

ASHEBORO CITY BOARD OF EDUCATION
April 10, 2014
7:30 p.m.
Asheboro High School
Professional Development Center

***6:00 p.m. – Policy Committee**

***6:45 p.m. – Finance Committee Meeting**

I. Opening

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance – Leslie Castillo Barrientos, 5th grade, Balfour Elementary School
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. Board Spotlight – Balfour Elementary School
- B. Digital Expo Winners

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 – March 13, 2014, and March 24, 2014
- B. Personnel

V. Information, Reports and Recommendations

- A. Randolph Community College Trustees Vacancy
- B. Policies
 - Policy 6441/9121 – Bidder’s List
 - Policy 8410 – Individual School Accounts
 - Policy 8510 – School Finance Officer
 - Policy 8520 – School Treasurer
 - Policy 8530 – Fidelity Bonds
 - Policy 9120 – Bidding for Construction Work
 - Policy 9125 – Participation by Women and Minority-Owned Businesses
 - Policy 9130 – Supervision of Construction Contracts
 - Policy 9400 – Sale, Disposal, and Lease of Board-Owned Real Property

VI. Action Items

- *A. Policies
 - Policy 1510/4200/7270 – School Safety
 - Policy 1710/4021/7230 – Prohibition Against Discrimination Harassment and Bullying
 - Policy 3540 – Comprehensive Health Education Program
 - Policy 4120 – Domicile or Residence Requirements
 - Policy 4270/6145 – Concussion and Head Injury
 - Policy 4342 – Student Searches

- Policy 5022 – Registered Sex Offenders
 - Policy 5027/7275 – Weapons and Explosives Prohibited
 - Policy 5028/6130/7267 – Automated External Defibrillator
 - Policy 5120 – Relationship with Law Enforcement
 - Policy 6140 – Student Wellness
- *B. Proposal to add Earth and Environmental Science to Middle School Curriculum

VII. Superintendent's Report/Calendar of Events

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

VIII. Board Operations

- A. Important Dates to Remember:
 - Blues in the Schools – April 11, 2014, 1:30 p.m., North Asheboro Middle School
 - Budget Work Session – April 24, 2014, 7:00 p.m., Professional Development Center
 - Guy B. Teachey 50th Anniversary Celebration – April 27, 2014, 2:00-4:00 p.m.
 - Teacher Appreciation Week – May 5-9, 2014
 - Teacher of the Year Banquet – May 21, 2014, 7:00 p.m., Pinewood Country Club

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
April 10, 2014
7:30 p.m.
Asheboro High School
Professional Development Center

Addendum

- I. **Opening**

- IV. ***Consent Agenda**
 - B. Personnel

- V. **Information, Reports, and Recommendations**
 - C. Five Achievement Levels

- VII. **Superintendent's Report/Calendar of Events**
 - C. 2013-2014 Board Goals, April Update

- VIII. **Board Operations**
 - B. National School Boards Association's Conference Update

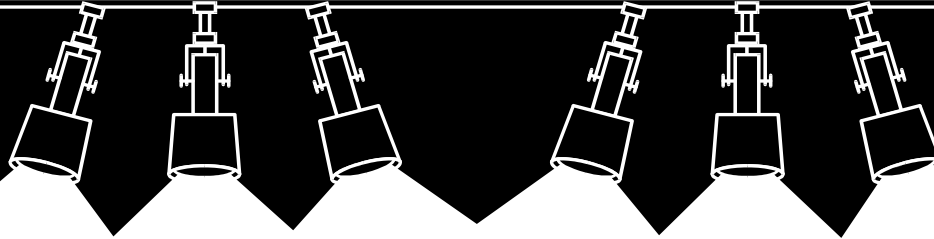
- IX. **Executive Session**
 - A. Superintendent Search

- 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.

April 10, 2014



Board Spotlight:

Tonight's Board Spotlight is Balfour Elementary School. Discovery Education is a digital resource currently being utilized by teachers and students in grades 2-5 at Balfour. This evening, fifth grade students from Balfour will demonstrate six science stations that focus on testing a common hypothesis about the transfer of heat. Professional development was provided by Discovery Education for Balfour teachers, who in turn shared information with others during a district professional development day. Welcome Balfour!

Special Recognition:

Tonight we'd like to recognize the overall winners of the 3rd Annual Digital Learning Expo, which was held April 2 at Asheboro High School. Balfour students Mary Vargas, Leslie Castillo and Hallie White took first place in this year's expo with their project, "Weather Mania."

Minutes of the Asheboro City Board of Education

March 13, 2014

Policy Committee

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

Phillip Cheek
Steve Jones
Chris Yow

Gidget Kidd
Jane Redding

Board members absent was Linda Cranford

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

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

- Policy 6441/9121 – Bidder’s List
 - Minor wording change
- Policy 8240 – Investments
 - Policy tabled for further research
- Policy 8410 – Individual School Accounts
 - Minor wording change
 - Addition to administrative procedure references
- Policy 8510 – School Finance Officer
 - Formatting updates
 - Minor language updates
- Policy 8520 – School Treasurer
 - Formatting updated
 - Minor word change
- Policy 8530 – Fidelity Bonds
 - Formatting only – no changes
- Policy 9110 – Selection and Use of Architects and Engineers
 - Policy updated to align with NC General Statute
 - Section added giving preference to “resident firms” over “nonresident” firms if the home state of the nonresident firm has practice of granting preference over North Carolina resident firms
 - Committee discussed possibility of setting a threshold for required board approval on selection of architects and/or engineers for school projects
 - Will return to policy for further discussion
- Policy 9120 – Bidding for Construction Work
 - Language added to align policy with NC General Statute
 - Statement regarding requirement of annual cost and effectiveness of construction methods reporting was removed
- Policy 9125 – Participation by Women and Minority-Owned Businesses
 - Updated formatting
 - Additions to policy that include cost thresholds, goals and requirements

- Policy 9130 – Supervision of Construction Contracts
 - Legal references updated – no other updates
- Policy 9400 – Sale Disposal and Lease of Board-Owned Real Property
 - Statements added to policy allowing county commissioners the first opportunity to obtain real property

All policies except Policy 8240 – Investments and Policy 9110 – Selection and Use of Architects and Engineers will go to the full board in April for 30-day review.

With no further business, the meeting was adjourned at 6:22 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:

Gus Agudelo	Joyce Harrington
Kyle Lamb	Archie Priest
Jane Redding	Steve Jones

Board member absent was Dr. Kelly Harris.

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

The meeting was called to order at 6:45 p.m. Mr. Blair presented the 2013-2014 audit contract and the signature resolution for Charles W. McCrary Elementary School. Dr. Frost shared information from the NCASA conference.

There being no further business, the meeting adjourned at 7:00 p.m.

Board of Education

Opening

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

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

J. Wilson Alexander, Jr., Attorney

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

Following a moment of silence led by Chairman Redding, Ana “Noemi” Pedro, a senior at Asheboro High School, led the Pledge of Allegiance.

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

Special Recognition and Presentations

The Community Partner Spotlight was First Baptist Church for its work with Asheboro High School. Terri Sexton is the coordinator and driving force of this partnership. Mrs. Sexton and the church congregation sponsor and help with many activities at the high school including a Christmas lunch for all staff, a Teacher Appreciation Week breakfast for staff, monthly support contact with staff, the prom shop, purchasing graduation materials and yearbooks for students who need financial assistance, and they are the primary Communities in Schools' partner for AHS.

The Board of Education Spotlight featured the Project Lead the Way (PLTW) program at Asheboro High School. Teachers Rita Morton and Jennifer Robbins shared information on their biomedical science and the human body system courses. Student Ethan Davis also talked about his experiences in the classes. Students Thomas Robbins and Victor Aguirre presented the engineering project they created in Engineering and Design class.

Public Comments

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

Upon motion by Mr. Yow, seconded by Dr. Harris, the Consent Agenda was unanimously approved by the Board.

Consent Agenda

The following Consent Agenda items were approved:

Approval of Minutes – February 17, 2014

Audit Contract (A copy of the Audit Contract will become a part of these minutes.)

Personnel

RESIGNATIONS/RETIREMENTS/SEPARATIONS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Blackwelder, Ricky	CO/Bus Driver	2/19/14
English, Kendra	CWM/Data Mgr/Treas.	3/7/14
McKee, Anthony	CO/Maintenance	3/7/14
Diener, Mary Lou	BAL/Guidance Couns.	6/30/14

APPOINTMENTS

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Duckworth, Amy	CWM/Data Mgr/Treas.	3/10/14
Hunsucker, John	DLL/Custodian	3/3/14
Parsons, Richard	SAMS/Custodian (PT)	2/24/14
Garner, Sara	Sub. (\$70)	3/3/14
Martin, Jason	Sub. (\$70)	3/3/14
Pozell, Ella	Sub. (\$70)	3/3/14
Toomes, Sara	Sub. (\$70)	5/5/14
Carr, Sean	SAMS/EC	3/31/14
Forsythe, Jennifer	SAMS/EC Prog. Facil.	5/5/14
Johnson, Jennifer	AHS/Health Science	3/27/14

LEAVES OF ABSENCE

<u>NAME</u>	<u>SCHOOL/SUBJECT</u>	<u>EFFECTIVE</u>
Harris, Vicky	GBT/Inst. Assistant	2/25 - 8/18/14
Landis, Kathleen	SAMS/Science	8/18 - 8/16/15

Signature Card – Charles W. McCrary (A copy of the Signature Card will become a part of these minutes.)

Information, Reports and Recommendations

Dr. Julie Pack presented information on a pilot program proposal for students to earn high school credit by demonstrated mastery. All North Carolina school districts will be required to have plans in place for this option by 2015-2016. Asheboro City Schools will begin the pilot with two courses, Spanish I, available to eligible students in grades 8-11, and World History which is primarily for rising 9th graders, in 2014-2015.

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

- Policy 1510/4200/7270 – School Safety
- Policy 1710/4021/7230 – Prohibition Against Discrimination Harassment and Bullying
- Policy 3540 – Comprehensive Health Education Program
- Policy 4120 – Domicile or Residence Requirements
- Policy 4270/6145 – Concussion and Head Injury
- Policy 4342 – Student Searches
- Policy 5022 – Registered Sex Offenders
- Policy 5027-7275 – Weapons and Explosives Prohibited
- Policy 5028/6130/7267 – Automated External Defibrillator
- Policy 5120 – Relationship with Law Enforcement
- Policy 6140 – Student Wellness

Action Items

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

- Policy 2200 – Election of Officers/Organization of Board
- Policy 3110 – Innovation in Curriculum and Instruction
- Policy 3115 – Curriculum and Instructional Guides
- Policy 3120 – Lesson Planning
- Policy 3405 – Students at Risk of Academic Failure
- Policy 5000 – Schools and the Community

The Board unanimously approved to accept the policies as presented. (A copy of the policies will become a part of these minutes.)

Dr. Frost presented a resolution informing our North Carolina Legislature about our deep concerns regarding teacher compensation. This resolution is distributed by the North Carolina School Boards Association and we have modified it to align with Asheboro City Schools' Board of Education 2014 Legislative Platform. Mr. Jones made a motion to approve the resolution, Mr. Lamb seconded, and the Board unanimously approved the resolution supporting improvement in teachers' compensation by: (1) providing sufficient salary increases to the teacher salary schedule; and (2) reinstating the Master's Degree salary schedule.

Superintendent's Report/Calendar of Events

Carla Freemyer shared the Calendar of Events highlighting the following dates and events: FAN 5th-Grade Parent Meeting, March 24; Digital Learning Expo, April 2; Expert Project Fair, April 24; Guy B. Teachey 50th Anniversary Celebration, April 27; and Teacher of the Year Banquet, May 21.

Ms. Freemyer reported on *Points of Pride* for Asheboro City Schools as follows: Science Olympiad; Battle of the Books; Read Across America Day; and staff recognitions.

Superintendent Frost unveiled a banner presented by the North Carolina Association of School Administrators “NC Public Schools, every child’s chance, every community’s future.” The banners will be hung at each school. This is part of an effort to build support for our public schools.

Superintendent Frost thanked Mike Mize and the maintenance staff for all their hard work to ready our schools for opening on Monday morning after the ice storm and power outages.

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

Board Operations

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

- Budget Work Session – March 24, 2014, 7:00 p.m., Central Office Board Room
- Digital Expo – April 2, 2014, 12:00 p.m., Asheboro High School Gymnasium
- NSBA Annual Conference – April 4-7, 2014, New Orleans, Louisiana
- Budget Work Session – April 24, 2014, 7:00 p.m., Professional Development Center
- Guy B. Teachey 50th Anniversary Celebration – April 27, 2014, 2:00-4:00 p.m.

Kyle Lamb volunteered to serve as the Board representative to the School Health Advisory Council as required by Board Policy 6140 – Student Wellness.

Chairman Redding expressed thanks to all staff for their extra work during the inclement weather to get our students back in school. Superintendent Frost also expressed appreciation to the City of Asheboro and Duke Power for their assistance in removing debris, downed trees, and restoring power.

