

ASHEBORO CITY BOARD OF EDUCATION
South Asheboro Middle School Media Center
February 9, 2023
7:30 p.m.

Addendum

6:00 p.m. – Joint Meeting with Randolph County Board of Commissioners

- I. Opening**
- II. Special Recognitions**
- III. Superintendent’s Report**
- IV. Public Comments**
- V. *Consent Agenda**
 - C. Personnel (addendum added)
 - E. Asheboro High School Overnight Field Trip Request
- VI. Information, Reports, and Recommendations**
 - B. Contracted Custodial Services Update – Ms. Sandra Spivey Ayers, Finance Officer, and Mr. Russell Leboff, Mr. Kevin Wagner and Mr. Giovanni Penafort – HES Facilities Management – **Presentation added.**
 - C. Substitute and Contracted Instructional Staffing Update – Ms. Carla Freemyer, Executive Director of Human Resources, and Ms. Brittany Mcilwaine, ESS Southeast District Manager, and Ms, Heather Wall, ESS Southeast Account Manager – **Presentation added.**
- VII. *Action Items**
- 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.

AGENDA

Special Joint Meeting
of the
Asheboro City Board of Education
and the
Randolph County Board of Commissioners
February 9, 2023 at 6:00 p.m.
South Asheboro Middle School Media Center

4:30 p.m.- Meet on the front steps of Asheboro High School

Tour of Asheboro High School

Dr. Aaron Woody, Superintendent
Mr. Chris Scott, Director of Facilities & Maintenance
Ms. Sandra Spivey Ayers, Finance Officer

6:00 p.m.

Welcome

Mr. Michael Smith, Chair
Asheboro City Board of Education

Call to Order

Mr. Darrell Frye, Chair
Randolph County Board of Commissioners

Information and Reports

Dr. Aaron Woody, Superintendent
Asheboro City Schools

- a. Budget considerations for 2023-2024*
- b. 10-Year Long-Range Facility Plan*
- c. Asheboro High School Construction Update*
- d. Discussion*

Adjournment

Mr. Darrell Frye, Chair
Randolph County Board of Commissioners

ASHEBORO CITY BOARD OF EDUCATION
South Asheboro Middle School Media Center
February 9, 2023
7:30 p.m.

6:00 p.m. – Joint Meeting with Randolph County Board of Commissioners

I. Opening

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance – Ms. Julie Brady, Principal, South Asheboro Middle School
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. School Spotlight – Ms. Julie Brady, Principal, South Asheboro Middle School
- B. Community Partner Spotlight – Ms. Julie Brady, Principal, South Asheboro Middle School
- C. Points of Pride – Dr. Robin Harris, Director of Equity & Inclusion

III. Superintendent’s Report – Dr. Aaron Woody, Superintendent

IV. Public Comments

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 for January 12, 2023 Board of Education Meeting
- B. Policies Recommended for Approval:
 - Policy 3220 – Technology In The Educational Program
 - Policy 4240/7312 – Child Abuse and Related Threats To Child Safety
 - Policy 4300 – Student Behavior Policies
 - Policy 4700 – Student Records
 - Policy 6125 – Administering Medicines To Students
 - Policy 6220 – Operation Of School Nutrition Services
 - Policy 7130 – Licensure
 - Policy 7510 – Leave
- C. Personnel
- D. 2023 NC Education Lottery Application-Public School Building Capital Fund

VI. Information, Reports, and Recommendations

- A. Policies Recommended for Review – Ms. Carla Freemyer, Executive Director of Human Resources:
 - Policy 3102 – Online Instruction
 - Policy 4220 – Student Insurance Program
 - Policy 4270/6145 – Concussion and Head Injury
 - Policy 6230 – School Meal and Competitive Foods Standards

- Policy 7241 – Drug and Alcohol Testing of Commercial Motor Vehicle Operators
 - Policy 7360/8225 – Crowdfunding on Behalf of the School System
- B.** Contracted Custodial Services Update – HES Facilities Management
- C.** Substitute and Contracted Instructional Staffing Update – ESS Southeast

VII. *Action Items

VIII. Board Operations – Chairman Michael Smith

- A.** Calendar of Events

X. Adjournment

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

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Welcome

to MTSS

SAMS STYLE

Julie Brady, Principal

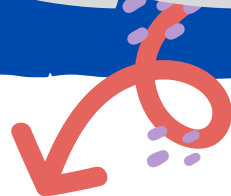
D.R. Cash, Assistant Principal



Megan Smith, Instructional Facilitator

Jennifer Cash-Cummings, Interventionist

February 9, 2023

Where We Have Been... 2021-2022

- 
- Assessed the need to build a foundational understanding to use MTSS framework to strengthen our Core instruction to help reach the 80% of students.
 - MTSS 101 was offered to teach staff the basics about the MTSS framework.
 - Staff development was implemented for Core/Tier 1 MTSS strategies and instruction.

- 
- 
- Brainstormed ways to include a more specified intervention time in master schedule with a redesign from previous plans.
 - Researched resources that could be used for Core intervention and purchased, Linking CCSS to Your Curriculum
 - Created a position for Interventionist to assist with MTSS implementation.

Let's
GO!

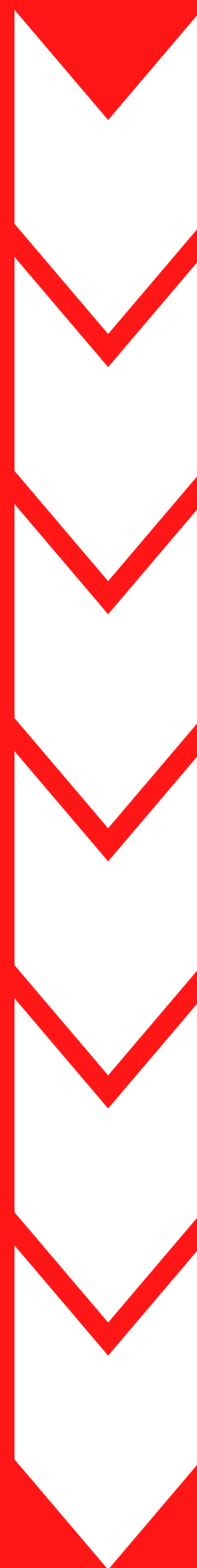
MTSS - SAMS STYLE - 2022-2023

Let's get Started

- Parents were notified of Tier 2 implementation via mailed letters and School Status.



9/13



9/26



Reading it is!

- Tier 2 interventions began with reading. (49 students)
- Groups focused on phonics, vocabulary and comprehension.

It's time for Math!

- Grouped by Number Sense, Data/Measurement and Algebraic Thinking based on grade level power standards (31 students)



10/24

11/4

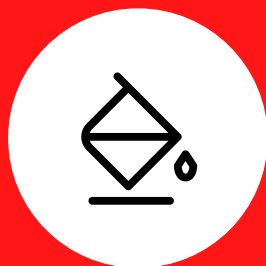


Teach the Whole Child

- SEL Tier 2 Interventions began
- Social Awareness - Panorama Survey (6 students)
- Self-Regulation - ODR Referrals (5 students)

Data Explosion

- iReady MOY Diagnostic Data was analyzed and plans adjusted based on data
- New students will be added, as needed



1/25

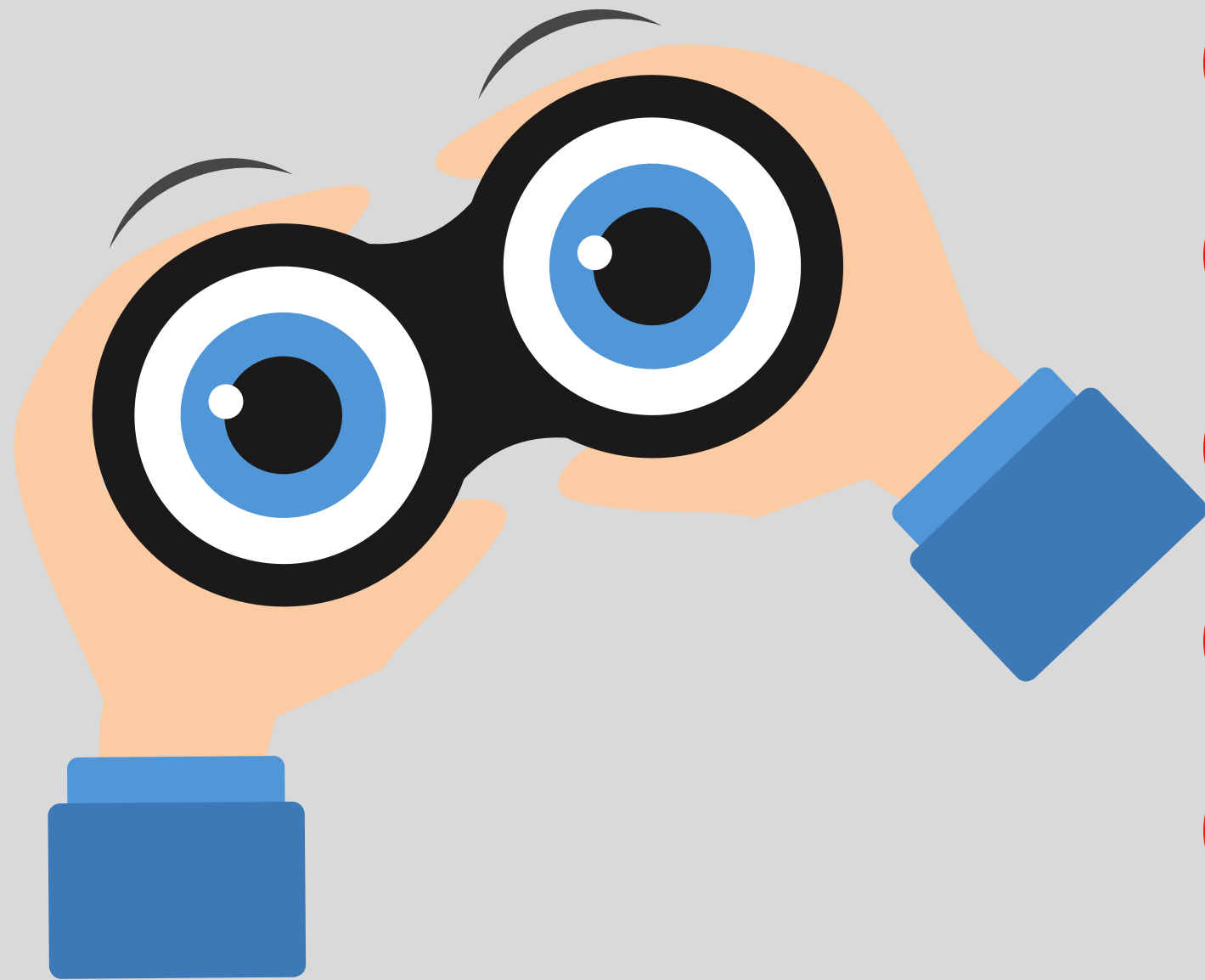
2/6



Second Semester Begins

- New groups begin
- More teachers are added to accommodate more students

SAMS STYLE – At a Glance



Tier 2 Students attend two days a week for a total of 50 minutes.

Intervention groups contain no more than six students..

Students were chosen for Tier 2 based on three different data.

Core students are receiving literature instruction during Intervention Block.

Mastery Monday is implemented in all core classes.

Increased iReady time for all students to further differentiate.

Exploratory teachers were trained on reading and math strategies to implement during Intervention groups.

1st Semester Data Overview

Intervention - Tier 2

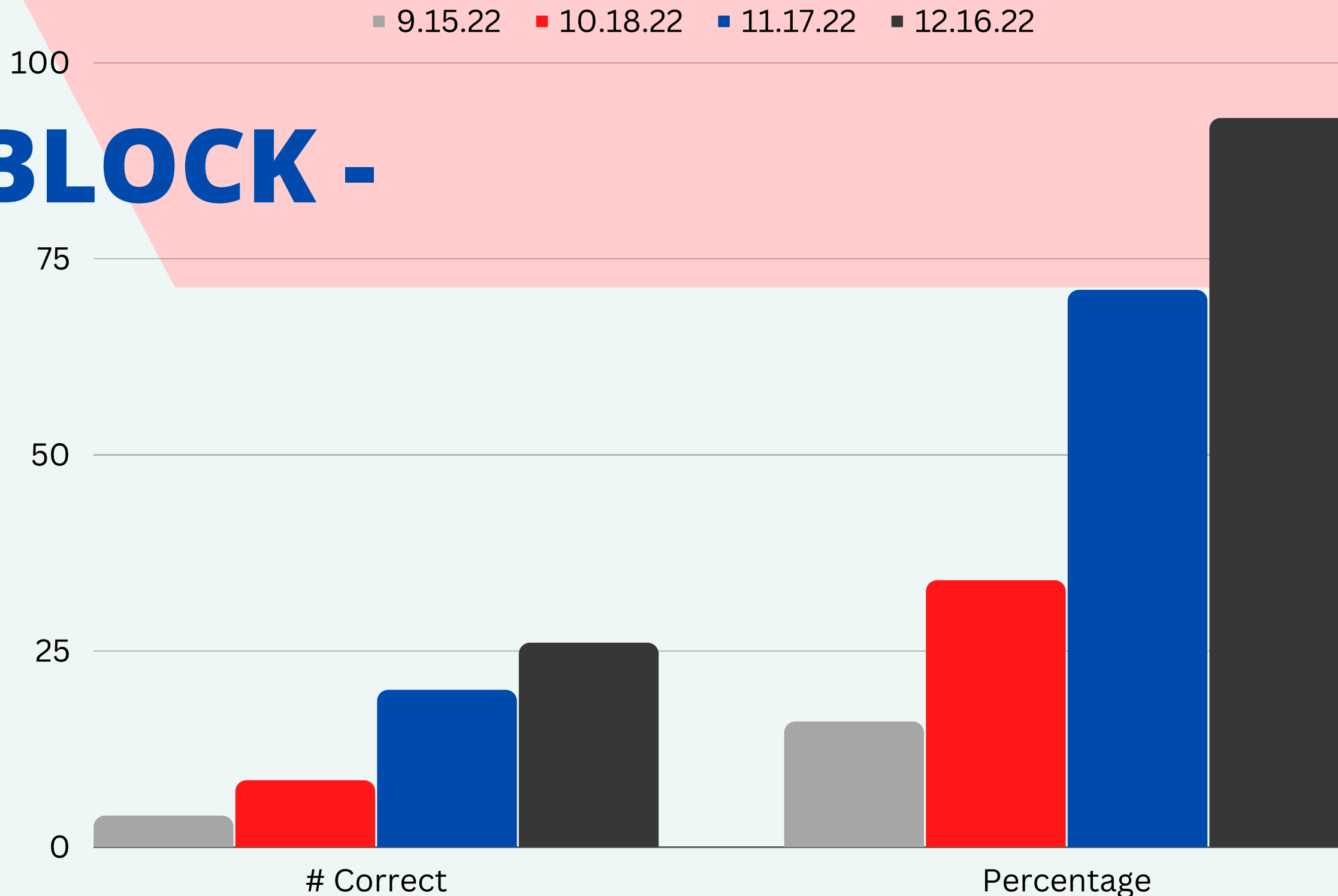
	iReady BOY Grade Level Avg.	iReady MOY Grade Level Avg.	Change BOY to MOY	iReady Scale Avg. Growth	Progress Monitoring Avg. Growth
READING	3.2	3.5	+0.3	+7.9	+13.6
MATH	2.9	3.7	+0.9	+12.0	+5.4
6TH GR. (R/M)	3.2/3.0	3.0/4.0	-0.2/+1.0	-1.3/+14.4	+12.8/+5.8
7TH GR. (R/M)	3.1/2.6	3.2/3.2	+0.1/+0.6	+1.4/+9.5	+10.5/+5.9
6TH GR. (R/M)	3.4/3.0	4.5/4.0	+1.1/+1.0	+29.6/+0.1	+7.3/ +4.3

INTERVENTION BLOCK - PHONICS

- Baseline - 9/15/2022
- End of 3rd Session - 12/16/22

J. LEONARD

- Final Consonant blends
- Initial Consonant blends
- Identify variant correspondents in words



