engage in the following:

- a. non-school employment that adversely affects the employee's availability or effectiveness in fulfilling job responsibilities;

- b. work of any type in which the sources of information concerning customer, client or employer originate from any information obtained through the school system;
- c. work of any type that materially and negatively affects the educational program of the school system;
- d. any type of private business using system facilities, equipment or materials, unless prior approval is provided by the superintendent; or
- e. any type of private business during school time or on school property.

The superintendent may grant prior approval for work performed under subsections d and e above if such work enhances the employee's professional ability or professional growth for school-related work. The superintendent may establish reporting procedures that require employees to notify the school system of any non-school employment.

B. RECEIPT OF GIFTS

No school employee may accept gifts from any person or group desiring to do or doing business with the school system, unless such gifts are instructional products or advertising items of nominal value that are widely distributed. No school employee may solicit or accept any gifts from any potential provider of E-rate services or products in violation of federal gifting rules.

Legal References: G.S. 14-234, -234.1; 115C-47(18); 133-32; 47 C.F.R. 54.503; FCC Sixth Report and Order 10-175

Cross References: Board Member Conflict of Interest (policy 2121)

Adopted: January 10, 2013

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

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

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

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

The evaluation system must incorporate the following directives.

1. Evaluators must clearly identify exemplary performance as well as deficiencies in

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

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

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

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

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

Adopted: February 9, 2012

Revised: January 9, 2014

~~Any former employee retired through the Teachers' and State Employees' Retirement System is eligible for consideration by Asheboro City Schools as a re-employed retiree. The employment of retired personnel is subject to the North Carolina General Statutes.~~

~~A retired employee, who wishes to be considered for employment as a re-employed retiree, should submit a written letter of interest for consideration along with other candidates who meet the eligibility criteria for the vacant position.~~

~~The re-employment of retired persons shall be:~~

~~Considered on an individual basis and based on the needs of the school and the district; and,~~

~~Considered on a year-to-year basis; No guarantee of re-employment from one school year to another is assured.~~

~~If re-employed, compensation for the retired employee is negotiable and is subject to guidelines established by the North Carolina General Statutes.~~

~~Legal Reference: G.S. 115C 302.1, G.S. 115C 316(d), G.S. 115C 325, G.S. 135 3(8)c and G.S. 128 24(5)c.~~

~~Adopted: August 11, 2005~~

~~Cross Reference: none~~

~~Administrative Procedure: none~~

**REDUCTION IN FORCE:
TEACHERS AND SCHOOL ADMINISTRATORS**

Policy Code:

7920

The purpose of this policy is to establish an orderly procedure for a reduction in force. This policy applies to (1) employees with career status and (2) all other teachers and school administrators, as defined in the relevant statutes, during the terms of their contracts. A reduction in force among any other employees will be accomplished in accordance with policy 7921, Classified Personnel Reduction, or, as applicable, in accordance with any conflicting terms of an individual employee's contract.

A. GROUNDS FOR REDUCTION IN FORCE

A reduction in force may be implemented when the board determines that any of the following circumstances have resulted in the need to decrease the number of positions held by employees to whom this policy applies.

1. System Reorganization

System reorganization is defined as (a) the closing, consolidation, or reorganization of schools, school buildings, or facilities; (b) the elimination, curtailment, or reorganization of a curriculum offering, program, or school operation; or (c) the merger of two or more school systems.

2. Declining Enrollment

Declining enrollment exists (a) when the enrollment or projected enrollment for the next succeeding school year causes a decrease in the number of teaching or administrative positions allocated by the State or any other funding source; or (b) when the enrollment or projected enrollment of a curriculum offering or program for the next succeeding school year is inadequate to justify continuation of the course or program.

3. Financial Exigency

Financial exigency means (a) any significant decline in the board's financial resources that compels a reduction in the school system's current operational budget; (b) any significant decrease or elimination in funding for a particular program; or (c) any insufficiency in funding that would render the board unable to continue existing programs at current levels.

B. PRELIMINARY DETERMINATION

1. The superintendent shall determine whether or not a reduction in force for employees subject to this policy is necessary, appropriate, or in the best interests of the school system.

2. If the superintendent decides to recommend to the board a reduction in force, he or she shall first determine which positions shall be subject to the reduction. In making that determination, the superintendent shall account for both:
 - a. structural considerations, such as identifying positions, departments, courses, programs, operations, and other areas where there are (1) less essential, duplicative, or excess personnel; (2) job responsibility and/or position inefficiencies; (3) opportunities for combined work functions; and/or (4) decreased student or other demands for curriculum, programs, operations, or other services; and
 - b. organizational considerations, such as anticipated organizational needs of the school system and program/school enrollment.
3. The superintendent shall then present a recommendation to the board. The recommendation must include:
 - a. the grounds for a reduction in force;
 - b. the positions to be reduced, categorized by area(s) of licensure and/or program responsibility; and
 - c. the background information, data, and rationale for the recommendation.
4. The board will review the superintendent's recommendation and will determine whether to reduce the number of licensed employees or to reduce their terms of employment.
5. If the board, after exploring, considering, and discussing a variety of ways to avoid a reduction in force, determines that a reduction in force of employees subject to this policy is necessary, the superintendent shall recommend to the board which individuals are to be dismissed, demoted, or reduced to part-time employment, based on the criteria set forth below.

C. CRITERIA

The primary consideration in any reduction in force will be the maintenance of a sound and balanced educational program that is consistent with the functions and responsibilities of the school system. The superintendent shall consider a variety of factors in determining which employees will be included in the reduction in force, including the following:

1. work performance and evaluation ratings;
2. areas of licensure;

3. highly qualified status;
4. program enrollment;
5. service in extra duty positions and ability to fill such positions;
6. length of service, with higher priority given to service in this school system; and
7. degree level.

The superintendent shall develop a system for using the above-mentioned factors to determine which employees will be recommended to the board for inclusion in the reduction in force.

D. PROCEDURE FOR TERMINATION

The board will consider the superintendent's recommendation and may, by resolution, order dismissal or demotion of an individual or reduce an individual to part-time employment. All requirements of G.S. 115C-325 (for teachers with career status) and 115C-325.6 (for non-career status teachers) will be met, including the time limits and procedures for notice and the opportunity for a hearing, when any teacher with career status (as defined in G.S. 115C-325) or teacher or administrator (as defined in G.S. 115C-325.1) is terminated, demoted, or reduced to part-time employment due to a reduction in force.