Adjournment

There being no further business, a motion was made by Mr. Lamb, seconded by Mr. Agudelo, and unanimously approved by the Board, to adjourn at 8:40 p.m.

Chairman

Secretary

Minutes of the Asheboro City Board of Education
March 24, 2014
7:00 p.m.
Budget Work Session

The Asheboro City Board of Education met in a budget work session on Monday, March 24, 2014, in the Board Room of the Administration Building with the following members present:

Jane Redding, Chairman	Gustavo Agudelo
Joyce Harrington	Dr. Kelly Harris
Steve Jones	Gidget Kidd
Kyle Lamb	Chris Yow

Board members absent were Linda Cranford, Phillip Cheek, and Archie Priest, Jr.

Staff members present were: Dr. Diane Frost, Harold Blair, Dr. Brad Rice, Mike Mize, Jennifer Smith, Dr. Drew Maerz, Wendy Rich, and Carla Freemyer. Additional staff present was Sandra Edwards, Senior Staff Accountant and Director of Child Nutrition.

Chairman Redding opened the meeting and turned the meeting over to Harold Blair and Dr. Frost.

Dr. Frost reviewed Asheboro City Schools' Facility Plan 2014-2019 as presented to the Board of County Commissioners on March 10, 2014. The top three priorities of the plan are: (1) upgrading the core areas of Asheboro High School due to the age of the building and projected enrollment numbers; (2) addition and renovation at North Asheboro Middle; and (3) a new elementary school. Dr. Frost, Mr. Blair, and Mr. Mize met with John Sinnett of Smith Sinnett Architecture to explore developing plans that would enable Asheboro City Schools to implement building upgrades and projects in phases.

Mr. Blair reviewed the 2013-2014 budget accomplishments and provided budget considerations for 2014-2015.

There will be another budget work session on April 24, 2014, 7:00 p.m., at the Professional Development Center. A proposed 2014-2015 budget will be presented for board approval.

There being no further business, a motion was made by Mr. Lamb, seconded by Mr. Agudelo, to adjourn the meeting at 8:05 p.m.

Chairman

Secretary

**Asheboro City Schools
Personnel Transactions
April 10, 2014**

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

NAME		SCHOOL	SUBJECT	EFFECTIVE
Ackland	Robin	BAL	English as a Second Language	6/13/2014
Stutzman	April	LP	School Psychologist	6/19/2014

***B. APPOINTMENTS**

NAME		SCHOOL	SUBJECT	EFFECTIVE
Smith	LaBreeska	NAMS	Exceptional Children	4/25/2014
Hasty	Natalie	CO	Substitute (\$70/per day)	4/1/2014
Little	Delores	CO	Substitute Bus Driver	3/17/2014

***C. ADMINISTRATIVE CONTRACTS**

Harris	Robin	LP	Principal	7/1/14 - 6/30/18
Roman	Jordi	NAMS	Assistant Principal	7/1/14 - 6/30/18
Pack	Julie	CO	Director of Secondary Curriculum	7/1/14 - 6/30/18
Zehmer	Brooke	LP	Assistant Principal	7/1/14 - 6/30/18

**Asheboro City Schools
Personnel Addendum
April 10, 2014**

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

NAME		SCHOOL	SUBJECT	EFFECTIVE
Nugyen	Maylin	DLL	English as a Second Language	6/12/2014

***B. APPOINTMENTS**

NAME		SCHOOL	SUBJECT	EFFECTIVE
Juarez	Jennifer	TBD	Speech Language Pathologist	8/18/2014
Pugh	Alyssa	TBD	Speech Language Pathologist	8/18/2014

***C. ADMINISTRATIVE CONTRACTS**

Maness	Jusmar	BAL	Principal	7/1/2014 - 6/30/2018
Mize	Michael	CO	Director of Facilities	7/1/2014 - 6/30/2018

D. TRANSFER

Burian	Johanna	From CO to LP	From Translator/Interpreter to Secretary	TBD
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**Asheboro City Schools
Certified Appointments
April 10, 2014**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Smith, LaBreekska	North Carolina A&T University B: Special Education M: Education, Reading Specialist	Exceptional Children

Ms. LaBreekska Smith is recommended to teach Special Education at North Asheboro Middle School. Ms. Smith is an experienced educator who previously spent five years in our district. She is a national board certified teacher returning to Asheboro City Schools from Guilford County Schools, where she currently serves students at Southeast Guilford Middle School. We are pleased to welcome back Ms. Smith.

Asheboro City Schools
Certified Appointments – Personnel Addendum
April 10, 2014

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Juarez, Jennifer	University of NC at Greensboro B: Communication Science and Disorders NC Central University M: Speech Language Pathology	Speech Language Pathology

Ms. Jennifer Juarez is recommended to provide Speech Language services for Asheboro City Schools for the 2014-2015 school year. Ms. Juarez completed her clinical experience in Durham Public Schools at Bethesda Elementary and Randolph Hospital Rehabilitation Center. Ms. Juarez is looking forward to collaborating with service providers to help rule out a language difference versus a language disorder among multilingual students. We are pleased to welcome Ms. Juarez to Asheboro City Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Pugh, Alyssa	University of NC at Greensboro B: Communication Science and Disorders M: Speech Language Pathology	Speech Language Pathology

Mrs. Alyssa Pugh is recommended to provide Speech Language services for Asheboro City Schools for the 2014-2015 school year. Mrs. Pugh completed her clinical experience at Fair Grove Elementary School in Thomasville and Thomasville Medical Center. As an Asheboro resident, Mrs. Pugh is looking forward to beginning her career as a Speech Language Pathologist in Asheboro. We are pleased to welcome Ms. Juarez to Asheboro City Schools.

Asheboro City Schools
Administrative Contracts – Personnel Addendum
April 10, 2014

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Maness, Jusmar	Universidad de Carabobo. Valencia, Venezuela B: Education of English University of NC at Greensboro M: School Administration	English Principal

Mrs. Jusmar Maness is recommended for the position of Principal at Balfour Elementary School beginning with the 2014-2015 school year. Mrs. Maness is a strong instructional leader with an extensive background in literacy, as well as working with English Language Learners and diverse student populations. She is currently the assistant principal at David D. Jones Elementary School, Spanish Immersion Magnet for Guilford County Schools. Mrs. Maness has previously served as assistant principal at Southern Guilford Middle School and curriculum facilitator at Alderman Elementary School. Mrs. Maness is a graduate of cohort 1 of the Piedmont Triad Leadership Academy. We are pleased to welcome Mrs. Jusmar Maness to Asheboro City Schools.

**Randolph Community College Board of Trustees Appointment
Process
by Asheboro City Schools Board of Education**

April 10, 2014—Board of Education meeting; Announcement of vacancy

April 14, 2014—Applications made available online and at the Central Office;
Media release

May 9, 2014—Applications due to Central Office by 5:00pm

May 13, 2014—Ad hoc committee of Board reviews applications and selects
candidates to interview

May 19-23, 2014—Candidates interviewed

June 12, 2014—Board of Education meeting; Nomination approved by Board

July 1, 2014—Trustee begins 4-year term

The board encourages processes that will foster competition among potential bidders. The identity of contractors who have obtained proposals for bid purposes for a public contract is confidential until the bids are opened in public ~~and~~ recorded in the board minutes. Any employee who divulges such information to any unauthorized person will be subject to disciplinary action.

This policy is not intended to limit the superintendent's discretion to conduct prebid meetings.

Legal References: G.S. 133-33

Cross References: Ethics and the Purchasing Function (policy 6401)

Adopted:

The board authorizes the maintenance of appropriate individual school accounts.

All employees and volunteers who handle checks, receipts, deposits, money, or financial records related to the individual school accounts are expected to be familiar with applicable laws and board policies.

The principal ~~will be~~ is responsible for the proper administration of financial activities of the school in accordance with provisions of law and appropriate accounting practices and procedures. All checks issued from individual school accounts are required to have the signatures of two authorized personnel. Authorized personnel include the principal, school treasurer, and finance officer.

The school treasurer will perform duties as provided in board policy 8520, School Treasurer.

The finance officer will establish any procedures necessary to help ensure that all funds are handled in accordance with law, board policy, and standards for accounting.

All accounts are subject to audit at any time by the superintendent or finance officer.

Legal References: G.S. 115C-435, -436, -445, -448

Cross References: Fiscal Management Standards (policy 8300), Daily Deposits (policy 8325), School Finance Officer (policy 8510), School Treasurer (policy 8520)

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

Administrative Procedure: ~~None~~ Financial Procedures Manual

A. SELECTION AND EVALUATION

The superintendent will select and the board will approve a school finance officer. The finance officer serves at the pleasure of the superintendent. The superintendent shall evaluate the finance officer to help ensure that all duties as required by law, board policy and/or the superintendent are met.

B. DUTIES

The school finance officer provides critical services for the effective planning and use of fiscal resources. The school finance officer shall be responsible to the superintendent for:

1. keeping the accounts of the school system in accordance with generally accepted principles of governmental accounting, board policy, the rules and regulations of the State Board of Education, and the rules and regulations of the Local Government Commission;
2. giving the preaudit certificate required by G.S. 115C-441 and establishing procedures to assure compliance;
3. signing and issuing all checks, drafts and state warrants by the school system;
4. investing the cash balance of any funds, subject to board policy 8110, Budget Resolution;
5. receiving and depositing all moneys accruing to the school system;
6. preparing and filing a statement of the financial condition of the school system as often as requested by the superintendent;
7. preparing and filing a statement of the financial condition of the school system when requested by the board of education or the board of county commissioners, but only if such requests are in writing and copied to the superintendent;
8. performing such other duties as may be assigned by law, by the superintendent, or by rules and regulations of the State Board of Education and the Local Government Commission;
9. submitting reports to the Secretary of the Local Government Commission as required by law;
10. receiving and accounting for all clear proceeds of fines, penalties and forfeitures and notifying the superintendent and board of such funds;

11. reviewing school improvement plans ~~that provide for~~ as they relate to the transfer of funds between funding allotments or lease purchase contracts;
12. evaluating all continuing contracts, including the principal and interest to be paid, and making recommendations to the superintendent and reports to the superintendent and board as provided in board policy 6425, Continuing Contracts;
13. assisting the superintendent in the development of the budget;
14. prescribing the form and detail of records maintained by the school treasurer;
15. making salary deductions as provided in policy 7620, Payroll Deductions;
16. maintaining custody of the facsimile signature device as provided in policy 8330, Facsimile Signatures;
17. maintaining custody of insurance policy and programs as provided in policy 8340, Insurance.

C. FIDELITY BOND

The finance officer will carry a true accounting and faithful performance bond as provided in board policy 8530, Fidelity Bonds.

Legal References: G.S. 115C-105.25, -435, -436, -441, -442, -445, -446, -448, -452, -528

Cross References: Continuing Contracts (policy 6425), Payroll Deductions (policy 7620), Budget Resolution (policy 8110), Facsimile Signatures (policy 8330), Insurance (policy 8340), Fidelity Bonds (policy 8530)

Adopted:

Upon the recommendation of the superintendent, the board will appoint an employee to serve as school treasurer at each school that handles special funds.

DUTIES

The school treasurer ~~will be~~is responsible for:

1. being familiar with and complying with applicable law and board policy;
2. keeping a complete record of all moneys in his or her charge, following the form and detail prescribed by the finance officer;
3. making deposits as required by law and board policy 8325, Daily Deposits; and
4. performing any other duties as may be assigned by the superintendent.

Any principal, school employee, parent or other individual who has reason to believe that a school treasurer is not performing his or her duties in accordance with law or board policy is required to immediately notify the finance officer or the superintendent.

Legal References: G.S. 115C-448

Cross References: Daily Deposits (policy 8325)

Adopted:

A. FINANCE OFFICER

The school district will pay the premium for a true accounting and faithful performance bond with sufficient sureties to cover all funds in the school finance officer's custody except state funds placed to the credit of the school district by the State Treasurer. The board will fix the amount of the bond.

B. OTHER EMPLOYEES

The school district will pay the premium for a true accounting blanket bond with sufficient sureties which will cover all school treasurers and other employees who have custody of public school money in the normal course of their employment or agency. The board will fix the amount of the bond.

Legal References: G.S. 115C-442

Cross References:

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

Administrative Procedure: None

The board strives to obtain high quality services at a reasonable price through the bidding process employed by the school system.

A. STANDARDS FOR PARTICIPATION IN CONSTRUCTION CONTRACTS

All contracts formally or informally bid will be awarded to the lowest responsible bidder, taking into consideration quality, performance, reliability and the time specified in the bids for performance of the contract. To be eligible for an award of a formally bid contract subject to G.S. 143-129, the contractor and its subcontractors, if any, must demonstrate compliance with all applicable provisions of G.S. Chapter 64, Article 2, including the responsibility to use E-Verify.

The board prohibits discrimination against any person or business on the basis of race, color, ethnic origin, sex, disability or religion. In addition, in accordance with G.S. 143-133.5, the board prohibits discrimination against a bidder or contractor for being party to, refusing to be party to, adhering to, or refusing to adhere to an agreement with a labor organization. The superintendent is required to conduct contracting and purchasing programs so as to prevent such discrimination.

