

**ASHEBORO CITY SCHOOLS
BOARD OF EDUCATION
January 9, 2020
7:30 p.m.
Early Childhood Development Center**

6:00 p.m. – Policy Committee

6:15 p.m. - Work Session with Smith Sinnett Architecture

6:45 p.m. – Finance Committee

I. Opening

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

II. Special Recognition and Presentations

- A. Community Partner Spotlight – Ms. Joanne Corsbie, Communities in Schools of Randolph County – Ms. Leigh Anna Marbert, Public Information Officer
- B. Board Spotlight – Donna Lee Loflin Elementary School A+ Program – Ms. Lisa Hayes, Principal, Donna Lee Loflin Elementary School
- C. Points of Pride – Ms. Leigh Anna Marbert, Public Information Officer
- D. Board Appreciation – Dr. Aaron Woody, Superintendent
- E. National Board Certification Recognition – Dr. Wendy Rich, Assistant Superintendent of Curriculum and Instruction

III. Public Comments

- A. Citizens who signed up to address the Board will be called on to make comments. Each individual speaker will be allowed 3 – 5 minutes for remarks. Issues or concerns involving personnel matters are not appropriate for the public comment setting.

IV. *Consent Agenda

The following items are presented for Board approval:

- A. Approval of Minutes for December 12, 2019
- B. Policies Recommended for Approval:
 - Policy 1310/4002 – Parental Involvement
 - Policy 2010 – Board and Superintendent Relations
 - Policy 3221 – Student Information Acceptable Use – Removal
 - Policy 4400 – Attendance
 - Policy 4700 – Student Records
 - Policy 6420 – Contracts With The Board
- C. Personnel
- D. Application for NC Career Coach Funding for 2020-2021
- E. Asheboro High School DECA Overnight Field Trip Request, February 27-29, 2020, Greensboro, NC, State Competition
- F. Sole Source Waiver for DRIVE

V. Information, Reports, and Recommendations

- A. Policies for 30-Day Review – Dr. Drew Maerz, Director of Testing and Accountability
 - Policy 3620 - Extracurricular Activities and Student Organizations
 - Policy 4325 - Drugs and Alcohol
 - Policy 4333 - Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety
 - Policy 5070/7350 - Public Records – Retention, Release, and Disposition

- Policy 5210 - Distribution and Display of Non-School Material
- Policy 6305 - Safety and Student Transportation Services
- Policy 7241 - Drug and Alcohol Testing of Commercial Motor Vehicle Operators

VI. Action Items

- *A. Course Proposals for Asheboro High School – Dr. Penny Crooks, Principal of Asheboro High School, and Ms. Sarah Beth Robbins, Career and Technical Education Program Administrator
- *B. Proposed Amendment to the 2020-2021 Calendar – Dr. Wendy Rich, Assistant Superintendent of Curriculum and Instruction, and Mr. Anthony Woodyard, Director of Technology and Innovation

VII. Superintendent's Report/Calendar of Events

- A. 2019-2020 Board Goals, January Update – Dr. Aaron Woody, Superintendent

VIII. Board Operations

- A. Board Committee Assignments – Ms. Gidget Kidd, Chairman
- B. Calendar of Events – Ms. Gidget Kidd, Chairman

IX. Closed Session

Under NC General Statute 143-318.11.A1, to prevent disclosure of information that is privileged or confidential pursuant to the law of this State or of the United States, or not considered a public record within the Meaning of Chapter 132 of the General Statutes.

IX. Adjournment

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

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

**ASHEBORO CITY SCHOOLS
BOARD OF EDUCATION
January 9, 2020
7:30 p.m.
Early Childhood Development Center**

Agenda Addendum

6:00 p.m. – Policy Committee

6:15 p.m. - Work Session with Smith Sinnett Architecture

6:45 p.m. – Finance Committee

- I. **Opening**
- II. **Special Recognition and Presentations**
- III. **Public Comments**
- IV. ***Consent Agenda**
 - C. Personnel Addendum (added)
- V. **Information, Reports, and Recommendations**
- VI. **Action Items**
- VII. **Superintendent’s Report/Calendar of Events**
- VIII. **Board Operations**
- IX. **Closed Session**
- X. **Adjournment**

January 9, 2020

Community Partner Spotlight:

Asheboro City Schools will recognize Joanne Corsbie with Communities in Schools of Randolph County as this month's Community Partner. Ms. Corsbie was selected by the Donna Lee Loflin Elementary School administration for the countless hours and resources she shares with students, teachers, and families at the school.

Board Spotlight:

The board will hear from Donna Lee Loflin Elementary School Principal, Ms. Lisa P. Hayes, about the A+ Program at the school. The A+ Program is a national program focused on integrating various forms of art into classroom instruction.

Points of Pride:

Ms. Leigh Anna Marbert will share several Points of Pride since the December meeting of the Asheboro City Board of Education.

Board Appreciation:

Asheboro City Schools Superintendent, Dr. Aaron Woody, will recognize the work of the Asheboro City Board of Education in honor of Board Appreciation Month.

National Board Certification Recognition:

Asheboro City Schools Assistant Superintendent of Curriculum and Instruction, Dr. Wendy Rich, will recognize teachers who have recently earned National Board Certification and those who recently recertified.



Points of Pride Update

January 9, 2020

District Science Fair

Asheboro City Schools hosted the annual District Science and Engineering Fair at North Asheboro Middle School on Wednesday, Dec. 11, 2019. Congratulations to all our winning teams! First-place winners move on to compete in the regional competition at the University of North Carolina - Greensboro on Feb. 1.

Geography Bee Winners from NAMS and SAMS

Congratulations to the South Asheboro Middle School 2019-2020 Geography Bee winner seventh-grader, Isabelle Fleming, and the North Asheboro Middle School Geography Bee Winner, Sage Lefer. Fleming and Lefer will now complete a written exam as a preliminary to the state level Geography Bee. If their written exam scores are high enough, they will move to the state competition later in 2020.

Courier-Tribune Christmas Tournament

Congratulations to the Asheboro Women's Basketball Team for taking third place and the Asheboro Men's Basketball Team for taking fifth place in the 29th Annual Courier-Tribune Christmas Invitational. Student-athletes from Asheboro High School making the 2019 All-Tournament Team include Diamond McDowell and Tanaesha Ellison (Women's), and Thomas McIntosh (Men's).

Community Support for William Sidebottom

On Friday, Dec. 20, 2019, Asheboro City Schools had an opportunity to partner with the Randolph County Sheriff's Office, several downtown businesses, and Santa Claus to create an unforgettable experience for Balfour Elementary School fourth-grade student, William Sidebottom. A surprise event was hosted at Balfour Elementary School in which William was escorted to school in the Randolph County Sheriff's Office "Bearcat" vehicle and an exotic sports car parade carrying Santa Claus with gifts and cards arrived at the school to show support for William and his family. The whole school was able to participate in this special event. We are grateful to our media partners (WGHP Fox 8, WFMY New 2, Spectrum News, and the Courier-Tribune) for helping us to spread the news about William and his story.

Board Appreciation Month

In honor of Board Appreciation Month, the OCS/Functional Skills class at Asheboro High School has provided personalized gifts for each board member. We thank the board for their time, energy, and support of Asheboro City Schools.

**Asheboro City Board of Education Meeting
December 12, 2019
Early Childhood Development Center**

Policy Committee

Policy Committee members present:

Dr. Beth Knott Gidget Kidd Ryan Patton

Non-committee members present:

Gwen Williams

Staff members present:

Dr. Aaron Woody Dr. Drew Maerz Carla Freemyer
Dr. Wendy Rich Donna Gentry

Dr. Knott called the meeting to order at 6 p.m. and referred to Dr. Maerz who began review of the agenda.

- Policy 3620 – Extracurricular Activities and Student Organizations
 - Created subsections and added statements regarding restriction of participation by students and grievance procedure which may be utilized by parents or students. Also, added statement clarifying gender-based participation in interscholastic athletics. Website for further information added to Legal References.
- Policy 4325 – Drugs and Alcohol
 - Statement added regarding consistent application of policy and clarification of times when policy is applicable to students. Clarification of prohibited substances with added statements regarding prohibited acts and prescribed medications.
 - Updated Legal References.
- Policy 4333 – Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety
 - Addition to weapon-like items.
 - Clarification of prohibition of making threats and/or false reports.
 - Terrorist Threats – Updated language and descriptions.
 - Updated Legal References.
- Policy 5070/7350 – Public Records – Retention, Release, and Disposition
 - New policy for consideration.
 - Provides guidelines regarding definition of public records, records officer, requests and fees, electronic mail lists and destruction of public records. Gives details on authorized and unauthorized use.
- Policy 5210 – Distribution and Display of Non-School Materials
 - Defines display of compliant political signs in relation to school property.
 - Updated Legal References
- Policy 6305 – Safety and Student Transportation Services
 - New policy for consideration.

- Outlines student behavior, safety assistants and bus monitors, maintenance, safety practices, training and accident reporting.
- Updated weblinks.
- Policy 7241 – Drug and Alcohol Testing of Commercial Motor Vehicle Operators
 - Changes to comply with new laws.
 - Clarifying language.

All policies will go to the Board for 30-day review in January 2020.

With no further business, the meeting adjourned at 6:40 p.m.

Finance Committee

The Finance Committee convened at 6:48 p.m. in the Early Childhood Development Center.

Finance Committee members present:

Baxter Hammer, Chair	Gus Agudelo	Linda Cranford
Joyce Harrington	Phillip Cheek	Gidget Kidd

Finance Committee members absent:

Ryan Patton

Staff members present:

Dr. Aaron Woody	Sandra Spivey	Ed Keller
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Ms. Spivey discussed the budget resolution to be presented at this evening’s meeting. No further information has been received on the state budget since last month. A budget resolution was prepared according to the current information.

Ms. Spivey discussed the option of providing a one-time, one-half percent bonus for all permanent staff. This bonus has been included in the budget as prepared. The bonus could be paid in December, if approved.

Mr. Keller discussed the current construction progress.

- The HVAC projects at both middle school gyms have been completed.
- The kitchen renovation projects at Charles W. McCrary Elementary School and Lindley Park Elementary School should be completed in January 2020.
- The Asheboro High School project is going well and still on target to be completed by June 2020.
- Smith Sinnett Architecture representatives will be coming to the January 9, 2020 Finance Committee meeting to discuss the plan for the Phase III Renovation Project at Asheboro High School.

There being no further business, the meeting adjourned at 7:22 p.m.

Board Meeting

Board Members Attending:

Gidget Kidd, Chair
Linda Cranford
Dr. Beth Knott
Michael Smith

Phillip Cheek, Vice Chair
Baxter Hammer
Ryan Patton
Gwen Williams

Gus Agudelo
Joyce Harrington
Archie Priest, Jr.
Scott Eggleston, board attorney

Staff Members Attending:

Dr. Aaron Woody, Superintendent
Jordi Roman
Leigh Anna Marbert
Sandra Spivey
Carla Freemyer

Dr. Wendy Rich
Robin Harris
Ed Keller
Anthony Woodyard

Dr. Drew Maerz
Holly White
Donna Gentry
Lee Clark

Opening

Chairman Kidd called the meeting to order at 7:32 p.m. and welcomed all in attendance. Chairman Kidd opened the meeting with a moment of silence, followed by the Pledge of Allegiance led by Lindley Park Elementary School students.

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

Swearing In Ceremony

Randolph County Commissioners' Chairman Darrell Frye conducted the swearing in of newly reelected board members Mr. Gus Agudelo, Mr. Phillip Cheek, Ms. Linda Cranford, Mr. Michael Smith, and Mr. Ryan Patton.

Special Recognition and Presentations

Community Partner Spotlight: Ms. Leigh Anna Marbert, Public Information Officer, recognized the Timken Foundation as this month's Community Partner. The Timken Foundation awarded a \$50,000 grant to Lindley Park Elementary School in July 2019 to fund playground improvements. The space is being transformed from a playground to an outdoor learning environment. The grant is funding a variety of enhancements including new mulch and equipment. The outdoor learning environment is to be completed during the winter holiday break.

Board Spotlight

Ms. Nikia Domally, Lindley Park Elementary School Principal, lead students in a presentation regarding the school's Leopards Love Literacy program.

Points of Pride

Ms. Leigh Anna Marbert, Public Information Officer, provided the following points of pride:

American Education Week: During American Education Week (November 18-22), we celebrated public education and honored all Asheboro City Schools (ACS) employees who are making a difference for our students every day. From classroom teachers to custodians, bus drivers to instructional assistants – our

team ensures each child receives a quality education! We made 700 gift bags filled with ACS stress balls, lanyards, bracelets, notepads, and pencils to give to each employee in Asheboro City Schools.

Students Selected for North Carolina Honors Chorus: Four Asheboro City Schools elementary students were selected for the North Carolina Elementary Honors Chorus, held November 9-10 in Winston-Salem. Students included Ilyana Sabogal from Lindley Park Elementary School, Natalie Clements from Guy B. Teachey Elementary School, and Greidys Julian Garrido and Bryanna Sanchez Ramirez from Balfour Elementary School.

ACS Promotional Video: On Friday, November 15, we debuted the Asheboro City Schools promotional video, *Building on the ACS Tradition of Excellence*, on Facebook, Twitter, Instagram, and YouTube. We are pleased with our number of engagements, views, and people reached thus far. We anticipate this number will continue to climb as our community stakeholders continue to “Like” and “Share” the video. The video has been shared with Instructional Facilitators and Administrative Leadership Team during their regular meetings.

Email and Calendar Migration Success: We successfully migrated to Gmail/G Suite over the Thanksgiving holiday.

