

ASHEBORO CITY BOARD OF EDUCATION
Professional Development Center
Regularly Scheduled Meeting
July 11, 2024
6:30 p.m.

No Policy Committee
6:00 p.m. Finance Committee

I. Opening

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

II. Public Comments

Citizens who signed up to address the Board will be called on to make comments. Each speaker will be allowed three minutes for remarks. Issues or concerns involving personnel matters are inappropriate for the public comment setting.

III. *Consent Agenda

- A. Approval of Minutes for June 13, 2024, Board of Education Meeting, June 27, 2024, Special Called Meeting
- B. Policy Recommended for Approval:
 - Policy 1310-4002 – Parental Involvement
 - Policy 6220 – Operation of School Nutrition Services
 - Policy 6230 – School Meal and Competitive Food Standards
 - Policy 6401/9100 – Ethics and Purchasing Function
 - Policy 8325 – Daily Deposits
- C. Personnel
- D. Overnight Field Trip-South Asheboro Middle School 8th Grade to Washington, DC
- E. Overnight Field Trip-North Asheboro Middle School 8th Grade to Washington, DC

IV. Information, Reports, and Recommendations

- A. Policies for Review – Ms. Carla Freemyer, Chief of Human Resources & Support Services
 - Policy 3420 – Student Promotion and Accountability
 - Policy 3460 – Graduation Requirements
 - Policy 3610 – Counseling Program
 - Policy 3620 – Extracurricular Activities and Student Organizations
 - Policy 4240/7312 – Child Abuse and Related Threats to Child Safety
 - Policy 4270/6145 – Concussion and Head Injury
 - Policy 6125 – Administering Medicines to Students
 - Policy 8340 – Insurance
 - Policy 8510 – School Finance Officer
- B. UNCG Institute for Partnerships in Education (IPIe) Presentation – Dr. Wendy Rich, Chief Academic Officer/Assistant Superintendent

C. Facilities Naming Request – Ms. Sandra Spivey Ayers, Chief Financial Officer, and Ms. Chandra Manning, Director of Communications & Talent Development

V. ***Action Items**

No Action Items.

VI. **Board Operations** – Chairman Michael Smith

A. Calendar of Events

VII. **Adjournment**

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

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

ASHEBORO CITY BOARD OF EDUCATION
Professional Development Center
Regularly Schedule Meeting
July 11, 2024
6:30 p.m.

Addendum

No Policy Committee
6:00 p.m. Finance Committee

- I. Opening**
- II. Public Comments**
- III. *Consent Agenda**
C. Personnel (addendum added)
- IV. Information, Reports, and Recommendations**
C. Facilities Naming Request (removed from agenda)
- V. *Action Items**
- VI. Board Operations**
- VII. Adjournment**

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

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

ASHEBORO CITY BOARD OF EDUCATION
Professional Development Center
Regularly Scheduled Meeting
June 13, 2024

Policy Committee

Committee Members Present:

Michael Smith, Chairman	Adam Hurley	Gidget Kidd, Policy Chair
Baxter Hammer, Vice Chairman	Linda Cranford	Adam Hurley

Committee Members Absent:

Hailey Lee	Phillip Cheek
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Other Board Members Present:

Melissa Calloway	Dr. Beth Knott	Ryan Patton
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Staff Members Present:

Dr. Aaron Woody	Carla Freemyer	Gayle Higgs
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The meeting was called to order at 6:19 p.m. by Gidgett Kidd. Ms. Gayle Higgs reviewed the following policies.

- **Policy 3420 Student Promotion and Accountability**
 - Creates a new Section J to address students receiving high school credit for courses taken while studying abroad
 - Adds a reference to three-year high school graduation in Section K
 - Updates the legal references

- **Policy 3460 Graduation Requirements**
 - Adds new student notice requirements in the paragraph preceding Section A
 - Reorganizes information from the paragraph preceding Section A into other parts of the policy
 - Adds a reference in Section A to policy 3420 in regard to receiving credit for courses taken abroad
 - Changes the local graduation “requirements” to local graduation “recommendations”
 - Adds information in C.4 regarding graduating high school in three years
 - Updates the diploma endorsements language
 - Includes various other minor changes
 - Updates the legal references

- **Policy 3610 Counseling Program**
 - Adds a new Section C to reflect the statutory requirement to have peer-to-peer student support programs in schools with grades six and higher
 - Adds language in Section D to reflect new statutory information
 - Updates statutory reference in text and in legal references

- **Policy 3620 Extracurricular Activities and Student Organizations**
 - Removes the local attendance standard for interscholastic athletics participation in light of the forthcoming SBE attendance standard
 - Removes language referencing NCHSAA eligibility rules and adds a reference to applicable eligibility standards of law in B.1.a.

- Adds a new optional subsection B.1.c to grant students who transfer schools within the school system immediate eligibility to participate in interscholastic athletics
- Includes other minor editorial changes
- Updates the legal references
- **Policy 4240/7312 Child Abuse and Related Threats to Child Safety**
 - Revises language in Section D to reference policy 7130, which now contains the reporting requirements from new 16 N.C.A.C. 6C .0608, which is expected to be in effect in early- to mid-April
 - In Section H, adds a new statutory requirement that applies beginning with the 2024-2025 school year
 - Updates the legal references
 - Updates the cross references
- **Policy 4270/6145 Concussion and Head Injury**
 - Updates statutory references throughout the policy
 - Includes other minor changes
 - Updates the legal references
- **Policy 6125 Administering Medicines to Students**
 - Updates the division names of N.C. Department of Health and Human Services
 - Updates the other resources
- **Policy 8340 Insurance**
 - Amends the language to include not just insurance but also other types of liability coverage
- **8510 School Finance Officer**
 - Updates the duties of the school finance officer based on the information in State Board of Education Policy FINO-000.
 - Adds a new Section C about continuing professional education
 - Updates the legal references and the cross references

The meeting was adjourned at 6:50 p.m. by Gidget Kidd.

Finance Committee

Committee Members Present:

Michael Smith, Chairman
 Baxter Hammer, Vice Chairman
 Ryan Patton, Finance Committee Chair

Dr. Beth Knott
 Linda Cranford

Philip Cheek
 Melissa Calloway

Other Board Members Present:

Adam Hurley

Gidget Kidd

Staff Members Present:

Dr. Aaron Woody

Sandra Spivey Ayers

Ryan Patton called the meeting to order at 6:51 p.m. and referred to Sandra Spivey Ayers.

Ms. Spivey Ayers reviewed the contract for Sodexo in response to our bid for a Food Service Management Company. Sodexo was the only vendor to submit a bid. NCDPI has approved the contract.

Ms. Spivey Ayers reviewed the budget amendments included in the consent agenda. S-04 includes funds allocated from the state for retirement adjustments. F-02 includes the Stronger Connections Grant and other federal allotment adjustments. CE-01 includes additional revenues that are expected in supplemental taxes and interest. CE-01 also includes appropriating additional fund balance to cover the repair at McCrary Elementary.

Ms. Spivey Ayers reviewed the list of pay dates and school treasurers for 2024-2025 included in the consent agenda. Also included is a bank signature card for Asheboro High School to add an Assistant Principal and the Assistant Finance Officer.

Ms. Spivey Ayers reviewed the calculation for the Low Wealth Supplemental Funds for Teacher Compensation. The funds will be distributed to all qualifying certified staff members.

Ms. Spivey Ayers reviewed the Budget Transfer Report included in the consent agenda as an information item. This cumulative report shows the budget transfers between purpose codes.

There being no further business, Ryan Patton adjourned the meeting at 7:10 p.m.

Board of Education

Board Members Present:

Michael Smith, Chairman
Gidget Kidd
Dr. Beth Knott
Scott Eggleston, Attorney

Baxter Hammer, Vice Chairman
Linda Cranford
Adam Hurley

Melissa Calloway
Ryan Patton

Board Members Absent:

Gus Agudelo

Phillip Cheek

Hailey Lee

Staff Members Present:

Dr. Aaron Woody
Gayle Higgs
Deanna Wiles
Sandra Spivey Ayers
Sarah Beth Cox
Angel Etheridge

Dr. Wendy Rich
Claudia Marini
Chandra Manning
Dr. Ana Floyd
Carla Freemyer

Anthony Woodyard
Jonathan Dillion
Christina Kinley
Barb Skelly
Josh McDonald

Opening

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

Upon motion by Gidget Kidd and seconded by Ryan Patton, the board unanimously approved the meeting agenda.

Special Recognitions

- A. Ms. Pamela Resch, Director of Juvenile Day Reporting Center, presented the Juvenile Day Reporting Partnership Award to Asheboro City Schools. Ms. Resch expressed appreciation for the amazing work of Asheboro City Schools in supporting youth and the Juvenile Day Reporting program.
- B. Ms. Gayle Higgs, Director of Support Services, recognized Asheboro City Schools Athletics for 2023-2024 school year. Ms. Higgs highlighted various athletic achievements throughout the district. These included:
- South Asheboro Middle School girls' soccer team were conference champions;
 - North Asheboro Middle School boys' soccer team placed second overall during the regular season;
 - Students participated in various Special Olympic events across the district;
 - Asheboro High School boys' soccer team won the Mid-Piedmont 3A conference for the third year in a row and had seven all-conference players, second all-region players, and two all-state players;
 - Asheboro High School girls' tennis team had one to qualify for second place in the 3A state championship;
 - Asheboro High School girls' golf team had one regional qualifier;
 - Asheboro High School volleyball team finished second in the conference and qualified for the state tournament;
 - Asheboro High School Volleyball Coach Kelly Smith was named MPC Coach of the year;
 - Asheboro High School boys' basketball won the conference championship with three all-conference players;
 - Asheboro High School wrestling team had five wrestlers make all conference and one state qualifier.
 - Asheboro High School swim team had 22 swimmers competing in regional and ten swimmers competed in the state championship;
 - Asheboro High School baseball team competed in the state playoffs, two players were named to the all-conference team, and one was named MPC pitcher of the year;
 - Asheboro High School softball team had one player make the all-conference team;
 - Asheboro High School girls' soccer Coach Emily Ramon was named Regional Coach of the Year and Coach Victor Jacobo was named Regional Assistant coach of the Year;
 - Asheboro High Schools girls track team ended the season as MPC conference champions.
- C. Mr. Jonathan Dillion, Asheboro High School Assistant Principal, recognized scholarship recipients for the 2023-2024 school year. The Asheboro City Schools Education Foundation awarded \$36,000 in scholarships, local scholarships in the amount of \$54,750 were awarded, and the total scholarship money awarded was \$3,554,914.
- D. Ms. Sarah Beth Cox, Director of Career & Technical Education, presented a donation from Randolph County Economic Development Corporation (RCEDC). Ms. Cox introduced Mr. Kevin Franklin, President of RCEDC, who shared RCEDC has strong ties with educational systems in Randolph County. RCEDC can't succeed if the people in the community don't succeed. As RCEDC has extra funds they want to support the CTE programs in the school systems. RCEDC donated \$3,567.63 to Asheboro City Schools to purchase welding equipment for the Advanced Manufacturing program.
- E. Ms. Kristen McClosky, Lead AIG Specialist, recognized students who participated in the NCCTM State Math Fair. Four student projects from Asheboro City Schools competed at the state level this year. The projects are an independent study, and the students were able to choose their projects and complete them on their own. Students were in attendance and shared about their projects. Ms. McClosky stated the students worked hard, were self-motivated, and she is proud of them.
- F. Mr. Anthony Woodyard, Chief Information Officer, presented Points of Pride which featured a variety of student, staff, and district highlights. These included:

Superintendent Highlight - Dr. Aaron Woody, Superintendent, was named the Piedmont Triad Education Consortium (PTEC) Regional Superintendent of the Year this year. His leadership and commitment to Asheboro City Schools has elevated our district into a district of innovation and excellence. Under his continued leadership we know our best days are ahead of us.

#InnovateACS - Our schools continued to innovate in their classroom activities exploring careers in

character, collaborating with hands on projects, working together to accomplish common goals, and supporting each other as teammates and cast members.

Innovator of the Month - The May Innovator of the Month is Ms. Krista Stewart. Her visionary leadership on the recent high school production Frozen Kids! provided an innovative and inclusive way for all students to learn

Evening of Excellence – We held our second Annual Evening of Excellence banquet on May 15 announcing our 2024 Teacher of the Year Winner and Finalist, as well as the 2024 Apple of Excellence Award Winner. Congratulations to Teacher of the Year, Rebecca Kidd (McCrary Elementary) and Apple of Excellence recipient, Irena Owens (Asheboro High School)! Congratulations as well to our nominees. We are honored to celebrate these hardworking and compassionate teacher leaders.

EC Employability Seminar - On May 20 and 21 our Exceptional Children department hosted an Employability Seminar. This provides opportunities for our OCS students to highlight the job skills they have acquired throughout the school year and collaboratively work with one another to complete a task. They are also able to practice professional and job interview skills with members of our business community. 24 students participated along with 10 community partners.

Asheboro High School Awards Night - Congratulations to all of our Blue Comets who received a scholarship or award at the Asheboro High School Awards Night. The ACS Education Foundation awarded \$36,000 in scholarships this year and our graduating class has reported receiving an estimated \$3.6 million in scholarships.

School Events - Each school hosted multiple events across the school district in celebration and recognition of student achievement across various disciplines and academic areas. This year Dr. Woody recognized over 500 students with the Young Scholars Award for academic proficiency.

Asheboro High School Graduation - On Friday evening, June 7, we celebrated with the Class of 2024 at graduation. Thank you to all staff that participated and helped in coordinating a perfect event in recognition of our graduates.

Superintendent's Report

Dr. Woody shared the following information:

There is a document in the board folders this evening that is filled with pictures, text, and data points to provide a general summary of some of our highlights this school year. It has truly been a historic and special school year. Dr. Woody shared highlights from across the district for the 2023-2024 school year. These included scholarships, athletics, academic achievements, professional development, grants received, etc.

An important highlight was our graduation ceremony last Friday night at Lee J. Stone stadium. It was a standing room only crowd. There are so many individuals to recognize for making Friday evening a success, including the staff at the high school, our district central office staff, our principals and assistant principals. We had close to 40 volunteers who helped with traffic, water, first aid, and staff who monitored the live video, the sound, the technology, and the new scoreboard.