E. TERMINATION/REEMPLOYMENT OF A TEACHER WITH CAREER STATUS

When a teacher with career status is dismissed in accordance with this policy, his or her name will be placed on a list of available employees to be maintained by the board.

F. NONRENEWAL OF AN EMPLOYEE

The board, upon recommendation of the superintendent, may refuse to renew the contract of a non-career status teacher; to offer a new, renewed, or extended contract to a school administrator; or to reemploy any non-career status teacher who is not under contract for any cause it deems sufficient (see policy 7950, Non-Career Status Teachers: Nonrenewal). A decision (1) not to renew a non-career status teacher's contract, (2) not to renew, extend, or offer a new contract to a school administrator, or (3) to not reemploy any non-career status teacher who is not under contract is not considered a "termination" under this policy. In such circumstances the procedures set forth in this policy are not required to be followed before the board's decision.

Legal References: G.S. 115C-287.1, -325 (applicable to career status teachers), -325.4, -325.6 to -325.9 (applicable to non-career status teachers)

Cross References: Non-Career Status Teachers: Nonrenewal (policy 7950)

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

Updated: April 8, 1999, August 13, 2009, April 14, 2011, October 13, 2011, June 12, 2014

Policies for Action

The board of education is a body corporate and has general control and supervision of all matters pertaining to the public schools of the school district and the authority to enforce the school law. All powers and duties conferred and imposed by law respecting public schools, which are not expressly conferred and imposed upon some other official, are conferred and imposed by law upon the board.

The board will provide a system of schools and establish general policies in keeping with the needs of the community and the requirements of state law and perform all specific duties imposed by law. The board considers some of its most significant duties to be the following:

1. providing every student with the opportunity to receive a sound basic education as defined by the North Carolina Supreme Court in *Leandro v. State*;
2. providing leadership and direction through the formulation of goals and objectives, especially in defining and setting high academic standards for student success;
3. creating policies that establish standards, accountability and evaluation of essential operations of the school district;
4. taking steps necessary to help ensure legal compliance of board and school district functions;
5. performing judicial functions by conducting hearings as appropriate or required by law regarding decisions of school district personnel or the board;
6. hiring a superintendent, supporting the superintendent in his or her administration, and evaluating and responding to recommendations made by the superintendent, including recommendations pertaining to the educational program and facility needs;
7. considering the budget recommended by the superintendent, presenting the budget to the county commissioners, and adopting a budget after evaluating whether the county commissioners' appropriation is sufficient to support a system of free public schools; and
8. being an advocate for the school district, staff and especially for students, in all interactions with other governmental entities and the public.

Legal References: G.S. 115C-36, -40, -44, -47; *Leandro v. State*, 346 N.C. 336 (1997)

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

Updated: June 14, 2012

The mission statement of the Asheboro City Schools is as follows: We are committed to providing high 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.

Policies are the primary means by which the board expresses its vision for the school district. In formulating specific policies, the board is guided by its duty to provide students with the opportunity to receive a sound basic education as defined by the North Carolina Supreme Court in *Leandro v. State*. It is further guided by governing principles it considers critical to meet that obligation by providing a system of excellent schools where students can succeed. These governing principles are referenced frequently in the board policies and also are set out below.

1. Student success. As its top priority, a system of excellent schools provides opportunities for individual students to succeed and overall student performance to improve.
2. Parental involvement. A system of excellent schools involves parents in decisions regarding their own children, the educational program and the schools.
3. Safe, orderly and inviting environment. A system of excellent schools creates and maintains a safe and orderly environment where staff and students are focused on and excited about learning.
4. School initiatives. In a system of excellent schools, each school initiates improvements to the educational program and services for students in alignment with system-wide goals and involves staff, parents and students in the school level decision-making processes.
5. Professional development. 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.
6. Removal of barriers. A system of excellent schools prohibits illegal discrimination and harassment of staff and students, encourages tolerance and respect, and seeks to eliminate or lessen other barriers that may impede a student's ability or opportunity to learn, including economic disadvantages, poor nutrition, ill-health and lack of transportation.
7. Stewardship of resources. A system of excellent schools conserves financial and environmental resources and operates in an efficient manner.

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

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

Revised: July 12, 2012

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

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

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

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

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

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

Updated: September 12, 2013, February 12, 2015

The board recognizes that, collectively and individually, all members of the board must adhere to a code of ethics as required by G.S. 160A-86 and G.S. 115C-47(57).

A. BOARD MEMBER ETHICAL REQUIREMENTS

The following standards will guide each board member in the performance of his or her official duties:

1. the need to obey all applicable state and federal laws regarding official actions taken as a board member;
2. the need to uphold the integrity and independence of the board member's office;
3. the need to avoid impropriety in the exercise of the board's and board member's official duties;
4. the need to perform faithfully the duties of the office; and
5. the need to conduct the affairs of the board in an open and public manner, complying with all applicable laws governing open meetings and public records.

B. SPECIFIC BOARD MEMBER COMMITMENTS

In order to implement the above standards, each member of the board commits to do the following:

1. attend all regularly scheduled board meetings insofar as possible and become informed concerning the issues to be considered at those meetings;
2. endeavor to make policy decisions while always keeping in mind the objective of providing students the opportunity to receive a sound basic education and only after full discussion at publicly held board meetings;
3. render all decisions based on the available facts and independent judgment and refuse to surrender that judgment to individuals or special interest groups;
4. model civility to students, employees and all elements of the community by encouraging the free expression of opinion by all board members and engaging in respectful dialogue with fellow board members on matters being considered by the board;
5. respect the confidentiality of information that is privileged under applicable law

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- and refrain from unauthorized disclosure of matters discussed in closed session;
6. work with other board members to establish effective board policies and to delegate authority for the administration of the schools to the superintendent;
 7. communicate to other board members and the superintendent expressions of public reaction to board policies and school programs;
 8. learn about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by the state and national school boards associations;
 9. comply with North Carolina General Statute 115C-50 by earning the required 12 hours of training every two years;
 10. comply with G.S. 160A-87 by earning two hours of ethics education within 12 months of election or appointment to the board;
 11. support the employment of those persons best qualified to serve as school employees and avoid allowing personal relationships and biases to influence decision making;
 12. refrain from investigating or attempting to resolve complaints received personally, but instead direct the complainant to follow the board's complaint or grievance process to resolve concerns;
 13. avoid being placed in a position of conflict of interest and refrain from using the board member's position on the board for personal or partisan gain;
 14. take no private action that will compromise the board or administration; and
 15. remember always that a board member's first and greatest concern must be the educational welfare of the students attending the public schools.

