

Policy Committee Meeting

**Asheboro City Board of Education
October 14, 2021**

Agenda

1. Call to Order
2. Policy 2100 - Board Member Legal Status
3. Policy 2113 - Board Member Resignation
4. Policy 2116 - Removal from Office
5. Policy 2122 - Role of Board Members
6. Policy 2200 - Election of Officers - Organization of Board
7. Policy 2210 - Duties of Officers
8. Policy 2230 - Board Committees
9. Policy 2302 - Remote Participation in Board Meetings
10. Policy 2310 - Public Participation at Board Meetings
11. Policy 2335 - Advance Delivery of Meeting Materials
12. Policy 2340 - Parliamentary Procedures
13. Policy 2342 - Voting Methods
14. Policy 2650 - Liaison with School Boards Association
15. Policy 5022 - Registered Sex Offenders
16. Policy 7232 - Discrimination and Harassment in the Workplace
17. Adjourn

Updated

BOARD MEMBER LEGAL STATUS

Policy Code:

2100

The board of education is a body corporate. Members of the board have authority only when acting as a board legally in session. The board will not be bound in any way by any statement or action on the part of an individual member, except when such action is at the specific instruction of the board.

Legal References: G.S. 115C-40, -41

Cross References: Board Authority and Duties (policy 1010)

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

Reviewed by Policy Committee on June 14, 2012

DELETE – Covered by policy 2115

BOARD MEMBER RESIGNATION

Policy Code:

2113

A board member will, upon deciding to submit his/her resignation, give the board chairperson a written notice of such resignation at least thirty (30) days in advance of the effective date of his/her termination of membership on the board. The board chairperson will submit the notice of resignation to board members as soon as possible and by no later than the next regular meeting of the board.

Legal References:

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

Reviewed by Policy Committee on June 14, 2012

Updated

REMOVAL FROM OFFICE

Policy Code: 2116

A person who has been impeached from any office or adjudged guilty of a felony, corruption, or malpractice in any office and who has not been restored to the rights of citizenship is disqualified for office.

A board member who changes residence such that he or she is no longer entitled to vote in an election for the office he or she holds is disqualified from continuing to hold the office.

A board member who becomes disqualified for office may be subject to removal under G.S. 1-515.

In addition, as provided by G.S. 14-230, a board member who willfully and corruptly omits, neglects or refuses to discharge any of the duties of office or who willfully and corruptly violates the oath of office is subject to removal from office by a court.

A member of the local board of education who becomes disqualified for office may be subject to removal under G.S. 1-515.

Legal References: N.C. Const. art. VI; G.S. 1-514 to -532, 14-228 to -234.1

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

Revised: January 10, 2008, August 9, 2012

Reviewed by Policy Committee on June 14, 2012

A. ROLE OF BOARD MEMBERS IN HANDLING COMPLAINTS

An individual board member who receives a complaint or inquiry from a parent or interested citizen concerning a school matter will refer the complainant to the appropriate school administrator and will, when appropriate, advise the complainant of the procedures in place for making such complaints.

The board member also may refer the complainant to the superintendent who will determine an appropriate means of responding to the complaint. The board attorney also may be notified of the complaint in accordance with board policy 2610, Board Attorney.

Individual board members will refrain from taking individual action with regard to such complaints other than referring them to the proper administrative employee.

B. ROLE OF BOARD MEMBERS IN VISITS TO SCHOOLS

Members of the board of education are encouraged to visit schools in order to inform themselves and to gain a clearer understanding of the daily operation of the system. Members of the board of education wishing to visit a school in the district in their official capacity as board members should generally inform the superintendent or his designee of the desire to visit. Policy questions arising from such visits should be directed to the superintendent.

In matters relating to the education of their own children, members of the board of education shall act as parents rather than board members and have the same rights and responsibilities as other parents.

Board members should confer, in the same manner as other parents, with the individual teacher or principal about matters growing out of their children's participation in the public schools.

C. ROLE OF BOARD MEMBERS IN INFORMAL MEETINGS WITH INDIVIDUAL OR GROUPS OF PATRONS CONCERNING SCHOOL MATTERS

The board of education encourages citizen participation in the public schools. Board policies provide guidance for such citizen participation. Individual board members should inform any citizen or group of citizens, with whom they meet, that in such meetings they act only as individuals and not for or on behalf of the board of education unless they have

been so authorized by official board action. In addition, board members should attempt to avoid situations in which their presence could be inferred by the citizens as being officially representative of the board.

Individual members of the board of education should refrain from meeting with groups of school employees to discuss matters relating to employment or conditions of work without specific authorization by board action.

When a request is received by a board member to meet with any informal citizen group about school matters, the individual board member should inform the board chairman and the superintendent of the request.

Legal References: G.S. 115C-36

Cross References: Board Attorney (policy 2610), Responding to Complaints (policy 1742/5060)

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

Updated: August 9, 2012

Reviewed by Policy Committee on June 14, 2012

Updated

ELECTION OF OFFICERS/ORGANIZATION OF BOARD

Policy Code:

2200

The board will elect a chairperson and a vice-chairperson to serve for a term of one year or until his or her successor is elected and qualified by taking the oath of office prescribed in Article VI, Sec. 7 of the North Carolina Constitution (see board policy 2110, Board Member Elections). To be eligible to be elected as chairperson or vice-chairperson, board members must fulfill the legal requirement of a minimum of 12 hours of training annually as of the most recently completed board development cycle, as verified by North Carolina School Board Association documentation (board policy 2123, Board Member Opportunities for Development).

An organizational meeting for the election and qualification of officers will be held at the regularly scheduled December meeting of the board and as often thereafter as the board will determine appropriate. The officers will be elected in the following order: chairperson, vice-chairperson.

The chairperson may serve a maximum of four successive years and then be eligible again after someone else served as chairperson.

If the chairperson resigns from office, the position will be filled by the vice-chairperson for the remainder of the term.

If the vice-chairperson resigns from office or becomes chairperson, the position will be filled at ~~the time the vacancy occurs~~ the next regular meeting of the board. The individual elected must have the majority vote of all members present.

If necessary at any meeting held to elect officers, the secretary to the board will serve as chairperson of the board for the purpose of conducting the election of the chairperson.

Legal References: G.S. 115C-37(d), -41, ~~50~~

Cross References: Board Member Elections (policy 2110), Board Member Opportunities for Development (policy 2123)

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

Revised: March 13, 2014

The designated officers of the board will be chairperson, vice-chairperson, chairperson pro tempore and secretary.

The officers of the board will perform all duties and exercise the authority imposed or conferred upon them by the statutes of the State of North Carolina and by the State Board of Education.

A. DUTIES OF THE CHAIRPERSON

1. The chairperson has the following duties:

- a. preside at all meetings of the board;
- b. preserve order at all times;
- c. appoint committee members and chairpersons;
- d. serve as ex-officio member of all committees;
- e. call special meetings; and
- f. sign official district documents.

The chairperson will perform all duties required of the office by law and execute all documents on behalf of the board.

2. In order to address the board, a member must be recognized by the chairperson. The chairperson will have the following powers:

- a. to rule motions in or out of order, including the right to rule out of order any motions patently offered for obstructive or dilatory purposes;
- b. to determine whether a speaker has gone beyond reasonable standards of courtesy in his/her remarks;
- c. to entertain and rule on questions of parliamentary procedure;
- d. to call a brief recess at any time; and
- e. to adjourn in an emergency.

3. The chairperson may vote on all matters for which a motion is made and will serve

as spokesperson of the board for communicating the board's position to the public.

B. DUTIES OF THE VICE-CHAIRPERSON

In the absence of the chairperson, the vice-chairperson of the board will assume all the rights and responsibilities of the chairperson and will perform other duties assigned by the chairperson.

C. DUTIES OF THE CHAIRPERSON PRO TEMPORE

In the absence of both the chairperson and vice-chairperson, the board may elect a chairperson pro tempore for that meeting only, and the appointment of such temporary officer will be noted in the minutes. While so serving, a chairperson pro tempore performs the regular duties of the chairperson.

D. DUTIES OF BOARD SECRETARY

The superintendent will serve as ex-officio secretary to the board. The superintendent ~~will~~ shall keep the minutes of the meetings of the board but ~~will~~ shall have no vote. In the event of a vacancy in the superintendency, or if the superintendent is excluded for a closed-session, the board may ~~designate~~ elect one of its members to serve temporarily as secretary to the board.

As secretary to the board, the superintendent ~~will~~ shall:

1. record all proceedings of the board;
2. issue all notices and orders that may be made by the board;
3. ensure that the minutes of the meetings of the board are promptly and accurately recorded in the minutes book which will be kept in the office of the superintendent and be open to public inspection during regular business hours;
4. manage all correspondence on behalf of the board, unless the board directs otherwise;
5. prepare and distribute copies of the agenda as required by law and board policy;

6. maintain board members' manuals of policies and administrative regulations in current status;
7. advise the board of policies previously adopted which affect items on the agenda requiring policy consideration;
8. in the absence of the chairperson and vice-chairperson, call the board meeting to order and conduct the election of a chairperson pro tempore; and
9. perform other duties as required by state law or board policy.

Legal References: G.S. 115C-41(a), -276(b)

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

Reviewed by Policy Committee on July 12, 2012

BOARD COMMITTEES

Policy Code:

2230

A. STANDING COMMITTEES

The board will organize standing committees for the purpose of conducting thorough deliberations and investigations of issues and informing and recommending action to the board as appropriate.

Standing committees of the board are: Finance and Policies.

The chairperson of each standing committee and the members of that committee will be named by the chairperson of the board on an annual basis. The assignment of individual board members to these committees will be published each year.

The committee chairperson will preside at all committee meetings and be responsible for reporting to the board on the activities of the committee. The committee chairperson will call meetings and establish an agenda for each committee meeting that ~~will~~ includes any item suggested by the superintendent, committee member or board member.

The board chairperson will be an ex-officio member of each committee. The superintendent or ~~his/her~~ designee ~~will~~ shall assist the chairperson of each standing committee in the preparation of the agenda and in ensuring that information is available to the committee during its deliberation of issues.

A standing committee may only make recommendations to the board and has no authority to act on behalf of the board unless specifically authorized by law, board policy or the board.

B. AD HOC COMMITTEES

As time and situations demand, ad hoc committees may be appointed by the chairperson with the approval of the board. Ad hoc committees have no final authority and are subordinate and advisory to the board.

C. OPEN MEETINGS LAW

All committees of the board are public bodies within the meaning of the North Carolina Open Meetings Law and are subject to all requirements of that law pertaining to notice, closed sessions, minutes, voting and penalties see policy 2320, Compliance with the Open Meetings Law).

Legal References: G.S. 115C-36; 143-318.9 *et seq.*

Cross References: Compliance with the Open Meetings Law (policy 2320), Closed Sessions (policy 2321)

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

Reviewed by Policy Committee on July 12, 2012

REMOTE PARTICIPATION IN BOARD MEETINGS

Policy Code:

2302

The board acknowledges that attendance at board meetings is essential for its members to perform their official duties and to add to the diversity of thought and opinion in the board's deliberations. The board strongly encourages its members to be physically present for all board meetings. The board recognizes, however, that extenuating circumstances may occasionally prevent one or more members from being physically present at a meeting. It further recognizes that advances in technology, such as audio and video conferencing, have made it possible for members to communicate and deliberate with each other from remote locations. Therefore, to promote full participation of board members while ensuring access and transparency for the public as required by the Open Meetings Law, G.S. 143-318.9 *et seq.*, the board authorizes remote participation in board meetings subject existing board operational policies, state law, and to the following procedures and requirements.

A. DEFINITIONS

The following definitions apply in this policy:

1. Official Meeting of the Board

An official meeting of the board is an official meeting as defined by G.S. 143-318.10 and policy 2300, Board Meetings, and includes a board meeting, board committee meeting, public hearing, quasi-judicial hearing, or any other gathering that constitutes an official meeting subject to the open meetings law. References to "meeting" in this policy mean an official meeting of the board.

2. Remote Participation

Remote participation occurs when a member participates in an official meeting of the board or any part thereof via electronic means from a place other than the physical location of the meeting designated in the public notice for the meeting.

3. Wholly Remote Meeting

A wholly remote meeting is an official meeting of the board or any part thereof in which all members participate remotely by simultaneous communication via conference telephone, conference video, or other electronic means. A wholly remote meeting has no physical location.

4. State-Declared Emergency

A state-declared emergency exists when there has been a declaration of a state of emergency by the Governor or resolution of the General Assembly pursuant to G.S. 166A-19.20 that is applicable to the area under the board's jurisdiction.

5. Locally-Declared Emergency

A locally-declared emergency exists when there has been a declaration of a local state of emergency by the governing body of a municipality or county in accordance with G.S. 166A-19.22 that is applicable to area under the board's jurisdiction.

B. AUTHORIZED CIRCUMSTANCES FOR REMOTE PARTICIPATION

1. Meetings During a Declared Emergency

The board acknowledges that in-person meetings are strongly preferred and that a quorum of the board should be physically present for the meeting when reasonably possible. However, in times of emergency, including natural disasters and health emergencies, the board may find it necessary to have some or all of its members participate in meetings remotely.

a. State-Declared Emergency

During a state-declared emergency, wholly remote meetings or meetings with remote participation by individual member(s) will comply with G.S. 166A-19.24 and the requirements of this policy, including the special rules for meetings held during emergencies described in Section E, below.

b. Locally-Declared Emergency

During a locally-declared emergency, wholly remote meetings and meetings with remote participation by individual member(s) will comply with the requirements of the open meetings law, Sections C and D below, and to the extent not inconsistent with G.S. 143-318.13, the procedures established by G.S. 166A-19.24 as described in Section E, below.

2. Meetings Not During a Declared Emergency

a. Wholly Remote Meetings.

The board will not hold wholly remote meetings in the absence of a state- or locally-declared emergency.

b. Remote Participation by Individual Members

The board authorizes remote participation by individual members consistent with the requirements of this policy in any meeting of the board that is not a hearing as described in policy 2500, Hearings Before the Board, or other quasi-judicial proceeding.

C. CONDITIONS AND REQUIREMENTS FOR REMOTE PARTICIPATION

1. A member may attend a meeting and participate in board deliberations and decisions by remote participation if the member is prevented from physically attending the meeting due to:
 - a. personal illness, disability, order of quarantine or isolation, or government-issued “stay-at-home” mandate, or recommendation of medical provider or public health officials to limit public interaction;
 - b. out-of-town travel;
 - c. unexpected lack of child-care;
 - d. family member illness or emergency;
 - e. weather conditions;
 - f. military service;
 - g. employment obligations; ~~or~~
 - h. a scheduling conflict; or
 - i. a state or local declaration of a state of emergency that makes in-person attendance at a meeting a violation of an order to reduce social contact or to stay at home for reasons of public health.
2. Remote participation is not to be used solely for a board member’s convenience or to avoid attending a particular meeting in person.
3. No board member may participate remotely more than three times during a calendar year for a reason other than order of quarantine or isolation, “stay-at-home” mandate, or recommendation to limit public interaction, as described in subsection C.1, above; however, in other justifiable circumstances, the board may, by two-thirds vote, agree to waive this limitation.

4. Acceptable means of remote participation include telephone-, Internet-, or satellite-enabled audio or video conferencing, or any other technology that enables the remote participant and all persons present at the meeting location to be clearly audible to one another. Text messaging, instant messaging, email, and web chat without audio are not acceptable means of remote participation.
5. A board member participating in a meeting remotely shall use his or her best efforts to participate in all or as much of the meeting as circumstances permit and not merely for the closed session portion of the meeting or a limited number of agenda items.
6. A board member participating remotely will be considered present at the meeting for purposes of establishing and maintaining a meeting quorum and will be entitled to participate in open session deliberations at the meeting if, and while:
 - a. the member is able to hear other members of the board and any individuals addressing the board, including members of the public who are recognized by the board during public comment;
 - b. all persons present at the meeting location are able to hear the board member who is participating remotely; and
 - c. when video technology is used, the remote participant is visible to all persons present at the meeting location.
7. A board member considered present through remote participation will be permitted to vote on any action item at the meeting except:
 - a. any item for which the member was not participating remotely during the entire discussion and deliberation of the matter preceding the vote; and
 - b. any item that was being discussed when an interruption to the electronic communication occurred, if the board's discussion was not suspended during the interruption. A brief loss of simultaneous communication, such as a few seconds, will not disqualify the member from voting on the matter under discussion.

D. PROCEDURE FOR REMOTE PARTICIPATION

1. A member of the board who desires to participate in a meeting remotely shall notify the board chair and the superintendent at least four hours in advance of the meeting so that necessary arrangements can be made. If the member has not already received all documents to be considered at the meeting, the

superintendent shall arrange for delivery of the materials in a manner that is practicable under the circumstances.

2. The chair or designee at the meeting location shall initiate contact with the member prior to the start of the meeting to secure participation.
3. The chair shall announce the remote participant and the means of remote participation at the beginning of the meeting.
4. The chair shall remind all members that all chats, instant messages, texts, or other written communications between members of the board regarding the transaction of board business during the meeting, including such communications between or among members participating remotely, are a public record.
5. If the remote participant cannot be physically seen by other members of the board and members of the public present at the meeting, the remote participant must identify himself or herself in each of the following situations:
 - a. when the meeting begins or the roll is taken;
 - b. prior to participating in the deliberations, including making motions, proposing amendments, and raising points of order; and
 - c. prior to voting
6. The meeting chair may decide how to address technical difficulties that arise when utilizing remote participation, but whenever possible, the chair should suspend discussion while reasonable efforts are made to correct any problem that interferes with a remote participant's ability to hear or be heard clearly by all persons present at the meeting location. If, however, the technical difficulties distract from or impede the orderly progress of the meeting, a majority of the members physically present may vote to end the remote participation.
7. A member participating remotely shall notify the chair if leaving the meeting before it is adjourned or rejoining the meeting after a period of absence.
8. All votes taken will be by voice vote (rather than by a show of hands).
9. The minutes of the meeting will reflect that the meeting was conducted by use of simultaneous electronic communication, which members were in attendance by simultaneous communication, and when such member(s) joined or left the meeting. Any interruption to or discontinuation of a member's participation will also be noted in the minutes.

10. Any costs associated with remote participation other than normal telephone or Internet connection shall be borne by the remote participant.

DE. SPECIAL RULES FOR REMOTE MEETINGS DURING A DECLARED EMERGENCY

The following modifications and additions to the requirements of this policy apply to meetings held during a declared emergency.

1. Quasi-judicial hearings may be held remotely with consent of the parties and in conformance with the requirements of G.S. 166A-19.24(f)25 and this section.
2. Notice of meetings will be provided as required by G.S. 143-318.12 (and 166A-19.24(b1), if the original meeting notice did not specify a remote meeting), and will specify (1) the means by which the public can access the simultaneous live stream of the meeting and (2) any other means by which the public can access the meeting as it occurs.
3. The board need not provide a location for members of the public to listen to the meeting; however, in accordance with G.S. 143-318.13(d), this provision applies only to meetings conducted in accordance with G.S. 166A-19.24 when a state-declared emergency exists.
4. All documents to be considered during the meeting shall be provided to each member.
5. The means for simultaneous communication specified in subsection C.4 of the policy must allow for any member to do all of the following:
 - a. hear what is said by the other members;
 - b. hear what is said by any individual addressing the board; and
 - c. to be heard by the other members when speaking to the public body.
6. A member participating by simultaneous communication will be counted as present for quorum purposes only during the period that simultaneous communication is maintained for that member in accordance with subsection C.5, above.
7. The board will refrain from acting by reference to a document or other materials so as to conceal from public understanding what is being deliberated, voted, or acted upon at the meeting.

8. Except when the board is meeting in closed session, the meeting will be simultaneously streamed live online to the public, or if the meeting is conducted by conference call, the public will be provided an opportunity to dial in or stream the audio live and listen to the meeting.
9. If the meeting is a public hearing, the board will allow for written comments on the subject of the hearing to be submitted up to 24 hours ~~after~~ prior to the scheduled time for the beginning of the public hearing; takes place, however, in accordance with G.S. 143-318.13(d), this flexibility applies only to meetings conducted in accordance with G.S. 166A-19.24 when a state-declared emergency exists.
10. Subsection C.3 of this policy will not apply to remote meetings held during a state or local emergency.

The superintendent is directed to provide the technology sufficient to implement this policy in accordance with all applicable laws.

Legal References: G.S. 166A-19.20, -19.22, -19.24; G.S. ch. 143, art. 33C; N.C. Attorney General Advisory Letter to McLeod ~~McCloud~~, (March 26, 2020), copy available at <https://www.ncsba.org/wp-content/uploads/2020/04/Open-Meetings-advisory-letter.pdf>
~~<https://www.ncsba.org/wp-content/uploads/2020/03/Open-Meetings-advisory-letter.pdf>~~

Cross References: Board Meetings (policy 2300), Compliance with the Open Meetings Law (policy 2320), Closed Sessions (policy 2321), Board Meeting News Coverage (policy 2325), Quorum (policy 2341), Hearings Before the Board (policy 2500), Public Records – Retention, Release, and Disposition (policy 5070/7350)

Adopted: November 10, 2016

Revised: July 9, 2020

Board meetings are conducted for the purpose of carrying on the official business of the school district. The public is cordially invited to attend board meetings to observe the board as it conducts its official business.

The board of education, as an elected representative body of the school district, also wishes to provide a forum for citizens to express interests and concerns related to the school district. ~~To provide~~ In order that the board may conduct an orderly meeting while providing an opportunity for input ~~while conducting an orderly meeting~~, individuals or groups may be heard by the board in accordance with this policy or subsection D.3 of policy 2300, Board Meetings, ~~section D, paragraph 2~~, which addresses public hearings.

A. REQUESTS TO PLACE ITEM ON THE AGENDA

In order that the board may fairly and adequately discharge its overall responsibility, citizens desiring an item to be placed on the agenda for a specific board meeting should direct written requests to the superintendent at least six working days prior to the meeting.

The request should include: (1) the name and address of the person or persons making the request; (2) the organization or group, if any, represented; and (3) a brief explanation of the nature of the item. Questions and/or materials to be presented to the board are to be submitted along with the request.

The superintendent will confer with the chairperson of the board concerning whether to approve placing the requested item on the agenda; and to determine the appropriate meeting for such discussion. The superintendent, with the consent of the board chairperson, shall accept or deny a request for inclusion on the agenda for any reason determined appropriate by the superintendent and chairperson.

The superintendent will notify the requesting party of the response to the request. If the request is denied, the superintendent shall explain any other processes available for addressing the concerns. (See Section C, Reports of Complaints, below.) At the meeting, the board may, by majority vote and notwithstanding prior denial by the superintendent, add an item to the agenda before the agenda is adopted. After the agenda has been adopted, a two-thirds vote is required to add a new the item to the agenda.

The chairperson will establish the amount of time for individual or group presentations.

B. PUBLIC COMMENT

Each month, a part of at least one regularly scheduled board meeting will be set aside for citizens to address the board through public comment. Each speaker will receive three minutes to present comments; however, the public comment session will not exceed 30 minutes total except by majority vote of the board. A sign-up sheet will be available 30 minutes before the meeting begins for any individual or group to indicate their desire to address the board. During the public comment period, the board chair will recognize speakers in the order in which they signed in. Substitute speakers will not be permitted and speakers may not donate any portion of their time to another speaker. If a speaker is unable to present all of his or her information within the specified time limit, the speaker may provide the board with the additional information in written form. If an unusually large number of people request to speak, a majority of the board may decide to reduce the time for each individual or to require the designation of a spokesperson for each group of persons supporting or opposing the same positions. At any time, the board may establish additional procedures to ensure that public comment sessions proceed in an efficient and orderly manner.

Board members ~~need~~ will not respond to individuals who address the board except to request clarification of points made by the presenter.

Except in cases of emergency, information received during presentations will not be acted upon at the time it is received. It will take unanimous vote of the board members present to take action on a presentation considered to be of an unusual or emergency nature at the time it is presented.

Disruptions by any person or persons of a public meeting will be subject to action in accordance with G.S. 143-318.17.

If the board does not hold a regular meeting during a month, the board will not provide a time for public comment at any other meeting held during that month, unless a majority of the board votes to allow public comment at the meeting or unless the purpose of the meeting is a public hearing.

C. REPORTS OF COMPLAINTS

Complaints about the performance of school personnel, implementation of board policy, the quality of the educational program, or school facilities should be submitted initially for a response to the school district official responsible for the program or facility or to

the superintendent. The superintendent or designee shall make available this board policy and other relevant grievance procedures to any individual or group submitting a complaint.

Legal References: G.S. ~~143-318.10~~, and -318-17; 115C-36, -51, 143-318.10, -318.17

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Responding to Complaints (policy 1742/5060), Role of Board Members in Handling Complaints (policy 2122), Board Meetings (policy 2300), Board Meeting Agenda (policy 2330),

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

Revised: September 13, 2012, February 9, 2017, January 11, 2018

Updated

ADVANCE DELIVERY OF MEETING MATERIALS

Policy Code:

2335

At least four work days prior to each regular or special board meeting, the superintendent ~~will~~ shall provide the following materials to each board member:

1. the proposed agenda;
2. minutes of previous meetings which have not been approved; and
3. any supporting information or materials ~~which~~ that would assist board members to become informed of the issues proposed for board consideration.

Legal References: G.S. 115C-36

Cross References: Board Meeting Agenda (policy 2330)

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

Reviewed by Policy Committee on July 12, 2012

Updated

PARLIAMENTARY PROCEDURES

Policy Code:

2340

Except as otherwise provided by law or by the policies of the board, meetings of the board will be conducted in accordance with ~~21st Century Roberts Rules of Order (copyright 1995)~~ Robert's Rules of Order, Newly Revised.

The chairperson is authorized to entertain and rule on questions concerning parliamentary procedure and to seek counsel of the board attorney when necessary to clarify or construe any relevant procedural provision.

Legal References: G.S. 143-318.12

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

Reviewed by Policy Committee on July 12, 2012

VOTING METHODS

Policy Code:

2342

Voting will normally be by voice vote on all matters coming before the board for action. However, any member may call for a division, in which case the vote will be by show of hands. In either event, the minutes will reflect the vote of each member voting and the abstention of any member present but not voting, unless the vote is unanimous.

A board member, except the chair, must vote on all issues unless the member has a conflict of interest or is unable to remain impartial in a judicial matter before the board. (See Policy 2210 – Duties of Officers) If a board member recuses himself or herself from a vote, the member will state the reason before the vote is taken and the reason will be recorded in the minutes.

No secret ballots are permitted. If the board decides, by majority vote, to vote by written ballot, each member must sign his or her ballot, and the ballots must be available for public inspection in the superintendent's office immediately following the meeting and until the minutes are approved. The minutes of the meeting must specify the vote of each member's written ballot. The ballots may be destroyed after the minutes of the meeting have been approved.

Legal References: G.S. 143-318.13; *Crump v. Board of Education*, 93 N.C. App. 168, *aff'd*, 326 N.C. 603 (1990); N.C. Attorney General Advisory Opinion, 54 Op. Att'y. Gen. 86 (1985)

Cross References: Board Member Conflict of Interest (policy 2121), Duties of Officers (policy 2210)

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

Updated: May 10, 2012,

Reviewed by Policy Committee on July 12, 2012

Updated

LIAISON WITH SCHOOL BOARDS ASSOCIATIONS

Policy Code:

2650

The board instructs the superintendent to keep it fully informed of the affairs of the ~~s~~State and ~~n~~National ~~s~~School ~~b~~Boards ~~a~~Associations and to keep ~~those~~these organizations informed as directed regarding the board's concerns and official positions on matters of common concern. The superintendent ~~will~~shall include in the budget each year the cost of ~~this~~ membership in the North Carolina School Boards Association.

All board members are encouraged to attend meetings, conferences and seminars of the state and national organizations in order to familiarize themselves with the latest developments in school affairs.