Congressman Mark Walker Visits to Give Community Hero Award: We were pleased to host United States Congressman Mark Walker on Tuesday, November 26 at Asheboro High School. Congressman Walker presented Kyosha Lowery with the Community Hero Award! Kyosha was recognized with this esteemed honor for all her work with the Give Back Project and Leach Helping Hands.

Thanks to our “Principals” for a Day: We extend special thanks to our partners who participated in the Principal for a Day program. We enjoyed hosting Maj. Lucy Viera from the Salvation Army at Asheboro High School, Mr. Trevor Nuttall from the City of Asheboro at Balfour Elementary School, Ms. Melissa Pennington from PhaseChange at Charles W. McCrary Elementary School, Mr. C.J. Macon from Pinnacle Bank at our five-star, nationally-accredited Early Childhood Development Center, and District Court Judge Sarah Lanier at Lindley Park Elementary School.

Superintendent’s Holiday Card Contest Recognition

Dr. Aaron Woody, Superintendent, recognized Balfour student Zian Williams for her artwork submission which was selected as the winner of the 2019 Superintendent’s Holiday Card Contest. Her original artwork was framed and presented to her.

Presentation of Academic Growth Awards

Dr. Aaron Woody, Superintendent, recognized the following principals whose schools met or exceeded expected academic growth during the 2018-2019 school year: Dr. Penny Crooks, Asheboro High School; Ms. Anne Evans, Guy B. Teachey Elementary School; Ms. Nikia Domally, Lindley Park Elementary School; Ms. Julie Brady, C.W. McCrary Elementary School; Mr. Chris Tuft, Balfour Elementary School; Ms. Lisa Hayes, Donna Lee Loflin Elementary School; and Ms. Candace Call, North Asheboro Middle School.

2019 Asheboro City Schools Exceptional Education Teacher of Excellence

Mr. Ray Horton, Interim Director of Exceptional Education, introduced the 2019 Exceptional Education Teacher of Excellence Ms. Lisa Hayes from Teachey Elementary School. Ms. Hayes represented our district in the statewide competition during the 2019 Exceptional Education Conference in Greensboro.

Public Comments

There were no requests to address the board.

Consent Agenda

Upon motion by Ms. Cranford, seconded by Ms. Harrington, and unanimously carried, the Board approved the following items under the Consent Agenda with an exception noted by Mr. Cheek:

- A. Approval of Minutes – November 14, 2019
- B. Policies Recommended for Approval:
 - Policy 4705/7825 – Confidentiality of Personal Identifying Information
 - Policy 7260 – Occupational Exposure to Bloodborne Pathogens
 - Policy 7815 – Evaluation of Non-Licensed Employees
 - Policy 8340 – Insurance
- C. Resolution Regarding Fines and Forfeitures
- D. Budget Transfer Report
- E. The appointment of Mr. Chris Yow to the Randolph Community College Board of Trustees. Mr. Yow will complete the term left vacant by the death of Mr. Curt Lorimer.
- F. Personnel:

***I. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Lovell	Carla	ECDC	After School Program Assistant	12/20/2019

*** II. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Buffong	Faith	CO	Substitute (\$85 per day)	12/13/2019
Everett	Shinette	CO	Substitute (\$85 per day)	12/13/2019
King	Rachel	CO	Substitute (\$85 per day)	12/13/2019
Mayrant	Janine	CO	Substitute (\$85 per day)	12/13/2019
Watson	Sarah	AHS	English (part-time; temporary)	1/21/2020

***III. ADMINISTRATIVE APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Dillion	Jonathan	LP	Interim Assistant Principal	01/02/2020 - 6/30/2020

IV. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Groseclose	Graham	CWM/LP to CWM	Assistant Principal	1/2/2020
Harris	Robin	CO to NAMS	Federal Programs Director to Assistant Principal	1/2/2020

*A copy is made a part of these minutes.

Information, Reports and Recommendations

- A. Policies recommended for 30-day review were presented by Dr. Drew Maerz.

- Policy 1310/4002 – Parental Involvement
 - Policy 2010 – Board and Superintendent Relations
 - Policy 3221 – Student Information Acceptable Use – Removal
 - Policy 4400 – Attendance
 - Policy 4700 – Student Records
 - Policy 6420 – Contracts With The Board
- B.** Asheboro High School Construction Update – Mr. Ed Keller, Director of Facilities and Maintenance, gave an update on the Asheboro High School construction project as well as other projects district-wide.
- C.***LetterLand Informational Session – Ms. Caroline Rush, Instructional Facilitator, Lindley Park Elementary School, gave an informational presentation regarding the LetterLand program used in all K-3 classrooms.
- D.***Teacher Attrition and Recruitment – Ms. Carla Freemyer, Executive Director of Human Resources, presented the 2018-2019 attrition and recruitment statistics.

*A copy is made a part of these minutes.

Action Items

- A.***Budget 2019-2020 – Ms. Sandra Spivey, Finance Director, presented the 2019-2020 budget which included a one-half percent bonus for all employees. Upon motion by Mr. Hammer, and seconded by Ms. Harrington, the Board unanimously approved the budget as presented.
- *A copy is made a part of these minutes.

Superintendent’s Report / Calendar of Events

- A.** Dr. Aaron Woody, Superintendent, gave an update on the Strategic Plan goals noting the following:
- Grading practices are being reviewed to ensure system-wide consistency.
 - We are renewing our focus on the composition and implementation of transition plans for students to ensure their success.
 - We continue to look for additional opportunities to expand our Career and Technical Education program to meet the needs of our students.
 - Our Staff, Faith-Based, and Student Advisory Councils are being used as a resource in seeking input on how to best serve all students.
 - Our students participated in the Hour of Code and middle school science fair last week.
 - Dr. H. Richard Milner, author, will be presenting a staff development session for numerous staff members on the subjects of understanding diversity, opportunity gaps, and teaching in today's classroom.

Board Operations

- A.** Dr. Aaron Woody, Superintendent, moderated the election of the Board of Education Chair and Vice Chair for 2020 to be effective January 1, 2020. Upon motion by Mr. Patton and seconded by Ms. Harrington, the Board unanimously approved the reappointment of Ms. Gidget Kidd as Chairman of the Asheboro City Board of Education for 2020. Upon motion by Mr. Smith, and seconded by Ms. Cranford, the Board unanimously approved the reappointment of Mr. Phillip Cheek as Vice Chairman of the Asheboro City Board of Education for 2020.
- B.** Ms. Gidget Kidd, Chairman, reminded the group of upcoming events.

Adjournment

There being no further business, and upon motion by Dr. Knott, seconded by Mr. Hammer, and unanimously approved, the meeting was adjourned at 8:58 p.m.

Chair

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 activities designed by school personnel to involve them, such as parent conferences, in order to encourage effective communication.

The board directs each principal or designee to develop a parental involvement plan as a part of the school improvement plan. This plan must include, at a minimum, efforts that meet the requirements established in this policy. In addition, the plan must include ways to enhance parental involvement in the following areas:

1. meaningful two-way communication between home and school;
2. promotion of responsible parenting;
3. involvement of parents and guardians in student learning;
4. promotion of volunteering;
5. involvement of parents and guardians in school decisions that affect children and families;
6. parental training;
7. community collaboration; and
8. promotion of student health awareness.

This policy applies to the parents, legal guardians, and legal custodians of students who are under 18 years old and are not married.

A. PARENT COMMUNICATION AND CONFERENCES

The board encourages school personnel to have regular contact with parents for commendation as well as for notification of concerns. Principals or designees shall plan for periodic communication with parents. Teachers are responsible for scheduling conferences with parents.

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.

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.

B. PARENTAL NOTIFICATION

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.

In addition, annually every building principal or designee shall effectively notify parents of the following:

1. parental rights related to student records (see policy 4700, Student Records);
2. parental rights related to student surveys (see policy 4720, Surveys of Students);
3. 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;
4. the schedule of pesticide use on school property and their right to request notification of nonscheduled pesticide use (see policy 9205, Pest Management);
5. student behavior policies, the Code of Student Conduct, and school standards and rules (see policies in the 4300 series);
6. the permissible use of seclusion and restraint in the schools (see regulation 4302-R, Rules for Use of Seclusion and Restraint in Schools);

7. policy 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure;
8. policy 1740/4010, Student and Parent Grievance Procedure;
9. 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 the consequences thereof, and whether each test is required by the State Board of Education or by the local board;
10. 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);
11. available opportunities and the enrollment process for students to take advanced courses and information explaining the value of taking advanced courses;
12. if applicable, that their child will be provided advanced learning opportunities in mathematics or will be placed in an advanced mathematics course;
13. a clear and concise explanation of the North Carolina testing and accountability system that includes all information required by federal law;
14. a report containing information about the school system and each school, including, but not limited to:
 - a. 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;
 - b. 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;
 - c. the percentage and number of students who are:
 - i. assessed,
 - ii. assessed using alternate assessments,
 - iii. involved in preschool and accelerated coursework

- iv. programs, and English learners achieving proficiency;
 - d. the per pupil expenditures of federal, state, and local funds;
 - e. teacher qualifications.
- 15. 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;
- 16. supportive services available to students, including guidance, counseling and health services (see policy 3610, Counseling Program);
- 17. 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;
- 18. 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;
- 19. how to reach school officials in emergency situations during non-school hours;
- 20. information about and an application form for free and reduced price meals and/or free milk (see policy 6225, Free and Reduced Price Food Services);
- 21. information about the school breakfast program;
- 22. information about the availability and location of free summer food service program meals for students when school is not in session;
- 23. for parents of children with disabilities, procedural safeguards (see also policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
- 24. 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;
- 25. education rights of homeless students (see policy 4125, Homeless Students);

26. the content and implementation of the local school wellness policy (see policy 6140, Student Wellness);
27. 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);
28. that the school system does not discriminate on the basis of race, color, national origin, sex, disability, or age (see policies 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying and 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
29. that the school system provides equal access to its facilities, programs and activities to the Boy Scouts and other designated youth groups (see policy 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying); and
30. the availability of and the process for requesting a waiver or reduction of student fees (see policy 4600, Student Fees).

C. OPPORTUNITIES TO WITHHOLD CONSENT/OPT OUT

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

1. release of student directory information about their child for school purposes or to outside organizations (see policy 4700, Student Records);
2. release of their child's name, address, and telephone listing to military recruiters or institutions of higher education (see policy 4700, Student Records);
3. 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;
4. 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, parental notification and permission are not required for: (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 – Reports and Investigations);

5. their child's participation in non-Department of Education-funded surveys concerning protected topics (see policy 4720, Surveys of Students);
6. 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;
7. the collection, disclosure, or use of their child's personal information for marketing purposes (see policy 4720, Surveys of Students); and
8. 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 surveys funded by the Department of Education that are conducted concerning protected topics (see policy 4720, Surveys of Students);
9. disclosure of students' free and reduced price lunch eligibility information or eligibility status; and
11. students' independent access to the Internet, as described in policy 3225/4312/7230, Technology Responsible Use.

Legal References: 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; Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98; Individuals with Disabilities Education Act, 20 USC 1400, *et seq.*; Asbestos Hazard Emergency Response Act, 15 U.S.C. 2641, *et seq.*; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*; 42 U.S.C. 1758, 7 C.F.R. pt. 245; 42 U.S.C. 1758b; National School Lunch Program, 42 U.S.C. 1751 *et seq.*, 7 C.F.R. 210.12; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. 108.9; 20 U.S.C. 7908; G.S. 90-21.1; 95-28.3; 115C-47(47), -47(51), -47(54), -47(58), -81.25, -81.30, -81.36, -105.41, -109.1, 174.26(d) -307(c), -375.4, -390.2, -391.1, -407.16; State Board of Education Policies KNEC-002, PRNT-000, TEST-001

Cross References: Title I Parent and Family Engagement (policy 1320/3560), Prohibition Against Discrimination, Harassment, and Bullying (policy 1710/4021/7230), Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Student and Parent Grievance Procedure (policy 1740/4010), Technology Responsible Use (policy 3225/4312/7320), Evaluation of Student Progress (policy 3400), Students at Risk of Academic Failure (policy 3405), Class Rankings (policy 3450), Special Education Programs/Rights of Students with Disabilities (policy 3520), Comprehensive Health Education Program (policy 3540), Counseling Program (policy 3610), Extracurricular Activities and Student Organizations (policy 3620), Homeless Students (policy 4125), Student Insurance Program (policy 4220), Child Abuse – Reports and Investigations (policy 4240/7312), Student Behavior Policies (4300 series), Rules for Use of Seclusion and Restraint in

Schools (regulation 4302-R), Student Fees (policy 4600), Student Records (policy 4700), Surveys of Students (policy 4720), School Volunteers (policy 5015), Registered Sex Offenders (policy 5022), 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

The board recognizes the importance of an effective working relationship between the board and superintendent. The board further recognizes the distinct and separate areas of responsibility of the board and superintendent of the school system. The superintendent is responsible for the administration of the system of schools consistent with the board's policies.

To maintain a cohesive relationship between the board and the school system, the superintendent shall serve as secretary of the board and assist all board committees. The superintendent shall keep the board informed of the operation of the system. The superintendent shall make recommendations to the board as required by law and board policy and as otherwise determined appropriate by the superintendent. The superintendent also will assist the board in making sound decisions and meeting the requirements of law by providing information and advice regarding all matters which require board action or that must by law be reported by the superintendent to the board.