The superintendent, on behalf of the board, must certify that good faith efforts have been made to increase the participation in construction contracts by minority-owned and female-owned businesses, as required by policy 9125, Participation by Women- and Minority-Owned Businesses.

The board will grant a North Carolina resident firm providing architectural, engineering, surveying, ~~or~~ construction management at-risk service, design-build services, or public-private construction services a preference over a nonresident firm, if the home state of the nonresident firm has a practice of granting a preference to its resident firms over North Carolina resident firms. Any preference granted to a resident firm will be in the same manner, on the same basis, and to the same extent as the preference granted by the nonresident firm's home state. The school system's bid documents will require that nonresident firms disclose and describe any construction contract preferences granted by the firm's home state.

B. BIDDING METHODS

The board may request bids for contracts for building projects using either single prime, multi-prime (separate prime), construction management at-risk, ~~or~~ dual bidding, design-build, design-build bridging, and public-private partnership methods, as permitted by law. The superintendent shall make a recommendation to the board as to the method(s) that should be used for a particular project.

If the superintendent believes the project cannot be reasonably completed under the

methods authorized by G.S. 143-128, the superintendent shall so inform the board and make the recommendation to the board that it approve the use of alternative methods. Upon board approval, the superintendent shall submit to the State Building Commission a request to use an alternative contracting method along with supporting documentation.

C. FORMAL BIDDING

Construction and repair work requiring the estimated expenditure of \$500,000 or more will be advertised for bid and will be awarded through formal bidding procedures. Dividing contracts to lower the expenditure amounts so as to evade these requirements is prohibited. The superintendent shall establish formal bidding procedures consistent with this policy and applicable law and make the procedures available to all bidders or potential bidders.

D. INFORMAL BIDDING

Informal bids will be obtained for construction and repair contracts between \$30,000 and \$500,000. Quotations from contractors may be solicited by telephone or in writing. Informal bids are recommended, but not required, for construction and repair work costing less than \$30,000.

Dividing contracts to lower the expenditure amounts so as to evade the informal bidding requirements is prohibited. The superintendent shall develop informal bidding procedures consistent with this policy and applicable law and make the procedures available to all bidders and potential bidders.

E. APPROVAL

All formally bid construction contracts must be reviewed by the board attorney and submitted by the superintendent to the board for approval.

The superintendent shall consult with the board attorney in developing standard form contracts for informally bid construction projects. Board approval of informally bid projects is not required, unless otherwise directed by the board on specific projects.

F. RECORDS AND REPORTING REQUIREMENTS

Records of all informal or formal bids received will be maintained and will be available for public inspection. Such records should include the date the bid is received, from whom it is received, and what project it is for. The records will document why the selected contractor was the lowest responsive, responsible bidder if the contractor was not the low bidder.

~~Each year by April 1, the superintendent shall submit to the secretary of the Department of Administration a report on the cost and effectiveness of each construction method used by the board during the previous year. The superintendent also must submit required~~

reports to the State and provide reports to the board on the progress being made towards reaching the board's goals.

G. DISPUTE RESOLUTION PROCESS

The board establishes the following dispute resolution process to resolve issues arising out of construction and repair projects or contracts related to such projects. The dispute resolution process may be used by any party involved in the construction project for those disputes in which the amount in controversy is at least \$15,000.

Prior to initiating litigation concerning a dispute, parties to the dispute must do the following: (1) submit the dispute for review by the superintendent or other designated school official and the project architect, as appropriate, and (2) participate in mediation, if the matter cannot be resolved by school officials and the architect. The cost of the dispute resolution process will be divided between the parties to the dispute. If the board is a party to the dispute, the board will pay at least one-third of the cost.

Legal References: G.S. 115C-521, -522; 143-64.31 and -128 to -135

Cross References: Participation by Women- and Minority-Owned Businesses (policy 9125)

Adopted:

PARTICIPATION BY WOMEN- AND MINORITY- OWNED BUSINESSES

Policy Code:

9125

The board affirms the State's commitment to encouraging the participation of minority-owned and female-owned businesses in the school system's construction contracts.

After notice and public hearing, the board has adopted the following verifiable percentage goals for participation in the school system's contracts by historically underutilized businesses:

1. Projects in which the cost exceeds \$100,000 and the board has received state appropriations or grants for the project:

Ten percent participation by minority-owned and female-owned businesses in the total value of work for each building project involving erection, construction, alteration or repair for which the cost exceeds \$100,000.00.

2. Projects in which the cost exceeds \$500,000 (i.e., for which formal bidding is required):

Ten percent participation by minority-owned and female-owned businesses in the total value of work for each building project involving erection, construction, alteration or repair.

3. Projects in which the costs are at least \$30,000 but do not exceed \$500,000 (i.e., for which informal bidding is required):

Except as otherwise required for projects in subsection 1 above, the board will solicit participation by minority business enterprises and maintain a record of contractors solicited and efforts to recruit minority participation. The board also will comply with any reporting and documentation requirements of the Department of Administration.

A. SCHOOL SYSTEM GOOD FAITH EFFORTS

The board has adopted the following guidelines to ensure that the school system will make good faith efforts to reach diverse contractors and to encourage participation in the school system's construction contracts by such contractors. The school system will:

1. make information about the school system's formal and informal bidding process readily available.
2. develop and implement a minority business participation outreach plan to identify minority businesses that can perform building projects and to implement outreach efforts to encourage minority business participation in such projects;
3. advertise for bids in media that reaches minority businesses and provide notice to minority businesses as provided in G.S. 143-128.2.

4. ensure access to building documents needed for making bids on projects.
5. encourage businesses experiencing difficulty in meeting the bonding, licensing and bid deposits required by state law in larger construction projects to utilize resources and assistance offered by local, state and federal agencies.
6. attend the scheduled pre-bid conference.

B. GOOD FAITH EFFORTS REQUIRED BY CONTRACTORS

All bidders on major school construction and renovation projects who intend to subcontract any part of the project must provide affidavits indicating that a good faith effort has been made in preparing the bid to meet the board of education's verifiable goal for participation by minority-owned and female-owned businesses.

The failure to make a good faith effort to meet the board's goal may result in the bid being considered non-responsive and being rejected.

The superintendent will establish administrative procedures to verify qualified businesses and good faith efforts by bidders.

Legal References: *City of Richmond v. J.A. Croson Co.*, 488 U.S. 469 (1989); G.S. 143-128, -128.2, -128.3

Cross References:

Issued: June 1997

Revised: September 24, 1999; May 7, 2004

The superintendent is responsible for monitoring the contracts with the architect and all contractors. The superintendent or designee will report periodically to the board on the progress being made by the contractors and architects, including whether the work is being performed in accordance with plans, specifications, contracts and specified deadlines.

The superintendent may utilize consultants for performing the review required by this policy. Any contract for such services must be approved by the board and the cost included in the budget for the project.

Legal References: G.S. 115C-36, -47, 133-1.1

Cross References:

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

Administrative Procedure: None

SALE, DISPOSAL AND LEASE OF BOARD-OWNED REAL PROPERTY

Policy Code:

9400

The board will consider the sale and disposal of board-owned real property, including land and buildings, as authorized by law. The board is guided in its decisions by its commitment to help students succeed by providing appropriate facilities and to use its resources in a fiscally and environmentally sound manner.

Any sale or disposal of real property, including school buildings, will be conducted in accordance with statutory requirements. The superintendent should secure the services of consultants as necessary to conduct feasibility assessments and determine the fair market value. No building or land will be sold below the fair market value or exchanged for less than full and fair consideration, except that the board will afford the board of county commissioners the first opportunity to obtain any real property at the fair market price or a price negotiated between the two boards. ~~Leases of real property also will be at fair market value, except the board may negotiate a lesser amount with another governmental unit.~~

When the board decides to lease board-owned property to another entity, the lease will be at the fair market value, except that the board may negotiate a lesser amount with another governmental unit.

Legal References: G.S. 115C-72, -518, -521; 160A, art. 12

Cross References: Planning to Address Facility Needs (policy 9000), Site Selection (policy 9010), Selection and Use of Architects and Engineers (policy 9110)

Adopted:

Increasing Assessment Precision: Moving to Five Achievement Levels

Drew Maerz

Asheboro City Schools

April 10, 2014

Academic Achievement Levels

Adopted
College- and -Career Readiness Standards

Developed New Tests
Aligned to the New Standards

Adopted Academic Achievement
Standards (cut scores)

College and Career Readiness

It is important to remember that we have **raised expectations** significantly in the 2012-13 school year.

Claims in the Past:
Grade-level Proficiency Only

Claims in the Future:
Grade-level Proficiency and
Career- and College- Readiness

2012-13 NC READY Achievement Levels

Achievement Level 4

- Superior Command

Grade-level Proficiency

and

Achievement Level 3

- Solid Command

Career- and College-

Readiness

Achievement Level 2

- Partial Command

Achievement Level 1

- Limited Command

State Board Action 3/6/2014

“The State Board today approved our changing from 1-4 levels of proficiency to 1-5 levels of proficiency. This change at the beginning of a new accountability system will give us the opportunity to have greater precision in how we report our student testing results. It takes into account the error of measurement inherent in any testing system.”

Email dated 3/6/2014 from June Atkinson, State Superintendent

Achievement Level Descriptors

Level 1: Students performing at this level have limited command of the knowledge and skills contained in the *Common Core State Standards* and will need academic support to engage successfully in further studies in this content area.

Level 2: Students performing at this level have partial command of the knowledge and skills contained in the *Common Core State Standards* and are likely to need academic support to engage successfully in further studies in this content area.

Achievement Level Descriptors

Level 3: Students performing at this level have sufficient command of grade-level knowledge and skills contained in the *Common Core State Standards*, but may need academic support to engage successfully in this content in the next grade level. They are prepared for the next grade level, but are not yet on track for college-and-career readiness without additional academic support.

- **Level 3 is considered “passing” in the sense of being prepared for the next year’s grade.**
- **These students need to accelerate learning to be college or career ready by the end of high school.**

Achievement Level Descriptors

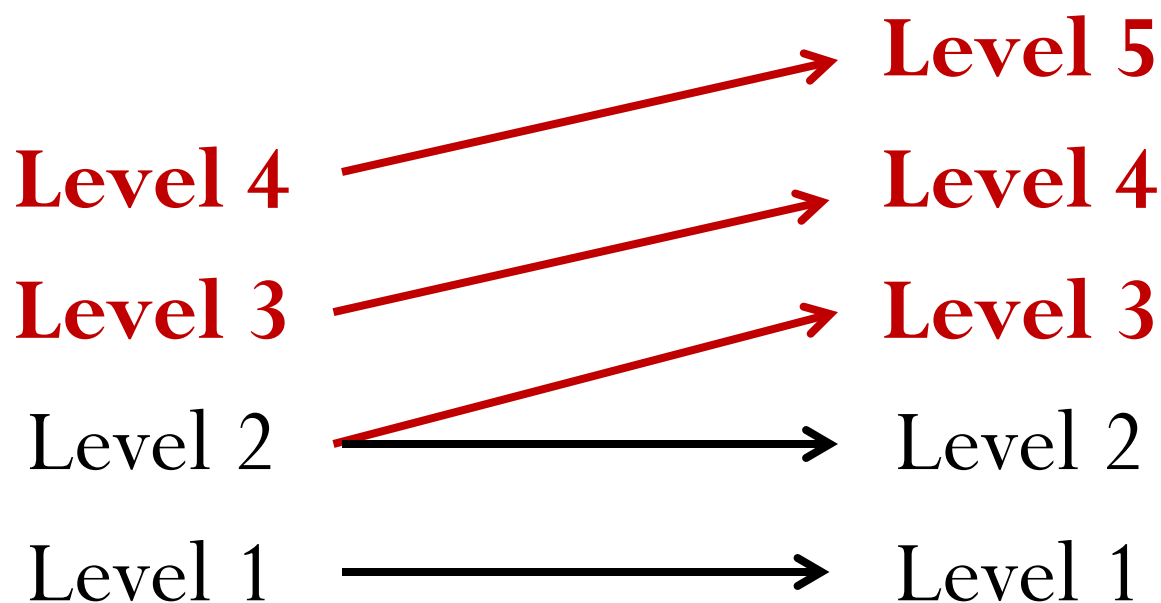
Level 4: Students performing at this level have a solid command of the knowledge and skills contained in the *Common Core State Standards* assessed and are academically prepared to engage successfully in further students in this content area.

Level 5: Students performing at this level have a superior command of the knowledge and skills contained in the Common Core State Standards assessed and are academically well-prepared to engage successfully in further students in this content area.