The board also will attempt to be officially represented in association affairs through the election of delegates and/or observers to the governing assemblies of those organizations.

Legal References: G.S. 115C-36

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

Updated: October 11, 2012

Reviewed by Policy Committee on August 9, 2012

REGISTERED SEX OFFENDERS*Policy Code: 5022*

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. DEFINITIONS

For the purposes of this policy, the following definitions apply.

1. Registered Sex Offender

A registered sex offender is a person who (1) is required to register under the Sex Offender and Public Protection Registration Program and (2) has committed any of the following: an offense in G.S. 14, art. 7B; a federal offense or offense committed in another state, which if committed in this state, is substantially similar to an offense in G.S. 14, art. 7B; an offense in which the victim was under the age of 18 years at the time of the offense; or an offense in violation of G.S. 14-190.16, 14-190.17, or 14-190.17A or any federal offense or offense committed in another state, which if committed in this state, is substantially similar to an offense in violation of G.S. 14-190.16, 14-190.17, or 14-190.17A.1

2. School Property

School property is defined as any school grounds or any property owned or operated by the school system where minors frequently congregate.

A.B. REGISTERED SEX OFFENDERS BANNED FROM ALL SCHOOL PROPERTY

In accordance with G.S. 14-208.18, ~~registered sex offenders all persons who (1) are required to register under the Sex Offender and Public Protection Program AND (2) have been convicted of (a) any offense in Article 7B of Chapter 14 of the General Statutes, (b) any federal offense or offense committed in another state, which if committed in this state, is substantially similar to an offense in Article 7B, or (c) any offense in which the victim was under the age of 18 years at the time of the offense~~ are expressly forbidden to knowingly be present on any school 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, registerd sex offenders subject to G.S. 14-208.18 may not attend or be present at any student function or field trip on or off school property that is (1) school-sponsored or (2) otherwise under the official supervision or control of school personnel.

This policy applies to all covered sex offenders regardless of their relationship to or affiliation with a student in the school system. ~~(Refer to the North Carolina Attorney General's publication *The North Carolina Sex Offender & Public Protection Registration Program*, p.13, for a description of which offenders are subject to G.S. 14-208.18 and thus, this policy.)~~

B.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.

C.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~~ registered sex offenders 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~~ Registered sex offenders who 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 not be outside the voting enclosure other than for the purpose of entering and exiting the voting place. If the voting place is a school, the voter must notify the principal of the school that he or she is registered under the Sex Offender and Public Protections Registration 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~~ property immediately after voting.

3. Parents or Guardians

a. ~~An individual who is subject to this policy and~~ A registered sex offender who 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~~ student'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~~ the student.
- b. ~~For each visit authorized by the principal in accordance with subsection (a) above, In order to visit school property for one of the reasons authorized by subsection (a) above~~ the parent or guardian must ~~provide~~ notify the principal ~~with prior written notice~~ of his or her registration ~~on~~ under the Sex Offender and Public Protection Registration Program ~~Registry~~ and ~~notice~~ of his or her presence at school. Notice of his or her presence at school includes the nature and specific times of the visit.
- c. For each visit authorized by subsection (a) above, the parent or guardian must arrange to meet a staff member at the edge of school property, check in at the principal's office upon arrival and departure, and remain under the direct supervision of school personnel at all times. If school personnel are not available to supervise the parent or guardian during any visit, then the parent or guardian will not be permitted to enter or remain on school property.
- d. For each visit authorized by subsection (a) above, the parent or guardian must comply with all reasonable rules and restrictions placed upon him or her by the principal, including restrictions on the date, time, location, and length of meeting.

D-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~~ Each contract executed by the board must include a provision requiring the other party to the contract to conduct an annual check of the State Sex Offender and Public Protection Registration Program, the State Sexually Violent Predator Registration Program and the National Sex Offender Registry ~~on~~ for all contracted

employees ~~who may have direct contact with children~~ whose contractual job with the board requires or may result in direct interaction with students, including but not limited to any employee whose contractual job duties include: (1) delivering services directly to students; or (2) performing tasks on or delivering products to school property.

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

Legal References: G.S. ch. 14, art. 7B, 14-190.16, -190.17, -190.17A, -208.18, -208.19; 115C-332, -332.1

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

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

Adopted: January 8, 2009

Updated: April 10, 2014, September 10, 2015, July 14, 2016, June 8, 2017

DISCRIMINATION AND HARASSMENT IN THE WORKPLACE *Policy Code:***7232**

The board prohibits unlawful discrimination in employment based on race, color, religion, national origin, military affiliation, genetic information, sex (including pregnancy, childbirth, sexual orientation, and gender identity), age (40 or older), disability, or other unlawful grounds. Harassment is a form of unlawful employment discrimination. The board recognizes that all forms of harassment of employees or applicants is harmful behavior that negatively impacts the workplace environment.

Any employee who engages in discrimination or harassment prohibited by this policy or who contributes to the development of a hostile work environment is subject to discipline, up to and including dismissal.

A. DISCRIMINATION PROHIBITED

Discrimination is any act or failure to act, whether intentional or unintentional, by an employee or agent of the school system that unreasonably and unfavorably differentiates treatment of others based solely on their membership or that of an associate in a legally-protected class.

Discrimination in employment based on the characteristics listed above is prohibited in all employment-related practices, including hiring, compensation, terms, conditions, and other privileges of employment, except when sex, age, or physical requirements are essential occupational qualifications.

B. HARASSMENT PROHIBITED

Harassment prohibited by this policy is unwelcome conduct based on race, color, religion, national origin, military affiliation, genetic information, age (40 or older), sex (including pregnancy, childbirth, sexual orientation, and gender identity), or disability where:

1. enduring the offensive conduct becomes a condition of continued employment; or
2. the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive, even if the complaining individual is not the intended target.

A single incident of harassment, if physically threatening or humiliating, can create a hostile work environment. The complaining individual need not be the target of the harassment.

Examples of unwelcome conduct that may violate this policy include, but are not limited

to, offensive jokes, slurs, epithets or name calling, physical assaults or threats, intimidation, ridicule or mockery, insults or put-downs, offensive objects or pictures, and interference with work performance.

Petty slights, annoyances, simple teasing, offhand comments, or isolated incidents (unless extremely serious) are not harassment under this policy, nor are reasonable performance management actions taken to direct and control how work is performed or to monitor and give feedback on work performance. The exercise of legitimate authority administered in a professional and constructive manner is not harassment under this policy.

C. SEXUAL HARASSMENT PROHIBITED

Sexual harassment is a particular type of workplace harassment. Sexual harassment prohibited by this policy may also violate policy 1725/4035/7236, Title IX Sexual Harassment – Prohibited Conduct and Reporting Process, and in such cases school officials must proceed in accordance with the requirements of that policy.

Prohibited sexual harassment is unwelcome conduct which is either of a sexual nature, or is directed at a person because of the person's sex (including pregnancy, childbirth, sexual orientation, and gender identity), when:

1. submission to the conduct is made either explicitly or implicitly a term or condition of a person's employment;
2. submission to or rejection of such conduct is made the basis for decisions affecting a person's employment; or
3. the conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile, or offensive work environment.

Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, or verbal, nonverbal, or physical aggression, intimidation, or hostility that is based on actual or perceived gender and sexual stereotypes, sexual orientation, or gender identity. Consensual conduct between adults that is not directed at a third party is not sexual harassment.

D. REPORTING DISCRIMINATION AND HARASSMENT

Applicants and employees should promptly report orally or in writing any instance of alleged or potential discrimination, including harassment, to their principal or supervisor or the senior human resources official. Upon receiving a written complaint, the principal, supervisor, or senior human resources official shall promptly investigate the written

complaint and cause or recommend appropriate corrective action if the written complaint is substantiated. Oral reports of violations may be investigated at the discretion of the school officials designated above. All reports and complaints of harassment under this policy will be investigated in a manner that protects the employee or applicant and maintains confidentiality to the greatest extent possible as permitted by law.

E. RETALIATION PROHIBITED

The board prohibits retaliation against any person for making a report or complaint of a violation of this policy, supporting someone for reporting or intending to report a violation of this policy, or participating in the investigation of a reported violation of this policy. No reprisals will be taken by the board against a complaining party or other individual who makes a good faith report of discrimination or harassment. Any person who is found to have engaged in retaliation will be subject to discipline, up to and including dismissal. Acts of retaliation may also be subject to policy 1760/7280, Prohibition Against Retaliation.

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 II of the Genetic Information Nondiscrimination Act of 2008; Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e *et seq.*, 29 C.F.R. pt. 1604; Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. 4301 *et seq.*; Bostock v. Clayton County, 590 U.S. , 140 S. Ct. 1731 (2020); G.S. 143-422.2

Cross References: Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Title IX Sexual Harassment – Prohibited Conduct and Reporting Process (policy 1725/4035/7236), Title IX Sexual Harassment Grievance Process (policy 1726/4036/7237), Prohibition Against Retaliation (policy 1760/7280), Recruitment and Selection of Personnel (policy 7100)

Adopted: May 13, 2021

Revised:

ASHEBORO CITY BOARD OF EDUCATION
October 14, 2021
7:30 p.m.
South Asheboro Middle School Media Center

6:00 p.m. - Policy Committee

6:45 p.m. - Finance Committee

I. Opening

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

II. Special Recognitions and Presentations

- A.** Points of Pride – Ms. Leigh Anna Marbert, Public Information Officer
- B.** Community Partner Spotlight – Ms. Leigh Anna Marbert, Public Information Officer
- C.** Asheboro City Schools Principal of the Year – Dr. Aaron Woody, Superintendent
- D.** School Spotlight – North Asheboro Middle School – Mr. Derek McCoy, Principal

III. Superintendent's Report - Dr. Aaron Woody, Superintendent

IV. Public Comments

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

V. *Consent Agenda

- A.** Approval of Minutes – September 9, 2021 Board of Education Meeting
- B.** Policies Recommended for Approval:
 - Policy 2610- Board Attorney
 - Policy 3640/5130 – Student Voter Registration and Preregistration
 - Policy 4050 – Children of Military Families
 - Policy 4329/7311 – Bullying and Harassing Behavior Prohibited
 - Policy 4700 – Student Records
 - Policy 5000 – Schools and The Community
 - Policy 5020 – Visitors to the Schools
 - Policy 5030 – Community Use of Facilities
 - Policy 5210 – Distribution and Display of Non-School Material
 - Policy 6305 – Safety and Student Transportation Services
 - Policy 6315 – Drivers

- Policy 6321 – Bus Routes
 - Policy 7510 – Leave - Temporary Update
- C. Personnel
- D. NC Career Coach Program Certification

VI. Information, Reports, and Recommendations

- A. Policies Recommended for 30-Day Review – Dr. Drew Maerz, Director of Student Services:
- Policy 1000 – Legal Status of the Board and School District
 - Policy 1520 – Identification Card System
 - Policy 1730/4022/7231 – Nondiscrimination on the Basis of Disabilities
 - Policy 2000 – Operation Goals of the Board
 - Policy 2475 – School Rules
 - Policy 2500 – Hearings Before the Board
 - Policy 4231/5021/7263 – Face Coverings
 - Policy 4331 – Assaults and Threats
 - Policy 6140 – Student Wellness
 - Policy 6322 – Student Assignment to Buses
- B. Facilities Update – Mr. Christopher Scott, Maintenance Director
- C. Summer School Data Update – Ms. Deanna Wiles, Director of K-12 Curriculum

VII. *Action Items

- A. Approval of Continuous Improvement Plans:
- Early Childhood Development Center – Ms. Holly White, Coordinator
 - Asheboro High School – Dr. Penny Crooks, Principal
 - North Asheboro Middle School – Mr. Derek McCoy, Principal
 - South Asheboro Middle School – Ms. Julie Brady, Principal
 - Donna Lee Loflin Elementary School – Ms. Lisa Hayes, Principal
 - Guy B. Teachey Elementary School – Ms. Ann Evans, Principal
 - Lindley Park Elementary School – Ms. Nikki Domally, Principal
 - Balfour Elementary School – Mr. Chris Tuft, Principal
 - C.W. McCrary Elementary School – Mr. Chris Burian, Principal
- B. 2021-2022 Budget – Ms. Sandra Spivey, Finance Officer
- C. Vote on Local Face Covering Policies - required by SL 2021-130 (Senate Bill 654).

VIII. Board Operations – Mr. Michael Smith, Chairman

- A. Calendar of Events
- B. Selection of Voting Delegates for the 2021 North Carolina School Boards Association Annual Conference

IX. Closed Session

Under NC General Statute 143-318.11.A1, to prevent disclosure of information that is privileged or confidential pursuant to the law of this State or of the United States, or not considered a public record within the Meaning of Chapter 132 of the General Statutes, the Board will enter closed session to discuss the Superintendent's annual evaluation.

X. Adjournment

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

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

October 14, 2021

7:30 p.m.

**South Asheboro Middle School
Media Center**

Addendum

6:00 p.m. – Policy Committee

6:45 p.m. – Finance Committee

I. Opening

II. Special Recognitions

III. Public Comments

IV. *Consent Agenda

C. Personnel

V. Information and Reports

VI. *Action Items

B. COVID Funds Summary and Budget Presentation

VII. Superintendent's Report

VIII. Board Operations

IX. Adjournment

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

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.



Points of Pride Update

October 14, 2021

AHS Athletic Hall of Fame

On Friday, October 1, the Asheboro High School Athletics Hall of Fame inducted the Class of 2021 during special ceremony prior to the home football game. The AHS Athletic Hall of Fame was created in 2004. With this year's addition of five individuals, the total number of former Blue Comet athletes and teams enshrined in the Hall exceeds 100. The newest inductees will have their names permanently and prominently displayed in the lobby of the New Gym at AHS. The Class of 2021 includes Lindsay Cross, Michael Eddy, DeNeal McNair, Neal Pritchard, and John Thornburg.

Hispanic Heritage Week

A number of schools in Asheboro City Schools are celebrating Hispanic Heritage Month. At the October meeting, we will share highlights of special projects our students have engaged to support and celebrate our Hispanic population during Hispanic Heritage Month.

NAMS Book Study on 9/11

During September, several seventh-grade classes read the book, *Ground Zero*, a historical novel about the events that took place on September 11, 2001. Students had an opportunity to join a LIVE chat with the book's author, Alan Gratz. Prior to the chat, students brainstormed questions for the author and two of our students' questions were included in the Q&A session.

LPES Creates Family Collaborative Project

Lindley Park would like to give a special shout out to art teacher, Ms. Vogel, for her vision and implementation of the school-wide project, which displays LPES families. The Board is invited to visit the school to view this collaborative project.

DLL Equity Project

Students at Donna Lee Loflin Elementary School engaged in a project focusing on their individual identity as part of the school's equity initiatives. To help students develop a strong sense of individual identity, second graders in Ms. Hunter's class recently completed self-portraits. Way to go students for creating these wonderful pieces of artwork!

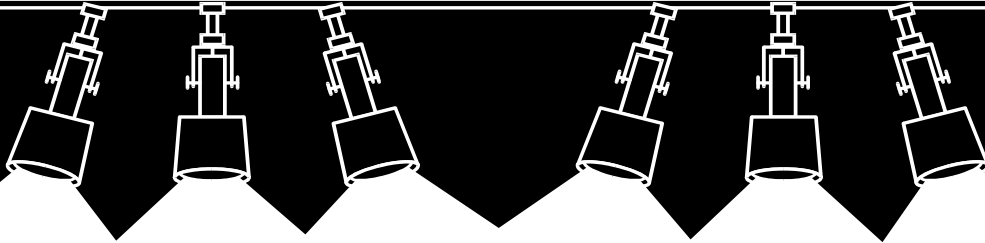
CWM Connects with Katherine Esponda

Students in the after school program at Charles W. McCrary Elementary School conducted a virtual interview with Asheboro High School graduate, Katherine Esponda. Ms. Esponda is now a student at Harvard University and she shared lots of great information with our students about her Harvard experience so far. We wish to send special thanks to Ms. Esponda for taking time to give back the Asheboro community!

GBT Student Showcase

Fifth-grade students have blazed the path for the Student Showcase at Guy B. Teachey Elementary School. Students took the lead for sharing thoughts of motivation, encourage, and wisdom with their peers.

October 14, 2021



Community Partner Spotlight:

Tonight, we are pleased to recognize Bailey's Grove Baptist for being an extraordinary community partner to the students and staff at North Asheboro Middle School.

School Spotlight:

Mr. Derek McCoy will present, "An Empowered Vision for North Asheboro Middle School," as the evening's School Spotlight. He will discuss the strong foundation on which NAMS was built and how he and his team are using this momentum to drive home district goals accomplish next level goals to empower learners and teachers.

Principal of the Year:

At the September meeting of the Administrative Leadership Team, the principals voted Ms. Nikki Domally (Lindley Park Elementary School) as the 2022 Asheboro City Schools Principal of the Year. She will now compete with other principals from across the Piedmont-Triad region. Congratulations Ms. Domally! Dr. Woody will recognize Ms. Domally during Special Recognitions.

ASHEBORO CITY BOARD OF EDUCATION

September 9, 2021

7:30 p.m.

South Asheboro Middle School Media Center

Policy Committee

Board Members attending:

Michael B. Smith

Baxter Hammer

Linda Cranford

Gidget Kidd

Gwen Williams

Gus Agudelo

Phillip Cheek

Staff Members attending:

Dr. Aaron Woody

Dr. Drew Maerz

Carla Freemyer

The meeting was called to order at 6:30 p.m. and Dr. Maerz presented the following policy amendments:

Policy 1000 - Legal Status of the Board and School District

- Policy Review - no recommended changes

Policy 1520 - Identification Card System

- Policy review
- Updated format

Policy 1730/4022/7321 - Nondiscrimination on the Basis of Disabilities

- Updated policy references and cross references

Policy 2000 - Operational Goals of the Board

- Updated policy reference and cross references

Policy 2475 - School Rules

- Policy review – no recommended changes

Policy 2500 - Hearings Before the Board

- Updated cross references

Policy 4331 - Assaults and Threats

- Rewritten policy to align with other policy updates
- Defines behaviors and aligns consequences with policy 4300

Policy 6140 - Student Wellness

- Updates approved by the Student Health Advisory Committee
- Updated reference title
- Updated legal references

Policy 6322 – Student Assignment to Buses

- Minor language and formatting updates

Policy 4231/5021/7263 – Face Coverings (addendum)

- Complies with Section 10 of N.C. Session Law 2021-130 requiring boards to adopt a policy regarding the use of face coverings by employees and students for the 2021-2022 school year.
- Defines that face coverings are required inside school buildings and transportation vehicles.
- Defines exemptions to the policy, proper face coverings, and consequences for not wearing a

mask.

- Defines the monthly review of this policy by the board. Policy committee recommends this be listed as an action item each month.

These policies will be presented to the Board for a 30-day review at the October Board of Education meeting.

There being no further business, the meeting was adjourned at 7:05 p.m.

Finance Committee

Board Members attending:

Michael B. Smith
Gwen Williams

Baxter Hammer
Gus Agudelo

Phillip Cheek

Staff Members attending:

Dr. Aaron Woody

Sandra Spivey

Mr. Smith called the meeting to order at 7:15 p.m. and referred to Ms. Spivey.

Ms. Spivey provided an update on the State budget, Federal Elementary and Secondary School Emergency Relief Funds (ESSER), as well as facilities projects at Asheboro High School and Donna Lee Loflin.

There being no further business, Mr. Smith adjourned the meeting at 7:21 p.m.

Board of Education

Board Members attending:

Michael B. Smith, Chairman
Gidget Kidd
Scott Eggleston, Attorney

Baxter Hammer, Vice Chair
Dr. Beth Knott
Phillip Cheek

Linda Cranford
Gwen Williams
Gus Agudelo

Board Members absent:

Art Martinez

Ryan Patton

Archie Priest, Jr.

Staff Members attending:

Dr. Aaron Woody
Carla Freemyer
Dr. Drew Maerz
Chandra Manning
Lee Clark
Christopher Burian
Chris Tuft
Julie Brady

Sandra Spivey
Leigh Anna Marbert
Christopher Scott
Robin Harris
Angel Etheridge
Dr. Penny Crooks
Derek McCoy

Anthony Woodyard
Dr. Wendy Rich
Deanna Wiles
Sarah Beth Robbins
Holly White
Lisa Hayes
Ann Evans

Opening

Chairman Smith called the meeting to order at 7:30 p.m. and welcomed all in attendance, then followed with a moment of silence and the Pledge of Allegiance.

Upon motion by Phillip Cheek and seconded by Gus Agudelo, the Board unanimously approved the meeting agenda.

Public Comments

Mr. Todd Dulaney signed up to speak during public comments. He thanked the Board for the mask mandate and commended the Board for their professionalism at the August board meeting regarding the mask mandate discussion.

Consent Agenda

Upon motion by Linda Cranford and seconded by Baxter Hammer, the Board unanimously approved the following items:

- A. Approval of Minutes – August 12, 2021
- * B. Policies Recommended for Approval:
 - Policy 1310/4002 – Parental Involvement
 - Policy 2440 – Policy Review and Evaluation
 - Policy 3102 – Online Instruction
 - Policy 3470/4305 – Alternative Learning Programs
 - Policy 4125 – Homeless Students
 - Policy 4240/7312 – Child Abuse and Related Threats to Child Safety
 - Policy 8310 - Annual Independent Audit
 - Policy 9020 – Facility Design
- C. Personnel – See personnel list below.

Asheboro City Schools Personnel Transactions - September 9, 2021

A. RESIGNATIONS/RETIREMENTS/SEPARATIONS

AST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Cox	Charlotte	AHS	Head Custodian	9/24/2021
Diaz	Elizabeth	AHS	Office Support	9/3/2021
Johnson	Joe	ECDC	Instructional Assistant	7/29/2021
McPhatter	Veron	NAMS	Science	8/16/2021
Robbins	Terris	SAMS	Instructional Assistant	8/16/2021
Shoffner	Keane	AHS	Custodian	8/19/2021
Woodle	Gene	SAMS	Instructional Assistant (part-time)	8/16/2021

B. APPOINTMENTS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Copelan	Wendy	CO	Talent Development Specialist (part-time)	9/27/2021
Griffith	Kimberly "Brooke"	NAMS	Agri-Science	9/13/2021

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Cox	Sarahi	CO	Maintenance Secretary to Receptionist	9/1/2021
Ramierz	Sara	DLL	After School Asst. to Instructional Asst.	8/30/2021

**Asheboro City
Schools Personnel
Transactions -
ADDENDUM
September 9, 2021**

A. RESIGNATIONS/RETIREMENTS/SEPARATIONS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Borbon	Oscar	LP	Instructional Assistant/Dual Language	9/15/2021
Trogdon	Laura	CO	Speech Language Lead Teacher	9/30/2021

B. APPOINTMENTS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Banner	LeBrandon	NAMS	Physical Education	9/15/2021
Butler	Justin	AHS	Non-Faculty Coach - Football	8/31/2021
Hobson	Donna	LP	Interventionist (part-time)	9/27/2021
Jacobo	Victor	AHS	Instructional Assistant/LTIP	9/10/2021
Johnson	Tari	CO	Transportation Support (part-time; temporary)	9/3/2021
Long	Marianne	SAMS	Exceptional Children	9/7/2021
Neilson	Doris	GBT	After School Program Assistant (part-time)	8/24/2020
Parker	Marzell	SAMS	Social Studies	9/1/2021
Rabon	Francia	SAMS	Instructional Assistant/Exceptional Children	9/15/2021
Shinn	Carla	CWM	Media Support (part-time; temporary)	9/1/2021
Trogdon	Denise	CWM	Media Support (part-time; temporary)	9/1/2021
Vilanova	Gabriela	AHS	Office Support	9/20/2021

* D. Charter Bus Companies Recommended for Use in 2021-2022

*A copy is made part of these minutes.

Information and Reports

- A. Dr. Drew Maerz, Director of Student Services, presented policies for 30-Day Review:
 - Policy 2610- Board Attorney
 - Policy 3640/5130 – Student Voter Registration and Preregistration
 - Policy 4050 – Children of Military Families
 - Policy 4329/7311 – Bullying and Harassing Behavior Prohibited
 - Policy 4700 – Student Records
 - Policy 5000 – Schools and The Community
 - Policy 5020 – Visitors to the Schools
 - Policy 5030 – Community Use of Facilities
 - Policy 5210 – Distribution and Display of Non-School Material
 - Policy 6305 – Safety and Student Transportation Services
 - Policy 6315 – Drivers
 - Policy 6321 – Bus Routes
- B. Dr. Drew Maerz presented Policy 7510 – Leave, a temporary update.
- C. 2020-2021 Data – Dr. Wendy Rich, Assistant Superintendent of Curriculum and Instruction, presented 2020-2021 Data
- D. MTSS and CIP Process – Ms. Deanna Wiles – Director of Curriculum and Instruction, and Ms. Chandra Manning, Curriculum Specialist and BT Coordinator presented information about MTSS and CIP process.
- E. Facilities and Phase III Construction updates – Mr. Chris Scott, Director of Facilities provided an update on facilities and the Asheboro High School Phase III renovations.

Action Items – The Board is required to conduct a monthly vote on Local Face Covering Policies per Session Law 2021-130 (Senate Bill 654). Upon motion by Gidget Kidd and seconded by Phillip Cheek, the Board unanimously approved a roll call vote. The Board conducted a roll call vote which resulted in the continuation of the mask mandate inside school facilities. Those voting to continue the mask mandate included Linda Cranford, Gus Agudelo, Gwen Williams, Dr. Beth Knott, Michael Smith, Baxter Hammer, and Phillip Cheek. Gidget Kidd voted for mask optional.

Superintendent's Report

Dr. Aaron Woody, Superintendent, started by recognizing our principals. He described how they drive the work, manage our buildings, are creative, and provide meaningful learning opportunities. He also introduced Ms. Tracie Ross, our new Director of Exceptional Children. She is helping to make creative changes for our students.

Dr. Aaron Woody then provided the following updates:

COVID-19 Update

We are continuing to practice our COVID safety protocols – this is the same layered approach we used last year, and it appears to be working well overall. We stress the importance for all those who are eligible to please get vaccinated. All students and staff wear masks while indoors, social distancing in all settings to the extent possible, going outside for mask breaks and meals when possible, and frequent hand washing. Like others across our community, we are seeing positive cases among our students and staff. The primary reason for student quarantine is due to community exposure, and the majority of our

staff absences is among those who are unvaccinated. I want to applaud our team of nurses who help manage the collection of this data; I also want to applaud our principals for navigating the challenges of staffing during a pandemic. It is hard work, but our leaders are stepping up to make sure our students get the education they deserve.

Safety Protocols and Procedures

In light of the situations that occurred across North Carolina schools last week, it's important to note our principals are working closely with Dr. Maerz on updating their crisis plans. It is our standard practice to work on these plans at the beginning of each school year as part of our opening school procedures. However, last week made us hyper aware that (unfortunately) crises can and do happen any and everywhere without notice. For this reason, having these plans updated is crucial to our business of keeping students safe in our care. As an extension of our current safety protocols and procedures, we are in conversations with local law enforcement and Emergency Management Services about conducting tabletop exercises to refresh us all with the important work of coordinating with these agencies in the event of an emergency. I look forward to updating the board when we have our training scheduled.

10-Day Enrollment

To conclude tonight's report, I am proud to report our 10 day enrollment is 4,428 students. This is 43 fewer students than projected by NCDPI; however we are well within the range that this will not impact our funding for 2021-2022. As with most years, our enrollment numbers grew steadily over the first ten days.

We continue to monitor class size at grades K-3. Kindergarten is one grade level we are watching closely, as our district average is 17.46, and per legislation the district average must remain at or under 18. Mrs. Freemyer is continuing to watch this number every day to see if we may need to make staffing adjustments to be in compliance with state law.

Board Operations

Chairman Smith, reviewed dates and information regarding upcoming events. The next Board of Education meeting will be October 14, 2021.