iReady MOY
Phonics Scl
Growth

iReady MOY
Phonics Gr Lvl
Growth

Progress
Monitoring
Avg. Growth

PHONICS

+49

+0.6

+88.9

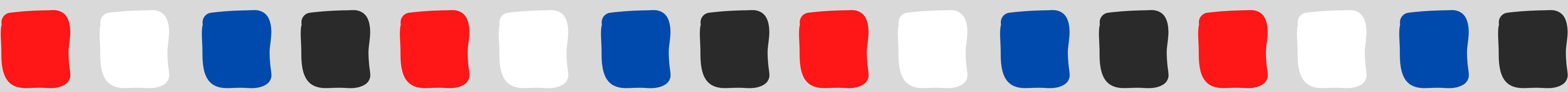


J. Leonard, Agriculture and Phonics Intervention

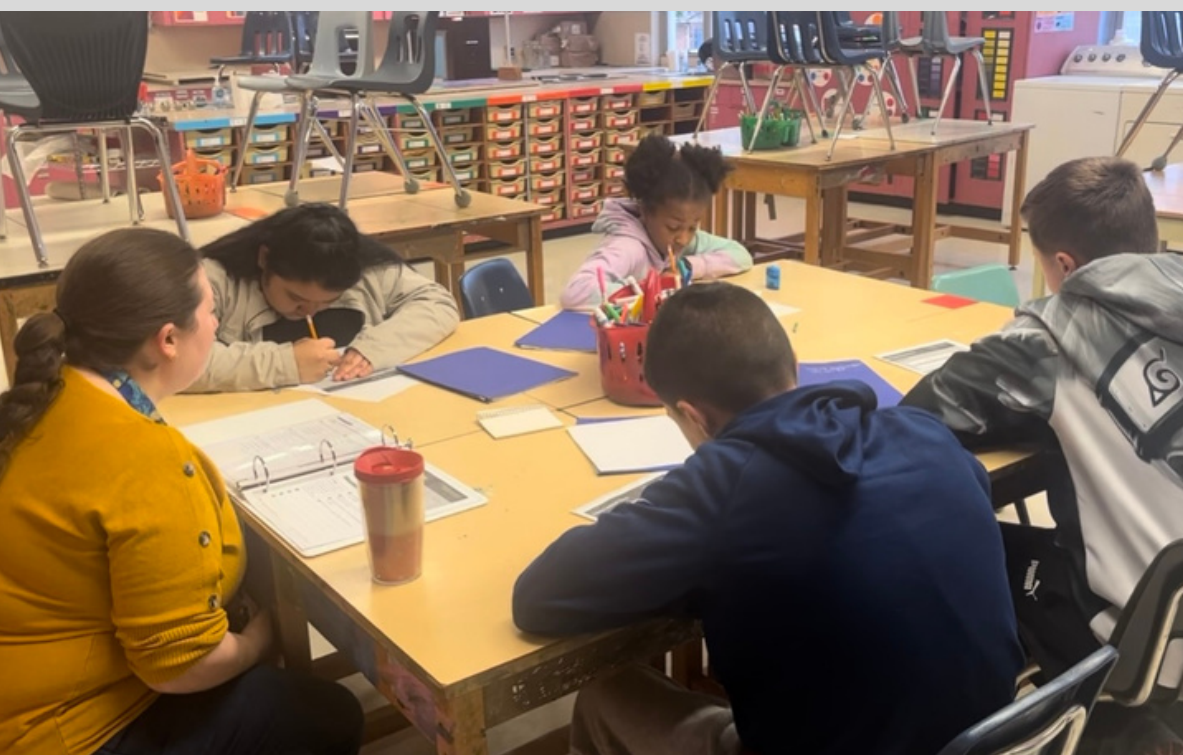
1st Semester Vocabulary

Intervention - Tier 2

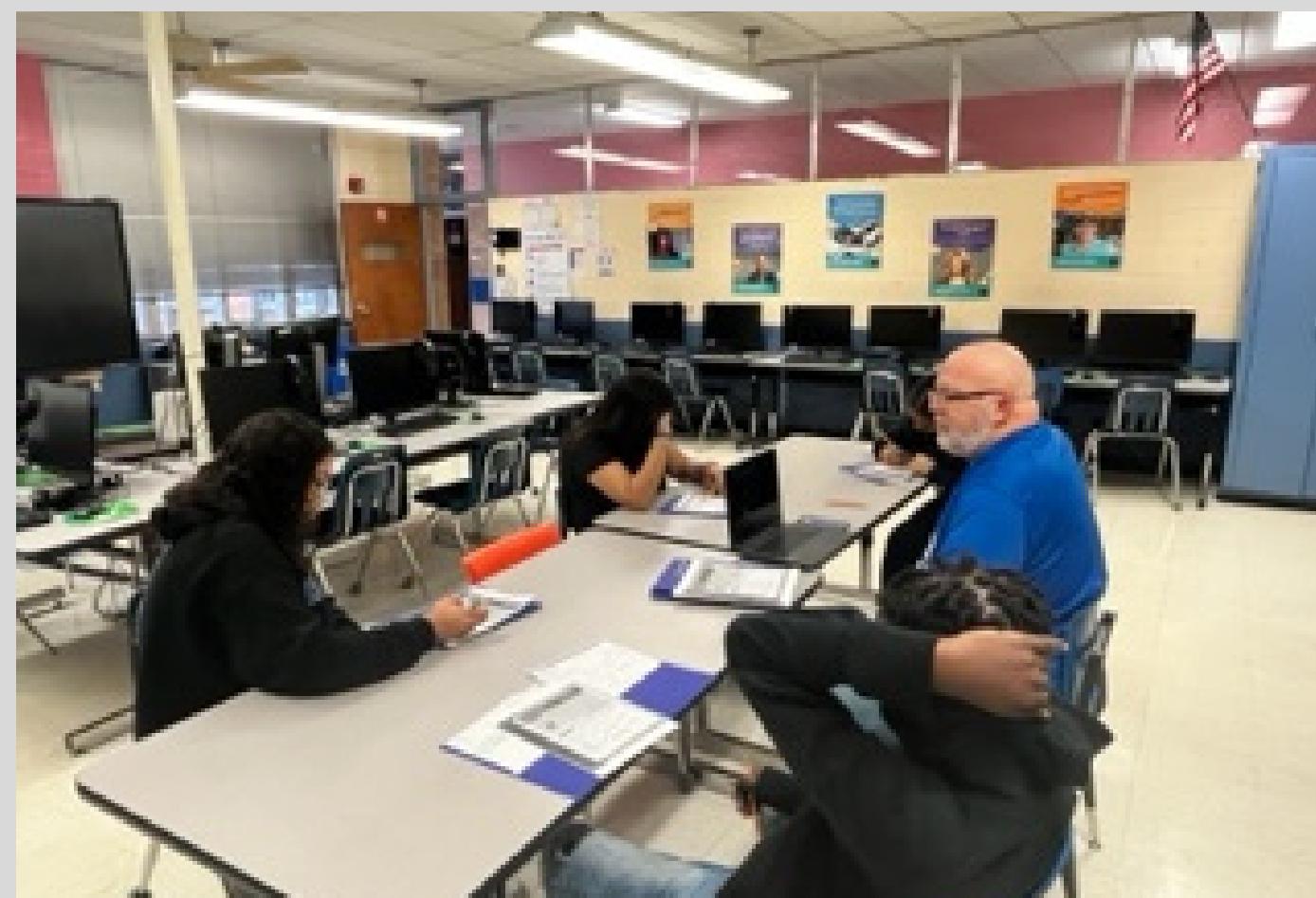
	iReady Overall Scale Avg. Growth	iReady Overall Grade Level Avg. Growth	iReady MOY Vocab Scl Growth	iReady Vocab Gr Lvl Growth	Progress Monitoring Avg. Growth
READING	+7.0	+0.8	+10.3	+0.3	+13.6
ALL VOCAB	+37.0	+1.5	+74	+2.0	+13.5
CARR	+10.0	+0.3	+5.3	0.0	+11.3
CLODFELTER	+8.5	+0.3	+14.1	+0.3	+13.5
LACKEY	+27.4	+1.1	+43.4	+1.3	+13.8



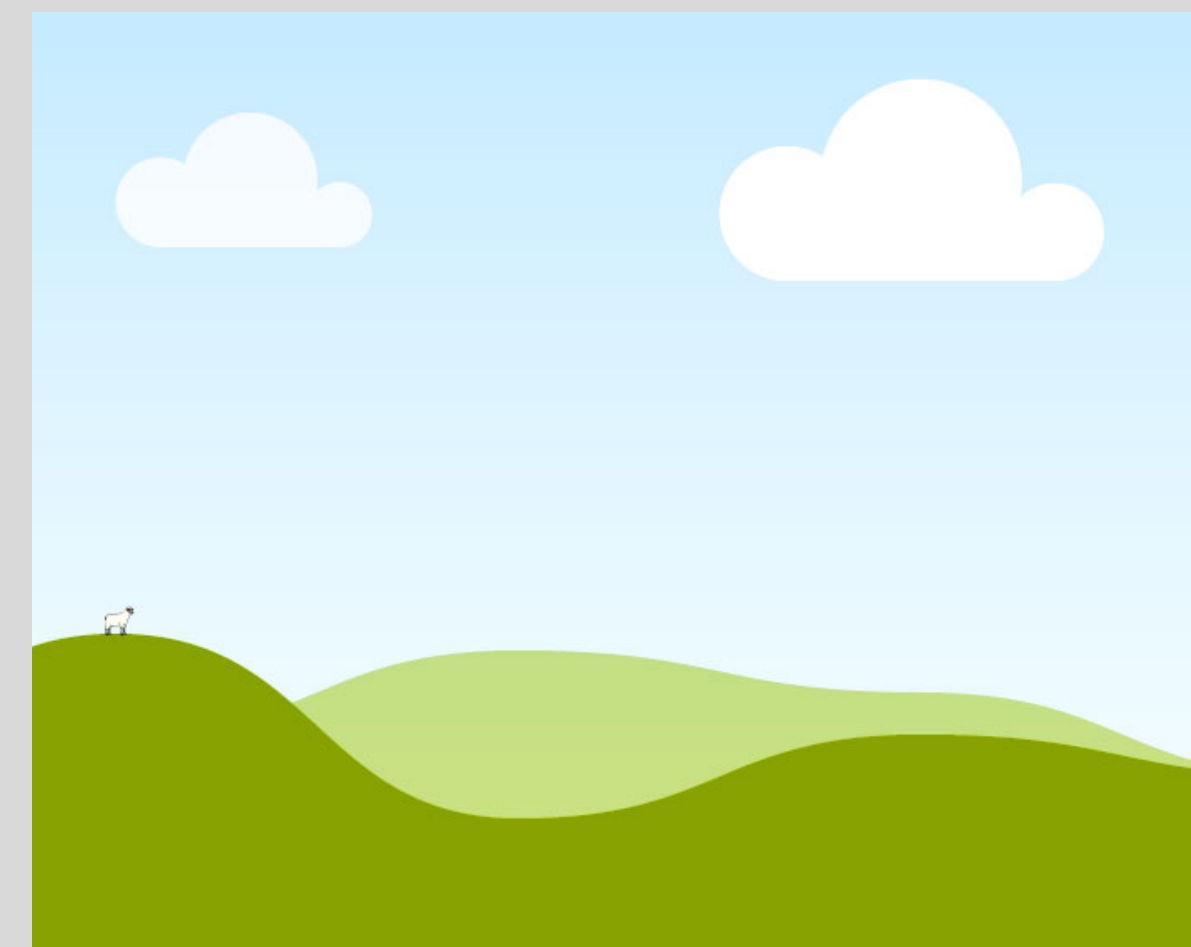
VOCABULARY INTERVENTION



Jamie Carr,
Art



Clodfelter,
Tech



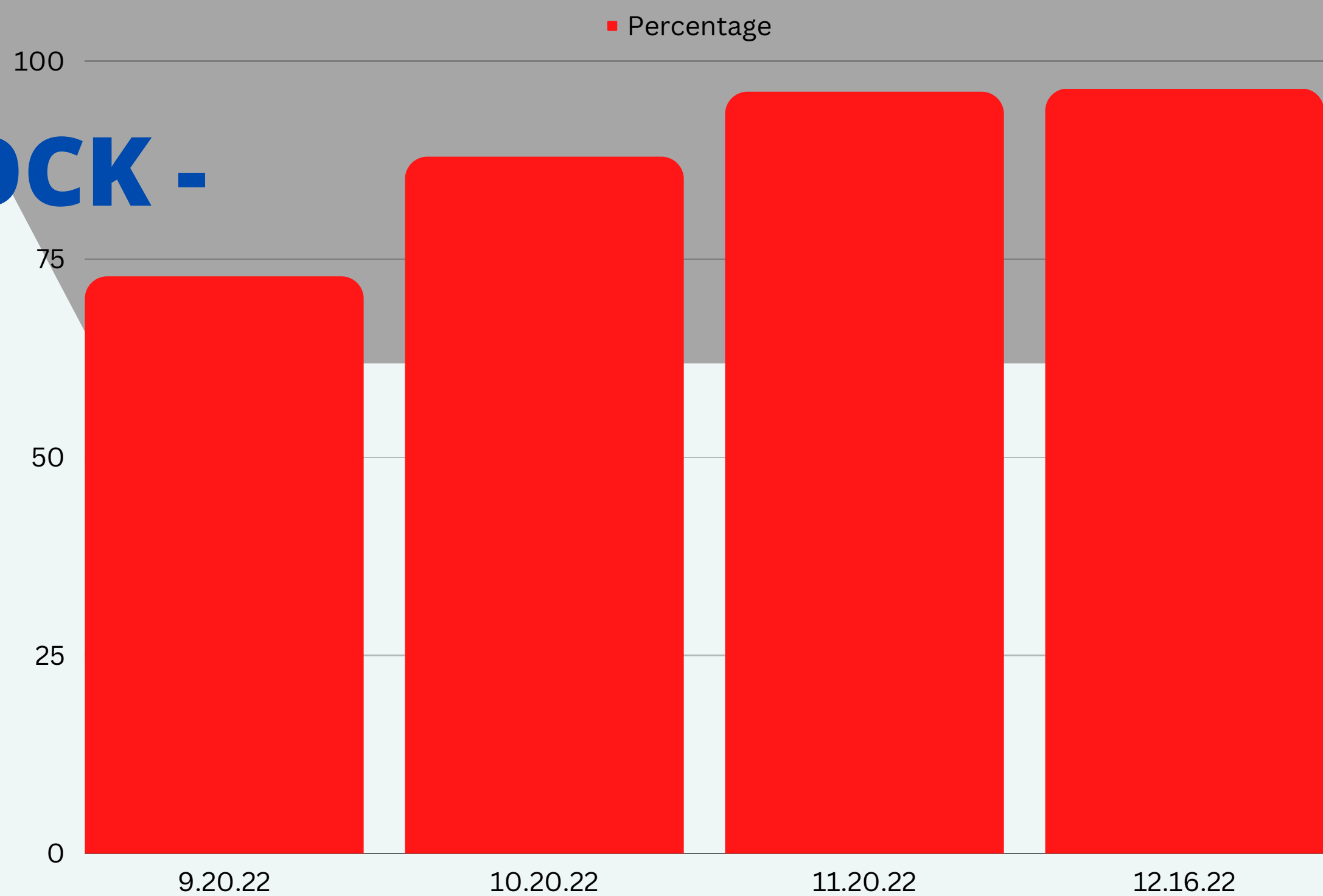
Lackey,
Music

INTERVENTION BLOCK - COMPREHENSION

- Baseline - 9/15/2022
- End of 3rd Session - 12/16/22

ROGERS

- Vocabulary metacognition
- Fact and opinion
- Cause and effect
- Author's purpose



COMPREHENSION

iReady MOY
Overall Scale
Avg. Growth

+16.2

iReady MOY
Overall Gr
Lvl Avg.
Growth

+0.8

iReady MOY
COMP Scl
Growth

+12.8

iReady MOY
COMP Scale
Growth

+2.0

Progress
Monitoring
Avg. Growth

+21.3

Aimee Rogers, a woman with long dark hair wearing a green and grey shirt, is leaning over a wooden table in a classroom. She is surrounded by several young students who are also leaning over the table, looking at papers. The background shows a typical classroom setting with desks, chairs, and windows. A blue brushstroke graphic is overlaid on the top right of the image, containing the text.

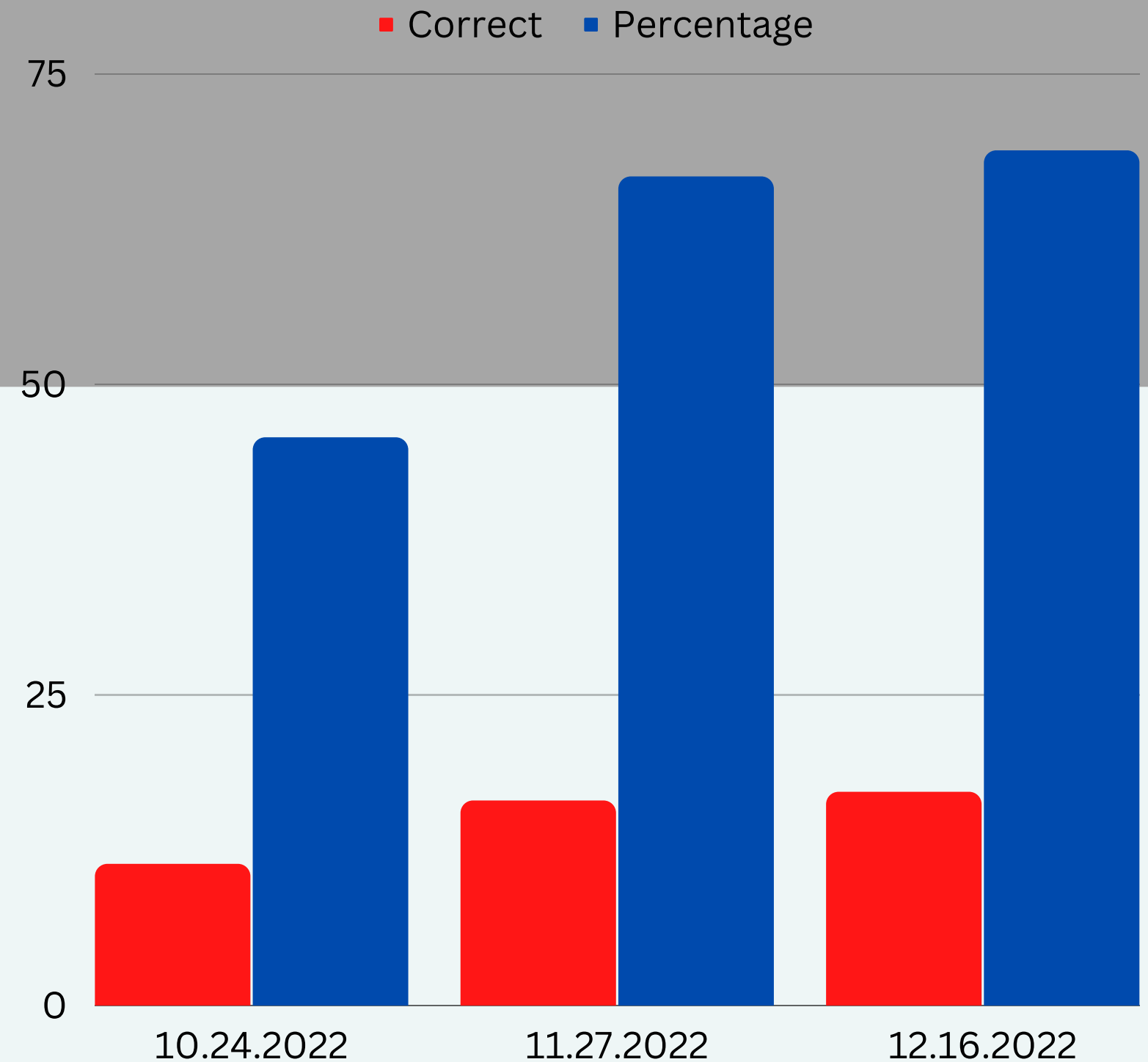
AIMEE ROGERS,
Health Science
Comprehension Intervention

INTERVENTION BLOCK

- MATHEMATICS

- Baseline - 10/24/2022
- End of 3rd Session - 12/16/22

- Number Sense **BUTLER**
- Measurement **NORRIS**
- Algebraic Thinking **HOOGKAMP**

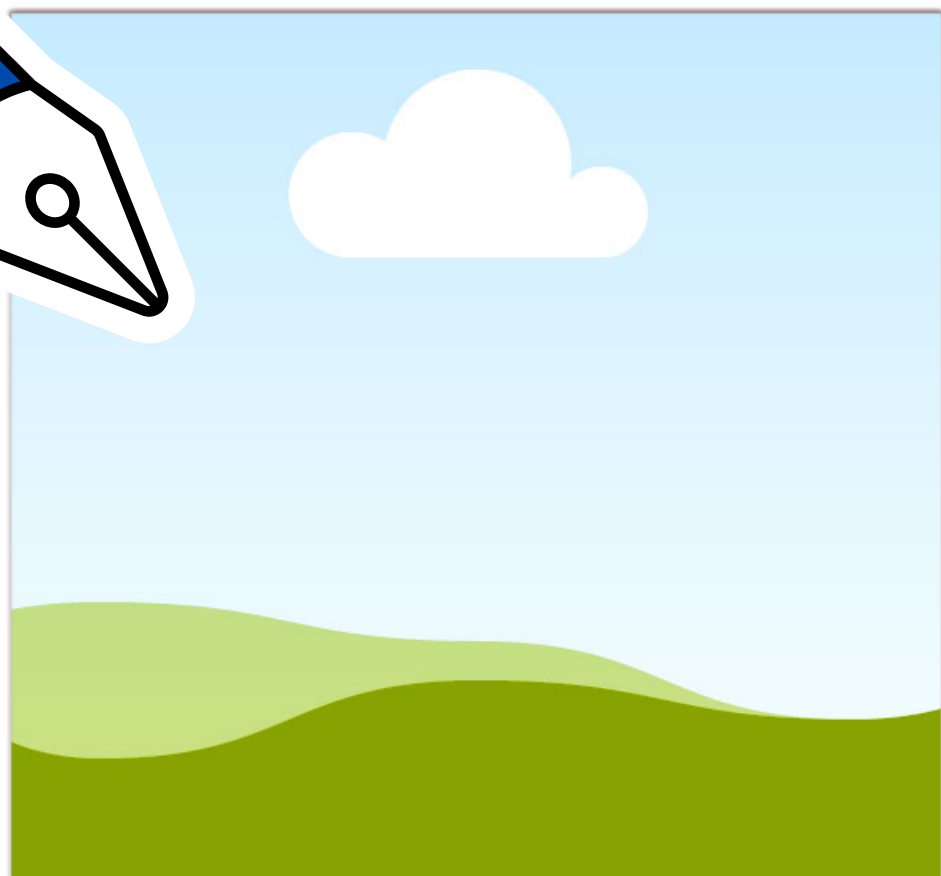
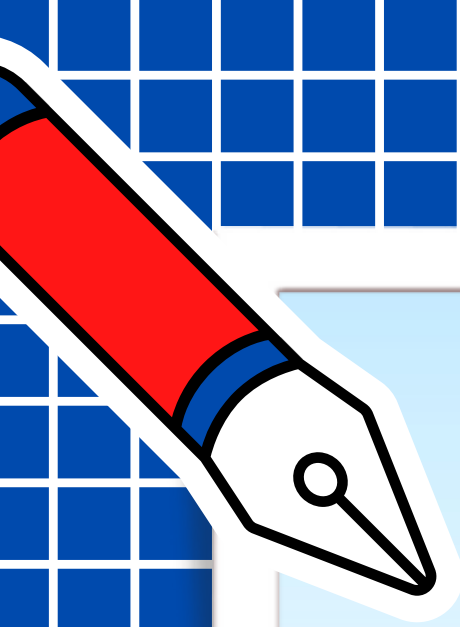


MATH	iReady BOY Overall Grade Avg.	iReady MOY Overall Grade Level Avg.	iReady MOY MATH Sci Growth	iReady Grade Lvl Growth	Progress Monitoring Avg. Growth
	3	4	+15.0	+1.0	+22.7

1st Semester Mathematics

Intervention - Tier 2

	iReady BOY Grade Level Avg.	iReady MOY Grade Level Avg.	iReady Grade Level Avg. Growth	iReady Scale Avg. Growth	Progress Monitoring Avg. Growth
ALL MATH	3.2	3.5	+0.3	+7.9	+22.7
BUTLER	3.0	3.0	0.0	+12.0	+30.0
HOOBKAMP	2.9	3.8	+0.9	+12.3	+23.1
NORRIS	2.8	3.6	+0.8	+11.0	+26.5