Legal References: G.S. 115C-36, -47, -276

Cross References: Board Authority and Duties (policy 1010), Duties of Officers (policy 2210)

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

Reviewed by Policy Committee on June 14, 2012

Updated: December 8, 2016

STUDENT INFORMATION SYSTEM ACCEPTABLE USE

Policy Code: 3221

The Asheboro City Schools Board of Education has the legal and ethical responsibility to collect, use and disseminate appropriate student information. The legal aspects of the use of public school data are based upon state and federal laws, including the Uniform Education Reporting System (UERS) umbrella as required by GS 115C-12. Additionally, the Family Educational Rights and Privacy Act (FERPA) mandates procedures for protecting the privacy of student data, while acknowledging the necessity to collect it. North Carolina further defines the situations in which both student and education student data can be disclosed in GS 115C and State Board of Education Policy EEO-C-017.

The following will govern the use of the student information system adopted by North Carolina Department of Public Instruction in the Asheboro City Schools.

Purpose

The purpose of this standard is to reduce unauthorized access to information within the student information system.

Application

All student information system users are required to read and follow this policy concerning user identification (user ID), password protection, and workstation standards.

Policy—User ID and Password Standards

- Each user accessing the student information system shall be uniquely identified with an ID that is associated only with that user.
- The LEA student information system administrator, or designee, is responsible for promptly disabling the student information system user ID upon termination of a user from the school or LEA or upon cessation of a user's need to access the student information system.
- Unsuccessful login attempts shall be limited to three (3) attempts before the user account is locked from access.
- Only authorized security administrators shall be allowed to enable a user ID.
- Passwords used for the student information system should be unique to the student information system.
- Passwords will expire every one hundred and twenty (120) days.
- No student information system passwords should be written or stored in clear text on or around the desktop systems.
- Passwords cannot be shared with any other person. Each user is personally responsible for all data entered and activity under her/his user ID.

Areas of Responsibility

~~All information maintained by the student information system is confidential. Any employee who violates the confidentiality of the records may be subject to disciplinary action.~~

~~Each principal is responsible for enforcing and monitoring the implementation of this policy.~~

~~The Superintendent, or designee, is responsible to ensure this policy is communicated to all student information system users.~~

~~Legal References: The Family Educational Rights and Privacy Act Statute (20 UCS § 1232g); Regulations 34 CFR Part 99~~

~~Adopted: May 12, 2005~~

~~Revised: September 11, 2014~~

Attendance in school and participation in class are an integral part of academic achievement and the teaching-learning process. Regular attendance develops patterns of behavior essential to professional and personal success in life. Regular attendance by every student is mandatory: the State of North Carolina requires that every child in the State between the ages of seven (or younger if enrolled) and 16 years attend school. Parents or legal guardians have the responsibility for ensuring that students attend and remain at school daily.

A. ATTENDANCE RECORDS

School officials will keep an accurate record of attendance, including accurate attendance records in each class. Attendance records will be used to enforce the Compulsory Attendance Law of North Carolina.

B. EXCUSED ABSENCES

When a student must miss school, a written excuse signed by a parent or guardian must be presented to the teacher or principal designee within 2 days after returning from an absence. Absences due to extended illness may also require a statement from a physician. An absence may be excused for any of the following reasons:

1. personal illness or injury that makes the student physically unable to attend school;
2. isolation ordered by the local health officer or by the State Board of Health;
3. death in the immediate family;
4. medical or dental appointment;
5. participation under subpoena as a witness in a court proceeding;
6. observance of an event required or suggested by the religion of the students or the student's parent(s);
7. participation in a valid educational opportunity, such as travel or service as a legislative or Governor's page, with prior approval from the principal;
8. pregnancy and related conditions or parenting, when medically necessary;

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9. a minimum of two days each academic year for visitation with the student's parent or legal guardian if the student is not identified as at risk of academic failure because of unexcused absences and the student's parent or legal guardian (a) is an active duty member of the uniformed services as defined by policy 4050, Children of Military Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.

Extended illnesses generally require a statement from a physician. Once a student has accumulated more than 15 absences in a school year (or more than five consecutive absences), a doctor's note, or other documentation approved by the principal, will be needed to excuse further absences. This standard does not apply to medically fragile students as defined in the North Carolina School Attendance and Student Accounting Manual and approved by the principal.

In the case of excused or unexcused absences, short-term out-of-school suspensions, and absences under G.S. 130A-440 (for failure to submit a school health assessment form within 30 days of entering school), the student will be permitted to make up his or her school work. (See also policies 4110, Immunization and Health Requirements for School Admission, and 4351, Short-Term Suspension.) The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

C. SCHOOL-RELATED ACTIVITIES

All classroom activities are important and difficult, if not impossible, to replace if missed. It is the intention of the board of education that classes missed be kept to an absolute minimum through close scrutiny and a monitoring system on the part of the principal. The following school-related activities will not be counted as absences from either class or school:

1. field trips sponsored by the school;
2. job shadows and other work-based learning opportunities, as described in G.S.115C-47(34a);
3. school-initiated and scheduled activities;

4. athletic events requiring early dismissal from school;
5. Career and Technical Education student organization activities approved in advance by the principal; and
6. in-school suspension.

Assignments missed for these reasons will be completed by students. The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

D. EXCESSIVE ABSENCES

Class attendance and participation are critical elements of the educational process and may be taken into account in assessing academic achievement. Students are expected to be at school on time and to be present at the scheduled starting time for each class.

The principal will notify parents and take all other steps required by G.S. 115C-378 for excessive absences.

If a student is absent from school for five or more days in a semester, the principal or a committee established by the principal shall consider whether the student's grades should be reduced because of the absences. The principal or committee shall review other measures of academic achievement, the circumstances of the absences, the number of absences, and the extent to which the student completed missed work. A committee may recommend to the principal and the principal may make any of the following determinations:

1. the student will not receive a passing grade for the semester;
2. the student's grade will be reduced;
3. the student will receive the grade otherwise earned; or
4. the student will be given additional time to complete the missed work before a determination of the appropriate grade is made.

Students with excused absences due to documented chronic health problems are exempt from this policy. In addition, for students experiencing homelessness (see board policy

4125, Homeless Students), school officials must consider issues related to the student's homelessness, such as a change of caregivers or nighttime residence, before taking disciplinary action or imposing other barriers to school attendance based on excessive absences or tardies.

Excessive absences may impact eligibility for participation in interscholastic athletics. See policy 3620, Extracurricular Activities and Student Organizations.

E. TARDIES

The principal is responsible for handling tardies and for establishing relevant school procedures that are in compliance with the NC School Attendance and Student Accounting Manual. Students are expected to be at school on time and to be present at the scheduled starting time for each class and be present for the entire school day.

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, et seq.; G.S. 115C-47, -84.2, -288(a), -375.5, -378 to -383, -390.2(d), -390.2(l), -390.5, -407.5; 130A-440; 16 N.C.A.C. 6E .0102, .0103; State Board of Education Policies ATND-000, -003, NCAC-6E.0104

Cross References: Extracurricular Activities and Student Organizations (policy 3620), Education for Pregnant and Parenting Students (policy 4023), Children of Military Families (policy 4050), Immunization and Health Requirements for School Admission (policy 4110), Homeless Students (policy 4125), Short-Term Suspension (policy 4351)

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

Revised: April 10, 2008, May 14, 2009, September 10, 2009, November 10, 2011, June 13, 2013, July 9, 2015, July 14, 2016, September 14, 2017, August 16, 2018, February 14, 2019

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

A. ANNUAL NOTIFICATION OF RIGHTS

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

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

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

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

B. DEFINITION OF PARENT AND ELIGIBLE STUDENT

1. Parent

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

2. Eligible Student

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

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

C. CLASSIFICATION AND MAINTENANCE OF RECORDS

1. Student Education Records

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

a. Cumulative Records

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

b. Discipline Records

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

c. Records of Students with Disabilities

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

d. Records Received from the Department of Social Services

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

connected with carrying out the school system's mandated educational responsibilities.

e. Juvenile Records

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

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

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

f. Other Student Records

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

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

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

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

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

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

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

E. RECORDS OF MISSING CHILDREN

Upon notification by a law enforcement agency or the North Carolina Center for Missing

Persons of the disappearance of a child who is currently or was previously enrolled in the school, school officials shall flag the record of that child. If the missing child's record is requested by another school system, the principal shall provide notice of the request to the superintendent and the agency that notified the school that the child was missing. The principal shall provide the agency with a copy of any written request for information concerning the missing child's record.

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

F. RECORDS OF MILITARY CHILDREN

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

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

1. For Students Leaving the School System

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

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

2. For Students Enrolling in the School System

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

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

G. REVIEW, RELEASE OF RECORDS TO PARENT OR ELIGIBLE STUDENT**1. Review by Parent or Eligible Student**

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

2. Review of Video or Audio Recordings and Photographs**a. Parents Right to Review**

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

b. Status as Education Record

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

c. Records of More Than One Student

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

the meaning of the record, then the parent of each student to whom the recording or photo directly relates or such eligible students themselves shall be permitted to access the entire record.

d. Copies of Recordings and Photos

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

3. Request to Amend the Educational Record

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

H. RELEASE OR DISCLOSURE OF RECORDS TO OTHERS

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

1. Release/Disclosure with Parental Consent

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

2. Release/Disclosure without Parental Consent

School system officials shall promptly release student records when a student transfers to another school. The records custodian may release or disclose records with personally identifiable information without parental permission to the extent permitted by law, including to other school officials who have a legitimate educational interest in the records.

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

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

3. Release of Directory Information

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

- a. The board designates the following student record information as directory information:
 - (1) name;
 - (2) address;
 - (3) telephone listing;
 - (4) electronic mail address;
 - (5) photograph or digital image, including still or video images of a student engaged in ordinary school activities;
 - (6) date and place of birth;
 - (7) participation in officially recognized activities and sports;

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

to persons or organizations that inform students of occupational or educational options.

4. Records of Students with Disabilities

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

5. Disclosure of De-Identified Information

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

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

I. WITHHOLDING RECORDS

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

J. RECORD OF ACCESS AND DISCLOSURE

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

K. DESTRUCTION OF STUDENT RECORDS

To the extent required by law, school officials shall maintain student records in accordance with the applicable records retention and disposition schedule(s) issued by the North Carolina Department of Natural and Cultural Resources. After notifying parents,

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

L. LONGITUDINAL DATA SYSTEM

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

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

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

Adopted: January 9, 2014

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

The board is the sole agency authorized to execute formal contracts between the school district and any firm or person offering to provide materials, equipment or services to the school district. Creditors are on notice that the board may choose not to honor contracts made without proper authorization by designated school or school district officials.

A. AUTHORIZATION TO ENTER INTO CONTRACTS

No contract requiring the expenditure of funds may be agreed upon unless the budget resolution adopted pursuant to board policy 8110, Budget Resolution, authorizes the expense and there is a sufficient unencumbered balance to pay the amount to be disbursed. (See policy 6421, Pre-audit and Disbursement Certifications.) No contract may be entered into with a restricted company, as listed by the state treasurer in accordance with G.S. 147, art. 6E or 6G, except as permitted by those laws.

Unless otherwise prohibited by statute or regulation, the Superintendent or Finance Officer is authorized to enter into contracts or approve change orders.

To provide greater flexibility at the school level, the superintendent also may establish circumstances in which principals may enter contracts involving amounts up to \$500.00. The superintendent, with appropriate involvement of the finance officer, will establish any procedures necessary to ensure fiscal accountability and reporting by principals who enter into contracts.

B. CONTRACT FORMS

The board attorney shall review any contract forms developed for use by a school or the school system.

C. LEASE PURCHASE CONTRACTS

The finance officer must approve any request to enter lease purchase contracts as authorized by G.S. 115C-528, regardless of dollar amount. After considering the principal and amount of interest, the superintendent must determine that the lease purchase is a fiscally prudent choice that is consistent with board policy.

The finance officer shall provide the board with periodic reports on lease purchase contracts, including the amount of the principal, interest paid and the amount of the outstanding obligation.

D. OTHER APPLICABLE POLICIES AND LAWS

Purchases may be made through the State Division of Purchase and Contract in accordance with the Division's rules and regulations, as authorized by G.S. 115C-522.

All contracts involving construction or repair work or purchase of apparatus, supplies, materials or equipment must be undertaken in compliance with Chapter 143 of the North Carolina General Statutes, except as provided elsewhere by state law. Contracts must also comply with applicable board polices including, but not limited to, policies 6430, Purchasing Requirements for Equipment, Materials, and Supplies; 6450, Purchase of Services; 9030, Facility Construction; 9110, Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk; and 9120, Bidding for Construction Work.11.

All contracts subject to the E-Verify requirement will contain a provision stating that the contractor and the contractor's subcontractors must comply with the requirements of Article 2 of Chapter 64 of the General Statutes.