Dr. Woody recognized our Director of Facilities, Mr. Jody Cox, and his team for their work to make sure graduation was a success. They were exceptional. Everything on the grounds, the stadium, and our campuses was pristine. The event could not have been better. Dr. Woody also recognized the technology team for their work for graduation.

This coming week Asheboro City Schools will be hosting "The Wall that Heals" on the campus of South Asheboro Middle School. We are the sole location in North Carolina this summer for this mobile monument. The wall will be on display from June 18-23 on the field of South Asheboro Middle School. This monument will be here through a

partnership with the North Carolina Veterans Association, Senator Dave Craven, Representatives Neal Jackson and Brian Biggs. Jody Cox and his team will be helping to provide support for this monument this coming week.

Dr. Woody stated there is a flyer in the board folders that outlines our Asheboro City Schools Summer Opportunities. You can see these items listed.

Public Comments

There were no public comments.

Consent Agenda

Chairman Michael Smith recused himself from the vote. Upon motion by Linda Cranford and seconded by Vice Chairman Baxter Hammer, the board approved the following items:

- A. Minutes for May 9, 2024, Board of Education Meeting
- B. Personnel
- C. Randolph Community College Articulation Agreement with Asheboro City Schools 2024-2025
- D. Asheboro High School New Course Request 2024-2025 – Standard and Honors Blue Comet Leadership Lab: Sports Media & Civic Engagement, Standard Yearbook Fall Term, Honors Yearbook Editors Fall & Spring Terms
- E. Approval of Food Service Management Company Contract 2024-2025
- F. Budget Amendment S-04
- G. Budget Amendment F-02
- H. Budget Amendment CE-01
- I. 2024-2025 Pay Dates
- J. 2024-2025 School Treasurers
- K. Bank Signature Card-Asheboro High School
- L. Supplement Recommendation-PRC071 Low Wealth Supplemental Funds for Teacher Compensation
- M. Budget Transfer Report (For Information Only)

**Asheboro City Schools
Personnel Transactions
June 13, 2024**

***A. NON-CAREER STATUS TEACHERS RECOMMENDED FOR CONTINUED EMPLOYMENT - 1 YEAR CONTRACT**

LAST	FIRST	SCHOOL	SUBJECT
Beyersdorf	Deanna	LP	2nd Grade

***B. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Auler	Carrie	SAMS	Exceptional Children	6/12/2024
Barnes	Madison	GBT	2nd Grade	6/12/2024
Charles	Chasity	NAMS	Social Studies	6/12/2024
Charles	Kelsey	GBT	3rd Grade	6/12/2024
Howard	Todd	CO	IT Specialist	5/28/2024
Puckett	Kelly	SAMS	Exceptional Children	6/12/2024
Wood	Stephanie	NAMS	8th Grade Math	6/12/2024

Reza Myranda BAL 1st Grade 6/12/2024

***C. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Adams	Elizabeth	DLL	Kindergarten	8/13/2024
Collins	Erin	AHS	EC Extended Content	8/13/2024
Frazier	Misty	GBT	EC Extended Content	8/13/2024
Gardner	Victoria	NAMS	8th Grade Math	8/13/2024
Gomez	Samuel	CO	IT Support Specialist	6/17/2024
Hall	Makala	DLL	EC Extended Content	8/13/2024
Johnson	Kristi	CO	EC Program Facilitator	8/16/2024
McLaurin, Jr.	Clifton	AHS	Non-Faculty Coach - Head JV	6/3/2024
Quintero	Ivan	LP	4th Grade Dual Language	8/16/2024
Soto Hurtado	Gonzalo	CO	IT Support Specialist	6/17/2024
Southard	Amber	CWM	Instructional Assistant	8/13/2024
Stancil	Ashlyn	GBT	2nd Grade	8/13/2024
Trinidad Flores	Nathaly	AHS	Agriculture	7/1/2024
Walsh	Mark	CO	IT Support Specialist	6/5/2024

D. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Conville	Tiffany	NAMS/SAMS to	AIG to Mathematics	8/16/2024
Lawrence	Patrick	NAMS to AHS	Exceptional Children	8/16/2024
Pervier	Heather	LP to NAMS	3rd Grade to Exceptional Children	8/16/2024
Smith	Leslie	SAMS to AHS	Science	8/16/2024

**Asheboro City Schools
Personnel Transactions
ADDENDUM June 13, 2024**

***A. NON-CAREER STATUS TEACHERS RECOMMENDED FOR CONTINUED EMPLOYMENT - 1 YEAR CONTRACT**

LAST	FIRST	SCHOOL	SUBJECT
Cummings	Jennifer	SAMS	Exceptional Children

***B. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Smith	Mikayla	CO	Communication Specialist	6/10/2024
Vickery	Marsha	AHS	School Treasurer	6/30/2024

***C. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Calzadilla	Morgan "Lexi"	BAL	4th Grade	8/13/2024

Leach	Traci	CWM	Art	8/16/2024
Smith	Heather	GBT	2nd Grade	8/13/2024

D. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Banner	Leigha	NAMS to BAL	ELA to Reading Specialist	8/16/2024
Harris	Victoria	CO	Bus Driver to Sub Bus Driver	6/30/2024
Longoria	Alejandra	ECDC	Instructional Assistant to Secretary	8/1/2024

E. ADMINISTRATOR TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Brewer	Blake	LP to CWM	Assistant Principal	8/1/2024
Cash	D.R.	SAMS to DLL	Assistant Principal	8/1/2024
Harger	Michelle	GBT to NAMS	Assistant Principal	8/1/2024

***E. ADMINISTRATOR APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Culp	Corey	GBT	Assistant Principal	8/1/2024 to 6/30/2026
Smith	Megan	SAMS	Assistant Principal	8/1/2024 to 6/30/2026
Wysong	Brandon	LP	Assistant Principal	8/1/2024 to 6/30/2026

***F. ADMINISTRATOR CONTRACT RENEWALS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Burress	Karen	CO	School Administrator Support (PT)	8/1/2024 - 6/30/2025
Woodyard	Anthony	CO	Chief Information Officer	7/1/2024 - 6/30/2028

Information, Reports, and Recommendations

- A. Ms. Gayle Higgs, Director of Support Services, shared the Policies for Review:
 - Policy 1310-4002 – Parental Involvement
 - Policy 6220 – Operation of School Nutrition Services
 - Policy 6230 – School Meal and Competitive Food Standards
 - Policy 6401/9100 – Ethics and Purchasing Function
 - Policy 8325 – Daily Deposits
- B. Ms. Gayle Higgs, Director of Support Services, and Ms. Tari Johnson, Transportation Coordinator shared a transportation update. Ms. Higgs and Ms. Johnson shared updates that included information regarding personnel, contracted service, statistical data, and the 2024-2025 projection.
- C. Ms. Gayle Higgs, Director of Support Services shared a NC Stronger Connections Grant Update. Ms. Higgs shared the funding priorities, and areas of focus for the funds received from this grant. Asheboro City Schools was awarded \$675,000 for the NC Stronger Connections Grant. This grant will support the implementation of plans for the new Global Innovation Center and Welcome Center, safety and security measures and social and emotional learning in the district.
- D. Ms. Deanna Wiles, Director of K-12 Curriculum & Instruction, and Dr. Ana Floyd, Elementary Math Curriculum Specialist shared a Comet Solutions Presentation. Comet Solutions is a supplemental math program offered at schools after school this school year. Ms. Wiles and Dr. Floyd shared program details, students served, family outreach and outcomes through Comet Solutions. A total of 238 students attended for three or more days. Through Comet Solutions 188 of those students grew in mathematics. 98 students grew one grade level, and 10

students grew three or more grade levels.

***Action Items**

- A. Ms. Sarah Beth Cox, Director of Career & Technical Education, shared a presentation detailing the CTE Local Plan, and requested board approval. Upon motion by Gidget Kidd and seconded by Vice Chairman Baxter Hammer, the board approved the plan as presented.

Board Operations

- A. Chairman Smith reviewed information regarding upcoming events.
- B. Asheboro City Board of Education Meeting Schedule 2024-2025

The next regularly scheduled board meeting will be on July 11, 2024, in the Professional Development Center, unless otherwise posted.

Adjournment

There being no further business and upon motion by Linda Cranford and seconded by Dr. Beth Knott, the board unanimously approved to adjourn at 9:13 p.m.

Chairman

Secretary

**Asheboro City Board of Education
Special Called Meeting
Central Office Boardroom
June 27, 2024
5:30 p.m.**

Board of Education

Board Members Present:

Baxter Hammer, Vice-Chairman
Linda Cranford
Gus Agudelo

Phillip Cheek
Ryan Patton

Dr. Beth Knott
Melissa Calloway

Board Members Absent:

Michael Smith, Chairman
Adam Hurley

Hailey Lee

Gidget Kidd

Staff Members Present:

Sandra Spivey Ayers
Angel Etheridge

Carla Freemyer

Anthony Woodyard

Opening

Vice Chairman Baxter Hammer called the meeting to order at 5:31 p.m. and welcomed all in attendance. Upon motion by Phillip Cheek and seconded by Ryan Patton, the Board unanimously approved the meeting agenda.

Consent Agenda

Upon motion by Ryan Patton and seconded by Phillip Cheek, the following items were approved by the Board:

- A. Personnel
- B. Bank Signature Card – Balfour Elementary School
- C. Bank Signature Card – Charles W. McCrary Elementary School
- D. Bank Signature Card – Guy B. Teachey Elementary School
- E. Bank Signature Card – Lindley Park Elementary School
- F. Bank Signature Card – South Asheboro Middle School

**Asheboro City Schools
Personnel Transactions
June 27, 2024**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Ross	Hannah	DLL	Exceptional Children	6/12/2024

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Diaz Navarro	Lianne	BAL	3 rd Grade Dual Language	8/13/24
Ham	Oliver	NAMS	Social Studies	8/16/24
			Non-Faculty Coach-Asst.	
Kennedy	Janice	AHS	Cheerleading	6/19/24
			Non-Faculty Coach-Asst	
Redding	Elizabeth	AHS	Wrestling	6/19/24
Williams	Brittany	NAMS/SAMS	AIG Specialist	8/16/24

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Hutton	Ashley	LP to BAL/DLL	5 th Grade to AIG Specialist	8/16/24
King	Laura	BAL/DLL to CWM	AIG Specialist to Instructional Facilitator'	8/16/24

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 Linda Cranford and seconded by Dr. Beth Knott, the board unanimously approved to enter Closed Session to discuss the superintendent's evaluation at 5:34 p.m.

Upon motion by Ryan Patton and seconded by Melissa Calloway, the board unanimously approved to open the closed session at 5:35 p.m.

Upon motion by Ryan Patton and seconded by Phillip Cheek, the board unanimously approved to close the closed session at 5:42 p.m.

Adjournment:

There being no further business and upon motion by Linda Cranford and seconded by Dr. Beth Knott, the board unanimously approved to adjourn at 5:43 p.m.

Chairman

Secretary

Policies
For
Approval

The board recognizes the critical role of parents in the education of their children and in the schools. The board directs school administrators to develop programs that will promote and support parental involvement in student learning and achievement at school and at home and encourage successful progress toward graduation. Each parent is encouraged to learn about the educational program, the educational goals and objectives of the school system, and his or her own child's progress. The board also encourages parents to participate in their children's education and in activities designed by school personnel to involve them, such as parent conferences, in order to foster effective teacher and parent communication. Parents are responsible for cooperating with school employees to facilitate their children's compliance with board policies concerning homework, school attendance, and behavior.

For purposes of this policy, "parent" includes parents, legal guardians, and legal custodians of students who are under 18 years old and who have not been emancipated.

A. PARENTAL INVOLVEMENT PLANS**1. Parental Involvement Plan as Part of the School Improvement Plan**

The board directs each principal to ensure that the school improvement team develops a plan for the school's parental involvement program as a part of the school improvement plan. The principal shall publicize drafts of the parental involvement plan prior to finalization and solicit input from parents of students in the school. This plan must include, at a minimum, efforts to enhance parental involvement by promoting the following priorities:

- a. regular, meaningful, two-way communication between home and school;
- b. responsible parenting;
- c. involvement of parents in student learning;
- d. parental volunteering in the school;
- e. involvement of parents in school decisions that affect children and families;
- f. parental training based on parents' informational needs;
- g. collaboration with community agencies and other organizations to provide resources to strengthen school programs, families, and student learning; and
- h. student health awareness among parents by addressing the need for health programs and student health services, which are linked to student learning.

2. Title I Parent and Family Engagement Plan

Each school participating in the Title I program must develop, with parents and family members, a school-level written parent and family engagement plan that involves parents in the planning and improvement of Title I activities and describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of all parents and family members of children participating in Title I programs. See policy 1320/3560, Title I Parent and Family Engagement.

3. Parental Involvement Component of a School Plan for Managing Student Behavior

Each school's plan for managing student behavior should include parental involvement strategies that address when parents will be notified or involved in issues related to their child's behavior. See policy 4302, School Plan for Management of Student Behavior.

B. PARENT COMMUNICATION, PARTICIPATION, AND CONFERENCES

1. Communication with Parents

The board encourages school personnel to have regular contact with parents for informational purposes as well as for commendation of students and notification of concerns. School personnel shall communicate with parents about student behavior issues in accordance with requirements of policy 4341, Parental Involvement in Student Behavior Issues, and about student attendance as described in policy 4400, Attendance. In addition, parents will be notified promptly if school personnel suspect that a criminal offense has been committed against the parent's child, unless notification would impede an investigation by law enforcement or the child welfare agency.

The principal must effectively communicate to parents the manner in which textbooks are used to implement the school's curricular objectives. Any parent interested in learning more about their child's course of study or the source of any supplementary instructional materials should contact the principal for more information. If a parent would like to inspect and review particular instructional materials, the parent should make such a request in accordance with policy 3210, Parental Inspection of and Objection to Instructional Materials.

The principal also shall ensure that information about the nature and purpose of all clubs and activities, curricular and extracurricular, offered at the school is available at the school's main office. Any parent who would like information about such clubs or activities should contact the school's main office.

The principal or designee shall strive, through oral or written communication or

other means, to include the parents of students identified as at-risk in the implementation and review of academic and/or behavioral interventions for their children, in accordance with policy 3405, Students at Risk of Academic Failure.