All newly elected board members are expected to sign a code of ethics statement that includes these provisions at the organizational meeting of the board.

Legal References: G.S. 115C-36, -47(1), -47(57), -50; 160A-86, -87; *Leandro v. State*, 346 N.C. 336 (1997)

Cross References: Board Member Opportunities for Development (policy 2123)

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

Updated: March 11, 2010, June 10, 2010

Reviewed by Policy Committee on June 14, 2012

All board members are subject to the criminal laws related to conflicts of interest in public office, including strict restrictions against having a pecuniary interest in any business of the board. In addition, board members will not let any personal or business interest interfere with their duties as public officials, including ethical duties as specified in policy 2120, Code of Ethics for School Board Members.

A member of the board will not do any of the following:

1. obtain a direct benefit from a contract that he or she is involved in making or administering on behalf of the board, unless an exception is allowed pursuant to G.S. 14-234 or other law;
2. influence or attempt to influence anyone who is involved in making or administering a contract on behalf of the board when the board member will obtain a direct benefit from the contract; or
3. solicit or receive any gift, favor, reward, service, or promise of reward, including a promise of future employment, in exchange for recommending, influencing, or attempting to influence the award of a contract;
4. accept a gift or favor from any person or group desiring to do or doing business with the school system, unless such gifts are instructional products or advertising items of nominal value that are widely distributed; or
5. solicit or accept any gifts from any potential provider of E-rate services or products in violation of federal gifting rules.

A board member is involved in administering a contract if he or she oversees the performance of the contract or has authority to interpret or make decisions regarding the contract. A board member is involved in making a contract if he or she participates in the development of the specifications or terms of the contract or participates in the preparation or award of the contract.

A board member derives a direct benefit from a contract if the board member or his or her spouse does any of the following: (1) has more than a 10 percent ownership or other interest in an entity that is a party to the contract; (2) derives any income or commission directly from the contract; or (3) acquires property under the contract. An exception is allowed for employment contracts between the board of education and the spouse of a board member. However, the board member involved will not deliberate or vote on the spouse's employment contract or attempt to influence any other person who is involved in making or administering the contract.

Legal References: G.S. 14-234, -234.1; 133-32; 47 C.F.R. 54.503; FCC Sixth Report and Order 10-175

Cross References: Code of Ethics for School Board Members (policy 2120), Employee Conflict

of Interest (policy 7730)

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

Revised: July 14, 2011, June 12, 2014

BOARD MEMBER OPPORTUNITIES FOR DEVELOPMENT

Policy Code: **2123**

Board members are encouraged to participate in professional development activities designed for them. New board members will have the opportunity and will be encouraged to attend orientation programs for new board members sponsored by the state and national school boards associations. It is the responsibility of the board to provide new board members a thorough orientation to board policies, practices and duties.

Each board member must fulfill the legal requirement to receive a minimum of 12 hours of training every two years.

All board members must receive a minimum of two hours of ethics education within 12 months after initial election or appointment to office and again within 12 months after each subsequent election or appointment to office. This education must address the laws and principles that govern conflicts of interest and ethical standards for local government officials. The superintendent shall maintain records verifying that each board member has participated in the required ethics education. The ethics education required under this paragraph may be counted towards the 12-hour training requirement.

Unless otherwise approved by the board, such training must be provided by the following entities: the school district; the North Carolina School Boards Association; the National School Boards Association; the School/Institute of Government; or the Department of Public Instruction. If a board member wishes to receive training credit for or be reimbursed for attending training offered by another entity, he/she must obtain approval from the board.

Funds for participation will be budgeted annually and reimbursement for expenses will be made in accordance with law and applicable board policy.

Legal References: G.S. 115C-50; 160A-86, -87

Cross References: Code of Ethics for School Board Members (policy 2120)

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

Revised: November 14, 2002, June 10, 2010, August 9, 2012

Reviewed by Policy Committee on June 14, 2012

In order to conduct official business at a regular or special meeting, a quorum of the board must be present.

A quorum is defined as a majority of the members of the board. If a quorum is not present at any meeting, the chairperson will postpone the meeting until such time as a quorum can be present, provided adequate notice is given pursuant to the Open Meetings Law. Proxy voting will not be recognized by the board.

Legal References: G.S. 143-318.12; Iredell County Bd. of Educ. v. Dickson, 235 N.C. 359 (1952), Edwards v. Yancey County Bd. of Educ., 235 N.C. 345 (1952)

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

Reviewed by Policy Committee on July 12, 2012

The board of education reserves to itself the functions of developing and revising policies for the school district. The formation and adoption of policies will constitute the primary method through which the board exercises its leadership in the operation of the school district. All policy decisions will be made while keeping in mind the board's objective to provide students with the opportunity to receive a sound basic education

The superintendent is responsible for implementing the policies established by the board of education. He/she is empowered to issue administrative regulations necessary for the implementation of board policies with such regulations subject to review by the board.

The superintendent will interpret to the board the reactions of school personnel and the public to the board's policies.

All staff members will be responsible for abiding by the policies of the board and the administrative regulations of the superintendent.

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

Cross References: Board Authority and Duties (policy 1010)

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

Reviewed by Policy Committee on August 9, 2012

It is the goal of the board that all students will make adequate academic progress each year and thereby acquire the skills necessary for secondary education and career success. To realize this goal, students who are at risk of academic failure and who are not successfully progressing toward grade promotion and graduation must be identified and provided additional assistance. The principal or designee is responsible for ensuring that students at risk are identified and that the school improvement team develops a plan to include successful transition between grade spans for such students in compliance with G.S. 115C-105.41.

A. IDENTIFICATION OF AND ASSISTANCE TO STUDENTS AT RISK

The superintendent shall organize available resources to implement a multi-tiered system of support (MTSS) that uses data-driven problem-solving and research-based instructional practices for all students. The superintendent shall establish processes and standards for addressing concerns about student performance and for documenting student responses to research-based instruction and interventions within the MTSS.

Using information about the student's response to instruction and/or interventions and other student performance data, school personnel must identify students at risk of academic failure as early as reasonably may be done beginning in kindergarten. School administrators and teachers shall address the needs of students identified as at risk of academic failure through the supports available in the MTSS and/or other processes established by the superintendent. The parents or guardians of such students should be included, through oral or written communication or other means, in the implementation and review of academic and/or behavioral interventions for their children.

