

**ASHEBORO CITY SCHOOLS
BOARD OF EDUCATION
December 12, 2019
7:30 p.m.
Early Childhood Development Center**

6:00 p.m. – Policy Committee

6:45 p.m. – Finance Committee Meeting

I. Opening

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

II. Special Recognition and Presentations

- A. Community Partner Spotlight – Timken Foundation – Ms. Leigh Anna Marbert, Public Information Officer
- B. Board Spotlight – Leopards Love Literacy – Ms. Nikki Domally, Lindley Park Elementary School Principal
- C. Points of Pride – Ms. Leigh Anna Marbert, Public Information Officer
- D. Superintendent’s Holiday Card Contest Recognition – Dr. Aaron Woody, Superintendent
- E. Presentation of Academic Growth Awards – Dr. Aaron Woody, Superintendent
- F. 2019 Asheboro City Schools Exceptional Education Teacher of Excellence – Mr. Ray Horton, Interim Director of Exceptional Education

III. Swearing in Ceremony

- A. Swearing in of Reelected Board Members Mr. Gus Agudelo, Mr. Phillip Cheek, Ms. Linda Cranford, Mr. Michael Smith, and Mr. Ryan Patton – Mr. Darrell Frye, Chairman of the Randolph County Board of Commissioners

IV. Public Comments

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

V. *Consent Agenda

The following items are presented for Board approval:

- A. Approval of Minutes for 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

VI. Information, Reports, and Recommendations

- A. Policies for 30-Day Review – Dr. Drew Maerz, Director of Testing and Accountability
 - 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
- C.** LetterLand Informational Session – Ms. Caroline Rush, Instructional Facilitator, Lindley Park Elementary School
- D.** Teacher Attrition and Recruitment – Ms. Carla Freemyer, Executive Director of Human Resources

VII. Action Items

- A.** Budget 2019-2020 – Ms. Sandra Spivey – Finance Director

VIII. Superintendent's Report/Calendar of Events

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

IX. Board Operations

- *A.** Board Leadership Decision – Dr. Aaron Woody, Superintendent
- B.** Calendar of Events – Chairman Kidd

X. Adjournment

*Requires approval of the Board of Education

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

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

**ASHEBORO CITY SCHOOLS
BOARD OF EDUCATION
December 12, 2019
7:30 p.m.
Early Childhood Development Center**

Agenda Addendum

6:00 p.m. – Policy Committee

6:45 p.m. – Finance Committee Meeting

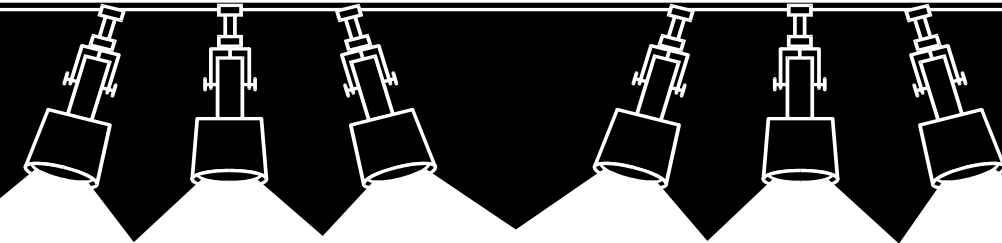
- I. Opening**
- II. Swearing in Ceremony** (Relocated to Item II from Item III)
- II. Special Recognition and Presentations** (Relocated from Item II to Item III)
- IV. Public Comments**
- V. *Consent Agenda**
 - E.** Appointment to Randolph Community College Board of Trustees (Added)
 - F.** Personnel (Added)
- VI. Information, Reports, and Recommendations**
- VII. Action Items**
- VIII. Superintendent's Report/Calendar of Events**
- IX. Board Operations**
- X. Adjournment**

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December 12, 2019



Community Partner Spotlight:

Asheboro City Schools is pleased to welcome representatives from 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 new equipment. The outdoor learning environment is to be completed during the winter holiday break.

Board Spotlight:

Tonight, the board will hear from Lindley Park Elementary School Principal, Ms. Nikki Domally, as she presents Leopards Love Literacy.

Points of Pride:

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

2019 Superintendent's Holiday Card Contest:

Dr. Woody will recognize fifth-grade student, Zian Williamson, as the winner of the 2019 Superintendent's Holiday Card Contest. Zian's artwork was selected to represent Asheboro City Schools this holiday season. The card will be sent across the great state of North Carolina.

Presentation of Academic Growth Awards:

Dr. Woody will recognize all schools who met or exceeded expected growth based on the 2018-2019 test score growth results.

2019 ACS Exceptional Education Teacher of Excellence:

Mr. Ray Horton will present the 2019 Asheboro City Schools Exceptional Education Teacher of Excellence to Ms. Lisa Hayes from Guy B. Teachey Elementary School.



Points of Pride Update

December 12, 2019

American Education Week

During American Education Week (Nov. 18-22), we celebrated public education and honored all 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 ACS elementary students were selected for the North Carolina Elementary Honors Chorus, held Nov. 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, Nov. 15, we debuted the ACS 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. We also showed it during our Instructional Facilitators meeting and Administrative Leadership Team meeting.

2019 Superintendent’s Holiday Card Contest

We wish to congratulate Ms. Zian Williamson, fifth-grade student from Guy B. Teachey Elementary School, on winning the 2019 Superintendent’s Holiday Card Contest. Her original artwork has been framed and will be presented to her during the Special Recognitions and Presentations portion of the December meeting.

Email and Calendar Migration Success

We successfully migrated to Gmail/G Suite over the Thanksgiving holiday. Quick video tutorials can be located [here](#). This doc has a number of helpful tips for setting up your mailbox, calendars, and contacts.

Congressman Mark Walker Visits to Give Community Hero Award

We were pleased to host United States Congressman Mark Walker on Tuesday, Nov. 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’d like to extend a 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.

**Asheboro City Board of Education Meeting
November 14, 2019
Early Childhood Development Center**

Policy Committee

Board members present:

Gidget Kidd
Ryan Patton

Gwen Williams
Michael Smith

Dr. Beth Knott

Staff members present:

Dr. Aaron Woody

Dr. Drew Maerz

Carla Freemyer

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

- Policy 1310/4002 – Parental Involvement
 - Added advanced math opportunities to the list of annual parental notifications.
- Policy 2010 – Board and Superintendent Relations
 - Added statement to policy for compliance with law.
- Policy 3221 – Student Information System Acceptable Use
 - Policy is no longer recommended by the NCSBA and will be removed.
- Policy 4334/5035/7345 – Use of Unmanned Aircraft (Drones)
 - New policy for consideration.
 - Provides guidelines and restrictions on use of drones on or over school property. Gives details on authorized and unauthorized use.
- Policy 4400 – Attendance
 - Modified section regarding excused absences for visitation for children of military families.
- Policy 4700 – Student Records
 - Minor and technical updates and removal of redundant language.
 - Updated directory information listing and destruction of student records sections.
 - Updated legal references.
- Policy 6420 – Contracts with the Board.
 - Updated list of referenced policies in section D.

All policies will go to the Board for 30-day review in December. With no further business, the meeting adjourned at 6:15 p.m.

Finance Committee

The Finance Committee convened at 6:45 p.m. The following board members were present:

Gidget Kidd
Gus Agudelo

Joyce Harrington
Linda Cranford

Baxter Hammer

Staff members present:

Dr. Aaron Woody Sandra Spivey

Ms. Spivey discussed the status of the state budget. The Governor has approved a step increase for certified employees including teachers, instructional support staff, and assistant principals. An increase to the principal pay scale was also approved. No other pay changes have been approved at this time.

Ms. Spivey discussed the current construction progress. The HVAC projects at the middle school gyms will be completed soon. The kitchen renovation projects should be completed in January 2020. The Asheboro High School project is going well and still on target to be completed by June 2020.

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

Board Meeting

Board Members Attending:

Gidget Kidd, Chair	Phillip Cheek, Vice Chair	Gus Agudelo
Linda Cranford	Baxter Hammer	Joyce Harrington
Dr. Beth Knott	Ryan Patton	Michael Smith
Gwen Williams	Scott Eggleston, board attorney	

Absent Board Members: Archie Priest, Jr.

Staff Members Attending:

Dr. Aaron Woody, Superintendent	Dr. Wendy Rich	Dr. Drew Maerz
Jordi Roman	Robin Harris	Holly White
Leigh Anna Marbert	Ed Keller	Donna Gentry
Sandra Spivey	Anthony Woodyard	Lee Clark

Opening

Chairman Kidd called the meeting to order at 7:29 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 the Guy B. Teachey Elementary School Flag Corp.