Creating a new Level 3

2012-13 Standards

2013-14 Standards



2013-14 NC READY Achievement Levels

Achievement Level 5

- Superior Command

**Grade-level Proficiency
and**

Achievement Level 4

- Solid Command

**Career- and College-
Readiness**

Achievement Level 3

- Sufficient Command

Grade-level Proficiency

Achievement Level 2

- Partial Command

Achievement Level 1

- Limited Command

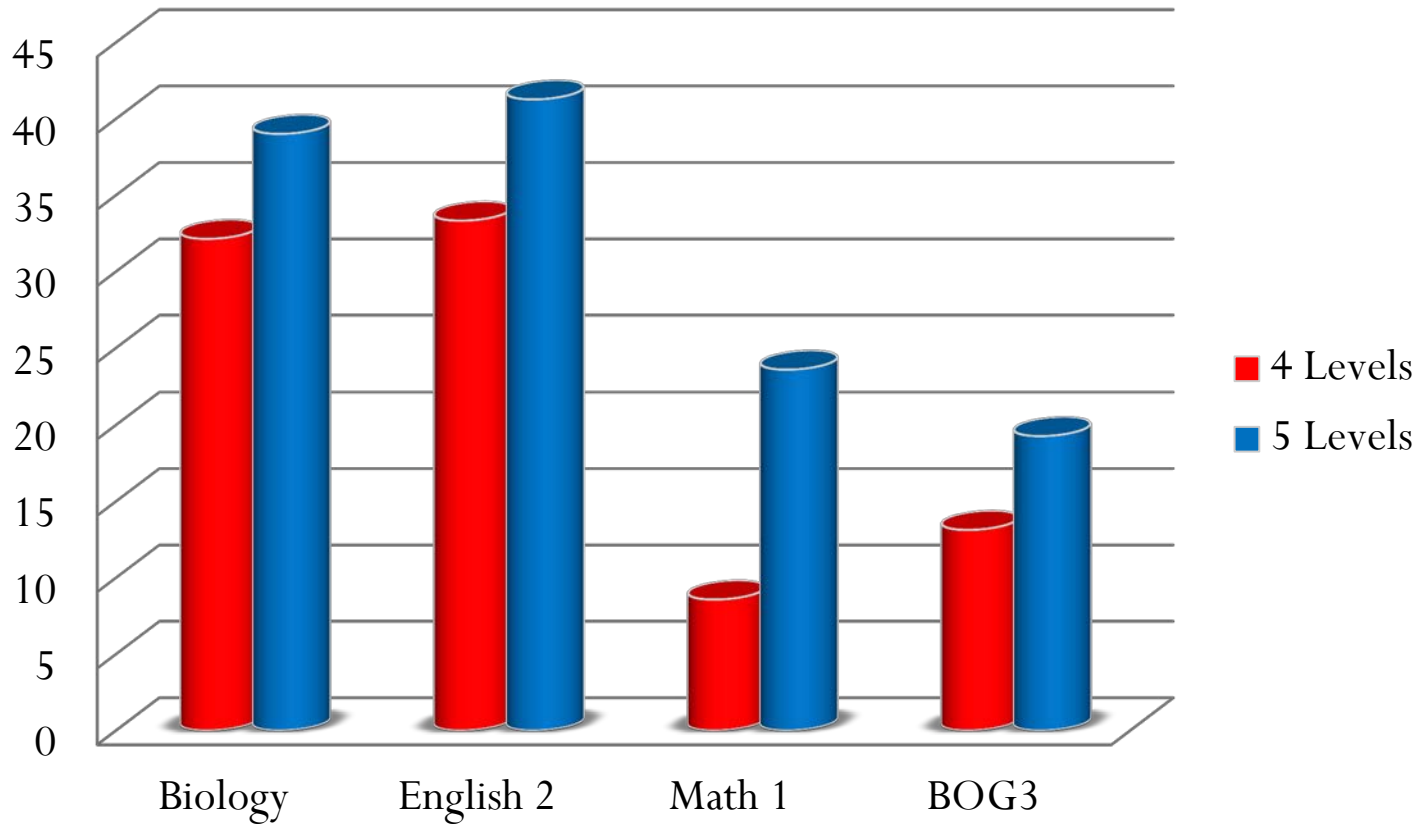


Proposed Academic Achievement Levels: State Board Education March Meeting

Achievement Level	Grade Level	C & C Readiness
Level 5 – Superior Command	✓	✓
Level 4 – Solid Command	✓	✓
Level 3 – Sufficient Command	✓	
Level 2 – Partial Command		
Level 1 – Limited Command		

Impact on Local Assessments

EOC Proficiency



Additional Information

More information is available through

NC Department of Public Instruction at

[http://www.ncpublicschools.org/accountability/
testing/shared/achievelevel/](http://www.ncpublicschools.org/accountability/testing/shared/achievelevel/)

Safe schools are critical to creating a learning environment in which students can succeed. Staff and students share the responsibility for taking reasonable precautions and following established safety measures to create and maintain safe schools. The following safety measures must be implemented at each school.

A. SUPERVISION OF STUDENTS

Students must be reasonably supervised while in the care and custody of the school system. This supervision must occur throughout school hours, including during class, between classes, on the playground, and during recess or lunch periods; during authorized school field trips; and on school buses. Reasonable precautions should be taken to protect the safety of students on school grounds and on buses before, during and after school.

Students who are subject to policy 4260, Student Sex Offenders, and are receiving educational services on school property must be supervised by school personnel at all times.

B. SUPERVISION OF VISITORS

School administrators shall strictly enforce policies 5015, School Volunteers, and 5020, Visitors to the Schools.

C. SAFETY OF SCHOOL BUILDINGS AND GROUNDS

The superintendent and each building principal shall comply with all duties set out for their respective positions in G.S. 115C-288(d) and G.S. 115C-525 to minimize fire hazards. The principal is required to inspect school buildings, playgrounds, and equipment for health, fire, and safety hazards on a regular basis, as required by law, and to notify the superintendent immediately of unsanitary conditions or repairs needed to meet safety standards.

Any employee who observes any potential hazards must notify the principal or the employee's supervisor immediately.

All warning systems must meet building and equipment codes required by law and must be properly maintained. When necessary, proper signs indicating potential hazards or recommended safety precautions must be posted.

D. ESTABLISHING PROCESSES TO ADDRESS POTENTIAL SAFETY CONCERNS AND EMERGENCIES**1. ~~Safe School Plans~~**

~~Pursuant to G.S. 115C-105.47, each school must have a safe school plan that establishes procedures for addressing school safety. The safe school plan should be incorporated into the school improvement plan (see policy 3430, School Improvement Plan).~~

~~The safe school plan must include a component designed to train appropriate school personnel in the management of disruptive or dangerous student behavior. The plan also must include procedures to evaluate the effectiveness of this training in preventing or addressing disruptive or dangerous student behavior. Implementation of this training component will be subject to the availability of funds appropriated for this purpose.~~

1.2. Responding to Student Altercations and Other Threats to Safety

All school system employees have a duty to be alert at all times to situations that may pose a threat to the safety of students, employees, or visitors on school property, at school events, or in other situations in which the students are under the authority of school employees. Even an employee who does not have responsibility for supervising students is expected to make an immediate report if the employee observes or has reason to suspect that a situation poses a threat to safety and no administrator, teacher, or other supervisory employee is present and aware of the potential threat.

Teachers, teacher assistants, coaches, and other employees with responsibility for supervising students will use appropriate student behavior management techniques to maintain order and discipline on school property, at school events, and anywhere that students are under the employees' authority. Such employees must enforce the Code of Student Conduct and address student behavior in accordance with the school plan for management of student behavior (see policy 4302, School Plan for Management of Student Behavior).

When employees with responsibility for supervising students have personal knowledge or actual notice of a student altercation or other situation that poses an immediate threat to safety, they shall use their professional judgement to determine how best to address the situation to protect the safety of everyone in the vicinity. Emergency procedures identified in a student's Behavior Intervention Plan shall be followed to the maximum extent possible under the circumstances. For minor threats or altercations or altercations involving young children, the employee shall intervene directly to end the fight or address the safety threat if the employee can do so safely. An employee who encounters a situation that cannot be managed safely and effectively by that employee immediately shall request assistance from other employees or administrative staff and shall take steps to remove bystanders from the area. Only the degree of force or physical control reasonably necessary shall be used to re-establish a safe environment.

Employees should take further action as appropriate in accordance with any response protocols established by the principal or superintendent. All employees are responsible for knowing and following such protocols to the fullest extent reasonable under the circumstances at the time.

2.3. School Rules

The principal or designee shall develop rules to help prevent accidents in school buildings, on school buses, and on school grounds.

3.4. Training for Staff and Students

Staff training must include detailed instruction on how to respond to a variety of emergency situations. In addition, staff should be able to recognize and respond to behavior, information, and related indicators that warn of impending problems. School personnel must teach and review with students (1) safety procedures, including fire safety procedures; (2) precautions for handling chemicals or potentially dangerous equipment; and (3) appropriate responses to threats to school safety.

4.5. Safety Equipment

School employees shall provide students with safety equipment as required by law and shall enforce school rules pertaining to wearing safety equipment. School employees shall wear and use appropriate safety equipment as required for the safe performance of their specific job assignments.

5.6. Planning for Emergencies and Conducting Fire Drills and Other Emergency Drills

The superintendent shall develop system-wide plans and procedures to address emergency situations. As appropriate, the superintendent shall consult with local law enforcement agencies and emergency responders to plan for and conduct emergency drills. The superintendent must provide local law enforcement and emergency management agencies with schematic diagrams~~copies of floor plans~~ of all school ~~buildings~~ facilities and provide them updates of the schematic diagrams when the school system makes substantial facility modifications, such as the addition of new facilities or modifications to doors or windows ~~and site plans showing campus boundaries and access points.~~ The superintendent shall also provide local law enforcement agencies with keys to the main entrance of all school facilities.

Principals, with the assistance of both law enforcement and emergency responders as appropriate, shall conduct fire drills as required by law and shall conduct other emergency drills in accordance with school system emergency plans and procedures.

6.7. Reporting Suspicious Behavior

Students should notify any staff member of any acts of violence, harassment, or bullying or any other unusual or suspicious behavior that may endanger safety. Ongoing student education efforts will aim at minimizing any fear, peer pressure, embarrassment, or other impediments to students reporting potential problems.

Maintaining a safe school environment that is conducive to learning requires staff to be proactive in dealing with violence, harassment, and bullying. Staff members must report immediately to the principal any information regarding unusual or suspicious behavior or acts of violence, harassment, or bullying.

Every principal is required to investigate and act upon any report of such behavior, including, when appropriate, reporting criminal activities to law enforcement, the State Board, and the superintendent or designee (see policies 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying, 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure, and 4335, Criminal Behavior).

7. Potential Threats of Registered Sex Offenders

The principal of each school shall register with the North Carolina Sex Offender and Public Protection Registry to receive e-mail notification when a registered sex offender moves within a one-mile radius of the school.

8. Student Behavior Standards

Students are expected to meet behavior standards set forth in board policies.

Legal References: G.S. 14-208.18; 115C-36, -47, -81.4, -105.49, -166, -288, -289.1, -307, -390.3, -391.1, -521, -524, -525; S.L. 2013-360; State Board of Education Policies HRS-A-000, TCS-P-005

Cross References: Prohibition Against Discrimination, Harassment, and Bullying (policy 1710/4021/7230), Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), School Improvement Plan (policy 3430), Student Sex Offenders (policy 4260), Student Behavior policies (4300 series), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Weapons and Explosives Prohibited (policy 5027/7275), Public Records – Retention, Release, and Disposition (policy 5070/7350), Relationship with Law Enforcement (policy 5120), Occupational Exposure to Hazardous Chemicals in Science Laboratories (policy 7265), Staff Responsibilities (policy 7300), Security of Facilities (policy 9220)

Other Resources: *Practical Information on Crisis Planning: A Guide for Schools and Communities*, U.S. Department of Education Office of Safe and Drug-Free Schools (January 2007), available at <http://www2.ed.gov/admins/lead/safety/crisisplanning.html>; *Keeping North*

Carolina Schools Safe and Secure, A Report to Governor Mike Easley from Attorney General Roy Cooper and Secretary of Crime Control and Public Safety Bryan Beatty (November 2006), available at <http://www.ncdoj.gov/getdoc/2158e7b1-bd55-4ca1-bdf4-80260f766926/Keeping-North-Carolina-Schools-Safe---Secure.aspx>

Adopted:

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.

“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.

~~It is possible for harassment, including sexual or gender-based harassment, is not limited to specific situations or relationships. to occur in various situations. For example, harassment may occur~~ 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 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 the procedures for reporting and investigating complaints of discrimination, harassment, and bullying. This policy must be posted on the school system website, and copies of the policy must be readily available in the principal's office, the media center at each school, and the superintendent's office. Notice of this policy must appear in all student and employee handbooks and in any school system publication that sets forth the comprehensive rules, procedures, and standards of conduct for students and employees.

G. COORDINATORS

The superintendent or designee shall appoint one or more 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. The superintendent or designee shall publish the name(s), office address(es), and phone number(s) of the compliance coordinator(s) in a manner intended to ensure that students, employees, applicants, parents, and other individuals who participate in the school system's programs are aware of the coordinator(s).

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-007

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:

The board is committed to a sound, comprehensive health education program that provides students with accurate information and encourages them to be responsible for their own health and behavior. The board recognizes the primary role of parents in providing for the health and well-being of their children and seeks to involve parents as provided in this policy. The comprehensive health education program provided by the school system will meet the requirements of the Basic Education Program (BEP), G.S. 115C-81(e1), and aligned state-adopted standards. The board may, in its discretion, expand on the subject areas to be included in the program and on the instructional objectives to be met.

