

**ASHEBORO CITY BOARD OF EDUCATION**

**South Asheboro Middle School**

**Media Center**

**July 9, 2020**

**7:30 p.m.**

**Addendum**

6:15 p.m. - Policy Committee  
6:45 p.m. - Finance Committee

**I. Opening**

**II. Public Comments**

**III. \*Consent Agenda**

- B. Personnel Transactions – Addendum (added)
- F. 2020-2021 Consolidated Funding Application Summary (added)
- G. Budget Transfer Report (added)

**IV. \*Action Items**

**V. Information, Reports, and Recommendations**

**VI. Superintendent’s Report**

**VII. Board Operations**

- A. Important Dates to Remember – Calendar (Amended to include Board of Education Work Session – August 3, 2020)

**VIII. Closed Session**

**IX. Adjournment**

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

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

**ASHEBORO CITY BOARD OF EDUCATION**

**South Asheboro Middle School**

**Media Center**

**July 9, 2020**

**7:30 p.m.**

6:15 p.m. - Policy Committee  
7:45 p.m. - Finance Committee

**I. Opening**

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

**II. Public Comments**

- 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.

**III. \*Consent Agenda**

- A. Approval of Minutes – June 11, 2020 and June 24, 2020 Board of Education Meetings
- B. Personnel Transactions
- C. Policies Recommended for Approval – Dr. Drew Maerz, Director of Testing and Accountability
  - Policy 1320/3560 – Title I Parent and Family Engagement
  - Policy 2302 – Remote Participation in Board Meetings
  - Policy 3410 – Testing and Assessment Program
  - Policy 3460 – Graduation Requirements
  - Policy 4328 – Gang-Related Activity
  - Policy 5040 – News Media Relations
  - Policy 5050 – Emergency Closings
- D. Articulation Agreement Between Asheboro City Schools and Randolph Community College
- E. Memorandum of Understanding between Randolph Community College and Asheboro City Schools for a High School Career Coach/Liaison

**IV. \*Action Items**

- A. Asheboro City Schools 2020-2021 Career and Technical Education Plan – Ms. Sarah Beth Robbins, CTE Administrator and Curriculum & Instructional Management Coordinator (CIMC)
- B. Course Addition for Career and Technical Education (CTE) – Ms. Sarah Beth Robbins - CTE Administrator and Curriculum & Instructional Management Coordinator (CIMC)

**V. Information, Reports, and Recommendations**

A. Policies for 30-Day Review – Dr. Drew Maerz, Director of Testing and Accountability

- Policy 1310/4002 – Parental Involvement
- Policy 3102 – Online Instruction
- Policy 3300 – School Calendar and Time For Learning
- Policy 3405 – Students At Risk of Academic Failure
- Policy 3420 – Student Promotion and Accountability
- Policy 3470/4305 – Alternative Learning Programs
- Policy 3610 – Counseling Program
- Policy 3620 – Extracurricular Activities and Student Organizations
- Policy 4110 – Immunization and Health Requirements for School Admission
- Policy 4120 – Domicile or Residence Requirements
- Policy 4270/6145 – Concussion and Head Injury

B. Remote Learning Academy – Dr. Wendy Rich, Assistant Superintendent of Curriculum and Instruction, and Mr. Anthony Woodyard, Director of Technology and Innovation

C. Summer Programming Update – Ms. Deanna Wiles – Curriculum and Instruction Specialist

**VI. Superintendent’s Report - Dr. Aaron Woody, Superintendent**

**VII. Board Operations – Ms. Gidget Kidd, Chair**

A. Important Dates to Remember

**VIII. Closed Session**

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

**IX. Adjournment**

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

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

**Asheboro City Schools  
Board of Education Meeting  
Central Office Board Room / Virtual  
June 11, 2020**

In response to executive orders declared by North Carolina Governor, Roy Cooper, due to COVID-19, this meeting was held virtually to practice social distancing and to stay within the maximum number of people in one meeting space (less than 10). The meeting was also LIVE streamed on YouTube.

**Policy Committee**

**Committee Members attending in person:**

Gidget Kidd, ex officio	Baxter Hammer	Michael Smith
-------------------------	---------------	---------------

**Committee Members attending virtually:**

Dr. Beth Knott, Chair	Art Martinez	Ryan Patton
-----------------------	--------------	-------------

**Other Board Members attending virtually:**

Gwen Williams

**Committee Members absent:**

Archie Priest, Jr.

**Staff Members Present:**

Dr. Aaron Woody	Dr. Drew Maerz	Sandra Spivey
Carla Freemyer	Dr. Wendy Rich	Anthony Woodyard
Donna Gentry		

Dr. Knott called the meeting to order at 6:45 p.m. and a verbal role call was completed. Dr. Maerz began review of the agenda.