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

Special Recognition and Presentations

Community Partner Spotlight: Ms. Leigh Anna Marbert, Public Information Officer, welcomed the Asheboro Fire Department as this month's Community Partner. The Asheboro Fire Department has been an extraordinary resource for Guy B. Teachey Elementary School and all schools across the district. In addition to celebrations like Water Day and Career Day, the Asheboro Fire Department provides an invaluable service to our students and families.

Board Spotlight

Ms. Ann Evans, Guy B. Teachey Elementary School Principal, discussed Teachey's annual "Reading Kickoff" which has become a great tradition to celebrate reading and literacy at the school.

Points of Pride

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

Middle School Students Participate in Advanced Manufacturing Day

Eighth-grade students participated in Advanced Manufacturing Day, where they toured local manufacturing facilities and demonstrated manufacturing-related activities at Randolph Community College. There was an assembly line activity, circuit activity, and welding simulation. South Asheboro Middle School students toured Elastic Therapy, Inc. (ETI), while North Asheboro Middle School students toured PEMMCO Manufacturing.

Lindley Park Students Visited with Community Leaders

Students in first grade at Lindley Park Elementary School learned about their local community and the wonderful people who make our community a great place to be! They had visits from the Honorable Mayor David Smith and they participated in activities centered around our local community.

Asheboro High School Homecoming Queen

Congratulations to Asheboro High School's Homecoming Queen, Ms. Blanca Rodriguez Arce!

Asheboro High School Volleyball's Pink Night a Huge Success

The Lady Blue Comet Volleyball teams had great success during the Pink Night event. The teams wish to thank everyone who showed support to help raise awareness for breast cancer in our community. The teams raised \$2,270 for the Rady Lady Foundation.

Rockin' Out at the North Asheboro Middle School's School of Rock

If there is one thing that can bring people together, it is a shared appreciation and love for music. For centuries, every known culture has had some form of musical influence. From the biblical Psalms to rock concerts of today, music is a language that transcends all barriers. Over the course of history, people have found commonalities through music. At the start of the 2019-2020 school year, the NAMS School of Rock welcomed its first few members.

Students Enjoyed the Disabilities Parade and Special Olympics

Students across the district enjoyed participating in the 2019 Disabilities Awareness Parade and the Randolph County Special Olympics.

Donna Lee Loflin Elementary Students Host Cultural Heritage Night

Students, families, and staff at Donna Lee Loflin Elementary School had a fantastic time celebrating Cultural Heritage Night on October 24. Everyone enjoyed delicious food and traditional dance performances by the Ballet Folklórico Guadalupano.

Public Comments

There were no requests to address the board.

Consent Agenda

Upon motion by Mr. Smith and seconded by Ms. Harrington, the board unanimously approved the following items under the Consent Agenda:

A. Approval of Minutes – October 10, 2019

B. Personnel:

I. RESIGNATIONS/RETIREMENTS/SEPARATIONS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Hughes	Beverly	GBT	Instructional Assistant/Exceptional Children	10/30/2019
Fisher	Mary	AHS	Instructional Assistant	11/15/2019

II. APPOINTMENTS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Allen	William	GBT	Instructional Assistant/Exceptional Children	10/30/2019
Byers	Cherri	CO	Substitute Bus Driver	10/18/2019
Clippinger	Dawn	LP	Instructional Assistant (part-time; temporary)	11/4/19 - 4/30/20
Honeycutt	Aleah	SAMS	8th grade Social Studies	12/2/2019
Mabe	Roger	AHS	Non-Faculty Coach Basketball	10/30/2019
McPhatter	Vernon	NAMS	6th grade Science	11/4/2019
Presnell	Robert	CO	Substitute Bus Driver	10/18/2019
Clawson	Pamela	CO	Substitute/\$85 per day	11/15/2019
Clawson	Harlie	CO	Substitute/\$85 per day	11/15/2019
Gore	Chad	AHS	Non-Faculty Coach; Basketball	11/15/2019
Hammer	Brandon	NAMS	Non-Faculty Coach; MS Wrestling	11/13/2019
McDowell	Antonio	AHS	Non-Faculty Coach; Basketball	11/15/2019
Moring	Amanda	CO	Substitute/\$85 per day	11/15/2019
Owenby	Tabitha	LP	Instructional Assistant; part-time/temporary	12/2/2019
Poole	LeAnn	CO	Substitute/\$85 per day	11/15/2019
Roman	Lisandra	CO	Substitute/\$85 per day	11/15/2019
Skelly	Barbara	CO	EC Program Facilitator/Lead Program Specialist	1/2/2020
Wiles	Deanna	CO	K-12 Lead Curriculum Specialist	1/2/2020

III. TRANSFERS

Horton	Ray	CO	Lead EC Program Specialist to Interim EC Director	11/12/2019
Robbins	Sarah Beth	CO	CTE Coordinator to CTE Coordinator/Program Administrator	10/1/2019
Smith	Thomas	BAL	Instructional Assistant, part-time to full-time	10/21/2019

***C.** Policies Recommended for Approval were presented by Dr. Drew Maerz, Director of Testing and Accountability:

- Policy 4260 – Student Sex Offenders
- Policy 4301 – Authority of School Personnel
- Policy 4315 – Disruptive Behavior
- Policy 4330 – Theft, Trespass and Damage to Property
- Policy 4341 – Parental Involvement in Student Behavior Issues
- Policy 4352 – Removal of Student During the Day
- Policy 4362 – Requests for Readmission of Students Suspended for 365 Days or Expelled

- *D.** Overnight Field Trip Request – Asheboro High School Wrestling to Chapel Hill, 12-20-19 and 12- 21-19

*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, Director of Testing and Accountability:

- 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

B. *First 100 Days Report – Dr. Aaron Woody, Superintendent, provided a report based on his first 100 days in office discussing his purpose and goals and steps taken towards accomplishments.

*A copy is made a part of these minutes.

Action Items

A. *Continuous Improvement Plans were presented for the following schools:

- C.W. McCrary Elementary School – Mr. Graham Groseclose, Assistant Principal, and Ms. Emily Bradshaw, Instructional Facilitator
- Donna Lee Loflin Elementary School – Ms. Lisa Hayes, Principal, and Mr. Chris Burian, Assistant Principal
- Guy B. Teachey Elementary School – Ms. Ann Evans, principal, and Ms. Rhonda McHenry, Assistant Principal
- Lindley Park Elementary School – Ms. Nikia Domally, Principal, and Mr. Graham Groseclose, Assistant Principal
- Balfour Elementary School – Mr. Chris Tuft, Principal; Ms. Keisha Dawalt, Assistant Principal; and Ms. Toshia Watson, school leadership team
- Early Childhood Development Center – Ms. Holly White, Coordinator; and Ms. Shari Funkhouser, school leadership team

Upon motion by Ms. Cranford and seconded by Mr. Agudelo, the plans were unanimously approved as presented.

*A copy is made a part of these minutes.

Superintendent's Report

- Dr. Woody expressed thanks to all the school teams for their work in creating and designing their Continuous Improvement Plans to best serve the needs of all students.
- Next month an update on the Asheboro City Schools Strategic Plan will be presented with a focus on achievements and areas of need.
- Asheboro City Schools email migration will occur over the Thanksgiving holiday from Outlook to Gmail.
- Dr. Woody noted how impressed he has been with the pride felt by the entire Asheboro community and their generosity in supporting Asheboro City Schools.
- Our Faith-Based Advisory Council is a diverse group of area faith leaders who have come together to support our schools. Each of our schools has been adopted by congregations connected through this council who support our students through volunteer services and other areas as needed.

-Each board member has been provided a copy of the book, *These Kids are Out of Control Why We Must Reimagine Classroom Management for Equity* by Dr. H. Richard Milner, IV. Dr. Milner will be providing system-wide professional development for Asheboro City Schools staff in December.

Board Operations

Chairman Kidd reported that Mr. Agudelo, board member, was invited by the Governor to speak to the Governor's Latino Council. Mr. Agudelo shared information and data regarding Asheboro City Schools.

Chairman Kidd congratulated Mr. Patton, Mr. Smith, Mr. Cheek, Mr. Agudelo, and Ms. Cranford on their reelection to the Board of Education. They will be sworn in during the December 2019 board meeting.

Chairman Kidd reminded the board of upcoming events and training opportunities.

Ms. Cranford expressed appreciation to the Asheboro City Schools Maintenance Department for their assistance with the South Asheboro City Schools grounds preparation for the Field of Honor event held over Veteran's Day weekend and sponsored by the Asheboro/Randolph Chamber of Commerce and local Rotary chapters.