A. COMPREHENSIVE HEALTH EDUCATION PROGRAM

A comprehensive health education program must be taught to students from kindergarten through ninth grade. As required by law, the health education program must include age-appropriate instruction on bicycle safety, nutrition, dental health, environmental health, family living, consumer health, disease control, growth and development, first aid and emergency care, mental and emotional health, drug and alcohol abuse prevention, prevention of sexually transmitted diseases (STDs), including HIV/AIDS and other communicable diseases, and reproductive health and safety education.

As required by law and beginning in seventh grade, reproductive health and safety education will include age-appropriate instruction on sexual abstinence until marriage, STDs, the human reproductive system, preventable risks for preterm birth in subsequent pregnancies, effective contraceptive methods for preventing pregnancy, and awareness of sexual assault and sexual abuse.

B. PARENTAL OPPORTUNITIES TO REVIEW MATERIALS AND WITHHOLD CONSENT FOR STUDENT PARTICIPATION

Each year before students participate in reproductive health and safety education or in other separate instruction on the prevention of STDs, including HIV/AIDS, or the avoidance of out-of-wedlock pregnancy, the principal or designee shall notify parents of the opportunity to review the materials and objectives that will be used in instruction. A copy of all objectives and materials will be available for review in the media center of each school where these subjects will be taught.

The principal or designee shall also notify parents of the right to withhold or withdraw consent for their child's participation in all reproductive health and safety education instruction or in specific topics such as STDs, the effectiveness and safety of contraceptive methods, and awareness of sexual assault and sexual abuse. Parents may also withhold consent to student participation in other separate instruction on the prevention of STDs, including HIV/AIDS, or the avoidance of out-of-wedlock pregnancy. Any parent wishing to withhold consent must do so in writing to the

principal.

C. STANDARDS FOR INSTRUCTION

For reproductive health and safety education, teachers shall follow the instructional objectives and only use the age-appropriate materials that have been made available to parents for review in accordance with this policy. Information conveyed during instruction will be objective and based upon scientific research that is peer reviewed and accepted by professionals and credentialed experts in the field of sexual health education.

A determination of what is an appropriate education for a student with disabilities must be made in accordance with the student's individualized education plan, following all procedures as provided in the North Carolina *Policies Governing Services for Children with Disabilities*.

Legal References: G.S. 115C art. 9; 115C-36, -81(e1); State Board of Education Policies GCS-D-000, GCS-F-007; *Policies Governing Services for Children with Disabilities*, available at <http://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities>

Cross References:

Adopted:

A student who is domiciled within the geographic area served by the school system, who is under age 21 (22 for students entitled to special education services), who has not completed the prescribed courses for high school graduation and who otherwise qualifies for admission, is entitled to be admitted without payment of tuition. Under certain circumstances specified by law, a student who resides in the area served by the school system and who otherwise qualifies for admission to its schools also is entitled to be admitted without payment of tuition.

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

A. DOMICILE AND RESIDENCE DEFINED

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

B. MEETING DOMICILE REQUIREMENTS

1. Domicile of Students Generally

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

2. Domicile of Emancipated Students

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

3. Domicile of Students with Divorced or Separated Parents

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

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

C. MEETING RESIDENCE REQUIREMENTS

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

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

on August 1, 2007, for the 2007-08 school year, so long as the child lives within and is continuously enrolled in the system.

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

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

seq., and evidence of such eligibility is tendered with the affidavits described below.

The adult with whom the student resides and the student's parent, guardian, or legal custodian, if available, must complete and sign separate affidavits available from the superintendent's office attesting to information required by G.S. 115C-366(a3). If it is found that a person willfully and knowingly provided false information in the affidavit, the maker of the affidavit will be guilty of a Class 1 misdemeanor and will pay to the board an amount equal to the cost of educating the student during the period of enrollment. Repayment will not include state funds.

D. STUDENTS PARTICIPATING IN THE NORTH CAROLINA ADDRESS CONFIDENTIALITY PROGRAM

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

E. APPEAL OF ADMISSION DECISIONS

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

Legal References: Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 *et seq.*; G.S. 7B art. 35; 35A art. 6; 15C-8(i); 50-13.1 to 13.3; 115C-106.2, -106.3, -107.6, -108.1(a), -366, -407.5; State Board of Education Policy GCS-D-000; *Policies Governing Services for Children with Disabilities*, available at <http://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities>

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

Adopted:

The board recognizes that concussions and other head injuries may be serious and potentially life threatening and that such injuries may result in serious consequences later in life if managed improperly. The board is committed to practices that reduce the potential for short-term or long-term effects from such injuries. In support of this commitment, the board directs school employees to comply with the concussion safety requirements for interscholastic athletic competition established by G.S. 115C-12(23) as amended in the Gfeller-Waller Concussion Awareness Act of 2011, and to implement and follow all concussion safety requirements set forth in State Board of Education rules and policies for middle and high schools. The superintendent or designee shall develop a plan consistent with state requirements and shall implement and monitor compliance with this policy. The superintendent is authorized to investigate the use of baseline testing for student-athletes and require that student-athletes undergo such testing prior to their participation in any interscholastic athletic competition.

A. DEFINITION OF CONCUSSION

A concussion is a traumatic brain injury caused by a direct or indirect impact to the head that results in disruption of normal brain function, which may or may not result in a loss of consciousness.

B. SCHOOL HEAD INJURY INFORMATION SHEET

Each year, all coaches, school nurses, athletic directors, first responders, volunteers, student-athletes, and parents of student-athletes must be provided with a concussion and head injury information sheet that meets the requirements of the State Board. Before any student, school employee, volunteer, or first responder will be allowed to participate in interscholastic athletic activities, including tryouts, practices, or competitions, he or she must sign the head injury information sheet and return it to the coach. Parents also must sign the sheet and return it to the coach before their children may participate in any interscholastic athletic activity. The principal of each school shall ensure that a complete and accurate record of the returned signed sheets is maintained in accordance with law and State Board policy.

C. REMOVAL FROM AND RETURN TO PLAY

Any student-athlete who is exhibiting signs or symptoms consistent with a concussion must be removed from athletic activity immediately. Further, the student-athlete must not be allowed to return to play or practice that day or on any subsequent day until he or she has been evaluated and has received written clearance for participation that complies with the requirements of G.S. 115C-12(23) and any other applicable law or State Board policy.

D. EMERGENCY ACTION PLANS

Each principal or designee shall develop a venue-specific emergency action plan to respond to serious medical injuries and acute medical conditions in which the condition of the injured student may deteriorate rapidly. All such plans must include a delineation of roles, methods of communication, available emergency equipment, and a plan for emergency transport. The plans must be (1) in writing, (2) reviewed by an athletic trainer who is licensed in North Carolina, (3) approved by the principal if developed by a designee, (4) distributed, posted, reviewed, and rehearsed in accordance with G.S. 115C-12(23), and (5) compliant with any other requirements of state law and State Board policy.

E. RECORD KEEPING

The superintendent shall require each principal to maintain complete and accurate records of actions taken in his or her school to comply with this policy and applicable legal authority. Records shall include accounts of any education or training as may be required by law or State Board of Education policy.

The superintendent's annual report to the board on compliance with laws and policies related to student wellness shall include a report on the system's compliance with laws and policies related to concussions and head injuries. (See Section G of policy 6140, Student Wellness.)

Legal References: G.S. 115C-12(23); S.L. 2011-147

Cross References: Student Wellness (policy 6140)

Other Resources: Matthew Gfeller Sport-Related TBI Research Center at UNC website http://tbicenter.unc.edu/MAG_Center/Home.html; *Report to the North Carolina General Assembly: Study of Sports Injuries at Middle School and High School Levels*, N.C. Department of Public Instruction (2011), available at <http://www.ncleg.net/documentsites/committees/JLEOC/Reports%20Received/2011%20Reports%20Received/Study%20of%20Sports%20Injuries%20at%20Middle%20and%20High%20School%20Levels.pdf>

Adopted:

School officials have the authority to conduct reasonable searches of students and to seize students' unauthorized materials for the purposes of maintaining a safe, orderly environment and upholding standards of conduct established by the board or school. Any searches or seizures must be conducted in accordance with the standards described in this policy and any other applicable legal requirements. All school officials carrying out a search or seizure are expected to be knowledgeable about the constitutional rights of students and the appropriate procedures for conducting the search or seizure. A Searches must be justified at theirits inception and permissible in scope. School officials shall make reasonable, ~~and~~ good faith efforts to investigate allegations of misconduct before a student search is conducted.

~~The inspection of an item, including the exterior of a student motor vehicle, that is out in the open and exposed to public view is not considered a search for purposes of this policy. This policy applies to searches conducted on school grounds, ~~at~~in school facilities, or at school-sponsored events.~~

~~This policy does not apply to independent investigations initiated or conducted solely by law enforcement officials, including school resource officers, or investigations conducted exclusively for the purpose of criminal prosecution. In addition, p~~Policy 3225/4312/7320, Technology Responsible Use, ~~and~~ not this policy, applies to the search of school system-owned technological resources and the data ~~they contain~~ located on school system-owned electronic equipment.

A. SEARCHES BASED ON INDIVIDUALIZED REASONABLE SUSPICION

A ~~specific~~ student or the student's possessions may be searched when a school official has reasonable suspicion that the search will turn up evidence that the particular student has violated or is violating a specific law or school rule. This reasonable suspicion must be based upon specific and articulable facts, which ~~may be garnered~~ have been acquired through reliable and/or corroborated information from ~~faculty employees, members,~~ students, law enforcement officers, or other credible sources, or upon visual or other evidence (e.g., the smell of alcohol or marijuana, an alert from a metal detector or drug dog) viewed in light of the totality of the circumstances and the school official's professional judgment. The scope of the search and the methods used to conduct the search must be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Reasonable suspicion is not required if a student freely and voluntarily consents to the search of his or her person or possessions.

In accordance with the standards described above, the board authorizes the following types of searches based on reasonable suspicion.

1. ~~Manual Searches of Student Possessions~~ Personal Effects

School officials may ~~manually~~ search a student's desk, locker, and/or personal ~~possession~~ effects, including but not limited to ~~motor vehicles~~, purses, book bags, and outer clothing, and ~~wireless communication devices~~. See also Policy 4318, Use of Wireless Communication Devices, addresses the circumstances under which ~~regarding~~ searches of student cell phones and other electronic devices may be conducted.

2. Searches of Motor Vehicles

School officials may search the interior of a student's motor vehicle.

3. "Pat-down" Searches

A school official may conduct a frisk or "pat-down" search of a student's person. The search must be conducted in private by a school official of the same gender and ~~with an adult witness present, when feasible.~~

4. More Intrusive Personal Searches

More intrusive personal searches are discouraged and are to be used only in very limited circumstances. A personal search is more intrusive when it extends beyond ~~the~~ student's personal effects and outer clothing and potentially exposes intimate body parts and/or undergarments. Such intrusive personal searches will be permissible only if: (1) the school official has reasonable suspicion that ~~the~~ search of ~~that~~ a particular student will yield ~~highly~~ dangerous contraband (e.g., drugs or weapons); and (2) the school official has reasonable suspicion that the student has hidden the contraband in his or her undergarments. ~~Such a~~ This search must be conducted in private by a school official of the same gender, with an adult witness of the same gender present, and only ~~upon~~ with the prior approval of the superintendent or designee, unless the health or safety of students will be endangered by the delay that might be caused by following these procedures. Body cavity searches and searches that require a student to completely disrobe are strictly prohibited.

5. Metal Detector Searches

Except as provided in Section B.2, below, A metal detector may be used to search a student's person and/or personal effects ~~only when a school official has reasonable suspicion that the student is in possession of a weapon.~~ The search must be conducted by a school official and will be done in private, when feasible.

B. SUSPICIONLESS GENERAL SEARCHES

In an effort to maintain a safe, drug-free, and weapon-free learning environment, school officials may conduct certain types of general, suspicionless searches in the schools. All general searches must be conducted in a minimally-intrusive, nondiscriminatory manner

(e.g., all students in randomly selected classrooms, every third individual entering a school-sponsored extracurricular activity) and may not be used to single out a particular individual or category of individuals. The searches must be conducted in accordance with standardized procedures established by the superintendent or designee. Absent exigent circumstances (e.g., a report of a weapon on campus), prior to conducting general searches, school administrators must: (1) demonstrate to the superintendent or designee the need for general searches based upon a pattern or expectation of violence, drug activity, or disruption; and (2) provide written notice, to students and parents of the school policy and/or procedures governing general searches, but not of specific times when or places where searches will be conducted. ~~Any search conducted pursuant to this policy must be conducted by a school official.~~

When conducted ~~In~~ accordance with the standards described above and any corresponding procedures, the board authorizes the following types of general, suspicionless searches.