The principal or designee shall provide the parent of each student in kindergarten, first, or second grade with written notification of the student's reading progress. The notice will be provided three times a year, following each benchmark assessment and will include: (1) assessment results, (2) whether the child may not reach reading proficiency by the end of third grade, and (3) instructional support activities for use at home.

2. Parent Participation at Schools

The board encourages parents to engage in activities in their children's schools. Parents are welcome to visit schools in accordance with policy 5020, Visitors to the Schools, and, if interested, are urged to participate in school volunteer programs as described in policy 5015, School Volunteers. In addition, opportunities exist for parents to participate on school advisory councils, such as the school health advisory council (see policy 6140, Student Wellness), school improvement teams (see policy 3430, School Improvement Plan), school media and technology advisory committees (see policy 3200, Selection of Instructional Materials), and the business advisory council (see policy 2670, Business Advisory Council).

3. Conferences

Teachers are responsible for scheduling conferences or meetings with parents. The board encourages the superintendent to work with local business leaders, including the local chambers of commerce, to encourage employers to adopt, as part of their stated personnel policies, time for employees who are parents or guardians to attend conferences with their child's teachers.

C. PARENTAL NOTIFICATION

1. Title I Notifications

Each principal or designee of a Title I school shall effectively notify parents of all parental rights and other required information regarding Title I schools and programs, in accordance with federal law. Parents of students in Title I schools shall receive a copy of the system-wide Title I parent and family engagement policy (policy 1320/3560) and the school-wide parent involvement plan.

2. Parent Guide for Student Achievement

Each year, the superintendent or designee shall create a parent guide for student achievement that meets the requirements of state law and the State Board of Education. All parents will receive a written copy of the guide, and information in

the guide will be discussed at the beginning of each school year in meetings of students, parents, and teachers.

At a minimum the guide will include the following:

- a. information for parents regarding the following as it pertains to their child: (1) requirements for promotion to the next grade, including the requirements of the North Carolina Read to Achieve Program as set forth in Part 1A of Article 8 of Chapter 115C; (2) the course of study, textbooks, and other supplementary instructional materials and policy 3210, Parental Inspection of and Objection to Instructional Materials, which provides for the inspection and review of those materials; (3) the child's progress toward achieving State and unit expectations for academic proficiency, including policies for student assessment, and the child's assessment results, report cards, and progress reports; (4) qualifications of the child's teachers, including licensure status; and (5) school entry requirements, including required immunizations;
- b. parental actions that can do the following: (1) strengthen the child's academic progress, especially in the area of reading as provided in the North Carolina Read to Achieve Program; (2) strengthen the child's citizenship, especially social skills and respect for others; (3) strengthen the child's realization of high expectations and setting lifelong learning goals; and (4) place a strong emphasis on the communication between the school and the home;
- c. services available for parents and their children, such as family literacy services; mentoring, tutoring, and other academic reinforcement programs; after-school programs; and college planning, academic advisement, and student counseling services (see policy 3610, Counseling Program);
- d. opportunities for parental participation, such as parenting classes, adult education, school advisory councils, and school volunteer programs;
- e. opportunities for parents to learn about rigorous academic programs that may be available for their child, such as academically and/or intellectually gifted programming, honors programs, Career and College Promise and other dual enrollment opportunities, advanced placement, Advanced International Certificate of Education (AICE) courses, International Baccalaureate, North Carolina Virtual High School courses, and accelerated access to postsecondary education;
- f. educational choices available to parents, including each type of public school unit available to residents of the county in which the child lives and nonpublic school options, educational choice options offered within the school system, and programs for scholarship grants for nonpublic schools

(Part 2A of Article 39 of Chapter 115C) and for personal education student accounts for students with disabilities (Article 41 of Chapter 115C);

- g. rights of students who have been identified as students with disabilities, as provided in Article 9 of Chapter 115C;
- h. contact information for school and unit offices;
- i. resources for information on the importance of student health and other available resources for parents, including the following information on available immunizations and vaccinations: (1) a recommended immunization schedule in accordance with the United States Centers for Disease Control and Prevention recommendations; and (2) information about meningococcal meningitis and influenza, including the causes, symptoms, and vaccines, how the diseases are spread, and places where parents and guardians may obtain additional information and vaccinations for their children as required by G.S. 115C-375.4; and
- j. this policy (policy 1310/4002, Parental Involvement); policy 1320/3560, Title I Parent and Family Engagement; policy 2670, Business Advisory Council; policy 3210, Parental Inspection of and Objection to Instructional Materials; policy 3430, School Improvement Plan; policy 3540, Comprehensive Health Education Program; policy 4400, Attendance; policy 5015, School Volunteers; policy 5020, Visitors to the Schools; and policy 6140, Student Wellness.

3. Additional Annual Notifications

The principal or designee shall annually notify parents of the following information to the extent that it has not already been provided to parents as part of the parent guide for student achievement:

- a. parental rights related to student records (see policy 4700, Student Records);
- b. parental rights related to student surveys (see policy 4720, Surveys of Students);
- c. the approximate dates of any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered and scheduled in advance by the school administration, and (c) not necessary to protect the immediate health and safety of students;
- d. the schedule of pesticide use on school property and their right to request notification of nonscheduled pesticide use (see policy 9205, Pest Management);

- e. student behavior policies, the Code of Student Conduct, and school standards and rules (see policies in the 4300 series);
- f. the permissible use of seclusion and restraint in the schools (see regulation 4302-R, Rules for Use of Seclusion and Restraint in Schools);
- g. policy 4329/7311, Bullying and Harassing Behavior Prohibited;
- h. policy 1740/4010, Student and Parent Grievance Procedure;
- i. the dates of the system-wide and state-mandated tests that students will be required to take during that school year, how the results from the tests will be used, and whether each test is required by the State Board of Education or by the local board;
- j. grading practices that will be followed at the school and, for parents of high school students, the method of computing the grade point averages that will be used for determining class rank (see policies 3400, Evaluation of Student Progress, and 3450, Class Rankings);
- k. available opportunities and the enrollment process for students to take advanced courses and information explaining the value of taking advanced courses;
- l. if applicable, that their child will be provided advanced learning opportunities in mathematics or will be placed in an advanced mathematics course;
- m. a clear and concise explanation of the North Carolina testing and accountability system that includes all information required by federal law;
- n. a report containing information about the school system and each school, including, but not limited to:
 - i. the following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;
 - ii. the performance of the school system on academic assessments as compared to the state as a whole and the performance of each school on academic assessments as compared to the state and school system as a whole;

- iii. the percentage and number of students who are:
 - 1. assessed,
 - 2. assessed using alternate assessments,
 - 3. involved in preschool and accelerated coursework programs, and
 - 4. English learners achieving proficiency;
- iv. the per pupil expenditures of federal, state, and local funds; and
- v. teacher qualifications;
- o. the grade earned by the school on the most recent annual report card issued for it by the State Board of Education if the grade was a D or F;
- p. if the school and/or the school system is identified by the State Board of Education as low-performing, the notifications required by G.S. 115C-105.37(b) and/or G.S. 115C-105.39A(c);
- q. supportive services available to students, including health services;
- r. for parents of students in grades 5 through 12, information about cervical cancer, cervical dysplasia, and human papillomavirus, including the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children;
- s. how to reach school officials in emergency situations during non-school hours;
- t. information about and an application form for free and reduced price meals and/or free milk (see policy 6225, Free and Reduced Price Meal Services);
- u. information about the school breakfast program;
- v. information about the availability and location of free summer food service program meals for students when school is not in session;
- w. for parents of children with disabilities, procedural safeguards (see also policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
- x. information on the availability of the asbestos management plan and planned or in-progress inspections, re-inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities;

- y. education rights of homeless students (see policy 4125, Homeless Students);
 - z. the content and implementation of the local school wellness policy (see policy 6140, Student Wellness);
 - aa. their right to take four hours of unpaid leave from their jobs every year in order to volunteer in their child's school as stated in G.S. 95-28.3 (see policy 5015, School Volunteers);
 - bb. that the school system does not discriminate on the basis of race, color, national origin, sex, disability, or age, and that the school system provides processes for resolving discrimination and harassment complaints (see policies 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law, 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex, and 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
 - cc. that the school system provides equal access to its facilities, programs, and activities to the Boy Scouts and other designated youth groups (see policy 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law); and
 - dd. the availability of and the process for requesting a waiver or reduction of student fees (see policy 4600, Student Fees).
4. Opportunities to Withhold Consent/Opt Out Notifications

As a part of the annual notification described above, parents will be effectively notified that they may opt out of any of the following:

- a. release of student directory information about their child for school purposes or to outside organizations (see policy 4700, Student Records);
- b. release of their child's name, address, and telephone listing to military recruiters or institutions of higher education (see policy 4700, Student Records);
- c. their child's participation in curricula related to (a) prevention of sexually transmitted diseases, including HIV/AIDS; (b) avoidance of out-of-wedlock pregnancy; or (c) reproductive health and safety education, as provided in policy 3540, Comprehensive Health Education Program. A copy of the materials that will be used in these curricula will be available in the school media center during the school year and at other times that the media center is available to the public. To meet any review periods required by law, materials also may be made available for review in the central office;

- d. their child's participation in academic or career guidance or personal or social counseling services of a generic nature offered to groups of students (e.g., peer relations strategies offered to all sixth graders). However, parents do not have the right to opt out of: (a) short-duration academic, career, personal, or social guidance and counseling and crisis intervention that is needed to maintain order, discipline, or a productive learning environment; (b) student-initiated individual or group counseling targeted at a student's specific concerns or needs; and (c) counseling if child abuse or neglect is suspected (see policies 3610, Counseling Program, and 4240/7312, Child Abuse and Related Threats to Child Safety);
- e. their child's participation in any protected information survey given as part of the Center for Disease Control and Prevention's Youth Risk Behavior Surveillance System or National Youth Tobacco Survey (see policy 4720, Surveys of Students);
- f. their child's participation in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance; (b) administered and scheduled in advance by the school administration; and (c) not necessary to protect the immediate health and safety of students;
- g. the collection, disclosure, or use of their child's personal information for marketing purposes (see policy 4720, Surveys of Students); and
- h. release of their child's free and reduced-price meal information to State Medicaid or State children's health insurance program (SCHIP).

Any parent or legal guardian who wishes to opt out/withhold consent must do so in writing after receiving notice. Otherwise, consent to the programs or activities is presumed. After the annual notification, the school is not required to provide further notice to the parent or legal guardian as to the manner in which student directory information is used, the curriculum is provided, or guidance programs are made available.

D. PARENTAL PERMISSION REQUIRED

Written parental permission is required prior to the following activities:

1. the administration of medications to students by employees of the school system (see policy 6125, Administering Medicines to Students);
2. the release of student records that are not considered directory information, unless the release is allowed or required by law (see policy 4700, Student Records);
3. off-campus trips;

4. students' participation in high-impact or high-risk sports or extracurricular activities, such as football or mountain climbing (see policy 4220, Student Insurance Program);
5. all decisions or actions as required by the IDEA with regard to providing special education or related services to students with disabilities (see policy 3520, Special Education Programs/Rights of Students with Disabilities);
6. certain health services, as required by law;
7. participation in a mental health assessment or mental health services under circumstances prescribed by federal law;
8. students' participation in programs or services that provide information about where to obtain contraceptives or abortion referral services;
9. students' participation in any protected information survey other than those given as part of the Center for Disease Control and Prevention's Youth Risk Behavior Surveillance System or National Youth Tobacco Survey (see policy 4720, Surveys of Students);
10. disclosure of students' free and reduced price lunch eligibility information or eligibility status; and
11. students' access to school system technological resources, including the Internet, as described in policy 3225/4312/7320, Technology Responsible Use.

E. PROCEDURES FOR PARENTAL INVOLVEMENT IN STUDENT HEALTH

1. Parent Notifications Regarding Student Physical and Mental Health

At the beginning of each school year, the principal or designee shall notify parents of (1) each health care service offered at their children's schools and the means for parents to provide consent for any specific services; (2) acknowledgement that consenting to a health care service does not waive the parents' right to access their children's educational records or health records or to be notified of changes in their children's services or monitoring; and (3) the procedures to exercise the parental remedies for concerns related to student health provided by G.S. 115C-76.60 and described below in subsection E.6.

Before any student well-being questionnaire or health screening form is administered to students in kindergarten through third grade, the principal or designee shall provide parents with a copy of the questionnaire or form and shall inform parents of the means for parents to consent to the use of the questionnaire or form for their children.

The principal or designee shall notify parents of changes in services or monitoring related to their children's mental, emotional, or physical health or well-being and the school's ability to provide a safe and supportive learning environment for their children prior to or contemporaneously with the changes being made. In addition, the principal or designee shall notify parents before any changes are made to the names or pronouns used for their children in school records or by school personnel.

No school system policy, procedure, or form will expressly or otherwise prohibit school employees from notifying parents about their children's mental, emotional, or physical health or well-being or a change in related services or monitoring, nor will any school system policy, procedure, or form intentionally encourage or be designed in a manner that is reasonably likely to have the effect of encouraging any children to withhold from their parents information about their mental, emotional, or physical health or well-being or a change in related services or monitoring. School personnel shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being.

2. Discussions Related to Student Well-Being

In accordance with the rights of parents provided in Chapter 114A of the General Statutes, when issues of a student's well-being arise, school personnel shall encourage the student to discuss the issues with his or her parent. As appropriate, school personnel may facilitate discussions of such issues with parents.

3. Parent Access to Student Records

Parents will not be prohibited from accessing any of their children's education and health records created, maintained, or used by the school system, except as permitted by law. See policy 4700, Student Records.

4. Student Support Services Training

Student support services training developed or provided by the school system to school personnel will adhere to student services guidelines, standards, and frameworks established by the Department of Public Instruction.

5. Instruction on Gender Identity, Sexual Activity, and Sexuality

Instruction on gender identity, sexual activity, or sexuality will not be included in the curriculum provided in kindergarten through fourth grade, regardless of whether the information is provided by school personnel or third parties. For purposes of this subsection, curriculum includes the standard course of study and support materials, locally developed curriculum, supplemental instruction, and textbooks and other supplementary materials, but does not include responses to

student-initiated questions.