Adjournment

There being no further business and upon motion by Mr. Patton, seconded by Mr. Cheek, the board unanimously approved to adjourn at 9:02 p.m.

Chair

Secretary

Policies For Approval

CONFIDENTIALITY OF PERSONAL IDENTIFYING INFORMATION

Policy Code: 4705/7825

The board recognizes the need to protect students, approved volunteers, board of education members, and employees from the improper release of social security numbers and other personal identifying information. To this end, the board will ensure that all schools comply with the Identity Protection Act of 2005 and any other federal and state laws governing the collection, use and disclosure of personal identifying information. No person shall knowingly disclose, transfer or unlawfully use the social security number or other personal identifying information of any employee, student or other individual.

For purposes of this policy, personal identifying information includes social security numbers; employer taxpayer identification numbers; drivers license numbers; state identification card numbers; passport numbers; checking accounts; savings accounts; credit card and debit card numbers; personal identification (PIN) codes; digital signatures; any numbers or information that can be used to access an individual's financial resources; biometric data; fingerprints; and passwords.

The superintendent shall establish rules and regulations to implement this policy. The superintendent shall provide that:

1. the confidentiality of social security numbers and personal identifying information is maintained consistent with legal requirements.
2. the unlawful collection, disclosure and use of social security numbers and personal identifying information is prohibited.
3. access to and dissemination of information or documents containing social security numbers and personal identifying information is limited internally within the school system and externally with the general public.
4. documents containing social security numbers and personal identifying information are disposed of properly.
5. social security numbers and personal identifying information are redacted from public documents.
6. social security numbers and personal identifying information are collected only when specifically authorized by law or if collection is imperative for the performance of the school system's duties and such need has been clearly documented.

7. board procedures governing the maintenance and destruction of records are followed for all documents containing social security numbers and other personal identifying information.
8. in the event of a security breach, in which personal information is accessed and acquired without authorization, the notice requirements of G.S. 75-65 are followed.

This policy and its rules shall be published in the appropriate handbooks, manuals and other similar documents.

Any individual who fails to comply with this policy and the superintendent's rules and regulations will be subject to disciplinary action up to and including suspension or expulsion for students and termination for employees. In addition, such person may be subject to criminal prosecution.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, -h, 34 C.F.R. pt. 99; G.S. 14-113.20; ch. 75, art. 2A; 132-1.10, 143-64.60

Cross References: Confidential Information (policy 2125/7315), Student Records (policy 4700), Personnel Files (policy 7820)

Issued: January 31, 2006

Revised: August 31, 2006; October 15, 2007

Adopted: April 10, 2008

Reviewed by Policy Committee on June 14, 2012

OCCUPATIONAL EXPOSURE TO BLOODBORNE PATHOGENS

Policy Code:

7260

It is the policy of the board to comply with federal and state regulations and standards regarding bloodborne pathogens as set forth in the Federal Register, 29 CFR 1910.1030, and the North Carolina Administrative Code, 13 N.C.A.C. 7F.0207, by attempting to limit or prevent occupational exposure of employees to blood or other potentially infectious bodily fluids and materials that may transmit bloodborne pathogens and lead to disease or death.

A. REASONABLY ANTICIPATED OCCUPATIONAL EXPOSURE

Employees who have occupational exposure to bloodborne pathogens are covered by the Occupational Safety and Health Administration (OSHA) Bloodborne Pathogens Standard, the North Carolina Administrative Code, and this policy. "Occupational Exposure" includes any reasonably anticipated skin, eye, mucous membrane or parenteral (brought into the body through some way other than the digestive tract) contact with blood or other potentially infectious materials that may result from the performance of an employee's duties. "Good Samaritan" acts, such as assisting a co-worker or student with a nosebleed, would not be considered "reasonably anticipated occupational exposure," and employees whose only anticipated exposure to bloodborne pathogens would result from such acts are not considered to have occupational exposure.

B. UNIVERSAL PRECAUTIONS

Universal precautions will be in force at all times. Employees should handle all blood, body fluid and other potentially infectious material as if it is infected. The program standards for the control of potential exposure to Human Immunodeficiency Virus (HIV) and Hepatitis B Virus (HBV) as outlined in the OSHA Rule, "Occupational Exposure to Bloodborne Pathogens" (Standard 1910.1030), the NC Administrative Codes, and/or the most current standards available must be followed.

C. EXPOSURE CONTROL PLAN

The superintendent shall ensure that: an Exposure Control Plan is developed in accordance with OSHA regulations or the most current available federal and/or state standards issued to eliminate or minimize employee occupational exposure to blood or certain other bodily fluids that may carry infectious materials. In addition, the superintendent shall ensure that the following requirements are met.

1. The Exposure Control Plan must provide, at a minimum, for the following:
 - a. a determination of who is at risk for an exposure incident;
 - b. what the school system will do to protect employees from exposure incidents, including the use of universal precautions, engineering and work practice controls and, as appropriate, personal protective equipment;
 - c. how to deal with an exposure incident, including post-exposure evaluation and follow-up;
 - d. who should be vaccinated for Hepatitis B; and
 - e. communication, training and record-keeping procedures.
2. All elements of the Exposure Control Plan must be met.
3. All employees must have access to a copy of the Bloodborne Pathogens Policy and Exposure Control Plan.
4. The Exposure Control Plan ~~is~~ must be reviewed and updated at least annually.

D. TESTING

An employee who suspects that he or she has been exposed to blood or body fluid may request to be tested, at the school district's expense, provided that the suspected exposure poses a significant risk of transmission as defined in the rules of the Commission for Health Services. The HIV and HBV testing of a person who is the source of an exposure that poses a significant risk of transmission must be conducted in accordance with 10A N.C.A.C. 41A.0202(4) (HIV) and 41A.0203(b)(4) (HBV). The school system shall strictly adhere to existing confidentiality rules and laws regarding employees with communicable diseases, including HIV or HIV-associated conditions.

E. NONDISCRIMINATION POLICY

The school district shall not discriminate against any applicant or employee who has or is suspected of having a communicable disease, including tuberculosis, HBV, HIV infection or Acquired Immune Deficiency Syndrome (AIDS). An employee may continue to work as long as the employee is able to satisfactorily perform the essential functions of the job and there is no medical evidence indicating that the employee's condition poses a significant, direct threat to co-workers, students or the public.

Legal References: 29 C.F.R. § 1910.1030; G.S. 95 art. 16; 13 N.C.A.C. 7F.0207; 10A N.C.A.C. 41A.0202(4), 41A.0203(b)(4)

Cross Reference: Communicable diseases – Employees (policy 7262)

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

Updated: April 8, 1999

Revised: September 11, 2008

The board attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their growth and development throughout their careers. Evaluations of non-licensed employees' performance must follow conform to the following board directives.

1. Exemplary performance as well as deficiencies in performance should be clearly identified.
2. Supervisors and principals should facilitate open communication with employees about performance expectations.
3. An employee who is unclear about how performance is being assessed or desires additional evaluation opportunities should address these issues with his or her immediate supervisor.
4. Evaluation data will be submitted to the central office personnel file in accordance with state law and policy 7820, Personnel Files.
5. Evaluation data may be used in making employment decisions, including transfers, promotions and dismissal and demotion of employees, (policy 7940).
6. The superintendent and all evaluators are encouraged to develop ways to recognize exemplary employees and to capitalize on the abilities of exemplary employees in helping other employees.

The superintendent will develop any other necessary procedures and shall provide training, as necessary, to carry out the board directives.