- Policy 1310/4002 - Parental Involvement
  - Updated policy titles throughout policy and in cross references
- Policy 3102 - Online Instruction
  - Updated terminology in policy (“guidance” counselors to “school” counselors)
  - Language added regarding online courses and e-learning advisors
  - Updated legal references
- Policy 3300 - School Calendar and Time for Learning
  - Updated legal references
- Policy 3405 - Students at Risk of Academic Failure
  - Updated other resources section
- Policy 3420 – Student Promotion and Accountability
  - Minor and technical language updates
  - Updated other resources section
- Policy 3470/4305 - Alternative Learning Programs/Schools
  - Updated legal references
- Policy 3610 – Counseling Program
  - Updated policy titles throughout policy and in cross references

- Policy 3620 – Extracurricular Activities and Student Organizations
  - Technical language and formatting updates
  - Section added regarding student-initiated, noncurriculum-related student groups at the secondary level
  - Section added covering an appeals process
  - Updated cross references
- Policy 4110 - Immunization and Health Requirements for School Admission
  - “Booster dose of MCV” (meningococcal conjugate vaccine) added to the list of additional required immunizations
  - Updated other resources section
- Policy 4120 – Domicile or Residence Requirements
  - Added specifics regarding home school students and participation in JROTC membership
  - Updated legal references
- Policy 4270/6145 – Concussion and Head Injury
  - Added requirement to view the Crash Course concussion education video for high school student-athletes per North Carolina High School Athletic Association rules

All policies will go to the Board for 30-day review in July. With no further business, the meeting adjourned at 7:01 p.m.

### **Finance Committee**

**Committee Members attending in person:**

Gidget Kidd, ex officio	Baxter Hammer, Chair
-------------------------	----------------------

**Committee Members attending virtually:**

Gus Agudelo	Gwen Williams
-------------	---------------

**Other Board Members attending virtually:**

Dr. Beth Knott, Chair	Art Martinez	Michael Smith
-----------------------	--------------	---------------

**Committee Members absent:**

Linda Cranford	Ryan Patton
----------------	-------------

**Staff Members present:**

Dr. Aaron Woody	Sandra Spivey	Dr. Wendy Rich
Ed Keller	Donna Gentry	Anthony Woodyard
Dr. Drew Maerz		

Mr. Hammer called the meeting to order at 7:06 p.m. and referred to Sandra Spivey. Ms. Spivey called the roll to determine who was present for the meeting.

Ms. Spivey reviewed the 2020-2021 Interim Budget that is included under the Consent Agenda. The Interim Budget allows the district to continue on July 1 with the same budget as the 2019-2020 budget. The Interim Budget will remain in place until further budget information is received from the Randolph County Commissioners and the State budget.

Ms. Spivey reviewed the information Dr. Aaron Woody, Superintendent, presented to the Randolph County Commissioners at the budget request meeting on Monday, June 8, 2020. Dr. Woody presented the Current Expense and Capital Outlay requests that were approved by the Asheboro City Board of Education as well as the request to keep the supplemental tax rate the same. Dr. Woody did include the request for the \$28.4 million to finish the renovation at Asheboro High School - Phase III of the current construction projects. One addition to the budget request presented was to ask for \$700,000.00 to be coupled with the remaining funds from Phase I and Phase II projects so we can replace the roof at Asheboro High School. This work could be completed prior to the start of Phase III renovation and provide cost savings for the entire project. On Thursday night, June 25<sup>th</sup> the Randolph County Commissioners will present the approved budget for 2020-2021.

Ms. Spivey reviewed the federal budget amendment, F-03, included under the Consent Agenda. This amendment is to add the CARES Act funding we have received. These funds will be used to purchase student devices, improve remote learning opportunities, and assist with additional cleaning supplies needed in response to COVID-19.

Ms. Spivey reviewed the state budget amendment, S-03, included under the Consent Agenda. This amendment includes a transfer from textbook funds reserve into PRC 131 to purchase some student devices under a one-time waiver this year as well as some digital textbook programs. The amendment also includes HB1043 funding we have received for school nutrition. These funds will be used to cover additional expenses incurred due to COVID-19 response. Over 300,000 meals have been provided since March 16<sup>th</sup>. We are thankful for our partnership with Sodexo and our experience in Summer Feeding programs. This prepared us to continue serving meals to all students. Our revenues have actually increased in the School Nutrition Fund, hence the inclusion of budget amendment CN-01.

Under HB 1043, we do expect to receive additional Federal Coronavirus Relief Funds which will flow through the Department of Public Instruction. We will receive funds for summer learning programs as well as for student and staff technology devices.

Ms. Spivey reviewed the contract amendment for the 2020-2021 school year with our Food Service Management Company, Sodexo, under the Consent Agenda. This will be the second year of our current contract. We are allowed to roll the contract forward up to four additional years.

Ms. Spivey reviewed the Budget Transfer Report which is included as an information item in the board materials. This report reflects the transfers within each fund where budget funds have been moved across purpose codes.

There being no further business, Mr. Hammer adjourned the meeting at 7:24 p.m.