1. ~~Manual~~ Searches of Desks and Lockers

School officials may conduct routine searches of student desks and lockers. Student desks and lockers are school property and remain at all times under the control of the school. However, students are expected to assume full responsibility for the security of their desks and lockers. Student desks and lockers may not be used to store illegal, unauthorized, or contraband materials. ~~School officials may conduct manual inspections of desks and lockers.~~

A student's personal effects, ~~such as a backpack, gym bag or purse,~~ found within a desk or locker, such as a backpack, gym bag, or purse, may be searched only in accordance with the guidelines for individualized searches of personal ~~possession~~ effects in Section A, above.

2. Point-of-Entry Metal Detector Searches

Due to the ~~escalating presence~~ increasing problem of weapons in schools, school officials may use metal detectors to conduct general point-of-entry searches of students and other persons for weapons.

3. Use of Trained Dogs ~~Searches~~

With the prior approval of the superintendent, and in conjunction with ~~the local law enforcement~~ police department, school officials may use trained dogs (canines) ~~in inspections for~~ to locate illegal materials. All dogs must be accompanied by a certified and authorized trainer who is responsible for the dog's actions and who is able to verify the dog's reliability and accuracy in sniffing out illegal material. Trained dogs may sniff lockers, desks, book bags, motor vehicles, and other inanimate objects. Dogs may not be used to sniff for general searches ~~of~~ students or other persons under any circumstances. No students

should be present during ~~Such a dog search.~~ ~~If the~~ Before a search occurs in a classroom, the students will first be moved to a safe and secure place/location outside the classroom.

~~C. SEARCHES CONDUCTED WITH CONSENT~~

~~If a school official does not have reasonable suspicion necessary to justify an individual search of a student or the student's belongings, the school official may ask the student for permission to conduct a search. The school official may conduct a search only if the student consents to the search willingly and with knowledge of the meaning of consent. The student may withdraw consent at anytime.~~

CD. SEIZED ITEMS

Any illegal contraband seized by school officials must ~~promptly~~ be promptly turned over to the proper law enforcement authorities ~~for ultimate disposition.~~

DE. FAILURE TO COOPERATE

A student's failure to ~~permit~~ cooperate with a reasonable searches ~~and~~ seizures as provided in this policy will be considered a violation of the expected standard of behavior, and will subject the student to appropriate consequences. ~~may be imposed.~~

Any person who is not a student who refuses to permit a general metal detector search of his or her person and/or belongings at the point-of-entry to a school-sponsored activity may be denied entry to the activity.

EF. NOTICE

School principals shall take reasonable steps to provide notice of this policy to students and parents at the start of each school year.

Legal References: U.S. Const. amend. IV; *New Jersey v. T.L.O.*, 469 U.S. 325 (1985), *Safford United School District #1 v. Redding*, ~~129 S. Ct. 2633-557~~ U.S. 364 (2009); G.S. 115C-47, -288, -307, -390.2; ~~In re T.A.S.~~, 713 S.E.2d 211 (N.C. Ct. App. 2011)

Cross References: Technology Responsible Use (policy 3225/4312/7320), School Plan for Management of Student Behavior (policy 4302), Use of Wireless Communication Devices (policy 4318), School-Level Investigations (policy 4340)

Adopted:

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

A. REGISTERED SEX OFFENDERS BANNED FROM ALL SCHOOL PROPERTY

In accordance with G.S. 14-208.18, all persons who (1) are required to register under the Sex Offender and Public Protection Program AND (2) have been convicted of any ~~sexually violent~~ offense in Article 7A of Chapter 14 of the General Statutes or any offense in which the victim was under the age of 16 years at the time of the offense are expressly forbidden to knowingly be present on any property owned or operated by the school system, including school buildings, athletic fields, playgrounds, parking lots, school buses, activity buses or other property of any kind for any reason, including attendance at sporting events or other school-related functions, whether before, during or after school hours. In addition, sex offenders subject to G.S. 14-208.18 may not attend or be present at any student function or field trip on or off school property that is (1) school-sponsored or (2) otherwise under the official supervision or control of school personnel. This policy applies to all covered sex offenders regardless of their relationship to or affiliation with a student in the school system.

B. PERSONS PROHIBITED FROM SCHOOL PROPERTY

The superintendent or designee shall consult with the board attorney and create and maintain a list of the criminal offenses that subject a person to the requirements of section A above.

C. ENFORCEMENT

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

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

D. EXCEPTIONS

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

1. Students

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

2. Voters

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

3. Parents or Guardians

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

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

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

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

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

E. CONTRACTUAL PERSONNEL

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

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

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

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

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

Other Resources: North Carolina Department of Justice <http://sexoffender.ncdoj.gov>

Adopted:

The board of education is committed to providing a safe school environment that is free from violence, to the maximum extent possible. Employees, students, visitors, and other persons are prohibited from possessing, carrying, using, or threatening to use, or encouraging another person to possess, carry, use, or threaten to use, weapons or explosives on school property or while attending curricular or extracurricular activities sponsored by the school system. This policy applies to weapons or explosives carried openly or concealed.

Any employee who violates this policy will be subject to immediate termination. Any visitor or other person who violates this policy will be escorted from the premises and/or school activity immediately. The superintendent or principal shall immediately report any violation of this policy to law enforcement officials. Any employee who is aware that a weapon or explosive is present on school property or at a school event in violation of this policy must immediately report this information to the principal or designee or the school resource officer as appropriate.

Students who violate this policy are subject to discipline as provided in policy 4333, Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety.

A. WEAPONS AND EXPLOSIVES DEFINED

For purposes of this policy, a weapon includes, but is not limited to, any gun, rifle, pistol, or other firearm of any kind; any BB gun, stun gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors, and razor blades (except solely for personal shaving), or fireworks; and any sharp-pointed or -edged instrument, except instructional supplies, unaltered nail files, and clips and tools used solely for the preparation of food, instruction, and/or maintenance on educational property. For purposes of this policy, an explosive includes, but is not limited to, any dynamite cartridge, bomb, grenade, mine, or powerful explosive as defined in G.S. 14-284.1.

B. SCHOOL PROPERTY

For purposes of this policy, school property is any school building or bus, school campus, grounds, recreational area, athletic field, or other property owned, used, or operated by the board of education.

C. EXCLUSIONS

This policy does not apply to:

1. a weapon or explosive used solely for educational or school-sanctioned ceremonial purposes, or used in a school-approved program conducted under the supervision of an adult whose supervision has been approved by the school authority;

2. a handgun in a closed compartment or container within the person's locked vehicle or in a locked container securely affixed to the person's vehicle if the person has a concealed handgun permit valid under state law or is exempted by state law from needing a permit to carry a concealed handgun (the person may unlock the vehicle to enter or exit the vehicle provided the handgun remains in the closed compartment at all times and the vehicle is locked immediately following the entrance or exit);
32. firefighters, emergency service personnel, North Carolina Forest Service personnel, and any private police employed by the board of education, when acting in the discharge of their official duties; -
4. law enforcement officers or other persons as provided in G.S. 14-269.2(g)(1a); or
5. a volunteer school safety resource officer providing security at a school pursuant to an agreement as provided in G.S. 115C-47(61), provided that the volunteer school safety resource officer is acting in the discharge of his or her official duties and is on the educational property of the school that the officer was assigned to by the head of the local law enforcement agency.

Legal References: G.S. 14-69.2, -269, -269.2, -284.1; 20-17; 115C-47(61), -288(g)

Cross References: Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety (policy 4333)

Adopted:

The board is committed to providing a healthy and safe environment for its students, employees, and visitors. To provide opportunities for assistance to individuals who experience sudden cardiac arrest on school property, the board authorizes the placement of automatic external defibrillators (AEDs) in designated locations in schools and other board-owned or operated facilities and at designated events to be accessed by trained personnel.

To the extent funding, staff, and training are available, the superintendent is authorized to acquire AEDs for use at designated schools and events. The superintendent is further authorized to develop a program to address access to and training, use, and maintenance of AEDs in the school system. All such AEDs and any program developed must comply with the requirements of state and federal law.

The superintendent, in consultation with medical professionals trained in cardiopulmonary resuscitation (CPR) and AED use, shall develop procedures to implement this policy. Procedures must include information regarding:

1. **Medical/healthcare provider oversight:** Choice of AED devices will be made in consultation with a physician licensed by the state of North Carolina. Preference will be given to machines that offer both adult and child settings. The type of AED product must be one that is approved by the United States Food and Drug Administration.
2. **CPR and AED use training for anticipated responders:** Training will be completed in accordance with nationally recognized training programs including those approved and provided by the American Heart Association or American Red Cross. Any person without such training in AED use will not be authorized to use a school-owned AED. Appropriate records of training will be maintained.
3. **Coordination with the emergency medical services (EMS) system:** Appropriate local EMS officials must be notified of the location and most recent placement of AEDs within a reasonable period of time of placement.
4. **Appropriate device maintenance and testing.**
5. **Placement of AEDs.**

The superintendent or designee shall report to the board on the plan for and actual use of AEDs in the school system. The superintendent shall designate a program coordinator to manage the AED program in the schools.

Nothing in this policy should be construed to require the presence or use of an AED on school property or at school sponsored events, unless otherwise required by law. The board cannot and does not guarantee that an AED or a person trained in its use will be available at any particular school site or school-sponsored event.

The board and its employees expressly reserve all immunities from civil liability which are available to them under state or federal law, including governmental immunity and the statutory immunities set forth in North Carolina General Statutes 90-21.14, 90-21.15 and 115C-375.1 and federal statute 42 U.S.C. 238q.

Legal References: G. S. 90-21.14, -21.15; 115C-375.1; 42 U.S.C. 238q

Cross References: Student Health Services (policy 6120)

Other References: *N.C. Emergency Guidelines for Schools*, (NCDPI 2009), available at <http://www.nchealthyschools.org/docs/school/nc-emergency-guidelines.pdf>; Implementing an AED Program, (American Heart Association 2012), available at http://www.heart.org/idc/groups/heart-public/@wcm/@ecc/documents/downloadable/ucm_438703.pdf

Adopted:

RELATIONSHIP WITH LAW ENFORCEMENT

Policy Code:

5120

The board recognizes the importance of law enforcement authorities in providing safe schools. The board desires an effective working relationship with law enforcement. To this end, the superintendent and principals are expected to communicate the needs of the schools and work with law enforcement officials in developing joint programs and in establishing protocols for handling situations in which the assistance of law enforcement is helpful or necessary. The superintendent shall establish procedures for school contacts with law enforcement agencies.

The superintendent shall ensure that local law enforcement and emergency management agencies have schematic diagrams of all school facilities and provide them updates of the schematic diagrams when the school system makes substantial facility modifications, such as the addition of new facilities or modifications to doors or windows~~copies of floor plans of all school buildings and site plans showing campus boundaries and access points.~~ The superintendent shall also provide local law enforcement agencies with keys to the main entrance of all school facilities.

School resource officers will be assigned duties as specified in a written understanding between the law enforcement agency and the school system.

Law enforcement officials are not to be used in conducting administrative investigations, including investigations to determine whether student behavior policies have been violated.

School administrators and employees are expected to cooperate in criminal investigations but should attempt to do so in a way that minimizes disruptions to the educational environment.

Visits by probation officers to students during the school day must be in accordance with policy 5020, Visitors to the Schools.

Legal References: G.S. 115C-36, -47; S.L. 2013-360

Cross References: School Safety (policy 1510/4200/7270), Student Searches (policy 4342), Visitors to the Schools (policy 5020)

Adopted:

The board recognizes that it is important for students to maintain their physical health and receive proper nutrition in order to take advantage of educational opportunities. The board further recognizes that student wellness and proper nutrition are related to a student's physical well-being, growth, development and readiness to learn. The board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education and regular physical activity as part of the total learning experience.

A. SCHOOL HEALTH ADVISORY COUNCIL

The board will ~~appoint~~maintain a ~~S~~school ~~H~~health ~~A~~advisory ~~C~~council to help plan, update, implement, promote and monitor this policy as well as to address other health and nutrition issues within the school system. The council ~~will~~ serves as an advisory committee regarding student health issues. The council ~~may~~is authorized to examine related research and laws, assess student needs and the current school environment, review existing board policies and administrative regulations, collaborate with appropriate community agencies and organizations, and help raise awareness about student health issues. The council also ~~will assist in developing the student wellness policy and~~ may make ~~other~~ policy recommendations to the board related to this policy and other policies concerning student wellness and may assist the superintendent in the periodic review and revision of this policy. In addition, the council may assist in the development of a plan for measuring and assessing implementation of this policy and in developing methods to inform and update the public about the content and implementation of this policy as described in Section G, below.

The council will be composed of representatives from the school system, the local health department and the community. The council must include members of each of the following groups: the school board, school system administrators, school system food service representatives, physical education teachers, school health professionals, students, parents or guardians and the public. The council will provide information to the board about the following areas or concerns: safe environment, physical education, health education, staff wellness, health services, mental and social health, nutrition services and parent/family involvement.

The council shall provide periodic reports to the Superintendent or designee regarding the status of its work. In addition, the council shall assist the superintendent in creating an annual report that includes the minutes of physical activity and the minutes of physical education and/or healthful living education received by students in the system each school year, as well as any other information required by the State Board of Education.