Legal Reference: G.S. 115C-47(18), -333.1

Cross Reference: Personnel Files (policy 7820), Classified Personnel: Suspension and Dismissal (policy 7940)

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

Updated: April 8, 1999, December 9, 2010

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

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

Legal References: G.S. 115C-36, -47, -317.1, -435, -534

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

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

Revised: January 11, 2007, June 14, 2012

Resolution Urging the State to Take Action to Remit Civil Penalties Unconstitutionally Withheld from North Carolina's Public Schools

Whereas, the North Carolina Supreme Court ruled that under Article IX, Section 7 of the NC Constitution that the public schools are entitled to the clear proceeds of specific civil penalties collected by various state agencies, including the Department of Revenue (DOR), Department of Transportation (DOT), the campuses of the University of North Carolina (UNC), the Department of Commerce (DOC), the Employment Security Commission (ESC), state owned psychiatric institutions in the Department of Health and Human Services (DHHS), and the Department of Environment and Natural Resources (DENR, now DEQ); and

Whereas, in 1997, the General Assembly created the Civil Penalty and Forfeiture Fund in G.S. 115C-457.1 and provided that the clear proceeds of all civil penalties collected by state agencies should be paid into the fund; and

Whereas, in 2008, the NC Superior Court upon remand from the NC Supreme Court ruled that state agencies were in clear violation of the State Constitution by improperly withholding \$747,883,074 that should have been paid to the Civil Penalty and Forfeiture Fund from January 1996 through June 2005; and

Whereas, the 2008 court order lists the amount to be paid by each state agency to public schools: DOR \$583,340,162; DOT \$104,071,323; UNC \$42,368,982; ESC \$18,017,467; DHHS \$53,955; DOC \$10,404; DENR/DEQ \$20,781; and

Whereas, the legislature declared that such funds should be used exclusively for school technology and appropriated to the individual public-school units on a per pupil basis; and

Whereas, public school units are in dire need of additional technology funding; and

Whereas, according to the Department of Public Instruction (DPI), only 38% of North Carolina's 115 local school districts in 2018-19 reported having achieved the State's 4-year replacement goal for student devices (Chromebook, iPad, laptop, etc.); and

Whereas, more than 30% of school districts in 2018-19 reported having no resources budgeted for replacement devices; and

Whereas, investing in current technology is necessary to achieve a 21st century education that utilizes innovative, collaborative, and learner centered experiences; and

Whereas, since 2008, the public schools have received only \$18.1 million, approximately 2.5% of the total amount owed; and

Whereas, the defendants have not fulfilled their constitutional obligation to make up for the remaining \$729,699,823 that was diverted from public schools; and

Whereas, on March 6, 2019, a consent order was entered to extend the enforceability of the existing unpaid 2008 judgement to prevent it from expiring; and

Whereas, the plaintiffs have tried to work with state leaders for almost fifteen years to find an amicable resolution to this matter; and

Whereas, the plaintiffs continue to seek a win/win outcome and remain willing and ready to work on a mutually beneficial resolution.

Therefore, be it resolved that _____ Board of Education respectfully requests the General Assembly to approve during its January 2020 session a multiyear plan to pay the remaining \$729.7 million judgment for civil penalties that should have gone to public school units for school technology but were diverted to other purposes in violation of the North Carolina Constitution.

Adopted by the _____ Board of Education this _____ day of _____, 2019.

Asheboro City Schools Budget Transfer Report Information Only 2018-2019

Fiscal Period Fund Purpose Description Sum of Amount

3 2 6500 Operational Support Services (18,404.00) \$

2 5100 Regular Instructional Services 18,404.00 \$

4 1 6500 Operational Support Services 1,140.00 \$

1 5100 Regular Instructional Services (306.00) \$ 1 5200 Special Populations Services
(2,072.00) \$ 1 6400 Technology Support Services 1,238.00 \$

3 5100 Regular Instructional Services 100.18 \$ 3 5200 Special Populations Services 0.98 \$
3 5300 Alternative Programs and Services (2.96) \$ 3 6200 Special Population Support and
Development Services 0.85 \$ 3 6300 Alternative Programs and Services 0.48 \$ 3 8100
Payments to Other Governmental Units (99.53) \$

8 1 5100 Regular Instructional Services 12,693.00 \$

1 6400 Technology Support Services (4,969.00) \$ 1 6500 Operational Support Services
(7,724.00) \$

3 5300 Alternative Programs and Services 186.27 \$ 3 5800 School-Based Support Services
(186.27) \$

4 9200 Equipment 10,000.00 \$ 4 9300 Vehicles (10,000.00) \$

9 3 5200 Special Populations Services 41,502.03 \$

3 5300 School-Based Support Services (41,502.03) \$

11 1 5100 Regular Instructional Services (6,420.00) \$

1 6500 Operational Support Services 6,420.00 \$

12 1 5100 Regular Instructional Services 623,273.44 \$

1 5200 Special Populations Services (60,708.30) \$ 1 5300 School-Based Support Services
27,914.05 \$ 1 5400 School Leadership Services (152,300.94) \$ 1 5800 School-Based
Support Services 148,732.83 \$ 1 6100 Support and Development Services (176,855.21) \$ 1
6200 Special Population Support and Development Services (125,891.36) \$

Asheboro City Schools Budget Transfer Report - continued
Information Only 2018-2019 Fiscal Period Fund Purpose Description Sum of
Amount

12 1 6300 Alternative Programs and Services (11,909.73) \$ 1 6400 Technology Support Services (167,123.89) \$ 1 6500 Operational Support Services 55,315.58 \$ 1 6600 Financial and Human Resource Services (72,559.61) \$ 1 6800 System-wide Pupil Support Services 47,214.32 \$ 1 6900 Policy, Leadership and Public relations Services (135,101.18) \$

3 5100 Regular Instructional Services 18,300.11 \$ 3 5200 Special Populations Services (29,547.96) \$ 3 5300 School-Based Support Services 18,519.26 \$ 3 5800 School-Based Support Services (21,439.38) \$ 3 6200 Special Population Support and Development Services 8,806.46 \$ 3 8100 Payments to Other Governmental Units 5,361.51 \$

13 1 5300 School-Based Support Services (5,100.00) \$
1 7200 Nutrition Services 5,100.00 \$

2 5100 Regular Instructional Services (636,400.00) \$ 2 5300 School-Based Support Services 12,300.00 \$ 2 5500 Co-Curricular Services 18,000.00 \$ 2 5800 School-Based Support Services 161,000.00 \$ 2 6100 Support and Development Services 8,100.00 \$ 2 6400 Technology Support Services 42,200.00 \$ 2 6500 Operational Support Services 116,200.00 \$ 2 6600 Financial and Human Resource Services 108,500.00 \$ 2 6700 Accountability Services 103,600.00 \$ 2 6800 System-wide Pupil Support Services 41,500.00 \$ 2 8100 Payments to Other Governmental Units 25,000.00 \$

7 4200 Local Revenues - After School Enrichment (40,000.00) \$ 7 4300 Local Revenues - Catering Operations 40,000.00 \$ 7 5300 School-Based Support Services 40,000.00 \$ 7 7200 Nutrition Services (40,000.00) \$

8 5100 Regular Instructional Services 3,000.00 \$ 8 5300 School-Based Support Services (3,000.00) \$ 8 5800 School-Based Support Services 12,500.00 \$ 8 6200 Special Population Support and Development Services (12,500.00) \$

**Asheboro City Schools
Personnel Transactions - ADDENDUM
December 12, 2019**

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

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

***B. 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

***C. ADMINISTRATIVE APPOINTMENTS**

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

D. TRANSFERS

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

**Asheboro City Schools
Administrator Contracts - Personnel Addendum
December 12, 2019**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Dillion, Jonathan	Old Dominion University B: English M: Writing High Point University M: Educational Leadership	9-12 English Principal

Mr. Jonathan Dillion is recommended to serve at Lindley Park Elementary School as the Interim Assistant Principal for the remainder of the 2019-2020 school year. Mr. Dillion has been with Asheboro City Schools since August of 2008. During his time in the district he taught English for eight years at Asheboro High School, along with serving as the yearbook and journalism advisor. He served two years as the English Department Chair, followed by two years as Asheboro High School Leadership Team Chair. Most recently, he was the Nova Academy Coordinator, working closely with administrators and teachers to ensure the success of Nova Academy students. In 2018 Mr. Dillion was selected as one of two representatives from Asheboro City Schools to participate in the High Point University Leadership Academy. As part of this program, Mr. Dillion completed his principal internship at North Asheboro Middle School, where he has made a positive impact on the school community. Please welcome Mr. Dillion to this new role at Lindley Park.