Adjournment:

There being no further business and upon motion by Gus Agudelo and seconded by Beth Knott, the Board unanimously approved to adjourn at 8:46 p.m.

Chairman

Secretary

Policies For Approval

As needed, the board will enter into contracts for legal service to the school district, including both legal advice and representation in litigation. Any attorney retained by the board or the superintendent through school district funds represents the legal entity of the school district and not any individual board member or administrator.

The superintendent may consult with the board attorney as needed to carry out administrative operations and to protect the board and school district from liability. Other staff may consult with the board attorney only with prior approval from the superintendent or designee or as otherwise may be provided by procedures established by the superintendent. The board attorney shall be authorized to address and resolve criminal bail bond and vehicle forfeiture matters in district and superior court.

The chairperson of the board normally will decide for board members when to seek legal advice or assistance on school matters. If an individual member of the board desires to consult directly with the attorney, the board member shall notify the chairperson of the legal information to be sought. If it is determined that legal assistance is necessary and has not been sought previously for this matter, the board member will be directed to consult individually with the attorney. Questions raised by members of the board and the attorney's replies will be reported to all board members. The chairperson of a board committee may consult with the board attorney on issues that arise out of and in connection with the committee's work. The inquiry and response will be reported to all board members.

Legal References: G.S. 15A-544.5, -544.8, 115C-36

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

Updated: October 11, 2012, November 12, 2015

The board is committed to securing the future of democracy by preparing young people to be educated, engaged voters. Further, the board is committed to working in collaboration with the local board of elections to encourage students who are sixteen years of age or older to register or preregister to vote as permitted by North Carolina law.

In keeping with this commitment, the board directs the superintendent to establish a committee of high school social studies teachers and other appropriate school personnel to collaborate with the local board of elections to facilitate and encourage voter registration and preregistration at all high schools in the school system.

The high school principal shall make the application forms described in G.S. 163-82.3 available to all students and others who are eligible to register or preregister to vote.

Legal References: G.S. 115C-47(59); 163-82.1, -82.3, -82.23; *NAACP v. McCrory*, 831 F.3d 204 (4th Cir. 2016)

Cross References: Citizenship and Character Education (policy 3530)

Adopted:

The board recognizes the unique circumstances faced by children of military families who are often required to transfer to a new school system because their parents or guardians have a new military assignment. The board also recognizes that children whose immediate family members are deployed by the military may be at increased risk of emotional, psychological, or other harm. The board is committed to supporting these children in the school system and undertaking to serve their unique needs.

A. IDENTIFICATION OF MILITARY-CONNECTED STUDENTS

Each principal shall annually identify all military-connected students enrolled in the school and shall develop a means for serving their unique needs. For purposes of this section, a military-connected student is defined as a student who has a parent, step-parent, sibling, or any other person who resides in the same household serving in the active or reserve components of the Army, Navy, Air Force, Marine Corps, Coast Guard, or National Guard.

The identification of military-connected students is not a public record subject to public records law.

B. COMPLIANCE WITH THE INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

In order to promote flexibility and cooperation among the school system, parents and guardians, and children of military families, to promote the children's well-being, and to assist these children in achieving educational success in their new schools, the superintendent shall adopt procedures necessary to ensure compliance with the Interstate Compact on Educational Opportunity for Military Children (hereinafter "Compact") and to educate employees about the unique needs of children of military families.

1. Definitions

The following definitions apply to all policies and procedures adopted in compliance with the Compact.

a. Active Duty

Active duty is full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. 12301 *et seq.* and 10 U.S.C. 12401 *et seq.*

b. Children of Military Families

Children of military families are school-aged children, enrolled in kindergarten through twelfth grade, in the household of an active duty member.

c. Deployment

Deployment is the period one month prior to the service members' departure from their home station on military orders through six months after their return to their home station.

d. Education Records

Education records are those official records, files and data directly related to a student and maintained by the school or school system, including but not limited to records encompassing all the material kept in the student's cumulative folder, such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.

e. Extracurricular Activities

Extracurricular activities are voluntary activities sponsored by the school or school system or an organization sanctioned by the school system. Extracurricular activities include, but are not limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.

f. Member State

A member state is a state that has enacted the Compact.

g. Non-Member State

A non-member state is a state that has not enacted the Compact.

h. Receiving State

The receiving state is the state to which a child of a military family is sent, brought, or caused to be sent or brought.

i. Rule

A rule is a written statement by the Interstate Commission promulgated pursuant to Article XII of the Compact that is of general applicability, implements, interprets or prescribes a policy or provision of the Compact, or an organizational, procedural, or practice requirement of the Interstate Commission, and has the force and effect of rules promulgated under the Administrative Procedures Act as found in Chapter 150B of the North Carolina General Statutes, and includes the amendment, repeal, or suspension of an existing rule.

j. Sending State

The sending state is the state from which a child of a military family is sent, brought, or caused to be sent or brought.

k. Student

The student is the child of a military family for whom the school system receives public funding and who is formally enrolled in kindergarten through twelfth grade.

l. Transition

The transition is (1) the formal and physical process of transferring from school to school or (2) the period of time in which a student moves from one school in the sending state to another school in the receiving state.

m. Uniformed Services

The uniformed services are the Army, Navy, Air Force, Marine Corps, and Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration and the Public Health Services.

n. Veteran

A veteran is a person who served in the uniformed services and who was discharged or released therefrom under conditions other than dishonorable.

2. Those to Whom Adopted Policies and Procedures Apply

Policies and procedures that are adopted to comply with the Compact apply to the children of:

- a. active duty members of the uniformed services as defined in section A of this policy, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. 12301 *et seq.* and 10 U.S.C. 12401 *et seq.*;
 - b. members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and
 - c. members of uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.
3. Those to Whom Adopted Policies and Procedures Do Not Apply

The policies and procedures adopted to comply with the Compact do not apply to the children of:

1. inactive members of the National Guard and Military Reserves;
2. members of the uniformed services now retired, except as provided in section B of this policy; and
3. veterans of the uniform services, except as provided in section B of this policy, and other U.S. Department of Defense personnel and other federal agency civilians and contract employees not defined as active duty members of the uniformed services.

Legal References: G.S. 115C-12(18)(f), -288(m), -407.5

Cross References: Student Promotion and Accountability (policy 3420), Graduation Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620), Immunization and Health Requirements for School Admission (policy 4110), Domicile or Residence Requirements (policy 4120), Assignment to Classes (policy 4155), Attendance (policy 4400), Student Records (policy 4700)

Adopted: April 11, 2013

Updated: May 14, 2015

The board is committed to providing a safe, inviting, and civil educational environment for all students, employees, and other members of the school community. The board expects all students, employees, volunteers, and visitors to behave in a manner consistent with that goal. The board recognizes that bullying and harassing behavior creates an atmosphere of intimidation and fear, detracts from the safe environment necessary for student learning, and may lead to more serious misconduct or to violence. Accordingly, the board prohibits all forms of bullying and harassing behavior, including encouragement of such behavior, by students, employees, volunteers, and visitors. “Visitors” includes parents and other family members and individuals from the community, as well as vendors, contractors, and other persons doing business with or performing services for the school system.

This policy prohibits bullying and harassing behavior, or the encouragement of bullying or harassing 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 student, employee, or other person is subject to the authority of school personnel; or (6) at any time or place when the bullying has a direct and immediate effect on maintaining order and discipline in the schools.

This policy is not intended to prohibit expression of religious, philosophical, social, or political views, provided that the expression does not substantially disrupt the educational environment.

A. RELATIONSHIP TO OTHER POLICIES

This policy applies to bullying and harassing behavior that is not otherwise prohibited by the following board policies that address discriminatory harassment in violation of federal law:

- Discrimination and Harassment Prohibited by Federal Law, policy 1710/4020/7230 (prohibiting harassment based on race, color, national origin, disability, or religion)
- Title IX Sexual Harassment – Prohibited Conduct and Reporting Process, policy 1725/4035/7236 (prohibiting sexual harassment)
- Discrimination and Harassment in the Workplace, policy 7232 (prohibiting harassment of employees and applicants based on race, color, national origin, sex, age, disability, military affiliation, or genetic information)

Individuals who wish to report bullying or harassing behavior that is based on sex, race, color, national origin, disability, religion, or other personal characteristic addressed by the

policies above should refer to and follow the reporting processes provided in those policies.

Conduct that may constitute discriminatory harassment under federal law must be addressed first in accordance with the requirements of the applicable policy(ies) listed above. If subsequently, the conduct is determined not to rise to the level of discriminatory harassment prohibited by those policies, the conduct may be addressed under this policy. Conduct that does not rise to the level of bullying or harassing behavior as defined and prohibited in this policy may nevertheless violate other board policies or school rules.

B. CONDUCT THAT IS CONSIDERED BULLYING OR HARASSING BEHAVIOR

1. Bullying is deliberate conduct intended to harm another person or group of persons. It is characterized by repeated unwanted aggressive behavior that typically involves a real or perceived imbalance of power, such as a difference in physical size, strength, social standing, intellectual ability, or authority. It may consist of either physical, verbal, or nonverbal behavior. Cyberbullying is a form of bullying that is carried out using electronic communication media, such as words, action, or conduct conveyed through email, instant messages, text messages, tweets, blogs, photo or video sharing, chat rooms, or websites, and may exist in the absence of a power imbalance typical of other forms of bullying.
2. Harassing behavior is conduct that is intimidating, hostile, or abusive, or is unwelcome conduct of a sexual nature. Harassing behavior may violate this policy even if no harm is intended to the target and no power imbalance is evident.
3. Bullying or harassing behavior includes conduct that is, or reasonably appears to be, motivated by actual or perceived differentiating personal characteristics, or by a person's association with someone who has or is perceived to have a differentiating personal characteristic. Differentiating personal characteristics include, but are not limited to race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability. Bullying and harassing behavior can violate this policy regardless of a student's motivation.
4. Examples of behavior that may constitute bullying or harassing behavior are repeated acts of disrespect, intimidation, or threats, such as verbal taunts, name-calling and put-downs, epithets, derogatory or lewd comments, spreading rumors, extortion of money or possessions, implied or stated threats, assault, offensive touching, physical interference with normal work or movement, visual insults, such as derogatory posters or cartoons, and sharing intimate photos or video of a person or sharing photos or videos that may subject a person to ridicule or insult.

5. Other behaviors that may constitute bullying or harassing behavior under this policy are deliberate, unwelcome touching that has sexual connotations or is of a sexual nature, pressure for sexual activity, offensive sexual flirtations, advances or propositions, verbal remarks about an individual's body, sexually degrading words used toward an individual or to describe an individual, or the display of sexually suggestive drawings, objects, pictures, or written materials.
6. These examples are not exhaustive but are intended to illustrate the wide range of behavior that may constitute bullying and harassing behavior.
7. Conduct such as the following is not considered bullying or harassing behavior: legitimate pedagogical techniques, the exercise of legitimate authority, and academic or work performance monitoring and evaluation.

C. WHEN BULLYING OR HARASSING BEHAVIOR VIOLATES THIS POLICY

Not all conduct that may be described as bullying or harassing behavior violates this policy. Bullying or harassing behavior violates this policy when any pattern of repeated gestures or written, electronic, or verbal communications, or any physical act or threatening communication:

1. places a student, an employee, or other person in actual and reasonable fear of harm to their person or 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 bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

The definition of bullying and harassing behavior in this section is intended to be no less inclusive than the definition of bullying and harassing behavior in G.S. 115C-407.15.

Bullying or harassing behavior based on sex, race, color, national origin, disability, or religion may also constitute discriminatory harassment in violation of federal law and other board policies as described in Section A, above.

D. REPORTING BULLYING AND HARASSING BEHAVIOR

1. Reports by Students and/or Parents and Guardians
 - a. The board encourages students or parents/guardians of students who

have been the victim of or who have witnessed bullying or harassing behavior in violation of this policy to immediately report such incidents to a teacher, counselor, coach, assistant principal, or the principal.

- b. Reports may be made orally or in writing and may be made anonymously.
- c. All reports of serious violations and complaints made under this policy will be investigated expeditiously. Anonymous reports will be investigated to the extent reasonably possible under the circumstances.
- d. If, at any time, school officials determine that the alleged bullying or harassing behavior appears to be based on sex, race, color, national origin, disability, or religion, the matter will be investigated in accordance with the applicable policy listed in Section A above.

2. **Mandatory Reporting by School Employees**

An employee who witnesses or who has reliable information that a student or other individual has been bullied or harassed in violation of this policy must report the incident to his or her supervisor or to the building principal immediately. If sexual harassment is suspected, the employee also must report the incident to the Title IX coordinator. An employee who does not promptly report possible bullying or harassing behavior will be subject to disciplinary action.

3. **Reporting by Other Third Parties**

Other members of the school community may report incidents of bullying or harassment to the school principal or the superintendent or designee.

4. **Reporting False Allegations**

It is a violation of board policy to knowingly report false allegations of bullying or harassing behavior. A student or employee found to knowingly report or corroborate false allegations will be subject to disciplinary action.

E. REPORTS OF BULLYING OR HARASSING BEHAVIOR BASED ON SEX, RACE, COLOR, NATIONAL ORIGIN, DISABILITY, OR RELIGION

Bullying or harassing behavior that is based on sex, race, color, national origin, disability, or religion may constitute discriminatory harassment that is a violation of the individual's civil rights. A school employee who receives a report of bullying or harassing behavior that may constitute sexual harassment must immediately contact the Title IX coordinator. If the reported behavior appears to be based on any other such personal characteristic, the employee must immediately notify the appropriate civil rights coordinator designated

in policy 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law. Uncertainty as to whether alleged bullying or harassing behavior is based on sex, race, color, national origin, disability, or religion should be resolved by notifying the Title IX Coordinator.

F. RESPONSE TO REPORTS OF BULLYING OR HARASSING BEHAVIOR

1. Reports of bullying and harassing behavior or the encouragement of such behavior under this policy will be investigated promptly by the principal or the principal's designee and addressed in accordance with this policy and policy 4340, School-Level Investigations. If the principal is the alleged perpetrator, the superintendent will designate an appropriate investigator.
2. If at any time before, during, or after the investigation under this policy, the principal or designee determines or suspects that the alleged bullying or harassing behavior is based on sex, race, color, national origin, disability, or religion, the principal or designee shall notify the appropriate civil rights coordinator and proceed in accordance with the applicable board policy as described in Section A, above. However, referral to the civil rights coordinator will not preclude appropriate disciplinary consequences for a violation of this policy if, following the designated investigation and resolution process under the appropriate board policy, the behavior is determined not to constitute discriminatory harassment in violation of federal law.
3. No reprisals or retaliation of any kind are permitted as a result of good faith reports of bullying or harassing behavior. An employee who engages in reprisal or retaliation will be subject to disciplinary action, up to and including dismissal. A student who does so is subject to disciplinary consequences as provided in Section G, below.

G. CONSEQUENCES

1. Students

The disciplinary consequences for violations of this policy should take into consideration the frequency of incidents, the developmental age of the student involved, and the severity of the conduct and must be consistent with the Code of Student Conduct. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

A student who is convicted under G.S. 14-458.2 of cyberbullying a school employee will be transferred to another school. If there is no other appropriate school within the school system, the student will be transferred to a different class

or assigned to a teacher who was not involved as a victim of the cyberbullying. The superintendent may modify the required transfer of an individual student on a case-by-case basis and shall provide a written statement of this modification in the student's record.

2. Employees

Employees who violate this policy will be subject to disciplinary action, up to and including dismissal.

3. Others

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. A third party under the supervision and control of the school system will be subject to termination of contracts/agreements, restricted from school property, and/or subject to other consequences, as appropriate.

H. OTHER INTERVENTIONS

Interventions designed to remediate the impact of a violation of this policy and to restore a positive school climate will be provided as determined necessary by school officials.

I. NOTICE

This policy must be provided to employees, students, and parents, guardians, and caregivers at the beginning of each school year. Notice of this policy must be included in the Code of Student Conduct and in all student and employee handbooks. Principals are encouraged to post a copy or summary of this policy in each classroom and in a prominent location within the school building and to make an age-appropriate summary of the policy available to elementary students. Information about this policy must also be incorporated into employee training programs.

J. RECORDS

The superintendent or designee shall maintain confidential records of complaints or reports of bullying or harassing behavior under this policy. 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 any remedial interventions or other steps taken by the school system to provide an environment free of bullying.

Legal References: G.S. 14-458.2; 115C-105.51, -366.4, -407.15 through -407.18

Cross References: Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Title IX Sexual Harassment – Prohibited Conduct and Reporting Process (policy 1725/4035/7236), School-Level Investigations (policy 4340), Visitors to the Schools (policy 5020), Discrimination and Harassment in the Workplace (policy 7232)

Adopted:

All student records must be current and maintained with appropriate measures of security and confidentiality. The principal is responsible for complying with all legal requirements pertaining to the maintenance, review, and release of student records retained at the school. For purposes of this policy “student records” or “student education records” are those records, files, documents, and other materials that contain information directly related to the student that are maintained by the school system or by a party acting for the school system.

A. ANNUAL NOTIFICATION OF RIGHTS

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

1. the right to inspect and review the student’s educational records and the procedure for exercising this right;
2. the right to request amendment of the student’s educational records that the parent or eligible student believes to be inaccurate, misleading, or in violation of the student’s privacy rights; and the procedure for exercising this right;
3. the right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent;
4. the type of information designated as directory information and the right to opt out of release of directory information;
5. that the school system releases records to other institutions that have requested the information and in which the student seeks or intends to enroll;
6. the right to opt out of releasing the student’s name, address, and phone number to military recruiters or institutions of higher education that request such information;
7. a specification of the criteria for determining who constitutes a school official and what constitutes a legitimate educational interest if a school official discloses or intends to disclose personally identifiable information to school officials without consent;

8. notification if the school system uses contractors, consultants, volunteers, or similar persons as school officials to perform certain school system services and functions that it would otherwise perform itself; and
9. the right to file complaints with the Family Policy Compliance Office in the U.S. Department of Education.

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

B. DEFINITION OF PARENT AND ELIGIBLE STUDENT

1. Parent

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

2. Eligible Student

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

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

C. CLASSIFICATION AND MAINTENANCE OF RECORDS

1. Student Education Records

Student education records may be separated into several categories, including, but not limited to, the following:

a. Cumulative Records

The cumulative record is the official record for each student. The cumulative record includes student identification information, such as the student's name, address (or a homeless student's living situation), sex, race, birthplace, and birth date; family data including the parents' names, addresses, work and home telephone numbers, and places of employment; academic work completed; grades; standardized test scores; health screenings and immunization documentation; attendance records; withdrawal and reentry records; discipline records; honors and activities; class rank; date of graduation; and follow-up records.

b. Discipline Records

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

c. Records of Students with Disabilities

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

d. Records Received from the Department of Social Services

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

e. Juvenile Records

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

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

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

f. Other Student Records

School system personnel may also keep other student records but must review such records annually and destroy them in accordance with Section K of this policy.

2. Records Not Considered Education Records (Sole Possession, Employment, and Law Enforcement Records)

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

- a. records made by teachers, counselors, and administrators that are in the sole possession of the maker thereof and that are not accessible or revealed to any other person except a substitute;
- b. employment records of student employees if those records relate exclusively to the student in his or her capacity as an employee and are not made available for any other use; and
- c. records created by a law enforcement unit of the school system if created for a law enforcement purpose and maintained solely by the law enforcement unit of the school system. However, a law enforcement record containing information that was obtained from student's confidential file or other educational records must be treated as an education record and may be released only in accordance with this policy.

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

Students or parents enrolled in the North Carolina Address Confidentiality Program (NCACP) must provide a valid NCACP authorization card to the school principal if they wish to keep their home address confidential. The school system will maintain a confidential record of the actual home address for admission and assignment purposes only and will not release that address except as provided by law. With the exception of such specially-maintained records, student records will include only the substitute address provided by the NCACP and not the actual home address of any students or parents for whom a valid NCACP authorization card is on file.

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

E. RECORDS OF MISSING CHILDREN

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

The principal shall provide the agency with a copy of any written request for information concerning the missing child's record.

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

F. RECORDS OF MILITARY CHILDREN

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

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

1. For Students Leaving the School System

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

When a request for a student's official record is received from the student's new school, school officials shall process and furnish the official records to the student's new school within 10 days or within such time as is reasonably determined by the Interstate Commission.

2. For Students Enrolling in the School System

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

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

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

1. Review by Parent or Eligible Student

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

2. Review of Video or Audio Recordings and Photographs

a. Parents Right to Review

Upon request, a parent or eligible student may inspect and review a video or audio recording or photograph that is determined to be an education record of the student. Individuals acting on behalf of a parent or eligible child, such as advocates or attorneys, will not be permitted to review a video or audio recording or photo unless accompanied by the parent or eligible student.

b. Status as Education Record

A video or audio recording or photo will be deemed an education record of the student if it is directly related to the student and is maintained by the school system or its agent, as provided by law. A photo, video, or audio recording (such as a surveillance video), that is created and maintained by a law enforcement unit for a law enforcement purpose, is not an education record; however, a copy of such photo, video, or audio recording provided to the school for disciplinary or other school purposes may be an education record if it is directly related to a student and is maintained by the school system.

c. Records of More Than One Student

If the recording or photo is an education record of multiple students, the school system shall make reasonable efforts to redact or segregate out the portions of the recording or photo directly related to other students before providing the parent or eligible student access, provided doing so would not destroy the meaning of the record. If redaction or segregation of the recording or photo cannot reasonably be accomplished or would destroy the meaning of the record, then the parent of each student to whom the recording or photo directly relates or such eligible students themselves shall be permitted to access the entire record.

d. Copies of Recordings and Photos

A copy of a video or audio recording or photo will be provided to a parent or eligible student only (1) if circumstances effectively prevent the parent or eligible student from exercising the right to inspect the recording or photo, such as when the parent no longer lives within commuting distance of the school system; (2) when directed by a court order or subpoena; or (3) when otherwise required by law.

3. Request to Amend the Educational Record

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

H. RELEASE OR DISCLOSURE OF RECORDS TO OTHERS

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

1. Release/Disclosure with Parental Consent

School officials shall obtain written permission from a parent or eligible student before releasing or disclosing student records that contain personally identifiable information, except in circumstances where the school system is authorized by law to release the records without such permission. The written permission must specify the records to be released, the purpose of the release, and the party(ies) to whom they are to be released.

2. Release/Disclosure without Parental Consent

School system officials shall promptly release student records when a student transfers to another school. The records custodian may release or disclose records with personally identifiable information without parental permission to the extent

permitted by law, including to other school officials who have a legitimate educational interest in the records.

Personally identifiable information from a student's record may be released or disclosed to someone other than a parent or eligible student without prior written consent of the parent or eligible student only as specifically provided by federal law. Except as otherwise permitted by federal law, when personally identifiable information from a student's record is released or disclosed to someone other than a parent or eligible student without their written consent, the party to whom the information is released must agree not to disclose the information to any other party without the prior written consent of the parent or eligible student.

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

3. Release of Directory Information

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

a. The board designates the following student record information as directory information:

- (1) name;
- (2) address;
- (3) telephone listing;
- (4) electronic mail address;
- (5) photograph or digital image, including still or video images of a student engaged in ordinary school activities;
- (6) date and place of birth;
- (7) participation in officially recognized activities and sports;
- (8) weight and height of members of athletic teams;
- (9) dates of attendance;

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

4. Records of Students with Disabilities

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

5. Disclosure of De-Identified Information

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

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

I. WITHHOLDING RECORDS

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

J. RECORD OF ACCESS AND DISCLOSURE

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

K. DESTRUCTION OF STUDENT RECORDS

To the extent required by law, school officials shall maintain student records in accordance with the applicable records retention and disposition schedule(s) issued by the North Carolina Department of Natural and Cultural Resources. After notifying parents, school officials may destroy student records when the records are no longer needed to provide educational services to the student or to protect the safety of the student or others. School officials must destroy student records if the parent or eligible student

requests their destruction and if such records are no longer needed to provide educational services to the student or to protect the safety of the student or others. School officials shall not destroy student records if there is an outstanding request to inspect the particular records.

L. LONGITUDINAL DATA SYSTEM

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

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, h, 34 C.F.R. pt. 99; Individuals with Disabilities Education Act, 20 U.S.C. 1411 *et seq.*; Elementary and Secondary Education Act, 20 U.S.C. 7908; McKinney-Vento Homeless Assistance Act 42 U.S.C. 11431 *et seq.*; G.S. 7B-302, -3100, -3101; 14-208.29; 115C-47(26), -109.3, -402, -403, -404, -407.5; 116E-6; Records Retention and Disposition Schedule for Local Education Agencies, N.C. Department of Natural and Cultural Resources (1999), available <https://archives.ncdcr.gov/media/810/open> ; *General Records Schedule for Local Government Agencies*, N.C. Department of Natural and Cultural Resources (2019), available at <https://archives.ncdcr.gov/government/local-government-agencies/general-records-schedule-local-government-agencies>

Cross References: Parental Involvement (policy 1310/4002), Student and Parent Grievance Procedure (policy 1740/4010), Special Education Programs/Rights of Students with Disabilities (policy 3520), Children of Military Families (policy 4050), Homeless Students (policy 4125), North Carolina Address Confidentiality Program (policy 4250/5075/7316), Disciplinary Action for Exceptional Children/Students with Disabilities (policy 4307), Student Discipline Records (policy 4345), Confidentiality of Personal Identifying Information (policy 4705/7825), Surveys of Students (policy 4720), Public Records – Retention, Release, and Disposition (policy 5070/7350)

Adopted: January 9, 2014

Revised: May 12, 2016, March 9, 2017, August 10, 2017, July 12, 2018, July 11, 2019, January 9, 2020

The board recognizes that the public schools are an integral part of the community and that the public has a vested interest in having students develop into productive members of the workforce and of society. The board encourages the community to be involved in the school system and to assist the school system in the goal of providing every student with the opportunity to receive a sound basic education.

Each year the board will ensure that the report card issued for the school system by the State Board of Education receives widespread distribution to the local press or to other local channels of news and information. In addition, the school system shall publish on its website all information required by law, including assessment and performance information and information on how state funds have been used to address local educational priorities.

A. POLICIES

In making policy decisions, the board will keep in mind its commitment to providing all students in our community the opportunity to obtain a sound basic education.

The board's commitment to the wider community is expressed in various policies that address the relationship between the school system and the community, such as:

1. Parental Involvement (policy 1310/4002);
2. Title I Parent and Family Engagement (policy 1320/3560);
3. Responding to Complaints (policy 1742/5060);
4. Public Participation at Board Meetings (policy 2310);
5. Compliance with the Open Meetings Law (policy 2320);
6. School Volunteers (policy 5015);
7. Visitors to the Schools (policy 5020);
8. Registered Sex Offenders (policy 5022);
9. Community Use of Facilities (policy 5030);
10. Public Records – Retention, Release, and Disposition (policy 5070/7350); and
11. Distribution and Display of Non-School Material (policy 5210).

B. SCHOOL ADMINISTRATORS

School administrators shall:

1. demonstrate a commitment to working with the community;
2. identify appropriate opportunities for community input;
3. communicate to the public the goals and objectives of the school system and the progress of the school system in meeting those goals and objectives; and
4. provide the public with school progress and performance reports as required by state and federal law.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6301; G.S. 115C-12(9)c3, -36, -47, -83.1J, -105.25(c); Leandro v. State, 346 N.C. 336 (1997)

Cross References: Board Authority and Duties (policy 1010), Parental Involvement (policy 1310/4002), Title I Parent and Family Engagement (policy 1320/3560), Responding to Complaints (policy 1742/5060), Public Participation at Board Meetings (policy 2310); Compliance with the Open Meetings Law (policy 2320), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Community Use of Facilities (policy 5030), Public Records – Retention, Release, and Disposition (policy 5070/7350), Distribution and Display of Non-School Material (policy 5210)

Adopted: April 11, 2013

Updated: March 13, 2014, August 11, 2016, December 8, 2016

The board encourages the community and parents to be involved in and support the schools and the educational program of the schools.