6. Remedies for Parental Concerns Related to Student Health

If a parent has a concern about the school or school system's procedure or practice under Part 4 of Article 7B of Chapter 115C, as described here in Section E of this policy, the parent should submit the concern in writing to the principal. The principal shall schedule and hold a meeting with the parent within five days after the concern was submitted. The principal shall conduct any necessary investigation. If possible, the principal should resolve the concern within seven days after the concern was submitted. If the principal cannot resolve the concern within seven days, the principal shall immediately notify the superintendent or designee. The superintendent or designee shall assist, as needed, in resolving the concern.

If the concern has not been resolved within 15 days after the parent initially submitted the concern, the superintendent or designee shall schedule a board hearing to be conducted pursuant to policy 2500, Hearings Before the Board, to occur within the next 15 days. If the concern is not resolved 30 days after the parent initially submitted the concern, the board will provide a statement of the reasons for not resolving the concern.

If the concern is not resolved within 30 days of initial submission, the parent has the right to pursue additional remedies as provided in G.S. 115C-76.60(b).

F. PARENT REQUESTS FOR INFORMATION

A parent may request in writing from the principal any of the information the parent has the right to access under Part 3 of Article 7B of Chapter 115C. The principal, within 10 business days, shall either provide the requested information to the parent or provide an extension notice to the parent that, due to the volume or complexity of the request, the information will be provided no later than 20 business days from the date of the parental request.

If the principal (1) denies or fails to respond to the request for information within 10 business days or (2) fails to provide information within 20 business days following an extension notice, the parent may then submit the written request for information to the superintendent, along with a statement specifying the time frame of the denial or failure to provide information by the principal.

If the superintendent denies or does not respond to the request for information within 10 business days, the parent may appeal the denial or lack of response to the board no later than 20 business days from the date of the request to the superintendent. The board will place the parent's appeal on the agenda for the next board meeting occurring more than three business days after submission of the appeal.

The information in this Section F will be posted on the school system's website along with the list of parents' legal rights for their child's education as described in G.S. 115C-76.25.

G. COMMUNITY SERVICES AVAILABLE

A variety of community services are available to provide parents and families of students in the school system with needed information, support, and resources. Parents are encouraged to utilize applicable community services such as the following:

<https://www.asheboro.k12.nc.us/ForFamilies.aspx>

H. REPORTING REQUIREMENTS

By September 15 of each year, the superintendent or designee shall report to the State Board of Education parental involvement information as required by State Board of Education Policy PRNT-002 and G.S. 115C-76.70.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Asbestos Hazard Emergency Response Act, 15 U.S.C. 2641, *et seq.*; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. 108.9; Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 99; Individuals with Disabilities Education Act, 20 U.S.C. 1400, *et seq.*; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*; National School Lunch Program, 42 U.S.C. 1751 *et seq.*, 7 C.F.R. 210.12, 7 C.F.R. pt. 245; Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d *et seq.*, 34 C.F.R. pt. 100; Title IX of the Education Amendments Act of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; 20 U.S.C. 7908; G.S. 90-21.1, -21.10B; 95-28.3; 114A-10; 115C-47(47), -47(51), -47(54), -47(58), -76.1, -76.20, -76.25, -76.30, -76.35, -76.40, -76.45, -76.50, -76.55, -76.60, -76.65, -76.70, -81.25, -81.30, -81.36, -105.37(b), -105.39A(c), -105.41, -109.1, -174.26(d), -307(c), -375.4, -390.2, -391.1, -402.15, -407.16; 16 N.C.A.C. 6D .0307, 6G .0701; State Board of Education Policies KNEC-002, PRNT-000 and -002, TEST-001

Cross References: Title I Parent and Family Engagement (policy 1320/3560), Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Student and Parent Grievance Procedure (policy 1740/4010), Hearings Before the Board (policy 2500), Business Advisory Council (policy 2670), Selection of Instructional Materials (policy 3200), Parental Inspection of and Objection to Instructional Materials (policy 3210), Technology Responsible Use (policy 3225/4312/7320), Evaluation of Student Progress (policy 3400), Students at Risk of Academic Failure (policy 3405), School Improvement Plan, (policy 3430), Class Rankings (policy 3450), Special Education Programs/Rights of Students with Disabilities (policy 3520), Comprehensive Health Education Program (policy 3540), Counseling Program (policy 3610), Homeless Students (policy 4125), Student Insurance Program (policy 4220), Child Abuse and Related Threats to Child Safety (policy 4240/7312), Student Behavior Policies (4300 series), Rules for Use of Seclusion and Restraint in Schools (regulation 4302-R),

Bullying and Harassing Behavior Prohibited (policy 4329/7311), Parental Involvement in Student Behavior Issues (policy 4341), Attendance (policy 4400), Student Fees (policy 4600), Student Records (policy 4700), Surveys of Students (policy 4720), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Student Health Services (policy 6120), Administering Medicines to Students (policy 6125), Student Wellness (policy 6140), Free and Reduced Price Meal Services (policy 6225), Pest Management (policy 9205)

Adopted: April 14, 2011

Revised: March 14, 2013, August 8, 2013, August 14, 2014, January 8, 2015, May 12, 2016, March 9, 2017, July 13, 2017, March 8, 2018, December 13, 2018, January 9, 2020, August 13, 2020, September 9, 2021, March 10, 2022, November 9, 2023, January 11, 2024

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. Child Nutrition Program (CNP) funds will be used only for the purposes authorized by law. Indirect costs, as defined by law, will not be assessed to the CNP 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 CNP. 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 CNP will be deposited to the CNP 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 CNP 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 Child 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. The principal shall not impose any administrative

penalties on a student for unpaid meal charges. Administrative penalties include withholding a student's records, prohibiting a student from participating in graduation, and denying a student a diploma.

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 child nutrition funds are not used to offset the cost of unpaid meals and that the CNP 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. Parents will receive a written copy of the meal charges policy and any applicable procedures 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.fns.usda.gov/resources?f%5B0%5D=program%3A39&f%5B1%5D=resource_type%3A160&keywords=&page=1; G.S. 115C-47(7), -47(22), -263, -264, -264.1, -426, -450, -522; 147 art. 6E, art. 6G; 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, February 9, 2023

SCHOOL MEAL AND COMPETITIVE FOODS STANDARDS

Policy Code: 6230

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, 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. 111-296, 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, -264.5; 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, March 9, 2023

The board is committed to conducting the purchasing function in an ethical manner and in compliance with state and federal laws and regulations. The board expects all employees who are directly or indirectly involved in any aspect of the purchasing function to be aware of and comply with all current state and federal laws and regulations as these standards apply to the school system's purchasing activities.

A. STANDARDS OF CONDUCT

Employees directly or indirectly involved in any aspect of the school system's procurement, purchasing, and/or contracting process for apparatus, materials, equipment, supplies, services, real property, or construction or repair projects, regardless of source of funds, must adhere to the following standards of conduct and those established in policies 7730, Employee Conflict of Interest, and 8305, Federal Grant Administration.

1. Employees are expected to make all purchasing-related decisions in a neutral and objective way based on what is in the best interest of the school system and not in consideration of actual or potential personal benefit.
2. Employees shall not participate, directly or indirectly, in making or administering any contract from which they will obtain a direct benefit, unless an exception is allowed pursuant to law.

An employee obtains a direct benefit when the employee or his or her spouse will receive income, commission, or property under the contract or the employee or spouse has more than a 10 percent interest in an entity that is a party to the contract. See G.S. 14-234 and policy 7730, Employee Conflict of Interest.

Participation in making or administering a contract includes, but is not limited to, participating in the development of specifications or contract terms; obtaining or reviewing bids; preparation or award of the contract; and having the authority to make decisions about, interpret, or oversee the contract.

3. Employees shall not participate, directly or indirectly, in the selection, award, or administration of a contract supported in whole or part by a federal grant or award if the employee has a real or apparent conflict of interest. See 2 C.F.R. 200.318 and policy 8305, Federal Grant Administration.

A real or apparent conflict exists when the employee, his or her immediate family member or partner, or an organization which employs or is about to employ any of those individuals, has a financial or other interest in or receives a tangible personal benefit from a firm considered for a contract. For purposes of this subsection, a "financial interest" means a financial interest which comprises more than five percent of the equity of the firm or business or more than five percent of the assets

of the economic interest in indebtedness. It does not include an ownership interest held through a fiduciary, such as a mutual fund or blind trust, where the individual or individual's employer has no control over the selection of holdings.

4. Employees shall not influence or attempt to influence any person involved in making or administering a contract from which the employee will obtain a direct benefit as described in paragraph 2, above.
5. Employees shall not solicit or receive any gift, favor, reward, service, or promise of reward, including a promise of future employment, in exchange for recommending, influencing, or attempting to influence the award of a contract by the school system.
6. Employees shall notify the superintendent or designee in writing if they have an actual or potential conflict of interest under this policy or applicable state or federal law that would disqualify them from performing any aspect of their job responsibilities.
7. Employees shall not solicit or accept trips, meals, gratuities, gifts, favors, or anything of monetary value from current or recent (within the past year) contractors, subcontractors, or suppliers, or any persons or entities that foreseeably may bid on a contract in the future, unless the item is an unsolicited gift of nominal value (\$50 or less), and is one of the following: an advertising item or souvenir that is widely distributed; an honorarium for participating in a meeting; a meal provided at a banquet; or other item that is clearly permitted by state and federal law. Multiple permitted items from a single contractor may not exceed an aggregate value of \$100 in a twelve-month period.

Employees shall inform existing and potential contractors, subcontractors, and suppliers about these restrictions.

8. Employees shall not solicit or accept any gift from a current or potential provider of E-rate services or products in violation of applicable federal E-rate program gifting rules.
9. Employees shall not divulge confidential information to any unauthorized person. Confidential information includes, but is not limited to (1) the school system's cost estimate for any public contract, prior to bidding or completion of other competitive purchasing processes; and (2) the identity of contractors who have obtained proposals for bid purposes for a public contract, until the bids are opened in public and recorded in the board minutes.
10. An employee shall not misuse information in violation of G.S. 14-234.1. Specifically, an employee shall not, in contemplation of the employee's own official action or that of the board or others acting on behalf of the school system, or in reliance on information known to the employee in his or her official capacity

and not made public, to:

- a. acquire a financial interest in any property, transaction, or enterprise;
- b. gain a financial benefit that may be affected by the information or contemplated action; or
- c. intentionally aid another to acquire a financial interest or gain a financial benefit from the information or contemplated action.

B. TRAINING

The superintendent or designee shall ensure that all affected employees are aware of board policy requirements and applicable laws.

As described in policy 7730, Employee Conflict of Interest, employees who are involved in the making or administering of contracts shall receive conflicts of interest training that includes position-specific education on conflicts of interest and ethical standards of conduct.

C. VIOLATIONS

Any individual aware of any violation of this policy, policy 2121, Board Member Conflict of Interest, policy 7730, Employee Conflict of Interest, the conflict of interest provisions of policy 8305, Federal Grant Administration, or applicable conflict of interest laws shall report such violation in accordance with policy 1760/7280, Prohibition Against Retaliation. Employees who violate this policy, policy 2121, policy 7730, or the conflict of interest provisions of policy 8305, will be subject to disciplinary action.

Legal References: 2 C.F.R. 200.318(c); 47 C.F.R. 54.503; FCC Sixth Report and Order 10-175; G.S. 14-234, -234.1; 115C-335.15; 133-32, -33; Attorney General Opinion requested by L.W. Lamar regarding G.S. 133-32, the Applicability to Attorneys and Law Firms Providing Professional Services to Local Boards of Education, dated May 13, 1993

Cross References: Prohibition Against Retaliation (policy 1760/7280), Board Member Conflict of Interest (policy 2121), Bidders' List (policy 6441/9121), Employee Conflict of Interest (policy 7730), Federal Grant Administration (policy 8305)

Adopted: January 10, 2013

Revised: June 13, 2019

Except as otherwise provided by law, all monies collected or received by an officer, employee, or agent of the school system or an individual school must be deposited in accordance with this policy. Each officer, employee, and agent of the school system or individual school whose duty it is to collect or receive any taxes or other monies shall ensure such collections and receipts are deposited daily. However, if the amount on hand is less than \$1,500, daily deposits are encouraged but are not required. Regardless of the amount on hand, all funds must be deposited at the end of each school week and on the last business day of each month. All deposits must be made with the finance officer or designee or in an official depository. Deposits in an official depository must be reported immediately to the finance officer or individual school treasurer by means of a duplicate deposit ticket. Any undeposited funds must be kept in a secure location as designated by the Finance Officer.

Unless not feasible in a particular circumstance, the finance officer shall provide for sufficient segregation of duties to ensure that the individual making a deposit is not the same individual who collects, prepares, and/or records the deposit. All moneys collected, but not promptly deposited shall be kept in a secured drawer, cabinet, or safe with access limited to an authorized officer, employee, or agent. Authorized individuals shall be kept to the minimum necessary to achieve adequate internal controls and segregation of duties as determined appropriate by the finance officer.

The finance officer may at any time audit the accounts of any officer, employee, or agent who collects or receives any taxes or other monies and may prescribe the form and detail of these accounts. The accounts of such an officer, employee, or agent must be audited at least annually.

Legal References: G.S. 115C-445

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

Revised: May 9, 2019

**Asheboro City Schools
Personnel Transactions
July 11, 2024**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Hall	Angela	SAMS	Exceptional Children	7/1/2024
Southard	Amber	CWM	Instructional Assistant	6/24/2024

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
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C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Link	Cassie	SAMS to DLL	Instructional Assistant/EC	8/16/2024

**Asheboro City Schools
Personnel ADDENDUM
July 11, 2024**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Arellano	Analisa	BAL	Instructional Assistant	7/8/2024
Arnold	Jennifer	AHS	Science	8/2/2024
Hall	Montgomery	LP	School Counselor	7/8/2024
Harris	Jermselia	CO	Substitute Bus Driver	7/8/2024

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
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C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Capel	Kelsey	CO to CWM	EC Internant Assistant to Inst. Assistant/EC	8/16/2024
Faglier	Kim	AHS to CWM	Instructional Assistant/EC	8/16/2024
Pearson	Jordan	CO	Bus Driver, part-time to full-time	8/16/2024

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

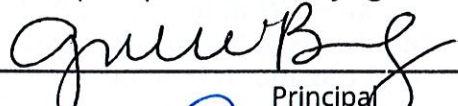
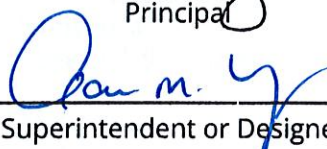
Overnight Trip

Group Making Request:	8th Grade	School:	SAMS
Destination:	Washington, DC	Date of Trip:	Feb 12-14, 2025
Number of Students Involved:	Approx 165	Percent of Total Group:	50-100%
Reasons for Students Not Attending:			
Transportation Method:	<input type="checkbox"/> Activity Bus	<input checked="" type="checkbox"/> Charter Bus	<input type="checkbox"/> Private Automobile
Charter Bus Service, state name of vendor here:		Group Travel, LLC contracts bus company, usually Holiday Tours	
If using Travel Company, state name of Vendor here:		Group Travel, LLC	
**The Travel Company must use an approved ACS Charter Bus Company			
Number of Vehicles Needed (to be secured by the Central Office):		0	
Number of Drivers Needed (to be secured by the Central Office):		0	
Departure Time:	6:00a	Return Time:	11:30p
Estimated Cost to the Student:		\$575 (travel & "DC sweatshirt"	
Purpose(s) of the Field Trip:	Students will visit our nation's capital and visit monuments, museums (including ticketed locations--Ford's Theater, Holocaust Museum, African American History Museum) and our Capitol (ticketed)		

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.