B. TRANSITION PLANS

Transitions in the school environment can be stressful experiences that pose academic, social, and emotional challenges for students. Addressing students' academic, social, and emotional needs to create successful transitions provides students with a better chance of academic success. A comprehensive and coordinated transition plan will be implemented for students who are at risk of academic failure in order to facilitate their educational transitions between elementary school and middle school and between middle school and high school.

The superintendent shall appoint a transition team to design, implement, and evaluate a school system transition plan. This team will be comprised of stakeholders who can identify the needs of students at the different developmental levels and implement plans that produce positive results for students at risk of academic failure. Such stakeholders may include principals, teachers, support staff and other school system employees, parents of students in the school system, and local business and community leaders such as civic group leaders, health department personnel, preschool and Head Start program personnel, faith community leaders, and personnel from local colleges, universities, and

community colleges. At each school, the school improvement team shall use the school system transition plan to design a school-based transition plan tailored to meet the specific needs of that school's population. The transition plan may be included in the school improvement plan. See policy 3430, School Improvement Plan.

The transition plans should be designed to encourage successful transitions that foster respect for individual differences, encourage understanding of the whole child, create a sense of trust and belonging, and reduce child and family anxiety about school. The plans must include an on-going evaluation process to verify that the outcomes established for the different transition levels are being accomplished and that these goals are updated as student data and environmental changes occur.

Legal References: G.S. 115C-105.41; State Board of Education Policy GCS-Q-001

Cross References: School Improvement Plan (policy 3430)

Other Resources: NC DPI Memorandum to LEAs *Re: Session Law 2015-46*, (August 11, 2015), available at <http://www.ncpublicschools.org/docs/superintendents/messages/2015/08/education-plans-memo.pdf>; NC DPI Multi-Tiered System of Support resource page, available at <http://www.ncpublicschools.org/curriculum/responsiveness/>; *Transition Planning for 21st Century Schools*, N.C. State Board of Education/Department of Public Instruction, available at <http://www.dpi.state.nc.us/docs/curriculum/home/transitions.pdf>

Adopted: May 9, 2013

Revised: March 13, 2014

A. PRINCIPLES

Principals, assistant principals, teachers, and other instructional staff at each school are responsible for designing and implementing strategies to reach the educational goals of the board. Input from the school community, including parents, students, and representatives from businesses and other agencies, is critical in developing an educational program that will meet the needs of the students and the community.

The board affirms the General Assembly's belief that all children can learn and that the mission of public schools is to challenge, with high expectations, each child to learn, achieve, and fulfill his or her potential.

Accordingly, the board has established in its policies its vision, standards, and means of accountability for the educational program. The superintendent shall provide guidance and establish any other standards necessary for effective implementation of the board's policies. Principals shall lead each school in implementing the policies. The school improvement plan is one tool that school administrators should use to draw upon the creativity and innovation of the staff and the community. This plan, in its two parts, should identify the school's efforts to improve student performance and reach the educational goals of the board.

B. PART ONE OF THE SCHOOL IMPROVEMENT PLAN: STATE PROGRAM FOR SCHOOL-BASED MANAGEMENT AND ACCOUNTABILITY

The board endorses the principles set forth by the State Board of Education that all children need to master basic skills and knowledge and build upon this foundation for lifelong learning. Therefore, in developing their school improvement plans, all schools should ensure, to the extent possible, that sufficient resources and curricula are directed toward meeting the goal of having all students performing at grade level or higher in the basic subject and skill areas identified by the State Board.

1. School Improvement Team

Each school must have a school improvement team that develops the school improvement plan. The school improvement team will consist of the principal, representatives of the assistant principals, instructional personnel, instructional support personnel and instructional assistants assigned to the school building, and parents of students attending the school. Each group of school personnel shall elect representatives from their respective group by secret ballot. Parents are to be elected in accordance with G.S. 115C-105. 27(a). The school improvement team is encouraged to involve and seek assistance from central office personnel. The school improvement team, especially at the middle and high schools, also is encouraged to seek input from students. The superintendent shall provide

guidance to principals to ensure that the principals establish and work together with school improvement teams to develop, review, and amend school improvement plans.

The school improvement team shall follow all legal requirements in developing and obtaining school approval of the school improvement plan. School improvement team meetings will be held at a convenient time to facilitate substantial parent participation. The principal shall ensure that the school improvement team, as a public body, complies with the Open Meetings Law in regard to its meetings. Deliberations on the school safety components of the plan must be in closed session in accordance with G.S. 143-318.11(a)(8).

2. Mandatory Components of the State Plan

A school improvement plan must include the following components.

- a. The plan must specify the effective instructional practices and methods to be used to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school.
- b. The plan must take into consideration the minimum annual performance goal established by the State Board and the goals set out in the mission statement for public schools adopted by the State Board of Education.
- c. The plan must be, to the greatest extent possible, data driven. The team shall use the Education Value Added Assessment System (EVAAS) or a compatible and comparable system approved by the State Board of Education to analyze student data to identify root causes for problems and determine actions to address them and to appropriately place students in courses such as Math I. The plan must contain clear, unambiguous targets, explicit indicators and actual measures, and expeditious time frames for meeting measurement standards.
- d. The plan must identify how staff development funds allocated to the school will be used.
- e. The plan must provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team.
- f. The plan must provide duty-free instructional planning time for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week.
- g. The plan must attempt to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures,

including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.

- h. As part of the school system's efforts to maintain safe and orderly schools, the plan must address safety and discipline concerns. These concerns include any special conditions at the school. The plan should include the components of any positive behavior management or positive behavior support programs that have been adopted at the school and should comply with the requirements of policy 1510/4200/7270, School Safety, and all protocols established by the superintendent or designee under that policy.
- i. For schools identified by the Department of Public Instruction as Focus or Priority schools, the plan must identify the interventions the school will implement to address students' academic needs. Such interventions must include strategies to address the needs of all children, particularly the lowest-achieving, and how those needs will be met in a timely and effective manner. If the school is identified as a Focus school as a result of not meeting participation rates in the state assessment program, the plan must include interventions to improve participation.
- j. In accordance with policy 1310/4002, Parental Involvement, the plan must identify the goals and strategies for parents to be involved in their child's education and in the educational program of the school.
- k. The plan must include a process by which the school improvement team will review the school improvement plan at least once a year. The annual review process must include (1) a review of student scores on all state- and board-mandated tests and (2) a means for the school improvement team to modify the plan, if necessary, when the school has not met the expected growth score established by the state.
- l. The plan must require the principal to notify the superintendent if the school improvement team modifies a board-accepted school improvement plan.