SUSAN BUTLER

Band



BRETT HOOGKAMP

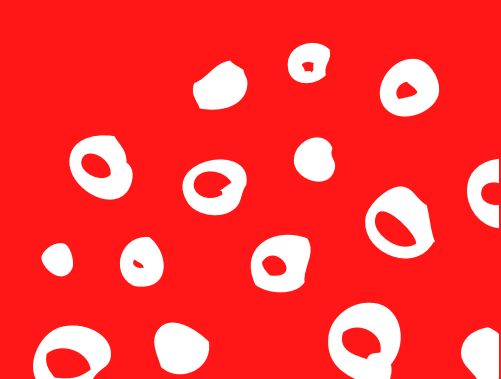
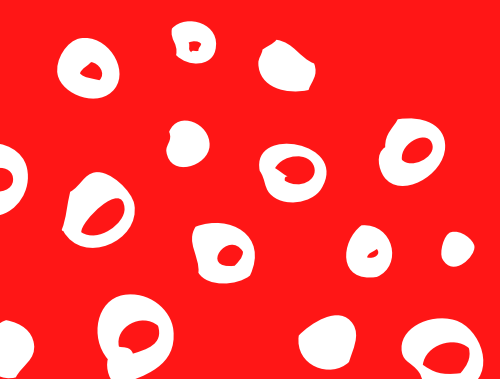
PE/Health



HEATHER NORRIS

PE/Health

MATHEMATICS INTERVENTION

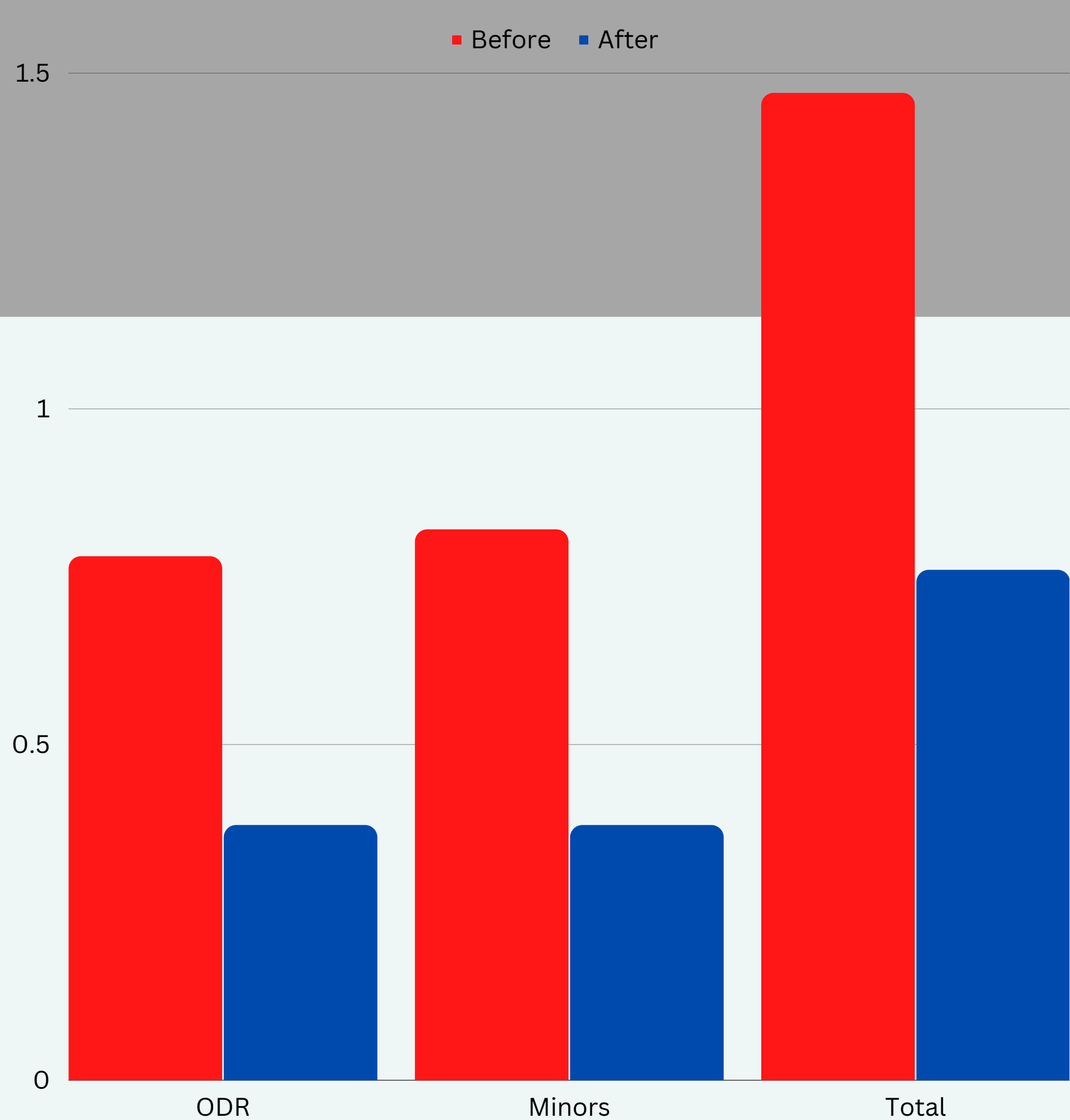


BEHAVIOR - SELF REGULATION

JENNIFER PAGE, SOCIAL WORKER

- Started 11/14
- 2 days per week, 25 minutes

<u>Average per Day</u>	<u>ODR</u>	<u>Minor</u>	<u>Total</u>
Before Oct.	0.78	0.82	1.47
After Oct.	0.38	0.38	0.76
Change	-0.40	-0.44	-0.71



REFLECTIONS...

- Check iReady reports weekly for Core
- Set up guidelines and parameters for iReady usage
- Training on iReady resources and Teacher Toolbox core Core and Intervention

iReady

- Encourage students to be at school before 8:20.
- Contact parents and support staff if truant tardies and/or absences.

Attendance

Student Engagement

- Do they know how to access their data?
- EOG scores?
- iReady data?

Vocabulary and Comprehension

- Decrease size of groups
- Streamline lessons for teachers
- Adjust resources for instruction





GOALS MOVING FORWARD

INSTRUCTION

Include more practice with grade level strategies while using instructional level text.

INCREASE CASELOAD

Two teachers will be added for both reading and math so that more students will be served with Tier 2 interventions.

EXTEND SESSION

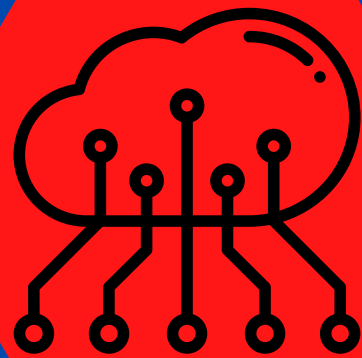
Session will be extended with a total of 10 days (5 weeks) of intervention instruction

CELEBRATIONS



IMPLEMENTATION BEGINS!!!

SAMS HAS NOW IMPLEMENTED MTSS CORE, TIER 2 AND TIER 3 INTERVENTIONS.



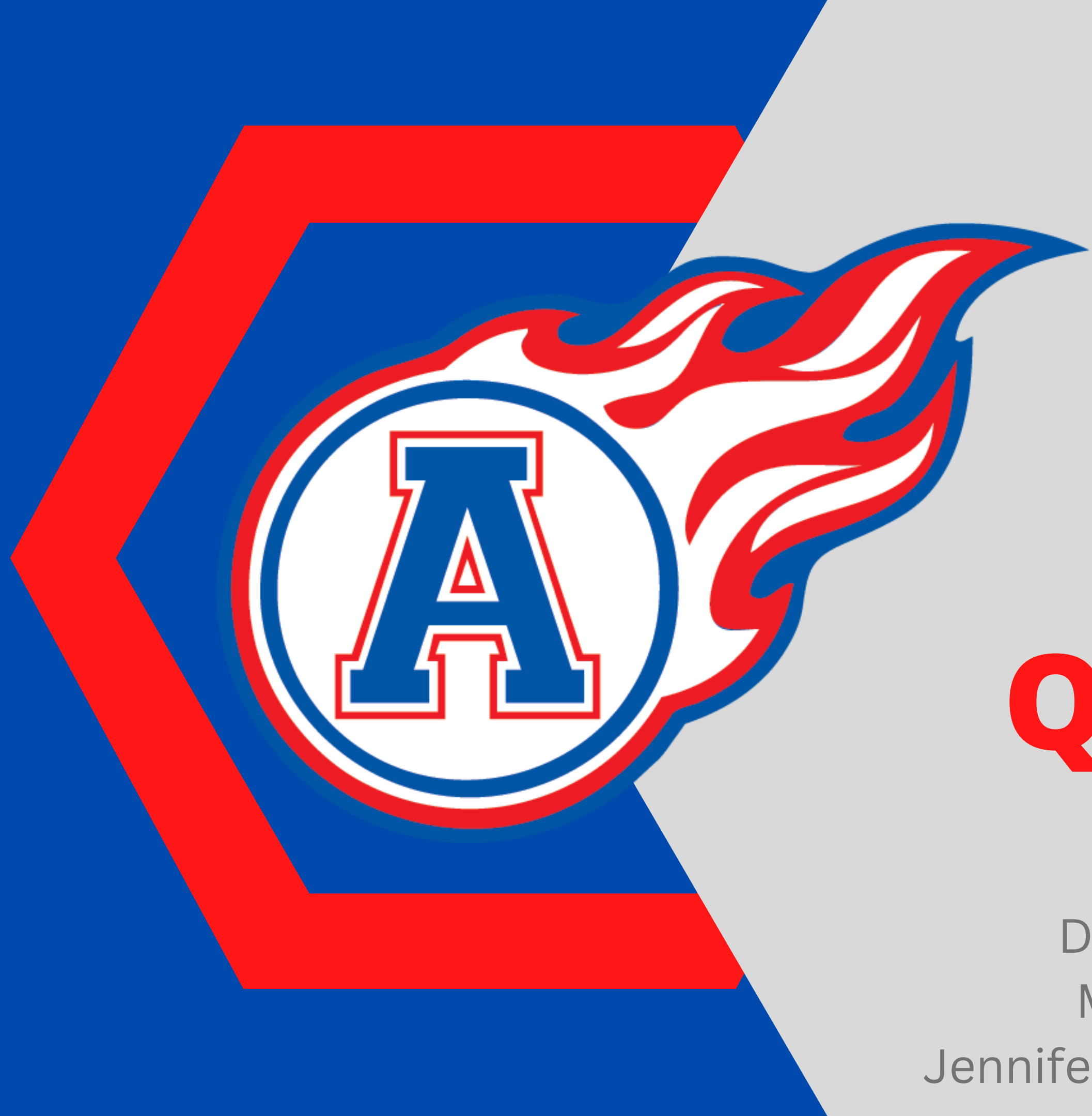
DATA PROVEN

100% OF INTERVENTION GROUPS IN READING, MATH AND SEL SHOWED GROWTH WITH PROGRESS MONITORING, IREADY AND/OR PANORAMA DATA.



EXPLORATORY ROCKS!

SMALL GROUP INSTRUCTION WITH NO MORE THAN 6 STUDENTS BY EXPLORATORY TEACHERS DURING INTERVENTION BLOCK.



**THANK
YOU FOR
YOUR TIME!**

**ANY
QUESTIONS?**

Julie Brady, Principal

D.R. Cash, Assistant Principal

Megan Smith, Lead Teacher

Jennifer Cash-Cummings, Interventionist

ASHEBORO CITY BOARD OF EDUCATION MINUTES
North Asheboro Middle School Theater
January 12, 2023

Policy Committee

Committee Members Present:

Chairman Michael Smith	Vice-Chairman Baxter Hammer	Gidget Kidd
Linda Cranford	Ryan Patton	Gwen Williams
Hailey Lee	Adam Hurley	
Scott Eggleston, Attorney		

Staff Members Present:

Dr. Aaron Woody	Carla Freemyer	Gayle Higgs
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The meeting was called to order at 6:02 p.m. and Carla Freemyer presented to the following policies for consideration:

Policy 3102 – Online Instruction

- Updated legal reference.

Policy 4220 – Student Insurance Program

- Clarifies who is responsible for payment.
- Adds the requirement to purchase catastrophic insurance for high school interscholastic athletics.

Policy 4270/6145 – Concussion and Head Injury

- Adds an updated resource.

Policy 6230 – School Meal and Competitive Foods Standards

- Corrects the subsection identified in section B. 3.
- Updated legal reference.

Policy 7241 – Drug and Alcohol Testing of Commercial Motor Vehicle Operators

- Policy updated to reflect changes to federal law related to the federal Commercial Driver's License Drug and Alcohol Clearinghouse.

Policy 7360/8225 – Crowdfunding on Behalf of the School System

- Adds an updated resource.

The meeting adjourned at 6:09 p.m.

Finance Committee

Board Members Present:

Chairman Michael Smith	Gwen Williams	Linda Cranford
Vice-Chairman Baxter Hammer	Dr. Beth Knott	Gus Agudelo
Gidget Kidd	Ryan Patton	Adam Hurley

Staff Members Present:

Dr. Aaron Woody	Sandra Spivey Ayers
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Others Present:

Scott Eggleston, Board Attorney, Ivey & Eggleston
Rhonda Angerio, Smith Sinnett Architecture
Fred Jernigan, Smith Sinnett Architecture
Ed Keller, contracted Project Manager for Asheboro City Schools

Gwen Williams called the meeting to order at 6:13 p.m. and referred to Sandra Spivey Ayers.

Ms. Ayers reviewed the budget amendments S-02 and S-03. These amendments include adjustments for State reductions due to ADM and increases related to teacher bonus allocations.

Ms. Ayers also reviewed the audit contract included in the consent agenda. This contract is for Anderson, Smith & Wike PLLC for the 2022-2023 school year.

Dr. Woody introduced Rhonda Angerio and Fred Jernigan, our architects from Smith Sinnett. He invited Smith Sinnett to provide an update on the Asheboro High School Renovation.

Smith Sinnett provided a revised timeline of the renovation project. There are concerns whether this new timeline can be met. Smith Sinnett and Asheboro City Schools staff members will continue to meet with the general contractor, JM Thompson, weekly to review the timeline and construction progress.

There being no further business, Gwen Williams adjourned the meeting at 7:17 p.m.

Board of Education

Board Members Present:

Chairman Michael Smith	Adam Hurley	Gidget Kidd
Vice-Chairman Baxter Hammer	Linda Cranford	Gwen Williams
Dr. Beth Knott	Hailey Lee	Ryan Patton
Scott Eggleston, Attorney		

Board Members Absent:

Gus Agudelo	Phillip Cheek
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Staff Members Present:

Dr. Aaron Woody

Gayle Higgs

Lee Clark

Dr. Robin Harris

Sarah Beth Robbins

Chris Scott

Wes Berrier

D'Vera Tune

Jonas Hancock

Sandra Spivey Ayers

Tracie Ross

Chandra Manning

Christina Kinley

Wendy Graham

Carla Freemyer

Nick Arroyo

Katherine Kelley

Lisa Hayes

Dr. Wendy Rich

Angel Etheridge

Deanna Wiles

Pam Clinard

Mari Beth Phillips

Anthony Woodyard

Misty Hildreth

Jordan Seagraves

Opening

Chairman Smith called the meeting to order at 7:30 p.m. and welcomed all in attendance.

Chairman Smith began with a moment of silence. Following the moment of silence, Mr. Smith asked Ms. Lisa Hayes, Principal of Donna Lee Loflin Elementary, to introduce the students who led the Pledge of Allegiance.

Upon motion by Gidget Kidd and seconded by Vice-Chairman Baxter Hammer, the board unanimously approved the meeting agenda.

Special Recognitions

- A.** Ms. Lisa Hayes, Principal of Donna Lee Loflin Elementary, presented the School Spotlight. Ms. Hayes' included Ms. Pam Clinard, ESL teacher, and several students to assist with the presentation. The presentation centered around the numerous enrichment clubs offered at Loflin last spring and fall during the school day. These clubs are offered each fall and spring. Ms. Hayes explained the purpose is to provide an opportunity for all students to engage in an extracurricular enrichment clubs throughout the year. The students shared their favorite clubs and what they learned in them.
- B.** Ms. Lisa Hayes, Principal of Donna Lee Loflin Elementary, presented the Community Partner Spotlight. Ms. Hayes recognized Loflin's community partner, Enciso's Bakery. Ms. Hayes stated the owners of Enciso's Bakery are always supportive with events at school, and they have a positive impact on the culture of the school.
- C.** Ms. Chandra Manning, BT Coordinator & Curriculum Specialist, recognized Ms. D'Vera Tune for obtaining her initial National Board Certification, and Ms. Misty Hildreth, Ms. Katherine Kelley, and Ms. Mari Beth Phillips, for renewing their National Board Certification.
- D.** Ms. Christina Kinley, Director of Accountability & Student Information, presented the following Points of Pride highlighting:
 - Spelling Bees are taking place across the district this week and next. The District Spelling Bee will be held on February 7, 2023 at 6:00 p.m. in the South Asheboro Middle School theater.
 - Balfour Elementary held its first ever Spanish Spelling Bee on Monday, January 9th. After nine rounds, 4th grader, Jade Santos was announced as the winner, with Kareem Hassan (also in 4th grade) coming in second place.
 - Community member and Blue Comet alumni, Ms. Judith Stutts gifted new instruments and funding for private music lessons to 12 Asheboro High School students.

- The Asheboro High School Comet Blues Jazz Ensemble, Symphonic Band, and Symphonic Wind Ensemble treated their audience to a winter performance on January 10.
 - Students and staff from Asheboro High School traveled to NAMS and SAMS to meet rising Freshmen in order for them to learn about all the courses and academic programs offered at our high school. This is an opportunity for our students to begin thinking about all of their options when registering for classes next school year.
 - Playground renovation began this week at Charles W. McCrary Elementary.
 - Our media specialist team visited the UNCG Self Design Studio on December 15 in order to bring back ideas for our student Makerspaces across the district.
 - Robin Harris earned her fifth degree in mid-May. She completed the requirements for her doctorate in Educational Leadership and Cultural Foundations.
- E.** Dr. Aaron Woody, Superintendent, recognized the board for School Board Recognition Month. Dr. Woody shared we have an amazing board who believe in all students, and they go above and beyond in support of our schools and community. It is a priority to the board for Asheboro City Schools to be a high performing district. We are doing three things to honor the board:
- Dr. Woody wrote an article, with the help of the administrative team, in honor of the board and to say thank you that will be shared on social media.
 - Each board member will receive a royal blue tumbler inscribed with the Asheboro City Schools logo.
 - We will be donating a book in each board member's name to the newly renovated Asheboro High School media center for their devoted service to Asheboro City Schools.
- Dr. Woody expressed deep gratitude for everything the board does on behalf of the students, staff, and families of Asheboro City Schools and our community.
- F.** Mayor David Smith presented the Pride in Asheboro Award to the Asheboro High School soccer team for their outstanding achievements this year.

Superintendent's Report

Dr. Aaron Woody, Superintendent, shared the following updates pertaining to the work happening in the district:

- Exams are happening this week and we are approaching half way through the school year.
- Staff will be attending various meetings to discuss the State Superintendent's Strategic Plan "Operation Polaris" from NCDPI to collect a variety of feedback from local boards and staff that the State Superintendent will share with the General Assembly.
- We will receive an update later in the meeting about the renovations at the high school.

Public Comments

There were no public comments.