Legal References: G.S. 64, art. 2; 115C-36, -47, -264, -440, -441, -522, -528; 143-49 and art. 8; 147 art. 6E, art. 6G

Cross References: Pre-audit and Disbursement Certifications (policy 6421), Purchasing Requirements for Equipment, Materials, and Supplies (policy 6430), Purchase of Services (policy 6450), Budget Resolution (policy 8110), Facility Construction (policy 9030), Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk (policy 9110), Bidding for Construction Work (policy 9120)

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

Revised: January 11, 2007, May 9, 2013, October 13, 2016, May 9, 2019

**Asheboro City Schools
Personnel Transactions
January 9, 2020**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Brain	Steven	LP	After-School Program Assistant (part-time)	1/3/2020
Silva	Zulema	AHS	Spanish	1/16/2020

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Lovell	Stephanie	ECDC	Instructional Assistant	1/2/2020
Burcardo	Jennyfer	NAMS	Secretary (temporary)	12/16/2019-3/31/20

***C. ADMINTRATIVE APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Burress	Karen	NAMS	Interim Principal	3/1/2020 - 6/30/2020

**Asheboro City Schools
Personnel Transactions - ADDENDUM
January 9, 2020**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Allen	William	GBT	Instructional Assistant/EC	1/10/2020

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Hall	Carle	AHS	ROTC (part-time; temporary)	1/24/2020-6/30/2020
Marley	Melvin	AHS	Instructional Assistant (temporary)	1/13/2020 - 6/9/2020
Nichols	Patsy	CO	Clerical Support (part-time; temporary)	1/2/2020 -6/30/2020
Palumbo	Richard	CO	Substitute (\$85 per day)	1/10/2020
Spainhour	Sandra	CO	Substitute (\$85 per day)	1/10/2020

D. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Sharp	Allison	CWM to GBT	Exceptional Children	1/2/2020

**Asheboro City Schools
Administrator Contracts - Personnel Addendum
January 9, 2020**

NAME

Burress, Karen

COLLEGE/DEGREE

Western Carolina University
B: Early Childhood Education
UNC-Greensboro
M: Educational Leadership
and Instruction and Supervision Specialist
EdD: Educational Leadership

LICENSURE

Principal K-12/Superintendent
Curriculum Specialist
Elementary K-6
Reading K-12

Dr. Karen Burress is recommended to serve as Interim Principal at North Asheboro Middle School. Dr. Burress is a well-respected veteran educator who retired from Guilford County Schools in 2018. She retired from Southeast Guilford Middle School where she served as the principal for 15 years. She is currently completing an interim assignment as principal of the Twilight High School Program for Guilford County Schools. Dr. Burress is experienced in working with students and families from various social, cultural, economic and educational backgrounds, and has the ability to collaborate with a variety of stakeholders for a common vision. Dr. Burress has a history of success at the middle school level that will help her lead the administrative transition at North Asheboro Middle School. Welcome Dr. Burress!

Certification

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

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

Public Source(s):

Private Source(s):

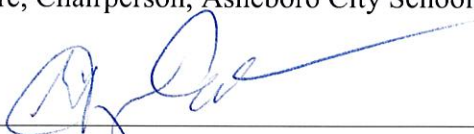
Randolph Community College Institutional Funds

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

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

Signature, Chairperson, Asheboro City Schools Board of Education

Date



12-19-19

Signature, Chairperson, Randolph County School System Board of Education

Date



12-17-19

Signature, Chairperson, Local Board of Trustees of Community College

Date

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

Overnight Trip

Group Making Request: AHS DECA School: Asheboro High School
Destination: Koury Convention Center Greensboro, NC Date of Trip: 2-27 to 2-29
Number of Students Involved: 30 Percent of Total Group: 50%
Reasons for Students Not Attending: Other obligations with school and family
Transportation Method: Activity Bus Charter Bus Private Automobile Other:
Charter Bus Service, state name of vendor here: _____
If using Travel Company, state name of Vendor here: _____
**The Travel Company must use an approved ACS Charter Bus Company

Number of Vehicles Needed (to be secured by the Central Office): 0
Number of Drivers Needed (to be secured by the Central Office): 0
Departure Time: 7:00 am 2/27 Return Time: 4:00 pm 2/29 Round Trip Miles (estimated) 56 miles
Estimated Cost to the Student: \$1100
Purpose(s) of the Field Trip: DECA States Competition 2-27 thru 2-29-20

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.
*Wes Berrier, Kim Hoffmann, Misty McEwen, Sarah Beth Robbins
(During the day whenable)

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

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

AHS DECA - Wes Berrier 12-18-19
Sponsor (Group Responsible for Paying for the Trip) Date
Peg Wood 12-19-19
Approved: Principal Date
Alan M. Werry 12/20/19
Approved: Superintendent or Designee Date
Transportation Scheduled: _____
Special Comments/Response: _____ Transportation Supervisor Date

FEDERAL FUNDS NONCOMPETITIVE PROCUREMENT REQUEST

Submit the completed form via email to LeighAnn.Kerr@dpi.nc.gov (attach any additional documentation). One request must be submitted for each individual issue (e.g., one email / request per vendor); they cannot be combined.

LEA Name and Unit Number: Asheboro City Schools - 761
Name and Title of Individual Submitting Request: Dr. Wendy Rich, Assistant Superintendent of Curriculum and Instruction
Vendor Name: GMEIC Inc. dba DRIVE Educational System
Federal Funding Source (including PRC): Title IV - PRC 108
Scope of Work: To provide professional development entitled "Power of Our" to staff at two Title I Elementary Schools. The foundational component of this training being the understanding of "Perceptual Control Theory" and improving school climate that increases a student-centered environment that builds on relationships and rigor. Climate audits will also be conducted at both Title I Middle Schools. GMEIC, Inc (dba. DRIVE Educational System - EIN: 320535091) is the sole source provider (as owner, publisher, producer and deliverer) for the program: Power of Our © . DRIVE Coaches have collaborated extensively with select Asheboro City School central office staff in order to tailor the program to the individual needs of administrators and staff at each school. Other contractors would need months of training to gain the understanding necessary to provide appropriate instruction, materials and supplies.
Deliverables: Each school will receive professional development sessions that explore the significance of building and maintaining trusting relationships that will further enhance the mission of the school and create a culture of empowerment. Staff will also learn the latest scientific theories relating to human behavior including effectiveness of behavior strategies. Teachers will leave each workshop familiar with DRIVE's core principles, equipping them with tools and information necessary to maximize success. This will enable Asheboro City Schools to maximize the well-rounded educational opportunities and safe and healthy learning environments for all students at these four high-needs schools.
Cost: \$20,070

Noncompetitive Justification: Select one or more of the procurement policy provisions below that best describes the exception to the Uniform Guidance bidding requirements for procuring goods or services valued \$10,000 or greater with federal funds.

<input type="checkbox"/>	Inadequate Competition: After solicitation of a number of potential sources, competition is determined to be inadequate. Bids were solicited and, no responsive bid is received, or only a single responsive bid is received and is rejected. Provide a copy of RFP or informal bid request, non-responsive answers, and, if one bid was received copy of the bid and reason for why it was rejected.
<input type="checkbox"/>	Public Exigency: When life, safety or health of the public must be sustained through the immediate delivery of products or performance of services or a critical agency mandate, statutory or operational requirement must be fulfilled immediately.
<input checked="" type="checkbox"/>	Highly Specialized Professional Services: The procurement of professional services should be conducted through a bid process, the requesting unit can demonstrate that such services, due to unique or special circumstances, can't be procured in this manner. A resume or other details about the unique qualifications of this supplier must be attached.
<input type="checkbox"/>	Highly Specialized Technical Services: Another supplier cannot be chosen because the supplier provides services in connection with the assembly, installation or servicing of equipment of a highly technical or specialized nature.
<input type="checkbox"/>	Proprietary Software / Hardware: The requested upgrade to proprietary software or hardware is available only from this supplier, which performs the service only on a direct basis. Attach documentation supporting that the hardware or software is proprietary and that only this supplier and can perform the requested upgrade.
<input type="checkbox"/>	Equipment Continuity: The requesting unit seeks equipment that must be compatible with existing equipment and/or standardizing on equipment which is necessary to assure interchangeability of parts.
<input type="checkbox"/>	Curriculum Continuity: The requesting unit seeks curriculum that must be compatible with existing materials.
<input type="checkbox"/>	Amendment/Change Order: Requests, not covered under existing contract, where current supplier is best positioned based on skill, knowledge, familiarity with the project to provide the extra work resulting in a cost savings to the unit over the cost of a new supplier. This also includes amendments that result in an extension of the term due to the successor contract or bidding process being incomplete prior to expiration of the current contract.
<input type="checkbox"/>	Other (Please Explain in Detail):

Policies
For
30-Day Review

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. The principal shall establish any rules necessary for school- and student-initiated extracurricular activities.

A. EXTRACURRICULAR ACTIVITY REQUIREMENTS

1. General Requirements

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 and 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 exceeded the number of absences allowed by policy 4400, Attendance; (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 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.

2. Additional Requirements for Interscholastic Athletics Participation

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 the North Carolina High School Athletic Association, the North Carolina Department of Public Instruction, and any locally established requirements for interscholastic athletics participation.

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

A student participating in high school interscholastic athletics may participate only on the team consistent with the gender on the student's birth certificate unless otherwise permitted under North Carolina High School Athletic Association rules and regulations.

B. SPECIAL CIRCUMSTANCES

1. Students with Disabilities

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

2. Transitioning Military Students

School administrators shall facilitate the inclusion and participation of transitioning military children in extracurricular activities, to the extent they are otherwise qualified, by:

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

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-47(4), -390.2, -407.5; 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; Middle/Junior High School Athletic Manual (NCDPI), available at <http://www.ncpublicschools.org/curriculum/healthfulliving/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), 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

Unauthorized or illegal drugs and alcohol are a threat to safe and orderly schools and will not be tolerated. The superintendent or designee is responsible for ensuring that this policy is consistently applied throughout the school system.

This policy applies to students while on school property or at a school-sponsored event or activity (whether on or off school property) and at any other time or place where the conduct is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.

A. DEFINITIONS

For the purpose of the Code of Student Conduct the following definitions apply:

- 1) **Possess:** having the power or intent to control a prohibited substance and shall include, but is not necessarily limited to the possession of a prohibited substance in a student's automobile, locker, book-bag, or desk, or on a student's person.
- 2) **Use:** the consumption, injection, inhalation or absorption of a prohibited substance into a student's body by any means.
- 3) **Under the influence:** the use of any prohibited substance at any time or place when the prohibited substance would influence a student's mood, behavior, or learning to any degree.
- 4) **Sell:** the exchange of a prohibited substance for money, property, or any other benefit or item of value.
- 5) **Distribute:** to give, share, or pass a prohibited substance.
- 6) **Possess with intent to distribute/sell:** intent to distribute or sell may be determined from the amount of the prohibited substance found, the manner in which it was packaged, the presence of packaging materials such as scales, baggies or other containers, or from statements or actions of the student that demonstrate an intent to distribute or sell.
- 7) **Counterfeit Substance:** any substance that is described or presented with the intention of deceiving another into believing that it is a substance prohibited under this policy.

-
- 8) **Unauthorized Prescription Drug:** any drug or medication that has not been prescribed for the student.

B. PROHIBITED BEHAVIOR

1. Students are prohibited from possessing, using, transmitting, selling or being under the influence of any of the following substances:
 - a. narcotic drugs;
 - b. hallucinogenic drugs;
 - c. amphetamines;
 - d. barbiturates;
 - e. marijuana;
 - f. synthetic stimulants, such as MDPV and mephedrone (e.g., "bath salts"), and synthetic cannabinoids (e.g., "Spice," "K2");
 - g. any other controlled substance;
 - h. any alcoholic beverage, malt beverage, fortified or unfortified wine or other intoxicating liquor;
 - i. any chemicals, substances or products procured or used with the intention of bringing about a state of exhilaration or euphoria or of otherwise altering the student's mood or behavior; or
 - j. any substance containing cannabidiol (CBD) or tetrahydrocannabinol (THC), regardless of whether it constitutes a controlled substance under state or federal law.
2. Students also are prohibited from possessing, using, selling, delivering, or manufacturing counterfeit (fake) drugs.
3. Students are also prohibited from possessing, distributing or displaying any tobacco or drug paraphernalia including, but not limited to:
 - a. pipes;

- b. rolling papers;
 - c. roach clips;
 - d. vape liquid containers (i.e. cartridges, bottles, JUULS);
 - e. vaporizing devices, including vape pens;
 - f. syringes; or
 - g. any other delivery devices for prohibited substances.
4. Students are prohibited from possessing, using, selling, delivering, or sharing prescription or over-the-counter drugs, except in accordance with policy 6125, Administering Medicines to Students. A student who possesses or uses a prescription or over-the-counter drug in accordance with policy 6125 does not violate this policy.
5. A student is not in violation of this policy for being under the influence of a prohibited substance following its proper use as a medication lawfully prescribed for the student by a licensed health care practitioner.
6. Students may not participate in any way in the selling or delivering of prohibited substances, regardless of whether the sale or delivery ultimately occurs on school property.
7. The principal may authorize lawful uses of substances otherwise prohibited by this policy, such as for approved school projects.

C. CONSEQUENCES

As required by board policy 4335, Criminal Behavior, the principal must report to the appropriate law enforcement agency any student who has used or possessed a controlled substance in violation of law while on school property.

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

Legal References: G.S. 18B-301; 20-11(n1); ch. 90 art. 5 and art. 5B; 115C-47, -276, -288, -307, -390.2

Cross References: Student Behavior Policies (policy 4300), Criminal Behavior (policy 4335), Administering Medicine to Students (policy 6125)

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

Revised: May 25, 1999, May 11, 2000, September 9, 2004, October 13, 2011, October 10, 2019

WEAPONS, BOMB THREATS, TERRORIST THREATS, AND CLEAR THREATS TO SAFETY

Policy Code:

4333

The board will not tolerate the presence of weapons or destructive devices, bomb or terrorist threats, or actions that constitute a clear threat to the safety of students or employees. Any student who violates this policy will be removed from the classroom or school environment for as long as is necessary to provide a safe and orderly environment for learning.