3. Optional Components of the State Plan

Part One of the school improvement plan may include any or all of the following components.

- a. The plan may include a request to transfer state funds from one allotment category to another, as permitted by state law. The request must identify the funding allotment categories involved in the transfer and identify how the transfer will facilitate improving student performance.

- b. The plan may include a comprehensive conflict resolution plan, as provided in G.S. 115C-81(a4), in order to help create a safe school.
- c. The plan may provide for the use of textbooks that have not been adopted by the State Board.

1. Development and Review of the Plan

School Leadership teams should review student performance data from the preceding school year in developing the school improvement plan. Based on the availability of data and when specific school standards are established by the State Board, the superintendent shall establish the date by which school improvement plans must be submitted.

The principal first shall present the proposed school improvement plan to all of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for their review and vote by secret ballot. The principal then shall submit the school improvement plan to the superintendent only if the proposed school improvement plan has the approval of a majority of the staff who voted on the plan.

The superintendent or designee shall review the plans and seek legal review as necessary prior to presenting the plans with written recommendations to the board. If the superintendent intends to recommend that a plan be rejected, the superintendent shall notify the principal of the school and explain the reasons for the decision. The school improvement team may then submit a modified plan, approved by staff vote, to the superintendent. The superintendent should submit all school improvement plans to the board at the earliest possible date.

The board will review the school improvement plans. The review of the school safety components of the plans must be in closed session. The board shall make findings on the safety components of the plan. Neither the safety components of the plans nor the board's findings on the safety components of the plans may be set out in the minutes of the board.

After review of the school improvement plans, the board will accept or reject each school improvement plan. If a plan is rejected, the board will explain the specific reason (s) for the rejection.

Any plan modified by the school improvement team after being rejected by the board must be resubmitted to the school personnel for vote and, upon majority approval, resubmitted to the superintendent for review. The superintendent shall resubmit the modified plan to the board with his or her recommendations as soon as is practical. The board will review the modifications along with any recommendations from the superintendent and accept or reject the plan.

If the board and the school improvement team cannot reach agreement on the plan within

60 days after its initial submission, the board or school may request to use the dispute resolution process developed by the State Board under G.S. 115C-105.20(b)(5). Alternatively, if use of the dispute resolution process is not requested, the board may develop a school improvement plan for the school.

A school improvement plan may be in effect for no more than two years. The plan must be reviewed at least annually by the school improvement team in accordance with the review process established in the school's plan. If a school does not meet its expected growth standard as established by the State Board or if more than 25% of the students performed below grade level, the principal must submit to the superintendent and the board a report of the school improvement team. The report must explain the reasons for the standard(s) not being met and describe any modifications that will be made in the school improvement plan. After considering any recommendations of the superintendent, if the board is not satisfied with the response of the school improvement team, the board may suggest modifications to the plan or may vacate those portions of the plan that impede student performance and require the school improvement team to revise the plan.

5. Elimination of Redundant or Unnecessary Reporting Requirements

If, at any time before or after the board approves the school improvement plan, the school improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report. The superintendent shall recommend to the board whether the reporting requirement should be eliminated for that school. If the superintendent does not recommend elimination of the reporting requirement, the school improvement team may request a hearing by the board as provided in policy 2500, Hearings Before the Board.

6. Compliance with Requirements

Any employee, parent, or other interested party is encouraged to notify the principal of any concerns regarding compliance with this policy or G.S. 115C-105.27. In addition, any employee, parent, or other interested party may submit in writing to the superintendent concerns regarding compliance with this policy or G.S. 115C-105.27. The superintendent shall make a good faith effort to investigate the concern and shall provide a written response upon request.

D. POSTING THE SCHOOL IMPROVEMENT PLAN ONLINE

The school improvement plan, except for its school safety components which are not public record, must be posted on the school's website. The names and positions of the members of the school improvement team, along with the date of each member's election to the team, must also be posted on the website.

E. STAFF DEVELOPMENT

The superintendent shall develop a process by which schools can learn from other schools' improvement plans. The superintendent and the schools are encouraged to use staff development resources to provide training to staff on the development, implementation, and evaluation of school improvement plans.

School administrators must be evaluated by their supervisors on the school-based management process as required by board policy and state law and on the effectiveness of the school improvement plan.

Legal References: U.S. Department of Education approval of Elementary and Secondary Education Act (ESEA) Flexibility Request (May 29, 2012); G.S. 115C-47(38), -81, -84.2, -98, -105.20, -105.21, -105.25, -105.26, -105.27, -105.32, -105.35, -105.37, -105.41(b), -301.1, -307(g); 143 art. 33C

Cross References: Parental Involvement (policy 1310/4002), School Safety (policy 1510/4200/7270), Compliance with the Open Meetings Law (policy 2320), Hearings Before the Board (policy 2500), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Innovation in Curriculum and Instruction (policy 3110), Lesson Planning (policy 3120), Evaluation of Instructional Programs (policy 3140), School Calendar and Time for Learning (policy 3300), Students at Risk of Academic Failure (policy 3405), Student Promotion and Accountability (policy 3420)

Adopted: April 11, 2013

Updated: October 9, 2014

The board recognizes that providing students with the opportunity to receive a sound basic education must be the primary focus of each school, the school system and the board. To support students in their formal education, each school should strive for a learning environment in which:

1. school grounds, buildings and classrooms are safe, orderly, clean and inviting;
2. students learn and practice responsible behavior;
3. students are treated fairly; and
4. students have input in decisions affecting them when feasible.

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

Cross References: Board Authority and Duties (policy 1010)

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

Updated: November 13, 2014

Proposal to Add English I to Middle School Curriculum

English I is a freshman level high school course that we would like to propose offering to students at the middle school level beginning with the 2016-2017 school year. The purpose of offering this course to middle school students is to provide students the opportunity to quickly advance into higher levels of English courses as well as other courses offered at Asheboro High School. At AHS, we offer students a pathway of Advanced Placement Choices in the English Department: AP Language and AP Literature as well as the opportunity to take dual credit English courses at Randolph Community College.

Why English I?

This particular course makes the most sense to add to the middle school curriculum at this time based on several factors.