SAMS Staff including 8th grade teachers, other certified staff, and 1 administrator (ratio of no less than 1:10)

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

_____	Julie Brady	_____	5-14-2024
	Sponsor (Group Responsible for Paying for the Trip)		Date
Approved:		_____	5-15-2024
	Principal		Date
Approved:		_____	5/22/24
	Superintendent or Designee		Date
Transportation Scheduled:	_____	_____	_____
	Transportation Supervisor		Date

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.

Special Comments/Response: _____

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

Overnight Trip

Group Making Request: 8th Grade School: NAMS

Destination: Washington, DC Date of Trip: 2/25/25-2/27/25

Number of Students Involved: TBD, All 8th grade students eligible Percent of Total Group: TBD

Reasons for Students Not Attending: Family makes decision for child not to attend

Transportation Method: Activity Bus Charter Bus Private Automobile Other:

Charter Bus Service, state name of vendor here: Holiday Tours

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

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

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

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

Departure Time: 6:00am Return Time: 9:00 Round Trip Miles (estimated) 700 Miles

Estimated Cost to the Student: \$575.00

Purpose(s) of the Field Trip: Students will travel to Washington, DC and experience many of the museums, monuments and other attractions that represent the history of the United States.

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.

To be determined, 8th grade teachers and other staff members will accompany this group on this trip. One staff chaperone per 10 students. The school nurse and one administrator will also be included on the chaperone list.

If approved, the following procedures must be followed; (1) Written parental permission is required for all field trips.

Sponsor (Group Responsible for Paying for the Trip)

Date

[Signature]

6/14/24

Approved:

Principal

Date

[Signature]

Approved:

Superintendent or Designee

Date

6/17/24

Transportation Scheduled:

Transportation Supervisor

Date

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.

GROUP TRAVEL LLC

P.O. Box 2651 - Hickory, NC 28603

Phone (828) 234-0528 / email 'michael@GroupTravelLLC.com'

May 15, 2024

Mr. Graham Groseclose, Principal
NORTH ASHEBORO MIDDLE SCHOOL
1861 North Asheboro School Road
Asheboro, NC 27203-3699

Dear Graham,

Thank you for once again giving us at GROUP TRAVEL the opportunity to offer a quote on a tour for your students at NORTH ASHEBORO MIDDLE SCHOOL for the Spring of 2024. It would be an honor to travel with you and your group again. This letter details a preliminary itinerary and pricing for a 3-day student tour to **Washington, D.C.**, based on the dates of **February 25-27, 2025**. As always, it is my promise that we at GROUP TRAVEL will go above and beyond to make this another memorable tour for the students and staff at NORTH ASHEBORO MIDDLE SCHOOL this coming school year.

Your preliminary tour itinerary is as follows. Timed entries noted in the letter are all, as of today, subject to availability at the time each venue opens their group space up for booking.

DAY 1 Tuesday February 25, 2025

Motorcoaches arrive NORTH ASHEBORO MIDDLE SCHOOL 5:30 AM
Depart NORTH ASHEBORO MIDDLE SCHOOL 6:00 AM
Travel to Triangle, VA
Explore the **National Museum of the Marine Corps** 12:00-2:00 PM
Box lunch (included) at the Marine Corps Museum
Walking tour of **Arlington National Cemetery**
See a **Changing of the Guard Ceremony** at the Tomb of the Unknown Soldier
Photos at the **Iwo Jima Marine Corps Memorial**
Photo stops at the World War II Memorial, FDR and Martin Luther King Jr. Memorials
Visit the **Jefferson Memorial** (as time allows)
\$15 cash dinner allowance at TBA
Overnight in Woodbridge, VA
Holiday Inn Express

DAY 2 Wednesday February 26, 2025

Continental Breakfast at the hotel
White House photo stop
WILL REQUEST GROUP ENTRY to the United States Holocaust Memorial Museum (subject to availability)
Tour the **United States Capitol Building** (*will request timed entry*)
Lunch (included) at the Capitol Cafe
See the Supreme Court Building, and the Library of Congress
Afternoon to include visits to the:
National Museum of American History
National Museum of Natural History
National Archives Building
Visit the **Lincoln Memorial**, the **Korean War Memorial**, and the **Vietnam War Memorial**

See the **Pentagon 9-11 Memorial** (as time allows)
Dinner (included) at California Pizza Kitchen
Overnight in Woodbridge, VA

DAY 3 Thursday February 27, 2025

Continental Breakfast at the hotel

Tour **Mount Vernon**

9:00 am-11:30 AM

(2nd opportunity to request Holocaust Museum tickets instead of Mt. Vernon if that is a priority, if available)

Visit the **National Museum of the United States Army**

12:15-2:30 PM

Box lunch (included) at the Army Museum

Travel back to NORTH ASHEBORO MIDDLE SCHOOL

\$12 cash dinner allowance en route

Arrive back at NORTH ASHEBORO MIDDLE SCHOOL

9:00-9:30 pm

We have planned stops at many of the monuments and memorials found in Washington, D.C. at places in the itinerary where they seem to fit best. Our Tour Directors may, at their discretion, change the order of these stops based on traffic or weather in order to see as many as possible during your time in the city. We will not see every memorial in the city. If you have a preference, please let us know in advance.

Your tour price includes:

Round trip motorcoach transportation (Holiday, Inc)

GROUP TRAVEL Tour Director on each coach for the duration of the tour

Two night's hotel accommodations (Woodbridge, VA)

Security Guard nightly at our hotel (One guard per bus)

Admission to attractions as stated in itinerary

Meals as detailed in the tour itinerary

Transportation for this tour would be aboard two (2) *Holiday* motorcoaches, with a seating capacity of 54 passengers per coach.

Your tour prices, per person, are as follows:

	QUAD	TRIPLE	DOUBLE	SINGLE
with 40 or more paying per coach	\$540	\$565	\$610	\$750
with 35-39 paying per coach	\$570	\$595	\$640	\$780
with 30-34 paying per coach	\$630	\$655	\$700	\$840

The tour prices listed above include one complimentary fare for every ten paying passengers. Comps are based on double, triple, or quad occupancy. A supplemental cost of \$140 will be charged for complimentary chaperones choosing to stay in a single room.

Even if you anticipate reaching the level of 40 or more per coach, we always strongly recommend that you collect for at least the 35-39 paying price. In the event you collect more than you need, this additional money is yours to do with as you see fit -- to add an event or attraction, to use for scholarships for the tour, to pay subs, etc.

PLEASE NOTE: Admission to *(if they apply to your tour)* the United States Holocaust Memorial Museum, the new National Museum of African-American Culture and History, Ford's Theatre, the National Archives, Washington Cathedral, Mount Vernon and Monticello all require pre-arranged timed-entry tickets for groups. These are released at various times by each of these sites over the course of the year. We will do our very best to secure tickets for any of these sites you have requested. We cannot guarantee admission to any of these sites prior to securing tickets on the date of release. It is important that we have an accurate estimation of entire group participation as tickets generally cannot be added to any initial group ticket confirmation.

Washington D.C. tours require a good amount of walking. At times, due to the nature of the traffic, we find that it saves time to walk from one site to the next, rather than reboarding the motorcoach and winding through traffic to reach a site that is reached faster on foot. *Please let any individuals who plan to accompany your group who might have difficulty walking know that there is walking involved during this tour.* **It is the policy of our charter company that individual passengers not be allowed to remain on the motorcoach with the driver when the group has disembarked at any time.**

LODGING/SECURITY GUARDS: We have tentatively confirmed lodging for your group at the *Holiday Inn Express* in Woodbridge, Virginia. This hotel does an excellent job with our student groups. It is our goal to get our groups on no more than one floor per bus, or, with two buses, girls on one floor, and boys on another. There are times when, due to group counts or stayovers, we must be on more than two floors. We price in, and hire, one overnight security guard per bus, so on rare occasions, it will be necessary for our guard(s) to rotate between floors.

I hesitate to even put this next item in my tour confirmation letters, but it happens so often these days, I feel like I need to address it. Unfortunately, it is not unusual at all any more that at some point of the tour, at any hotel, I will get a call that a teacher has detected the smell of marijuana on the floor, coming from a room not occupied by our group. Teachers have keen noses. I don't condone smoking marijuana, and neither does the hotel, but there are now many states where some forms of marijuana are legal, and even when it is not, it is not prosecuted. There is just not much we can do about it, other than report it to the front desk and let the hotel deal with it per their individual policy. Please let me know if you have any questions about this.

DEPOSIT / FINAL PAYMENT:

Initial deposit:	\$100 per person, due by September 30, 2024	(non-refundable)
Second payment:	\$200 per person, due by January 5, 2025	
ROOMING LIST:	Due by January 20, 2025	
Final payment:	Due by January 30, 2025	

REFUNDS / CANCELLATIONS:

The initial \$100 deposit would be non-refundable for cancellations made for any reason.

There would be a **50% cancellation fee** for cancellations after January 5, 2025.

Cancellations after January 30, 2025, would be refunded based on the amount of the payment that can be recovered by GROUP TRAVEL from our vendors at the time of cancellation.

Cancellations within fourteen days of departure are non-refundable. **Teacher initial** _____

CANCELLATION INSURANCE: Along those same lines, I have never recommended cancellation insurance, because cancellations were rare, and when they occurred, I would do everything within my power to limit the loss to the student and refund everything I possibly could. Covid has made a lot of folks jumpy, and I have seen cancellations increase fairly dramatically. I have done a good bit of research on Travel Insurance companies, and have found that there are several that are available where parents can go online to the insurer's website, fill in a few details about the buyer and the tour, then get a quote. The buyer pays for the insurance directly to the insurance provider, leaving both the tour company and the school out of the loop, which I like.

The company I have found the best rates with is once called Travel Guard (www.travelguard.com). They offer several tiers of service, but their "Essential" plan, which just covers the basics, seems to be all you would need, and the pricing seemed reasonable to me. Travelers would not be insured against cancellation unless they go with one of these plans. I am not 'selling' them. They just looked like a good fit for the service you would be buying from us at GROUP TRAVEL.

Should your tour departure be affected by inclement weather, GROUP TRAVEL will work with the school to delay or reschedule the tour. In the event of a total cancellation due to inclement weather, GROUP TRAVEL will refund all monies that can be recouped from pre-paid vendors. This will take at least thirty (30) days. There will inevitably be some loss of money paid in the case of a complete cancellation if there is no effort on the part of the school to reschedule the tour.

AN IMPORTANT NOTE REGARDING DRIVER HOURS: Motorcoach drivers are required to adhere to an electronic log, meaning that their driving and on-duty hours are recorded by a computer chip on the motorcoach. This requires that a driver **MUST** have a minimum of eight (8) hours off each night, which will begin 30 minutes after the group has disembarked at the hotel, and will end thirty minutes before departure the following morning. Including these 30-minute pre- and post-trip segments, the driver must then be able to log a total of nine (9) hours not driving each night. Some tours will begin and/or end with relay drivers.

If you have any questions at any time in this process, please let me know. It would be great to work and travel with you and your group. Thank you very much for making this opportunity possible for your students, and thank you again for allowing us at GROUP TRAVEL to offer this quote on this tour. Your business is very important to us. Please let me know as soon as possible if you would like for us to proceed with the planning of this tour.

Sincerely,

Michael Isenhour
GROUP TRAVEL

Policies
For
Review

A. PURPOSE

The board believes that students should progress to the next level of study only after they are proficient in their knowledge and application of the current curriculum level. To the extent reasonably possible, students should be given as much time or as little time as they need to be proficient at a particular level of study. Students will be promoted to the next level of study as described in this policy.

B. STUDENT PROMOTION STANDARDS

The superintendent shall develop (1) proposed promotion standards and (2) a process to be used in determining a student's readiness to progress to the next level of study and shall submit the standards and process to the board for approval. The standards will be based, in part, upon proficiency in reading. The standards and process must provide multiple criteria for assessing a student's readiness to progress to the next level of study, such as standardized test scores, formative and diagnostic assessments, grades, a portfolio or anthology of the student's work, and, when appropriate, accepted standards for assessing developmental growth. The standards and process will incorporate all state law and State Board of Education policy requirements, including those for the assessment and promotion of third grade students as described in G.S. 115C-83.6 *et seq.* and State Board of Education Policies KNEC-002 and -003.

Principals shall ensure that the promotion standards are used by teachers and school administrators in assessing each student's readiness to progress to the next level of study. Principals have the authority to promote or retain students based upon the standards approved by the board and any applicable standards set by the State Board of Education.

To reduce the number of students who do not meet promotion standards, the board directs school administrators and teachers to address the needs of students who are not making adequate academic progress as required by policy 3405, Students at Risk of Academic Failure.

C. DIPLOMA STANDARDS

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

D. APPEALS OF PROMOTION DECISIONS

1. Appeal to the Superintendent

Within five workdays of receiving the principal's written decision to promote or retain a student, the student's parents may appeal the decision to the superintendent.

The superintendent may overturn the principal's decision only upon a finding that the principal's decision was arbitrary and capricious (i.e., without a rational basis) or was otherwise an abuse of discretion.