Policies For 30-Day Review

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;

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;

-
- (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 policies 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

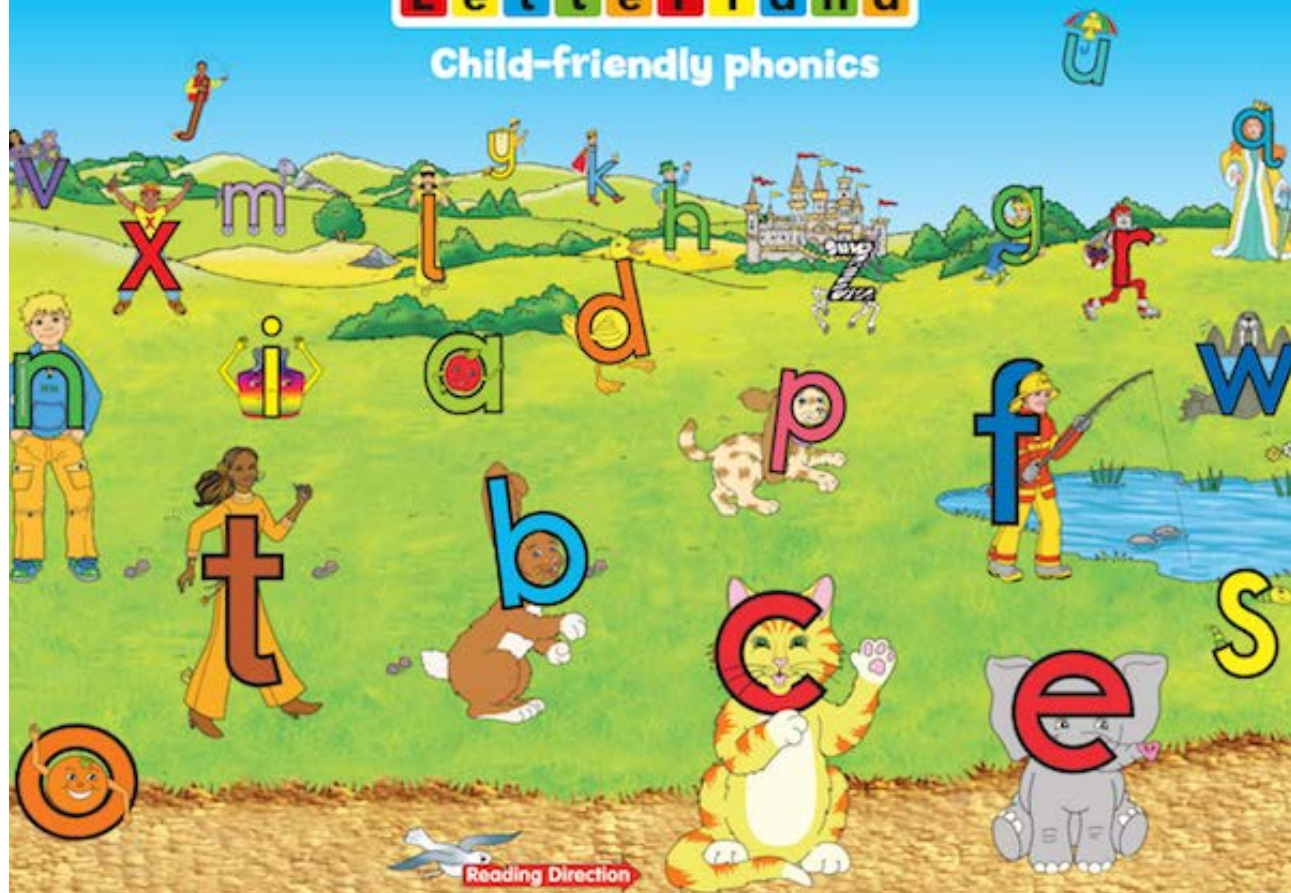
Cross References: Pre-audit and Disbursement Certifications (policy 6421), Purchasing Requirements for Equipment, Materials, and Supplies (policy 6430), Purchase of Services (policy 6450), Budget Resolution (policy 8110), Facility Construction (policy 9030), Use and Selection of Architects, Engineers,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

Letterland

Child-friendly phonics



What is Letterland?

Letterland is a phonics program for grades K-3 that teaches students phonics through a story-based approach.

Students learn Letterland through a multi-sensory approach with music, movement, alliteration, song, art, and role-play.

Correlates to the NC State Standards

Progression from K to 3rd grade

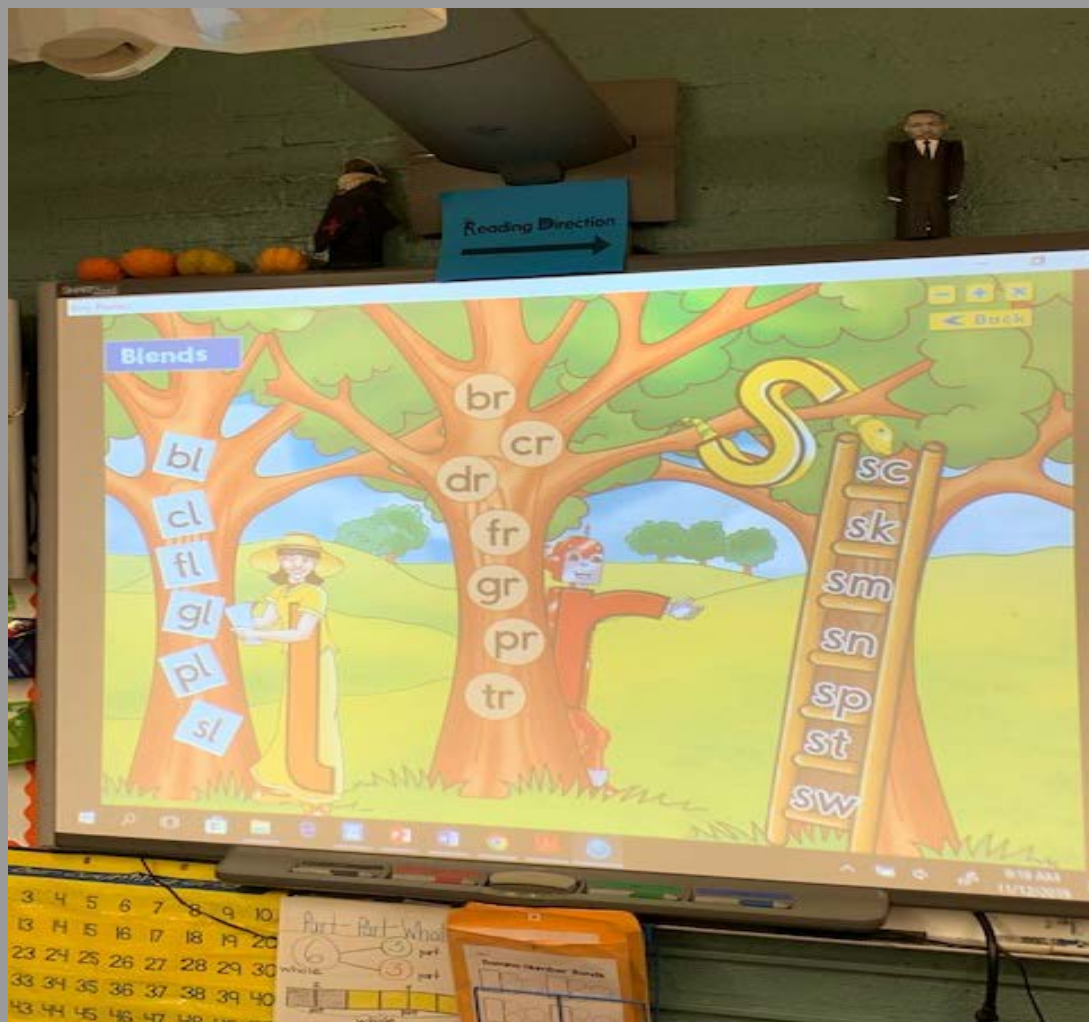
Kindergarten: Start to blend, segment, and learn first digraphs with the engaging Letterland spelling stories that build on the knowledge of the Letterland characters.

1st grade: The focus at Grade One is on word families, digraphs, prefixes, suffixes, and fluency. The multi-sensory approach to learning is continued and students are encouraged to learn special tricks to improve fluency.

2nd grade: In Grade Two, students will learn more advanced spelling patterns, syllabification, and word structure. The program incorporates many reading and fluency activities, as well as motivational word games. Interventions and assessments are also part of the 2nd grade guide.

3rd grade: Grade Three facilitates students growth in word knowledge by building on previous learning in phonics, spelling, and word structure and applying that knowledge to learning more sophisticated words that occur in academic subjects across the curriculum. Students are given a weekly spelling and vocabulary assessment.