A. PROHIBITED BEHAVIOR

1. Weapons and Weapon-Like Items

Students are prohibited from possessing, handling, using or transmitting, whether concealed or open, any weapon or any instrument that reasonably looks like a weapon or could be used as a weapon. Weapons include, but are not limited to the following:

- a. loaded and unloaded firearms, including guns, pistols, and rifles;
- b. destructive devices, as described in subsection B.2 of this policy, including explosives, such as dynamite cartridges, bombs, grenades, and mines;
- c. nuclear, biological, or chemical weapons of mass destruction as defined in G.S. 14-288.21(c);
- d. knives, including pocket knives, bowie knives, switchblades, dirks, and daggers;
- e. slingshots and slungshots;
- f. leaded canes;
- g. blackjacks;
- h. metal knuckles;
- i. BB guns;
- j. air rifles and air pistols;
- k. stun guns and other electric shock weapons, such as tasers;
- l. icepicks;

-
- m. razors and razor blades (except those designed and used solely for personal shaving);
 - n. fireworks;
 - o. gun powder, ammunition, or bullets;
 - p. any sharp pointed or edged instruments except unaltered nail files and clips and tools used solely for preparation of food, instruction, and maintenance; and
 - q. mace, pepper spray, and other personal defense spray that is (1) used for a purpose other than self-defense, as defined under G.S. 14-51.3., or (2) the principal or designee determines that the student intended to use it to harm, threaten harm, or create a disturbance.

Examples of other objects that may be considered weapons are box cutters and other types of utility blades and blowguns.

No student may knowingly or willfully cause, encourage, or aid another student to possess, handle, or use any of the weapons or weapon-like items listed above. A student who finds a weapon or weapon-like item, who witnesses another student or other person with such an item, or who becomes aware that another student or other person intends to possess, handle, or use such an item must notify a teacher or the principal immediately. Middle and high school students may also utilize the anonymous safety tip line for reporting risks to the school population.

This section does not apply to board-approved and -authorized activities for which the board has adopted appropriate safeguards to protect student safety.

2. Bomb Threats

Students are prohibited from

- a. making a bomb threat, regardless of whether the student intends to or has the means to carry out the threat;
- b. ~~or~~ perpetrating a bomb hoax against school system property by making a ~~false~~ report, knowing or having reason to know the report is false, that a bomb or other device designed to cause damage or destruction by explosion, blasting, or burning is located on school system property or at a school system event;-
- c. perpetrating a bomb hoax by concealing, placing, or displaying any device

on school system property or at a school system event, so as to cause any person reasonably to believe the same to be a bomb or similar device intended to cause injury to persons or property; and

- d. knowingly or willfully causing, encouraging, or aiding another student to make a bomb threat or perpetrate a bomb hoax. Any student who becomes aware that another student or other person intends to use a bomb, make a bomb threat, or perpetrate a bomb hoax must notify a teacher or the principal immediately.

3. Terrorist Threats

Students are prohibited from making a terrorist threat or perpetrating a terrorist hoax by:

- a. threatening to commit an act of mass violence on school property or at a school system event, regardless of whether the student intends to or has the means to carry out the threat;
- b. making a report, knowing or having reason to know the report is false, that an act of mass violence is going to occur on school property or at a school system event;
- c. making a report knowing or having reason to know the report is false, that a device, substance, or material designed to cause harmful or life-threatening injury to another person is located on school system property or at a school system event; or
- d. concealing, placing, disseminating, or displaying on school system property or at a school system event any device, substance, or material, so as to cause a reasonable person to believe the same to be a weapon of mass destruction or to be intended to cause harmful or life-threatening illness or injury to another person

No student may knowingly or willfully cause, encourage, or aid another student to make a terrorist threat or perpetrate a terrorist hoax. Any student who becomes aware that another student or other person intends to use a device, substance, or material designed to cause harmful or life-threatening illness or injury to another person, make a terrorist threat, or perpetrate a terrorist hoax must notify a teacher or the principal immediately.

4. Clear Threats to Student and Employee Safety

Students are prohibited from engaging in behavior that constitutes a clear threat

to the safety of other students or employees. Behavior constituting a clear threat to the safety of others includes, but is not limited to:

- a. theft or attempted theft by a student from another person by using or threatening to use a weapon;
- b. the intentional and malicious burning of any structure or personal property, including any vehicle;
- c. an attack or threatened attack by a student against another person wherein the student uses a weapon or displays a weapon in a manner found threatening to that person;
- d. an attack by a student on any employee, adult volunteer, or other student that does not result in serious injury but that is intended to cause or reasonably could cause serious injury;
- e. an attack by a student on another person whereby the victim suffers obvious severe or aggravated bodily injury, such as broken bones, loss of teeth, possible internal injuries, laceration requiring stitches, loss of consciousness, or significant bruising or pain; or whereby the victim requires hospitalization or treatment in a hospital emergency room as a result of the attack;
- f. any intentional, highly reckless, or negligent act that results in the death of another person;
- g. confining, restraining, or removing another person from one place to another, without the victim's consent or the consent of the victim's parent, for the purpose of committing a felony or for the purpose of holding the victim as a hostage, for ransom, or for use as a shield;
- h. the possession of a weapon on any school property, including in a vehicle, with the intent to use or transmit for another's use or possession in a reckless manner so that harm is reasonably foreseeable;
- i. taking or attempting to take anything of value from the care, custody, or control of another person or persons, by force, threat of force, or violence, or by putting the victim in fear;
- j. any unauthorized and unwanted intentional touching, or attempt to touch, by one person of the sex organ of another, including the breasts of the female and the genital areas of the male and female;

- k. the possession, manufacture, sale, or delivery, or any attempted sale or delivery, of a controlled substance in violation of Chapter 90 of the North Carolina General Statutes;
- l. any behavior resulting in a felony conviction on a weapons, drug, assault, or other charge that implicates the safety of other persons; and
- m. any other behavior that demonstrates a clear threat to the safety of others in the school environment.

B. CONSEQUENCES

1. General Consequences

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

2. Specific Consequences Mandated by Law

As required by law, a student who brings or possesses a firearm or destructive device on school property or at a school-sponsored event must be suspended for 365 days, unless the superintendent modifies, in writing, the required 365-day suspension for an individual student on a case-by-case basis. The superintendent shall not impose a 365-day suspension if the superintendent determines that the student (1) took or received the firearm or destructive device from another person at school or found the firearm or destructive device at school, (2) delivered or reported the firearm or destructive device as soon as practicable to a law enforcement officer or school personnel, and (3) had no intent to use the firearm or destructive device in a harmful or threatening way.

For the purpose of this subsection, a firearm is (1) a weapon, including a starter gun that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive, (2) the frame or receiver of any such weapon, or (3) any firearm muffler or firearm silencer. A firearm does not include an inoperable antique firearm, a BB gun, a stun gun, an air rifle, or an air pistol. For the purposes of this subsection, a destructive device is an explosive, incendiary, or poison gas (1) bomb, (2) grenade, (3) rocket having a propellant charge of more than four ounces, (4) missile having an explosive or incendiary charge of more than one-quarter ounce, (5) mine, or (6) similar device.

A student may not be suspended for 365 days for a weapons violation except in accordance with this subsection.

Legal References: Gun-Free Schools Act, 20 U.S.C. 7961; G.S. 14-17, -18, -27.21 through -27.30, -32, -33, -34 through -34.2, -41, -49, -49.1, -60, -69.1, -69.2, -87, -87.1, -132, -132.2, -202.1, -202.2, -208.18, -269.2, -277.5, -277.6, -283, -288.8, -288.21 -288.22, -288.23, -288.24; ch. 90 art. 5; 115C-47, -105.51, -276(r), -288, -307, -390.1, -390.2, -390.10

Cross References: Student Sex Offenders (policy 4260), Student Behavior Policies (policy 4300), Integrity and Civility (policy 4310), Disruptive Behavior (policy 4315), Theft, Trespass, and Damage to Property (policy 4330), Assaults, Threats, and Harassment (policy 4331), Criminal Behavior (policy 4335)

Adopted: May 11, 2000

Revised: April 8, 2004, November 8, 2007, December 10, 2009, October 13, 2011, May 14, 2015, July 14, 2016, May 11, 2017, June 13, 2019

PUBLIC RECORDS – RETENTION, RELEASE, AND DISPOSITION

Policy Code: **5070/7350**

The board is committed to providing access to public records and public information. All employees shall comply with the public records law and this policy.

A. PUBLIC RECORD DEFINED

Any record, in any form, that is made or received by the board or its employees in connection with the transaction of public business is a public record that must be made available to the public, unless such record is protected from disclosure by federal or state law or is otherwise exempted from the public records law, G.S. 132-1 through 132-9. (See policy 5071/7351, Electronically Stored Information Retention, for specific information regarding public records in electronic form.)

Though the school improvement plan is a public record, the school safety components of the plan are not public records subject to public records law. Schematic diagrams, as described in G.S. 115C-105.53 and -105.54, and emergency response information, as described in G.S. 115C-47(40) and -105.54, are also not considered public records subject to public records law.

The official records of students are not public records subject to inspection and examination. (For additional information regarding the release of information about students, see policy 4700, Student Records.) Further, any written material containing the identifiable scores of individual students on any test taken pursuant to the state testing program described in Chapter 115C, Article 10A of the North Carolina General Statutes is not a public record. Any test that is developed, adopted, or provided as part of the state testing program is not a public record until the State Board of Education designates that the test is released.

Information in school system employee personnel files is protected from disclosure in accordance with G.S. 115C-319, except that the following employee information is public record.

1. Name.
2. Age.
3. The date of original employment or appointment.
4. The terms of any past or current contract by which the employee is employed, whether written or oral, to the extent that the board has the written contract or a record of the oral contract in its possession.

5. Current position.
6. Title.
7. Current salary (includes pay, benefits, incentives, bonuses, deferred compensation, and all other forms of compensation paid to the employee).
8. The date and amount of each increase or decrease in salary with the board.
9. The date and type of each promotion, demotion, transfer, suspension, separation, or other change in position classification with the board.
10. The date and general description of the reasons for each promotion with the board.
11. The date and type of each dismissal, suspension, or demotion for disciplinary reasons taken by the board. If the disciplinary action was a dismissal, a copy of the written notice of the final decision of the board setting forth the specific acts or omissions that are the basis of the dismissal.
12. The office or station to which the employee is currently assigned.

The name of a participant in the North Carolina Address Confidentiality Program is not a public record and must be redacted from any records released. As necessary, school personnel may combine public and confidential records to meet the business needs of the system. However, if a record contains confidential information as well as public information, school officials must provide the requested public record with the confidential information removed or redacted.

B. DESIGNATION OF RECORDS OFFICER

The superintendent shall designate a records officer or otherwise ensure that the duties of a records officer are met.

1. Duties of the Records Officer

The duties of the records officer include the following:

- a. determining whether records are public or confidential by law, with assistance from the local board attorney as necessary;
- b. determining the most cost-effective means of storing and retrieving public records that include confidential information;

- c. providing training, consultation, and guidelines to school officials who respond to or are otherwise involved in public records requests;
- d. determining the actual cost of providing copies of public records in various forms, such as paper or electronic media, in which the school system is capable of providing the records;
- e. determining the cost of a request for copies of public records when a special service charge is applicable or when the school system is voluntarily creating or compiling a record as a service to the requester; and
- f. reviewing appeals of any denial of a request for public records.

2. Other Duties

A designated electronic records officer, or other employees as determined by the superintendent shall review all electronic data-processing systems created by the school system or being considered for acquisition through lease, purchase, or other means, to ensure they are designed and maintained in a manner that:

- a. will not impede the school system's ability to permit public inspection and examination of public records; and
- b. provides a means of obtaining copies of such records.

C. REQUESTS FOR PUBLIC RECORDS

All requests for examining or obtaining copies of public records should be in writing or recorded by school system personnel. This policy, administrative guidelines, information on the actual cost of producing public records, information on how to reach the records officer, information about how to appeal a denial of a public records request, and information regarding any computer database indexes must be made available to individuals requesting public records.

Public records must be released in accordance with the law. Any denial of a public records request must be made in writing and must include the basis for the denial. The superintendent or designee may issue additional guidelines consistent with this policy to further clarify the process for requesting public records.

D. FEES FOR COPIES OF PUBLIC RECORDS

Persons requesting copies of public records will be charged any applicable fees as determined by the records officer (see subsections B.1.d and B.1.e above). The school

system shall not charge any fees for separating confidential information that is commingled with public records.

E. ELECTRONIC MAIL LISTS

A school employee may be authorized by the superintendent or designee to maintain an electronic mail list of individual subscribers. Such a list may be used only: (1) for the purpose for which the subscribers subscribed to it; (2) to notify subscribers of an emergency to public health or public safety; or (3) in the event of deletion of the list, to notify subscribers of the existence of any similar lists. Although such electronic mail lists of individual subscribers shall be available for public inspection in either printed or electronic format to the extent permitted by law, school officials shall not provide anyone with copies of such lists. Release for public inspection of any subscriber list must be consistent with the Family Education Rights and Privacy Act (FERPA) if the list contains personally identifiable information from student education records. See policy 4700, Student Records.