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

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

2. Appeal to the Board of Education

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

E. LITERACY INTERVENTIONS

1. Reading Camps

The board will provide reading camp opportunities as required by law at no fee for students who are entitled to this intervention under state law. The superintendent or designee shall encourage parents of eligible students to enroll their students in a reading camp. To the extent resources permit, the board will offer fee-based reading camp opportunities for students in eligible grades who are not entitled to attend at no cost. Annually, the board will establish criteria for priority enrollment in its fee-based reading camps and will set the attendance fee at an amount not to exceed the statutory limit. The superintendent or designee shall notify interested parents of the application procedure for the fee-based reading camps.

2. Individual Reading Plans

Beginning in the 2022-2023 school year, an Individual Reading Plan (IRP) will be developed in accordance with state law for any student in kindergarten through third grade demonstrating difficulty with reading development based on the results of either (1) the first diagnostic or formative assessment of the school year or (2) the first diagnostic or formative assessment of the second semester of the school year. The student's teacher shall notify the parent or guardian that the student has demonstrated difficulty with reading development and that an IRP has been developed for the student. The notice provided must include all other information required under G.S. 115C-83.6B(b) and should be in the parents' native language when appropriate foreign language resources are readily available.

3. Digital Children's Reading Initiative

The school system will provide access through the school system website to available resources from the Department of Public Instruction's Digital Children's Reading Initiative as required by law. Printable activities from those resources will be provided in hard copy to students who do not have digital access at home.

4. Approval of Literacy Intervention Plan

By the established deadline each year, the superintendent or designee shall submit to the Department of Public Instruction for approval a plan for the literacy interventions the school system will offer in the following school year, as required by G.S. 115C-83.6A.

F. PROMOTION STANDARDS FOR STUDENTS WITH DISABILITIES

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

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

G. CREDIT BY DEMONSTRATED MASTERY

The superintendent shall provide opportunities for students in grades 9 through 12 to earn course credit by demonstrating mastery of course material without first completing the regular period of classroom instruction in the course. Students in grades 6 through 8 may earn credit by demonstrated mastery for high school courses offered in middle school. To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and application of knowledge through a multi-phase assessment, in accordance with standards established by the State Board of Education and any additional standards established by the superintendent.

H. CREDIT RECOVERY

Students who fail a high school course may retake parts of the course through credit recovery to earn credit for the course. Credit recovery delivers a subset of the blueprint of the original course in order to specifically address deficiencies in a student's mastery of the course and target specific components of a course necessary for completion. A pre-assessment of the student's understanding of the course material will be administered at the beginning of the course and the credit recovery will be tailored to meet the needs of the individual student. The length of a credit recovery course is dictated by the skills and knowledge the student needs to recover and not a fixed length of seat time.

Any EOC exam associated with the credit recovery course will be administered no later than 30 days upon completion of the credit recovery course. The credit recovery will be graded as pass or fail and will not impact the student's grade point average. The original grade for the course will remain on the student's transcript.

The superintendent shall develop procedures addressing the implementation of credit recovery opportunities across the school system.

I. REPEATING A COURSE FOR CREDIT

1. Repeating a Previously Failed Course

As provided in State Board of Education Policy CCRE-001, high school students who fail a course for credit may repeat that course. To take advantage of this option, the student must repeat the entire course. Beginning with the 2015-16 school year, when a student initially fails a high school course and successfully repeats the course for credit, the new course grade will replace the original failing grade for the course on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility. The superintendent may develop procedures for students to indicate their intent to repeat a course for credit under this paragraph and may establish any other rules as necessary and consistent with State Board policy.

2. Repeating a Course for which Credit was Earned (Grade Replacement)

The board recognizes that high school students may need to repeat a course for which they have earned credit in order to increase their understanding of the course content, to improve skill mastery, or to meet postsecondary goals. Students may repeat a course for which they have previously earned credit, subject to the following preconditions and any other reasonable rules established by the superintendent:

- a. the student must have earned a letter grade of C or lower in the course on the first attempt;
- b. the student must make a written request to repeat the course;
- c. the principal or designee must approve the request;
- d. there must be space available after seats have been assigned to students who are taking the course for the first time or repeating a previously failed course;
- e. the course to be repeated must be a duplicate of the original class and must be taken during the regular school day at a high school in this school system or through the North Carolina Virtual Public School;

- f. upon completion of the repeated course, the new course grade will replace the student's original grade on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility, regardless of whether the later grade is higher or lower than the student's original mark;
- g. credit towards graduation for the same course will be given only once;
- h. a course may be repeated only one time; and
- i. students may repeat a maximum of four previously passed courses during their high school careers.

The superintendent shall require notice to students and parents of these preconditions and of any other relevant information deemed advisable by the superintendent.

J. CREDIT FROM STUDYING ABROAD

The board encourages students to participate in foreign exchange student programs to enhance their high school academic experience and heighten their awareness and knowledge of global cultures. With careful planning, students may receive credit for courses taken abroad that have substantial equivalency to school system high school courses in content and in hours.

Students who wish to receive high school credit for courses taken during the school year in a foreign country should file a request for study abroad credit with the principal or designee by July 1 of the year preceding the proposed study. To receive credit, the student must submit a copy of the syllabus of the course with the hours of study and grading system described. The student should promptly notify the principal or designee of any course changes.

K. ACCELERATION

Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail, or providing different types of educational experiences. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options (see policy 3101, Dual Enrollment).

The principal, after consulting with the professional staff and the student's parents, may determine that skipping a grade level is appropriate.

Students also have the option of using an accelerated pathway to complete high school in three years rather than four (see policy 3460, Graduation Requirements).

L. REPORTING REQUIREMENTS**1. Superintendent's Report to the Board**

At least on an annual basis, the superintendent shall provide the board with the following information for each school:

- a. aggregate student performance scores on state-mandated tests and any other standardized tests used by a school or the school system;
- b. the number and percentage of students retained and/or not meeting the standards for their grade level;
- c. the number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in state law; and
- d. remedial or additional educational opportunities provided by the school system and the success of these efforts in helping students meet promotion standards.

2. Report to the North Carolina State Board of Education and Department of Public Instruction

Pursuant to statutory requirements and standards established by the Department of Public Instruction, all required information regarding student performance will be provided annually to the State Board of Education and the Department of Public Instruction.

3. Publication on the School System Website

Information about the reading performance of first, second, and third grade students will be posted on the school system website in accordance with state law.

M. RESOURCES

Consistent with the objective of improving student performance, the board will provide schools with maximum flexibility in the allocation of state funds. School personnel are expected to budget financial resources in a manner that will meet the standards established in this policy. The board will consider requests to transfer funds from other funding allotment categories to intervention strategies as part of the school improvement plan submitted by school officials. All funds will be used in a fiscally sound manner in accordance with policy 8300, Fiscal Management Standards.

N. NOTIFICATION TO PARENTS

The superintendent or designee shall provide information regarding promotion standards

to all students and parents. In addition, if a kindergarten, first grade, second grade, or third grade student (1) is demonstrating difficulty with reading development or (2) is not reading at grade level, the student's teacher shall provide the student's parents timely written notice advising that if the student is not demonstrating reading proficiency by the end of third grade, the student will be retained, unless exempt from mandatory retention for good cause. Parents are encouraged to help their children meet the promotion standards and will have opportunities to discuss the promotion standards and procedures with teachers and the principal. Information provided to parents should be in the parents' native language when appropriate foreign language resources are readily available.

The teacher of a student who does not meet promotion standards must notify the student's parents that the student has failed to meet the standards for progression to the next level of study and must provide the parents with information concerning retesting, intervention, review, and appeal opportunities. When a student is to be retained, the principal shall provide the student's parents written notice of the retention and, if the student will be retained in accordance with G.S. 115C-83.7(a) for failure to demonstrate reading proficiency, (1) written notice of the reason the student is not eligible for a good cause exemption as provided in G.S. 115C-83.7(b) and (2) a description of proposed literacy interventions that will be provided to the student to remediate areas where the student has not demonstrated reading proficiency. Teachers shall provide parents of students retained under G.S. 115C-83.7(a) at least monthly written reports on student progress toward reading proficiency. The evaluation of a student's progress will be based upon the student's classroom work, observations, tests, assessments, and other relevant information.

O. CHILDREN OF MILITARY FAMILIES

As required by the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5), G.S. 115C-407.12, and policy 4155, Assignment to Classes, school administrators have the authority to exercise flexibility in waiving course or program prerequisites or other preconditions for the placement of children of military families, as defined in policy 4050, Children of Military Families, in courses or programs offered by the school system.

Legal References: G.S. 115C-36, -45(c), -47, -81.5, -83.2, -83.3, -83.6, -83.6A, -83.6B, -83.7, -83.7A, -83.8, -83.9, -83.10, -83.11, -83.31, -105.21, -174.11, -288(a), -407.5, -407.12; S.L. 2021-8; 16 N.C.A.C. 6D .0510; State Board of Education Policies CCRE-001, GRAD-001, GRAD-006, KNEC-002, KNEC-003

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

Other Resources: *Guidelines for Testing Students Identified as English Learners* (N.C.

Department of Public Instruction), available at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-students-identified-english-learners>; Read to Achieve Implementation Guide, available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/early-learning-read-achieve/k-3-literacy>

Adopted: August 11, 2011

Revised: August 8, 2013, January 9, 2014, October 9, 2014, March 12, 2015, July 14, 2016, July 13, 2017, May 10, 2018, December 13, 2018, September 12, 2019, November 12, 2020, November 17, 2022

The board recognizes the importance of setting rigorous graduation requirements to help ensure that students are receiving an education that will prepare them to be career and college ready and productive members of society.

In order to graduate from high school, students must meet the following requirements:

1. successful completion of all State Board of Education course unit requirements as described in Section A; and
2. successful completion of cardiopulmonary resuscitation instruction.

Principals shall ensure that students and parents are aware of the number and nature of credits required for high school graduation, the potential to complete high school graduation requirements in three years, and the availability of early graduate college scholarships.

A. COURSE UNITS

As described in State Board of Education Policy GRAD-004, all students must fulfill the course unit requirements of the Future-Ready Core Course of Study, unless they are approved for the Future-Ready Occupational Course of Study. The tables below list the course unit requirements for the Future-Ready Core Course of Study and the Future-Ready Occupational Course of Study, as well as additional course units recommended by the board, based on the student's year of entry into ninth grade for the first time. School counseling program staff shall assist students in selecting high school courses to ensure that students are taking all required units and selecting electives consistent with their post-graduation plans.

In accordance with policy 3101, Dual Enrollment, and State Board of Education requirements, students may earn high school credit for college courses completed. In addition, students may earn credit for certain high school courses in the Future-Ready Core Course of Study completed prior to grade nine, as authorized by the State Board of Education. Students also have the opportunity to meet course unit requirements without completing the regular period of classroom instruction by demonstrating mastery of the course material in accordance with policy 3420, Student Promotion and Accountability, and State Board of Education requirements. For students who have transferred to the school system during high school or who, for other reasons, have completed course work outside of the school system, the principal shall determine what course work will be applied as credit toward graduation. See policy 3420 for information regarding receiving credit toward graduation for courses taken abroad.

All awards of high school course credit must be consistent with State Board of Education requirements. Any inconsistency between board policy and State Board graduation requirements will be resolved by following the State Board requirements. While the board

endeavors to keep its policy up to date with current State Board of Education graduation requirements, students should verify current requirements with their school counselors when planning course schedules or making other decisions based on graduation requirements.

1. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time before 2020-2021

Types of Courses	State Requirements*	Local Recommendations
English	4 sequential (English I, II, III, and IV)	
Mathematics	4 (NC Math 1, 2, and 3 and a fourth math course aligned with the student's post-high school plans.)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 and two other application-based math courses or selected CTE courses, as identified on the NC DPI math options chart.)***	
Science	3 (a physical science course, Biology, and earth/environmental science)	
Social Studies	4 (including: (1) a founding principles course which shall be either American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy;† (2) two American history courses which shall be either (a) American History I and II, (b) American History I or II and another Social Studies course, or (c) American History and another Social Studies course; and (3) World History)	
Health/P.E.	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education, or any other subject area or cross-disciplinary course. A four-course concentration is recommended.)‡	
Total Credits	22	28

* Certain International Baccalaureate (IB), Advanced Placement (AP), and Cambridge International Examination (CIE) courses will satisfy specific graduation requirements. See SBE Policy GRAD-008.

** Students who are learning disabled in math may have other options for meeting the four mathematics credits requirement. See DPI memo of August 24, 2016 available at <http://bit.ly/DPIMemo>, and the math options chart linked below.

*** Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics/standard-course-study-supporting-resources>.

† The founding principles courses, American History: Founding Principles, Civics and Economics and Founding Principles of the United States of America and North Carolina: Civic Literacy,

must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses, except as provided in SBE Policy GRAD-008. See also SBE Policies CCRE-001 and GRAD-004.

± Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world language.

2. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2020-2021

Types of Courses	State Requirements*	Local Recommendations
English	4 sequential (English I, II, III, and IV)	
Mathematics	4 (NC Math 1, 2, and 3 and a fourth math course aligned with the student's post-high school plans.)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 and two other application-based math courses or selected CTE courses, as identified on the NC DPI math options chart.)***	
Science	3 (a physical science course, Biology, and earth/environmental science)	
Social Studies	4 (including: (1) a founding principles course which shall be either American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy;† (2) an American History course which shall be either (a) American History I, (b) American History II, or (c) American History;‡ and (4) Economics and Personal Finance^)	
Health/P.E.	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education, or any other subject area or cross-disciplinary course. A four-course concentration is recommended.)‡	
Total Credits	22	28

* Certain International Baccalaureate (IB), Advanced Placement (AP), and Cambridge International Examination (CIE) courses will satisfy specific graduation requirements. See SBE Policy GRAD-008.

** Students who are learning disabled in math may have other options for meeting the four mathematics credits requirement. See DPI memo of August 24, 2016 available at <http://bit.ly/DPIMemo>, and the math options chart linked below.

*** Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics/standard-course-study-supporting-resources>.

† The founding principles courses, American History: Founding Principles, Civics and Economics and Founding Principles of the United States of America and North Carolina: Civic Literacy must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses, except as provided in SBE Policy GRAD-008. See also SBE

Policies CCRE-001 and GRAD-004.