1. **The alignment with the middle school English Language Arts.** The English Language Arts standards are cyclical and build on each other each year. For advance students, this alignment will allow for the 8th and 9th grade curriculum standards to be compacted together easily and offered together during the school year. While we honor open enrollment, due to the advanced nature of the course, we will encourage parents to work closely with administrators, teachers, and school counselors to plan for students' educational goals.
2. **Opportunity for student advancement.** Students have opportunity to advance in at Asheboro High School. By allowing students the opportunity to gain high school credit in middle school, students can progress and move into more advanced classes.
3. **Adding another high school option allows for more personalized options for our advanced students.** Students currently have the option of taking Math I, Spanish I, and/or Earth and Environmental Science in middle school to earn a high school credit. With the addition of English I, students will have greater options for personalizing their learning pathway for high school.

How will this course be taught in the middle schools?

No additional personnel would be required. The course would be compacted with the 8th grade ELA curriculum or it can be taught through NCVPS (online) if only a small number of students wish to take the course. Teachers will be provided guidance and support by our in-house instructional facilitators and Director of Secondary Education.

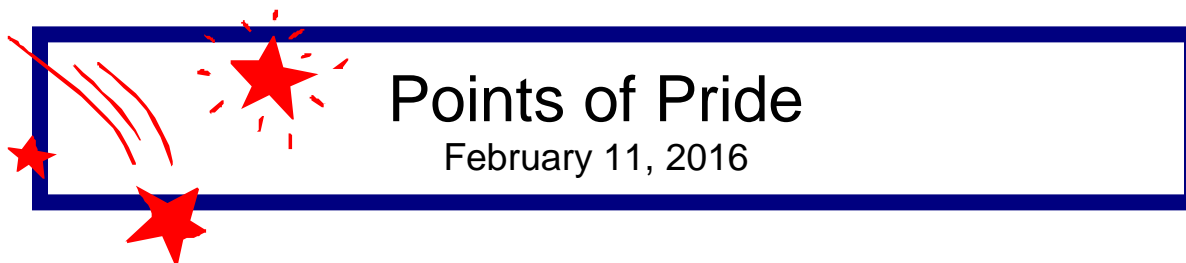
Students will still be required to take the 8th grade ELA EOG as well as the English I NC Final Exam. According to ACS Board Policy, both exams will count as 25% of the students' final grade. Pursuant to NC State Board Policy, if students pass the class, they will receive a credit towards graduation; however, they will not receive any points towards their high school GPA.

How will students and parents know about this new opportunity?

All rising 8th grade students and their parents will receive a letter with their 5th sixth weeks report card detailing the description of the English I course and what it means to take a high school course in middle school, including exam requirements. Recommendations will be given regarding the criteria set forth above for students interested in taking the course, and contact information for the school counselors will be included on the letter.

After letters are sent home, school counselors will contact students and their families found meeting the above criteria to encourage their participation in the new course option and prepare a plan based on their educational goals.

Date	Event	Time	Location
Thursday, February 11, 2016	Combined Board Meeting with County Commissioners	6:00 p.m.	PDC
Thursday, February 11, 2016	Regular Meeting Board Meeting	7:30 - 9:00 p.m.	PDC
Friday, February 12, 2016	Jennifer Smith's Retirement Celebration	3 - 5:30 p.m.	PDC
Monday, February 15, 2016	Teacher Workday	All Day	All
Tuesday, February 16, 2016	ACS Spelling Bee	7 - 9 p.m.	Donna Lee Loflin
Wednesday, March 02, 2016	Read Across America	N/A	All
Thursday, March 10, 2016	Board Committee Meetings & Regular Meeting	6 - 9 p.m.	PDC
Friday, March 18, 2016	Legislative Breakfast	8 - 9:30 a.m.	PDC
Wednesday, March 23, 2016	Digital Learning Expo	12:00 p.m. - 5:00 p.m. Awards at 3:15 p.m.	AHS/New Gym
April 8 - April 11, 2016	NSBA Annual Conference	N/A	
Thursday, April 21, 2016	Board Committee Meetings & Regular Meeting	6 - 9 p.m.	PDC
May 2- 6, 2016	Teacher Appreciation Week	All Day	All
Thursday, May 12, 2016	Board Committee Meetings & Regular Meeting	6 - 9 p.m.	PDC
Monday, May 16, 2016	Spring Sports Ceremony	7 - 9 p.m.	PAC
Wednesday, May 18, 2016	Teacher of the Year Banquet	6 p.m.	Pinewood Country Club
Wednesday, May 25, 2016	Senior Awards Night	7 - 9 p.m.	PAC
Thursday, May 26, 2016	AHS Band Spring Concert	7 - 9 p.m.	PAC
Wednesday, June 08, 2016	Last Day of School/Graduation	7:00 p.m.	Lee J. Stone Stadium
Thursday, June 9, 2016	Retirement Breakfast	7:30 a.m.	AHS PAC
Thursday, June 09, 2016	Board Committee Meetings & Regular Meeting	6 - 9 p.m.	PDC



Points of Pride

February 11, 2016

Student achievements:

- The Superintendent's Reading Challenge had continued success during the month of December. We are now at 70 percent of our goal of 100,000 books.
- James Michael Willett is a sophomore at Asheboro High School who recently received a Congressional Award, the Bronze Medal, for devoting over 100 hours of service work to better his community. Willett is an outstanding student who plays in the AHS Marching Band, runs cross-country and swims for AHS, and he is an Eagle Scout. Mr. Willett was featured in Asheboro's Courier-Tribune and on FOX8's special segment, Class Act.
- Lesly Enciso won the Balfour Spelling Bee and she will go on to compete in the District Spelling Bee, scheduled for Friday, January 29th at 1 p.m. in the Professional Development Center.

Staff recognition:

- Mr. Phillip Homiller and Ms. Betsy Hammond have received recertification through the National School Board Association.
- BT-1's participated in a Connections activity with DRIVE Educational Systems.

Parent involvement

- Balfour PTO sponsored a Family Night at Bojangles on January 12th.

Events bringing community into our schools:

- A health fair was hosted at Asheboro High School on Tuesday, February 2nd by Girl Scout and ACS student Sadie Richua as part of her Girl Scout Gold Eagle Award.
- Lindley Park 5th graders hosted the Memoir Gallery Walk on Friday, February 5th. Students invited their families and the public to explore three dimensional representations of a memory students had written about.
- The AdvancED/SACS accreditation visit brought families and community leaders to the district to discuss accomplishments over the last five years and areas for improvement for the next five years.