B. NUTRITION PROMOTION AND EDUCATION

The board believes that promoting student health and nutrition enhances readiness for learning and increases student achievement. The goals of nutrition promotion and

education are (1) to provide appropriate instruction for the acquisition of behaviors that contribute to a healthy lifestyle for students and (2) to teach, encourage and support healthy eating by students.

The board will provide nutrition education within the Healthful Living Standard Course of Study and ~~the Ggrade Llevel~~ expectations outlined in the Healthful Living Essential Standards Competencies adopted by the State Board of Education. Nutrition education should be designed to provide all students with the knowledge and skills needed to lead healthy lives. Students should learn to address nutrition-related health concerns through age-appropriate nutrition education lessons and activities.

Nutrition education and promotion should extend beyond the school environment by engaging and involving families and communities. School system personnel may coordinate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition. School system personnel are to work to disseminate and promote consistent nutrition messages throughout the school system, schools, classrooms, cafeterias, homes, community and media.

C. NUTRITION GUIDELINES

Consistent with policy 6200, Goals of Student Food Services, all foods available in the system's schools during the school day that are offered to students should help promote student health, reduce childhood obesity, provide a variety of nutritional meals and promote lifelong healthy eating habits.

Foods provided through the National School Lunch or School Breakfast Programs must comply with federal nutrition standards. In addition, food selections must also be consistent with the state nutrition standards established by the State Board of Education and with policy 6230, Nutritional Standards for Food Selection.

Competitive foods must meet State Board of Education nutrition standards, applicable federal standards, as well as any other nutrition standards established by the superintendent pursuant to policy 6230. Competitive foods are defined as foods offered sold at school other than through the National School Lunch or School Breakfast Programs, including food, snacks and beverages from a la carte menus, vending machines and outside suppliers. In addition, all vending machine sales must comply with the requirements of G.S. 115C-264.2 and *Eat Smart:North Carolina's Recommended Standards for All Foods in Schools*.

D. PHYSICAL EDUCATION AND PHYSICAL ACTIVITY

The goal of the physical education program is to promote lifelong physical activity and provide instruction in the skills and knowledge necessary for lifelong participation in physical activity. To address issues such as obesity, cardiovascular disease and Type II diabetes, students enrolled in kindergarten through eighth grade must have the opportunity to participate in physical activity as part of the system's physical education curriculum. The physical education course should be designed to foster support and guidance for being physically active, help students know and understand the value of being physically fit, and teach students the types of activities that contribute to total

fitness. The course is to be taught in an environment where students can learn, practice and receive assessment on age-appropriate skills as defined in the North Carolina Healthful Living Essential Standards Course of Study.

School personnel should strive to provide opportunities for age- and developmentally-appropriate physical activity during the day for all students so that students can learn how to maintain a physically active lifestyle. Schools must provide a minimum of 30 minutes of moderate to vigorous physical activity daily for kindergarten through eighth-grade students. Such activity may be achieved through a regular physical education class, recess, dance, classroom energizers and/or other curriculum-based physical activity programs. Principals shall work with teachers to ensure that students meet the minimum physical activity requirement.

To ensure that students have ongoing opportunities for physical activity and maintain a positive attitude towards physical activity, structured/unstructured recess and other physical activity may not be taken away from students as a form of punishment. In addition, severe and inappropriate exercise may not be used as a form of punishment for students.

E. OTHER SCHOOL-BASED ACTIVITIES TO PROMOTE WELLNESS

In addition to the standards discussed above, the board adopts the following goals for school-based activities designed to promote wellness:

1. Schools will provide a clean and safe meal environment.
2. Students will be provided adequate time to eat meals.
3. Drinking water will be available at all meal periods and throughout the school day.
4. Professional development will be provided for school system nutrition staff.
5. To the extent possible, the school system will utilize available funding and outside programs to enhance student wellness.
6. Food will not be used in the schools as a reward or punishment.
7. As appropriate, the goals of this student wellness policy will be considered in planning all school-based activities.
8. Administrators, teachers, food service personnel, students, parents or guardians, and community members will be encouraged to serve as positive role models to promote student wellness.

F. GUIDELINES FOR REIMBURSABLE MEALS

The director of child nutrition shall ensure that school system guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for

schools in accordance with federal law.

G. IMPLEMENTATION AND REVIEW OF POLICY

The superintendent or designee shall oversee the implementation of this policy and monitor system schools, programs and curricula to ensure compliance with this policy, related policies and established guidelines or administrative regulations. Each principal shall be responsible for and shall report to the superintendent or designee regarding compliance in his or her school. Staff members responsible for programs related to student wellness also shall report to the superintendent or designee regarding the status of such programs. Members of the school health advisory council will be invited to participate in the ongoing implementation and periodic review and updating of this policy.

The superintendent shall report annually to the board on the system's compliance with laws and policies related to student wellness, and the implementation of this policy. At a minimum, the superintendent shall measure and report the following:

1. the extent to which the individual schools are in compliance with this policy;
2. the extent to which the board's wellness policy compares to model local school wellness policies; and
3. a description of the progress made in attaining the goals of this policy.

The report may also include the following items:

1. an assessment of the school environment regarding student wellness issues;
2. an evaluation of food services programs;
3. a review of all foods and beverages sold in schools for compliance with established nutrition guidelines;
4. a list of all activities and programs conducted to promote nutrition and physical activity;
5. information provided in the report from the School Health Advisory Council, as described in section A, above; and
6. suggestions for improvement to policies or programs.

H. PUBLIC NOTIFICATION

The superintendent shall implement practices and procedures to inform and update the public about the content and implementation of this policy, including the information reported to the board as required in Section G, above. This information will be widely disseminated to students, parents and the community.

Legal References: Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. 1751 note

(Local Wellness Policy); Healthy, Hunger-Free Kids Act of 2010, P.L. 111-296; National School Lunch Act, 42 U.S.C. 1751 *et seq.*; G.S. 115C-264.2, -264.3; State Board of Education Policies GCS-S-000, TCS-S-002; *Eat Smart: North Carolina's Recommended Standards for All Foods in Schools*, N.C. Department of Health and Human Services, N.C. Division of Public Health (2004)

Cross References: Goals of Student Health Services (policy 6100), Goals of Student Food Services (policy 6200), Nutritional Standards for Food Selection (policy 6230)

Issued:

Revised: January 31, 2006; June 30, 2009

Proposal to Add Earth and Environmental Science to Middle School Curriculum

Earth and Environmental Science is a high school course that we would like to propose offering to students at the middle school level for the 2014-2015 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 science courses offered at Asheboro High School. At AHS, we offer students a variety of Advanced Placement Choices in the Science Department such as AP Biology, AP Chemistry, and AP Earth and Environmental, as well as honor classes such as Physics. These opportunities have traditionally been an either/or path for student seeking a science pathway due to scheduling and graduation credits.

Why Earth and Environmental Science?

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 science curriculum.** The Earth and Environmental course content most closely ties with the content of the 8th grade science curriculum standards. This alignment allows for the curriculum to be compacted and offered together with the 8th grade curriculum during the school year, much like we currently offer Math I at the middle school level. An analysis found that 13 of the 30 EE clarifying objectives are directly tied to the 8th grade standards. In addition, eight other objectives from the EE content are tied to the 6th and 7th grade science curriculum. Because of this, we suggest that students who are interested in this course have shown mastery on the 6th and 7th grade science NC Final Exam and have demonstrated Career and College Readiness on Reading EOG in grades 6 and 7 to enhance the students' opportunity for success in the course. However, like all courses in our district, we honor open enrollment, but we encourage parents to work with counselors to plan for students' educational goals.
2. **Opportunity for student advancement.** Students have opportunity to advance in a science pathway at Asheboro High School. With the importance of STEM education in our global society, we feel it is more important than ever to give our students opportunities to build strong foundations in science and provide alternatives for advancing their skills in the science concepts. By allowing students the opportunity to gain a required science credit in middle school, students can progress and compete with their peers in the global society.
3. **This course builds on students' immediate prior knowledge.** Since students time in elementary school, they have been learning about the earth and their environment. By adding the Earth and Environmental Science course to the 8th grade, we can capitalize on their current scaffolded knowledge and help them to be more successful in the course content. Otherwise they may move through several years of other types of science, i.e. life or physical, before they take the content of the Earth and Environmental Science course at the high school level. This approach may help to cement some of the concepts into their long-term memory.

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 science curriculum. Where it aligns, the two course contents would be taught simultaneously. Where there is not overlap, each of the courses unique standards will be taught. Teachers will be provided guidance and support by our in-house lead science teacher, who has provided research and guidance on the analysis and feasibility of this implementation.

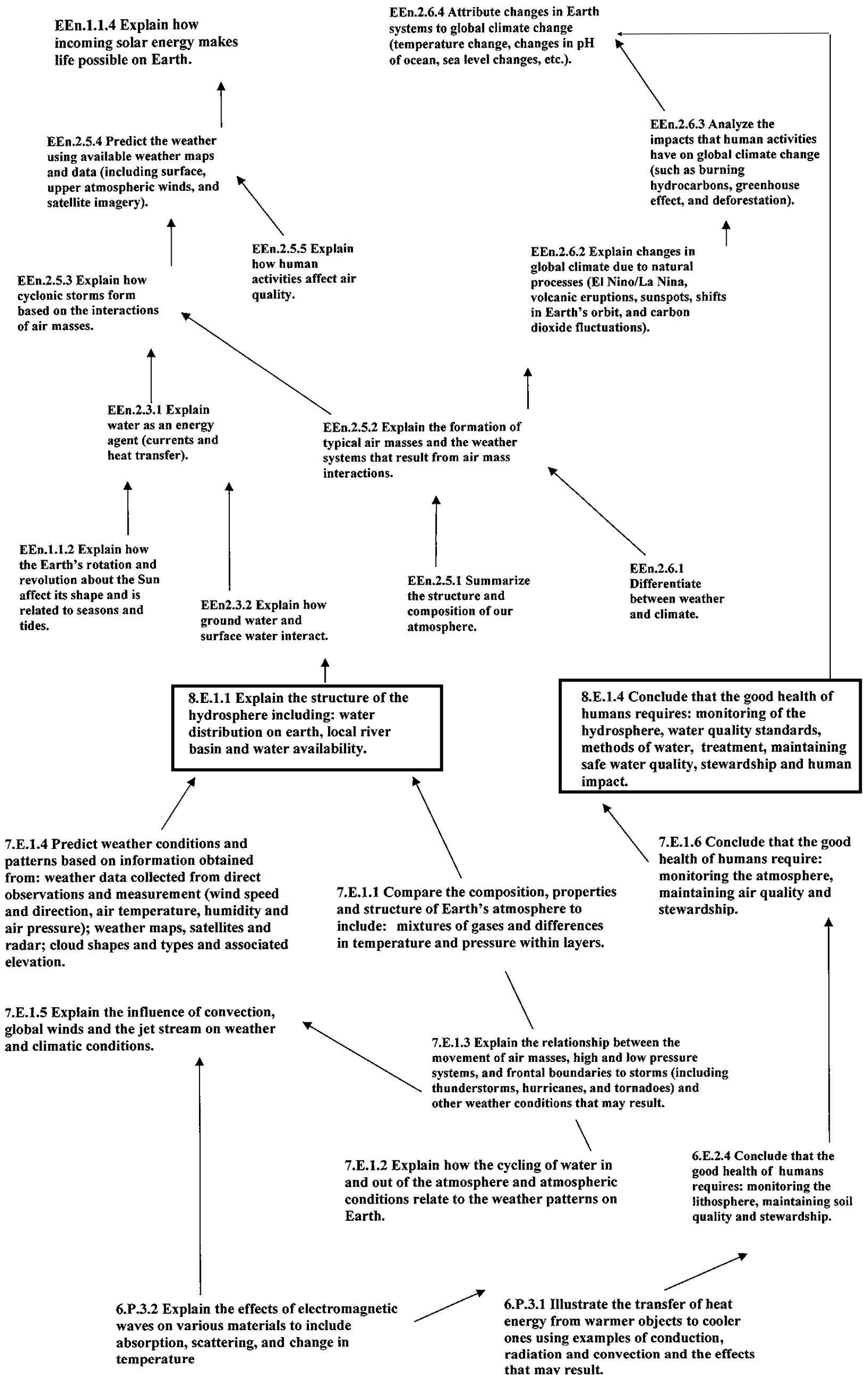
Eighth grade teachers can teach the course currently with their certification; however, we will expect them to add the Earth and Environmental licensure to their teaching certificate to enhance their content knowledge.

Students will still be required to take the 8th grade Science EOG as well as the Earth and Environmental 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.