F. DESTRUCTION OF PUBLIC RECORDS

To the extent required by law, school personnel shall maintain public records in accordance with the applicable records retention and disposition schedule(s) issued by the North Carolina Department of Natural and Cultural Resources. The superintendent may establish regulations for the destruction of records in accordance with the approved schedule.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 14-113.8(6); 115C-47(40), -105.27(a2); -105.53, -105.54, -109.3, -174.13, -319 to -321, -402; 132-1 to -9; *Records Retention and Disposition Schedule for Local Education Agencies*, N.C. Department of Natural and Cultural Resources (1999), available at <https://archives.ncdcr.gov/government/retention-schedules/local-government-schedules#localschedules>

Cross References: North Carolina Address Confidentiality Program (policy 4250/5075/7316), Student Records (policy 4700), Confidentiality of Personal Identifying Information (policy 4705/7825), News Media Relations (policy 5040), Electronically Stored Information Retention (policy 5071/7351), Personnel Files (policy 7820)

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

Revised: October 11, 2007, January 9, 2014, August 13, 2015, May 12, 2016, July 12, 2018

DISTRIBUTION AND DISPLAY OF NON-SCHOOL MATERIAL

Policy Code:

5210

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

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

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

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

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

B. DISTRIBUTION AND DISPLAY BY STUDENTS

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

C. DISTRIBUTION AND DISPLAY BY NON-STUDENTS

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

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

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

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

D. DISTRIBUTION AND DISPLAY STANDARDS FOR NON-SCHOOL MATERIALS

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

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

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

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

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

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

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

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

F. DEFINITIONS

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

1. Obscene

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

2. Libelous Statement

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

3. Non-School Material

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

4. Material and Substantial Disruption

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

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

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

6. School-Related Group

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

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

Legal References: U.S. Const. amend. I; *Peck v. Upshur*, 155 F.3d 274 (1998); G.S. 115C-36, -47; 136-32; 163A-1046; 163A-1134

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

Adopted: April 14, 2011, June 13, 2013

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

A. STUDENT BEHAVIOR

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

B. TRANSPORTATION SAFETY ASSISTANTS AND BUS MONITORS

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

C. MAINTENANCE

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

D. SAFETY PRACTICES ON SCHOOL BUSES AND ACTIVITY BUSES

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

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

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

E. TRAINING

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

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

F. ACCIDENT REPORTING

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

Legal References: G.S. 115C-239, -240, -245, -248, -249.1; *Preventive Maintenance and Vehicle Replacement Manual (NC Bus Fleet Manual)*, State Board of Education Policy TRAN-005, available at www.ncbussafety.org/documents/Buses/NCBusFleetManual.pdf; State Board of Education Policies TRAN-006, TRAN-011; *North Carolina School Bus Driver Handout*, Department of Transportation, Division of Motor Vehicles, available at <https://www.ncdot.gov/dmv/license-id/driver-licenses/new-drivers/Documents/school-bus-handbook.pdf>

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

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

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

DRUG AND ALCOHOL TESTING OF COMMERCIAL MOTOR VEHICLE OPERATORS

Policy Code:

7241

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

A. APPLICABILITY

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

B. PROHIBITED ACTS

No driver may:

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

with the driver's medical history and has advised the driver that use of the substance will not adversely affect the driver's ability to safely operate a commercial motor vehicle.

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

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

C. TESTING

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

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

D. EMPLOYEE AND APPLICANT INQUIRES

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

1. Pre-Employment Inquiry

Before employing any applicant subject to this policy, school officials shall obtain, pursuant to written consent, all records maintained by the applicant's previous employer regarding violations of Part 382 in the three years prior to the inquiry date. School officials shall also conduct a query of the Clearinghouse, pursuant to the applicant's electronic consent submitted through the Clearinghouse, to obtain any information regarding the applicant's violations of Part 382.

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

2. Training and Education

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

E. TRAINING AND EDUCATION

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

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

F. REFERRALS

Each driver who violates acts prohibited by Part 382 or G.S. 20-138.2B, other than provisions governing pre-employment testing, will be provided with information

concerning resources available for evaluating and resolving drug or alcohol misuse. This information will include names, addresses and telephone numbers of substance abuse professionals and counseling and treatment programs.

G. CONSEQUENCES

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

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

H. PROCEDURES

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

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

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

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

Revised: May 11, 2000, January 21, 2016, June 8, 2017

**Career and Technical Education
Proposal for Course Additions
for
2020-2021**

The Asheboro City Schools Career and Technical Education Department would like to present to following Asheboro High School course additions for approval by the Asheboro City Schools Board of Education:

1. **MA 52 Marketing Applications:** In this course, students will apply an understanding of marketing functions and impact of the functions on business decisions. Through problem solving and critical thinking, students will apply knowledge and skills in the areas of customer relations, economics, financial analysis, channel management, marketing-information management, marketing planning, products and services management, and sales. Relative opportunities are available for students to use technology to acquire and use marketing information. English, language arts, and social studies are reinforced.

Recommended Maximum Enrollment: 30

Prerequisite: MM51 Marketing

2. **Entrepreneurship II** (inherently Honors): In this course, students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. English, language arts, and social studies are reinforced.

Recommended Maximum Enrollment: 25

Prerequisite: ME11 Entrepreneurship I

3. **Adobe Video Design:** This course is a project-based video course that develops career and communication skills in video production using Adobe tools. This course is aligned to Adobe Premiere certification. English and language arts are reinforced.

Recommended Maximum Enrollment: 25

Prerequisite: II31 Adobe Visual Design

4. Pending the release of standards for 2020-2021:

1. **FC13 – Counseling and Mental Health I**
2. **FC14 – Counseling and Mental Health II**

5. In 2020-2021, the Asheboro City Schools Career and Technical Education Department request approval to offer the following courses at the Honors Level:

1. **HU40** – Health Science I
2. **HU42** – Health Science II
3. **MA 52** – Marketing Applications (based on approval of requested course addition)

**Asheboro High School
Proposal for Course Additions**

New Courses for the 2019-2020 School Year

Course Title: North Carolina Vocational Preparation

Credit: 1

Grade: 9-12

Prerequisites: None

This course is designed to allow exploration of interest and skills for post-secondary employment opportunities. Students learn the necessary skills that will allow them essential components for workplace readiness and career preparation.

Course Title: NC Elective Health, Safety, and Independent Living

Credit: 1

Grade: 9-12

Prerequisites: None

This course is designed to make available functional life skills that students require to effectively support participation in curricula, community, and recreational/leisure activities.

Course Title: AFJROTC Leadership Lab I

Credit: 1

Grade: 9-12

Prerequisites: JROTC Enrollment

This course is designed to acquaint cadets to application of leadership techniques. These cadets will serve as role models and assistant trainers for JROTC I and II cadets (MSgt York's Lead Lab classes). They are to complete 3-4 major projects which will be assigned by MSgt York at the beginning of the semester. Leadership Lab cadets will also develop, demonstrate, and present basic cadet knowledge to their assigned classes. These Lead Lab cadets will also serve in key cadet staff positions within the core. Each Lead Lab cadet will be assigned an element of cadets to train and evaluate on a periodic basis using a cadet evaluation form.

Course Title: AFJROTC Leadership Lab II

Credit: 1

Grade: 9-12

Prerequisites: JROTC Enrollment/Prior Performance

This course is designed to acquaint hand-selected Lead Lab (LL) cadets in the application of advanced leadership techniques and responsibilities. Lead Lab cadets will be expected to work very closely with the instructional staff and top-six cadet leadership. Cadets are expected to exercise a strong sense of initiative in completing assigned projects, regardless of their assigned instructor, basically a "point and click" cadet. Duties and assignments will be assigned by instructors but may include the following:

Under strict instructor supervision, assist the instructional staff in training AFJROTC I cadets; develop, demonstrate, and present basic cadet knowledge to their assigned classes; insure complete and accurate uniform and equipment inventory, insure uniform issue forms are completed and each cadet has signed for each uniform item prior to cadets leaving the room; assist in assigning the issued uniforms to each cadet into the WINGS database; enter cadet information into WINGS from cadet submitted WINGS

information/data sheets; enter unit orders, awards, decorations, and Presidential Physical Fitness Program information into WINGS and/or any other WINGS data inputs as determined by instructors. Lead Lab cadets will also plan and execute the Spring Junior/Senior CIA trip and Annual Awards Ceremony and Military Ball. In addition, all Lead Lab cadets will serve in key staff positions within the Corps. Also, each Lead Lab cadet will be assigned three or four major projects to complete during the semester, as well as other duties assigned by the instructional staff.

Course Title: AFJROTC Leadership Lab III

Credit: 1

Grade: 9-12

Prerequisites: JROTC Enrollment/ Prior Performance

The course is designed to acquaint hand-selected Lead Lab (LL) cadets in the application of advanced leadership techniques and responsibilities. Lead Lab cadets will be expected to work very closely with the instructional staff and top-six cadet leadership. They are expected to exercise a strong sense of initiative in completing assigned projects, regardless of their assigned instructor, basically a “point and click” cadet. Duties and assignments will be given by instructors but may include the following:

Under strict instructor supervision, assist the instructional staff training AFJROTC I cadets; develop, demonstrate, and present basic cadet knowledge to their assigned classes; insure complete and accurate uniform and equipment inventory, insure uniform issue forms are completed and each cadet has signed for each uniform item prior to cadets leaving the room; assist in assigning the issued uniforms to each cadet into the WINGS database; enter cadet information into WINGS from cadet submitted WINGS information/data sheets; enter unit orders, awards, decorations and Presidential Physical Fitness Program information into WINGS and/or any other WINGS data input as determined by instructors. Lead Lab cadets will also plan and execute the Spring Junior/Senior CIA trip and Annual Awards Ceremony and Military Ball. In addition, all Lead Lab cadets will serve in a key staff positions within the Corps. Also, each Lead Lab cadet will also be assigned three or four major projects to complete during the semester, as well as other duties assigned by the instructional staff.

95012X05 JROTC Drill and Ceremonies – change course title to Advanced Leadership Lab

New Courses for the 2020-2021 School Year

Course Title: Honors Discrete Mathematics for Computer Science & Discrete Mathematics for Computer Science

Credit: 1

Grade: 9-12

Prerequisites: North Carolina Math 3

The purpose of this course is to introduce discrete structures that are the backbone of computer science. Discrete mathematics is the study of mathematical structures that are countable or otherwise distinct and separable. The mathematics of modern computer science is built almost entirely on discrete mathematics, such as logic, combinatorics, proof, and graph theory. At most universities, an undergraduate-level course in discrete mathematics is required for students who plan to pursue careers as computer programmers, software engineers, data scientists, security analysts, and financial analysts. Students will be prepared for college-level algebra, statistics, and discrete mathematics courses.

Course Title: Honors North Carolina Math 4 and North Carolina Math 4

Credit: 1

Grade: 9-12

Prerequisites: North Carolina Math 3

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry, and statistical concepts previously experienced in North Carolina Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college-level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses.

Course Title: CCRG-Enhanced English IV

Credit: 1

Grade: 12

Prerequisites: English III

This course is designed for students who wish to pursue a challenging college or technical preparatory track. The major emphasis of this course is writing and the study of British literature. Students will explore British literature through the textbook as well as required outside reading assignments and supplemental books. Special attention will be paid to the ways in which the literature reflects the nature of British society from Anglo-Saxon times to the present. Students are required to read and comprehend well and critically analyze works of British literature. Students will continue to build on writing skills developed over the past three years. The CCRG-Enhanced English IV course integrates the North Carolina ELA Standard Course of Study (NCSCoS) for Grades 11-12 and Career and College Ready Learning Outcomes (CCRG-LOs). In addition, educators will ensure that students meet the CCRG Learning Outcomes (CCRG-LOs) through a curriculum that includes the required EdReady English program and additional career and college ready reading and writing activities and assessments.

Asheboro City Schools Calendar 2020-2021 (proposed changes)

July 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

July	3	Holiday
August	17	Staff Reports
	17, 21	Required Teacher Workday
	18	Required Professional Dev.
	19-20, 24	Optional Teacher Workday
	25	First day for students

September	7	Holiday
	16	Early Release
October	7	Early Release
	26	Last day of First Quarter

November	3	Optional Teacher Workday
	11	Holiday
	25	Vacation/Annual Leave
	26-27	Holiday

December	18	Early Release
	21	Optional Teacher Workday
	22-23, 29-31	Vacation/Annual Leave
	24, 25, 28	Holiday

January	1	Holiday
	15	End of Second Quarter
	18	Holiday
	19-20	Optional Teacher Workday

February	24	Early Release
March	25	End of Third Quarter
	26	Optional Teacher Workday

April	2	Optional Teacher Workday
	5	Holiday
	6-9	Vacation/Annual Leave

May	31	Holiday
June	9	End of Fourth Quarter
	9	Early Release
	10	Required Teacher Workday
	11	Optional Teacher Workday

Holidays	
Optional Teacher Workdays	
Required Teacher Workdays	
Vacation/Annual Leave	
Required Prof. Development Workday	
Early Release	

January 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Procedures for Closing School Due To Inclement Weather

Closing information will be posted on the Asheboro City Schools website (www.asheboro.k12.nc.us) and news and social media sites.

RADIO: WMAG 99.5 FM and WKXR 1260 AM

TV: WFMY (2), WXLV (45), WGHP (8), News 14 (14), and WXII (12)

SOCIAL MEDIA: Facebook and Twitter

There will be an approximate delay of 45 minutes between elementary and secondary dismissals.

Makeup for Inclement Weather

Asheboro City Schools will determine if inclement weather make-up time is required. Teacher Workdays and Annual Vacation Leave Days may be used for this purpose. Students, parents, and staff should plan accordingly.