Consent Agenda

Upon motion by Ryan Patton and seconded by Gwen Williams, the following items were unanimously approved by the board:

- A.** Approval of Minutes for December 8, 2022 Board of Education Meeting
- B.** Policies Recommended for Approval:
 - Policy 1510/4200/7270 – School Safety
 - Policy 2120 – Code of Ethics for School Board Members

- Policy 2123 – Board Member Opportunities for Development
 - Policy 3420 – Student Promotion And Accountability
 - Policy 3460 – Graduation Requirements
 - Policy 3620 – Extracurricular Activities And Student Organizations
 - Policy 4050 – Children of Military Families
 - Policy 4100 – Age Requirements For Initial Entry
 - Policy 4110 – Immunization And Health Requirements For School Admission
 - Policy 4155 – Assignment To Classes
- C.** Personnel (Personnel Transactions below.)
- D.** Non-Competitive Procurement Request – Number Words from McGraw Hill LLC
- E.** Budget Amendment S-02
- F.** Asheboro High School Overnight Field Trip Request
- G.** 2022-2023 Audit Contract – Anderson, Smith & Wike PLLC
- H.** Budget Amendment S-03

**Asheboro City Schools
Personnel Transactions
January 12, 2023**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Sandoval	Ruth	CWM	Interventionist/ESL	12/30/2022

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Butler	Kenneth	CO	Substitute Bus Driver	12/12/2022
Clodfelter	Bryan	SAMS	Business Teacher	1/20/2023
Grant	Cathie	GBT	Tutor (part-time; temporary)	1/3/23-5/26/23
Harris	Jermelia	CO	Substitute Bus Driver	12/12/2022
Kidd	Molita	BAL	4th Grade	1/20/2023
Lamb	Jeanne	CWM	Math Core Support/Intervention (part-time; temporary)	1/13/23-6/02/23
LaRue	Erica	NAMS	Mathematics (part-time; temporary)	1/3/2023
Smith	Thomas	CO	Exceptional Children Behavior Assistant	1/3/2023

**Asheboro City Schools
Personnel ADDENDUM
January 12, 2023**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Fisher	Danielle	BAL	School Nurse	1/24/2023

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Cox	Jody	CO	Maintenance Coordinator	2/1/2023
Key	Whitney	CO	School Social Worker	8/17/2023
Parrish	Jacob	AHS	Behavior Assistant/EC	1/23/2023

Information and Reports

- A.** Ms. Carla Freemyer, Executive Director of Human Resources, shared the following Policies for Review:
- Policy 3220 – Technology In The Educational Program
 - Policy 4240/7312 – Child Abuse and Related Threats To Child Safety
 - Policy 4300 – Student Behavior Policies
 - Policy 4700 – Student Records
 - Policy 6125 – Administering Medicines To Students
 - Policy 6220 – Operation Of School Nutrition Services
 - Policy 7130 – Licensure
 - Policy 7510 – Leave
- B.** Mr. Fred Jernigan and Ms. Rhonda Angerio from Smith Sinnett Architecture shared an update on the Asheboro High School renovations. Mr. Jernigan shared the contractor is working diligently to complete the project. We should have a completion date next week.
- C.** Ms. Deanna Wiles, Director of K-12 Education, presented a curriculum update. Ms. Wiles shared various curriculum and instruction updates, including professional development, MTSS (Multi-Tiered System of Support) initiatives, Dual Language planning, events such as Spelling Bees and the Heritage Language Academy, and upcoming testing and state level reporting information.

Action Items:

There were no Action Items.

Board Operations:

- A.** Michael Smith shared he is in the process of completing the Board Committee Assignments for 2023.
- B.** Chairman Smith reviewed information regarding upcoming events.
- Several board members were awarded a Certificate of Achievement from NCSBA for training completed in the 2021-2022 school year.

- The next regularly scheduled Board meeting will be on February 9, 2023, at 7:30 p.m. in the South Asheboro Middle School media center. There will be a joint meeting with the Randolph County Commissioners at 6:00 p.m., prior to the board meeting at 7:30 p.m.

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, and upon motion by Gidget Kidd and seconded by Hailey Lee, the Board unanimously approved to enter closed session to discuss personnel matters at 8:47 p.m.

Adjournment:

There being no further business and upon motion by Vice-Chairman Baxter Hammer, and seconded by Ryan Patton, the board unanimously approved to adjourn at 9:46 p.m.

Chairman

Secretary

Policies
For
Approval

TECHNOLOGY IN THE EDUCATIONAL PROGRAM

Policy Code: 3220

In alliance with the North Carolina Digital Learning Plan, the board is committed to establishing and supporting effective digital teaching and learning practices supported by contemporary information and communications technology systems to foster globally competitive, students prepared for modern life. The board recognizes the benefits of digital and technology-enabled and enhanced teaching and learning resources that provide the ability to make data more accessible, personalize learning easily customize curriculum, provide access to current information, and enable access to quality materials at a lower cost than traditional materials. To that end, the board supports classroom digital and technology-enabled and enhanced teaching and learning resources that are aligned with the current statewide instructional standards. In addition, to the extent funding permits, the board will endeavor to ensure that all students have access to personal digital and technology-enabled teaching and learning devices to foster the necessary for future-ready learners.

The board expects that information and communications technologies will be integrated seamlessly across the curriculum and used to support student achievement and to prepare students to be successful in college, in careers, and as globally engaged, productive citizens. The curriculum committee should provide suggestions in the curriculum guides referenced in policy 3115, Curriculum and Instructional Guides, for integrating technological resources (as defined in Section A below) into the educational program. School administrators and teachers are encouraged to develop additional strategies for integrating technological resources across the curriculum and utilizing the power of technology to personalize learning and improve learning outcomes while making more efficient use of resources. The strategies should be included in the school improvement plan if they require the transfer of funds or otherwise relate to any components of the school improvement plan.

The superintendent shall oversee development of the school system's digital teaching and learning vision as part of the school system's strategic plan and a yearly action plan that aligns to the vision. The development and ongoing review of the vision and the action plan will include various stakeholders such as curriculum leaders, teachers, administrators, students, parents, and representatives from technology services, instructional technology, finance, and other departments as required. The action plan will include adequate data privacy protections to secure student data and will take into account the level of out-of-school Internet access for students.

The superintendent may establish relationships with businesses and seek grants and other funding sources in an effort to acquire additional technological resources for the educational program and to support continuous out-of-school Internet access for students.

A. SELECTION OF TECHNOLOGICAL RESOURCES

Technological resources are information and communications technologies including, but not limited to, the following: (1) hardware, including both fixed and mobile technologies and devices such as desktop computers, laptops, netbooks, tablets, e-readers, smartphones,

and gaming devices; (2) software, including cloud-based and web-based applications, programs and platforms; (3) network and telecommunications systems and services; (4) Internet access; (5) multimedia equipped classrooms; (6) computer classrooms and laboratories; and (7) other existing or emerging mobile communications systems. All technological resources must be purchased and used in a manner consistent with applicable law and board policy, including laws and policies related to copyright, public records, bidding, and other purchase requirements, accessibility for students with disabilities, staff duties, and standards for student behavior.

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

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

Procurement of technological resources should be done in collaboration with teachers and technical support staff, as appropriate. Whenever possible, a pilot period to test the resource should occur prior to full purchase.

B. DEPLOYMENT OF TECHNOLOGY TO SCHOOLS

The superintendent shall oversee the development of the school system's technology deployment and refresh plan. The plan will be designed to ensure organized, effective, and efficient, and sustainable means of deploying and maintaining technology resources and will establish appropriate refresh/replacement cycles. The superintendent shall develop procedures that outline

the strategy of the technology deployment and refresh plan.

C. BRING YOUR OWN TECHNOLOGY (BYOT) INITIATIVE

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

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

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

D. ELECTRONIC COMMUNICATION AND OTHER COLLABORATIVE TOOLS

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

E. TECHNOLOGY-RELATED PROFESSIONAL DEVELOPMENT

The superintendent shall plan a program of professional development for digital teaching and learning that prepares administrators, teachers, coaches, school library media coordinators, and technical support staff to utilize digital tools and resources in accordance with the N.C. Digital Learning Competencies for Teachers and Administrators. Professional development shall emphasize technology integration and continuous improvement, including the use of ongoing technology-integrated online-learning activities throughout the course of study and the provision of personalized learning. Professional development shall also address the ethical, legal, and practical issues related to social networking and mobile devices in the classroom and other topics deemed necessary by the superintendent or technology director. To the extent possible, job-specific professional development opportunities should be made available, as well as professional development that is personalized to meet the needs of individual staff. School improvement teams should identify any staff development appropriations for technology-related professional development in their school improvement plans. The superintendent and technology director should assist schools in coordinating staff development needs as provided in policy 1610/7800, Professional and Staff Development.

Legal References: G.S. 115C-522, -528; 143B-1341; State Board of Education Policy TCS- C-018

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

Other Resources: North Carolina Digital Teaching and Learning Competencies for Teachers and Administrators, available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/digital-teaching-and-learning/digital-teaching-learning-standards#digital-learning-competencies-for-educators>; The North Carolina Digital Learning Plan (2022), available at <https://drive.google.com/file/d/1J0f9M11kY2O6f4u1CgNpGwaPGevUVU1W/view?usp=sharing>

Adopted: June 1997

Revised: July 15, 2005; January 20, 2009; June 30, 2009; December 1, 2009; August 29, 2012, November 21, 2013, February 12, 2015, July 9, 2015, March 8, 2018

CHILD ABUSE AND RELATED THREATS TO CHILD SAFETY

Policy Code: **4240/7312**

The board is concerned with the health, safety, and welfare of all children and recognizes the legal and ethical obligations that school employees, contractors, and volunteers have to report known or suspected maltreatment of children. North Carolina has two separate systems that mandate reports to state authorities of suspected child abuse, neglect, dependency, or maltreatment and a third system for mandated reporting of certain crimes against juveniles to local law enforcement.

When a parent or other caretaker is suspected to have caused a child to be abused, neglected, or dependent, this information must be reported to the county child welfare agency. Suspected human trafficking, involuntary servitude, and sexual servitude of a child and death of a child as a result of maltreatment are special forms of child abuse under law and must be reported to the county child welfare agency, regardless of the relationship between the victim and the perpetrator. By contrast, suspected child maltreatment by a caregiver in a child care facility, including in a licensed preschool classroom or other licensed classroom or program operated by the school system, must be reported to the Department of Health and Human Services (DHHS), Division of Child Development and Early Education (DCDEE). When the source of the harm or threat of harm to the child is uncertain, a report should be made to both the county child welfare agency and DCDEE.

In addition, state law mandates reports to local law enforcement when a child is a victim of certain violent offenses, sexual offenses, or misdemeanor child abuse. An adult who knows or reasonably should have known of any of these offenses inflicted upon a child must report that information immediately.

The board of education supports all employees who in good faith make a report under North Carolina's mandated reporting laws.

The superintendent shall develop any necessary procedures for making a report or otherwise implementing this policy.

A. DUTY TO REPORT CERTAIN CRIMES AGAINST CHILDREN TO LOCAL LAW ENFORCEMENT

A school employee, contractor, or volunteer is legally required to report to local law enforcement when the employee or volunteer knows or reasonably should know that a child has been a victim of any of the following crimes:

1. a sexual offense (which for purposes of this policy, the board interprets to mean any offense that relates to inappropriate sexual conduct with or involving a child);
2. an offense that inflicts serious bodily injury or serious physical injury upon

the child by nonaccidental means;

3. an attempt, solicitation, or conspiracy to commit either offense described above, or aiding and abetting either offense; or
4. misdemeanor child abuse, which occurs when a parent or any other person providing care or supervision to a child who is under the age of sixteen (1) inflicts or allows to be inflicted physical injury to the child by nonaccidental means or (2) creates or allows a substantial risk of physical injury to the child by nonaccidental means.

Compliance with this reporting requirement does not relieve the employee or volunteer from his or her duty to report pursuant to Sections B and C of this policy. The employee, contractor, or volunteer also shall immediately report the case to the principal.

A school employee, contractor, or volunteer is immune by statute from any state civil and/or criminal liability when making a report in good faith under this Section. An employee who fails to report or who prevents another person from making a report is subject to disciplinary action by the school system and civil and criminal action under the law. A volunteer or contractor who fails to report or prevents another person from making a report may be restricted from school property or lose the privilege of volunteering for or contracting with the school system and is subject to civil and criminal action under the law.

B. DUTY TO REPORT CHILD ABUSE, NEGLECT, DEPENDENCY, OR DEATH AS A RESULT OF MALTREATMENT TO THE COUNTY CHILD WELFARE AGENCY

A school employee, contractor, or volunteer who knows or has cause to suspect that (1) a parent, guardian, custodian, or caretaker of a child has caused the child to be abused, neglected, or dependent, or (2) that a child has died as a result of maltreatment or been a victim of human trafficking, involuntary servitude, or sexual servitude by any person is legally required to report the case to the director of social services. The employee, contractor, or volunteer also shall immediately report the case to the principal. Any doubt about reporting a suspected situation must be resolved in favor of reporting, and the report must be made immediately.

A school employee, contractor, or volunteer is immune by statute from any civil and/or criminal liability when making a report in good faith under this Section. An employee who fails to report or who prevents another person from making a report is subject to disciplinary action by the school system and civil and criminal action under the law. A volunteer or contractor who fails to report or prevents another person from making a report may be restricted from school property or lose the privilege of volunteering for or contracting with the school system and is subject to civil and criminal action under the

law.

C. DUTY TO REPORT CHILD MALTREATMENT IN A CHILD CARE FACILITY TO THE DIVISION OF CHILD DEVELOPMENT AND EARLY EDUCATION

A school employee, contractor, or volunteer who has cause to suspect that a child in a child care facility has been maltreated by a caregiver or has died as a result of maltreatment occurring in a child care facility is legally required to report the case to DCDEE.

A “child care facility” includes any DHHS-licensed classroom or program operated by the school system, including for example, licensed pre-school or Title I classrooms, licensed afterschool programs, and licensed developmental day programs.

Any doubt about reporting a suspected situation or uncertainty whether the child’s care is being provided in a child care facility must be resolved in favor of reporting, and the report should be made immediately.

An employee making a report to DCDEE also shall immediately report the case to the principal. If the suspected maltreatment occurred in a licensed preschool classroom or other licensed classroom or program operated by board, the principal shall immediately notify the superintendent of the suspected maltreatment. No reprisals of any kind may be taken against an employee who makes a good faith report of child maltreatment occurring in any licensed preschool classroom or other licensed classroom or program operated by the board.

An employee who fails to make a report as required by law and this policy may be subject to disciplinary action by the school system. In addition, if the employee works in a licensed preschool classroom or other licensed classroom or program operated by the board, failure to report maltreatment of a child in the program or classroom may itself constitute child maltreatment and result in the employee being placed on the state child maltreatment registry. A volunteer or contractor who fails to report or prevents another person from making a report may be restricted from school property or lose the privilege of volunteering for or contracting with the school system.

D. DUTY TO REPORT LICENSED EMPLOYEES TO THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

In addition to the other reporting requirements of this policy, any administrator who knows or has reason to believe that a licensed employee has engaged in conduct that would justify automatic revocation of the employee’s license pursuant to G.S. 115C-270.35(b) or involves physical or sexual abuse of a child shall report that information to the State Superintendent of Public Instruction in accordance with subsection C.4 of policy 4040/7310, Staff-Student Relations.

E. COOPERATION WITH STATE AND LOCAL AGENCIES

1. The principal may establish a contact person in the school to act as a liaison with state and local agencies charged with investigating reports made pursuant to this policy.
2. Employees shall cooperate fully with agency personnel conducting an investigation.
3. In a case under the jurisdiction of local law enforcement in which the child's parent, guardian, or custodian is suspected of wrongdoing, employees shall permit the child to be interviewed by local law enforcement on school campuses during school hours. Otherwise, permission from the parent, guardian, or custodian must be obtained before the child may be interviewed by local law enforcement on school campus during school hours.
4. In a case under the jurisdiction of social services, employees shall permit the child to be interviewed by social services on school campuses during school hours.
5. In a case under the jurisdiction of DCDEE concerning suspected child maltreatment by a caregiver in a child care facility, permission from the parent must be obtained before the child may be interviewed on school campus during school hours.
6. Employees shall provide confidential information to agency personnel, so long as the disclosure does not violate state or federal law.
7. Any confidential information disclosed by the investigating agency to employees must remain confidential and may be redisclosed only for purposes directly connected with carrying out the responsibilities of the school system or the employee.

F. SHARING INFORMATION WITH OTHER AGENCIES

Upon request and to the extent permitted by law, school system officials shall share with other agencies designated in G.S. 7B-3100(a) information that is relevant to (1) any assessment by the department of social services of a report of child abuse, neglect, dependency, or death as a result of maltreatment; (2) the provision or arrangement of protective services in a child abuse, neglect, or dependency case by the department of social services; or (3) any case in which a petition is filed alleging that a juvenile is abused, neglected, dependent, undisciplined, or delinquent. School system officials and the designated agencies must continue to share such information until the protective services case is closed by the department of social services or, if a petition is filed, until the juvenile

is no longer subject to the jurisdiction of juvenile court.

G. CHILD SEXUAL ABUSE AND SEX TRAFFICKING TRAINING PROGRAM

In even numbered years, the school system will provide a child sexual abuse and sex trafficking education and awareness training program for teachers, instructional support personnel, principals, and assistant principals. The program will include at least two hours of training related to best practices from the field of prevention, the grooming process of sexual predators, the warning signs of sexual abuse and sex trafficking, how to intervene when sexual abuse or sex trafficking is suspected or disclosed, legal responsibilities for reporting sexual abuse or sex trafficking, and available resources for assistance. Designated school personnel shall participate in such training as required by law and board policy.

H. CHILD ABUSE AND NEGLECT INFORMATION AND RESOURCES FOR STUDENTS

In accordance with G.S. 115C-47(65) and State Board of Education Policy SHLT-003, the school system will provide information on child abuse and neglect, including age-appropriate information on sexual abuse, to students in grades 6 through 12. Such information will be provided in the form of (1) a document given to all students in grades 6 through 12 at the beginning of each school year and (2) a display posted in visible, high-traffic areas throughout each secondary school.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 7B-101, -301, -302, -309, -3100; 8-53.4; 14-208.6, -318.2, -318.4, -318.6; 110-90.2, -105.3, -105.4, -105.5; 115C-47(65), -270.35(b), -375.20, -400, -402; 126-5; 16 N.C.A.C. 6C .0373; 16 N.C.A.C. 6D.0403; State Board of Education Policy SHLT-003

Cross References: Professional and Staff Development (policy 1610/7800), Staff-Student Relations (policy 4040/7310), Student Records (policy 4700) Adopted: September 10, 2020, September 12, 2021, August 11, 2022

All decisions related to student behavior are guided by the board's educational objectives to teach responsibility and respect for cultural and ideological differences and by the board's commitment to create safe, orderly and inviting schools. Student behavior policies are provided in order to establish (1) expected standards of student behavior; (2) principles to be followed in managing student behavior; (2) consequences for prohibited behavior; and (4) required procedures for addressing misbehavior. Teachers, school-based administrators, parents, and law enforcement will be consulted when existing student behavior policies are revised or new such policies are created.

A. PRINCIPLES

The reasons for managing student behavior are to (1) create an orderly environment where students can learn; (2) teach expected standards of behavior; (3) help students learn to accept the consequences of their behavior; and (4) provide students with the opportunity to develop self-control. The following principles apply in managing student behavior:

1. Student behavior management strategies should complement other efforts to create a safe, orderly and inviting environment.
2. Positive behavioral interventions will be employed as appropriate to improve student behavior.
3. Responsibility, respect, honesty, self-discipline, courage, kindness, citizenship and other standards of behavior should be integrated into the curriculum.
4. Disruptive behavior in the classroom will not be tolerated.
5. Consequences for unacceptable behavior should help a student learn to comply with rules, to be respectful, to learn to accept responsibility for his or her behavior and to develop self-control.
6. Strategies and consequences will be age and developmentally appropriate.
7. When feasible, consequences for unacceptable behavior should take into account differences in how individual students respond to discipline strategies.

B. COMMUNICATION OF POLICIES

Board policies related to student behavior are codified mainly in the 4300 series. The superintendent shall incorporate information from such policies into a Code of Student Conduct that notifies students of the behavior expected of them, conduct that may subject them to discipline and the range of disciplinary measures that may be used by school officials. At the discretion of the superintendent, the Code of Student Conduct may include additional rules needed to implement the board's student behavior policies. To elaborate further on processes for addressing student misbehavior and the use of intervention strategies and consequences, each school will create a student behavior management plan that is consistent with the law, board policies, and the Code of Student Conduct (see policy 4302, School Plan for Management of Student Behavior). The Code of Student Conduct must incorporate by reference any additional student behavior standards, prohibited conduct, or disciplinary measures identified in student behavior management plans developed by individual schools. The Code of Student Conduct must not impose mandatory long-term suspension or expulsion for specific violations unless otherwise provided in state or federal law.