BOARD OF EDUCATION GOALS 2015-16

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 (Critical Thinking, Collaboration, Communication, and Creativity)** using innovative teaching practices with community partner engagement.
 - Eighteen teachers from the three secondary schools are participating in the Literacy Design Collaborative and Math Design Collaborative with the Southern Regional Education Board (SREB). SREB is also training IFs and 2 district coaches to support the teachers in implementing the rigorous and innovative teaching practices.
 - Schools are using the ELEOT tool to discuss increasing rigor through collaboration, creativity and critical thinking. There is a concerted effort to help classrooms become more student-centric! Much progress is being made in this area.

- B. Implement **global awareness** recommendations.
 - A recommendation has been made to Dr. Worrell to begin the first dual-language immersion programs at an identified school in 2016-17. The Board of Education learned detailed information during the ACS Winter BOE Retreat on January 30, 2016.
 - A team from Visiting International Faculty and Jusmar Maness, Balfour principal, shared Information/plan for dual language immersion beginning at Balfour next year during the Winter BOE Retreat on January 30, 2016.

- C. Evaluate and engage in strategic problem solving and coaching support to strengthen **Positive Behavior Instructional Support** implementation at each school.
 - A survey will be conducted to assess current training needs. This data will be used in conjunction with 2014-15 implementation data to determine a training plan for the current year.
 - Schools that have earned PBIS recognition for the 2014-2015 school year were announced by Dr. McCamish. Seven of our schools earned recognition:
 - Exemplar (highest recognition)-Guy B. Teachey Elementary and South Asheboro Middle School
 - Model-Balfour Elementary, McCrary Elementary, Loflin Elementary, and North Asheboro Middle School
 - Green Ribbon-Lindley Park Elementary
 - Two representatives from each school attended the PBIS Recognition Celebration on November 17, 2015, at the Koury Convention Center.
 - Two assessment support meetings are scheduled to review new assessment requirements from NCDPI with the school teams and offer support for using the data to support improved implementation.
 - Three PBIS Coach meetings are scheduled to provide ongoing support for school teams to maintain and improve PBIS implementation.

- Three sessions of new team member PBIS refresher training are being offered to school team members to help ensure team members are knowledgeable about PBIS implementation.
- D. Implement district-wide program to prevent **bullying**.
- Staff trainings have occurred at all schools.
- E. Implement updated lockdown and **crisis plan procedures**.
- Asheboro Police Department conducted Crisis response drills at Asheboro High School in August.
 - Staff trainings have occurred in each school.
 - The first lockdown drill has been completed.
 - Dr. Rice & Dr. Worrell collaborated with the Emergency Services, Randolph County Government, Sheriff's Department and the Asheboro Police Department about current procedures for Law Enforcement Response to Lockdown Situations in Government and School Buildings.
 - Participated in Strategic National Stockpile Exercise on 12/3/15.
 - Collaborating with Randolph County in the development of the Hazard Mitigation Plan.
 - Multi-Agency All-Hazards Drill conducted at AHS on 1/18/16.
- F. Provide professional development on **digital teaching and learning** as directed from the Asheboro City Schools Professional Development Needs Survey.
- Digital teaching and learning professional development for the Instructional Facilitators two days each month to increase their knowledge and skills so that they can train teachers at their respective schools.
- G. Implement support for the new **learning management system**, Canvas, in Grades 4-12 for students and for all staff.
- All Instructional Facilitators have attended a webinar and face-to-face professional development to support teachers in implementing the Canvas LMS.
 - Nathan Craver provided professional development to Lindley Park 4th and 5th Grade teachers on August 20th
 - Technical Support Staff and Nathan Craver attended Webinars to on 8/12 and 8/26 to support the back-end user support of Canvas LMS
 - 65 Teachers at AHS have completed the Canvas Challenge Online Professional Development Course
 - Staff Development has been offered at AHS, SAMS, NAMS, CWM, LPES, and GBT
 - All staff members at SAMS are entering lesson plans for feedback and review by instructional facilitators and administrators
 - Administrative Leadership Team Meetings have gone virtual through the Canvas Web-Conference Tool, allowing assistant principals to remain in their buildings and still attend the meeting.
 - CWM Staff are participating in the blended PD course on Student-Centered Math Instruction

2. Assess for learning

- A. **Align the core curriculum** with state testing specifications and **implement systematic progress**

monitoring system (Benchmark Analysis, PEP process, Data Discussions, EVAAS, etc.)

- District pacing guides have been modified to identify power standards that are aligned to state testing specifications.
- The first round of benchmarks have occurred, teachers have analyzed the data, and students that have not mastered the standards are receiving interventions.
- Dr. McCamish, Ms. Rich, and Dr. Pack are working with IFs, Administrators, and teachers to refine the PEP process to reflect the changes in the MTSS process and current legislation. The goal is for the new process to be piloted in several classes during the spring. The document and process will be revised based on feedback and input from teachers and administrators. Training and support will be provided to implement the revised process district-wide in the Fall 2016.
- The first round of benchmarks for semester and yearlong courses was completed in October. Performance Data has been analyzed by teachers, administrators, and Instructional Facilitators to inform instruction and support student learning. Teachers were able to areas of strength and opportunities for improvement for students.
- The second round of cumulative benchmark assessments for yearlong courses were conducted students in grade 3-8 in mid December.
- Comprehensive benchmark assessments for Biology, English 2, and Math 1 were completed in December 2015. A cumulative benchmark has been scheduled for students in the Foundation of Math 1 course. Data from these benchmark assessments will guide the review and reteaching before the administration of the End-of-Course Assessments.
- Select K-8 teachers are piloting the ISP (Instructional Success Plan) which will document instructional success for our students. Teachers will provide input to refine the ISP for the MTSS process in ACS.

B. Encourage and support school based **data driven strategies** to inform instruction and intervention.

- Preliminary data from 2014-2015 was shared with schools at the Administrative Leadership Retreat on July 20, 2015, with a focus on continuous improvement goal setting and data analysis.
- The North Carolina Department of Public Instruction released the 2014-2015 READY Assessment Data and results on the Federal Annual Measurable Objectives on September 2.
- School Leadership Teams have analyzed data and developed annual goals on their Continuous Improvement Plans. Each school has presented their Continuous Improvement Plan before the Board of Education at the October (elementary) and November (secondary and ECDC) meetings. These plans have been approved by the Board of Education.
- Subject and individual teacher growth reports have been shared with administrators and teachers through the Educational Value Added Assessment System (EVAAS). This data will populate Standard 6 for teachers and Standard 8 for administrators on individual summative evaluations.