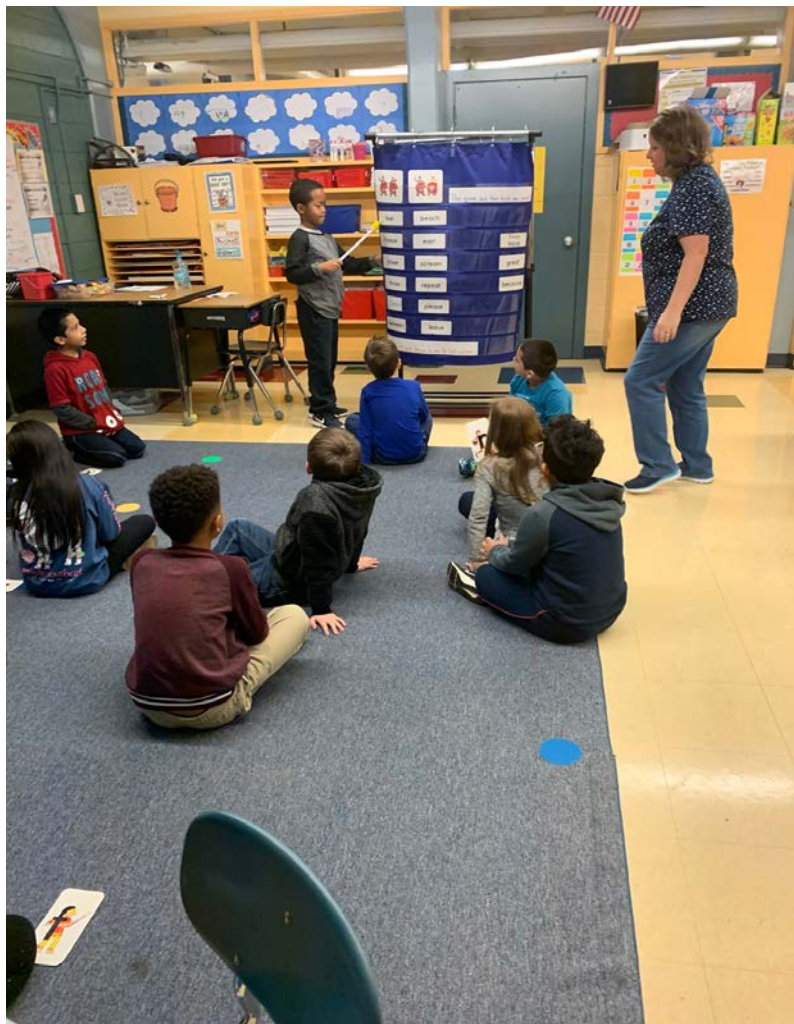


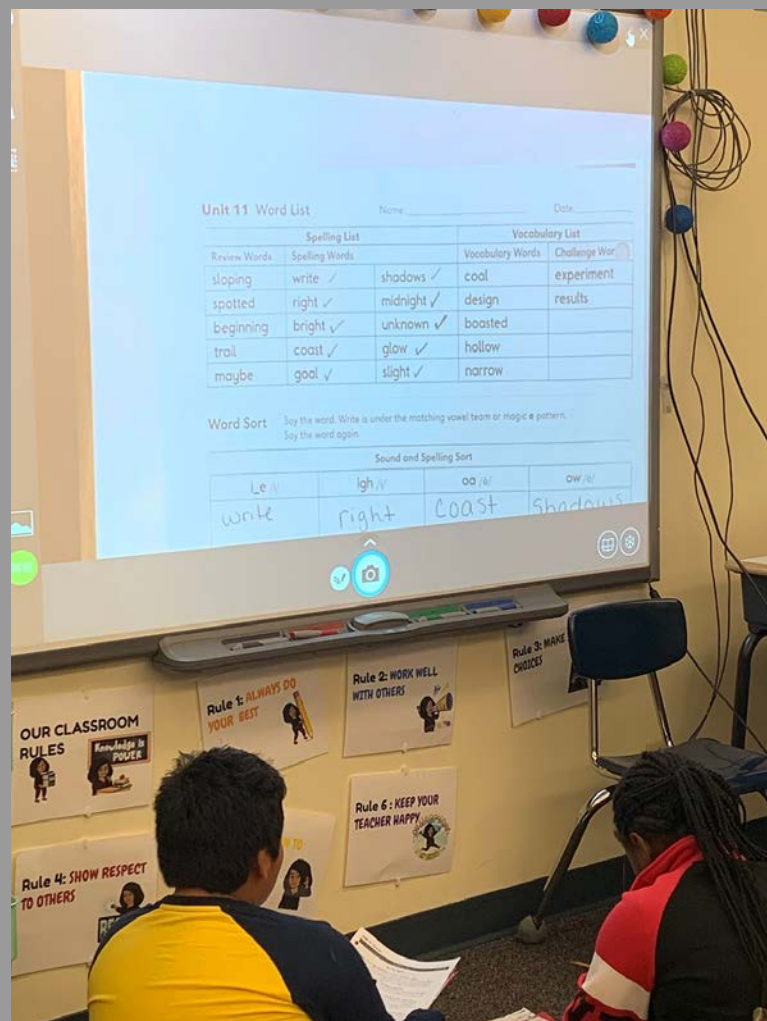






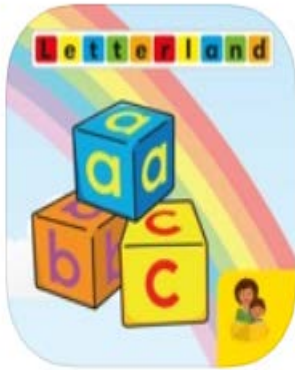








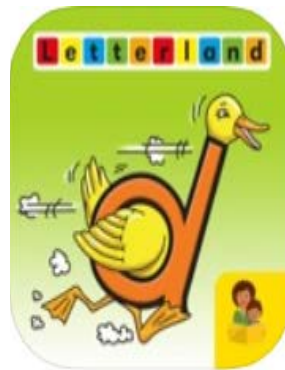
Apps for iPhones and iPads



Letterland Word Builder
Education



Letterland Rainbow W...
Education



Letterland Quick Dash
Education



Fix-it Phonics Review
Education



Interactive Handwriting
Education

Quotes from teachers

“Gives hands-on experience with words and making words.”

“Developmentally appropriate.”

“Interactive and makes learning fun.”

“Students love the songs and stories.”

“It makes sense to students because the characters provide the rules and reasons for the way we say words. They can relate to the story. “

Teacher Attrition and Recruitment

Carla Freemyer
December 12, 2019
Board of Education Meeting

Teacher Attrition

(March 1, 2018 - February 28, 2019)

School	3/1/18 Teachers	Teacher Left LEA	Attrition Percent
AHS	84	9	10.71%
BAL	39	2	5.13%
CWM	33	1	3.03%
DLL	24	3	12.50%
GBT	41	4	9.76%
LP	29	4	13.79%
NAMS	36	5	13.89%
SAMS	40	7	17.50%
LEA Totals	326	35	10.74%