At the beginning of each school year, principals shall make available to each student and parent all of the following: (1) the Code of Student Conduct; (2) any board policies related to behavior that are not part of the Code of Conduct; (3) any related administrative procedures; (4) any additional discipline-related information from the school's student behavior management plan, including behavior standards, prohibited conduct or disciplinary measures; and (5) any other school rules. This information must be available at other times upon request and must be made available to students enrolling during the school year and their parents.

For the purpose of board policies related to student behavior, all references to "parent" include a parent, a legal guardian, a legal custodian or another caregiver adult authorized to enroll a student under policy 4120, Domicile or Residence Requirements.

C. APPLICABILITY

Students must comply with the Code of Student Conduct in the following circumstances:

1. while in any school building or on any school premises before, during or after school hours;
2. while on any bus or other vehicle as part of any school activity;
3. while waiting at any bus stop;
4. during any school function, extracurricular activity or other activity or event;
5. when subject to the authority of school personnel; and

6. at any other time or place—when the student’s behavior has or is reasonably expected to have a direct and immediate impact on orderly and efficient operation of the schools or the safety individuals in the school environment.

Notwithstanding the foregoing, students will not be disciplined for constitutionally protected behavior. School officials are encouraged to consult with senior administrators before regulating student expression that may be protected by the First Amendment to the U.S. Constitution.

D. CONSEQUENCES FOR VIOLATIONS

Violations of the Code of Student Conduct must be dealt with in accordance with the guidelines established in the school’s behavior management plan (see policy 4302, School Plan for Management of Student Behavior).

1. Minor Violations

Minor violations of the Code of Student Conduct are those less severe infractions involving a lower degree of dangerousness and harm. Examples of minor violations include the use of inappropriate or disrespectful language, noncompliance with a staff directive, dress code violations and minor physical altercations that do not involve a weapon or an injury. Aggravating circumstances, however, may justify treating an otherwise minor violation as a serious violation.

Minor violations of the Code of Student Conduct may result in disciplinary measures or responses up to and including short-term suspension. Further information regarding the procedures for short-term suspensions is provided in policy 4351, Short-Term Suspension. Other disciplinary measures or responses may include, but are not limited to, the following:

- a. parental involvement, such as conferences;
- b. isolation or time-out for short periods of time;
- c. behavior improvement agreements;
- d. instruction in conflict resolution and anger management;
- e. peer mediation;
- f. individual or small group sessions with the school counselor;
- g. academic intervention;

- h. in-school suspension;
- i. detention before and/or after school or on Saturday;
- j. community service;
- k. exclusion from graduation ceremonies;
- l. exclusion from extracurricular activities;
- m. suspension from bus privileges;
- n. out-of-school suspension; and
- o. placement in an alternative school.

The student's parent or guardian is responsible for transportation that may be required to carry out a consequence. With the exception of suspension from bus privileges, if a parent or guardian is unable to provide transportation, another consequence may be substituted.

2. Serious Violations

Serious violations of the Code of Student Conduct may result in any of the consequences that may be imposed for minor violations. In addition, serious violations that threaten to substantially disrupt the educational environment may result in long-term suspension, and serious violations that threaten the safety of students, school employees or school visitors may result in long-term suspension or expulsion. Certain violations involving firearms or explosive devices may result in a 365-day suspension. Further information regarding the standards and procedures for long-term suspensions, 365-day suspensions and expulsions is provided in policies 4351, Short-Term Suspension, and 4353, Long-Term Suspension, 365-Day Suspension, Expulsion. (See also policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety, for information regarding 365-day suspensions for certain violations involving firearms or explosive devices.)

E. ENFORCEMENT

The superintendent or designee is responsible for supervising the enforcement of the Code of Student Conduct to ensure that school disciplinary policies are uniformly and fairly applied throughout the school system.

Legal References: U.S. Const. amend. I; Mahanoy Area School Dist. v. B.L., 594 U.S. , 141 S. Ct. 2038 (2021); G.S. 115C-47, -276(r), -288, -307, -390.1, -390.2

Cross References: Goals and Objectives of the Educational Program (policy 3000), Counseling Program (policy 3610), Domicile or Residence Requirements (policy 4120), Student Behavior Policies (all policies in the 4300 series)

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

Revised: May 11, 2000, September 9, 2004, October 13, 2011, June 11, 2015, March 10, 2022

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 Student Privacy Policy 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 CHILDREN OF MILITARY FAMILIES

In compliance with the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5) and G.S. 115C-407.12, school administrators shall assist in the timely enrollment of children of military families, as defined by policy 4050, Children of Military Families, by the facilitating the transfer of their educational records.

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.

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) email 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;

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- (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. In addition, secondary school students' email address (which will be the email addresses provided by the school, if available) must be provided to military recruiters upon request. Students or their parents, however, may request that the student's name, address, email 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. School officials shall not

destroy student records if there is an outstanding request to inspect the particular records.

School officials shall notify parents and eligible students prior to the destruction of personally identifiable information in a student's special education records so that parent's may collect the records from the school system if desired. Special education records must be destroyed at the request of parents if no longer needed to provide educational services to the child, including services to protect the safety of the student or others. However, a record of a student's name, address, phone number, grades, attendance record, classes attended, grade level completed, and year completed may be maintained permanently.

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.*; 10 U.S.C. 503(c)(1); 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, October 14, 2021, May 12, 2022

The board recognizes that students may need to take medication during school hours. School personnel may administer medication prescribed by a health care practitioner upon the written request of a student's parents. In limited circumstances, a student may be authorized to self-administer medications. To minimize disruptions to the school day, students should take medications at home rather than at school whenever feasible. School officials may deny a request to administer any medication that could be taken at home or when, in the opinion of the superintendent or designee in consultation with school nursing personnel, other treatment options exist and the administration of the medication by school personnel would pose a substantial risk of harm to the student or others.

For purposes of this policy, all references to "parent" include parents, legal guardians, and legal custodians. In addition, for purposes of this policy, the term "health care practitioner" is limited to licensed medical professionals who are legally authorized to prescribe medications under North Carolina law, such as doctors of medicine, doctors of osteopathic medicine, physician assistants, and nurse practitioners

Unless otherwise indicated, the terms "medication" and "medicine" include any substance intended for use in the diagnosis, cure, mitigation, treatment, or prevention of any disease. The term includes all prescription medications and all such substances available over-the-counter without a prescription, such as drugs, herbs, alternative medicines, and supplements (hereinafter "over-the-counter drugs"). The administration of any prescription or over-the-counter drug to students by school employees is prohibited except when performed in accordance with Section A. The self-administration of any prescription or over-the-counter drug by students at school is prohibited and constitutes a violation of policy 4325, Drugs and Alcohol, except in the limited circumstances described in Section C.

The administration, including by parents, school employees, or self-administration, of any substance containing cannabidiol (CBD) or tetrahydrocannabinol (THC) at school is prohibited unless the CBD or THC product is available by prescription only and has been approved by the U.S. Food & Drug Administration (FDA); and all requirements of this policy are met.

A. MEDICATION ADMINISTRATION BY SCHOOL EMPLOYEES

1. Conditions for Administering Medication

Authorized school employees may administer medication to students when all of the following conditions are met. These conditions apply to all medications, including those available over-the-counter without a prescription.

- a. Parental Consent: The student's parent must make a signed written request that authorizes school personnel to administer the medication to the student.
- b. Medication Authorization/Order: A health care practitioner must prescribe the medication for use by the student and provide explicit written instructions for administering the medication; including the name of medicine, dose, frequency, route, purpose, and side effects. Unless otherwise noted, all medication orders will expire in one year.
- c. Certification of Necessity: The student's health care practitioner must ~~has~~ certify that administration of the medication to the student during the school day is necessary to maintain and support the student's continued presence in school.
- d. Proper Container/Labeling: If the medication to be administered is available by prescription only, the parent must provide the medication in a pharmacy-labeled container the child's name, the name of the medication, the exact dose to be given, the time/frequency the medication is to be given, the route of administration, the number of doses in the container, and the expiration date of the medication. If the medication is available over-the-counter, it must be provided in the original container or packaging, labeled with the student's name.
- e. Proper Administration: The employee must administers the medication pursuant to the health care practitioner's written instructions provided to the school by the student's parent and in accordance with professional standards. The medication dispenser much be provided by the parent.

The board of education and its employees assume no liability for complications or side effects of medication when administered in accordance with the instructions provided by the parent and health care practitioner.

2. Procedures for Administering Medications

The superintendent shall develop procedures for the implementation of this policy. The procedures and a copy of this policy must be made available to all students and parents each school year. The superintendent's procedures should be developed according to the guidelines listed below.

- a. The health and welfare of the student must be of paramount concern in all decisions regarding the administration of medicine.

- b. Procedures for medication administration must be consistent with recommendations of the School Health Unit of the Children & Youth Branch of the N.C. Division of Public Health, as described in the North Carolina School Health Program Manual.
- c. Students with special needs are to be afforded all rights provided by federal and state law as enumerated in the *Policies Governing Services for Children with Disabilities*. Students with disabilities also are to be afforded all rights provided by anti-discrimination laws, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
- d. Except as permitted by this policy, no student may possess, use, sell, deliver, or manufacture any drug or counterfeit drug prohibited by policy 4325, Drugs and Alcohol, nor be under the influence of any drug in violation of that policy.
- e. The board generally encourages school personnel to administer medication from a centralized location. However, in all instances, whether administered from a centralized location or multiple locations, any medications kept at school for a student must be kept in a locked and secure place. An exception to the requirement for locked storage may be made for emergency medications that must be immediately accessible. Access to controlled substances should be limited to the school nurse, school staff person authorized to administer medication, and the principal or designee.
- f. All school personnel who will be administering medicines must receive appropriate training.
- g. Only medications clearly prescribed for the student may be administered by school personnel. At the time a parent or guardian brings a medication to school for administration, if school personnel have concerns regarding the appropriateness of the medication or dosage for a student, a confirmation should be obtained from the student's health care practitioner or another health care practitioner prior to administering the medication or allowing a student to self-administer the medication.
- h. Although efforts should be made not to disrupt instructional time, a parent has the right to administer medication to his or her child at any time while the child is on school property, unless otherwise prohibited by this policy.

- i. Written information maintained by school personnel regarding a student's medicinal and health needs is confidential. Parents and students must be accorded all rights provided by the Family Educational Rights and Privacy Act and state confidentiality laws. Any employee who violates the confidentiality of the records may be subject to disciplinary action.
- j. The first dose of any new medication should be administered at school.

B. EMERGENCY MEDICATION

Students who are at risk for medical emergencies, such as those with diabetes, seizures, asthma or severe allergies, must have an emergency health care plan developed for them to address emergency administration of medication. Students must meet the requirements of subsection A.1, above, including providing authorization and instructions from the health care practitioner and written consent of the parent, in order for emergency medication to be administered by school personnel while the student is at school, at a school-sponsored activity, and/or while in transit to or from school or a school-sponsored event.

C. STUDENT SELF-ADMINISTERING EMERGENCY MEDICATIONS

The board recognizes that students with certain health conditions like diabetes or asthma, or an allergy that could result in an anaphylactic reaction, may need to possess and self-administer medication on school property in accordance with their approved individual health care plan or emergency health care plan.

Students are prohibited from self-administering medication at school unless (1) the medicine has been prescribed for the treatment of diabetes, asthma, or anaphylactic reactions, including insulin or a source of glucose, a prescribed asthma inhaler, or a prescribed epinephrine auto-injector; (2) the medicine is administered in accordance with the student's individualized health care plan or emergency health care plan and any relevant administrative regulations; and (3) the requirements of this section are met. The superintendent or designee shall develop procedures for the possession and self-administration of such medication by students on school property, during the school day, at school-sponsored activities, and/or while in transit to or from school or school-sponsored events.

1. Authorization to Self-Administer Medication

Before a student will be allowed to self-administer medication pursuant to this section, the student's parent must provide to the principal or designee all of the documents listed below:

- a. written authorization from the student's parent for the student to possess and self-administer the medication;
- b. a written statement from the student's health care practitioner verifying that:
 - 1) the student has asthma, diabetes, and/or an allergy that could result in anaphylactic reaction;
 - 2) health care practitioner prescribed the medication for use on school property during the school day, at school-sponsored activities, or while in transit to or from school or school-sponsored events; and
 - 3) the student understands, has been instructed in self-administration of the medication, and has demonstrated the skill level necessary to use the medication and any accompanying device;
- c. a written treatment plan and written emergency protocol formulated by the prescribing health care practitioner for managing the student's asthma, diabetes, or anaphylaxis episodes and for medication use by the student;
- d. a statement provided by the school system and signed by the student's parent acknowledging that the board of education and its employees and agents are not liable for injury arising from the student's possession and self-administration of the medication; and
- e. any other documents or items necessary to comply with state and federal laws.

Prior to being permitted to self-administer medication at school, the student also must demonstrate to the school nurse, or the nurse's designee, (1) the skill level necessary to use the medication and any device necessary for its administration; and (2) sufficient knowledge and maturity to be independent in the management of the medication with no oversight from school staff.

The student's parent shall provide to the school backup medication that school personnel are to keep in a location to which the student has immediate access in the event the student does not have the required medication.

All information provided to the school by the student's parent must be reviewed by the school nurse and kept on file at the school in an easily accessible location. Any permission granted by the principal or designee for a student to possess and self-administer medication will be effective only for the same school for 365 calendar days. Such permission must be renewed each school year.

2. Responsibilities of the Student

A student who is authorized in accordance with this policy to carry medication for self-administration must carry the medication in the original labeled container with the student's name on the label.

3. Consequences for Improper Use

A student who uses his or her medication in a manner other than as prescribed or who permits another person to use the medication may be subject to disciplinary action pursuant to the school disciplinary policy. However, school officials shall not impose disciplinary action on the student that limits or restricts the student's immediate access to the diabetes, asthma, or anaphylactic medication.

The board does not assume any responsibility for the administration of medication to a student by the student, the student's parent, or any other person who is not authorized by this policy to administer medications to students.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12134, 28 C.F.R. pt. 35; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. -705(20), -794, 34 C.F.R. pt. 104; G.S. 115C-36, -307(c), -375.1, - 375.2, -375.2A, -375.3; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000

Cross References: Parental Involvement (policy 1310/4002), Drugs and Alcohol (policy 4325), Emergency Epinephrine Auto-Injector Devices (policy 5024/6127/7266)

Other Resources: North Carolina School Health Program Manual (N.C. Dept. of Health and Human Services, Div. of Public Health, School Health Unit, 2020), available at <https://publichealth.nc.gov/wch/cy/schoolnurses/manual.htm>

Revised: July 14, 2005, January 21, 2016, June 9, 2016, September 14, 2017, May 10, 2018, February 14, 2019, March 12, 2020, August 12, 2021

All schools will participate in federal National Child Nutrition Programs and will receive commodities donated by the United States Department of Agriculture. All federal and state revenues will be accepted and applied to maximize the use of such funds for the purposes of providing nutritional meals to students at the lowest possible price. The superintendent or designee shall develop procedures as necessary to implement the operational standards established in this policy.

A. OPERATIONAL STANDARDS

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

1. School officials may not discriminate based on race, sex (including pregnancy, childbirth, sexual orientation and gender identity), color, national origin, disability, age, or eligibility status for free and reduced price meals. School officials are also prohibited from retaliating against an individual for prior civil rights activity.
2. The school nutrition services program will meet safety and sanitation requirements established in local, state, and federal rules and guidelines for school nutrition services programs.
3. The school nutrition services program will have a written food safety program that includes a hazard analysis critical control point plan for each school.
4. Menu preparation, purchasing, and related record keeping will be consistent with applicable state and federal rules and guidelines.
5. Banking, financial record keeping, budgeting, and accounting will be conducted in accordance with generally accepted practices and procedures, as dictated by the School Budget and Fiscal Control Act and in accordance with state and federal guidelines.
6. Commodity foods donated by the United States Department of Agriculture will be used and accounted for in accordance with federal regulations.

7. Preference will be given in purchasing contracts to high-calcium foods and beverages, as defined in G.S. 115C-264.1 and to foods grown or raised within North Carolina.
8. School Nutrition Program (SNP) funds will be used only for the purposes authorized by law. Indirect costs, as defined by law, will not be assessed to the SNP unless the program has an operating balance of at least two months.
9. The price for meals will be determined in accordance with federal law.
10. Nonprogram foods will be priced to generate sufficient revenues to cover the cost of those items. A nonprogram food is defined as a food or beverage, other than a reimbursable meal or snack, that is sold at the school and is purchased using funds from the child nutrition account.
11. All school nutrition services will be operated on a non-profit basis for the benefit of the SNP. School nutrition services are those that are operated from 12:01 a.m. until the end of the last lunch period.
12. All income from the sale of food and beverages that is required by law or regulation to be retained by the SNP will be deposited to the SNP account and will be used only for the purposes of the school's non-profit lunch and breakfast programs. All funds from food and beverage sales not otherwise required by law to be deposited to the SNP account will be deposited into the proper school account in accordance with guidelines developed by the superintendent or designee.
13. All competitive foods sold on school campuses will meet federal and state standards for nutrient content.
14. All employees whose job duties include procurement activities involving School Nutrition Program funds shall adhere to the conflict of interest rules and standards for ethical conduct established by the board in policies 6401/9100, Ethics and the Purchasing Function, and 8305, Federal Grant Administration. Failure to comply with these requirements will result in disciplinary action.

B. MEAL CHARGES

Students who are required to pay for meals are expected to provide payment in a timely manner. The board recognizes, however, that students occasionally may forget or lose

their meal money. To safeguard the dignity and confidentiality of students in the serving line, reasonable efforts must be used whenever possible to avoid calling attention to a student's inability to pay.

The school nutrition director and principal shall work jointly to prevent meal charges from accumulating and shall make every effort to collect all funds due to the child nutrition program on a regular basis and before the end of the school term. Notices of low or negative balances in a student's meal account will be sent to parents and the principal at regular intervals during the school year. If a parent regularly fails to provide meal money and does not qualify for free meal benefits, the school nutrition director shall inform the principal, who shall determine the next course of action, which may include notifying the department of social services of suspected child neglect and/or taking legal steps to recover the unpaid meal charges. Parents are expected to pay all meal charges in full by the last day of each school year. Negative balances on student accounts will be carried forward to the following school year. However, the superintendent shall ensure that federal school nutrition funds are not used to offset the cost of unpaid meals and that the SNP is reimbursed for bad debt resulting from uncollected student meal charges prior to September 30 each year.

This policy and any applicable procedures regarding meal charges must be communicated to school administrators, school food service professional, parents, and students. A copy of the meal charges policy and any applicable procedures will be available to parents at the start of each school year and at any time their child transfers into a new school during the school year.

Legal References: Child Nutrition Act of 1966, 42 U.S.C. 1771 *et seq.*; National School Lunch Act, 42 U.S.C. 1751 *et seq.*, 2 C.F.R. pt. 200; 7 C.F.R. pt. 210; 7 C.F.R. pt. 215; 7 C.F.R. pt. 220; United States Department of Agriculture Policy Memos SP 46-2016, 47-2016, and 23-2017, available at <https://www.dpi.nc.gov/districts-schools/district-operations/school-nutrition/regulation-and-policy>; G.S. 115C-47(7), 47(22), -263, -264, -264.1, -426, -450, -522; 16 N.C.A.C. 6H .0104

Cross References: Parental Involvement (policy 1310/4002), Goals of School Nutrition Services (policy 6200), School Meal and Competitive Foods Standards (policy 6230), Goals of the Purchasing Function (policy 6400), Ethics and the Purchasing Function (policy 6401/9100), Federal Grant Administration (policy 8305)

Adopted: January 9, 2014

Revised: June 11, 2015, August 16, 2018, June 13, 2019, July 15, 2021, September 8, 2022

The board intends to comply fully with all licensure requirements of the Elementary and Secondary Education Act, state law, and State Board of Education policies.

A. LICENSURE AND OTHER QUALIFICATION REQUIREMENTS

1. Except as otherwise permitted by the State Board of Education or state law, a person employed in a professional educator position must hold at all times a valid North Carolina professional educator's license appropriate to his or her position.
2. To the extent possible, all professional teaching assignments will be in the area of the professional employee's license except as may be otherwise allowed by state and federal law and State Board policy. In addition, all professional teachers employed to teach core academic subjects must be "highly qualified" as required by the State Board of Education. Core academic subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
3. The board encourages alternative pathways into the teaching profession by skilled individuals from the private sector who meet state licensing requirements.
4. In extenuating circumstances when no other appropriately licensed professionals or persons who are eligible for a residency license are available to fill a position, the board may employ for up to one year an individual who holds a permit to teach or an emergency license to practice issued by the State Board of Education. A permit to teach or an emergency permit is not renewable.