Potential make-up days for staff and students include:

Workdays: Dec. 21, Jan. 19, Jan. 20, March 26, June 10, and June 11

Vacation/Annual Leave: Nov. 25, Dec. 22, Dec. 23, Dec. 29, Dec. 30, Dec. 31, April 6, April 7, April 8, and April 9

Saturdays: Only by Board Addendum



**Board of Education Strategic Plan Goals
2019-2020**

Goals and Objectives	
<p>GOAL 1: Each student in Asheboro City Schools graduates prepared for further education, work and citizenship.</p>	
<p>Objective 1. Align instruction with a guaranteed and viable curriculum, so that students master grade/course standards for career and college readiness.</p>	<ol style="list-style-type: none"> 1. ACS Equity team will monitor, discuss and engage in school-wide problem solving related to equitable access to high-quality instruction. <ul style="list-style-type: none"> ○ Systemic equity data was compiled and shared with the Equity Team in October 2019. Data was disaggregated and used to establish priorities for future efforts. ○ The ACS Equity Team is drafting an Equity policy for presentation to the Board of Education Policy Committee. ○ Dr. Richard Milner’s book has been provided to schools and is being used for equitable strategies to increase achievement. 2. Content Coaches will analyze assessment data to determine areas for improvement and standards requiring additional focus. <ul style="list-style-type: none"> ○ During September meetings, academic coaches were provided EOG data to analyze. During the vertical team meetings in October, analysis was shared and high need topics were discussed. 3. Instructional Facilitators are assigned an area of district focus. They will coordinate professional development and fidelity of implementation for these areas. <ul style="list-style-type: none"> ○ Instructional facilitators were assigned the following areas to lead for the year: <ul style="list-style-type: none"> Istation - Chris Burian aimswebPlus - Shannon Daye

	<p style="text-align: center;">RtA Legislation - Caroline Rush KEA/LetterLand - Emily Bradshaw RtA Summer Camp/K-2 Math Assessment - Sharon Andrews Science Fair - Lori Columbia, Chandra Manning</p> <ul style="list-style-type: none"> ○ Istation Professional Development: Chris Burian attended Southmont’s rollout to see how Istation was being implemented and then helped ACS develop a rollout plan that addressed all foreseeable issues. Mr. Burian met with and emailed instructional facilitators numerous times and ensured a successful Istation rollout. ○ aimswebPlus Professional Development: District staff coordinated professional development on progress monitoring and reporting with aimswebPlus for all instructional facilitators and administrators. <ol style="list-style-type: none"> 4. The CTE Coordinator will work with CTE to unpack the curriculum and focus on standards needing improvement, as evidenced by CTE Post assessment data. <ul style="list-style-type: none"> ○ At the CTE kickoff meeting, teachers identified lowest performing standards and analyzed their plans for instructional alignment, identifying where they can provide more equitable instruction and differentiation. 5. Standardize pacing guides and unit plans for use in classrooms system-wide. <ul style="list-style-type: none"> ○ Academic coaches gathered feedback from 6-12 teachers on the scope and sequence of their courses at the October Vertical Planning meetings. 6. Meet quarterly with each school to analyze data and plan for core and intervention efforts through MTSS. <ul style="list-style-type: none"> ○ Monthly meetings with schools have been scheduled for the fourth Wednesday (Secondary) and Thursday (Elementary) of each month. ○ August - Review of Core, both Instruction and Social/Emotional/Behavioral. ○ September - Using data to identify students for targeted interventions and defining the research-based interventions based upon our intervention matrix. ○ October - Report on the use of targeted intervention and discussion of project monitoring. ○ Additional meetings in January, February, March, April, and May.
<p>Objective 2. Define and implement consistent grading practices, so that students and families have a clear understanding of</p>	<ol style="list-style-type: none"> 1. Create an electronic report card for use in grades K, 1, and 2, for use by all primary teachers. <ul style="list-style-type: none"> ○ Report Card documents were created and rolled out on October 18, 2019

<p>performance.</p>	<ul style="list-style-type: none"> ○ to instructional facilitators to distribute electronically to teachers. ○ K-2 teachers completed digital report cards for first quarter and sent home with students. <ol style="list-style-type: none"> 2. Align grading practices with grade level standards and skill, ensuring students are held accountable for a rigorous course of study. 3. Establish grading standards and expectations for EC and EL students. <ul style="list-style-type: none"> ○ Annual Review and Reevaluation meetings were conducted to implement accommodations and modifications to Individualized Education Plans based on the student’s disability and present level of performance per IDEA. ○ Modifications for EL grading will utilize WIDA Can-Do Descriptors.
<p>Objective 3. Enhance the integration of technology with instruction, so that students use digital resources as tools for learning.</p>	<ol style="list-style-type: none"> 1. Media Specialist continue to serve as Digital Learning Coaches for their buildings and offer relevant digital learning professional development sessions to their staff. <ul style="list-style-type: none"> ○ Media specialists meet monthly to collaborate and plan digital learning professional development. ○ Several media specialists attended the North Carolina School Library Media Association Conference held October 3-5 in Winston Salem, NC. ○ On October 17th, media specialists participated in a full-day professional development session to compile and develop professional learning opportunities for staff. ○ Laura Holland and Julia Dawson are recording various screencasts and sharing with staff in a series called “60 second PD.” ○ Loflin staff participated in a professional development session led by Ms. Amy Smith on Quizlet. 2. Digital resources (Discovery Techbook, Canvas, Crostini, Google Tools, etc.) are purchased and provided to students/staff for use as tools for learning. Additional resources are evaluated and added as needs arise. <ul style="list-style-type: none"> ○ Discovery Science Techbook has been purchased and provided to teachers and students in grades four, five, seven, and eight as requested. ○ The Canvas Learning management platform has been renewed and continues to be a valuable learning tool for our teachers and students. ○ New programs have been purchased and are being piloted at Balfour (Happy Numbers), Lindley Park (StarFall, PebbleGo), and South Asheboro

	Middle School (Read n Quiz).
<p>Objective 4. Establish transition plans for the district and individual students, so that each student makes continual progress towards graduation.</p>	<ol style="list-style-type: none"> 1. Procedures for developing and sharing student transition plans between grade levels and schools will be provided to all school counselors for distribution to teachers. 2. EC Transition Procedures will be provided to all EC staff and school administrators to address the transition needs of EC Students. <ul style="list-style-type: none"> • EC Transition Procedures have been developed with input from all EC chair representatives.
<p>Objective 5. Expand opportunities for each student to utilize critical thinking, collaboration, communication, and creativity so that students develop skills necessary for further education and careers.</p>	<ol style="list-style-type: none"> 1. CTE initiative to embed Employability Skills into instruction. Professional Development provided throughout the year at monthly district level meetings. Identified Employability Skills: Communication, Teamwork, Problem Solving, Initiative and Enterprise, Planning and Organizing, Self-Management, Learning and Technology. <ul style="list-style-type: none"> ○ CTE teachers received professional development on employability skills and how to embed organically into daily instruction at the CTE kickoff meeting and at subsequent monthly district meeting. 2. Develop a plan for student preparation for the WorkKeys assessment. <ul style="list-style-type: none"> ○ The Career Development Coordinator has identified WorkKeys candidates from the senior class and provided those to the testing coordinator. The CDC will tag these students during Blue Comet Time for test prep prior to the test administration.
<p>Objective 6. Provide each student service learning opportunities, so that all students will further develop their citizenship and contribute to their community.</p>	<ul style="list-style-type: none"> • Students across the district have a variety of learning opportunities to develop their citizenship: <ul style="list-style-type: none"> ○ CTE CTSOs (Career & Technical Student Organizations) and the AHS Health Science Academy offer service-learning opportunities throughout the school year at both the middle and high school levels. A data tracking plan will be implemented to capture this information going forward. ○ Media specialists at all schools have completed digital citizenship lessons with students in all grade levels. These lessons address: cyberbullying, digital etiquette, privacy and online safety, and the accuracy of digital information.

GOAL 2. Each student has a personalized education.	
<p>Objective 1. Implement a multi-tiered system of support (MTSS), so that all students are ensured equitable access to rigorous instruction aligned to their educational needs.</p>	<ol style="list-style-type: none"> 1. The District MTSS Team will host monthly professional development for secondary and elementary MTSS teams aligned with the three modules of MTSS implementation. <ul style="list-style-type: none"> ○ Monthly meetings have been attended by each school team. Monthly topics have been: August - Core Instruction; September- Introduction to Tiered Interventions; October - Data Gathering, Progress Monitoring, and Tiered Instruction, part II. 2. Guide schools in the evaluation and identification of students with potential Specific Learning Disabilities within a Multi-tiered System of Support. <ul style="list-style-type: none"> ○ EC program specialists will be trained on the MTSS model for identifying students with specific learning disabilities on November 26. ○ EC Program specialists will train school-based EC referral teams on the SLD identification process in December.
<p>Objective 2. Increase the number of students who graduate with post-secondary credit, portable industry credentials, and work-based learning experiences, so that students are prepared for further education and/or employment.</p>	<ol style="list-style-type: none"> 1. Continued monitoring of post-secondary credit earned by students through enrollment in Randolph Community College courses, Advanced Placement courses, and North Carolina Virtual Public Schools. <ul style="list-style-type: none"> ○ 2. The Career Technical Education team will continue to work on supporting students in earning industry credentials. <ul style="list-style-type: none"> ○ 3. Support students engaging in internships while enrolled in high school. <ul style="list-style-type: none"> ○
<p>Objective 3. Increase number of STEAM (science, technology, engineering, arts, and math) and global education experiences for all students, so that students are globally competitive.</p>	<ol style="list-style-type: none"> 2. Maintain, enhance, and promote our District STEAM events (Hour of Code & STEAM Competition). <ul style="list-style-type: none"> ○ Anthony Woodyard, Chandra Manning, Kathy Malpass, and Lynn Fisher attended and presented on our STEAM initiatives at the North Carolina Middle Level Education Region 5 Fall STEAM Summit held in Winston Salem on Saturday, September 21.

	<ul style="list-style-type: none"> ○ Our district Hour of Code event is scheduled for December 9, 2019, 5-7 p.m. at the Asheboro High School Media Center. Media specialists are coordinating with instructional facilitators and teachers to provide students coding experiences prior to and after the district event. <p>3. Engage with numerous community stakeholders including Institutions of Higher of Education (IHE) to offer an intermediate-age summer STEAM Camp focused on leadership and careers.</p> <ul style="list-style-type: none"> ○ A relationship has been established with Winston-Salem State University in order to develop curriculum, resources, and infrastructure for the program. ○ Planning efforts are underway to establish connections for students to our community resources as well as embedded field trips throughout the camp.
<p>Objective 4. Expand opportunities for personalized learning and engagement during and beyond the regular school day, so that student needs are met and personal interests are encouraged.</p>	<p>1. Collaborate with George Washington Carver Enrichment Community Center (GWCECC) and Arts Guild to expand after school programs.</p> <ul style="list-style-type: none"> ○ Saturday SAT/ACT Prep Classes began in September. 14 students have attended to date. Volunteers from the local community support this initiative. ○ Vanessa Brooks has met with Chip Foust and a plan for additional after-school activities at GWCECC is in development. ○ Mr. Foust has met with The Arts Guild. They will partner to offer after-school art classes at GWCECC. Dates will be announced soon.
<p>Objective 5. Cultivate partnerships with families and the community so that student learning experiences are enhanced.</p>	<ul style="list-style-type: none"> ● Families are encouraged to become active leaders on district and school committees through relationship building. <ul style="list-style-type: none"> ○ District staff provided families volunteer information at the annual Back to School Bash held at Asheboro High School on August 30. ○ Each school has a parent involvement group (PTA/PTO/Booster). ● Advisory Council members serve as ambassadors to others within the community. <ul style="list-style-type: none"> ○ An initial meeting has been held with each advisory council.

- Business Advisory- October 2
- Faith Based Advisory–October 3
- Latino Advisory- October 3
- PTA/PTO Advisory- October 11
- Black Advisory- October 30, December 11

- Schools analyze feedback from evaluations after each family engagement event to better serve our communities.

- South Asheboro Middle School has licensed Family Engagement on Demand (<https://www.si4all.com/on-demand-video/>) as a resource for families. This resource provides video training for families with at-home activities parents can complete with their children.

- Meaningful parent engagement opportunities will be hosted at schools and at community sites that lead to better understanding as well as student progress.

Topics will include:

- Assessments
- Early Literacy (Dolly Parton Imagination Library)
 - Meredith Shields from the Randolph Partnership for Children arranged the recruitment materials at an AFTT event at Lindley Park on October 2 to increase parent understanding of program offerings as well as enrollment.
 - She also met with the Black Advisory Council on December 11th to share statistics and brainstorm ways to canvas the community.
- Five Transitions (Pre-K/K, 2nd/3rd, 5th/6th, 8th/9th, and Graduation)
- College and Career
- Social Media & Technology
- Advocacy/Social Capital
- Conferencing
- Today's Math
- Early College
- Zoo School

<p>Objective 6. Expand opportunities for each student to experience the cultural arts, so that all students strengthen and develop their creativity and collaboration.</p>	<ol style="list-style-type: none"> 1. Self-selected activities occur during school within and afterschool clubs in our elementary and middle schools ranging from foreign language to music. <ul style="list-style-type: none"> ○ NAMS School of Rock is a newly created musical club that meets once per week on Wednesday before and after school. Instruments were purchased using Title IV funds. ○ The principals are meeting with School Leadership Team members to determine club offerings by December 6.
<p>GOAL 3. Each student has excellent educators every day.</p>	
<p>Objective 1. Recruit, develop, and retain high quality professionals, so that students continue to learn and grow.</p>	<ol style="list-style-type: none"> 1. The district will continue efforts to recruit, nurture, and retain a diverse teaching staff dedicated to excellence in education for all students with emphasis on students of color. <ul style="list-style-type: none"> ○ District staff is currently researching ways to expand IHE partnerships to attract more student teachers in the district. ○ Asheboro City Schools signed a letter of participation with TeachNC. BEST NC and DPI are the lead partners of TeachNC. TeachNC will provide marketing and technology systems to power a digital teacher recruitment infrastructure to ignite interest in teaching and guides people into the profession. ○ Considering options to move the district Teacher Fair to spring in an effort to attract more candidates closer to their graduation date.
<p>Objective 2. Foster a culture of professional growth, so that all employees are supported in achieving high standards and increased student performance.</p>	<ol style="list-style-type: none"> 1. The district will develop a comprehensive three-year professional development plan to assist teachers with content knowledge and best instructional practices for ALL students. <ul style="list-style-type: none"> ○ Books have been purchased and distributed for our district-wide book study of Start Where You Are, But Don't Stay There: Understanding Diversity, Opportunity Gaps, and Teaching in Today's Classrooms by all certified staff members.