A. OPPORTUNITIES TO VISIT THE SCHOOLS

To encourage involvement, the following opportunities are provided to visit the schools.

1. Visitors are welcome to observe and learn about the educational program at each school subject to reasonable rules developed by school administrators.
2. Visitors are encouraged to use school facilities made available to the public, such as media centers or meeting spaces, as provided in policy 5030, Community Use of Facilities.
3. Visitors are invited to attend school events that are open to the public, such as athletic events, musical programs, and dramatic productions.

B. REQUIREMENTS OF VISITORS TO THE SCHOOLS

While the school board welcomes visitors to the schools, the paramount concern of the board is to provide a safe and orderly learning environment in which disruptions to instructional time are kept to a minimum. The superintendent and each principal shall establish and enforce reasonable rules to address this concern.

1. All school visitors during the school day must report immediately to the administrative office at the school to request and receive permission to be in the school. Each principal shall ensure that signs are posted in the school to notify visitors of this requirement.
2. School visitors are expected to comply with all school rules and school board policies, including policy 5025, Prohibition of Drugs and Alcohol; policy 5026/7250, Smoking and Tobacco Products; and policy 5027/7275, Weapons and Explosives Prohibited.
3. Persons who are subject to policy 5022, Registered Sex Offenders, must comply with the provisions of that policy.

C. ADDITIONAL REQUIREMENTS OF PROBATION OFFICERS

To minimize disruption to student learning and school operations, the board establishes the following additional requirements for visits by probation officers during the school day:

1. Probation officers may not visit students on school property during school hours unless the visit is conducted through the Division of Community Corrections' School Partnership Program.
2. Visits by probation officers must be authorized in advance by the school principal or designee or be the result of a request for assistance by a school counselor or school resource officer. The principal or designee at each school shall coordinate with probation officers to plan and schedule visits to occur at times least disruptive to the student's academic schedule and to school operations.
3. To protect the privacy of students, the principal or designee shall designate a private area for probation officers to meet with students away from contact with the general student population. Initial contact with the student will be made by a designated school employee, who shall direct the student to the private area to meet with the probation officer.
4. Probation officers may not initiate direct contact with any student while the student is in class or between classes.
5. All visits must be conducted in accordance with this policy and any additional guidelines developed by the superintendent or designee.

D. UNAUTHORIZED, DISRUPTIVE, OR DANGEROUS VISITORS

If a school employee becomes aware that an individual is on a school property without having received permission or that an individual is exhibiting unusual, threatening or dangerous behavior, the employee must either direct the individual to the administrative office or notify the principal, designee or school resource officer, depending on the circumstances.

If a school employee suspects that an individual is on school property in violation of policy 5022, Registered Sex Offenders, the employee must immediately notify the principal, designee or school resource officer.

Students will be instructed to notify school employees of any unusual or suspicious behavior by visitors. School employees shall inform the principal or designee immediately of a student's report of suspicious behavior on the part of a school visitor.

When an individual disrupts the educational environment, acts in a disorderly manner, damages school property, or violates board policy or the law, the principal or designee has authority to:

1. order the individual to leave school property;
2. notify law enforcement; or
3. take any other action deemed appropriate under the circumstances.

Failure to comply with a request to leave school grounds may result in the filing of trespass charges or other charges as appropriate against the offending individual.

The superintendent, upon recommendation from the principal, may deny an individual permission to come onto school grounds or enter a school facility for up to one school year if the individual is guilty of disruptive or dangerous behavior on school grounds.

Legal References: G.S. 14-132, -132.2, -159.11, -159.12, 159.13, -208.18; 115C-46.2, -523, -524, -526

Cross References: Registered Sex Offenders (policy 5022), Prohibition of Drugs and Alcohol (policy 5025), Smoking and Tobacco Products (policy 5026/7250), Weapons and Explosives Prohibited (policy 5027/7275), Community Use of Facilities (policy 5030)

Adopted: April 11, 2013

Revised: January 10, 2019

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

A. GENERAL PRINCIPLES

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

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

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

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

B. PRIORITY IN USE/FEE STRUCTURE

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

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

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

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

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

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

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

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

Insurance: Not Required

Fees: None.

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

Application: Required

Insurance: Not Required

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

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

Application: Required.

Insurance: Required

Fees: None

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

Application: Required.

Insurance: Required

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

5. All groups not included in the other categories

Application: Required.

Insurance: Required

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

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

C. REQUESTS FOR USE OF FACILITIES

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

D. FACILITIES AVAILABLE FOR USE

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

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

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

E. RULES GOVERNING USE OF SCHOOL FACILITIES

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

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

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

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

F. DAMAGES AND LIABILITY INSURANCE

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

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

G. TERM AND ACCEPTANCE OF LEASE

The superintendent is authorized to enter into agreements with community groups for

the lease of school property for terms of one year or less. All such leases must be reviewed and approved in advance by the board attorney. The superintendent will inform the board of the execution of any lease at its next regularly scheduled meeting. Leases may be renewed following the same process.

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

H. USE OF OUTDOOR SCHOOL FACILITIES BY THE GENERAL PUBLIC

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

I. REVIEW OF DECISIONS CONCERNING USE OF SCHOOL FACILITIES

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

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

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

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

Revised: February 12, 2009, June 14, 2012, January 21, 2016, August 11, 2016, July 13, 2017, August 16, 2018, January 10, 2019

Students and the educational program must be the focus of the school system. In order to maintain an educational environment conducive to learning and to minimize intrusions upon instructional time, distribution and display of non-school material shall be limited in accordance with this policy and policy 5240, Advertising in the Schools. School officials shall screen and approve the distribution or display of non-school material on school property. (The term “non-school material” is defined in Section E below.)

This policy applies to the distribution and display of non-school material by students and school-related groups (as defined in Section E below) and by governmental agencies, educational institutions, and non-profit entities as permitted in Section B below. Except as provided in Section A below, this policy will not be construed as applying to or prohibiting the display of compliant political signs permitted by G.S. 136-32.

A. DISPLAY OF COMPLIANT POLITICAL SIGNS IN THE RIGHT-OF-WAY DURING DESIGNATED PERIODS

Any person may display compliant political signs in the right-of-way of the state highway system or in municipal street rights-of-way in accordance with the standards established in G.S. 136-32, even if such right-of-way constitutes school grounds. Compliant political signs may be displayed in such right-of-way from 30 days before the first day of “one-stop” early voting to 10 days after the primary or election day. School officials may remove and dispose of any political sign remaining in the right-of-way more than 40 days after the primary or election day. School officials shall observe any different rules established by applicable local ordinance for placement and removal of political signs on municipal street right-of-way.

School officials shall not remove any political sign lawfully placed except as provided in this section but may request the Department of Transportation to remove a sign that is not in compliance with G.S. 136-32.

B. DISTRIBUTION AND DISPLAY BY STUDENTS

Students wishing to distribute or display on campus any publication, leaflet or other written material that is not school-sponsored must submit the publication or material to the principal for review prior to distribution. The principal shall prohibit distribution or display when the publication or material contains speech that is prohibited as specified in Section C below but otherwise shall not discriminate on the basis of viewpoint in granting or denying a student permission to distribute or display non-school publications or materials. If permission to distribute or display a publication or material is denied, the student may request review of the principal’s decision as specified in Section D below.

C. DISTRIBUTION AND DISPLAY BY NON-STUDENTS

1. Distribution and display of “school-sponsored or curriculum-related publications and materials” as defined in Section E are permitted during the school day, on school grounds and at school activities.
2. Distribution and display of publications and materials from school-related groups that have received prior approval of the principal pursuant to the standards in Section C below and the standards for review of the decision in Section D below are permitted at reasonable times and places as designated by the principal. The term “school-related group” is defined in Section E. The principal shall not discriminate on the basis of viewpoint in granting or denying permitted school-related groups permission to distribute or display non –school material.
3. The following agencies and organizations are permitted to distribute or display educational information or information about programs and activities of interest to students:
 - a. local, state and federal government agencies and departments;
 - b. non-profit organizations that offer educational, recreational, cultural or character development activities or programs for school-aged children, including but not limited to scouts, YMCA or YWCA, organized youth sport leagues, etc.);
 - c. school/business partnerships or incentive programs that directly enhance or support the school’s educational program; and
 - d. community colleges, universities, and other non-profit institutions of higher education.

All publications and materials that one of the permitted agencies or organizations would like to distribute or display must be submitted to the superintendent or designee for approval prior to distribution or display. Approval for distribution or display shall be granted pursuant to the standards in Section C below and the standards for review of decisions in Section D below. If approved, the publications and materials shall be distributed or displayed at reasonable times and places as designated by the superintendent or designee.

4. The superintendent or designee shall not discriminate on the basis of viewpoint in granting or denying permitted agencies and organizations permission to distribute or display non-school materials.

5. The superintendent is authorized to adopt regulations regarding approval forms, how many times a year groups may distribute or display publications or materials, delivery and bundling requirements, etc.
6. Nothing in this policy shall be construed to create a public forum that would allow non-students unrestricted access to school property for the purpose of distributing or displaying publications or materials.

D. DISTRIBUTION AND DISPLAY STANDARDS FOR NON-SCHOOL MATERIALS

School officials shall apply the following standards to approve the distribution or display of all non-school material by individuals or groups authorized by this policy on school property:

1. While materials shall not be screened for viewpoint, the reviewer shall prohibit the distribution or display of any publication or material that (a) is vulgar, indecent or obscene; (b) contains libelous statements, personal attacks or abusive language such as language defaming a person's character, race, religion, ethnic origin, gender, family status, or disability; (c) causes or clearly threatens to cause a material and substantial disruption of a school activity; (d) encourages the commission of unlawful acts or the violation of lawful school regulations; (e) is inappropriate considering the age of the students in the school; (f) contains information that is inaccurate, misleading or false; or (g) advertises any product or service not permitted to minors by law.

The principal or superintendent's designee, depending on who makes the initial decision shall notify the superintendent before approving or prohibiting distribution or display of any publications or materials that raise a question as to whether a specific action by school officials might violate the Establishment of Religion Clause, the Free Exercise of Religion Clause, or the free speech rights guaranteed by the First Amendment of the U.S. Constitution. The superintendent shall consult with the board attorney to determine the legally appropriate course of action.

2. The distribution of non-school material shall not interfere with instructional time.
3. Non-school publications and materials distributed or displayed to students must be clearly identified, through the method of distribution or otherwise, as non-school materials that are neither endorsed nor necessarily reflective of the views of the school board or the school system.
4. In order to minimize disruption to the learning environment, political campaign materials may not be distributed to students or employees (including through employee mailboxes and e-mail) or made available on school grounds during

school time or at school events. However, on election days, posters and printed materials are permitted for viewing and distribution to the public at school buildings used as polling places in accordance with state law and board of elections requirements.

This provision does not prohibit a teacher from using political literature or campaign material for instructional purposes. However, any teacher using these materials for instructional purposes shall not use his or her position to promote a particular candidate, party or position on a specific issue. The teacher also shall attempt to use a variety of materials that represent balanced and diverse viewpoints on the political spectrum.

E. PROCEDURES FOR REQUESTING DISTRIBUTION OR DISPLAY OF NON-SCHOOL MATERIALS

1. Any individual or organization wishing to distribute or display non-school-sponsored publications or materials must first submit for approval a copy of the publication or material to the principal or superintendent or designee at least five school days in advance of the distribution or display time, along with the following information: (a) the name and phone number of the individual submitting the request; (b) the date(s) of intended distribution or display; (c) the desired location for distribution or display of material; and (d) if the distribution or display is intended for students, the grade(s) of students for whom the distribution or display is intended.
2. Within five school days, the principal or superintendent or designee shall review the request and render a decision. In the event permission to distribute or display the material is denied or restricted, the individual submitting the request shall be informed in writing of the reasons for the denial or restriction.
3. Any request denied or restricted by the principal or superintendent or designee may be appealed in writing to the superintendent or designee or board, depending on who made the initial decision. If the principal made the initial decision, the superintendent or designee shall review the decision and render a decision within 10 school days. Any request denied by the superintendent or designee may be appealed to the board of education. The board will review the request at its next regularly scheduled meeting. As appropriate, the superintendent or the board will consult with the board attorney concerning a request to distribute or display non-school literature.
4. Permission or denial of permission to distribute or display material does not imply approval or disapproval of its contents by school system administrators, the school board or the individual reviewing the material submitted.

F. DEFINITIONS

The following terms used in this policy are defined as follows:

1. Obscene

“Obscene” describes any speech or work that the average person, applying contemporary community standards (as opposed to “national standards”), would find, taken as a whole, appeals to prurient interest; or that depicts or describes, in a patently offensive way, sexual conduct specifically defined by applicable law; and that, taken as a whole, lacks serious literary, artistic, political or scientific value.

2. Libelous Statement

Libelous statements are false and unprivileged statements about a specific person that injure that person’s reputation in the community.

3. Non-School Material

Non-school material includes any publication or other written information that is not a school-sponsored or curriculum-related publication or material.

4. Material and Substantial Disruption

A material and substantial disruption is any conduct that for any reason, including inappropriateness of time, place or type of behavior, significantly interferes with school functions, classroom instruction or with the rights of other students or school employees. Examples of material and substantial disruption include, but are not limited to, demonstrations, destruction of property, injury to students or other persons, shouting or boisterous conduct, and anything that significantly distracts students from instruction or prevents school personnel from performing their educational responsibilities.

5. School-Sponsored or Curriculum-Related Publications and Materials

School-related materials or publications are: (a) materials published by the school system for distribution (i.e. school calendars, menus, school newsletters, etc.); (b) materials that are approved by school officials and related to activities or events that are officially sponsored by the school (i.e. announcements for sports teams, clubs, field trips, school plays and concerts); or (c) materials that are directly related to instruction.

6. School-Related Group

School-related groups are organizations formed to support the school in an area of recognized need, such as the PTA, PTO, teachers' and principals' organizations and booster clubs.

The superintendent shall adopt necessary regulations to ensure that this policy is implemented throughout the school system.

Legal References: U.S. Const. amend. I; *Peck v. Upshur*, 155 F.3d 274 (1998); G.S. 115C-36, -47; 136-32; 163-129, -166

Cross References: Collections and Solicitations (policy 5220), Advertising in the Schools (policy 5240)

Adopted: April 14, 2011,

Revised: June 13, 2013, February 13, 2020

Safety is of paramount concern in providing student transportation services. The board recognizes that providing safe transportation requires the cooperation of students, parents, volunteers, personnel and other governmental agencies. The superintendent or designee and all principals shall make reasonable efforts to inform affected individuals or entities about safety issues and monitor compliance with legal requirements and this policy.

A. STUDENT BEHAVIOR

A safe and orderly environment is critical whenever transporting students. The Code of Student Conduct and board policies on student behavior apply as provided in board policy 4300, Student Behavior Policies. All students will receive training on school bus safety as required by law regardless of whether they regularly ride a school bus to and from school.

B. TRANSPORTATION SAFETY ASSISTANTS AND BUS MONITORS

Upon recommendation of a building principal and the superintendent, the board may employ transportation safety assistants to assist bus drivers with the safety, movement, management and care of students. In addition, the superintendent or designee may appoint a volunteer monitor to assist a bus driver with maintaining order and student safety for any bus assigned to a school. As necessary, the superintendent or designee shall designate in administrative guidelines the responsibilities of school bus transportation safety assistants and bus monitors in accordance with state law.

C. MAINTENANCE

The superintendent or designee and principals will fulfill all duties prescribed by state law and regulations for maintaining, inspecting and repairing school buses and other vehicles used to transport students.

D. SAFETY PRACTICES ON SCHOOL BUSES AND ACTIVITY BUSES

In addition to any rules established by the superintendent or designee for the safe operation of the student transportation services, the board expects school employees to observe the following practices.

1. All school bus drivers must utilize the North Carolina crossing signal to communicate to students when it is safe to cross the street to board the bus and when it is safe to cross the street after exiting the bus.

2. The number of students transported on any school bus, activity bus, commercial bus or contracted vehicle will not exceed the official rated capacity for the specific vehicle being used.
3. All riders must be seated while the vehicle is in motion.
4. No person will be permitted to stand or sit in the aisle or stepwell when the vehicle is in motion.
5. All school bus drivers are expected to use good judgment in determining whether it is safe to operate a school vehicle, and to permit students to enter or leave the bus at particular locations.
6. Bus drivers must report immediately any suspected mechanical defects or other unsafe conditions, including road or traffic conditions which affect the safeness of the bus route or bus stops.

E. TRAINING

It is the responsibility of the superintendent or designee to see that:

1. students and bus drivers receive training as required by law, including training on the use of the North Carolina crossing signal;
2. students taking trips on activity buses or commercial buses receive safety instruction as needed, including, but not limited to, instruction on and demonstration of emergency exit operation for the vehicle on which they are riding for any specific trip; and
3. records of student training are made as required by the State Board of Education

F. ACCIDENT REPORTING

The driver of any school bus or other school vehicle must report immediately to the superintendent or designee any accident involving death, injury or property. Any driver involved in an accident involving injury or property damage must undergo immediate drug and alcohol testing at the agency designated by the Asheboro City Schools.

Legal References: G.S. 115C-239, -240, -245, -248, -249.1; 16 N.C.A.C. 6B .0111 *Preventive Maintenance and Vehicle Replacement Manual (NC Bus Fleet Manual)*, State Board of Education Policy TRAN-005, available at www.ncbussafety.org/documents/Buses/NCBusFleetManual.pdf; State Board of Education Policy TRAN-011; *North Carolina School Bus Driver Handout*, Department of Transportation, Division of Motor Vehicles, available at <https://www.ncdot.gov/dmv/license-id/driver-licenses/new-drivers/Documents/school-bus-handbook.pdf>

Cross References: Student Behavior Policies (policy 4300), Authority of School Personnel (policy 4301), School Plan for Management of Student Behavior (policy 4302), Orderly Environment (policy 4315)

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

Revised: January 21, 2016 , September 14, 2017, February 14, 2019, February 13, 2020

Safety is of paramount concern in providing student transportation services. Consistent with the board's goals for student safety, all drivers involved in transporting students must comply with the following board requirements.

A. SCHOOL BUS AND ACTIVITY BUS DRIVERS

School bus and activity bus drivers must:

1. possess required licenses and all other qualifications required by law;
2. undergo and follow all training required by law governing school bus and activity bus passenger safety
3. not operate a school or activity bus on a public street, highway or public vehicular area while using a mobile telephone or related technology (i.e. hands-free technology such as Bluetooth) while the bus is in motion, unless such use is for the sole purpose of communicating in an emergency situation;
4. use the North Carolina crossing signal required by the State Board of Education to communicate to students when it is safe to cross the street to board the bus and when it is safe to cross the street after exiting the bus
5. report to the principal any misconduct that is in violation of any of the student behavior policies in the 4300 series or school rules;
6. use reasonable judgment in the operation of the buses;
7. make reasonable efforts to maintain good order of the students being transported;
8. not permit any person to ride who is not assigned to the bus or has not received express permission of the principal or other designated official;
9. promptly report to the principal or other designated official any defect or other concern regarding the safety of the school bus, activity bus or other vehicle operated by the school system; and
10. report to the principal or other designated official by the next work day any moving violation citations received while operating any motor vehicle, whether on or off duty.

B. OTHER DRIVERS

Other drivers, including volunteer drivers, must:

1. possess required licenses and all other qualifications required by law;
2. report to the principal by the next working day any moving violation citations received while operating any motor vehicle, whether on or off duty; and
3. carry insurance if operating a privately owned vehicle.

If the board requires a school social worker to increase his or her private automobile liability coverage and/or to add a business use rider in order to transport students in his or her private vehicle, the social worker will be reimbursed for the additional premium charged and/or for the increased liability limits of the added rider.

The superintendent or designee shall make copies of this policy and other related policies available to drivers.

Legal References: G.S. 20-7(f)(2), -137.4, -218; 115C-47(25a), -241, -242, -244 to -246, -248, -251, -317.1; 16 N.C.A.C. 6B .0111; State Board of Education Policy TRAN -010; *North Carolina School Bus Driver Handbook*, Department of Transportation, Division of Motor Vehicles, available at <https://www.ncdot.gov/dmv/license-id/driver-licenses/new-drivers/Documents/school-bus-handbook.pdf>

Cross References: Student Behavior Policies (4300 series), Drug and Alcohol Testing of Commercial Motor Vehicle Operators (policy 7241), Insurance (policy 8340)

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

Revised: January 11, 2007, January 10, 2008, May 10, 2012, January 21, 2016, September 14, 2017, August 8, 2019

The superintendent or designee shall develop school bus routes in accordance with state law and regulations. All bus routes will be kept on file in the superintendent's office, and all changes will be filed within 10 days after such change becomes effective.

Students will be assigned to a bus that passes within one mile of the student's residence. To the extent practicable and economically feasible, ride time should be less than 45 minutes one-way.

Parents will be informed of students' scheduled school bus arrival times. It is the parent's responsibility to ensure that a student is present at a bus stop prior to the scheduled arrival time.

A. TRANSPORTATION TO LOCATIONS OTHER THAN HOME

Upon request, the superintendent or designee may, but is not required to, assign a student to a bus to transport the student to and/or from a location other than home if the following conditions are met.

1. The student's parent or guardian submits a written, signed request that states the specific location other than home to which the student is to be transported and acknowledges that the parent or guardian and not the school system is responsible for the student's safety once the child has departed from the bus.
2. The request for such transportation does not require a bus to deviate in any significant way from an established route.
3. There is capacity on the bus if the request would necessitate the student's riding a different bus from the regularly assigned bus.
4. The student's residence and requested bus stop are within the zone eligible for transportation service.
5. The request for such transportation does not cause the school system to incur any additional cost.
6. The proposed bus stop meets safety standards established by law, the board, the superintendent or the principal.

Any changes in bus stops must be approved by the superintendent or designee.

B. BUS ROUTES IN HAZARDOUS CONDITIONS

School buses will not be allowed to operate if there is a serious threat to the safety of students or drivers. The superintendent may develop a more limited bus route for hazardous weather conditions in order to operate only on roads that are safe. To the extent possible, parents will be notified in advance of the bus route that will be used in hazardous conditions. The hazardous conditions bus route will be on file in the superintendent's office.

A student who is identified as having special needs following procedures in the North Carolina *Policies Governing Services for Children with Disabilities* will be provided with transportation services as required by law.

Legal References: Individuals with Disabilities Education Act Amendments of 1997, 20 U.S.C. 1400 *et seq.*; G.S. 115C-240(d), -246; 16 N.C.A.C. 6B .0111; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000; State Board of Education Policies TRAN-000, -002

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

Updated: April 8, 1999, May 10, 2012, September 14, 2017, May 10, 2018

Temporary Requirement Related to COVID-19

In order to secure the health and safety of school system students and employees during the COVID-19 pandemic, employees who test positive for COVID-19, have COVID-19 symptoms, or have a COVID-19 exposure, shall not return to work until they meet the criteria set forth in the most recent guidance from the North Carolina Department of Health and Human Services and North Carolina Department of Public Instruction. This temporary requirement shall remain in effect for as long as the state guidance remains in effect.

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

All requests for leave, with or without pay, must be addressed in accordance with state and federal law, as well as policies promulgated by the State Board of Education, including those specified in the most current edition of the *North Carolina Public Schools Benefits and Employment Policy Manual*, available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/employee-policy>.

In addition to applicable laws and regulations, this board policy applies to leave requests. The information in this policy is intended to supplement, not replace, the requirements of law and the State Board of Education. In the event that changes to State or federal law or regulation conflict with current State Board or local board policies, the board intends that its leave practices be modified to the extent necessary to comply with current law until such time as conforming changes to State Board and/or local board policy are made.

The superintendent shall develop any necessary administrative procedures and make them available to employees upon request.

A. MINIMUM LEAVE TIME

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

B. CONTINUOUS LEAVE OF MORE THAN 10 DAYS

An employee must comply with the notice and verification requirements provided in policy 7520, Family and Medical Leave, for any continuous leave of more than 10 days if: (1) the leave also

is eligible for leave under the Family and Medical Leave Act (FMLA), defined in policy 7520, and (2) the leave is designated as FMLA-eligible at the time it is taken or as soon as is feasible thereafter. See policy 7520, Family and Medical Leave.

C. SICK LEAVE

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

D. PERSONAL LEAVE

Personal leave must be used in half or whole day units. Personal leave may be used only upon the authorization of the teacher's immediate supervisor and in accordance with legal requirements and procedures established by the superintendent.

E. VACATION LEAVE

Vacation may be taken only upon the authorization of the employee's immediate supervisor and in accordance with legal requirements and procedures established by the superintendent.

To promote the efficient operation of the schools, the superintendent may designate certain periods during the nonacademic year as preferred vacation periods for 12-month employees.

F. COMPENSATORY LEAVE

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

Employees who are not exempt from the provisions of the Fair Labor Standards Act may accrue compensatory time (comp time) as described in policy 7500, Workday and Overtime. Supervisors shall arrange for employees to take comp time within one pay period following the time it is earned, if possible; however, the superintendent or designee may exempt certain employees or categories of employees from this requirement when deemed necessary for the proper administration of the school system.

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

G. LEAVE TO TEACH AT A CHARTER, REGIONAL, OR LAB SCHOOL

Leave of absence to teach for one year at a charter, regional, or lab school will be granted to a teacher upon timely written request to the board. The request must be provided at least 45 days before the teacher would otherwise have to report for duty if it is the initial year of the charter/regional/lab school's operation and at least 90 days if it is after the charter/regional/lab school's initial year of operation. The teacher may return to work in the school system in accordance with the provisions of applicable state law.

F. LEAVE OF ABSENCE WITHOUT PAY

An employee, who wishes to take leave that is not eligible for any other specific type of leave, may be granted a leave of absence without pay for a period of up to one calendar year at the discretion of the superintendent with approval from the board.

The employee is expected first to consult with his or her immediate supervisor and then to provide advance written notice (60 days if possible) stating the beginning and ending dates of the desired leave of absence. The superintendent may request documentation from the employee in support of his or her request. In determining the length of the leave of absence without pay that will be approved, due and proper consideration must be given to the welfare of the students as well as the employee. The superintendent may require the employee to give notice of his or her intent to return to work at reasonable time intervals during the leave.

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

I. OTHER LEAVE

Other types of leave, such as leave for observance of a bona fide religious holiday, professional leave, community responsibility leave, leave for jury duty or court attendance, elected officials leave, parental involvement in schools leave, parental leave without pay, and military leave (see policy 7530, Military Leave), will be granted in accordance with the requirements of law and State Board of Education policy.

Legal References: G.S. 95-28.3; 115C-12, -36, -47, -84.2, -218.90(a)(3), -238.68(3), -285, -302.1, -316, -336, -336.1; 116-239.10(4); 16 N.C.A.C. 6C .0405; State Board of Education Policy BENF-001, *North Carolina Public Schools Benefits and Employment Policy Manual* (N.C. Dept. of Public Instruction, current version), available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/employee-policy>

Cross References: Workday and Overtime (policy 7500), Compliance with State Board of Education Employment Policies (policy 7505), Family and Medical Leave (policy 7520), Military Leave (policy 7530), Voluntary Shared Leave (policy 7540), Absences Due to Inclement Weather (policy 7550)

Adopted: May 9, 2013

Revised: January 9, 2014, February 12, 2015, February 8, 2018, September 10, 2020

**Asheboro City Schools
Personnel Transactions
October 14, 2021**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Jones	Brittany	SAMS	Social Studies	9/15/2021
Smith	Tracey	GBT	Kindergarten	12/31/2021
Wright	Paul "Donnie"	AHS	Assistant Principal	12/19/2021

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Fernandez	Yasnai	LP	Instructional Assistant/Dual Language	9/16/2021
Gonzalez	Shandra	GBT	Instructional Assistant	10/11/2021
Greene	Ann	AHS	Instructional Assistant/EC	9/20/2021
Peters	Charles	AHS	Mathematics	9/20/2021
Quigley	Caroline	LP	Interventionist (part-time)	9/27/21-6/9/22

***C. LEAVES OF ABSENCE**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Cheek	Brenda	CO	Bus Monitor	9/16/21-6/30/22

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
October 14, 2021**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Peters, Charles	Augustana College, Rock Island, IL B: Instrumental Music Education	Music K-12 9-12 Mathematics

Mr. Charles Peters is recommended to teach mathematics at Asheboro High School for the 2021-2022 school year. Mr. Peters comes to us from Southwestern Randolph High School where he taught band for eight years. As he transitions to Asheboro High School, he is excited to teach mathematics. He believes the creativity of his band experience will allow him to form engaging lessons, unique assessments, and to build a classroom environment in which students can flourish. Please join me in welcoming Mr. Peters to Asheboro City Schools!