B. EXCEPTIONS TO LICENSURE REQUIREMENTS**1. Adjunct CTE Instructors**

An unlicensed individual who meets the adjunct hiring criteria established by the State Board of Education for a specific career and technical education (CTE) career cluster may be employed as an adjunct CTE instructor for up to 20 hours per week or up to five full consecutive months of employment, provided the individual first completes preservice training and meets all other statutory requirements for serving as an adjunct instructor established by G.S. 115C-157.1.

2. Adjunct Instructors in Core Academic Subjects, Fine and Performing Arts, and Foreign Languages

In accordance with G.S. 115C-298.5, an unlicensed faculty member of a higher

education institution who meets the adjunct hiring criteria established by the State Board of Education may be employed as a temporary adjunct instructor for specific core academic subjects, fine and performing arts. And foreign language courses in grades kindergarten through twelve provided the individual first completes preservice training and meets all other statutory and State Board of Education requirements.

In addition, an individual with a related bachelor's or graduate degree may be employed as a temporary adjunct instructor to teach high-school level courses in core academic subjects, fine and performing arts, and foreign language in the individual's area of specialized knowledge or work experience provided the individual first completes preservice training required under G.S. 115C-298.5(a1).

3. Interim Principals

A retired former principal or assistant principal may be employed as an interim principal for the remainder of any school year, regardless of licensure status. Return to Work After Retirement rules in the Teachers' and State Employee's Retirement System Handbook must be followed.

C. BEGINNING TEACHER SUPPORT PROGRAM

The superintendent or designee shall develop a plan and a comprehensive program for beginning teacher support. The plan must be approved by the board and the Department of Public Instruction and kept on file for review. The plan must be aligned to the State Board of Education's beginning teacher support program standards and, when monitored, must demonstrate proficiency. The school system will also participate in implementing a regionally-based annual peer review and support system.

Teachers with fewer than three years of teaching experience will be required to participate in the Beginning Teacher Support Program.

D. LICENSE CONVERSION

Teachers must meet all requirements of the State Board of Education in order to move from an initial professional license or residency license to a continuing professional license or to move from a continuing professional license to a lifetime license.

E. LICENSE RENEWAL

Licensure renewal is the responsibility of the individual, not of the school system. Any

employee who allows a license to expire must have it reinstated prior to the beginning of the next school year. A teacher whose license has expired is subject to dismissal.

The school system may offer courses, workshops, and independent study activities to help school personnel meet license renewal requirements. Any renewal activity offered must be consistent with State Board of Education policy. In addition, the superintendent or designee shall develop a procedure to determine the appropriateness of any credit offered in advance of renewal activities.

Decisions regarding the employment of teachers who fail to meet the required proficiency standard for renewal of a continuing professional license will be made in accordance with state law G.S. 115C-270.30(b)(4) and applicable State Board of Education requirements. The superintendent or designee shall determine the professional development required of a teacher whose continuing license has reverted to an initial license and/or has expired due to performance issues. The superintendent or designee may authorize or direct principals to prescribe professional development to such employees in accordance with the employee's demonstrated deficiencies.

Although lifetime license holders do not have to complete continuing education credits to maintain licensure, the superintendent may require them to participate in professional development opportunities as a condition of employment. (See policy 1610/7800 Professional and Staff Development.)

F. PARENTAL NOTIFICATION

At the beginning of each school year, the school system will notify the parents or guardians of each student attending a Title I school or participating in a Title I program of their right to request the following information about qualifications of their child's teacher: whether the teacher has met NC licensing requirements for the subject or grade level they are teaching; whether the teacher has had any licensure requirements waived; whether the teacher is teaching in the field of his or her certification; and whether the child is provided services by a paraprofessional, and if so, the paraprofessional's qualifications.

The school system will give notice within 10 school days to the parents of children who, after four consecutive weeks, have been taught a core academic subject by a teacher who is not highly qualified.

G. EQUITABLE DISTRIBUTION OF TEACHERS

The superintendent shall assess whether low income, minority, learning disabled, and/or English learners are being taught by inexperienced, ineffective, or out-of-field teachers to at higher rates than students who do not fall into these categories and shall develop a

plan to address any such disparities. If DPI does not require such a plan of the LEA, the superintendent is not required to develop a plan under this subsection unless he or she determines that one is needed to address inequities within the school system.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6301 *et seq.*; 34 C.F.R. 200.55-57, 200.61; G.S. 115C art. 17E; 115C-157.4, -270.15, -270.20, -270.21, -284, -295, -298.5, -325(e)(1)(m) (applicable to career status teachers), -325.4(a)(12) (applicable to non-career status teachers), -333, -333.1; State Board of Education Policies CTED-004, DRIV-003, DRIV-004, EVAL-004, EVAL-023, EVAL-034, LICN-001, LICN-005, LICN-021, LICN-022, TCED-016; *Beginning Teacher Support Program Handbook* (NCDPI) available at <https://sites.google.com/dpi.nc.gov/ncref/bt-support-program-resources>

Cross References: Professional and Staff Development (policy 1610/7800)

Adopted: June 1997

Revised: January 22, 1999; December 20, 2006; June 30, 2008; September 30, 2011; March 28, 2013, September 12, 2013, June 12, 2014, June 8, 2017, February 8, 2018, August 8, 2019, March 12, 2020, January 14, 2021, August 12, 2021, February 10, 2022

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, August 11, 2022

**Asheboro City Schools
Personnel Transactions
February 9, 2023**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Arroyo	Lindsey	LP	Interventionist (part-time; temporary)	1/31/2023
Brooks	Tammy	AHS	Testing Coordinator	1/31/2023
Garner	Tony	AHS	Advanced Manufacturing	6/14/2023
McKeown	Melissa	BAL	Academically Gifted	6/30/2023
Thames	Dana	AHS	English	1/30/2023

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Cox	Victoria	AHS	English	1/26/2023
McHenry	Rhonda	BAL	BT Support (part-time; temporary)	1/30-3/10/2023
Patterson	Ray	CO	Bus Monitor	1/25/2023
Tracey	Richard	AHS	Instructional Assistant/Exceptional Children	1/23/2023
Trogdon	Laura	GBT	Speech Language (part-time; temporary)	1/23-6/9/2023

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Kivett	Roger	ECDC to AHS	Custodian (part-time)	1/18/2023
Yow	Russell	AHS/SAMS to NAMS	Custodian	1/18/2023

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
February 9, 2023**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Cox, Victoria	UNC-Greensboro B: English	English (9-12)

Ms. Victoria Cox is recommended to teach English at Asheboro High School for the remainder of the 2022-2023 school year. Ms. Cox served two years as a professional writing tutor for Guilford Technical Community College, while pursuing her degree. She also managed social media content for several organizations. She worked as an editorial assistant for Cave Wall Press, and a content writing intern for the UNC-G School of Health and Human Services. Ms. Cox is looking forward to beginning her career as a teacher at Asheboro High School. Welcome Ms. Cox!

**Asheboro City Schools
Personnel ADDENDUM
February 9, 2023**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Andrews	Chris	AHS	Social Studies	6/14/2023
Hayes	Lisa L.	CO	Exceptional Children Program Facilitator	6/14/2023
Pike	Gabrielle	CO	Behavior Specialist	2/10/2023
Reid	Melissa	AHS	Mathematics	6/30/2023

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Hunt	Glen	AHS	Science	8/17/2023
Needham	Suzanne	LP	Interventionist (part-time; temporary)	2/9 - 6/2/2023
Taylor	Jeremy	AHS	Mathematics	8/17/2023

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Carr	Sean	SAMS to NAMS	Mathematics	2/13/2023

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
February 9, 2023**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Hunt, Glen	Louisiana State University B: Microbiology M: Environmental Studies	Science, 9-12

Mr. Glen Hunt is recommended to teach science at Asheboro High School for the 2023-2024 school year. Mr. Hunt is a veteran educator who currently teaches science at Providence Grove High School (PGHS), where he has served the last 11 years. Prior to joining PGHS, he taught science for 11 years at Bishop McGuiness High School. Mr. Hunt enjoys hands-on experiments and integrating technology in his lessons. Outside the classroom, Mr. Hunt has been an assistant football coach (defensive coordinator) and head baseball coach. We are pleased to welcome Mr. Hunt to Asheboro City Schools!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Taylor, Jeremy	Appalachian State University B: Mathematics Secondary Education	Math, 9-12

Mr. Jeremy Taylor is recommended to teach mathematics at Asheboro High School for the 2023-2024 school year. Mr. Taylor currently teaches mathematics at Providence Grove High School (PGHS) where his students have scored consistently above the state average in AP Calculus. Outside the classroom he has a passion for coaching. Most recently he served as the JV head football coach and varsity assistant defensive coordinator. He is also the head JV baseball coach at PGHS. We are pleased to welcome Mr. Taylor to Asheboro City Schools!

**APPLICATION
PUBLIC SCHOOL BUILDING CAPITAL FUND
NORTH CAROLINA EDUCATION LOTTERY**

Approved: _____

Date: _____

County: _____

Contact Person: _____

LEA: _____

Title: _____

Address: _____

Phone: _____

Project Title: _____

Location: _____

Type of Facility: _____

North Carolina General Statutes, Chapter 18C, provides that a portion of the proceeds of the North Carolina State Lottery Fund be transferred to the Public School Building Capital Fund in accordance with G.S. 115C-546.2. Further, G.S. 115C-546.2 (d) has been amended to include the following:

(3) No county shall have to provide matching funds...

(4) A county may use monies in this Fund to pay for school construction projects in local school administrative units and to retire indebtedness incurred for school construction projects.

(5) A county may not use monies in this Fund to pay for school technology needs.

As used in this section, "Public School Buildings" shall include only facilities for individual schools that are used for instructional and related purposes, and does not include central administration, maintenance, or other facilities. **Applications must be submitted within one year following the date of final payment to the Contractor or Vendor.**

Short description of Construction Project: _____

Estimated Costs:

Purchase of Land _____ \$ _____

Planning and Design Services _____

New Construction _____

Additions / Renovations _____

Repair _____

Debt Payment / Bond Payment _____

TOTAL _____ \$ _____

Estimated Project Beginning Date: _____ Est. Project Completion Date: _____

We, the undersigned, agree to submit a statement of state monies expended for this project within 60 days following completion of the project.

The County Commissioners and the Board of Education do hereby jointly request approval of the above project, and request release of \$ _____ from the Public School Building Capital Fund (Lottery Distribution). We certify that the project herein described is within the parameters of G.S. 115C-546.

(Signature — Chair, County Commissioners)

(Date)

(Signature — Chair, Board of Education)

(Date)

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

Overnight Trip

Group Making Request: DECA School: Asheboro High School

Destination: Koury Convention Center, Greensboro, NC Date of Trip: Feb, 23-25, 2023

Number of Students Involved: 34 Percent of Total Group: 95

Reasons for Students Not Attending: _____

Transportation Method: Activity Bus Charter Bus Private Automobile Other:

Charter Bus Service, state name of vendor here: _____

If using Travel Company, state name of Vendor here: _____

**The Travel Company must use an approved ACS Charter Bus Company

Number of Vehicles Needed (to be secured by the Central Office): 1

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

Departure Time: 8:30 am Return Time: 2:00 pm Round Trip Miles (estimated) 27.1

Estimated Cost to the Student: \$167.50

Purpose(s) of the Field Trip: NC DECA CDC States Competition

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

Kim Hoffman, Advisor, Katherine Dobbins, Parent Chaperone, Megan Smith, Parent Chaperone Bus will be driven by a staff member and returned on Thursday morning. Then the bus will return on Saturday to pick up the students for return.

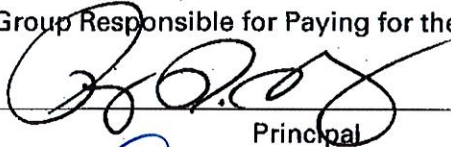
AHS DECA (Kim Hoffman - Advisor)

1/24/2023

Sponsor (Group Responsible for Paying for the Trip)

Date

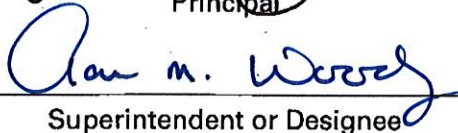
Approved:


Principal

1/31/23

Date

Approved:


Superintendent or Designee

2/6/23

Date

Transportation Scheduled:

Transportation Supervisor

Date

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

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

Policies
For
Review

A. ONLINE INSTRUCTION GENERALLY

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

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

A student, with the principal's prior approval, may enroll in an online course. The superintendent or principal shall designate an e-learning advisor, who will be responsible for coordinating the enrollment of students in online courses, monitoring students' progress in those courses, and supervising any required testing. In addition, the high school principal shall ensure that the e-learning advisor implements a plan for supporting credit recovery students throughout the semester.

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

B. REMOTE LEARNING

When warranted by exigent circumstances and approved by the superintendent, schools may temporarily transition to remote instruction if permitted by law. Board policies remain in effect during periods of remote learning, except that the board reserves the right to deviate from any policy when adherence is impossible or impractical under the circumstances and the deviation is not inconsistent with law. To the extent practicable or when required by law, affected employees, students, and parents or guardians will be notified of the change in advance.

Legal References: G.S. 115C-84.3,-238.85; State Board of Education Policy CCRE-001

Cross References: Dual Enrollment (policy 3101)

Adopted: December 12, 2013

Revised: August 10, 2017, August 13, 2020, September 9, 2021, September 8, 2022

A. ACCIDENT INSURANCE

Membership in a group accident insurance program will be made available to students each year. In arranging for this insurance, the board will make every reasonable attempt to identify a company offering comprehensive insurance at economical rates. Information on the plan will be made available through school publications.

Purchase of this insurance constitutes an agreement between the student and/or parent or guardian and the insurance company. The student and/or parent or guardian is responsible for payment of the accident insurance premiums. The school system is not a party to this agreement. The school system does not assume any contractual responsibility for expenses not covered by insurance.

Students who choose to participate in programs that may have a higher risk of physical injury than most school activities, including off-site internship programs, football and other interscholastic sports, are required to have accident insurance through the group plan or comparable coverage. The superintendent may designate other activities requiring accident insurance, including particular school trips.

B. CATASTROPHIC INSURANCE

The board will purchase catastrophic insurance to cover students and school system employees while they are participating in or responsible for supervising high school interscholastic athletic activities, including school-supervised practices, game-related activities, and related travel.

Legal References: G.S. 115C-36

Adopted: May 14, 2015

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

A. DEFINITION OF CONCUSSION

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

B. CONCUSSION EDUCATION VIDEO FOR HIGH SCHOOL STUDENT-ATHLETES

Per North Carolina High School Athletic Association rules, all high school student-athletes and parents of high school student-athletes must view the CrashCourse concussion education video prior to each sport season.

C. SCHOOL HEAD INJURY INFORMATION SHEET

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

D. REMOVAL FROM AND RETURN TO PLAY

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

E. RETURN TO LEARNING

The superintendent or designee shall develop a plan that meets all the requirements of the State Board of Education for addressing the needs of students in grades pre-K through 12 who suffer concussions. The superintendent or designee shall also arrange for information and professional development to be provided annually to all teachers and other school personnel on return-to-learn issues and other concerns related to concussion and brain injuries. Parents and students must be offered the opportunity annually to provide information related to any head injury or concussion the student may have incurred during the past year on the health history and emergency medical information update form.

F. EMERGENCY ACTION PLANS

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

G. ATHLETIC TRAINERS AND FIRST RESPONDERS

Each high school principal shall designate at least one licensed athletic trainer or first responder who meets the requirements of state law and State Board of Education policy. The principal shall monitor each athletic trainer's or first responder's compliance with the duties assigned to the position by the State Board and any additional duties assigned by the superintendent or designee, including, but not limited to, attendance at football games and practices and compliance with all applicable training and certification requirements. To the extent funding and resources are available, the superintendent shall work toward having a licensed athletic trainer or first responder available for all school practices and games of all high school and middle school sports.

H. RECORDKEEPING

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

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

Legal References: G.S. 115C-12(23); S.L. 2011- 147; Article 34 Chapter 90; 16 N.C.A.C. 6E .0206; State Board of Education Policies ATHL-003, SHLT-001; N.C. High School Athletic Association Handbook, available at <https://www.nchsaa.org/students-and-parents/rulesand-regulations>

Cross References: Student Wellness (policy 6140)

Other Resources: Matthew Gfeller Sport-Related TBI Research Center at UNC website <http://tbicenter.unc.edu>, N.C. Department of Public Instruction (2011), available at <https://webservices.ncleg.gov/ViewDocSiteFile/16567>

Adopted: December 8, 2011

Updated: April 10, 2014, July 14, 2016, September 14, 2017, August 13, 2020, August 12, 2021

All employees or other individuals who select foods or beverages to be sold to students on a school campus during the school day shall select and procure such foods and beverages in a manner consistent with the goals established by the board in policy 6200, Goals of School Nutrition Services, and policy 6140, Student Wellness, and with all state and federal laws and regulations. Additionally, in furtherance of the board's goals, the board establishes the following standards for school meals and other foods sold or available on school campuses.

A. SCHOOL MEAL REQUIREMENTS

Meals and snacks provided through the National School Lunch, School Breakfast, and After School Snack Programs must comply with all federal nutrition standards applicable to the respective program, including meal component requirements and dietary standards.

B. FOODS OTHER THAN SCHOOL MEALS

1. Definitions

a. School day

As used in this policy, "school day" means the period from midnight through 30 minutes after the dismissal bell rings.

b. Competitive foods

Competitive foods are all foods and beverages, other than meals reimbursed through the federally-funded school nutrition programs, available for sale to students on campus during the school day.

2. Foods Sold From Midnight Until the End of the Last Lunch Period

The sale of food and beverages between midnight and the end of the last lunch period is the responsibility of the Child Nutrition Program (CNP), and the CNP will retain the proceeds. No foods or beverages may be sold to students on any school campus during that time period except through the Child Nutrition Program. The school principal and CNP personnel shall ensure that all competitive foods, including vended *a la carte* and all other *a la carte* or supplemental food and beverages, sold during that time period meet the federal Smart Snacks nutrition standards.

3. Foods Sold Between the Last Lunch Period and the End of the School Day

Each year, through its School Nutrition Program Annual Agreement, the board will establish accountability for the sale of competitive foods during the period between the end of the last lunch period and the end of the school day. All foods sold during that period must comply with the federal Smart Snacks nutrition standards. This includes foods sold in vending machines (see subsection B.5 4, below), in school stores, and in other sales venues on the school campus.

4. Foods Sold After the School Day

Foods sold after the school day are not subject to the federal Smart Snacks standards but are subject to any school rules established pursuant to policy 6140, Student Wellness.

5. Vending Sales During the School Day

In elementary schools, no beverage or snack vending to students is permitted outside of the School Nutrition Program.

In middle and high schools, all vended snack foods and beverages sold during the school day must meet the federal Smart Snacks standards and any more restrictive state requirements.

Bottled water must be available in every school that has beverage vending.

6. Fund-Raising Activities Involving Food or Beverages

All fund-raising activities that involve the sale of food or beverages to students must occur outside the school day. Tokens of exchange for foods or beverages to be delivered later in the day also are prohibited during the school day.

Fund-raising activities that are conducted after the school day are not required to comply with the federal Smart Snacks nutrition standards, but are subject to policy 6140, Student Wellness, and any school rules established pursuant to that policy.

7. Foods Brought from Home for School Events

Each school principal may establish standards for food and beverages brought from home to be shared for classroom events or parties during the school day or for extracurricular activities after school. The board encourages principals to establish rules that are consistent with the Smart Snacks nutrition standards.

8. Responsibility for Compliance with the Limits on the Sale of Competitive Foods

The limitations on the sale of competitive foods during the school day established by law and this policy are intended to encourage students to develop healthy eating habits and to ensure the ability of the schools to provide nutritious meals at the lowest possible cost.

All employees, student groups, volunteers, school support organizations, and other parties within the school environment must comply with the restrictions and conditions on the sale of competitive foods to students during the school day imposed by federal and state law, this policy, and the terms of the board's School Nutrition Program Annual Agreement.

The superintendent shall hold each principal responsible for consistent enforcement of this policy.