NC Attrition Rate - 11.26%

Historical Teacher Attrition

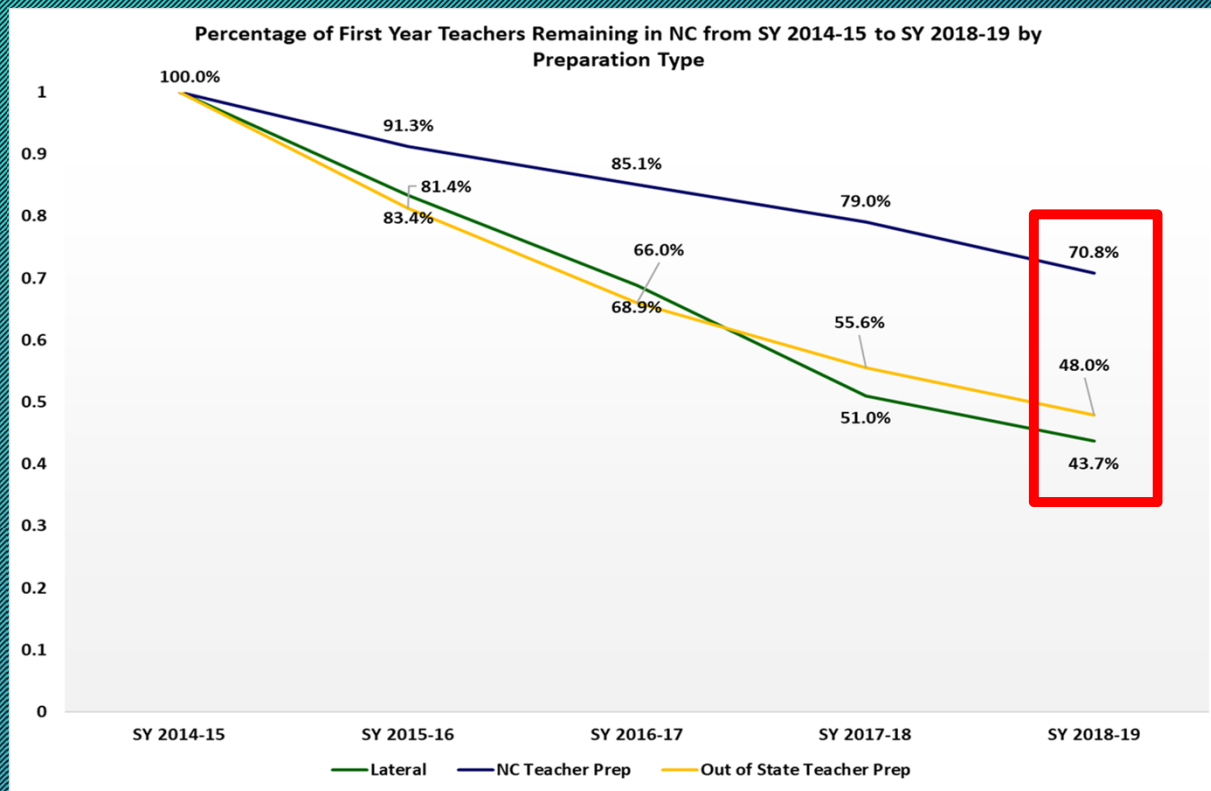
YEAR	AHS	BAL	CWM	DLL	GBT	LP	NAMS	SAMS	DISTRICT	STATE
2019	10.71%	5.13%	3.03%	12.50%	9.76%	13.79%	13.89%	17.50%	10.74%	11.26
2018	22.36%	9.88%	7.58%	29.09%	13.92%	0.00%	13.51%	22.50%	15.90%	8.01%
2017	10.76%	10.00%	14.06%	7.69%	13.16%	13.33%	7.69%	17.50%	11.73%	13.70%
2016	16.05%	9.76%	14.29%	28.13%	19.44%	16.67%	20.45%	8.89%	16.28%	14.06%
2015	15.98%	20.22%	16.44%	6.15%	2.70%	9.09%	15.56%	17.65%	13.78%	14.84%
2014	17.54%	33.33%	7.79%	11.11%	9.88%	18.75%	17.07%	36.78%	19.50%	14.12%
2013	21.82%	15.19%	15.28%	20.75%	17.72%	9.23%	31.58%	23.53%	19.88%	14.33%
2012	12.00%	20.00%	10.50%	28.60%	4.90%	9.40%	13.90%	12.20%	13.30%	12.13%
2011	8.90%	13.10%	10.80%	10.00%	11.90%	3.00%	13.90%	10.20%	10.22%	11.17%
2010	10.20%	11.90%	5.80%	18.10%	5.00%	6.30%	10.50%	24.40%	11.53%	11.10%
2009	18.30%	22.50%	26.50%	11.10%	16.70%	6.40%	17.90%	21.90%	18.20%	12.72%

	AHS	BAL	CWM	DLL	GBT	LP	NAMS	SAMS	DISTRICT	STATE
5 YR AVG	15.17%	11.00%	11.08%	16.71%	11.80%	10.58%	15.85%	16.81%	13.69%	12.37%
10 YR AVG	14.63%	14.85%	10.56%	17.21%	10.84%	9.96%	16.71%	19.12%	14.29%	12.47%

Human Capital Pipeline

	FY 2015		FY 2016		FY 2017	
Program	N	Percent	N	Percent	N	Percent
Lateral	1,916	21.4%	1,864	23.4%	2,587	30.5%
NC EPP	3,384	37.8%	2,768	34.7%	2,461	29.0%
Out of State	2,708	30.3%	2,272	28.5%	2,187	25.8%
International	294	3.3%	359	4.5%	418	4.9%
CTE Lateral	235	2.6%	186	2.3%	231	2.7%
Other	406	4.5%	523	6.6%	593	7.0%

Persistence by Preparation Program



2018-2019 Beginning Teachers = 48

25 (52%) Education Program Completers

14 (29%) Lateral Entry

9 (19%) Out of State

Teacher Recruitment

- Asheboro City Schools signed letter of participation with TeachNC.
- TeachNC is a statewide initiative to ignite interest in the teaching profession; provide easy to use tools and resources; recruit a stronger, more diverse pool of applicants.
- BEST NC and DPI are the lead partners.
- TeachNC will provide marketing and technology systems to power a digital teacher recruitment infrastructure.



**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2019-2020
Adopted December 12, 2019**

Be it resolved by the Board of the Asheboro City Schools Administrative Unit that for the fiscal year beginning July 1, 2019 and ending June 30, 2020:

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

Instructional Services	
5100 - Regular Instructional Services	\$ 1,882,911.00
5200 - Special Populations Services	350,710.00
5300 - Alternative Programs and Services	444,300.00
5400 - School Leadership Services	597,103.00
5500 - Co-Curricular Services	238,000.00
5800 - School-Based Support Services	674,740.00
System-wide Support Services	
6100 - Support and Development Services	162,000.00
6200 - Special Population Support and Development Services	140,400.00
6300 - Alternative Programs and Services	102,200.00
6400 - Technology Support Services	461,577.00
6500 - Operational Support Services	2,584,854.00
6600 - Financial and Human Resource Services	748,652.00
6700 - Accountability Services	195,600.00
6800 - System-wide Pupil Support Services	192,100.00
6900 - Policy, Leadership and Public Relations Services	996,138.00
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	500,000.00
8400 - Interfund Transfers	10,000.00
Total Local Current Expense Fund Appropriation	<u>\$ 10,281,285.00</u>

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

County Appropriation	\$ 5,730,285.00
Supplemental Taxes	3,300,000.00
Local Revenues	351,000.00
Fund Balance Appropriated	900,000.00
Total Local Current Expense Fund Revenue	<u>\$ 10,281,285.00</u>

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2019-2020
Adopted December 12, 2019**

Section 3: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Other Designated Accounts Fund**.

Instructional Services	
5100 - Regular Instructional Services	\$ 80,440.00
5200 - Special Populations Services	336,895.00
5300 - Alternative Programs and Services	657,780.00
5800 - School-Based Support Services	175,000.00
System-wide Support Services	
6200 - Special Population Support and Development Services	54,200.00
6500 - Operational Support Services	290,000.00
Total Other Designated Accounts Fund Appropriation	<u>\$ 1,594,315.00</u>

Section 4: The following revenues are estimated to be available to the **Other Designated Accounts Fund**.

State and Federal Funds	\$ 1,002,780.00
Local Revenues	375,440.00
Fund Balance Appropriated	216,095.00
Total Other Designated Accounts Fund Revenue	<u>\$ 1,594,315.00</u>

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2019-2020
Adopted December 12, 2019**

Section 5: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **State Public School Fund**.

Instructional Services	
5100 - Regular Instructional Services	\$ 18,997,553.00
5200 - Special Populations Services	4,497,653.00
5300 - Alternative Programs and Services	824,992.00
5400 - School Leadership Services	2,756,402.00
5800 - School-Based Support Services	2,090,574.00
System-wide Support Services	
6100 - Support and Development Services	127,862.00
6200 - Special Population Support and Development Services	10,424.00
6300 - Alternative Programs and Services	72,348.00
6400 - Technology Support Services	276,541.00
6500 - Operational Support Services	1,879,919.00
6600 - Financial and Human Resource Services	39,795.00
6800 - System-wide Pupil Support Services	147,436.00
6900 - Policy, Leadership and Public Relations Services	187,245.00
Non-Programmed Charges	
8400 - Interfund Transfers	45,000.00
Total State Public School Fund Appropriation	\$ 31,953,744.00

Section 6: The following revenues are estimated to be available to the **State Public School Fund**.

Total State Public School Fund Allocation	\$ 31,953,744.00
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**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2019-2020
Adopted December 12, 2019**

Section 7: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Federal Grants Fund**.

Instructional Services	
5100 - Regular Instructional Services	\$ 265,695.07
5200 - Special Populations Services	1,381,558.69
5300 - Alternative Programs and Services	1,580,483.80
5400 - School Leadership Services	2,000.00
5800 - School-Based Support Services	200,299.58
System-wide Support Services	
6200 - Special Population Support and Development Services	141,341.50
6300 - Alternative Programs and Services	6,000.00
6500 - Operational Support Services	8,000.00
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	108,653.51
8200 - Unbudgeted Reserve	61,939.98
Total Federal Grants Fund Appropriation	\$ 3,755,972.13

Section 8: The following revenues are estimated to be available to the **Federal Grants Fund**.

Total Federal Grants Fund Allocation	\$ 3,755,972.13
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**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2019-2020
Adopted December 12, 2019**

Section 9: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Child Nutrition Fund**.

Ancillary Services	
7200 - Nutrition Services	\$ 3,500,000.00
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	225,000.00
Total Child Nutrition Fund Appropriation	<u>\$ 3,725,000.00</u>

Section 10: The following revenues are estimated to be available to the **Child Nutrition Fund**.