	<ul style="list-style-type: none"> ○ Dr. Richard Milner provided professional development for district and school-based leaders on culturally responsive teaching and learning methods on December 18th.
Objective 3. Celebrate, recognize, and cultivate excellence in the profession, so that faculty and staff feel supported, valued, and successful in order to maximize their full potential.	<ol style="list-style-type: none"> 1. The district will focus on sharing teacher stories via multiple platforms (feature articles, social media, etc.) <ul style="list-style-type: none"> ○ Articles written on Balfour Turn-Around, NAMS School of Rock, and our Individual Testimonial Campaign all have been extremely successful. ○ We have had two Fox 8 Teacher of the Week selections in our first semester.
GOAL 4. Asheboro City Schools will have up-to-date business, technology, and communication systems to serve its students, families, and staff.	
Objective 1: Provide access and up-to-date training on the use of technology and communication systems, so that students, families, and/or staff can effectively use these resources to support student progress.	<ol style="list-style-type: none"> 1. ACS staff is currently working with the School Business Systems Modernization (SBSM) Team to transition our current on-premise system to a cloud based system. Newer up-to-date business systems are currently being evaluated.
Objective 2: Utilize technology-based collection systems for data analysis, so that data-based decisions are made about instruction, programs, and operations to ensure continuous improvement throughout the district.	<ol style="list-style-type: none"> 1. Schools will encourage parents/guardians to sign-up for the PowerSchool Parent Portal at school events, allowing parents to stay abreast of student attendance, assignments, and grades. <ul style="list-style-type: none"> ○ During the first quarter of 2019-20, there have been 10,541 PowerSchool Parent Portal logins. This is more than double the PowerSchool Parent Portal logins from 2018-19 (4,448). 2. PowerSchool brochures will be updated and distributed to all schools for the start of the school year. <ul style="list-style-type: none"> ○ PowerSchool Parent Portal brochures were updated in August 2019. ○ Copies were made and distributed to each school. ○ Procedures for enrolling parents in the portal were reviewed at the data manager meeting in September.
Objective 3: Develop and execute a	<ol style="list-style-type: none"> 1. Continue to enhance the communications plan (AKA marketing plan) to continue

<p>comprehensive marketing plan, so that our community is informed about student outcomes, opportunities, quality educators, and the benefit of the district to the community.</p>	<p>marketing and messaging Asheboro City Schools.</p> <ul style="list-style-type: none"> ○ Social media (increase page “Likes” by 20 percent over the school year) ○ ACS Testimonial Campaign (at least three testimonials in each ACS location) ○ Bi-weekly feature stories (feature stories released to media and social media) every two weeks ○ Signage project (new banners and standardized signage throughout the district) ○ ACS professional promotional video (to be released at Nov. BOE meeting)
<p>GOAL 5. Each student is healthy, safe and responsible.</p>	
<p>Objective 1. Design, implement, and evaluate a system-wide process to ensure students are connected to an adult advocate, so that each student collaborates regularly with a mentor or trusted adult.</p>	<p>Using screener data, each school will be supported in the development of a system to ensure at-risk students have an assigned mentor.</p> <ul style="list-style-type: none"> ○ Schools have access to school specific SHAPE Student Needs Indicator spreadsheet. This spreadsheet is updated each semester. <p>Using screener data and/or the SHAPE Student Summary data, school teams will review data quarterly to ensure relationship-related interventions have been implemented for students.</p> <ul style="list-style-type: none"> ● Schools have reviewed the data in the SHAPE Student Needs Indicator spreadsheets to identify areas of need for specific students.
<p>Objective 2. Provide a system of support to ensure access to effective health and safety programs so that the physical, social, and emotional needs of students are met.</p>	<ol style="list-style-type: none"> 1. The ACS SHAPE team will develop a summary of data regarding safety, social emotional and mental health needs. <ul style="list-style-type: none"> ○ The team has met to begin the process of selecting and implementing a Universal Social Emotional screener. 2. The ACS SHAPE team will develop district-wide plans to ensure a full continuum of mental health and social emotional learning needs are addressed. <ul style="list-style-type: none"> ○ The team has met to discuss the response to results that will come from the implementation of a Universal Social Emotional screener. 3. The district will incorporate an anonymous reporting system to allow students an avenue to report safety and/or bullying issues. <ul style="list-style-type: none"> ○ ACS secondary schools have enrolled to participate in the January 2020

	<p>third-wave rollout of the state’s Say Something Anonymous Reporting System.</p> <ul style="list-style-type: none"> ○ ACS principals were informed of the Say Something Anonymous Reporting System at the November ALT meeting.
<p>Objective 3. Design, implement, and evaluate a comprehensive continuum of behavioral supports, so that students, families, and staff have clear expectations for appropriate behavior and resources are available to meet student needs.</p>	<ol style="list-style-type: none"> 1. Using resources from our Title IV grant, we will select and implement a Social-Emotional Learning screener and/or a mental health needs screener to identify students in need of additional supports or services. <ul style="list-style-type: none"> ● The SHAPE Committee is reviewing and vetting social emotional screening tools that can be utilized to identify needed interventions and supports at each school. 2. Using resources from our Title IV grant, we will provide additional professional support for our students with identified social, emotional, and/or behavioral needs. <ul style="list-style-type: none"> ● Title IV resources have been used to fund the position of a mental health specialist for the district. This position provides direct services to students with severe emotional and behavioral needs, provides support for the district's therapeutic classrooms, and is involved in the planning and implementation of district-wide mental health and SEL initiatives.
<p>Objective 4. Expand community partnerships that promote a healthy lifestyle, so that the wellness of our students, families, and staff is improved.</p>	<ol style="list-style-type: none"> 1. Review and update our current wellness policy. <ul style="list-style-type: none"> ● Lead Wellness Official and Lead Nurse reviewed the School Health Advisory Council (SHAC) roles, responsibilities, the functions of SHAC and discussion of next steps regarding professional development.

Asheboro CITY SCHOOLS

A learning community of excellence!

Chartered in 1905

P.O. Box 1103, Asheboro, NC 27204-1103 ■ 1126 S. Park St. ■ (336) 625-5104 ■ (336) 625-9238, fax

Asheboro City Board of Education January 9, 2020

Finance

Baxter Hammer, Chair
Gus Agudelo
Joyce Harrington
Ryan Patton
Linda Cranford
Gidget Kidd, ex-officio
Phillip Cheek, ex-officio

Policy

Dr. Beth Knott, Chair
Archie Priest
Michael Smith
Gwen Williams
Gidget Kidd, ex-officio
Phillip Cheek, ex-officio

Legislative

Michael Smith, Chair
Linda Cranford
Joyce Harrington
Gidget Kidd, ex-officio
Phillip Cheek, ex-officio

Calendar Committee: Dr. Beth Knott and Gwen Williams

School Assignments 2020

Asheboro High School	All members
South Asheboro Middle School	Gwen Williams, Linda Cranford, Gustavo Agudelo, Gidget Kidd, Phillip Cheek
North Asheboro Middle School	Baxter Hammer, Archie Priest, Jr., Ryan Patton, Michael Smith
Balfour Elementary School	Beth Knott, Linda Cranford, Gwen Williams
C.W. McCrary Elementary School	Phillip Cheek, Gustavo Agudelo
Donna Lee Loflin Elementary School	Michael Smith, Ryan Patton
Guy B. Teachey Elementary School	Gidget Kidd, Archie Priest, Jr.
Lindley Park Elementary School	Baxter Hammer, Joyce Harrington
Early Childhood Development Center	Ryan Patton

January 2020

	DATE	MEETING	TIME	LOCATION
Thursday	January 9	Balfour Spelling Bee	1:00 p.m.	multipurpose room
Thursday	January 9	Asheboro City Board of Education meeting	7:30 p.m.	ECDC
Friday	January 10	Donna Lee Loflin Spelling Bee	1:00 p.m.	multipurpose room
Tuesday	January 14	NAMS Spelling Bee	9:30 a.m.	Theater
Wednesday	January 15	Lindley Park Spelling Bee	1 p.m.	multipurpose room
Thursday	January 16	Lindley Park AFTT/Title I Night	5:30-7 p.m.	Lindley Park
Thursday	January 16	Charles McCrary Spelling Bee	1 p.m.	multipurpose room
Friday	January 17	SAMS Spelling Bee	9:00 a.m.	Media Center
Monday	January 20	Dr. Martin Luther King, Jr. holiday	All day	All sites
Wednesday	January 22	Calendar Committee Meeting	5:30 p.m.	COBR
Wednesday	January 22	Professional Development Day for Teachers	All day	All sites
Monday	January 27	Guy B. Teachey Spelling Bee	1:00 p.m.	multipurpose room
Wednesday	January 29	Calendar Committee Meeting	5:30 p.m.	COBR
Thursday	January 30	Donna Lee Loflin AFTT/Title I Night	5 p.m.	Donna Lee Loflin
Monday	February 4	NAMS AFTT/Title I Night	6-8 p.m.	NAMS
Thursday	February 6	Balfour AFTT/Title I Night	5 - 7 p.m.	Balfour
Thursday	February 6	Guy B. Teachey AFTT/Title I Night	4:30 & 5:30 w/report card pick up	Teachey
Thursday	February 6	McCrary AFTT/Title I Night	5:30-7:30 p.m.	McCrary
Thursday	February 13	Asheboro City Board of Education meeting	7:30 p.m.	ECDC
Tuesday	February 18	District Spelling Bee	7 p.m.	TBD
Friday	February 21	All County Band--Concert	7:30 p.m.	Journey Church of Asheboro
Monday	February 24	Legislative Committee Meeting	5 - 6:30 p.m.	COBR
Tuesday	February 25	AHS Family Engagement Night (Title I)	5 - 7 p.m.	AHS
Tuesday	February 25	RAIN-DATE: District Spelling Bee		
Thursday	February 27	Middle School Battle of the Books	10:00 a.m.	SAMS Theater
Tuesday	March 3	Kindergarten Registration/Information Session-ALL SCHOOLS	5-6 p.m.	All elementary locations
Wednesday	March 4	Youth Art Month Reception	Elem @ 4 p.m. Secondary @ 5:30 p.m.	Randolph Arts Guild
Tuesday	March 10	SAMS AFTT Night	5:30-7 p.m.	SAMS
Thursday	March 12	Asheboro City Board of Education meeting	7:30 p.m.	ECDC
Thursday	March 19	Elementary School Battle of the Books	9:30 a.m.	Donna Lee Loflin
Friday	March 27	Professional Development Day for Teachers	All day	All sites
Monday	March 30	DLL AFTT Night	5:30 - 7 p.m.	DLL
Thursday	April 2	Balfour AFTT/Title I Night	5 - 7 p.m.	Balfour
Wednesday	April 8	STEAM Competition-Elementary	12-4 p.m.	AHS Gym
Wednesday	April 8	STEAM Competition-Secondary	8 a.m. - 4 p.m.	AHS Media Center
Thursday	April 9	Asheboro City Board of Education meeting	7:30 p.m.	ECDC
Friday	April 10	Good Friday holiday	All day	All sites
Monday - Friday	April 13 - 17	Annual Leave for teachers (Spring Break)	All day	All sites
Tuesday	April 21	LP Kindergarten Orientation	8:30 a.m. - 1 p.m. and 3-6 p.m.	LP
Tuesday	April 21	NAMS Title I Night/AFTT	6-8 p.m.	NAMS
Wednesday	April 22	BAL Kindergarten Orientation AFTERNOON SESSION	12 - 6 p.m.	BAL
Thursday	April 23	BAL Kindergarten Orientation	8:30 a.m. - 1 p.m. and 3-6 p.m.	BAL

Tuesday	April 28	GBT Kindergarten Orientation AFTERNOON SESSION	12 - 6 p.m.	GBT
Thursday	April 30	GBT Kindergarten Orientation	8:30 a.m. - 1 p.m. and 3 - 6 p.m.	GBT
Thursday	April 30	Donna Lee Loflin AFTT/Title I Night	5 - 7 p.m.	Donna Lee Loflin
Tuesday	May 5	DLL Kindergarten Orientation	8:30 a.m. - 1 p.m. and 3-6 p.m.	DLL
Thursday	May 7	AIG Expert Fair	5-6 p.m.	Teachey
Thursday	May 14	Guy B. Teachey AFTT/Title I Night	5 - 7 p.m.	Teachey
Thursday	May 14	Asheboro City Board of Education meeting	7:30 p.m.	ECDC
Thursday	May 21	McCrary AFTT/Title I Night	5:30-7:30 p.m.	McCrary
Monday	May 25	Memorial Day holiday	All day	All sites
Tuesday	May 26	Projected Finish Date for AHS Addition	All Day	AHS
Friday	June 5	Last Day for students/Early Release/Graduation	Graduation at 7 p.m.	Graduation at Lee J. Stone Stadium
Monday	June 8	ACS Retirement Breakfast	Breakfast at 7:30 a.m., Program at 8 a.m.	TBD
Monday - Tuesday	June 8-9	Teacher Workdays		
Thursday	June 11	Asheboro City Board of Education meeting	7:30 p.m.	ECDC