**Asheboro City Schools
Personnel Transactions - ADDENDUM
October 14, 2021**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Brown	Margaret	AHS	Testing Coordinator/Office Support	10/29/2021
Duggins	Lourdes	SAMS	Head Custodian	10/15/2021
Jessup	Jonathan	AHS	Assistant Principal	5/1/2022

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Britton	Erin	TBD	Speech Language Pathologist	12/1/2021
Cox	Isaac	CO	Computer Technician	9/30/2021
King	Bonnie	CO	Bus Driver	10/14/2021
Lester	Dewayne	CO	Substitute Bus Driver	9/14/2021
Troya	Jose	CO	Substitute Bus Driver	10/14/2021
Woodle	Gene	CO	Substitute Bus Driver	9/30/2021

***D. ADMINISTRATIVE CONTRACTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Burress	Karen	AHS	Assistant Principal (temporary; part-time)	12/1/2021 - 6/30/2022

**Asheboro City Schools
Administrator Contracts - Personnel Addendum
October 14, 2021**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Burress, Karen	Western Carolina University B: Early Childhood Education UNC-Greensboro M: Educational Leadership and Instruction and Supervision Specialist EdD: Educational Leadership	Principal K-12/Superintendent Curriculum Specialist Elementary K-6 Reading K-12

Dr. Karen Burress is recommended to serve as Interim Assistant Principal at Asheboro High School. Dr. Burress is a well-respected veteran educator who retired from Guilford County Schools in 2018. She retired from Southeast Guilford Middle School where she served as the principal for 15 years. She also served as an interim principal for the Twilight High School Program for Guilford County Schools. In the spring of 2020 Dr. Burress served as the interim principal at North Asheboro Middle School. Dr. Burress is experienced in working with students and families from various social, cultural, economic and educational backgrounds, and has the ability to collaborate with a variety of stakeholders for a common vision. Dr. Burress has a history of success as a school administrator that will be an asset to Asheboro High School. Welcome back Dr. Burress!

**Asheboro City Schools
Certified Appointments - Personnel Addendum
October 14, 2021**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Britton, Erin	Appalachian State University B: Communication Sciences and Disorders M: Speech Language Pathology	Speech

Ms. Erin Britton is recommended to serve students in Asheboro City Schools as a Speech Language Pathologist. Ms. Britton currently works in this capacity for Randolph County Schools in the Archdale Trinity area. In the private sector, Ms. Britton has seven years of experience serving primarily adult and geriatric patients. Ms. Britton is an Asheboro resident with two children in our district. We are pleased to welcome Ms. Britton to the Asheboro City Schools team. Welcome Ms. Britton!

Certification

The community college board of trustees and the local board of education of the local school administrative unit within the service area have assessed the need for the NC Career Coach Program and have determined that the program will assist students with determining career goals and identifying community college programs that would enable students to achieve these goals. These funds shall only be used for the salary and benefits for NC Career Coaches.

The funding request will be matched dollar-for-dollar with local funds. These funds will come from the following source(s):

Public Source(s):

RCC Institutional Funds

Private Source(s):

We further certify that the board of trustees of the community college employing one or more career coaches shall report annually to the State Board of Community Colleges on implementation and outcomes of the program, including the following information:

- a. Number of career coaches employed.
- b. Number of local school administrative units served, and names of schools in which career coaches are placed.
- c. Number of students annually counseled by career coaches.
- d. Impact of career coaches on student choices, as determined by a valid measure selected by the State Board of Community Colleges.

Signature, Chairperson, Local Board of Education
Asheboro City Schools

Date

Signature, Chairperson, Local Board of Education
Randolph County Schools System

Date



Signature, Chairperson, Local Board of Trustees of Community College
Randolph Community College

10/7/21
Date

Policies For 30-Day Review

The legal status of the board and school district has been established by the General Assembly. In consonance with the law, the following are in effect:

- The official name of this district is: The Asheboro City Administrative Unit.
- The schools of this district will be known as: The Asheboro City Schools.
- The governing body of the Asheboro City Schools is: The Asheboro City Board of Education.

Legal References: N.C. Const., art. IX; G.S. 115C-1, -5, -40, -69

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

Reviewed by Policy Committee on May 10, 2012

To help ensure the safety of our students, staff, and community, the Asheboro City Schools district has implemented an identification card system for all staff and approved visitors in the schools. Requiring all staff and visitors to display identification cards will help us distinguish persons who have legitimate business in our schools from those who do not, thereby enhancing safety at our schools.

A. RESPONSIBILITY OF DISTRIBUTING AND ENFORCING POLICY

The Asheboro City Schools Central Office will be responsible for the creation and distribution of photo identification cards for all staff. The central office will also provide “substitute teacher” and “visitor” cards to be used at each school.

B. STAFF CARDS

All school staff must display their ID cards at all times when in the school building. Staff ID cards will display a photo of the staff member, the staff member’s name and title, and the school name where the staff member is assigned. All ID cards must be worn from the waist up, face forward - no clipping to pant pocket, hems of sweaters, etc.

C. VISITORS, VOLUNTEERS, AND TEMPORARY EMPLOYEE CARDS

Visitors, volunteers, temporary employees, such as substitute and student teachers, must report directly to the school office upon arrival, at which time a staff member, assigned by the principal, will give them an ID card. Visitor cards and substitute teacher ID cards will not have photos, unless it is requested by the principal, such as a long-term substitute, or regular parent volunteer. Visitors, volunteers, temporary employees, and all other persons doing business in the school must wear their ID cards at all times while on school grounds. An individual required to wear an ID card must wear it on the front part of an outer garment where it is clearly visible. Visitors, volunteers, and temporary employees must return their cards upon leaving the building (exception for long-term substitute or for a card with photo as part of the card). The principal will be responsible to develop a system for accountability of all cards at the end of each day.

D. REPLACEMENT CARDS

All individuals receiving cards will be responsible for the replacement cost of lost ID cards. The cost for replacing a lost card will be \$5.00. Cards damaged or broken due to normal use will be replaced at no charge, but the original card must be turned in to the central office once a new card is issued.

Legal Reference: G.S.115C-36

Adopted: February 10, 2005

Cross Reference: School Safety (policy1510), Student Safety (policy 4200/7270), Visitors to the Schools (policy 5020)

Administrative Procedure: Yes

Reviewed by Policy Committee on May 10, 2012

NONDISCRIMINATION ON THE BASIS OF DISABILITIES

Policy Code: **1730/4022/7231**

The board of education will not discriminate against qualified persons with disabilities on the basis of a disability. This non-discrimination policy includes, but is not limited to, benefits of and participation in system programs and activities. The system will provide aids, benefits, and school services to a person with disabilities in the most integrated school setting appropriate to his or her needs so that he or she may have an opportunity commensurate to that provided to persons without disabilities to obtain the same results, gain the same benefit, or reach the same level of achievement.

The superintendent is directed to develop appropriate procedures to implement this nondiscrimination policy. The superintendent or designee shall:

1. submit an assurance of nondiscrimination with each application for federal financial assistance;
2. designate a person to coordinate the system's efforts to comply with Section 504 of the Rehabilitation Act of 1973 ("Section 504") and its regulations;
3. designate a person to coordinate the system's efforts to comply with the Americans with Disabilities Act and its regulations;
4. publish the name, office address, and phone number of the compliance coordinator(s) in a manner intended to ensure that employees, applicants, students, parents and other individuals who participate in the school system's programs are aware of the coordinator(s);
5. make complaint procedures available as provided in policy 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law, which provides opportunities for prompt and equitable resolutions to complaints alleging actions prohibited by Section 504 or ADA or regulations for these statutes;
6. provide notice that the school system does not discriminate on the basis of disability in violation of Section 504 or the ADA, or their implementing regulations, and make such notice accessible to employees, applicants, students and parents;
7. make reasonable accommodations for qualifying applicants or employees with disabilities; however, a reasonable accommodation does not include an accommodation that demonstrably would impose an undue hardship on the program or would fundamentally alter the nature of the service, program or activity;

8. not inquire about any disabilities that may need accommodation until after an applicant has been made an offer and, additionally, avoid using employment tests or other selection criteria that tend to screen out persons with disabilities unless the criteria are demonstrably job-related and effective alternatives are not available;
9. provide a free appropriate public education to each qualified student with disabilities in accordance with Section 504 and its regulations; and
10. establish and implement a system of procedural safeguards with respect to the identification, evaluation or educational placement of a student with disabilities under Section 504 which includes an opportunity for the student's parent or guardian to examine relevant records, an impartial hearing with the opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Legal References: 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

Cross References: Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Service Animals in Schools (policy 4202/5029/7272)

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

Updated: May 11, 2000, February 12, 2009, May 10, 2012

The board recognizes the trust and accountability it owes citizens, staff, parents and students in the manner in which it transacts the business of the school district. The board strives to conduct itself in accordance with the following operational goals:

1. acting in accordance with the code of ethics, as provided in policy 2120, Code of Ethics for School Board Members;
2. maintaining effective board/superintendent relations;
3. operating cost effectively and efficiently;
4. conducting business openly;
5. meeting requirements and duties for the board as established in board policy or law; and
6. making decisions with the board's goals, objectives and other principles as the guiding focus.

The board will endeavor to evaluate on a periodic basis its efforts to follow these operational goals. The board may use outside consultants, including the North Carolina School Boards Association, to assist the board in its self-evaluation.

Legal References: G.S. 115C-36

Cross References: Board Authority and Duties (policy 1010), Board and Superintendent Relations (policy 2010), Code of Ethics for School Board Members (policy 2120)

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

Reviewed by Policy Committee on June 14, 2012

All principals and school personnel are encouraged to initiate improvements to the educational program and services for students through school rules, standards and procedures. Unless specifically addressed by the board, the superintendent may determine what matters will be addressed through administrative procedures developed in accordance with policy 2470, Administrative Procedures, and what matters may be addressed through school rules, standards or procedures established by the principal.

Principals are responsible for school rules, standards and procedures and are encouraged to involve staff, parents, students, professionals and citizens as appropriate to the issue.

At any time, the board or superintendent may review and direct the principal to modify, expand or omit a school rule, standard or procedure. All rules, standards or procedures must be consistent with applicable policies of the board, the administrative procedures of the superintendent, and any other applicable laws and regulations.

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

Cross References: Dissemination and Preservation of Policies (policy 2430), Administrative Procedures (policy 2470)

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

Reviewed by Policy Committee on August 9, 2012

The board is guided by generally accepted standards of fairness in establishing processes for hearings before the board. Given the board's considerable responsibilities for overseeing the educational program and operations of the schools, the board also strives to be efficient in carrying out its various functions, including conducting hearings.

Unless other hearing processes are required by law or board policy, the following procedures will apply in board hearings. The board reserves the right to modify the procedures described in this policy as necessary in any particular hearing in order to be fair, efficient, meet legal requirements or for any other reason the board deems sufficient.

1. A hearing will be open to the public unless a closed session is permitted by law.

It is the express policy of the State and this board to make hearings open to the public except for certain purposes specified in the Open Meetings Law.

Grievance appeals pursuant to board policies 1740/4010 (Student and Parent Grievance Procedures) and 1750/7220 (Grievance Procedure for Employees) typically will be heard in closed sessions in order to present the disclosure of confidential information. Closed sessions will be conducted in accordance with board policy 2320, Compliance with the Open Meetings Law.

The board will consider requests made by a parent, student or employee to conduct a hearing in open session that is permitted by law to be held in closed session. However, the board will make the final determination of whether a hearing will be held in open or closed session.

2. The superintendent is responsible for providing sufficient notice of the time and place a hearing will be held and the nature of the hearing that will be available.

In order to resolve complaints expeditiously, board hearings will be scheduled as promptly as possible and notice given to the parties. The superintendent should provide as much notice as is feasible given the particular circumstances. The superintendent will provide a copy of this policy and, when possible, specify time limitations on the oral presentation if different from what is provided in number 5 of this policy.

3. Individual hearings will be held unless the board determines that a group hearing would be a more effective process for hearing and addressing the matter.

Where two or more individuals share the same or similar concern or are involved in the same matter to be heard by the board, the board may consider whether to conduct a group hearing. The board may consider factors such as generally accepted standards of fairness, the need for efficiency and the ability to prevent the disclosure of confidential information. The board will consider requests for group or individual hearings and will make the final determination.

4. Unless otherwise required by law, the board may designate a panel of two or more board members to hear and act on behalf of the board.

The superintendent shall confer with the chairperson of the board to determine whether the full board or a panel of the board will conduct a hearing. The board also may establish a panel to hear certain types of appeals, such as student grievances.

5. All parties involved in the hearing may submit written position statements and will be given the opportunity for a limited oral presentation.

Written statements may be submitted at the hearing or in advance of the hearing unless otherwise specified. All parties will be given the opportunity to orally address the board as well. The board may establish time limitations for oral presentations for different types of hearings or may set the time limitation for a particular hearing. Unless a different time frame is established in the notice, applicable board policies or at the hearing, each party will be offered 15 minutes to present his or her position to the board.

6. The board may limit oral presentation to be made by the parties themselves: other witnesses may be excluded.

The board believes that in most instances, permitting the parties to speak before the board enables a fair presentation of the parties' positions. The board may designate types of hearings in which parties may or may not be represented by legal counsel. Any individual intending to be represented by legal counsel must notify the superintendent in advance of the hearing so that there will be an opportunity to clarify whether legal counsel may be used and to provide the superintendent and board with the opportunity to be represented by legal counsel. If necessary, the meeting may be rescheduled so that the board and/or superintendent can secure legal counsel for the hearing.

7. Legal rules of evidence do not apply to information considered by the board.

The board may consider any information that a reasonably prudent person would consider in conducting the serious affairs of a business.

8. In reviewing any appeal of a decision of school personnel, the board will determine whether the administrative record as a whole provides sufficient evidence to justify the decision of the superintendent. New evidence will not be permitted unless necessary to prevent a threat of substantial unfairness.

The board will review the administrative record, including any administrative proceedings, and will provide an opportunity for the superintendent and the party contesting the decision to a limited oral presentation of their positions. The submission of documentary evidence and presentation of additional witnesses will be allowed at the discretion of the board.

9. The superintendent is responsible for making a record of the hearing.

The superintendent will make any record required by law. At a minimum, the board record will incorporate the administrative record provided to the board for review and any written documents submitted by the parties. The record also will provide the decision of the board and the basis for the decision when such information is required or specified in law or board policy.

Legal References: G.S. 115C-45(c); 143-318.11

Cross References: Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230, Title IX Sexual Harassment Grievance Process (policy 1726/4036/7237), Student and Parent Grievance Procedure (policy 1740/4010), Grievance Procedure for Employees (policy 1750/7220), Remote Participation in Board Meetings (policy 2302), Compliance with the Open Meetings Law (policy 2320), Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353), Requests for Readmission of Students Suspended for 365 Days or Expelled (policy 4362), Teacher Contracts (policy 7410), School Administrator Contracts (policy 7425), Classified Personnel: Suspension and Dismissal (policy 7940)

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

Reviewed by Policy Committee on August 9, 2012

Revised: October 11, 2012, September 8, 2016

The board is committed to providing an in-person learning and work environment that is as safe as reasonably possible during the COVID-19 pandemic. The board recognizes that the use of face coverings helps to reduce the spread of COVID-19 and limit the need for quarantining. The board also recognizes that the Centers for Disease Control, the American Academy of Pediatrics, the Occupational Safety and Health Administration, and the North Carolina Department of Health and Human Services recommend the use of face coverings in schools. Therefore, as part of its layered mitigation strategy to lower the risk of COVID-19 exposure and spread, the board requires face coverings to be worn by all students, employees, and visitors present on school campus during the 2021-2022 school year in accordance with this policy.

A. FACE COVERINGS REQUIRED

All individuals, including students, employees, and visitors, regardless of vaccination status, must wear face coverings at all times while inside of school buildings or on school transportation vehicles, including school buses, vans, and other group school transportation. Generally, individuals are not required to wear face coverings while outdoors or while in personal vehicles on school grounds.

B. FACE COVERING EXEMPTIONS**1. Individuals Exempted**

The following individuals are exempted from face covering requirements:

- a. children under two years of age;
- b. individuals who should not wear a face covering due to a medical or behavioral condition or disability (including, but not limited to, any person who has trouble breathing, or is unconscious or incapacitated, or is otherwise unable to put on or remove the face covering without assistance); and
- c. children who are unable to wear the face covering safely.

2. Situations Exempted

Face coverings do not need to be worn in the following situations:

- a. when seeking to communicate with someone who is hearing-impaired in a way that requires the mouth to be visible;

- b. when giving a speech for a broadcast or to an audience if at least 20 feet away from the audience;
- c. if temporarily removing the face covering to secure medical services or for identification purposes;
- d. when wearing a face covering at work would put the individual at risk, as determined by local, state, or federal regulations or workplace safety guidelines;
- e. if the face covering would impede visibility while operating equipment or a vehicle;
- f. while sleeping, actively participating in sanctioned athletic events in adherence with procedures recommended by the North Carolina High School Athletic Association, swimming, or playing in water; and
- g. while actively eating or drinking. Because face coverings cannot be worn consistently during mealtimes, students should maintain physical distancing of a minimum of three feet to the fullest extent possible when actively eating. Principals are encouraged to arrange for students to eat meals outdoors if possible.

C. PROPER FACE COVERING

To provide the greatest protection against the spread of COVID-19, face coverings must be worn properly. The face covering should completely cover the individual's nose and mouth and fit snugly around the face with no gaps. Face coverings that have a nose wire (a metal strip along the top of the mask that is bent over the nose to fit the face covering close to the face) are recommended in order to prevent air from leaking out the top of the face covering.

Face coverings may be either disposable masks (also called surgical masks or medical procedure masks) made of multiple layers of non-woven material or cloth masks made of at least two layers of tightly-woven, washable, breathable fabric. For better fit and extra protection, a disposable mask may be worn underneath a cloth mask. Two disposable masks should not be worn together. Face shields, masks with exhalation valves or vents, single layer masks or masks made of thin fabric that don't block light, scarves, ski masks, bandannas, and turtleneck collars do not qualify as face coverings for purposes of this policy.

D. FAILURE TO WEAR A FACE COVERING

1. Students

Face coverings will be provided to students who need them, including students who forget to bring their face coverings to school and students who are unable to afford them. No disciplinary action will be taken against a student for failure to bring a face covering to school.

Refusing to wear, intentionally removing, or inappropriately wearing a face covering in violation of this policy may be considered noncompliance with directives. Disciplinary consequences will be handled in accordance with policy 4300, School Behavior Policies.

No discipline will be imposed on any student who has been granted an exemption to the face covering requirement as provided in Section B. Disciplinary action for a student with a disability who has not been granted an exemption as provided in Section B will be in accordance with policy 4307, Disciplinary Action for Exceptional Children/Students with Disabilities.

2. Employees

Face coverings will be provided to employees who need them. Refusal by an employee to wear a face covering in accordance with this policy will be considered insubordination and may result in disciplinary action, up to and including termination, unless the employee has been granted an exemption as provided in Section B.

3. Visitors

Visitors will not be admitted into a school building or onto a school vehicle without wearing a face covering unless an exemption, as described in Section B, applies.

E. NOTICE

The principal or designee shall notify all students, parents, and employees of this policy and provide guidance and information regarding the proper use, wearing, removal, and cleaning of cloth face coverings. In addition, the principal or designee shall post signs at entrances to school buildings to alert visitors to the face covering requirements.

F. REVIEW OF THIS POLICY

This policy will remain in effect for the 2021-2022 school year only. At least once a month, the board will review this policy and consider the need for modifications. The board will vote to approve this policy, with any necessary modifications, at a regularly scheduled board meeting each month.

Legal References: S.L. 2021-130, sec. 10

Cross References: Disciplinary Action for Exceptional Children/Students with Disabilities (policy 4307), Disruptive Behavior (policy 4315)

Other Resources: *COVID-19 Guidance for Safe Schools*, updated July 18, 2021, American Academy of Pediatrics, available at <https://www.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>; *ED COVID-19 Handbook, Vol. 1: Strategies for Safely Reopening Elementary and Secondary Schools*, updated April 2021, U.S. Department of Education, Office of Planning, Evaluation and Policy Development, available at <https://www2.ed.gov/documents/coronavirus/reopening.pdf>; *Guidance for COVID-19 Prevention in K-12 Schools*, updated August 5, 2021, Centers for Disease Control and Prevention, available at <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>; *Protecting Workers: Guidance on Mitigating and Preventing the Spread of COVID-19 in the Workplace*, updated August 13, 2021, Occupational Health and Safety Administration, available at <https://www.osha.gov/coronavirus/safework>; *Requirement for Persons to Wear Masks While on Conveyances and at Transportation Hubs*, Centers of Disease Control and Prevention, Department of Health and Human Services (February 3, 2021), available at <https://www.govinfo.gov/content/pkg/FR-2021-02-03/pdf/2021-02340.pdf>; *StrongSchoolsNC Public Health Toolkit (K-12), Interim Guidance*, updated August 26, 2021, North Carolina Department of Health and Human Services, available at <https://files.nc.gov/covid/documents/guidance/Strong-Schools-NC-Public-Health-Toolkit.pdf>; *Your Guide to Masks*, updated August 13, 2021, Centers for Disease Control and Prevention, available at <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>

Adopted:

The board will not tolerate assaults or threats from any student. Any student engaging in such behavior will be removed from the classroom or school environment for as long as is necessary to provide a safe and orderly environment for learning.

A. PROHIBITED BEHAVIOR**1. Assault**

Students are prohibited from assaulting, physically injuring, attempting to injure, or intentionally behaving in such a way as could reasonably cause injury to any other person. Assault includes engaging in a fight.

2. Threatening Acts

Students are prohibited from directing toward any other person any language that threatens force, violence or disruption, or any sign or act that constitutes a threat of force, violence, or disruption.

Bomb and terrorist threats are also addressed in policy 4333, Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety.

B. CONSEQUENCES

The disciplinary consequences for violations of this policy shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

A student who is long-term suspended or reassigned to alternative education services as a result of assaulting or injuring a teacher shall not return to that teacher's classroom without the teacher's consent.

Legal References: G.S. 14-33, -34 through -34.2; 115C-47, -276(r), -288, -307, -390.2, -390.5, -390.7

Cross References: Student Behavior Policies (policy 4300), Integrity and Civility (policy 4310), Bullying and Harassing Behavior Prohibited (policy 4329/7311), Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety (policy 4333)

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. As part of that commitment, the board directs the superintendent to oversee the development, implementation, and ongoing evaluation of this policy and other school system efforts to encourage students to be healthy and active, including compliance with the State Board of Education's Healthy Active Children Policy, SHLT-000, as further described in Section F, below. The superintendent may designate a school system official to carry out this responsibility ("lead wellness official").

The superintendent or designee shall make the most current version of this policy available to members of the school community and the public by posting it on the school system website and/or by distributing it annually through other means reasonably intended to reach the school community and public. In addition, the superintendent or designee shall provide a copy of this policy to the North Carolina Department of Public Instruction (NCDPI) when requested to do so.

A. SCHOOL HEALTH ADVISORY COUNCIL

The board will maintain a school health advisory 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 serves as an advisory committee regarding student health issues and works in conjunction with the lead wellness official charged with oversight of this policy and the school system's efforts to promote student and employee health and wellness in compliance with state and federal requirements. The council 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 may make policy recommendations to the board related to this policy and other policies concerning student wellness and in conjunction with the lead wellness official, shall periodically and suggest revisions to 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 Sections E and 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: (1) physical activity, (2) health education, (3) employee wellness, (4) health services, (5) social and emotional climate, (6) nutrition environment and services, (7) counseling, psychological, and social services, (8) physical environment, (9) family engagement, and (10) community involvement.

The council shall provide periodic reports to the Superintendent or designee and public regarding the status of its work. In addition, the council shall assist the lead wellness official 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 or NCDPI.

B. NUTRITION PROMOTION AND NUTITION EDUCATION

The board believes that promoting student health and nutrition enhances readiness for learning and increases student achievement. The general goals of nutrition promotion and nutrition 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 grade level expectations outlined in the Healthful Living Essential Standards 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, school dining areas, homes, community and media.

In conjunction with the school health advisory council, the board establishes the following additional specific evidence-based goals and strategies for nutrition promotion and education. The board will periodically measure and report progress toward meeting these goals.

Goals will consist of:

1. Child Nutrition will follow all North Carolina and federal nutritional guidelines.
2. Nutrition education will align with national dietary guidelines and adhere to the

North Carolina Healthful Living Standard Course of Study to support a healthful lifestyle and improved quality of life for all students.

C. NUTRITION STANDARDS AND GUIDELINES FOR ALL FOOD AND BEVERAGES AVAILABLE AT SCHOOL

Consistent with policy 6200, Goals of School Nutrition 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. All foods and beverages sold at school must meet the nutrition standards established in policy 6230, School Meal and Competitive Foods Standards, including the following:

1. School Lunch, Breakfast and Snack Programs

Foods provided through the National School Lunch ~~or~~ School Breakfast, or After School Snack Programs must comply with federal and state nutrition standards. The director of child nutrition¹⁹ 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.

2. Competitive Foods

All foods sold on school campuses in areas that are accessible to students during the school day (defined as the period from midnight through 30 minutes after the dismissal bell rings) in competition with the National School Lunch or School Breakfast Programs ("competitive foods") must comply with the federal Smart Snacks in Schools standards. Competitive foods include food, snacks and beverages from a la carte menus, vending machines and outside suppliers, as well as foods or beverages sold in school stores and at fund-raisers. Vending machine sales also must comply with the requirements of G.S. 115C-264.2 and *Eat Smart: North Carolina's Recommended Standards for All Foods Available in Schools*.

3. Other Foods Available on the School Campus During the School Day and After the School Day

Fundraising activities that involve the sale of foods and/or beverages to students during the school day (from midnight until 30 minutes after the dismissal bell rings) must comply with the Smart Snack Rules and may not be conducted until after the end of the last lunch period. See policy 6230, School Meal and Competitive Foods Standards.

The board encourages alternative fundraising activities such as non-food items or physical activity.

4. Food and Beverage Marketing

Food and beverage marketing on school campuses during the school day must meet federal and state standards. In accordance with these standards, only foods and beverages that meet the Smart Snack standards (as described in subsection C.2, above) may be marketed or advertised on school campuses during the school day.

D. PHYSICAL EDUCATION AND PHYSICAL ACTIVITY

1. Goals of the Physical Education Program

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.

2. The Physical Education Course

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 developmentally appropriate skills and knowledge as defined in the North Carolina Healthful Living Standard Course of Study. Students should be engaged in moderate to vigorous physical activity for fifty percent or more of class time. Class for physical education should be equivalent in size to those of other academic classes.

3. Physical Activity Requirements and Goals

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 daily physical education class as described in Sections D.1 and D.2 above, or through recess, dance, classroom energizers and/or other curriculum-based physical activity programs of at least 10 minutes duration, that, when combined, total 30 minutes of daily physical activity. Principals shall work with teachers to ensure that students meet the minimum physical activity requirement. The board will periodically measure and report progress toward meeting these goals.