9. Consequences for Non-Compliance with the Limits on the Sale of Competitive Foods

Employees will be subject to disciplinary sanctions for violating the requirements pertaining to the sale of competitive foods as described in this or other relevant board policy, the board's School Nutrition Program Annual Agreement, or federal or state law or regulation. Discipline may include suspension or dismissal for repeated willful violations. The superintendent may take all reasonable steps necessary to prevent violation of the competitive foods rules by any student or student group, volunteer, school support organization, or other party.

If a school is found by the North Carolina Department of Public Instruction to be in violation of the rules pertaining to the sale of competitive foods as established in federal or state law or regulation and the violations results in a monetary sanction against the Child Nutrition Program, the superintendent may require the school's principal to reimburse the Child Nutrition Program from the operating account of the school.

Nothing in this policy is intended to regulate or limit foods that students bring from home as part of a bag lunch.

Legal References: Child Nutrition Act of 1966, 42 U.S.C. 1771 *et seq.*; Healthy, Hunger-Free Kids Act of 2010, P.L. 11-296, 7 C.F.R. Part 210; National School Lunch Act, 42 U.S.C. 1751, *et seq.*; G.S. 115C-47(7), -47(22), -263, -264, -264.2; 16 N.C.A.C. 6H .0104; State Board of Education Policy CHNU-002

Cross References: Student Wellness (policy 6140), Goals of School Nutrition Services (policy 6200)

Adopted: June 11, 2015

Updated: November 12, 2015, September 14, 2017, July 15, 2021

DRUG AND ALCOHOL TESTING OF COMMERCIAL MOTOR VEHICLE OPERATORS

Policy Code: **7241**

The purpose of this policy is to help ensure safe operation of school vehicles and to comply with federal law and regulations by establishing a comprehensive program of drug and alcohol testing for school bus drivers and all other commercial motor vehicle operators employed by the board of education.

A. APPLICABILITY

This policy applies to any driver, which for purposes of this policy is defined as any employee, volunteer or independent contractor whose duties for the board of education require a commercial driver's license under federal law. This includes anyone who regularly or intermittently drives a school bus, activity bus, a vehicle designed to transport 16 or more people (including the driver), or any other vehicle that meets the definition of commercial motor vehicle under 49 C.F.R. 382-107. Employees who operate vehicles for inspection, service, or maintenance purposes are included in this definition.

B. PROHIBITED ACTS

No driver may:

1. operate any school bus or school activity bus while consuming alcohol or while alcohol remains in the driver's body, in violation of G.S. 20-138.2B;
2. use alcohol while performing safety-sensitive functions;
3. perform safety-sensitive functions within four hours after using alcohol;
4. use alcohol within eight hours following an accident while operating a commercial motor vehicle or until undergoing a post-accident alcohol test, whichever occurs first;
5. report for or remain on duty requiring the performance of safety-sensitive functions when the driver uses any Schedule I drug or substance; or
6. report for or remain on duty requiring the performance of safety-sensitive functions when the driver uses any non-Schedule I drug or substance that is identified in the other federal schedules of controlled substances, unless such use

is pursuant to the instructions of a licensed medical practitioner who is familiar with the driver's medical history and has advised the driver that use of the substance will not adversely affect the driver's ability to safely operate a commercial motor vehicle.

Safety-sensitive functions include, but are not limited to, inspecting, servicing, or conditioning any commercial motor vehicle; operating any commercial motor vehicle; participating in or supervising the loading or unloading of a commercial motor vehicle; and repairing, obtaining assistance for, or remaining in attendance upon a disabled vehicle.

In addition, drivers and anyone who supervises drivers, will not commit any act prohibited by federal law, including the federal regulation entitled "Controlled Substance and Alcohol Use Testing" (49 C.F.R. pt. 382, hereinafter referred to as Part 382 or by board policy 7240, Drug-Free and Alcohol-Free Workplace.

C. TESTING

The administration will carry out pre-employment, post-accident, random, reasonable suspicion, return-to-duty and follow-up testing for drugs and alcohol as required by Part 382.

Federal regulations prohibit a driver who is tested under the provisions of this section and found to have an alcohol concentration of at least .02 from performing safety-sensitive functions for at least 24 hours following administration of the test. Drivers who are tested under the provisions of this section and found to have any alcohol in their system are subject to additional discipline under this policy, including dismissal.

D. EMPLOYEE AND APPLICANT INQUIRES

All employees subject to this policy, all employees who would become subject to this policy by virtue of a change or expansion of duties, and all applicants who would be subject to this policy if employed by the board must give written or electronic consent to any query by school officials of the federal Commercial Driver's License Drug and Alcohol Clearinghouse ("Clearinghouse") and, where applicable, must obtain from any previous employers under Part 382.

1. Pre-Employment Inquiry

Before employing any applicant subject to this policy, school officials shall conduct a query of the Clearinghouse, pursuant to the applicant's electronic consent submitted through the Clearinghouse, to obtain any information regarding the applicant's violations of Part 382. If the applicant was subject to an alcohol and controlled substance testing program under the requirements of a U.S. Department of Transportation (DOT) agency other than the Federal Motor Carrier Safety Administration within the previous three years, school officials shall also obtain, pursuant to the applicant's written consent, all records maintained by those DOT-regulated employers that the school system is required to obtain under Part 382.

If school officials obtain information from the applicant's previous employer or from the Clearinghouse that the applicant committed a violation of Part 382 and has not subsequently completed the return-to-duty process required under federal law, the applicant may be disqualified from employment

2. Training and Education

School officials shall conduct a limited query of the Clearinghouse at least once per year for each employee subject to this policy, pursuant to the employee's written or electronic consent, to determine whether information exists about the employee regarding violations of Part 382. If information exists about the employee, school officials shall obtain the information in the Clearinghouse within 24 hours of conducting the limited query, subject to the employee's electronic consent submitted through the Clearinghouse.

E. TRAINING AND EDUCATION

Each driver and supervisory employee, including principals and assistant principals, must be provided with educational materials that inform the employees of drug testing procedures, prohibited acts, consequences and other aspects of Part 382, this policy and any accompanying administrative procedures. The information also will identify a school district employee who is responsible for providing information on substance abuse. Each employee must sign a statement certifying his or her receipt of these materials.

Each supervisor responsible for overseeing the performance of drivers, including principals and assistant principals, must undergo at least one hour of training concerning alcohol misuse and an additional hour of training concerning drug abuse.

F. REFERRALS

Each driver who violates acts prohibited by Part 382 or G.S. 20-138.2B, other than provisions governing pre-employment testing, will be provided with information concerning resources available for evaluating and resolving drug or alcohol misuse. This information will include names, addresses and telephone numbers of substance abuse professionals and counseling and treatment programs.

G. CONSEQUENCES

Employees who have committed a prohibited act, refused any test required by this policy; or otherwise violated this policy, G.S. 20-138.2B or Part 382, will be subject to disciplinary action, up to and including dismissal.

Any employee who has committed a violation of Part 382 will not be allowed to perform any safety-sensitive functions until the employee has completed the return-to-duty process, including an evaluation by a substance abuse professional, completion of any appropriate treatment designated by the substance abuse professional, and achievement of a negative return-to-duty test. Moreover, if the employee's violation of Part 382 has been reported to the Clearinghouse, the employee may not resume safety-sensitive functions until a query of the Clearinghouse demonstrates that the employee completed the return-to-duty process.

H. PROCEDURES

All procedures for collection and testing provided in the Federal Highway Administration's "Procedures for Transportation Workplace Drug Testing Programs" (49 C.F.R. pt. 40) and all requirements in Part 382, including testing, reporting, record retention, training and confidentiality, will be followed. Copies of these federal regulations will be readily available. The superintendent shall develop any other procedures necessary to carry out these regulations.

Legal References: 49 U.S.C. 31306; 49 C.F.R. pts. 40, 382; G.S. 20-138.2B

Cross References: Drug-Free and Alcohol-Free Workplace (policy 7240)

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

Revised: May 11, 2000, January 21, 2016, June 8, 2017, February 13, 2020, September 10, 2020

For purposes of this policy, crowdfunding is the practice of using online sites to solicit donations, whether monetary or in-kind, on behalf of the school system. A crowdfunding campaign is considered to be on behalf of the school system if it uses imagery or language that would lead a reasonable person to believe that (1) the school system is associated with the campaign or (2) the campaign has the purpose or effect of providing resources or a benefit to the school system.

The board recognizes that crowdfunding campaigns are increasingly being used by employees to fund specific projects or programs. By aggregating donations from a broad and potentially diverse group of donors, crowdfunding has the potential to provide additional revenue and resources to classrooms and programs. Crowdfunding also has the potential to promote morale among employees by rewarding hard work and dedication.

Despite the positive aspects of crowdfunding, the unregulated use of the practice can subject the school system and the employee engaging in crowdfunding to potentially significant legal liability. The purpose of this policy is to establish a balanced approach that regulates and provides parameters for crowdfunding on behalf of the school system.

Parent organizations engaging in fundraising are subject to policy 5010, Parent Organizations, and are exempt from this policy. The board reserves the right to designate additional groups or individuals as exempt from this policy.

A. UNAPPROVED CROWDFUNDING PROHIBITED

Crowdfunding on behalf of the school system is prohibited unless undertaken by an employee with prior written approval under this policy. No action towards initiating a crowdfunding campaign on behalf of the school system may be taken until the campaign is approved in writing pursuant to this policy.

No employee or student will be compelled to initiate or participate in a crowdfunding campaign on behalf of the school system. Students are permitted to participate in publicizing an employee's approved crowdfunding campaign but are prohibited from otherwise engaging in crowdfunding on behalf of the school system. Employees or students who participate in crowdfunding on behalf of the school system are acting in their capacity as employees or students and are subject to all rules governing employee and student conduct.

Except in furtherance of an approved campaign, employees are prohibited from doing any of the following as part of a crowdfunding campaign: identifying as an employee of or stating an association with the school system; using a school system email address, school name, logo, or mascot; or linking to or referencing any school website, social media

site, platform, or account associated with the school system.

Approved crowdfunding campaigns will operate in compliance with all laws and other board policies and regulations, including policies 6401/9100, Ethics and the Purchasing Function; 8210, Grants and Funding for Special Projects; and 8220, Gifts and Bequests, except as otherwise provided in this policy.

B. APPROVAL REQUEST FORM

An employee seeking approval of a crowdfunding campaign shall provide the following information on a form designated for this purpose (hereinafter referred to as the “approval request form”):

1. the employee’s name, job title, school, and email address;
2. the approved crowdfunding website to be used;
3. the nature and quantity or amount of donations being requested;
4. the classroom, program, or activity to be benefitted and the educational purpose to be served;
5. the exact language that will be used in the crowdfunding campaign, as well as any graphics that will be included;
6. the start and end dates of the crowdfunding campaign; and
7. a statement of recognition by the requester that any proceeds of the campaign are school property.

The approval request form will be made available in school offices and on the school system’s website.

C. PROCESS FOR APPROVAL OF REQUESTS BY SUPERINTENDENT

Notwithstanding anything to the contrary in policy 8220, Gifts and Bequests, the terms of this section control the approval of proposed online crowdfunding campaigns.

The superintendent or designee shall review referred approval request forms and seek additional information about proposed campaigns as appropriate. Regardless of the amount sought to be donated, the superintendent or designee may deny a referred campaign because the campaign is not in compliance with the requirements of this policy or because, in the judgment of the superintendent or designee, the proposed campaign would produce unacceptable inequity in the educational environment.

D. REQUIREMENTS FOR APPROVED REQUESTS

Crowdfunding requests will not be approved unless the proposed campaign:

1. meets all requirements of board policy and any applicable administrative regulations, and is consistent with the requirements of Title IX, FERPA, the IDEA, and any other applicable laws;
2. uses a crowdfunding site that has been approved by the superintendent pursuant to Section E;
3. is consistent with the school system's approved curriculum;
4. does not solicit funds for items or projects that are religious or political in nature or that have a religious or political purpose;
5. seeks donations that are compatible with the school system's technology, as confirmed by the technology director;
6. has a specific, pre-determined beginning and ending date;
7. does not disparage the school system or any of its buildings, programs, representatives, employees, or students;
8. does not include pictures or the identifying or confidential information of any school system student, unless specifically approved by the student's parent or guardian in writing and attached to the approval request form;
9. furthers the educational mission of the school and is not used for the unrelated personal gain of any individual;
10. does not result in donations being delivered directly to the requester;
11. is not contingent on the school system matching funds or making any expenditure;
12. does not request food or beverage items inconsistent with Smart Snack Standards, Section C of Policy 6140, Student Wellness, or nutrition standards set by the school system or school; and
13. does not suggest or state that the donation sought is required for or integral to a student's special education program, a student's ability to achieve his or her IEP goals, or the participation of students with disabilities in any school program.

Any crowdfunding campaign that does not fully comply with the requirements of this policy is prohibited. It is the responsibility of the employee implementing an approved crowdfunding campaign to ensure that all applicable policies, regulations, and laws, including the requirements of the crowdfunding site, are followed.

The school system reserves the right to terminate any approved crowdfunding campaign or refuse any donation for any reason and at any time, including if it believes the donation was acquired in violation of board policy, regulation, or other law.

E. APPROVED CROWDFUNDING SITES

The superintendent or designee shall create a list of approved crowdfunding sites. All approved crowdfunding sites must (1) be operated by an entity with no known significant history of fraud, unlawful activity, financial mismanagement, or other misconduct and (2) have a policy requiring all donations on behalf of the school system to go directly to the school system. The superintendent or designee shall encourage the use of sites that are focused on K-12 education.

If no site meets these requirements or the superintendent or designee does not approve any sites, no crowdfunding requests will be approved.

F. PROCESSING AND ALLOCATING DONATIONS

All monetary donations will be made payable to and deposited in an individual school account where the employee is associated. If the monetary donation involves the electronic transfer of funds, the principal shall ensure that the transfer is made properly and in accordance with acceptable standards of practice. All in-kind donations must be inventoried in accordance with policy 8350, Fixed Assets Inventory, by the individual school where the employee is associated. The school finance officer shall ensure that all donations are processed in a manner consistent with the School Budget and Fiscal Control Act and any other applicable law.

All donations, regardless of their form, obtained through crowdfunding on behalf of the school system are school property. As a general matter, the employee who completed an approved crowdfunding campaign should be given preference in the use of the donations obtained. Employees shall only use donations from a crowdfunding campaign for the approved purpose stated in the campaign. The school system reserves the right to transfer donations to a different use at the board's discretion.

G. RECORDKEEPING

After donations obtained through an approved crowdfunding campaign have been utilized, the employee must file a written report with the principal detailing how the donations were used and how students benefited.

Legal References: 7 C.F.R. 210.11; G.S. 115C-36, -47; The School Budget and Fiscal Control Act, G.S. 115C, art. 31

Cross References: Technology in the Educational Program (policy 3220), Parent Organizations (policy 5010), Collections and Solicitations (policy 5220), Student Wellness (policy 6140), Ethics and the Purchasing Function (policy 6401/9100), Grants and Funding for Special Projects (policy 8210), Gifts and Bequests (policy 8220), Fixed Assets Inventory (policy 8350), Individual School Accounts (policy 8410)

Other Resources: *Crowdfunding in K-12: Developing a Vision that Informs Policy*, EdSurge Research (2019), available at <https://www.edsurge.com/research/reports/crowdfunding-in-k-12-developing-a-vision-that-informs-policy>; Dave Yost, *Special Report on Crowdfunding Classrooms*, Office of the Ohio Auditor of State (July 11, 2018), available at [https://www.ncsba.org/wp-content/uploads/2022/05/crowdfunding-report.indd .pdf](https://www.ncsba.org/wp-content/uploads/2022/05/crowdfunding-report.indd.pdf) *Crowdfunding in K-12 Education*, National School Boards Association (April 2018), available at <https://www.nsba.org/newsroom/american-school-board-journal/asbj-april-2018/online-only-crowdfunding-k-12-education>

Adopted: November 12, 2020

PREPARED FOR

February 9, 2023

Asheboro CITY SCHOOLS

A learning community of excellence!



Asheboro City Custodial Services Review



HES
FACILITIES MANAGEMENT

TABLE OF CONTENTS

- ✓ Introduction of HES Operations Team
- ✓ Transparency and Reporting
- ✓ Summer Clean
- ✓ Report Cards
- ✓ Planning for the Future

HES INTRODUCTIONS

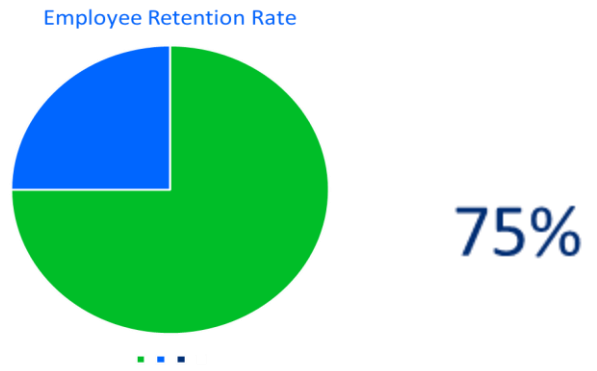
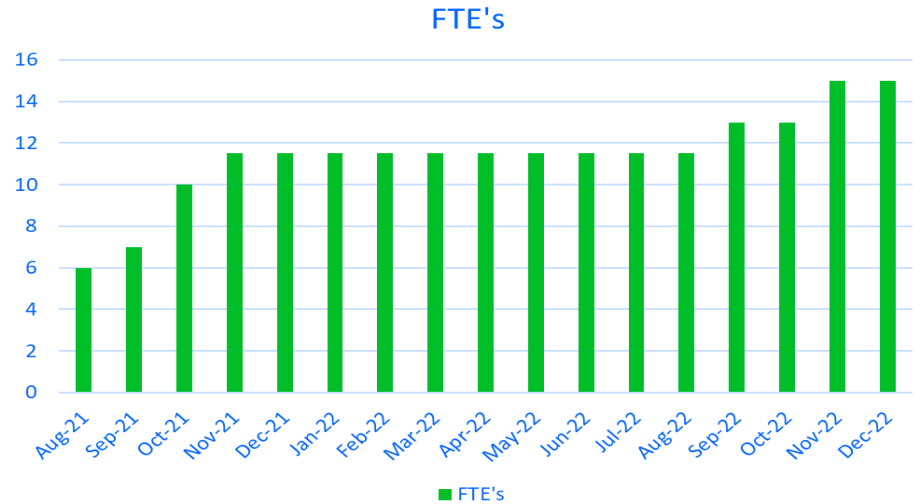
- ✓ RG Leboff, Regional Vice President - Operations
- ✓ Kevin Wagner, Regional Manager
- ✓ Russell Leboff, Vice President Business Development
- ✓ Giovanni Penafort, District Manager

TRANSPARENCY AND REPORTING

	District Employees	HES Employees
Asheboro City High	1	6
**South Asheboro Middle(SAMS)	2	2.5
**Balfour Elementary	1	3
Charles W. McCrary Elementary	2	.5
Donna Lee Loflin Elementary	2	.5
Lindley Park Elementary	2	.5
**North Asheboro Middle(NAMS)	4	0
Early Childhood Development Center	.5	1
Central Office/Zoo School	1	0
Guy B. Teachey	2	1
Total	16.5	15

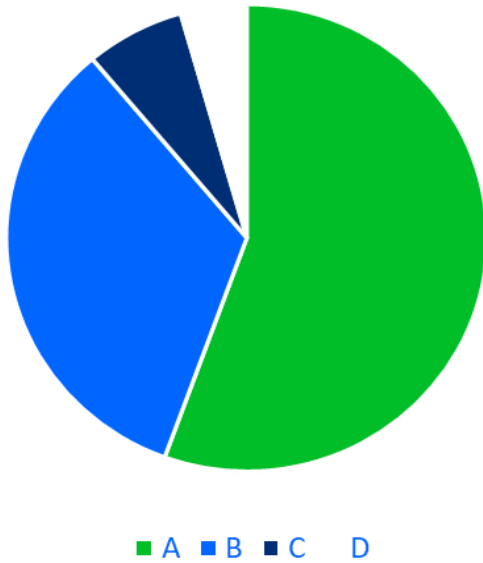
** Denotes ACS employees promoted to Lead positions

HES FTE COUNT



SUMMER CLEAN

Grades



	A	B	C	D
Overall, Summer Cleanup	6	2	0	1
Quality of Work	5	3	1	0
Communication about the work Completed	3	5	1	0
Staff Responsiveness	5	3	1	0
Overall Cleanliness	6	2	0	1
Totals	25	15	3	2

Participation from all Schools

SUMMER SURVEY COMMENTS

"the school looks so much better in August 2022 than it did in August 2021" -Julie Brady SAMS

"They are great!" Lisa Hayes - DLL

"Our facility stayed clean and was given the proper care it needed during the summer" Gayle Higgs – Lindley Park

"Our custodial team worked hard over the summer to complete the many tasks they were given by the new administration." Graham Groseclose NAMS

"The staff in the main building were working hard to get classrooms cleaned and set back up for students, all summer staff were very helpful" Eric Gee - AHS

Summer Before and After

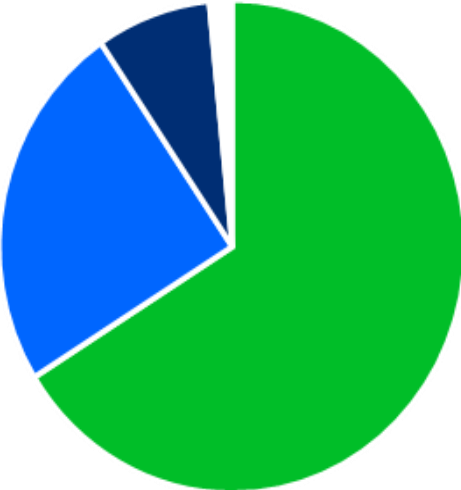


Summer Clean



GRADES BY VALUE September – December 2022

Grades



Participation from all ACS Schools

■ A ■ B ■ C ■ D

	A	B	C	D
Entrance and Lobby	20	6	0	1
Hallways	17	7	1	2
Cafeteria	18	7	2	0
Classrooms	16	8	3	0
Restrooms	17	5	5	0
Management Responsiveness	21	5	1	0
School Overall	16	8	3	0
Totals:	125	46	15	3

Planning for the Future

✓ High School Startup

- Waxing Floors
- Construction Cleanup

✓ Summer Clean Planning

- Stripping and waxing all floors
- Carpet Cleaning
- Bathroom (Kaivac Cleaning)
- Deep Cleaning
- Pressure washing

QUESTIONS OR
COMMENTS?
LET'S TALK.