Federal Allocation	\$ 3,110,000.00
Local School Child Nutrition Fund	615,000.00
Total Child Nutrition Fund Revenue	<u>\$ 3,725,000.00</u>

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2019-2020
Adopted December 12, 2019**

Section 11: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Enterprise Fund**.

Instructional Services	
5300 - Alternative Programs and Services	\$ 390,000.00
Total Enterprise Fund Appropriation	\$ 390,000.00

Section 12: The following revenues are estimated to be available to the **Enterprise Fund**.

Local Revenues	\$ 240,000.00
Fund Balance Appropriated	150,000.00
Total Enterprise Fund Revenue	\$ 390,000.00

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2019-2020
Adopted December 12, 2019**

Section 13: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Capital Outlay Fund**.

9000 - Capital Outlay	\$ 17,671,104.07
Total Capital Outlay Projects	<u>\$ 17,671,104.07</u>

Section 14: The following revenues are estimated to be available to the **Capital Outlay Fund**.

County Appropriation	\$ 970,712.00
County Appropriation - Kitchen/HVAC Projects	2,500,000.00
Limited Obligation Bond Proceeds	13,700,392.07
Fund Balance Appropriated	500,000.00
Total Capital Outlay Fund Revenue	<u>\$ 17,671,104.07</u>

Section 15: The following revenues are estimated to be available to the Asheboro City Schools budget.

Local Current Expense Fund	\$ 10,281,285.00
Other Designated Accounts Fund	1,594,315.00
State Public School Fund	31,953,744.00
Federal Grants Fund	3,755,972.13
Child Nutrition Fund	3,725,000.00
Enterprise Fund	390,000.00
Capital Outlay Fund	17,671,104.07
	<u>\$ 69,371,420.20</u>

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2019-2020
Adopted December 12, 2019**

- Section 16:** All appropriations shall be paid firstly from revenues restricted as to use, and secondly from general unrestricted revenues.
- Section 17:** The Superintendent is hereby authorized to transfer appropriations within a fund under the following conditions:
- A. Between functions and objects of expenditures within a purpose without limitations and without a report to the Board of Education being required.
 - B. Between purposes of the same fund without a report to the Board of Education being required.
 - C. May not transfer any amounts between funds nor from any contingency appropriation within a fund without Board approval.
- Section 18:** Copies of the budget resolution shall be entered in the minutes of the Board of Education, and within 5 days after adoption, copies shall be filed with the Superintendent, School Finance Officer, and County Finance Officer.

Adopted the 12th day of December, 2019

ASHEBORO CITY BOARD OF EDUCATION

CHAIRMAN

SECRETARY



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

Goals and Objectives	
GOAL 1: Each student in Asheboro City Schools graduates prepared for further education, work and citizenship.	
<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 RtA Legislation - Caroline Rush KEA/LetterLand - Emily Bradshaw RtA Summer Camp/K-2 Math Assessment - Sharon Andrews

	<p>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 performance.</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 to instructional facilitators to distribute electronically to teachers. ○ K-2 teachers completed digital report cards for first quarter and sent home with students. 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

	<p>accommodations and modifications to Individualized Education Plans based on the student's disability and present level of performance per IDEA.</p> <ul style="list-style-type: none"> ○ Modifications for EL grading will utilize WIDA Can-Do Descriptors.
Objective 3. Enhance the integration of technology with instruction, so that students use digital resources as tools for learning.	<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).
Objective 4. Establish transition plans for the district and individual students, so that each student makes continual progress towards graduation.	<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"> ● <u>EC Transition Procedures</u> have been developed with input from all EC chair representatives.
Objective 5. Expand opportunities for each	<ol style="list-style-type: none"> 1. CTE initiative to embed Employability Skills into instruction. Professional

<p>student to utilize critical thinking, collaboration, communication, and creativity so that students develop skills necessary for further education and careers.</p>	<p>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.</p> <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. <p>2. Develop a plan for student preparation for the WorkKeys assessment.</p> <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.
<p>GOAL 2. Each student has a personalized education.</p>	
<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>	<p>1. The District MTSS Team will host monthly professional development for secondary and elementary MTSS teams aligned with the three modules of MTSS implementation.</p> <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. <p>2. Guide schools in the evaluation and identification of students with potential Specific Learning Disabilities within a Multi-tiered System of Support.</p> <ul style="list-style-type: none"> ○ EC program specialists will be trained on the MTSS model for identifying

	<p>students with specific learning disabilities on November 26.</p> <ul style="list-style-type: none"> ○ EC Program specialists will train school-based EC referral teams on the SLD identification process in December.
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.	<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.
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.	<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. ○ 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. 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. <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.
Objective 4. Expand opportunities for	<ol style="list-style-type: none"> 1. Collaborate with George Washington Carver Enrichment Community Center

<p>personalized learning and engagement during and beyond the regular school day, so that student needs are met and personal interests are encouraged.</p>	<p>(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. <ul style="list-style-type: none"> ■ Business Advisory- October 2 ■ Faith Based Advisory–October 3 ■ Latino Advisory- October 3 ■ PTA/PTO Advisory- October 11 ■ Black Advisory- October 30 ● Schools analyze feedback from evaluations after each family engagement event to better serve our communities. <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ Assessments ○ Early Literacy (Dolly Parton Imagination Library)

	<ul style="list-style-type: none"> ■ 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. ○ 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
Objective 6. Expand opportunities for each student to experience the cultural arts, so that all students strengthen and develop their creativity and collaboration.	<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.
GOAL 3. Each student has excellent educators every day.	
Objective 1. Recruit, develop, and retain high quality professionals, so that students continue to learn and grow.	<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.
Objective 2. Foster a culture of professional growth, so that all employees are supported in achieving high standards and increased student performance.	<ol style="list-style-type: none"> 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.
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.	<p>Carla, Leigh Anna- MEDIUM - Continued efforts to recognize quality educators.</p> <ul style="list-style-type: none"> Focus on sharing teacher stories via multiple platforms (feature articles, social media, etc.)
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"> 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"> 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). 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.

<p>Objective 3: Develop and execute a 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>	<ol style="list-style-type: none"> Continue to enhance the communications plan (AKA marketing plan) to continue marketing and messaging Asheboro City Schools. <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"> 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. 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. 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 third-wave rollout of the state’s Say Something Anonymous Reporting System. ACS principals were informed of the Say Something Anonymous Reporting

	System at the November ALT meeting.
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.	<ol style="list-style-type: none"> 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. 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.
Objective 4. Expand community partnerships that promote a healthy lifestyle, so that the wellness of our students, families, and staff is improved.	<ol style="list-style-type: none"> Review and update our current wellness policy.

December Calendar				
	DATE	MEETING	TIME	LOCATION
2019-2020				
Monday	December 9	Hour of Code	5-7p.m.	AHS Media Center
Tuesday	December 10	Superintendent's Holiday Lunch (Cabinet, Principals, Office Staff, and BOE)	11 a.m. - 1:30 p.m.	COBR
Wednesday	December 11	District SCIENCE FAIR	8 a.m. - 12 p.m. - Awards 12:30 p.m.	NAMS
Thursday	December 12	Asheboro City Board of Education meeting	7:30 p.m.	ECDC Conference Room
Friday	December 20	Early Release for Students	All day	All sites
Monday	December 23	Annual Leave for Teachers	All day	All sites
Tuesday - Thursday	December 24-26	Winter Break for all staff (Christmas holiday)	All day	All sites
Friday - Tuesday	December 27 - 31	Annual Leave for teachers	All day	All sites
Wednesday	January 1	New Years Day holiday (2020!)	All day	All sites
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 Conference Room
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
Tuesday	January 21	Teacher Workday	All day	All sites
Monday	January 27	Guy B. Teachey Spelling Bee	1:00 p.m.	multipurpose room
Thursday	January 30	Donna Lee Loflin AFTT/Title I Night	5 p.m.	Donna Lee Loflin
Fri - Sun	Jan. 31 - Feb. 2	Winter Board Retreat		Graylyn Conference Center
Monday	February 4	NAMS AFTT/Title 1 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 Conference Room
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
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	TBD	TBD
Tuesday	March 3	Kindergarten Registration/Information Session	TBD	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	SAMS
Thursday	March 12	Asheboro City Board of Education meeting	7:30 p.m.	ECDC Conference Room
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	DLL
Thursday	April 2	Balfour AFTT/Title I Night	5 - 7 p.m.	Balfour
Tuesday	April 7	CWM Kindergarten Orientation	8:30 a.m. - 1 p.m. and 3-6 p.m.	CWM
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 Conference Room
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 1 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 Conference Room
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 Conference Room