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 wellness policy will be considered in planning all school-based activities.
8. Administrators, teachers, school nutrition personnel, students, parents or guardians, and community members will be encouraged to serve as positive role models to promote student wellness.

F. IMPLEMENTATION AND REVIEW OF POLICY

1. Oversight and Monitoring of Implementation and Progress

The lead wellness official, in conjunction with the school health advisory council, shall oversee the implementation of this policy and monitor system schools, programs and curricula to ensure compliance with and to assess progress under this policy, related policies and established guidelines or administrative regulations. Each principal shall be responsible for and shall report to the lead wellness official regarding compliance and measurements of progress in his or her school. Staff members responsible for programs related to student wellness also shall report to the lead wellness official regarding the status of such programs.

2. Review of Policy

The lead wellness official shall work with members of the school health advisory

council to periodically review and update of this policy based on the triennial assessment of the school system's compliance with the policy (see subsection F.4 below), progress toward meeting the policy goals, and other relevant factors. The lead wellness official shall document the review process and participants, and the method used to notify the school health advisory council and/or other stakeholders of their ability to participate.

3. Annual Reporting

The lead wellness official shall prepare annual written reports to the superintendent and NCDPI/State Board of Education that provide all information required by the superintendent and/or the state pertaining to the school system's efforts to comply with this policy and SBE Policy SHLT-000.

4. Triennial Assessment

Beginning with school year 2017-2018, and at least once every three years thereafter, the superintendent or designee shall report to the board and public on the system's compliance with laws and policies related to student wellness, the implementation of this policy, and progress toward meeting the goals of the policy. At a minimum, the superintendent or designee shall monitor the following:

- a. the extent to which the individual schools are in compliance with this policy;
- b. the extent to which the board's wellness policy compares to model local school wellness policies and meets state and federal requirements; and
- c. a description of the progress made in attaining the goals of this policy.

G. PUBLIC NOTIFICATION

1. The school system will publish contact information for the lead wellness official on the school system website.
2. The lead wellness official shall assist the school health advisory council with annually informing and updating the public about this policy and its implementation and State Board Policy SHLT-000.
3. The superintendent or designee shall make public the results of the triennial assessment described in subsection F.4 of this policy.
4. All information required to be reported under this section and any additional information required by the state to be reported publicly shall be widely disseminated to students, parents and the community in an accessible and easily

understood manner, which may include by posting on the school system website.

H. RECORDKEEPING

The superintendent or designee shall maintain records to document compliance with this policy and all federal and state requirements. These records, at a minimum, must include:

1. a written copy of this policy and any updates;
2. The most recent triennial assessment for each school.
3. documentation demonstrating:
 - a. the efforts to review and update this policy, as described in subsection F.2 of this policy;
 - b. how this policy and information about the most recent triennial assessments have been made available to the public, as described in Section G;
 - c. compliance with the annual reporting requirements of subsection F.3; and
 - d. other efforts to involve the school health advisory council and/or other community members in the implementation of or assessment of compliance with this policy.

Legal References: Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. 1751; Healthy, Hunger-Free Kids Act of 2010, P.L. 111-296; National School Lunch Act, 42 U.S.C. 1751 *et seq.*; 7 C.F.R. 210.11, 210.12, and 210.31; G.S. 115C-264.2, -264.3; 16 N.C.A.C. 6H.0104; State Board of Education Policies SHLT-000, CHNU-002; *Eat Smart: North Carolina's Recommended Standards for All Foods Available 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 School Nutrition Services (policy 6200), School Meal and Competitive Foods Standards (policy 6230)

Issued: August 10, 2006

Revised: June 30, 2009, April 10, 2014, January 21, 2016, September 14, 2017, February 14, 2019

A. ELIGIBILITY

Any student assigned to a school which is one and a half miles or more from his or her residence is eligible for transportation services to and from school. In addition, a student identified as having special needs will be provided with transportation services if entitled to such by federal and state laws and regulations. Also, the superintendent or his/her designee will consider applications for transportation services in the following situations:

1. when factors are present which may endanger the safety of students walking to the school;
2. when a student is medically certified as temporarily incapacitated; and
3. if the student has voluntarily requested a transfer from his or her regularly assigned school and the requested school is greater than one and a half miles from his or her residence.

B. APPLICATIONS

The parent or guardian of any child enrolled in school system may request bus services. The request should be made to the principal of the assigned school or other designated school official. The principal or other designated official shall forward the application to the superintendent or designee. If the application is denied by the superintendent or designee, the parent may seek review of the decision in accordance with policy 1740/4010, Student and Parent Grievance Procedure.

The board will direct that the student be provided transportation services if either (1) the board finds that the student is entitled to be transported to and from such school upon the school bus designated in the application; or (2) if the board finds that the transportation of the student upon such bus to and from such school is in the best interest of the student, will not interfere with the proper administration of the school or with the safe and efficient transportation by school bus of other students enrolled in the school, and will not endanger the health or safety of the children enrolled at the school.

Legal References: G.S. 115C-239, -240, -241, -244; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000.

Cross References: Student and Parent Grievance Procedure (policy 1740/4010)

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

Updated: April 8, 1999, March 12, 2009, September 14, 2017



Beginning of Year Data

Deanna Wiles

October 14, 2021



Summer School Data Quick Facts

- Students who attended summer school scored in a higher iReady percentile rank at BOY 2021-2022 than they had at EOY 2020-2021, in both reading and math.
- Students who attended for two weeks had greater instances of growth than those who attended less
- 103 students who were not proficient on the iReady Reading EOY 2020-2021, scored in the expected range on the iReady Reading BOY 2021-2022
- 142 students who were not proficient on the iReady Math EOY 2020-2021, scored in the expected range on the iReady Math BOY 2021-2022



iReady K-8 BOY District Data- Literacy

Overall Placement

Students Assessed/Total: 3,060/3,145



18% on or above grade level
40% one grade level below*
52% below grade level



mCLASS K-3 BOY District Data- Literacy

DIBELS measures at each grade level

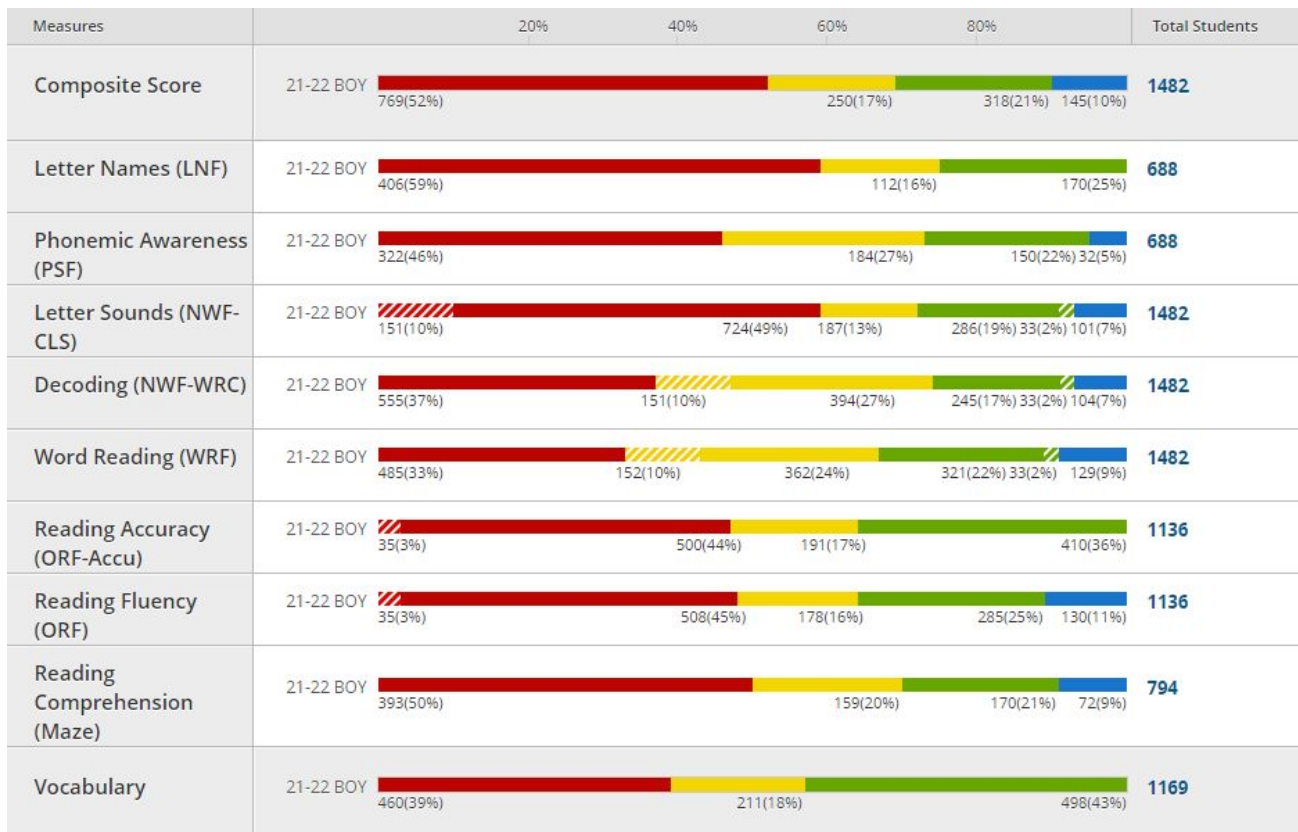
Measure	Grade K	Grade 1	Grade 2	Grade 3
Letter Naming Fluency	✓	✓		
Phonemic Segmentation Fluency	✓	✓		
Nonsense Word Fluency	✓	✓	✓	✓
Word Reading Fluency	✓	✓	✓	✓
Oral Reading Fluency		✓	✓	✓
Maze (Basic Comprehension)			✓	✓

Required additional measures at each grade level below

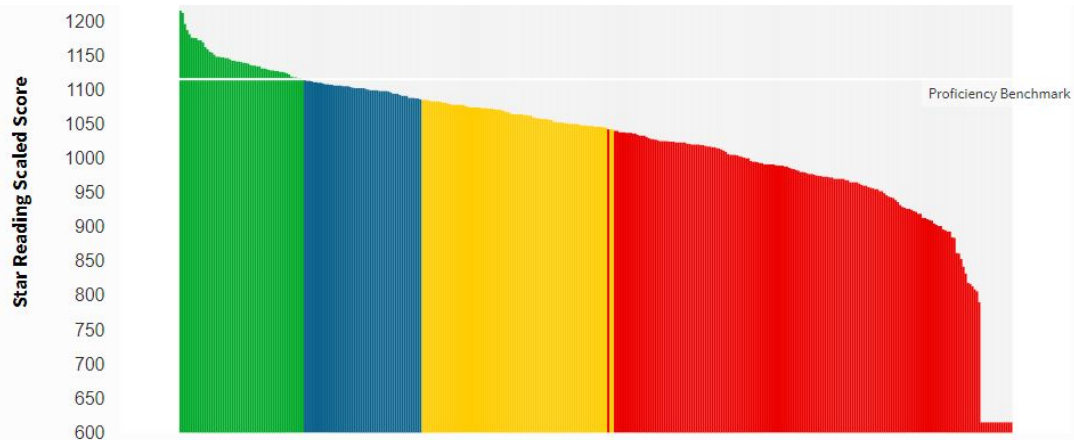
Oral Language	✓	✓	✓	✓
Vocabulary	✓	✓	✓	✓



mCLASS K-3 BOY District Data- Literacy



STAR 9th grade BOY District Data- Literacy



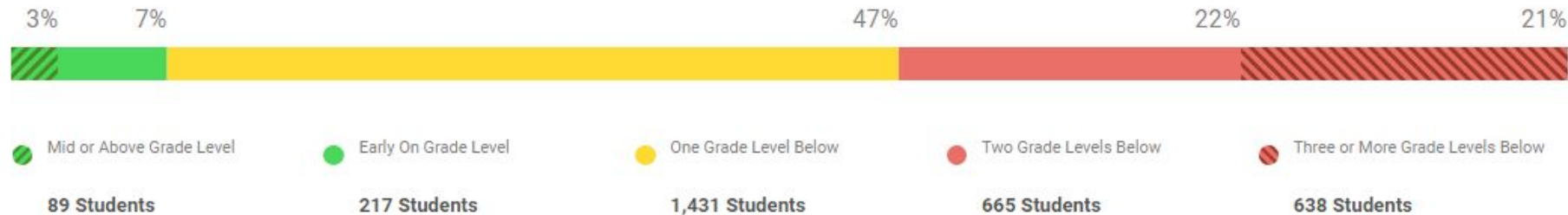
Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
■ At/Above Benchmark	At/Above 1115 SS	At/Above 40 PR	55	15%
Category Total			55	15%
Below Benchmark				
■ On Watch	Below 1115 SS	At/Below 39 PR	52	14%
■ Intervention	Below 1085 SS	At/Below 24 PR	84	23%
■ Urgent Intervention	Below 1041 SS	At/Below 9 PR	177	48%
Category Total			313	85%



iReady K-8 BOY District Data- Math

Overall Placement

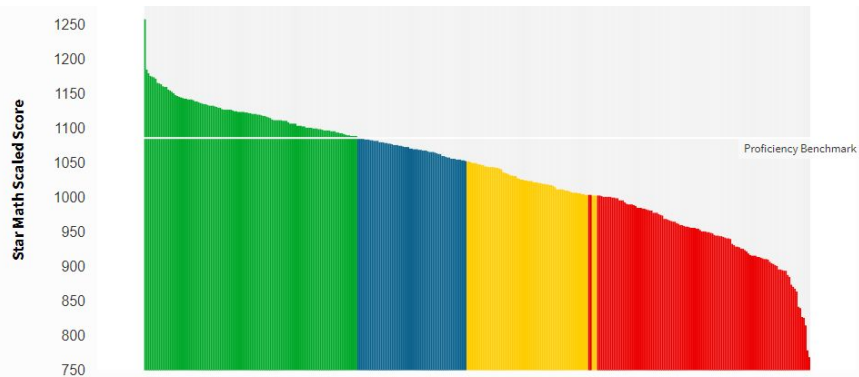
Students Assessed/Total: 3,040/3,145



10% on or above grade level
47% one grade level below*
43% below grade level



STAR 9th grade BOY District Data- Math



Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 1086 SS	At/Above 40 PR	119	32%
Category Total			119	32%
Below Benchmark				
On Watch	Below 1086 SS	At/Below 39 PR	61	16%
Intervention	Below 1052 SS	At/Below 24 PR	71	19%
Urgent Intervention	Below 1002 SS	At/Below 9 PR	121	33%
Category Total			253	68%
Students Tested			372	
Students Not Tested			89	
Total Students			461	



Addressing Unfinished Learning

- Prioritizing standards and analyzing student understanding of prerequisite skills
- Designing instruction to meet grade level standards and address unfinished learning simultaneously
- Filling in curricular 'gaps' with evidence-based curriculum using ESSER funds
- Using ESSER funds to deepen academic support through transition classes and a Student Advocacy Specialist
- Aligning expectations for core and intervention support district-wide through MTSS teams
- Analyzing core and intervention data in CASAs at every level
- Ongoing CASAs for instructional leaders to define needs and get support across the district in real time
- Professional development aimed at re-engagement through relationships, restorative practices, and active learning



Questions?



Annual Goal 1: According to the TS Gold standards, students will achieve 80% proficiency in the Language domain, in the areas of; engages in conversation, comprehends language, and following directions by the last day of school.

Implementation Summary

1. Monthly CASA meetings to discuss data and strategies to support language objectives. Data will be collected in CASA minutes.
2. Common assessments in language will be given quarterly to collect data in the area of comprehension, conversations and following directions.
3. Utilize parent nights to share information about the importance of conversation, and provide resources to families.

Annual Goal 2: According to the TS Gold standards, students will achieve 80% proficiency in the Math domain, in the areas of; spatial relationships, shapes and time, by the last day of the school year.

Implementation Summary

1. Monthly CASA meetings to discuss data and strategies to support math objectives.
2. Common assessments quarterly to collect data in the area of spatial relations, shapes and time.
3. Develop a resource document to place resources for everyone to use to support areas in math.

Annual Goal 3: According to staff survey and meeting logs, 100% of new staff will feel supported in implementing daily classroom expectations by the last day of the school year.

Implementation Summary

1. Create a general guide of information about daily classroom expectations.
2. Monthly instructional assistant meetings, with specific topics, concerns and questions. Individual coaching will be provided based on individual need.
3. Needs assessment survey for new staff at the beginning and end of the year.

GOAL 1:

Percentage of 9th graders scoring proficient or higher in September 2022 will increase by 5% by May 1, 2022, as measured by STAR assessment.

Key Indicator: A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

Target date for Implementation: May 1, 2022

Definition of Successful Implementation: Students identified with skills gaps by the STAR Assessment will be provided interventions. By May 1, 2022, 9th grade students identified with skill gaps will have at least 5% growth in skill gaps as measured by the STAR assessment.

Current Actions:	Assigned to:	Target Date:
Train AHS 9th grade homeroom teachers, Support Staff, and necessary personnel about the STAR assessment and administration.	Beth Beckwith	First week of teacher workdays 8/2021
Provide an overview of STAR Assessment to the entire staff and the role of CBM.	Beth Beckwith in coordination with Deanna Wiles and Chandra Manning	First week of teacher workdays 8/2021
Edificity program training for scheduling Blue Comet Time will be given to all teachers.	Elizabeth Beckwith	First week of teacher workdays 8/2021
Administer initial STAR assessment to establish a baseline reading and math by giving assessment to all 9th grade homerooms.	Beth Beckwith 9th grade homeroom teachers	First 2 weeks of September 9/2021
Based on the initial assessment, identify top 3 reading and top 3 math skill gaps and determine whether this is a core issue (more than 20% did not meet proficiency on a particular skill) or a small group need.	Beth Beckwith MTSS Team	By end of 9/2021

<p>Once data has been analyzed and a need has been determined, an action plan will be created to place either whole group or small group instruction in Blue Comet Time.</p> <ul style="list-style-type: none"> ● If data shows that over 20% of students are not proficient in specific skills, then these skills will be taught. <ul style="list-style-type: none"> ○ These skills will be aligned with the NCSCoS for English and Math as a whole group within homerooms. ○ If the skills are aligned with English and Math NCSCoS, then these will be taught in the classroom. ● If less than 20% of students are not proficient in these specific skills, then small groups will be created to teach these skills. 	<p>Beth Beckwith MTSS Sub Group Adam Reeder (Math Chair) Molly Lyons (English Chair)</p>	<p>10/15/2021</p>
<p>Common formative assessments will be given to determine progress of top 3 skill gap groups (By 10/1/2021). After common formative assessments are issued, skill groups will be re-evaluated in order to reach other gaps needed.</p>	<p>Beth Beckwith Homeroom Teachers Adam Reeder (Math Department Chair) Molly Lyons (English Department Chair)</p>	<p>May 1, 2022</p>
<p>Administer STAR benchmark before Winter break to evaluate progress.</p>	<p>Beth Beckwith Homeroom Teachers</p>	<p>12/2021</p>
<p>After each benchmark test in the 2021-2022 school year, send “progress reports” for parents and students to see success.</p>	<p>Beth Beckwith Scarlett Boling</p>	<p>6/2022</p>

GOAL 2:

In order to reduce office referrals and support student academic success, behavior interventions will consistently be implemented for greater than 80% of discipline referrals by June 9, 2022.

Key Indicator:

A1.07: ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

Target date for Implementation: June 8, 2022

Definition of Successful Implementation: Behavior Interventions will be implemented with fidelity and on a consistent basis.

Current Actions:	Assigned to:	Target Date:
Equity team will conduct quarterly analysis for discipline disparity of discipline data and problem solving and update the staff about trends via staff meeting or newsletter.	Faith Cagle and Pete Marley	6/9/ 2021
SLT MTSS subgroup looks at actual referrals in EdHandbook to identify discipline disparity at the beginning of the school year.	Katherine Kelley, Faith Cagle, Amy Cagle	8/20/2021
Leadership subgroup and equity team meet to discuss the discipline equity audit information and prepare these people to be leaders of smaller group discussions	Laura Holland, Amy Cagle, Faith Cagle, Katherine Kelley, Jonathan Jessup, Penny Crooks, Elizabeth Beckwith	8/18/2021
Perform an initial discipline equity audit with ALL staff led by leadership subgroup and equity subgroup team at beginning of year staff meetings	Faith Cagle, Kathy Kelley, Amy Cagle	8/20/2021
Teachers will engage in 1 staff professional development session about de-escalation strategies	Eric Gee	By 10/31/2021
Based on referral from Equity Team, pair specific students (ex. repeat offenders, academic concerns) with specific mentors	Faith Cagle and Pete Marley	1/14/2022

Clarify categories for assigning discipline incidents in Educator's Handbook.	Eric Gee	11/1/2021
Teachers attend 1 professional development session on how to better scaffold self regulation	Suzanne Cash or Kim Clodfelter	1/14/2022
Administrative team or counseling team will meet with students who were assigned OSS as they return to the classroom	Eric Gee and D'Vera Tune	6/9/2022
Implement a progressive discipline plan within the classroom	All teachers	1/18/2022
PBIS <ul style="list-style-type: none"> Monthly analysis of interventions (including behavior interventions implemented and equity audit) utilized for students with 2+ offenses within a month. Analysis of cumulative interventions (including behavior interventions implemented and equity audit) utilized for students with 3+ offenses. 	Eric Gee	6/9/2022
Teachers engage in 3 Restorative Practices professional development sessions from district training	Penny Crooks	6/9/2022
Teachers engage in 3 Relationship Building professional development sessions from district training	Penny Crooks	6/9/2022

GOAL 3:

By June 9, 2022, underclassmen promotion rate will increase from 71% to 76%.

Key Indicator: A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

Target date for Implementation: June 9, 2022

Definition of Successful Implementation: A greater number of underclassmen will be promoted.

Current Actions:	Assigned to:	Target Date:
Deliver Blue Comet Time orientation to students and staff so that all involved will see the benefit of this flexible learning time.	Elizabeth Beckwith	9/30/2021
Implement sessions within Blue Comet Time so that staff will foster positive relationships with students through small group interventions and enrichment opportunities.	Elizabeth Beckwith	6/9/2022
Display student work digitally on the school website and weekly newsletter so that students will take pride and ownership in their learning.	Wendy Graham Penny Crooks	1/14/2022
Display student work in the hallway so that students take pride and ownership of their work.	Department Chairs	10/25/2021
Teachers will attend professional development each month. These practices will be implemented in classroom instruction. <ul style="list-style-type: none"> ● Question Formulation Technique Training ● Grading Practices ● Rubrics ● Descriptive Feedback ● Canvas 	Elizabeth Beckwith	6/9/2022
Teachers will include active learning strategies as part of classroom instruction. Classroom Observations will look for active learning among STUDENTS such as: <ul style="list-style-type: none"> ● Justifying ● Questioning: (QFT, AP, Blooms) ● Discussing: (Paideia Seminars) 	Elizabeth Beckwith	6/9/2022

<ul style="list-style-type: none"> • Making Connections • Wondering/Asking 		
Teachers engage in 3 professional developments on active learning strategies provided by the district so that teachers are better equipped to facilitate this type of learning.	Penny Crooks	6/9/2022
Students with skill gaps or who are making less than 73% will be required to attend intervention during Blue Comet Time so that students can participate in the remediation necessary for success in the classroom.	Elizabeth Beckwith	6/9/2022
Students who have Credit Recovery as a zero period will attend Blue Comet Time until it is completed.	Jessica Tinnin	6/9/2022

GOAL 1:

Discipline referrals will more closely align with school demographics. The percentage of Black students receiving major discipline referrals will decrease from 50% to 25% or less of total office discipline referrals for the 2021-2022 school year as measured by comparison data in Educators Handbook and PowerSchool.

Student Success Indicator:

A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions.

Target date for Implementation: June 8, 2022

Definition of Successful Implementation: This year we are building practices for data review with grade teams and levels. At full implementation, there will be effective reviews of data respond to Tier 1 and Tier 2 needs of students with teachers/teams making autonomous learner-centered decisions to support and redirect students as well as have a high level of talks among adults to reflect on practice and thinking. School wide data from Educator's Handbook will be reviewed and at the end of the year reflect the changed mindsets and practices of the educators. At full implementation, students will demonstrate more respectful behavior to peers and more compliant behavior to staff. Students will feel safer, physically and emotionally, in this learning environment.

Current Actions:	Assigned to:	Target Date:
Review school data [discipline, grades] to ensure equitable practices and policies are in place so that subgroups are not marginalized/treated unfairly; regularly analyze discipline trend data for Black students for planning in CASAs	Conville	11/1/21
Develop ongoing positive behavior rewards systems for all students. Implement rewards based programs 4 times a year to acknowledge positive behaviors for all students	Keller / White	11/1/21
All Students will complete Panorama survey to share their feelings (perceptions) of school	Gold	10/15/21
Provide Major/Minor Discipline infractions staff professional development as well as on-going restorative & best practices professional development to help with teacher interventions.	Dillion / Harris	9/15/21
Implement mentor program to support students in need of additional SEL (social emotional) support	Berrier	11/1/21
Increase number of student clubs to appeal to variety of student interests	Ward	12/1/21

Assemble a problem solving team to develop a support referral process for students with 3 or more office referrals.	Ward	12/1/21
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GOAL 2:

ELA, math, and science EOG performance will increase by the end of the 21-22 school year as measured by the EOG data:

- **Student proficiency will increase from 27.5% to 45% in ELA.**
- **Student proficiency will increase from 14% to 45% in math.**
- **Student proficiency will increase from 50% to 75% in science.**

Student Success Indicators:

A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

C2.01: The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development need

Target date for Implementation: June 8, 2022

Definition of Successful Implementation: NAMS staff must begin to prioritize standards in all core content areas, and develop quality assessments, activities, and processes to measure student performance, and respond appropriately to instructional needs. This is to ensure all students are receiving appropriate instruction and that data used to measure learning is accurate and useful in provided interventions and enrichment. Successful implementation of this goal will be evidenced by teachers involved in the backwards design process - collaborating around priority standards and developing activities and assessments that are culturally responsive. CASAs will record data talks and plannings. Professional development will be on-going and provide teachers with support in changing practices and beliefs around differentiation and assessment. As a result, achievement gaps and gaps in learning opportunities [equity] will decrease among target groups.

Successful implementation of this will involve students taking ownership in this learning process by leading data talks and being involved in planning for their own learning and growth. Students will be able to lead talks in conferences with their parents and teachers.

Current Actions:	Assigned to:	Target Date:
Content teams will implement Understanding by Design (UbD) with fidelity to ensure priority standards, common formative assessments and standards aligned activities, to include culturally responsive teaching and resources.	Columbia	9/15/21
Implement data discussions in CASAs to drive responses to student understanding in an equitable manner to close achievement gaps.	Columbia	9/15/21

Deliver professional development on differentiation strategies in the classroom.	Columbia	12/1/21
Establish an effective system to properly provide supports and interventions to ensure academic growth for all learners.	McCoy	11/1/21
Students will provide reflection on the learning experience designed by teachers.	Ward	11/1/21
Develop a system for student track performance data and make plans for growth.	Abercrombie	11/1/21
Implement student led conferences.	Abercrombie	1/1/22

GOAL 3:

We will increase the number of school events by 20% percent and enhance communication. We will work to establish the school as a community hub by increasing and improving parental engagement and awareness of school events and activities.

Student Success Indicator:

E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

Target date for Implementation: June 8, 2022

Definition of Successful Implementation: The NAMS staff's need to involve more families in school events is made more urgent by the fact of our broad, diverse community. A successful implementation of our goal and work in this area will be evidenced by student and parental engagement with the school centered around open and frequent communication about student learning and growth, and behavior expectations and accomplishments.