HES
FACILITIES MANAGEMENT





**Asheboro City
Schools
Board Updates
2022.2023**



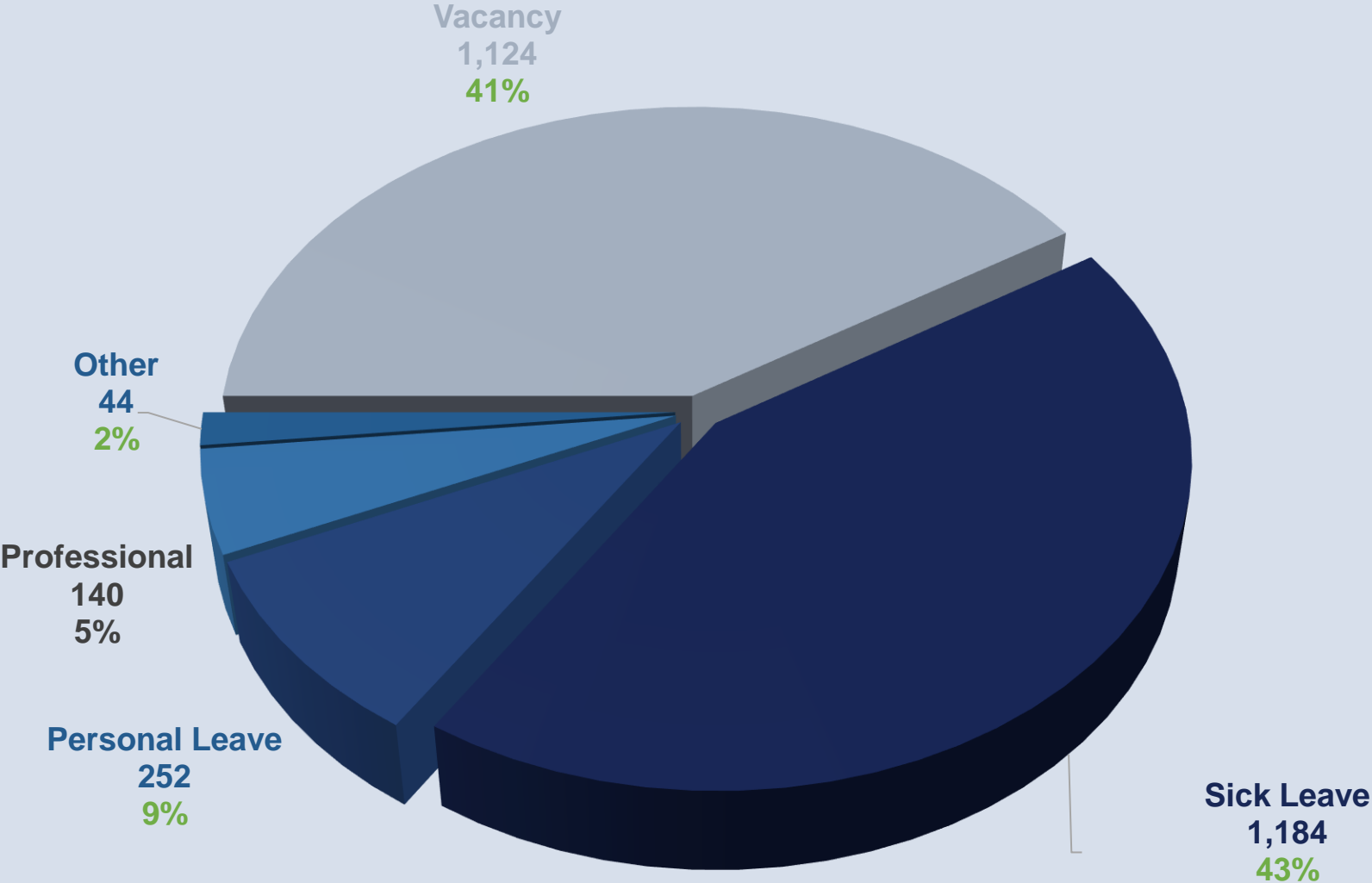
Key Measures & Results

August 2022 - December 2022

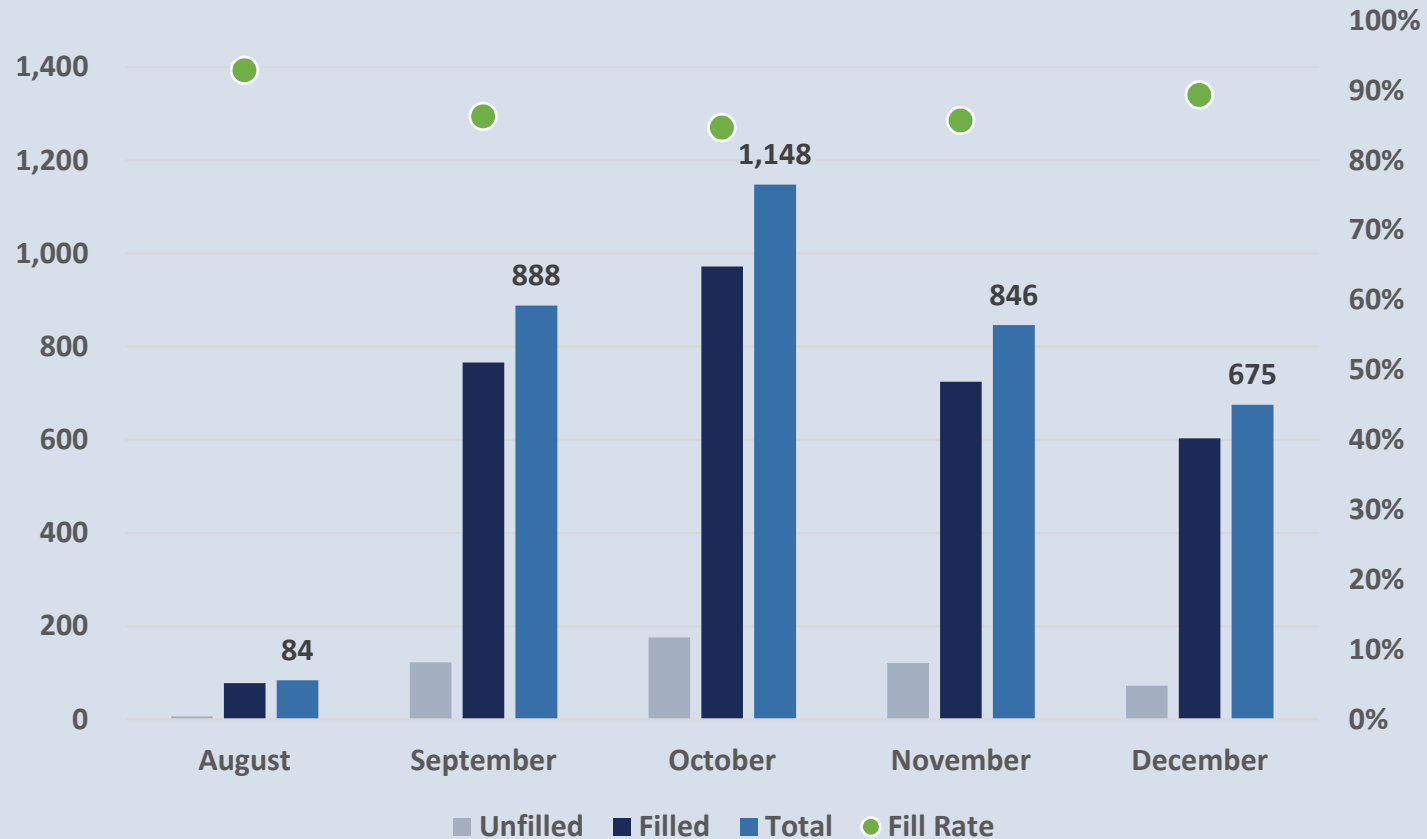
Filled Absences	3,144
Unfilled Absences	497
Fill Rate %	86%

	Unfilled	Filled	Fill Rate %
Admin	0	2	100%
Aide	124	702	85%
Teachers	361	2,383	87%
Instructional Aide	12	57	83%

All Positions – Top Absence Reasons



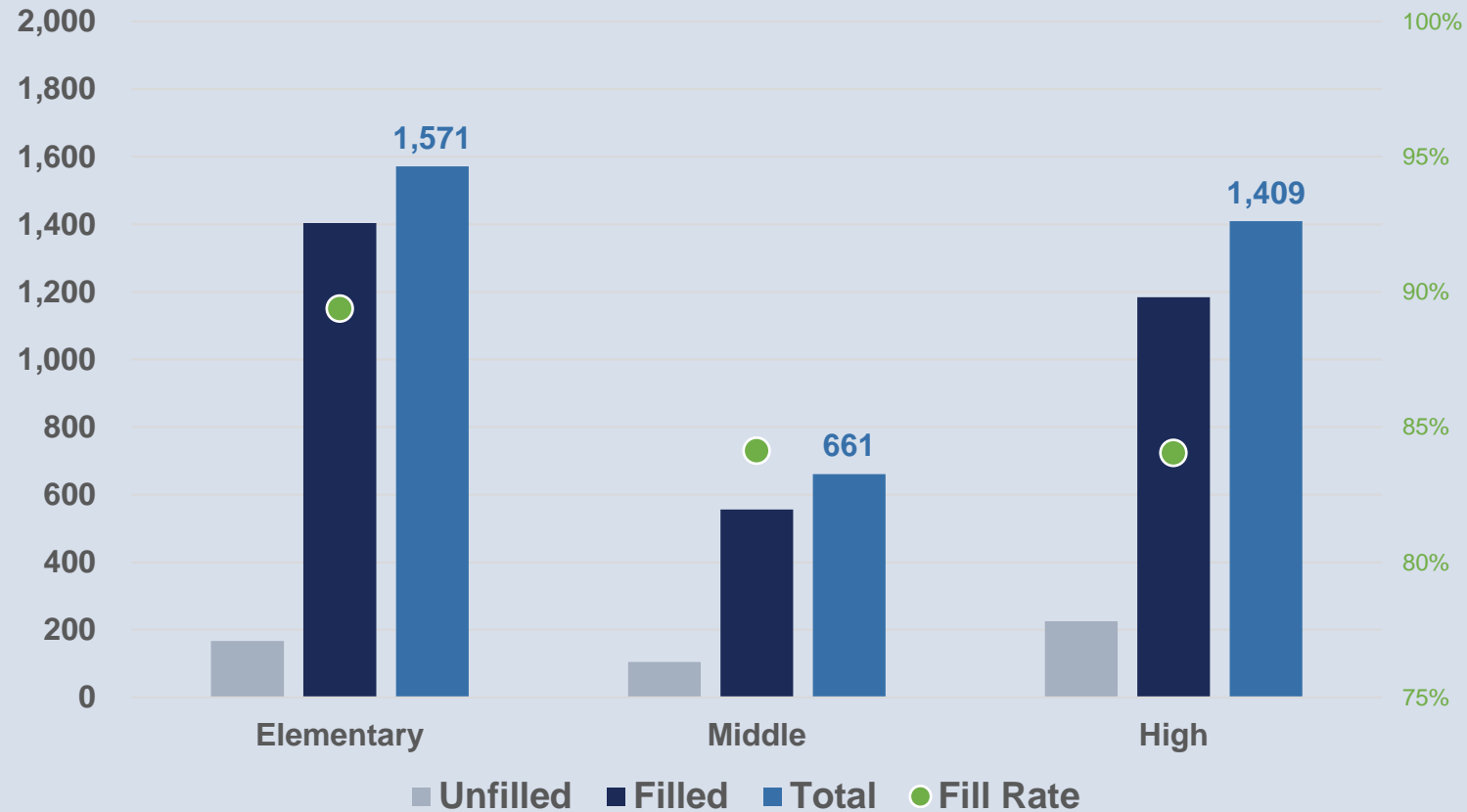
All Positions – Absences by Month



Month	Unfilled	Filled	Total	Fill Rate
August	6	78	84	93%
September	122	766	888	86%
October	176	972	1,148	85%
November	121	725	846	86%
December	72	603	675	89%
Total	497	3,144	3,641	86%



All Positions – Absences by Location



School Type	Unfilled	Filled	Total	Fill Rate
Elementary	167	1,404	1,571	89%
Middle	105	556	661	84%
High	225	1,184	1,409	84%



Recruiting Plan



Local Involvement:

- Leaving yard signs and ESS flyers at local businesses.
- Attended advisory meetings
- Concert in the park Series
- Attended Asheboro Christmas Parade

School Involvement:

- School Visits – ensuring the ESS logo is displayed
- Open houses
- Book Fairs
- Walking the parent pick up line at schools
- Attended Parent night

Digital Recruitment:

- Engaging on social media promoting ESS
- Posting on local pages on social media
- Creating a positive image of ESS by posting local achievements

Asheboro CITY SCHOOLS
ESS
Every day counts.

Now Hiring
**Substitute Teachers,
After School Assistants, &
Permanent Paraprofessionals**
FOR ASHEBORO CITY SCHOOLS

APPLY TODAY AT ESS.COM



Targeted Sourcing



Applicant Sources:

- #1 source of recruited candidates is word of mouth
- #2 Flyers and social media
- #3 source of recruited candidates is Online job boards such as indeed and Linked in
- #4 source of recruited candidates is referrals from current ESS employees or District employees

Community Partners:

- NC Works
- RCC
- North Carolina Zoo
- Local libraries

> In Progress (11)

> Submitted (6)

> Job Offered (3)

> Pre-Hire in Progress (5)

> Pre-Hire Completed (21)

> Hired (230)

Initiatives and Incentives



- Engaging with staff
 - Surveys: 1st day, 10th day, non-working subs, etc.
- Postings – updates, need to knows and Daily needs

- Kickstart
- Referral Program
- Employee of the Month
- Impact Award
- Extra Pay Friday
- Monthly Gift Card Drawings
- Periodic Raffles

1st Day Worked – Survey Example

Positive Survey

Neutral Survey

Negative Survey



As this school year comes to an end, ESS has selected and awarded winners for our 8th Annual Impact Awards! The Impact Award was created in 2014 to recognize employees based on frequency of work, feedback from our partner school district(s), and a commitment to exceed the expectations of their role.

This year, we honored seven individuals who make an impact on the schools they serve every day. With a positive attitude, they perpetually perform above and beyond their assigned duties. The 2022 honorees were each recognized at their school districts, where they received a \$500 cash prize, an additional \$500 to donate to their school of choice, and a crystal apple trophy.

ESS
Every day counts.

CAREER KICKSTART INCENTIVE

Start your education career. We'll help pay.

We're hiring substitutes and support staff for school districts near you, and we'll help pay for the credentials required to get you into the classroom.

Through the Career Kickstart Incentive, ESS will compensate new substitutes and support staff for some of the costs required to get properly credentialed.

- Substitute and permanent staff must successfully work 25 assignments with ESS within 90 days of hire date to qualify for compensation.
- Compensation applies to costs for background checks and medical checks, which includes but is not limited to health screening, drug tests, and TB tests.
- Maximum compensation payout of \$125.00.

Visit Kickstart.ESS.com for full program details.



Each month, our partner school districts submit glowing reviews of our employees, from which we select four employees of the month.



A Year in the Making

**NORTH CAROLINA HOLIDAY
WORK & WIN!**
WORK 12 DAYS BETWEEN 12/1
AND 12/20 FOR \$1,250 IN PRIZES!
THE MORE YOU WORK, THE HIGHER
YOUR CHANCES TO WIN!
ESS.COM

Grand Prize \$500

1- \$250 Winner

2- \$100 Winners

6- \$50 Winners

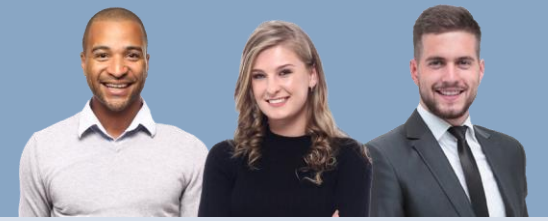
- Must work at least 12 days
- You must not have any incident reports against you during this period
 - Half days will add up to full days
- All Employees are eligible in Stanly, Asheboro, Iredell, Martin, Beaufort, Pitt, and Union County

We're so happy to have the opportunity to give back to our dedicated ESS Educators and say **THANK YOU** for all your hard work!!

Happy Holidays,
Your ESS teams



ESS Team and Support



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ESS Live Support (6am-9pm)
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ESS Employee Engagement (6am-9pm)
856-482-0300 option 1
HREast@ess.com

Thank you!



CALENDAR OF UPCOMING EVENTS - February 9, 2023

DATE	TIME	EVENT	LOCATION
Tuesday, February 21	5:30-7:00 p.m.	Balfour Family Engagement Night	Balfour Elementary
Wednesday, February 22	5:00-7:00 p.m.	Asheboro High School Family Engagement Night	Asheboro High School
Thursday, February 23	5:30-7:00 p.m.	Lindley Park Family Engagement Night	Lindley Park Elementary
Friday, February 24	7:00 p.m.	All County Band Performance	TBD
Tuesday, February 21	5:30-7:00 p.m.	Donna Lee Loflin Family Engagement Night	Donna Lee Loflin Elementary
Monday, March 6	6:00 p.m.	Randolph County Commissioners Meeting	Old Historic Courthouse
Monday, March 6	7:00 p.m.	Asheboro High School Choral Concert	Asheboro High School Performing Arts Center
Tuesday, March 7	4:30-7:00 p.m.	Youth Art Month Reception	Randolph Arts Guild
Tuesday, March 7	7:30 p.m.	Middle School Festival Band Concert	Asheboro High School Performing Arts Center
Thursday, March 9	7:30 p.m.	Board of Education Meeting	TBD
Thursday, March 9	9:30 a.m.	Greensboro Symphony Performance for 5th Graders (Balfour, McCrary, Loflin)	Tanger Center, Greensboro
Thursday, March 9	7:30 p.m.	Board of Education Meeting	TBD
Thursday, March 9	7:30 p.m.	Asheboro High School Band Concert	Asheboro High School Performing Arts Center
Friday, March 10	9:30 a.m.	Greensboro Symphony Performance for 5th Graders (Teachery, Lindley Park)	Tanger Center, Greensboro
Tuesday, March 14-Thursday, March 16	All Day	Central District Concert Band Festival	Asheboro High School Performing Arts Center