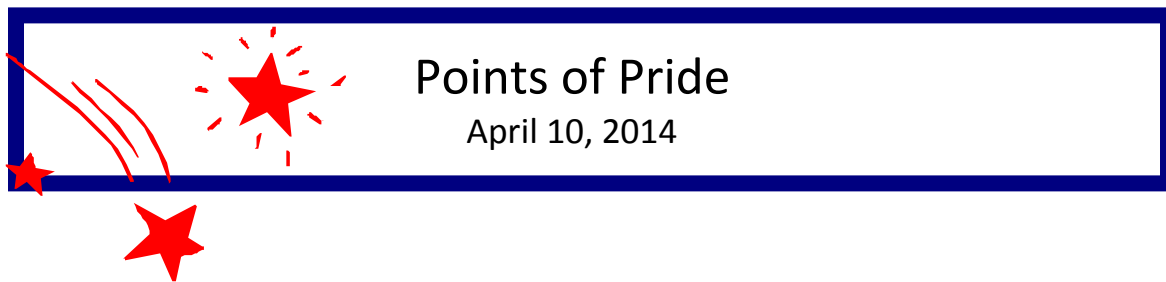
How will students and parents know about this new opportunity?

All rising 8th grade students and their parents will receive a letter with their 5th sixth weeks report card detailing the description of the Earth and Environmental 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 guidance counselors will be included on the letter.

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



School/Location	Date	Event	Time
New Orleans	Fri., April 4 - Mon., April 7	NSBA Conference	All Day
PDC	Wednesday, April 9	Superintendent's Student Advisory Council	7:30am
PDC	Thursday, April 10	TLA Final Projects and Reception	Presentations @ 8am; Reception @ 4pm
PDC	Thursday, April 10	Board of Education Meeting	7:30pm
NAMS	Friday, April 11	Blues in the Schools	2:30pm
GBT	Thursday, April 24	Expert Project Fair	5:00pm - 6:00pm
PDC	Thursday, April 24	BOE Budget Work Session	7:00pm
GBT	Sunday, April 27	50th Anniversary Celebration	2:00pm - 4:00pm
CO Board Room	Monday, April 28	PTO Presidents' Round Table	6:30pm - 8:00pm
AHS/PAC	Fri., May 2 - Sat., May 3	Park Street Players Spring Play	7:00pm
ACS	Mon., May 4 - Fri., May 9	Teacher Appreciation Week	All Week
AHS/PAC	Tuesday, May 6	SAMS Chorus Concert	7:30pm
PDC	Thursday, May 8	Board of Education Meeting	7:30pm
CO Board Room	Friday, May 15	Superintendent's Advisory Council Meeting	11:30am
AHS/PAC	Thursday, May 15	AHS Spring Choral Concert	7:30pm
AHS/PAC	Tuesday, May 20	AHS Jazz Concert	7:30pm
Pinewood	Wednesday, May 21	Teacher of the Year Banquet	6:30pm
AHS/PAC	Thursday, May 22	AHS Spring Band Concert	7:00pm
AHS/PAC	Tuesday, May 27	AHS Senior Awards Evening	7:00pm
AHS	Wednesday, May 28	Senior Board Night	5:00pm
AHS/PAC	Thursday, May 29	AHS Percussion Concert	7:30pm
CUMC	Monday, June 2	AHS Band Awards Banquet	6:30pm
PDC	Sunday, June 8	Retirement Reception for Dr. Frost	2:00pm - 4:00pm
Lee J. Stone Stadium	Tuesday, June 10	Graduation	7:00pm



Points of Pride

April 10, 2014

Student achievements:

- McCrary's 5th graders went on their annual Sound to Sea trip.
- Several AHS student athletes signed letters of intent to play college sports.
- AHS DECA students participated in the State DECA Conference.
- The NAMS boys soccer team won the conference championship.
- The high school's Air Force JROTC program received the highest rating of "Exceeds Standards" in its recent unit assessment.

Staff recognition:

- Faye McLeod, NAMS, was recognized at the annual NCAEOP meeting for serving as the organization's 2013-2014 president.
- The Heritage Language Academy program was featured on UNCG's website homepage.

Events bringing community into our schools:

- The Greensboro Symphony performed at AHS for all 5th – grade students.
- Asheboro City and Randolph County Schools hosted a transition fair in the PDC for EC students and their families.
- Lindley Park's Leopards of Love group participated in the WALK MS event at the N.C. Zoo.
- The McCrary UNITE Club drummers performed at the N.C. Zoo as part of its 40th anniversary celebrations.



Asheboro City Schools

...the subject is excellence!

BOARD OF EDUCATION GOALS 2013-2014

Update: April 10, 2014

STRATEGIC GOAL:

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

STRATEGIC OBJECTIVES:

1. Engage each student

1. Teach the standards through the lens of critical thinking and collaboration so that students will be critical thinkers and problem solvers (**4 C's**).

Our students who participated in the Digital Expo on April 3rd demonstrated their problem solving skills in their projects. They were charged with identifying a 21st century problem to be solved, and then showed how technology played a role in their solution. Students entered their projects in one of three categories: (1) Communication and Collaboration, (2) Creativity and Innovation, and (3) Critical Thinking, Problem Solving, and Decision-Making. You will get to meet the winners of the Digital Expo tonight during the Board Spotlight!

2. Identify and nurture **problem-based learning** partnerships with the community and beyond for planning and evaluating real world solutions.

3. Complete professional development book study on **global awareness** and explore Spanish immersion or global programming at the elementary level.

4. Implement **Positive Behavior Instructional Support** program at each school.

5. Implement strategies to **reduce number of office referrals and out of school suspensions for black students**.

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

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

2. Assess for learning

1. Establish **core curriculum proficiency indicators and performance rubrics** for monitoring academic progress in K-12 **reading and mathematics**.

2. Improve design and use of **performance rubrics** to guide students in demonstrating learning.

3. Improve achievement

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

Work is ongoing in developing our K-12 district writing plan. Consistent guidelines for each writing purpose (narrative, persuasive/opinion, and informational writing) are in the final editing stage. UNCG's School of Education faculty are providing research-based support and co-planning professional development for staff this summer.

2. Implement **transition plans** for at-risk students in order to facilitate their educational transitions between elementary, middle, and high school.

3. Develop an **academic plan with each 7th grade student** that supports their vocational interests, is aligned with their individual goals, includes course selection, and culminates in graduation.

4. Implement strategies to **prevent summer reading loss**.

The curriculum team is finalizing our plans for our Read to Achieve summer camps. These four-week camps will be provided this summer at two sites—McCrary and Loflin. They will provide additional reading instruction to help third graders achieve grade level reading proficiency before entering fourth grade.

5. Using 2012-13 data, implement **early intervention system for struggling readers**.

Our elementary schools continue to gain proficiency in their use of diagnostic reading tools (MClass) for K-3 students that were first implemented last year. Students are assessed on their reading comprehension skills at the beginning, middle, and end of the year. Based on their assessment diagnostics, appropriate interventions are planned, implemented, and monitored for each child. Principals are also monitoring these data along with the teachers. Instructional practices are being modified as a result of the assessment results. In particular, teachers have identified the need to improve phonics instruction and strengthen the reading-writing connection.

6. Provide **academic enrichment opportunities** for targeted students in middle school.

7. Explore strategies to **increase availability of high school courses for middle school students**.

You will take action this evening on a proposal to add another high school course (Earth and Environmental Science) to our middle school offerings. We currently offer Integrated Mathematics I and Spanish I at the middle school level. This new offering will add a science requirement for capable students who wish to accelerate their learning at the middle school level, thus leaving more space in their high school schedule for higher level advanced placement and honors courses.

4. Create opportunities

1. Increase **parent outreach** through workshops or classes on targeted topics related to academic achievement priorities.
2. Partner with UNCG and community stakeholders to assess and **evaluate the needs for a Parent Academy**.
3. Implement **communication strategy** to increase community awareness and involvement in our schools.
4. **Formalize community partnerships and volunteer services** and establish protocols for data collection.
5. Increase **student internship and job shadowing opportunities**, including paid student internships.

5. Build capacity

1. Provide district support for **teacher-led professional development** and continue Teacher Leadership Academy cohort #4.

Cohort #4 will complete their year in Teacher Leadership Academy on Thursday, April 10. This has been a terrific group of teacher leaders that are now more equipped to share leadership for our school and district improvement initiatives. Cohort #5 has been tapped, and they are just as excited as cohort #1 was in 2010!

2. Implement State Board of Education process for **evaluating teacher performance tied to student outcomes (Standard 6)**.

The 2012-13 educator effectiveness data were recently released by the NC Department of Public Instruction. In 2012-13, all teachers were evaluated using the North Carolina Professional Teaching Standards. Ratings for those five standards by school and by district are available at this NCDPI website: <http://www.dpi.state.nc.us/effectiveness-model/data/>

Each teacher also receives an educator effectiveness measure for standard 6, which measures the educator's contributions to the academic success of students. The student performance outcomes are based on students' growth on the NC end-of-grade, end-of-course, and final exams. For some teachers, however, this rating is populated with school-level growth and not data from the performance of the individual teacher's students.

For the 2012-13 data presented below, only the teachers with individual estimates of student growth are included. Ratings for teachers with school-level growth measures are not included.

Teachers receive one of three designations:

1. Does not meet expected growth—meaning the student growth value for the teacher is lower than what was expected per the statewide growth model.
2. Meets expected growth—meaning the student growth value for the teacher is what was expected per the statewide growth model.
3. Exceeds expected growth—meaning the student growth value for the teacher exceeds what was expected per the statewide growth model.

Our 2012-13 data show these ratings for standard 6 for **teachers:**

14.5% (N = 22)	Does not Meet Expected Growth
62.5% (N = 95)	Meets Expected Growth
23% (N = 35)	Exceeds Expected Growth

3. **Explore performance pay options** for future.

There is much research going on regarding how to reform the teacher compensation model in North Carolina. There is discussion around collapsing the teacher pay scale from 35 steps to 15 or fewer, designing the scale so that salary increases have the greatest impact in retaining teachers, what salary levels attract top talent into the profession, how master's degrees and National Board certification impact teaching performance, how performance bonuses do (and don't) change teacher behaviors, and more. If you are interested in more details on this topic, please see LeAnne Winner's latest e-mail below with an update from the legislative Educator Effectiveness and Compensation Task Force:

EDUCATOR EFFECTIVENESS AND COMPENSATION TASK FORCE

The Educator Effectiveness and Compensation Task Force met on March 17 and March 31.

March 17

At this meeting, the task force received the following presentations:

- Professor and researcher Dr. Jacob Vigdor of Duke University reviewed what research evidence says are the key components of an effective compensation system for teachers. Among the main points Dr. Vigdor made was that a salary schedule grounded in research evidence, as compared to North Carolina's current schedule, would level out or plateau salary levels at the tail end of the schedule and front-load the schedule with a higher starting base salary and series

of strong step increases in the early and middle parts of the schedule. This structure would allow teachers to earn more over the bulk of their careers than they could under NC's current schedule, even though base salary levels as teachers get into their second decade of teaching might not be as high as they are today. Click [here](#) to see Dr. Vigdor's presentation. The chart showing the comparison of an evidence-based compensation system to North Carolina's current system is on page 13, with more explanations on page 14.

- Dr. Trip Stallings with The Friday Institute provided an analysis and discussed the outcomes of pay-for-performance incentive and strategic staffing programs being funded through Race to the Top. Click [here](#), [here](#), [here](#), and [here](#) to view the materials that accompanied Dr. Stallings's presentation.
- Dr. Bryan Hassel with Public Impact discussed initiatives where teachers with leadership skills both teach and lead teams of teachers and assistants to share strategies and best practices. Dr. Hassel emphasized that no teacher compensation system can be truly effective unless it is a collaborative effort involving all stakeholders. Click [here](#) to view the powerpoint that accompanied Dr. Hassel's presentation.
- Tony Bagshaw with Battelle for Kids, discussed the organization and its work with Charlotte-Mecklenburg Schools on a teacher compensation plan. Click [here](#) to see the presentation materials.

March 31

At this meeting, the task force received the following presentations:

- A series of teacher compensation recommendations from a collaboration of public education stakeholder groups including NCSBA. The presentation was delivered by Debra Horton, Executive Director of the North Carolina Parent Teacher Association, and Keith Poston, Executive Director of the Public School Forum. Click [here](#) to see the powerpoint that accompanied the presentation.
- Dr. Rebecca Garland, Deputy Superintendent of Public Instruction, discussed NC's teacher evaluation system. Click [here](#) to view the presentation.
- Andy Baxter, Vice-President, Educator Effectiveness, Southern Regional Education Board, delivered a presentation tracing the history of how educators have been paid in North Carolina and noting challenges posed by the current compensation system. Click [here](#) to view the powerpoint that accompanied this presentation.
- Two presentations on IMPACT, a teacher evaluation system used in the Washington DC public school system. To view those presentations, please click [here](#) and [here](#).

4. Implement strategies to **improve inter-rater reliability** in performance evaluations.

Our principals and assistant principals participated in our second day of collaborative classroom walkthroughs with Cheryl Fuller last week at Balfour and NAMS. She guided us through discussions about what we observed in each classroom and coached us on how to give appropriate and meaningful feedback to teachers using the NC Professional Teaching Standards and evaluation instrument. It was a very productive professional development experience for everyone involved, and will help us improve in our consistency from school to school.

5. Improve **application review, interview preparation, and reference-checking protocols**.

6. Update and implement **support program for beginning teachers.**