± It is strongly recommended that students take World History in the first year of their high school Social Studies course sequence due to the nature of the adoption of the new Social Studies Standard Course of Study effective in 2021-2022.

^ This course must, at a minimum, include the standards established by the second edition of the Voluntary National Content Standards in Economics and the 2013 National Standards for Financial Literacy, as developed by the Council for Economic Education.

‡ Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world language.

3. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2021-2022 and Thereafter

Types of Courses	State Requirements*	Local Recommendations
English	4 sequential (English I, II, III, and IV)	
Mathematics	4 (NC Math 1, 2, and 3 and a fourth math course aligned with the student's post-high school plans.)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 and two other application-based math courses or selected CTE courses, as identified on the NC DPI math options chart.)***	
Science	3 (a physical science course, Biology, and earth/environmental science)	
Social Studies	4 (including: Founding Principles of the United States of America and North Carolina: Civic Literacy;† Economics and Personal Finance;± American History; and World History)	
Health/P.E.	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education, or any other subject area or cross-disciplinary course. A four-course concentration is recommended.)‡	
Total Credits	22	28

* Certain International Baccalaureate (IB), Advanced Placement (AP), and Cambridge International Examination (CIE) courses will satisfy specific graduation requirements. See SBE Policy GRAD-008.

** Students who are learning disabled in math may have other options for meeting the four mathematics credits requirement. See DPI memo of August 24, 2016 available at <http://bit.ly/DPIMemo>, and the math options chart linked below.

*** Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics/standard-course-study-supporting-resources>.

† This course must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses, except as provided in SBE Policy GRAD-008. See also SBE Policies CCRE-001 and GRAD-004.

± This course must, at a minimum, include the standards established by the second edition of the Voluntary National Content Standards in Economics and the 2013 National Standards for

Financial Literacy, as developed by the Council for Economic Education.

‡ Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world language.

4. Future-Ready Occupational Course of Study Credits Required for Students Entering Ninth Grade prior to 2020-2021 (only available to certain students with disabilities who have an IEP)

Types of Courses	State Requirements	Local Recommendations
English	4 (including English I, II, III, and IV)	
Mathematics	3 (including Introduction to Math, NC Math I, and Financial Management)	
Science	2 (including Applied Science and Biology)	
Social Studies	2 (including American History I and American History II* OR (1) American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy; and (2) American History I or American History II or American History)**	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Occupational Preparation	6 (including: (1) Occupational Preparation I or Employment Preparation I: Science; (2) Occupational Preparation II or Employment Preparation II: Citizenship IA and Employment Preparation II: Citizenship IB; (3) Occupational Preparation III or Employment Preparation III: Citizenship IIA and Employment Preparation III: Citizenship IIB; and (4) Occupational Preparation IV or Employment Preparation IV: Math)	
Work Hours***	600	
Electives	0	6
Other Requirements	Completion of IEP objectives Career Portfolio	
Total Credits	22	28

* Applicable only to students entering the ninth grade for the first time prior to 2017-18.

** Applicable only to students entering the ninth grade for the first time between 2017-2018 and 2019-2020.

*** The work hours must include: (1) 150 hours of school-based training with work activities and experiences that align with the student's post-school goals; (2) 225 hours of community-based training; and (3) 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours, for a total of 600 required work hours.

5. Future-Ready Occupational Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2020-2021 (only available to certain students with disabilities who have an IEP)

Types of Courses	State Requirements	Local Recommendations
English	4 (including English I, II, III, and IV)	
Mathematics	3 (including Introduction to Math, NC Math I, and Financial Management)	
Science	2 (including Applied Science and Biology)	
Social Studies	2 (including (1) a founding principles course which shall be either American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy and (2) Economics and Personal Finance)	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Occupational Preparation	6 (including: (1) Occupational Preparation I or Employment Preparation I: Science; (2) Occupational Preparation II or Employment Preparation II: Citizenship IA and Employment Preparation II: Citizenship IB; (3) Occupational Preparation III or Employment Preparation III: Citizenship IIA and Employment Preparation III: Citizenship IIB; and (4) Occupational Preparation IV or Employment Preparation IV: Math)	
Work Hours*	600	
Electives	0	6
Other Requirements	Completion of IEP objectives Career Portfolio	
Total Credits	22	28

* The work hours must include: (1) 150 hours of school-based training with work activities and experiences that align with the student's post-school goals; (2) 225 hours of community-based training; and (3) 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours, for a total of 600 required work hours.

6. Future-Ready Occupational Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2021-2022 and Thereafter (only available to certain students with disabilities who have an IEP)

Types of Courses	State Requirements	Local Recommendations
English	4 (including English I, II, III, and IV)	
Mathematics	4 (including Introduction to Math, NC Math I, Financial Management, and Employment Preparation IV: Math (to include 150 work hours))	
Science	3 (including Applied Science, Biology, and Employment Preparation I: Science (to include 150 work hours))	
Social Studies	4 (including Founding Principles of the United States of America and North Carolina: Civic Literacy, Economics and Personal Finance, Employment Preparation II: Citizenship IA (to include 75 work hours), and Employment Preparation II: Citizenship IB (to include 75 work hours))	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Additional Employment Preparation*	2 (including Employment Preparation III: Citizenship IIA (to include 75 work hours) and Employment Preparation III: Citizenship IIB (to include 75 work hours))	
Electives	0	6
Other Requirements	Completion of IEP objectives Career Portfolio	
Total Credits	22	28

* The work hours included in Employment Preparation I, II, III, and IV are as follows: (1) 150 hours of school-based training with work activities and experiences that align with the student's post-school goals; (2) 225 hours of community-based training; and (3) 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours, for a total of 600 required work hours.

B. HIGH SCHOOL END-OF-COURSE AND OTHER TESTING

High school students must take all end-of-course (EOC) tests and Career and Technical Education (CTE) State Assessments required by the State Board of Education and pursuant to policy 3410, Testing and Assessment Program.

C. SPECIAL CIRCUMSTANCES

1. Honor Graduates

Honor graduates may be designated by principals on the basis of criteria established by the superintendent. Recognition of honor graduates may be included in graduation programs.

2. Students with Disabilities

Graduation requirements must be applied to students with disabilities to the extent required by state and federal law and State Board policy.

3. Children of Military Families

In order to facilitate the on-time graduation of children of military families, as defined in policy 4050, Children of Military Families, school officials shall comply with the requirements of the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5), G.S. 115C-407.12, and the following requirements.

a. Waiver Requirements

Specific course work required for graduation will be waived for children of military families if similar course work has been satisfactorily completed in another school system. If a waiver is not granted, school administrators shall provide the student with reasonable justification for the denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the superintendent or designee shall provide the student with an alternative means of acquiring the required course work so that the student may graduate on time.

b. Testing Requirements for Graduation

The superintendent shall accept from children of military families the following in lieu of any local testing requirements for graduation: (1) the end-of-course exams required for graduation from the sending state; (2) national norm-referenced achievement tests; or (3) alternative testing. If these alternatives are not feasible for a student who has transferred in his or her senior year, subsection c below will apply.

c. Transfers During Senior Year

If a child of a military family who has transferred at the beginning of or during his or her senior year is ineligible to graduate from the school system after all of the alternatives listed above have been considered and the student meets the graduation requirements at his or her sending school, then school officials from the school system shall collaborate with the sending school system to ensure that the student will receive a diploma from the sending board of education.

4. Early Graduation

Students have the option of graduating early by completing the State Board of

Education minimum graduation requirements on an accelerated three-year pathway. Students choosing to use an accelerated pathway must follow the process required for early graduation as described in State Board Policies GRAD-001 and GRAD-006.

5. Graduation Certificates

Graduation certificates will be awarded to eligible students in accordance with the standards set forth in State Board Policy GRAD-010.

6. Diploma Endorsements

Students have the opportunity to earn diploma endorsements as described in State Board Policy GRAD-007. No endorsement is required to receive a diploma.

Legal References: G.S. 115C-47, -81.25(c)(10)(c), -81.45(d), -81.65, -81.90(c), -83.31, -83.32, -174.11, -276, -288, -407.5, -407.12; 16 N.C.A.C. 6D .0309, .0510; State Board of Education Policies CCRE-001, GRAD-001, GRAD-004, GRAD-006, GRAD-007, GRAD-008, GRAD-010, TEST-003

Cross References: Goals and Objectives of the Educational Program (policy 3000), Dual Enrollment (policy 3101), Testing and Assessment Program (policy 3410), Student Promotion and Accountability (policy 3420), Citizenship and Character Education (policy 3530), Children of Military Families (policy 4050)

Adopted: January 9, 2014

Revised: August 14, 2014, May 12, 2016, March 9, 2017, March 8, 2018, July 9, 2020, January 14, 2021, July 15, 2021, March 10, 2022, September 8, 2022, January 12, 2023

Guidance and counseling programs are provided by the school system with the ultimate aim of improving student performance by implementing strategies and activities that support and maximize student learning; helping students to grow in their personal and social development; and providing a foundation for acquiring the skills that enable students to graduate career and college ready and prepared to be lifelong learners. The principal of each school shall develop a counseling program that is data-driven and meets the objectives of the State Board of Education's comprehensive school counseling program curriculum and the academic, career, and social/emotional developmental needs of the student population at that school. The program will include individual and group counseling, classroom presentations, academic advising, career development services, consultation, parent education, and other responsive services.

In addition, the counseling program will incorporate the following specific elements.

A. INVOLVEMENT OF PARENTS AND OTHERS

The counseling program is the shared responsibility of teachers, counselors, parents, and community members, and should operate with the collaboration of all individuals involved in educating students, including those who assist children with special needs or students who are at risk of dropping out of school or not meeting performance expectations. Input from parents and students should be sought in accordance with the school's parental involvement plan. (See policy 1310/4002, Parental Involvement.)

Each year, the principal or designee shall inform parents of the guidance and counseling services available to students. Parents will be notified of the right to opt their students out of participation in certain group academic or career guidance or personal or social counseling services of a generic nature (see policy 1310/4002).

B. PROVISION OF COUNSELING SERVICES

Counseling services may be provided on an individual basis or in small or large groups. Students may seek counseling or be referred by staff or parents. School officials and teachers may recommend a counseling program to help a student meet standards of conduct and academic performance established by the board and school system administrators. If students have extensive needs or needs that go beyond the purpose of the counseling program, school counselors may refer them to community resources.

Counseling programs are most effective when voluntarily entered into by a student. Students will not be required to attend individual or small group counseling sessions to address identified significant personal issues unless agreement has been reached with the parent and student in a behavior contract, an intervention plan, or, for special education students, an individualized education plan. (See Student Behavior Policies (4300 series), policy 3420, Student Promotion and Accountability, and policy 3520, Special Education Programs/Rights of Students with Disabilities.)

C. PEER-TO-PEER SUPPORT PROGRAMS

All schools with grades six and higher will have peer-to-peer student support programs that address areas such as conflict resolution, general health and wellness, and mentoring. Schools are encouraged to implement peer-to-peer student support programs in other grades as appropriate.

D. ACADEMIC ADVISING

School counselors and other guiding adults in middle and high schools shall support equitable access to opportunities and rigorous and relevant curricula for all students. Prior to the ninth grade, students will be informed about the course requirements for regular and accelerated college entry and the availability of early graduate scholarships for those students who complete high school in three years. School counselors shall encourage ninth grade students to complete the requirements for college entry in less than four years, if feasible and appropriate.

E. NOTIFICATION OF SAFE SURRENDER LAW

School personnel shall annually provide all students in grades 9 through 12 with information on the manner in which a parent may lawfully abandon a newborn baby with a responsible person, in accordance with Article 5A of Chapter 7B of the General Statutes.

F. EMPLOYEE MANDATORY REPORTING

Any staff member who is aware that a student is contemplating suicide or is otherwise suffering from an emotional or psychological crisis must immediately notify the counseling program in accordance with any rules established by the superintendent or principal.

Any counselor or other staff member who knows or has cause to suspect maltreatment of a child must report the information as provided in policy 4240/7312, Child Abuse and Related Threats to Child Safety, and as required by law.

G. CONFIDENTIALITY

Information obtained in a session with a counselor may be privileged and protected from disclosure as provided by law. A counselor cannot be required to testify concerning privileged information unless, as provided by G.S. 8-53.4, the student waives the privilege or the court compels testimony as necessary to the proper administration of justice. The school counselor privilege does not, however, exempt the counselor from reporting child abuse as required by law and policy 4240/7312.

Any notation made by a counselor for his or her own use is a confidential document and is neither a public record nor a part of the student's record. Such confidential documents do not have to be shared with parents or others except as required by law. Any document

prepared by a counselor that is shared or intended to be shared with other staff is considered an educational record of the student and is available to the parent or eligible student in accordance with policy 4700, Student Records.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 7B-301; 7B art. 5A; 8-53.4; 110-105.4; 115C-12, -47, -400, -401; 116 art. 23; State Board of Education Policies GRAD-006, SCOS-011

Cross References: Parental Involvement (policy 1310/4002), Goals and Objectives of the Educational Program (policy 3000), Student Promotion and Accountability (policy 3420), Special Education Programs/Rights of Students with Disabilities (policy 3520), Child Abuse and Related Threats to Child Safety (policy 4240/7312), Student Behavior Policies (4300 series), Student Records (policy 4700)

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

Revised: October 12, 2006, August 14, 2008, December 8, 2011, August 10, 2017, August 13, 2020, August 12, 2021

EXTRACURRICULAR ACTIVITIES AND STUDENT ORGANIZATIONS

Policy Code:

3620

The board recognizes the value of interscholastic athletics and extracurricular activities in promoting leadership and team skills, practicing democratic principles, and encouraging the lifelong learning process. Students are encouraged to participate in opportunities available at the school, including interscholastic athletics and student organizations. All activities are open to all students attending that school unless a restriction is justified and has been approved by the principal. The principal shall ensure that students and parents are notified of the various opportunities for participation in extracurricular activities and shall establish rules, as necessary, to govern such activities.

A. REQUIREMENTS FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

Participation in extracurricular activities, including student organizations and interscholastic athletics, is a privilege, not a right, and may be reserved for students in good academic standing who meet behavior standards established by the board, the superintendent, or the school.