3. Improve achievement

A. Utilize the Asheboro City Schools' Literacy Plan as a road map to **improve writing** K-12.

- Instructional Facilitators have reviewed the ACS Literacy Plan expectations with teachers and are planning writing instruction with teachers.

- Progress monitoring at the elementary level includes analysis of written responses for comprehension questions to improve TRC reading levels and enhance reading achievement.
- B. Expand implementation of **Letterland** as a **consistent phonics instructional approach** in pre-kindergarten and kindergarten classrooms at each school site.
- Letterland has been expanded into ALL kindergarten classrooms in the district for the 15-16 school year and into half of the pre-kindergarten classrooms.
- C. Expand **Reading Foundations professional development** to secondary level teachers to increase reading content knowledge and enhance instructional skills as funding is available.
- Reading Foundations is being offered to a cohort of secondary teachers during the 2015-16 school year. First session was August 18, 2015. The second session was held Oct. 7, 2015.
 - Three Elementary Instructional Facilitators will be completing their training to become state-level and district-level trainers. They will be assisting with the secondary PD this year to fulfill their training requirements.
- D. Develop and expand opportunities for students to **recover and enrich learning** beyond regular school hours.
- Asheboro City Schools' STEAM Camp was held in July at NC Zoo.
 - Health Science Academy Orientation Week began on August 10, 2015.
 - Asheboro City Schools held an Hour of Code event on Monday, December 7, 2015 for students and their families to participate in computer science activities. During the week of December 7, all schools in ACS will host Hour of Code activities in their buildings.
- E. Increase opportunities for students to **earn college credits and industry credentials**.
- We have added a **Workplace Readiness** credential for our students to earn through our Career Management course at Asheboro High School beginning with the 2015-16 school year. This credential indicates students' level of competence in soft skills that are critical for success in today's workplace.
- F. Develop district-wide implementation plan for **Multi-Tiered System of Supports [MTSS]** by assessing current implementation, readiness, developing timelines, coaching supports, professional development plans, and other district supports in order to ensure schools can implement with fidelity.
- District coach/coordinators have been identified and coordinate planning efforts with the district instructional team. Current efforts are focused on assessing district capacity and readiness.
 - The new draft of the MTSS plan was shared with selected teachers on December 10 for feedback. Principals will provide additional feedback at the December ALT meeting.
 - District has identified a district coordinator of MTSS.
 - District MTSS team members have been identified, and through core team membership and flexible grouping, the team will meet to complete the NC DPI MTSS Readiness Instrument and submit it to NC DPI by March 6, 2016.
 - Additional meeting dates for the District MTSS team and the MTSS Implementation team will take place throughout the spring.

4. Create opportunities

- A. Increase opportunities for **parental involvement** through resources and events.
 - We are developing a partnership with A&T University to create parent education modules with the Instructional Facilitators that will be delivered to parents throughout the year at the elementary schools.

- B. Provide opportunities for **stakeholder engagement and improved communication** through social media, digital communications, and community partner events.
 - Two strategic planning meetings have been held with over 70 community partners in attendance.
 - We continue to promote district events and news via our social media outlets and our number of likes and followers reflects an increase.
 - Use of Peachjar (electronic flyer) to generate interest and participation in our Hour of Code event.
 - Ongoing use at the school and district level of our Blackboard Connect telephone messaging system to promote events and increase communication with families.
 - The 2014-2015 North Carolina School Report Cards were released on December 1. Copies of each school's report card were printed and shared with parents/guardians.

- C. Actively seek **partnerships with the community, industry, and institutions of higher education** to create opportunities for students.
 - The AIG Parent Advisory Team met on November 17, 2015 to begin the process of gathering feedback on the District AIG plan. The next scheduled meeting is February 2, 2015.
 - In November, the Pathways to Prosperity leadership team met to initiate the pathway process for Asheboro City Schools, Randolph County School System, and Randolph Community College in the area of Health Sciences.

5. Build capacity

- A. **Develop and promote professional development** options through Canvas learning management system and North Carolina Educator Effectiveness System.
 - Asheboro City Schools' Administrative Leadership Team was introduced and had the opportunity to utilize the Canvas LMS system during the annual retreat in July.
 - Instructional Facilitators have been given professional development on Canvas to support teachers in their buildings in learning to implement the learning management system in their classroom. The IFs are developing a plan to provide staff development to their teachers through a self-paced online course offered in Canvas LMS.
 - Over 70 staff members have participated in the Canvas Challenge Online Professional Development Course
 - Dubraska Stines is developing a course on SIOP Training to be offered in a blended learning environment through the Canvas LMS beginning November 20th.
 - At the November Administrative Leadership Team meeting, administrators learned how to utilize the North Carolina Educator Effectiveness System (NCEES) to individualize professional development to meet teacher developmental needs.

- B. Implement **Teacher Leadership Academy 2.0**.
 - TLA 2.0 met on July 21-22, 2015 - The focus was on Strategic Planning, AdvancED

preparations.

- TLA 2.0 members had the opportunity to meet with Dr. Horatio Sanchez, Convocation keynote speaker, following Convocation.
- Plans are in the making for Cohort 6 TLA 2016-17.
- The application process for TLA Cohort 5 for 2016-17 will open in February. The next cohort participants will be notified in March.
- The application and selection process for TLA Cohort 6 will begin in February. Information will be shared at the February ALT meeting.

C. Maximize programs and initiatives to **recruit and retain high quality teachers and administrators.**

- New Teacher Orientations held August 10, 11, 13, 2015 - Orientation held for first-year teachers.
- Lead Mentors assigned to all schools through Title II High Quality Teachers federal funding.
- New Employees Reception - Monday, August 31, 2015.
- All Beginning Teachers and several Lead Mentors had the opportunity to meet with Dr. Horatio Sanchez, Convocation keynote speaker, following Convocation.
- BT-1s met on Thursday, October 29 at the PDC. Delta Nu (Asheboro City/Randolph County educators) provided refreshments. BT-1s continued their professional development on “growth vs fixed mindsets” with the district BT Support Team and DRIVE Educational Consultants.
- Beginning stages of implementing the TeacherMatch online application process through the state HRMS database.
- Attended fall career fairs at ASU and UNC-Charlotte to identify December graduates to fill potential mid-year vacancies.
- BT-1s met on Wednesday, January 20 at the PDC. Teachers received .5 days of continued professional development provided by DRIVE Educational consultants.