Teachers and staff accept the responsibility for having clear communications with parents/guardians about its expectations for them, and ensuring that they are prepared for supporting their children's learning in the home. Successful implementation will involve the use of various media, frequently and translated with fidelity. We will commit to sharing and hearing from families regarding what we can do to better support them in our partnership in educating and supporting learners through regular use of surveys. NAMS will increase the number of family events, which may include events held virtually.

Ultimately, parents/guardians will have a clearer understanding of what instruction and learning look like for their child, and how their child is or is not progressing, and what steps can be taken at home and at school.

Current Actions:	Assigned to:	Target Date:
Use multiple social media platforms to inform parents of school events and highlight student achievement. The social media team will consist of various teacher leaders from different school groups.	Gold	8/30/21
Use bilingual staff to translate all mass communications.	Aguilar	8/30/21
Organize a variety of community outreach programs/events to increase parent interest/involvement in school.	Paschal	11/1/21
Update school website to provide community with current information and a more transparent look at NAMS.	Gold	8/30/21
Survey parents for ideas to better serve our school community and families.	Gold	End of 1st quarter

Coordinate with district staff to select and utilize a digital tool to connect with parents.	Gold	End of 1st quarter
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GOAL 1:

At least 80% (Baseline 2020-2021 69%) of SAMS students will indicate a positive sense of belonging by the end of the 2021-22 school year as measured by Panorama survey data.

Student Success Indicator:

A 4.06 ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions when necessary.

Target date for Implementation: June 2023

Definition of Successful Implementation:

Teachers will use de-escalation strategies when problems arise in the classroom and model prosocial, as well as problem solving behaviors, to encourage caring and supportive relationships. Students will recognize that different emotions are prompted by different situations and there are different ways to express emotions. Through this, they will gain an understanding that other people may not feel the same way they do and how they do things affects how they and others feel.

Current Actions:	Assigned to:	Target Date:
SAMS staff will review and refine our SAMS core values with instruction, curriculum and environment and develop non-negotiable items within those areas.	Julie Brady	May 13, 2022
Students will complete a Panorama survey three times during the year (September 2021, January 2022, and May 2022).	Ryan Taylor	May 13, 2022
Students will complete the <i>Second Step</i> SEL curriculum during the 2021-2022 school year as facilitated by the school counselor.	Leslie Smith-Moore	June 9, 2022
Implement SAMS Check and Connect Mentoring Intervention: <ul style="list-style-type: none"> Identify students in need mentoring with trained staff by mid September 2021 Recruit and train staff on Check and Connect by mid October 2021 Match students with mentors by mid October 2021 Conduct monthly program progress check up with staff mentors 	Corey Masteron	November 23, 2021
Teachers will conduct a class community meeting three days per week with students using teacher-generated prompts.	Donna Hall	January 14, 2022

SAMS will celebrate student diversity through monthly displays, social media, book studies, and/or lessons.	Alondra Ruiz	March 23, 2022
Staff will participate in professional development focused on restorative practice and fostering relationships and implement new learning in their classrooms.	Julie Brady	May 13, 2022

GOAL 2:

Unfinished learning will be addressed during the 2021-2022 school year through math and reading interventions and evidence-based instructional strategies as measured by all students meeting their typical growth goals and at least 20% surpassing their stretch goals on the iReady diagnostic assessments.

Student Success Indicator:

A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

Target date for Implementation: June 2023

Definition of Successful Implementation:

South Asheboro Middle School staff will understand the impact of instruction, curriculum and the environment to students' success in literacy, math, and social emotional development. Teachers will use assessment data to determine content (standards and skills) to be taught as part of core instruction. Core assessment data will be used to create small group learning plans as needed and small group assessment data will be used to create individual learning plans as needed. The plans developed within core, small group and individual will be fluid and used to guide daily instruction.

Current Actions:	Assigned to:	Target Date:
SAMS staff will review and refine our SAMS core values with instruction, curriculum and environment and develop non-negotiable items within those areas.	Julie Brady	May 13, 2022
Social Studies and Science teachers will incorporate 10 minutes of iReady daily for students to work on their individual pathways.	Dustin Hagood	November 23, 2021
ELA/Math teachers will complete student progress growth monitoring in iReady monthly. Social Studies and Science teachers will use those growth monitoring results to meet with each student to discuss growth and monitor their goals .	Sean Carr	February 25, 2022
ELA/Math teachers will use iReady data to flexibly group students and provide small group lessons using iReady/Do the Math resources during the math and literacy embedded intervention block.	Callie Everett	February 25, 2021
SAMS staff will participate in weekly CASA meetings for professional development and to discuss student growth and intervention/enrichment. PD may include:	Megan Smith	February 25, 2022

<ul style="list-style-type: none"> • Marzano's high yield strategies (Instructional Strategies Menu) • iReady • Active Learning/Student Engagement • Student data analysis 		
<p>SAMS staff will participate in monthly school based curriculum conversations to focus on:</p> <ul style="list-style-type: none"> • priority standards and instruction • Vertical vocabulary • Fostering Relationships, Restorative Practices • Unfinished learning--teaching grade level standards vs. prerequisite skills in math 	Julie Brady	May 13, 2022

GOAL 3:

Reduce discipline referrals to less than 275 for all students and the risk index ratio for referrals, ISS, OSS of black students to less than 1.5 by the end of the 2021-2022 school year as measured by school discipline data.

Student Success Indicator:

A 4.05 ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.

Target date for Implementation: June 2023

Definition of Successful Implementation:

Teachers will use de-escalation strategies when problems arise in the classroom and model prosocial as well as problem solving behaviors throughout their day. Furthermore, teachers and students will develop and/or refine their perspective taking skills and teachers will use affective statements to acknowledge student success as well as areas for improvement. Students will be aware of the impact their behavior has on others.

Current Actions:	Assigned to:	Target Date:
SAMS staff will review and refine our SAMS core values with instruction, curriculum and environment and develop non-negotiable items within those areas.	Julie Brady	May 13, 2022
Students and each classroom teacher collaborate to establish classroom procedures based on SAMS Expectations that are revisited and/or revised quarterly.	Tameka Jordan	September 28, 2021
SAMS staff will participate in professional development on classroom expectations (major/minor infractions, Educator Handbook, Connected Schools) during monthly staff meetings.	D.R. Cash	January 14, 2022
SAMS staff will review behavior data from Office Discipline Reports (ODR) and determine next steps on an ongoing basis and at least, quarterly during staff meetings.	D.R. Cash	March 31, 2021
Implement SAMS Check and Connect Mentoring Initiative: <ul style="list-style-type: none"> Identify students in need mentoring with trained staff by mid September 2021 Recruit and train staff on Check and Connect by mid October 2021 Match students with mentors by mid October 2021 	Corey Masterson	November 23, 2021

<ul style="list-style-type: none"> Conduct monthly program progress check up with staff mentors 		
Staff will participate in professional development focused on restorative practice and fostering relationships and implement new learning in their classrooms.	Julie Brady	May 13, 2022

GOAL 1:

Parents and guardians will engage as influential decision makers in the school. The engagement in PTO and collaboration in decision making processes will increase by 10% for the 2021-2022 school year by offering clear communication about opportunities to engage.

Student Success Indicator:

E.1.06 The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning.)

Target date for Implementation:

September 2021 - June 2022

Definition of Successful Implementation:

At Donna Lee Loflin there will be an increase in opportunities for parents/guardians to engage as influential decision makers in the school. The parents/guardians will be a reflection of our student body demographics. There will be a 10% increase in membership and participation with the PTO, at least one parent will engage with our School Leadership Team Meetings, and parents will collaborate with the principal in quarterly meetings. Meeting minutes and decisions will be effectively communicated with all stakeholders.

Current Actions:	Assigned to:	Target Date:
Establish PTO leadership by advertising and informing stakeholders. Interest meetings will be conducted at Open House and Title 1 Night. The principal will hold quarterly "Principal Chats" with parents to communicate expectations of parents and how they can support learners at home. Inclusion of our Hispanic families will be encouraged by the support of translators at each meeting.	Parent Engagement Team Lisa Hayes	August 2021-June 2022
Inform parents of the School Leadership Team and Continuous Improvement Plan. Through this process, communicate how they are part of Continuous Improvement and how they can contribute to overall success.	Lisa Hayes Parent Engagement Team	September 2021
Open House appointments - Teachers will schedule sessions with parents during open house to dedicate personalized time for them to get to know the student and their family. This will give teachers the opportunity to focus on each student during a scheduled time.	Teachers	August 2021
Work with PTO leaders to determine the goals for parent engagement. Accessibility: Create meeting schedules and virtual options to increase attendance. Provide interpreters for all meetings	PTO Officers	November 2021
Provide weekly communication to families, in English and Spanish, about upcoming learning targets, events and school-wide decisions. Communicate with all stakeholders in newsletters, blackboard messages, flyers, Class Dojo, Facebook, and the school's website.	Teachers Administration	August 2021-June 2022

GOAL 2:

At Donna Lee Loflin we will focus on fidelity and consistent implementation of available resources, resulting in an increase in reading proficiency by 20% on diagnostic assessments.

Student Success Indicator:

A.4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

Target date for Implementation:

August 2021 - June 2022

Definition of Successful Implementation:

At Donna Lee Loflin there will be an increase in reading proficiency by 20% on diagnostic assessments. Teachers will have access to resources and professional development needed to effectively address gaps in literacy and unfinished learning.

Current Actions:	Assigned to:	Target Date:
Literacy resource training (Morpheme Magic) for all 4th and 5th grade teachers. Monitor implementation through lesson plans and classroom walkthroughs. Track student data with common assessments and iReady progress.	Sharon Andrews	September 2021
Professional development and collaboration regarding small group structures and flexible, skill based grouping for all K-5 classrooms	Sharon Andrews Teachers	August 2021-June 2022
Provide training on using effective resources for skill based, small group instruction for teachers, instructional assistants, and specialists that support school-wide intervention blocks.	Darlene Player	August 2021-June 2022
Evaluate unfinished learning needs during extended planning sessions to fill in gaps with instruction and address individual student learning needs. Teachers will plan for 3 weeks of instruction by analyzing core standards and filling in gaps for individual students or whole group instruction by considering the unfinished learning and formative assessments given throughout the year.	Sharon Andrews Grade Level Teams	September 2021 - June 2022
Diagnostic learning path tracking and MTSS tier discussions on students of concern. This process will drive intervention groups across each grade level.	Sharon Andrews MTSS Academic Team	August 2021-June 2022
Ensure students routinely use iReady reading for additional practice on their individual learning paths, 45-60 minutes per week. Students can track progress and engage in goal setting with students.	Jordan Seagraves Grade Level Teams	September 2021 - June 2022

GOAL 3:

At Donna Lee Loflin we will focus on fidelity and consistent implementation of available resources, resulting in an increase in math proficiency by 20% on diagnostic assessments.

Student Success Indicator:

A.4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

Target date for Implementation:

August 2021 - June 2022

Definition of Successful Implementation:

At Donna Lee Loflin there will be an increase in math proficiency by 20% on diagnostic assessments. Teachers will have access to resources and professional development needed to effectively address gaps in math and unfinished learning.

Current Actions:	Assigned to:	Target Date:
Teachers and Instructional Assistants will be provided training on math resources that will support learners during intervention block and targeted math small group instruction. These resources include <i>Do the Math</i> and <i>iReady</i> toolkit resources.	Sharon Andrews	September 2021
Extended planning sessions will be used to dive deeper into upcoming standards to strengthen core instruction.	Sharon Andrews Grade Level Teams	September 2021 - June 2022
Evaluate unfinished learning needs during extended planning sessions to fill in gaps with instruction and address individual student learning needs.	Sharon Andrews Grade Level Teams	September 2021 - June 2022
Devote CASA time at least once a month to discuss math data in order to monitor student progress, create flexible intervention groups, and to plan lessons that meet individual needs.	Jordan Seagraves Grade Level Teams	September 2021 - June 2022
Ensure students routinely use iReady math and/or Do the Math digital platforms for additional practice on their individual learning paths, 45-60 minutes per week. Students can track progress and engage in goal setting with students.	Jordan Seagraves Grade Level Teams	September 2021 - June 2022

GOAL 1:

Guy B. Teachey Elementary will implement active learning strategies in core reading and math instruction to promote student engagement and accountability, resulting in an increase in both reading and math end-of-grade proficiency as follows:

- **Grades 3, 4 and 5 demonstrate an increase of 20 percentage points (an overall end of grade composite of 64% proficient, which aligns to historical proficiency rates) as measured by end-of-grade exams in reading, math and science.**
- **Grades K, 1 and 2 demonstrate at least 80% proficiency as measured by mClass (reading) and iReady (math) assessments.**

Student Success Indicator:

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

C2.01: The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

Target date for Implementation:

6/10/2022

Definition of Successful Implementation:

- Teachers will define specific active learning components in each core lesson daily.
- Students are demonstrating active engagement during classroom lessons as observed through observations and walk-throughs.
- Administration and instructional facilitator will regularly monitor lesson plans to ensure active learning components are present in 90% of lessons.
- Active learning strategies will be shared in an ongoing manner through the active learning bank, peer sharing and modeling at meetings and staff development.
- Active learning will be regularly monitored and observed in the classroom setting by focusing on specific student “look-fors”. Data and feedback will be shared in an ongoing manner.

Current Actions:	Assigned to:	Target Date:
Active learning components will be defined to staff and shared through professional development.	Michelle Harger	Sept 15
Active learning “bank” of ideas/examples will be accessible to instructional staff to utilize during planning.	Michelle Harger	Oct 25

Grade level team will explicitly state/indicate active learning components into lesson plans, which will be monitored for fidelity in at least 90% of lesson plans.	Durgo, Clayton, Kiser	Oct 25
Active learning exemplars will be shared and modeled during staff meetings, planning/CASA meetings to promote collegiality.	Ellis, Faircloth, Scott	June 10
Administration and instructional facilitator will gather data (lesson plan monitoring, walkthrough data, teacher surveys, student proficiency data) to ensure fidelity of implementation and effectiveness.	Evans, McHenry, Harger	June 10

GOAL 2:

Our school will establish a structured, consistent, and equitable learning environment for students and staff (as measured by walk-through tools and observations) by ensuring that documented standard protocols are implemented with fidelity at least 80% of the time.

Student Success Indicator:

A1.07: ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

A4.16: The school develops and implements consistent, intentional, and on-going plans to support student transitions from grade-to-grade and level-to-level.

B2.03: The school has established a team structure among teachers with specific duties and time for instructional planning.

Target date for Implementation:

6/10/2022

Definition of Successful Implementation:

- Staff will have thorough understanding of documented school-wide standard protocols(aligned with core environment systems in the NC MTSS Implementation Guide).
- Standard protocols will be monitored for both implementation fidelity and effectiveness by the use of walk-throughs and survey data.
- Data regarding standard protocols will be shared at least 3 times a year.
- Standard protocols will become ingrained practices in which all staff implements at least 80% of the time.

Current Actions:	Assigned to:	Target Date:
A set of standard protocols and expectations will be established and communicated in regard to school-wide practices and routines for staff and students (staff protocols, non-negotiable student practices and routines)	Evans, McHenry, Harger	Sept 15
PBIS review and Educator Handbook/disciplinary procedures will be established and reviewed with staff and students to ensure expectations are consistent building-wide.	McHenry, Wells, Durgo	Sept 30
Established CASA/planning norms to encourage collaboration and effective discussion around student achievement	Evans, Harger, Classroom teachers	Sept 30

Organizational documents will be developed to simplify processes and enhance schoolwide communication (GBT Hub, School Master Calendar)	Evans, Harger	Sept 30
School-wide teams are determined with specific purpose and established meeting dates	McHenry	Oct 30
Master schedule will be established with individual tabs detailing team schedules (grade levels, support teams, instructional assistants and duty rotations) prioritizing core instruction for students	Evans, McHenry	Oct 30
An emphasis on the implementation of morning meetings, social-emotional lessons and culturally-responsive components to enhance classroom community and ensure students find content relevant.	Classroom teachers, Felice, Equity Team members	June 10
Data relating to implementation of standard protocols (i.e., SEL lessons/meetings, discipline review, academic programs) will be shared quarterly to assess fidelity, as well as provide support in areas of concern	Evans, McHenry	Jun 10

GOAL 3:

Our school will refine our multi-tiered support system procedures to ensure all students demonstrate academic growth, with at least 80% meeting targeted growth and 50% exceeding targeted growth (as determined by district and state benchmark assessments) in reading and math

Student Success Indicator:

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions.

A4.16: The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.

Target date for Implementation:

6/10/2022

Definition of Successful Implementation:

- Teachers will develop well-planned, engaging core lessons that address rigor of standards, while also providing support/scaffolds based on needs of the core.
- Grade level data will be analyzed in CASA regularly to determine intervention groups. The progress of interventions will be monitored to determine next steps.
- School-wide data will be shared quarterly with the leadership team and staff in order to assess overall progress towards continuous improvement goals.
- Interventions will be seamlessly occurring according to intervention schedule, with specific staff trained in intervention placement/roles.
- Ongoing communication and information will be provided as our district MTSS procedures progress in order to ensure that instructional staff understands processes and protocols in order to provide Tier II and Tier III supports.
- An end-of-year survey will demonstrate a more solid understanding of MTSS procedures and processes will be in place to support grade-to-grade transitions.

Current Actions:	Assigned to:	Target Date:
Teachers will participate in extended planning sessions to revisit and determine priority standards and enhance core instructional delivery	Classroom teachers	Jun 10
Utilize school-wide data-tracking spreadsheet making pertinent data readily accessible to teachers in order to monitor current progress, develop plans for next steps and inform support staff, as well as grade-to-grade	Harger	Jun 10

Create a fluid, flexible plan for how we will utilize interventionists to support skill gaps and move students toward grade level proficiency	Evans	Jun 10
Redefine processes and procedures for Tier II and Tier III intervention planning and data collection in order to provide necessary support for students who are not meeting core expectations and ensure these processes provide effective grade-to-grade transition of documentation	Harger, Brumley	Jun 10
Implement district professional development around fostering relationships in order to support behavior, social emotional needs and attendance	Evans, Felice	Jun 10
Data will be shared school-wide (at minimum) 3 times per year (BOY, MOY, EOY) in order to provide transparency and communicate next steps.	Evans	Jun 10

GOAL 1:

All students will successfully demonstrate progress on identified *unfinished or not mastered* concepts and standards from the previous grade level as evidenced by each student reaching typical growth on iReady and 25% of students reaching stretch growth in *both* reading and math.

Student Success Indicator:

A4.01:

The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

A1.04:

All teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.

Target date for Implementation: 6/8/22

Definition of Successful Implementation: All existing practices with regard to the use of universal screeners for benchmarking, formative assessments, and the use of district provided curricular resources to inform CORE instruction as well as tier 2 and 3 supports, will remain in place. At full implementation, there will be fidelity to progress monitoring expectations with supports provided to classroom teachers to complete those assessments. A school-wide data sheet will be used to support instructional decisions at CASAs and also allow every teacher across grades and specialties to access student benchmark data, progress monitoring data, as well as common assessments.

Current Actions:	Assigned to:	Target Date:
Vertical team meetings to identify unfinished and not mastered concepts.	Caroline Rush	Complete
The master schedule will be adjusted to include opportunities for extended planning four times per semester for each grade level team.	Gayle Higgs	Complete
Hire additional intervention specialists and provide training on select instructional resources to address covid-related learning loss.	Nikki Domally	Complete
The school's MTSS team will select a scope and sequence and materials for the intervention block based on current student assessment data and student needs.	Karen Moss	Ongoing

Implement the use of a consistent data tracking sheet across all grade levels to inform core, tier 2, and tier 3 instructional efforts.	Caroline Rush	Ongoing
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GOAL 2:

Students will demonstrate proficiency on prioritized grade level content standards and skills as evidenced by 70% proficiency on grade level common assessments, on district benchmarks, and on EOG assessments in both reading and math.

Student Success Indicator:

A1.06 ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based

Target date for Implementation: 6/8/22

Definition of Successful Implementation: Lindley Park teachers will accept responsibility for teaching and re-teaching their students in a variety of modes that meet the needs of students. They will place high expectations before all students while providing adequate time for instruction and learning activities aligned to standards. Classes will be organized with fluid grouping while maximizing time spent in engaging lessons. Teachers will pace their curriculum in small steps with modeling to emphasize concepts and understanding. Teachers will maintain pleasant, positive classrooms and are perceived as enthusiastic supportive instructors. Student mastery of work will be evident through independent work, corrective feedback, and progress monitoring.

Current Actions:	Assigned to:	Target Date:
School based PD, walk-throughs, and observations will be focused on defining and implementing student centered instructional strategies across grade levels and subjects in order to increase engagement and maximize active learning.	Nikki Domally Gayle Higgs	Ongoing
Teachers will be trained on the Do the Math program throughout the 2021-2022 school year and will implement strategies to build and strengthen numerical reasoning.	Tressie Sargent Rebecca Jones	10/12/21
Each classroom teacher will use provided district resources and training to effectively implement number talks on a daily basis.	Melinda King Mallory Nye	10/25/21
All teachers will be intentional with the inclusion of culturally responsive materials to increase content relevance for improvement of student engagement.	Heather Neal	1/1/21

K-3 Teachers will utilize Letterland using a story based approach to phonics.	Heather Hopkins	10/25/21
Fourth and fifth teachers will utilize the Morpheme Magic program to fidelity in order to increase students' vocabulary and deepen word knowledge.	Caroline Rush	1/1/21

GOAL 3:

All teachers and staff will help students to develop self awareness, self control, self regulation, and responsible decision making as evidenced by student responses to surveys, implementation of behavior support interventions, and a reduction in discipline referrals.

Student Success Indicator:

A4.05: All teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.

A4.06: All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions when necessary.

Target date for Implementation: 6/8/22

Definition of Successful Implementation: Students will interact with others, including their peers, in a successful and appropriate manner, focusing on sharing, helping and cooperation while established consequences will be clear and consistent from all teachers and staff. Equal participation for all students when working together will be ensured to reach a desired goal. Daily opportunities for students to discuss their emotions and learn how to manage them will be provided by all teachers and students will practice their emotional managing skills and have opportunities for learning how to deal with their changing emotions in a safe environment.

Current Actions:	Assigned to:	Target Date:
We will increase the number of books in the media center's SEL collection and communicate availability of the same for use by classroom teachers and the school counselor during whole group or small group guidance lessons.	Kathy Malpass	11/1/21
Second step social-emotional program will be taught by	Grade Level SIT	1/1/22

classroom teachers to strengthen student's social-emotional skills 3-4 times per quarter.	Representatives	
Grade level teams will begin implementing foundational restorative practices including the use of restorative circles and affective statements to help students build community, reflect on the impact of their actions, both positive and negative, and to develop empathy.	Christa Hartman	11/1/21
LP School Counselor will deliver lessons to classes weekly based on identified SEL needs of each grade level ensuring the use of culturally responsive materials.	Christa Hartman	1/1/22

GOAL 1:

By June 2023, student proficiency on the grade 3-5 math and ELA End-of-Grade tests, and the grade 5 science End-of-Grade test will meet or exceed proficiency levels from the 2018-2019 school year.

Student Success Indicators:

A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

C2.01 - The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

Target date for Implementation:

June 2023

Definition of Successful Implementation:

By June 2023, student proficiency will meet or exceed the targets in the chart below:

Grade	Math	ELA	Science
3	74	40	
4	65	50	
5	77	41	82

Current Actions:	Assigned to:	Target Date:
Focus on academic vocabulary for reading, math, and science (K-5)--tier 2 words by providing professional development on the Keys to Literacy Vocabulary. Teachers will implement the strategies learned from the PD and school administrators will look for evidence of implementation during walkthroughs.	Laurie Johnson and Virginia Dunn	December 2021
Walkthroughs will be conducted by the administrative team to identify instructional needs and alignment and provide feedback. Look fors will focus specifically on engagement, class discussion, and level of enjoyment by students.	Laurie Johnson, Keisha Dawalt, and Christopher Tuft	Weekly beginning September 2021

CASAs will be conducted weekly, and after each testing window grade levels will look specifically at Hispanic and Students with Disabilities data to track progress.	CASA Teams/ Administrative Team	November, January, April
Grade levels will be provided time quarterly for vertical planning.	Laurie Johnson; Grade Level Chair for each team	June 2023
Provide time monthly for classroom teachers to have extended planning time.	Christopher Tuft	Monthly
Monthly staff meetings will include 6 choices of PD that will be offered for 3 consecutive months. There will be two choices from each of the CIP domains. Staff members will choose one from each domain in each of the three months and utilize the knowledge gained in their instruction with students. Administrators will monitor implementation during walkthroughs.	Keisha Dawalt	June 2021
Add “Bulldog Problem Solvers” to the specials rotation that focuses on both social/emotional learning and math skill deficits.	Allison Currin	September 2021
Hire part time math tutor/interventionist to work with small groups of students to address unfinished learning in math.	Christopher Tuft	October 2021

GOAL 2:

Social and Emotional Learning strategies will be implemented so that discipline referrals for physical aggression decrease by 10% from their 2018-2019 level.

Student Success Indicator:

A1.07 - ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

A4.06 - ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.

Target date for Implementation:

June 2022

Definition of Successful Implementation: Social and emotional strategies are implemented school-wide. The number of referrals for physical aggression decreases from 52% (27 out of 52 total referrals) in the 2018-2019 school year to no more than 42% of all referrals in the 2021-2022 school year.

Current Actions:	Assigned to:	Target Date:
Create a weekly rotation of daily themes for morning meeting that focus on physical health and mindfulness.	Corey Saunders and John Beard	October 2021
Identify spaces around campus for outdoor learning. Plan projects, and secure funds to develop these spaces.	Tiffany Medford; Outdoor Learning Committee	June 2023
Create a master list of resources that support social and emotional learning. Distribute list to staff members for use with students based on student need.	Megan Lehman and John Beard	October 2021
SEL Strategies for Guidance, Bulldog Problem Solvers, and SEL resources list will focus on identifying feelings, expressing anger in an appropriate manner, asking for help from an adult, making good choices/ problem solving.	John Beard and Allison Currin	June 2022
All classrooms will have a specified calm down corner to support student self regulation strategies taught during Guidance, Bulldog Problem Solvers, and morning meeting.	Keisha Dawalt	November 30, 2021
Implement the use of a modified recess schedule to support student behavior on the playground.	Keisha Dawalt	August 2021

Staff members will document minor behaviors in the Educator's Handbook system to identify trends.	Keisha Dawalt	June 2022
Add "Bulldog Problem Solvers" to the specials rotation that focuses on both social/emotional learning and math skill deficits.	Allison Currin	September 2021

GOAL 3:

Balfour Elementary will provide opportunities to increase global awareness, celebrate diversity, and effectively communicate with all families, so that we create a more equitable school community as measured by the family survey.

Student Success Indicator:

A2.27 - Instructional Teams and teachers embed cultural education into learning experiences in the curriculum.

Target date for Implementation:

June 2022

Definition of Successful Implementation: A family equity survey will be conducted during the first quarter and then again in the fourth quarter of the school year. Bilingualism is apparent throughout the school building and grounds. Lessons focused on equity are taught each quarter that include a culminating project. Projects are shared with families on Class Dojo.

Current Actions:	Assigned to:	Target Date:
Conduct a family survey to collect information about home language preferences, traditions, and school equity perceptions during the fall and spring.	Equity Team	October 2021 (1st semester) May 2022 (2nd semester)
<p>The school will promote bilingualism in a positive manner.</p> <ul style="list-style-type: none"> - Classroom libraries will have bilingual books. - Bulletin board displays will have both English and Spanish. - Announcements will be done in both English and Spanish. - Posters that promote bilingualism across the school. - Bilingual labels in classrooms. - Provide parents with information about the importance of encouraging their native language in the home. 	Bilingualism Committee	June 2022
Homeroom teachers will teach at least 2 lessons per quarter focused on equity that relate to the domains from the NC Standard Course of Study Social Studies Standards.	Laurie Johnson	September 2021-June 2022

Classes will complete a quarterly culminating project based on the equity lessons taught from the Social Studies standards from the NC Standard Course of Study.	Meredith Ross	October, January, March, June
The school will host a family World Heritage event.	World Heritage Committee (teachers and families)	June 2023
Teachers will share quarterly projects and equity lessons on Class Dojo	Christopher Tuft	October, January, March, June

GOAL 1:

McCrary will have 20% or greater of students in grades K-5 demonstrate “stretch growth”, and all students will reach “annual typical growth” as measured by the iReady reading and math diagnostics.