Participation in extracurricular activities may be restricted if a student (1) is not performing at grade level as provided in policy 3400, Evaluation of Student Progress; (2) has failed to meet any applicable attendance requirements; (3) has violated the student conduct standards found in the 4300 series of policies; or (4) has violated school rules for conduct or (5) has not passed the required physical examination. School administrators choosing to exercise this authority to restrict participation shall provide this policy and any additional rules, including attendance requirements, developed by the superintendent or the principal to all parents, guardians, and students.

The grievance procedure provided in policy 1740/4010, Student and Parent Grievance Procedure, may be utilized by parents or students who believe that a student has been aggrieved by a decision made pursuant to this policy.

B. ADDITIONAL RULES FOR SPECIFIC ACTIVITIES

1. Interscholastic Athletics
 - a. General Rules

In addition to meeting the general requirements listed above, to be eligible for interscholastic athletics participation, students must have been in daily attendance 85 percent of the previous semester and must meet all applicable eligibility standards of law and the State Board of Education as well as any locally established requirements for interscholastic athletics participation.

A student participating in high school interscholastic athletics may participate only on the team consistent with the gender on the student's birth certificate.

b. Participation by Sixth Graders

Students in the sixth grade are eligible to participate in all interscholastic athletics except tackle football.

c. Students Who Transfer Schools Within the School System

It is the policy of the board that a student who transfers from one school in the school system to another school in the school system will be immediately eligible to participate in interscholastic athletics at the new school, if otherwise permitted under the rules of the State Board of Education.

2. Student-Initiated, Noncurriculum-Related Student Groups at the Secondary Level

Student-initiated, noncurriculum-related, secondary school student groups will be permitted to conduct voluntary meetings on school grounds during noninstructional time, regardless of the size of the group or the religious, political, philosophical, or other content of the speech at the meetings, provided that the meetings do not materially and substantially interfere with the orderly conduct of the educational activities of the school. The principal shall establish viewpoint neutral rules governing such meetings, including restrictions on when and where meetings may occur. Efforts should be made to assure equity for all student groups is maintained.

School employees may not promote, lead, or participate in student-initiated meetings but may be present at meetings to maintain order and discipline, to protect the well-being of the students and faculty, and to assure that attendance of students at the meetings is voluntary. School employees may not influence the form or content of any prayer or other religious activity or require any person to participate in prayer or other religious activity. In addition, non-school persons may not direct, conduct, control, or regularly attend the activities of the groups.

No public funds will be expended on behalf of the student-initiated, noncurriculum-related student groups except for the incidental cost of providing space for the group meetings.

Student-initiated, noncurriculum-related groups will have the same access to communication channels for publicizing their meetings as is allowed to all other noncurriculum-related student groups. However, school officials may indicate in such communications that the meetings are not sponsored by the school.

For purposes of this subsection, a noncurriculum-related student group is one that

is not directly related to the curriculum. A student group will be considered curriculum-related only if (1) the group's subject matter is taught in a regularly offered course or relates to the curriculum as a whole; (2) participation in the group is required as part of a course; or (3) participation in the group results in course credit.

C. SPECIAL CIRCUMSTANCES

1. Students with Disabilities

Students with disabilities must be accorded the legal rights required by federal and state law.

2. Children of Military Families

School administrators shall facilitate the inclusion and participation in extracurricular activities of children of military families, as defined in policy 4050, Children of Military Families, transferring into the school, to the extent they are otherwise qualified, by:

- a. providing information about extracurricular activities to incoming children of military families; and
- b. waiving application deadlines.

D. APPEALS PROCESS

The grievance procedure provided in policy 1740/4010, Student and Parent Grievance Procedure, may be utilized by parents or students who believe that a student has been aggrieved by a decision made pursuant to this policy.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12132, 28 C.F.R. pt. 35; Equal Access Act, 20 U.S.C. 4071-4074; 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 art. 9, 115C-12(23), -47(4), -390.2, -407.5, -407.55, -407.59, -407.60, -407.65, -407.70, -407.75; 16 N.C.A.C. 6E .0207; State Board of Education Policy ATHL-001; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000; N.C. High School Athletic Association Handbook, available at <https://www.nchsa.org/handbook>; Middle/Junior High School Athletic Manual (NCDPI), available at <http://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/programs-and-initiatives/nc-healthy-schools/athletics>

Cross References: Parental Involvement (policy 1310/4002), Student and Parent Grievance Procedure (policy 1740/4010), Evaluation of Student Progress (policy 3400), Student Promotion and Accountability (policy 3420), School Improvement Plan (policy 3430), Children of Military Families (policy 4050), Domicile or Residence Requirements (policy 4120), Homeless Students

(policy 4125), School Assignment (policy 4150), North Carolina Address Confidentiality Program (policy 4250/5075/7316), Student Behavior Policies (4300 series), Attendance (policy 4400), Community Use of Facilities (policy 5030)

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

Revised: February 12, 2009, July 9, 2015, July 14, 2016, April 6, 2017, August 10, 2017, February 13, 2020, August 13, 2020, July 15, 2021, January 12, 2023

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 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 BOARD OF EDUCATION

In addition to the other reporting requirements of this policy, administrators shall report to the State Board of Education certain misconduct by licensed employees involving a child and resulting in dismissal, disciplinary action, or resignation in accordance with Section F of policy 7130, Licensure.

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, (2) a display posted in visible, high-traffic areas throughout each secondary school, and (3) a video produced by the Center for Safer Schools shown to all students in grades 6 through 12 no more than five days after the first day of the school year.

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-12(47), -47(65), -270.35(b), -326.20, -375.20, -400, -402; 126-5; 16 N.C.A.C. 6C .0608; 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), Licensure (policy 7130)

Adopted: September 10, 2020

Revised: September 12, 2021, August 11, 2022, February 9, 2023, January 11, 2024

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 rules for interscholastic athletic competition adopted by the State Board of Education as required by G.S. 115C-407.57 and initially established in the Gfeller-Waller Concussion Awareness Act of 2011. 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

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-407.57 and any other applicable law or State Board policy or

rule.

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-407.58, and (5) compliant with any other requirements of state law and State Board policy or rules.

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 or rules.

The superintendent's 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 subsection F.4 of policy 6140, Student Wellness.)

Legal References: G.S. 90 art. 34; 115C-12(23), -407.55, -407.57, -407.58, -407.70; S.L. 2011-147; 16 N.C.A.C. 6E .0205, .0206; State Board of Education Policies ATHL-000, ATHL-003, SHLT-001; N.C. High School Athletic Association Handbook, available at <https://www.nchsaa.org/handbook>

Cross References: Student Wellness (policy 6140)

Other Resources: Matthew Gfeller Sport-Related TBI Research Center at UNC website, <https://gfellerwallerlaw.unc.edu/>; *Report to the North Carolina General Assembly: Study of Sports Injuries at Middle School and High School Levels*, N.C. Department of Public Instruction (2011), available at <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, March 9, 2023

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 parent. 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.

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- 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.
 - c. Certification of Necessity: The student's health care practitioner must 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 with 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 administer 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 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 medication.
- b. Procedures for medication administration must be consistent with recommendations of the School, Adolescence and Child Health Unit of the Whole Child Health Section of the Division of Child and Family Well-Being of the N.C. Department of Health and Human Services, 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 medications must receive appropriate training.
 - g. Only medications clearly prescribed for the student may be administered by school personnel. At the time a parent 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 home.

B. EMERGENCY MEDICATION

Students who are at risk for medical emergencies, such as those with diabetes, 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 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 individualized 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 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 subsection, 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 diabetes or asthma, or an allergy that could result in anaphylactic reaction;
 - 2) the 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, 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 diabetes, asthma, 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 must 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 Child and Family Well-Being, School, Adolescence and Child Health Unit, 2023), available at

<https://www.ncdhhs.gov/divisions/child-and-family-well-being/whole-child-health-section/school-adolescent-and-child-health/school-nursing-support#SchoolHealthProgramManual-4324>

Adopted: July 14, 2005

Revised: January 21, 2016, June 9, 2016, September 14, 2017, May 10, 2018, February 14, 2019, March 12, 2020, August 12, 2021, February 9, 2023

The board will maintain insurance or other liability coverage adequate to safeguard the school system's property and assets. Each fiscal year, the finance officer shall make recommendations to the board on the amounts and types of liability coverage that should be obtained, such as errors and omissions, general liability, boiler & machinery, real and personal property, auto liability, and workers' compensation. Costs associated with maintaining adequate liability coverage will be included in the budget as a necessary expense. The finance officer will maintain custody of liability coverage policies and programs.

If the board requires school social workers to increase their private automobile liability coverage and/or to add a business use rider in order to transport students in their private vehicles, the school will reimburse the social worker for the additional premium charged and/or for the increased liability limits or the added rider.

Legal References: G.S. 115C-36, -47, -317.1, -435, -523.1, -523.2

Cross References: Insurance for Student Transportation Services (policy 6330), Defense of Board Employees (policy 7610)

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

Revised: January 11, 2007, June 14, 2012, December 12, 2019

A. SELECTION AND EVALUATION

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

B. DUTIES

The school finance officer is the financial leader of the school system and is responsible for the school system's fiscal affairs. The school finance officer shall be responsible to the superintendent for:

1. maintaining the general ledger system and keeping the accounts of the school system in accordance with generally accepted principles of governmental accounting, board policy, and the rules and regulations of the State Board of Education and the Local Government Commission;
2. utilizing an encumbrance system for tracking obligations;
3. overseeing the school system purchasing and contracting processes, including giving the preaudit and disbursements certificates required by G.S. 115C-441(a1) and (d1), respectively, and approving or disapproving a disbursement, in accordance with G.S. 115C-441(b), when a bill, invoice, or other claim is presented;
4. providing the board and school system personnel with guidance and procedures related to financial matters, including procedures related to salary and absence data as required by the State Board of Education, procedures to assure compliance with preaudit and disbursement requirements, and procedures as described in 20 N.C.A.C. 03.0409(a)(3) and 20 N.C.A.C. 03.0410(a)(2) for preauditing obligations that will be incurred by electronic payment and for disbursing funds by electronic transaction;
5. ensuring that school system personnel are adequately trained about the procedures to be followed for electronic transactions;
6. signing and issuing all checks, drafts, and state warrants by the school system;
7. investing the cash balance of any funds, subject to board policy 8110, Budget Resolution;
8. receiving and depositing all moneys accruing to the school system;

9. ensuring that federal funding expenditures comply with federal regulations and specific grant requirements (see policy 8305, Federal Grant Administration);
10. creating analyses of financial, personnel, and student data and records for administrative decision-making and preparing required reports;
11. preparing and filing a statement of the financial condition of the school system as often as requested by the superintendent;
12. preparing and filing a statement of the financial condition of the school system when requested by the board of education or the board of county commissioners, but only if such requests are in writing and copied to the superintendent;
13. providing the board a quarterly budget-to-actual statement that includes budgeted accounts; actual payments made; amounts encumbered, including electronic obligations; and the amount of the budget that is unobligated for all major funds;
14. providing a copy to the board and notice to the county commissioners of any report received from the Teachers' and State Employees' Retirement System containing a list of employees whose retirement in the upcoming year would likely result in an assessment to the board for additional employer contribution;
15. submitting reports to the Secretary of the Local Government Commission as required by law;
16. receiving and accounting for all clear proceeds of fines, penalties, and forfeitures and notifying the superintendent and board of such funds;
17. reviewing school improvement plans that provide for the transfer of funds between funding allotments or lease purchase contracts;
18. evaluating all continuing contracts, including the principal and interest to be paid, and making recommendations to the superintendent and reports to the superintendent and board as provided in board policy 6425, Continuing Contracts;
19. assisting the superintendent in the development of the budget and managing all activity for a balanced budget that is in compliance with state law;
20. prescribing the form and detail of records maintained by the school treasurers;
21. ensuring the quality of fiscal operations at the individual schools through periodic audit reviews of fiscal records and ensuring corrective action is taken, as necessary;
22. maintaining a legally compliant payroll system and making salary deductions as provided in policy 7620, Payroll Deductions;

23. maintaining custody of the facsimile signature device as provided in policy 8330, Facsimile Signatures;
24. maintaining custody of liability coverage policies and programs as provided in policy 8340, Insurance;
25. providing all required materials for the annual independent audit (see policy 8310, Annual Independent Audit); and
26. performing such other duties as may be assigned by law, the superintendent, or rules and regulations of the State Board of Education and the Local Government Commission.

C. PROFESSIONAL EDUCATION

The finance officer shall complete all continuing professional education required by the State Board of Education, including the conflict of interest training described in policy 7730, Employee Conflict of Interest, regarding the making and administering of contracts.

D. FIDELITY BOND

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

Legal References: G.S. 115C-105.25, -435, -436, -441, -442, -443, -445, -446, -448, -452, -528; 135-8(f)(2)(f); 20 N.C.A.C. 03.0409, 20 N.C.A.C. 03.0410; State Board of Education Policy FINO-000

Cross References: Preaudit and Disbursement Certifications (policy 6421), Continuing Contracts (policy 6425), Payroll Deductions (policy 7620), Employee Conflict of Interest (policy 7730), Budget Resolution (policy 8110), Federal Grant Administration (policy 8305), Annual Independent Audit (policy 8310), Facsimile Signatures (policy 8330), Insurance (policy 8340), Fidelity Bonds (policy 8530)

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

Revised: May 8, 2014, August 13, 2015, October 13, 2016, June 13, 2019, January 14, 2021

CALENDAR OF UPCOMING EVENTS - July 11, 2024 Board Meeting

DATE	TIME	EVENT	LOCATION
Thursday, July 25	5:30 p.m.	Special Called Board of Education Meeting	Central Office Board Room
Monday, August 5	6:00 p.m.	Randolph County Commissioners Meeting	725 McDowell Rd, First Floor Meeting Room A
Thursday, August 8	7:30 p.m.	Board of Education Meeting	Professional Development Center
Friday, August 16	All Day	Optional Teacher Workday	All Schools
Monday, August 19 - Friday, August 23	All Day	Required Teacher Workdays	All Schools
Wednesday, August 21	4:00 - 7:00 p.m.	Asheboro High School Open House	Asheboro High School
Thursday, August 22	10:00 a.m.	Convocation	Asheboro High School Performing Arts Center
Thursday, August 22	3:00 - 6:00 p.m.	Elementary Schools Open House	All Elementary Schools
Thursday, August 22	4:00 - 7:00 p.m.	Middle Schools Open House	All Middle Schools
Monday, August 26	All Day	First Day of School for Students	All Schools