Student Success Indicator: A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

Target date for Implementation: This goal will begin to be implemented in September of 2021, and will continue through the academic year until June of 2022.

Definition of Successful Implementation: 100% of K-5 students will demonstrate “annual typical growth” from the beginning of year (BOY) diagnostic window to the middle of year (MOY) diagnostic window for reading and math in iReady. 20% or greater of the students in grades K-5 will demonstrate “stretch growth”. This same progress will continue from the middle of year diagnostic to the end of year (EOY) diagnostic for reading and math in iReady.

Current Actions:	Assigned to:	Target Date:
Students will complete reading and math BOY diagnostics in the September assessment window. This assessment will set a baseline, as well as provide specific information on strengths and areas of growth for each student. Teachers and students will conference and set goals for growth.	Chris Burian	October 2021
iReady reports and information such as “annual typical growth goals” and “stretch goals” will be monitored and revisited. Students will track their individual progress monthly using the CWM iReady data tracker.	Charity Chriscoe	June 2022
Extended planning as well as daily scheduled planning times will be used to analyze diagnostic data and differentiate core instruction as needed for daily/weekly lessons.	Kelly Swaney	June 2022
CASA times will be utilized to focus specifically on students receiving tier 2 and tier 3 interventions (interventions being done, how frequently, effectiveness of the intervention, students growth or lack of, etc.)	Kelly Patton	June 2022
Creation, collaboration, and leadership of the MTSS Intervention Team at McCrary to determine new interventions as needed with any students (tier 2 and 3) who are receiving interventions but not responding to them.	Chris Burian	June 2022

GOAL 2:

The percentage of discipline referrals of Black students will decrease to no more than +5 percentage points of the demographic proportion of the student population.

Student Success Indicator: A1.07 All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

Target date for Implementation: In September of 2021, McCrary will form the MTSS Behavior Team that will be a collaborative of the school counselor, PBIS team, and school administration to assist teachers, students and families with practices that will keep the students in class by means of relationships, empowerment, and restorative practices.

Definition of Successful Implementation: By the end of the 2021-2022 academic school year, McCrary Elementary will demonstrate ODR data in which the number of Black students will not exceed 27% of McCrary's office referrals.

Current Actions:	Assigned to:	Target Date:
McCrary will use NC MTSS Core Behavior, SEL, Attendance Practices to revise school-wide practices and expectations. Student and family teams will help implement practices and protocols. This will include different voices, perspectives, and experiences to help guide McCrary to being successful with this goal.	PBIS Team, Equity Team / Graham Groseclose	June 2022
Standardize a sequence of interventions/strategies for when a certain number of referrals is reached by any one student. (check in/check out buddy, Mustang Buddy, counseling, mental health support, etc.)	PBIS Team / Brianne Crotts / MTSS Behavior Team	June 2022
Restorative practice training (1-3) for all staff at McCrary which will focus on fostering strong relationships with students, as well as activities for student empowerment.	Chris Burian and Graham Groseclose	June 2022
Teachers will utilize Second Step lessons and morning meetings to provide social and emotional learning support and self-regulation strategies.	Equity Team and Brianna Crotts	June 2022

GOAL 3:

By the end of the 2021-2022 academic year, students at McCrary Elementary will increase EOG proficiency by ten percentage points in each subgroup when compared to Reading and Math end of year data from the 2018-2019 school year.

Student Success Indicator: C2.01 The school regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

Target date for Implementation: This will begin in September of 2021. Teachers will begin informal assessing and referencing any data they may have to begin core instruction. As diagnostics and common assessment data begin to populate, small group instruction will be altered and intervention groups will be formed to instruct students towards growth and higher levels of standard mastery.

Definition of Successful Implementation: By the end of the 2021-2022 academic year, 3rd - 5th grade subgroup data will achieve the following or higher in proficiency:

21/22	BLCK	HISP	WHITE	EDS	ELS	SWD
Reading	25.6%	41.7%	68.8%	40.8%	37.5%	16.1%

21/22	BLCK	HISP	WHITE	EDS	ELS	SWD
Math	22.5%	33.1%	62.9%	32.6%	31.3%	19.1%

Current Actions:	Assigned to:	Target Date:
Students will engage in tier 1 differentiated core lessons that will stem from diagnostic, as well as common assessment data.	Kelly Patton	June 2022
iReady reports and information such as “annual typical growth goals” and “stretch goals” will be monitored and revisited. Students will track their individual progress monthly using the CWM iReady data tracker.	Charity Chriscoe	June 2022
During extended planning sessions and weekly planning sessions teachers will focus on the priority content standards, as well as how to unpack and differentiate them based on diagnostic and common assessment data from their class.	Kelly Patton	June 2022

Teachers will meet monthly in vertical discussions with neighboring upper and lower grade levels. They will establish common usage of school language, terms, vocabulary, standards, skills, what was taught in the grade prior, and an understanding of teaching and learning strategies for consistent understanding between grade levels. This will happen on the fourth Tuesday of each month.	Kelly Patton	June 2022
Teachers and instructional teams will provide and track interventions/small group instruction based on diagnostic results and standard aligned common assessment results.	Chris Burian	June 2022
Teachers and instructional teams will discuss and record interventions for tier 2 and tier 3 students each week in CASAs. CASAs will also focus on student progress with interventions as well as possible next steps.	Kelly Patton	June 2022
Teachers and the school's instructional team will analyze data quarterly to determine if grade levels and the school as a whole is on track to meet our proficiency goal.	Chris Burian	June 2022

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2021-2022
Adopted October 14, 2021**

Be it resolved by the Board of the Asheboro City Schools Administrative Unit that for the fiscal year beginning July 1, 2021 and ending June 30, 2022:

Section 1: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Local Current Expense Fund**.

Instructional Services	
5100 - Regular Instructional Services	2,140,000
5200 - Special Populations Services	770,000
5300 - Alternative Programs and Services	335,000
5400 - School Leadership Services	543,000
5500 - Co-Curricular Services	225,000
5800 - School-Based Support Services	700,000
System-wide Support Services	
6100 - Support and Development Services	120,000
6200 - Special Population Support and Development Services	140,000
6300 - Alternative Programs and Services	12,000
6400 - Technology Support Services	200,000
6500 - Operational Support Services	2,552,115
6600 - Financial and Human Resource Services	850,000
6700 - Accountability Services	195,000
6800 - System-wide Pupil Support Services	150,000
6900 - Policy, Leadership and Public Relations Services	980,000
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	650,000
8400 - Interfund Transfers	10,000
Total Local Current Expense Fund Appropriation	10,572,115

Section 2: The following revenues are estimated to be available to the **Local Current Expense Fund**.

County Appropriation	6,344,403
Supplemental Taxes	3,400,000
Local Revenues	300,000
Fund Balance Appropriated	527,712
Total Local Current Expense Fund Revenue	10,572,115

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2021-2022
Adopted October 14, 2021**

Section 3: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Other Designated Accounts Fund**.

Instructional Services	
5100 - Regular Instructional Services	55,000
5200 - Special Populations Services	72,000
5300 - Alternative Programs and Services	607,780
5800 - School-Based Support Services	160,000
System-wide Support Services	
6200 - Special Population Support and Development Services	48,000
6500 - Operational Support Services	255,000
Total Other Designated Accounts Fund Appropriation	1,197,780

Section 4: The following revenues are estimated to be available to the **Other Designated Accounts Fund**.

State and Federal Funds	907,780
Local Revenues	290,000
Total Other Designated Accounts Fund Revenue	1,197,780

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2021-2022
Adopted October 14, 2021**

Section 5: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **State Public School Fund**.

Instructional Services	
5100 - Regular Instructional Services	18,919,240
5200 - Special Populations Services	4,757,460
5300 - Alternative Programs and Services	959,580
5400 - School Leadership Services	2,751,680
5800 - School-Based Support Services	2,213,813
System-wide Support Services	
6100 - Support and Development Services	222,070
6200 - Special Population Support and Development Services	5,550
6300 - Alternative Programs and Services	99,863
6400 - Technology Support Services	341,918
6500 - Operational Support Services	2,341,545
6600 - Financial and Human Resource Services	197,991
6800 - System-wide Pupil Support Services	109,592
6900 - Policy, Leadership and Public Relations Services	260,730
Ancillary Services	
7200 - Nutrition Services	312,802
Non-Programmed Charges	
8400 - Interfund Transfers	45,000
Total State Public School Fund Appropriation	33,538,834

Section 6: The following revenues are estimated to be available to the **State Public School Fund**.

Total State Public School Fund Allocation	33,538,834
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**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2021-2022
Adopted October 14, 2021**

Section 7: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Federal Grants Fund**.

Instructional Services	
5100 - Regular Instructional Services	8,774,069
5200 - Special Populations Services	1,409,041
5300 - Alternative Programs and Services	2,891,900
5800 - School-Based Support Services	789,506
System-wide Support Services	
6200 - Special Population Support and Development Services	38,000
6400 - Technology Support Services	133,505
6500 - Operational Support Services	404,825
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	200,000
8200 - Unbudgeted Reserve	100,002
Total Federal Grants Fund Appropriation	14,740,848

Section 8: The following revenues are estimated to be available to the **Federal Grants Fund**.

Total Federal Grants Fund Allocation	14,740,848
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ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2021-2022
Adopted October 14, 2021

Section 9: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **School Nutrition Fund**.

Ancillary Services	
7200 - Nutrition Services	3,775,000
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	225,000
Total School Nutrition Fund Appropriation	<u>4,000,000</u>

Section 10: The following revenues are estimated to be available to the **Child Nutrition Fund**.

Federal Allocation	3,385,000
Local School Nutrition Fund	615,000
Total School Nutrition Fund Revenue	<u>4,000,000</u>

ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2021-2022
Adopted October 14, 2021

Section 11: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Enterprise Fund**.

Instructional Services	
5100 - Regular Instructional Services	150,000
5300 - Alternative Programs and Services	250,000
Total Enterprise Fund Appropriation	400,000

Section 12: The following revenues are estimated to be available to the **Enterprise Fund**.

Local Revenues	250,000
Fund Balance Appropriated	150,000
Total Enterprise Fund Revenue	400,000

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2021-2022
Adopted October 14, 2021**

Section 13: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Capital Outlay Fund**.

9000 - Capital Outlay	27,357,845
Total Capital Outlay Projects	27,357,845

Section 14: The following revenues are estimated to be available to the **Capital Outlay Fund**.

County Appropriation	986,929
Limited Obligation Bond Proceeds	26,070,916
Fund Balance Appropriated	300,000
Total Capital Outlay Fund Revenue	27,357,845

Section 15: The following revenues are estimated to be available to the Asheboro City Schools budget.

Local Current Expense Fund	10,572,115
Other Designated Accounts Fund	1,197,780
State Public School Fund	33,538,834
Federal Grants Fund	14,740,848
Child Nutrition Fund	4,000,000
Enterprise Fund	400,000
Capital Outlay Fund	27,357,845
	91,807,422

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2021-2022
Adopted October 14, 2021**

- Section 16:** All appropriations shall be paid firstly from revenues restricted as to use, and secondly from general unrestricted revenues.
- Section 17:** The Superintendent is hereby authorized to transfer appropriations within a fund under the following conditions:
- A. Between functions and objects of expenditures within a purpose without limitations and without a report to the Board of Education being required.
 - B. Between purposes of the same fund without a report to the Board of Education being required.
 - C. May not transfer any amounts between funds nor from any contingency appropriation within a fund without Board approval.
- Section 18:** Copies of the budget resolution shall be entered in the minutes of the Board of Education, and within 5 days after adoption, copies shall be filed with the Superintendent, School Finance Officer, and County Finance Officer.

Adopted the 14th day of October, 2021

ASHEBORO CITY BOARD OF EDUCATION

CHAIRMAN

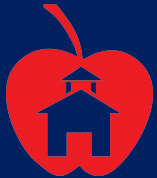
SECRETARY



2021-2022 Budget

Sandra Spivey, Finance Officer

October 14, 2021



State Public School Fund - Fund 1

- State Budget has not been passed
- Planning allotments based on ADM projections of 4,471
- Total Budget = \$33,538,834



Local Current Expense Fund - Fund 2

- County Appropriation = \$6,344,403
- Supplemental Tax Projection = \$3,400,000
- Total Budget = \$10,572,115



Federal Grants Fund - Fund 3

- Final Allotments have not been received
- Based on Planning Allotments and Carryover
- Total Budget = \$14,740,848



COVID Funds Update as of 9/30/21

- State Funds - COVID-19 Supplemental Funds (PRC 154)
 - Total Funds Received = \$178,446
 - Funds Remaining = \$0 (expired 6/30/2020)
 - Used to support COVID 19 Cleaning Protocols during Spring 2020 including staff, equipment and supplies



COVID Funds Update as of 9/30/21

- CRF Funds - Cares Act Coronavirus Relief Funds
 - (PRCs 121, 122, 123, 124, 125, 126, 128, 129, 132, 134, 135, 138)
 - Total Funds Received = \$1,189,726
 - Funds Remaining = \$0 (expires 12/31/2021)
 - Technology purchases for 1:1 initiative, Summer Learning Camp 2020, Instructional Materials, Online textbook subscriptions, Custodian and Bus Driver pay, School Nutrition expenses, Wifi access, Additional support for EC students



COVID Funds Update as of 9/30/21

- Cares Act - Elementary and Secondary School Emergency Relief Fund
ESSER I Funds (PRC 163)
 - Total Funds Received = \$1,158,358
 - Funds Remaining = \$562,628
 - Expires September 30, 2022
 - Technology purchases for 1:1 initiative, Internet access and technology support, Instructional Materials, Cleaning supplies and PPE, School Nutrition expenses



COVID Funds Update as of 9/30/21

- Cares Act - ESSER I - State Reserve Funds (PRC 165, 166, 167)
 - Total Funds Received = \$66,920
 - Funds Remaining = \$62,455
 - Expires September 30, 2022
 - Additional classroom supplies and support for Exceptional Children



COVID Funds Update as of 9/30/21

- Governor's Emergency Education Relief Fund -
GEER Funds (PRC 169 and 170)
 - Total Funds Received = \$203,443
 - Funds Remaining = \$176,010
 - Expires September 30, 2022
 - Additional Nurse, Counselor, Social Worker, and Mental Health support for Summer Camp 2021



COVID Funds Update as of 9/30/21

- Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) - Elementary and Secondary School Emergency Relief Fund
ESSER II Funds (PRC 171)
 - Total Funds Received = \$4,519,476
 - Funds Remaining = \$3,205,938
 - Expires September 30, 2023
 - Summer Camp 2021, Technology purchases and support, Instructional supplies and support



COVID Funds Update as of 9/30/21

- Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) - ESSER II - State Reserve Funds (PRC 173, 178)
 - Total Funds Received = \$56,349
 - Funds Remaining = \$36,875
 - Expires September 30, 2023
 - Reading Assessment for Summer Camp 2021



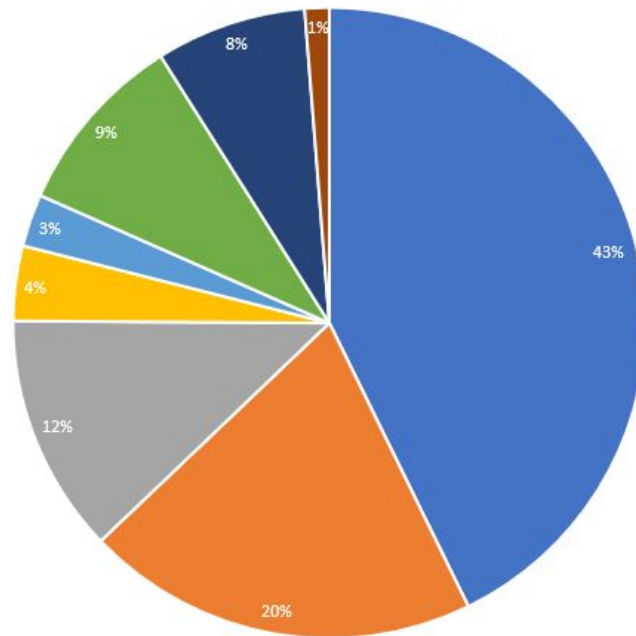
COVID Funds Update as of 9/30/21

- American Rescue Plan Act (ARPA) - Elementary and Secondary School Emergency Relief Fund
ESSER III Funds (PRC 181)
 - Total Funds Received = \$10,124,157
 - Funds Remaining = \$10,124,157
 - Expires September 30, 2024
 - Support unfinished learning, Update HVAC systems, initiatives with new strategic plan



COVID Funds Update as of 9/30/21

- Total COVID Related Funds
 - Total Funds Received =
\$17,496,875
 - Expenses as of 9/30/21 =
\$3,328,812
 - Funds Remaining =
\$14,168,063



■ Technology Devices & Support ■ Summer Camp
■ Classroom Instruction ■ EC Student Support
■ Wifi Access and Security ■ COVID Protocols & PPE
■ School Nutrition ■ Indirect Costs



Capital Outlay Fund - Fund 4

- County Appropriation = \$986,929
- Phase III Renovation Project = \$26,070,916
- Total Budget = \$27,357,845



School Nutrition Fund - Fund 5

- Sodexo Contract
- Free Meals for all students for 2021-2022
- Total Budget = \$4,000,000



Enterprise Fund - Fund 7

- Afterschool Programs
- Catering
- Total Budget = \$400,000









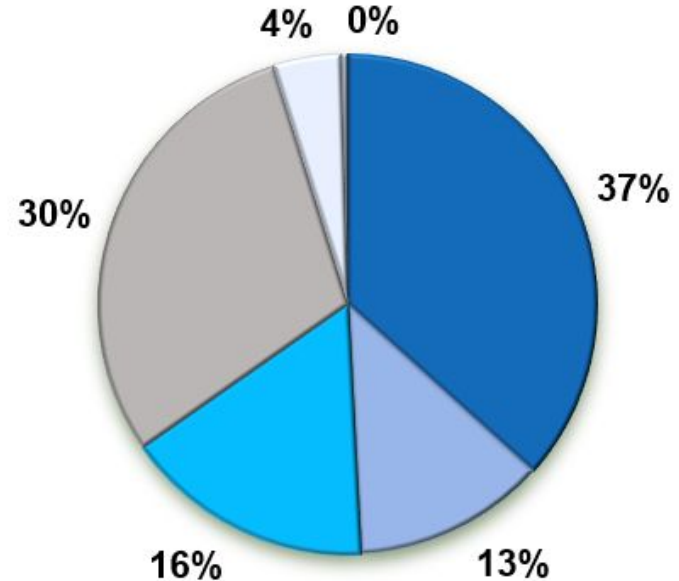
Other Designated Accounts Fund - Fund 8

- Pre-K Programs
- Other Direct Grants
- Indirect Costs and Tuition
- Total Budget = \$1,197,780



2021-2022 Total Budget

	State Public School Fund	\$ 33,538,834
	Local Current Expense and Other Designated Funds	\$ 11,769,895
	Federal Grants Fund	\$ 14,740,848
	Capital Outlay Fund	\$ 27,357,845
	School Nutrition Fund	\$ 4,000,000
	Enterprise Fund	\$ 400,000
	Total Budget	<u>\$ 91,807,422</u>



2021-2022 Total Budget vs Prior Year

	Prior Year 2020-2021	Initial Budget 2021-2022
State Public School Fund	\$ 34,969,112	\$ 33,538,834
Local Current Expense and Other Designated Funds	\$ 11,759,239	\$ 11,769,895
Federal Grants Fund	\$ 16,332,036	\$ 14,740,848
Capital Outlay Fund	\$ 33,252,156	\$ 27,357,845
School Nutrition Fund	\$ 4,000,000	\$ 4,000,000
Enterprise Fund	\$ 426,042	\$ 400,000
Total	\$ 100,738,585	\$ 91,807,422



Questions



Asheboro City Schools
COVID Related Funds Summary as of 9/30/2021

Source	Authority	Fund	PRC	Allotment	Amount Spent To Date	Remaining Balance	Description	Period of Expenditure	ACS Expenditure Details to Date
State Funds	State COVID-19 Supplemental Funds	1	154	\$ 178,446.00	\$ 178,446.00	\$ -	Provides supplemental funding to public schools for additional expenditures related to school nutrition, child care, remote learning and sanitation incurred due to school building closure for COVID-19	March 1 to June 30, 2020	Used to support COVID 19 Cleaning Protocols during Spring 2020 including staff, equipment and supplies including PPE
CARES Act Coronavirus Relief Fund	HB1043 Section 3.3 (13)	1	121	\$ 251,935.00	\$ 251,935.00	\$ -	to provide a supplemental summer learning program in response to negative effects of COVID-19 for K-4.	date of submission of Plan to DPI to 12/31/2021	Summer Learning Camp 2020
CARES Act Coronavirus Relief Fund	HB1043 Section 3.3 (15)	1	123	\$ 8,678.00	\$ 8,678.00	\$ -	to provide nondigital remote instruction resources to students with limited connectivity	expire 12/31/21	Instructional materials for students during remote instruction
CARES Act Coronavirus Relief Fund	HB1043 Section 3.3 (9)	1	124	\$ 96,334.00	\$ 96,334.00	\$ -	computers or other electronic devices for use by students in response to COVID-19.	expire 12/31/21	Student devices
CARES Act Coronavirus Relief Fund	HB1043 Section 3.3 (6) & SB 113	1	125	\$ 103,775.00	\$ 103,775.00	\$ -	School nutrition services provided in response to COVID-19	3/16/2020 to 12/31/21	School Nutrition expenses during Spring 2020
CARES Act Coronavirus Relief Fund	HB1043 Section 3.3 (10)	1	126	\$ 12,861.00	\$ 12,861.00	\$ -	to provide computers or other electronic devices for use by school personnel.	expire 12/31/21	Staff devices - laptops for Instructional Assistants for use during remote learning
CARES Act Coronavirus Relief Fund	HB1043 Section 3.3 (8) and HB1105 Section 1.2	1	128	\$ 37,705.00	\$ 37,705.00	\$ -	DPI for improving Internet connectivity for students through mobile Internet access points. Cost of devices, not subscription. Believe intention is to provide funds, not DPI procurement	expire 12/31/21	Hotspots and mobile access points during remote learning
CARES Act Coronavirus Relief Fund	HB1043 Section 3.3 (16) & HB1023 section 1.1(d) (64) & HB1105	1	132	\$ 40,651.00	\$ 40,651.00	\$ -	grants to public school units for extraordinary costs of providing Extended School Year Services or future services for exceptional children.	expire 12/31/21	Additional instructional materials and support for EC students
CARES Act Coronavirus Relief Fund	SL 2020-27	1	134	\$ 614,668.00	\$ 614,668.00	\$ -	supplemental instructional services to low wealth counties	expire 12/31/21	Salaries to support curriculum development, substitutes, custodians and COVID 19 cleaning supplies and PPE, online textbooks and students devices for preK thru 2nd grade
CARES Act Coronavirus Relief Fund	HB1043 Section 3.3 (11)	1	135	\$ 10,548.00	\$ 10,548.00	\$ -	to establish a shared cybersecurity infrastructure and district cybersecurity monitoring and support.	expire 12/31/21	Cybersecurity monitoring subscription
CARES Act Coronavirus Relief Fund	HB1105(92)	1	138	\$ 12,571.00	\$ 12,571.00	\$ -	Make available to PSUs one or more Gaggle safety management products to enhance student safety while providing remote instruction	expire 6/30/21	Gaggle safety management subscription
CARES Act ESSER I	K-12 emergency Relief Fund (ESSER I)	3	163	\$ 1,158,358.00	\$ 595,730.00	\$ 562,628.00	Allocation with a broad allowable use	expire 9/30/22	Technology purchases for 1:1 initiative, internet access and technology support, Instructional Materials, cleaning supplies and PPE, School Nutrition expenses

CARES Act 9.5%	ESSER I- State reserve-SBE	3	165	\$ 32,022.00	\$ -	\$ 32,022.00	Subscribe to K-8 packaged curricula - Funding to purchase 1 year subscription to high quality, standards aligned digital curriculum packages selected by PSU	Sept 30,2022	
CARES Act 9.5%	ESSER I- State reserve-SBE	3	166	\$ 6,732.00	\$ -	\$ 6,732.00	Convert remaining district contracts to single statewide contract with higher support.	Sept 30,2022	
CARES Act 9.5%	ESSER I- State reserve-SBE	3	167	\$ 28,166.00	\$ 4,465.00	\$ 23,701.00	Specifically, exceptional children funding for future services. Funds to provide instructional support to students and provide ongoing growth toward learning targets.	Sept 30,2022	Additional instructional materials and support for EC students
CARES Act GEER	Governor's Emergency Education Relief Fund	3	169	\$ 139,254.00	\$ 27,433.00	\$ 111,821.00	Student health funding for additional physical and mental health support services for students	Sept 30,2022	Additional Nurse, Guidance Counselor, Social Worker, and Mental Health support during Summer Learning Camps
CARES Act GEER	Governor's Emergency Education Relief Fund	3	170	\$ 64,189.00	\$ -	\$ 64,189.00	Supplemental instructional services for support the academic needs of at-risk students, students in poverty and students with disabilities through additional in-school instructional support.	Sept 30,2022	
CRSSA	ESSER II	3	171	\$ 4,519,476.00	\$ 1,313,538.00	\$ 3,205,938.00	Allocation with a broad allowable use	Sept 30,2023	Summer Camp 2021, Technology purchases and support, Instructional supplies and support
CRSSA 9.5%	ESSER II State reserve SL 2021-3	3	173	\$ 29,578.00	\$ -	\$ 29,578.00	Contracted services for school health support personnel to provide additional physical and mental health support services for students. school counselors, school nurses, school psychologists, and school social workers	Sept 30,2023	
CRSSA 9.5%	ESSER II State Reserve SL2021-3 Section 1.7	3	178	\$ 26,771.00	\$ 19,474.00	\$ 7,297.00	Competency Based Assessment	Sept 30,2023	Reading Assessment for Summer Camp 2021
ARP	ESSER III	3	181	\$ 10,124,157.00	\$ -	\$ 10,124,157.00	Allocation with a broad allowable use. 20% must be used to address learning loss	Sept 30,2024	
	TOTAL			\$ 17,496,875.00	\$ 3,328,812.00	\$ 14,168,063.00			

Calendar of Upcoming Events

October 14, 2021

Thursday	October 14	4:30 p.m.	JV and Varsity Volleyball	NAMS
Thursday	October 14	6:30 p.m.	JV Football	AHS
Monday	October 18	11:00 a.m.- 2:00 p.m.	Kiwanis Pancake Day	National Guard Armory
Wednesday	October 20	5:00 p.m.	JV and Varsity Boys Soccer	AHS
Thursday	October 21	5:00 p.m.	JV and Varsity Boys Soccer	AHS
Friday	October 22	7:30 p.m.	Blue Comet Football Senior Night	AHS
Wednesday	October 27	5:00 p.m.	JV and Varsity Boys Soccer	AHS
Thursday	October 28	6:30 p.m.	JV Football	AHS
Thursday	October 28	7:30 p.m.	AHS Bandorama	TBD
Monday	November 1	6:00 p.m.	Randolph County Commissioners Meeting	Old Courthouse
Tuesday	November 2	9:00 a.m.	College Fair	AHS
Thursday	November 4	7:30 p.m.	Board of Education Meeting	SAMS Media Center