## Board of Education Meeting

### Board Members attending in person:

Gidget Kidd, Chair	Baxter Hammer	Michael Smith
Scott Eggleston, Board Attorney		

### Board Members attending virtually:

Phillip Cheek, Vice Chair	Gustavo Agudelo	Linda Cranford
Dr. Beth Knott	Art Martinez	Ryan Patton
Gwen Williams	Archie Priest, Jr.	

### Staff Members attending in person:

Dr. Aaron Woody	Anthony Woodyard	Donna Gentry
-----------------	------------------	--------------

### Staff Members attending virtually:

Carla Freemyer	Leigh Anna Marbert	Dr. Drew Maerz
Jordi Roman	Dr. Wendy Rich	Sandra Spivey
Ray Horton	Vanessa Brooks	Ed Keller

### Opening

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

Roll call was conducted by Ms. Donna Gentry, Board Clerk.

Upon motion by Mr. Hammer and seconded by Mr. Smith, the Board unanimously approved the meeting agenda.

**Points of Pride** – Ms. Leigh Anna Marbert, Public Information Officer, shared the following points of pride in the board materials. No formal presentation was made.

- **Asheboro High School Class of 2020 Commencement Ceremony:** On Friday, June 5, 2020 Asheboro High School shared a virtual presentation showing each graduate as they received their diploma during the week of June 1. In accordance with Governor Cooper's executive orders, administrators at Asheboro High School devised a unique plan that allowed each graduate to be recognized in a personalized ceremony with family. Graduates received a picture of themselves with their diploma and district leadership that was then made into a presentation and shared online on Friday, June 5, 2020.  
\*For historical purposes, the graduation plan is made a part of these minutes.
- **2020 Retirement and Service Awards Celebration:** On Monday, June 8, 2020, we recognized this year's retirees and staff receiving years-of-service awards during a virtual presentation that was shared with our schools. Congratulations to retirees: Lynda O'Briant and Gary Freeman (Asheboro High School); Pat Buck and Denise Trogdon (C.W. McCrary Elementary School); Lee Ann Confer (Early Childhood Development Center); Michael Mabe (South Asheboro Middle School); Candace Call (North Asheboro Middle School); and Crystal Teague and Ray McNeill (Central Office).

- **Asheboro City Schools Education Foundation Awards Scholarships:** The Asheboro City Schools Education Foundation Board of Directors proudly awarded the following scholarships to this year's deserving recipients. Award winners were announced during a virtual presentation on Wednesday, May 27, 2020:

**Chick-Fil-A/Asheboro Business Community Scholarship:** Samuel Roman

**Lee Phoenix Scholarship:** Evangelos Sistas

**Katie Bunch Servant Leadership Scholarship:** Jason Leville and Destini Marley

**Shann Redding Scholarship for Excellence:** Riley Smith

**Dr. Diana L. Frost Centennial Scholarship:** Kaili Yow

**Brooke Upchurch Phillips Scholarship:** Tatum Herrin

**Ruby B. Smith Memorial Scholarship:** Jesus Aguilar-Gutierrez

**Express Employment Professionals Scholarship:** Kaili Yow

**JB and Claire Davis Scholarship of Excellence:** Kelsey Nance

**Dr. Bob Gordon Scholarship:** Evangelos Sistas

**Derek Kesler Memorial Scholarship:** Jesus Aguilar-Gutierrez

**Lee J. Stone Scholarship:** Jason Leville

**Richard Harrington Scholarship:** Georgia Shipley

**Allen Tate Scholarship:** Jocelyn Valezquez-Luna

**Lisa Robertson Scholarship:** Jenna Thompson

**T. Henry Redding Scholarship:** Georgia Shipley

**William H. Redding Scholarship:** Samuel Roman

**Laura Lisk Memorial Scholarship:** Elaina Ramon

- **ACS WiFi on Wheels Initiative:** Since the May meeting of the Asheboro City Board of Education, the district launched an additional way for families with internet accessibility barriers to have free access to internet services. The program, called WiFi on Wheels, began on Monday, May 22, 2020 utilizes Asheboro City Schools' activity buses equipped with mobile hot spots. The buses are moved between various locations throughout the community Monday-Thursday.
- **Asheboro City Schools Teacher of the Year:** Dr. Aaron Woody, Superintendent, introduced the following teachers who were selected as Teacher of the Year at their individual school sites: Ms. Tiffany Conville, North Asheboro Middle School; Ms. Stephanie Hager, Guy B. Teachey Elementary School; Ms. Bridgette Kiser, South Asheboro Middle School; Ms. Julie Langdon, Asheboro High School; Ms. Sarah Moore, Donna Lee Loflin Elementary School; Mr. Ivan Quintero, Lindley Park Elementary School; Ms. Kristine Ridge, Balfour Elementary School; Mr. Steve Watson, Charles W. McCrary Elementary School; and, Ms. Amber Watts, Early Childhood Development Center. Ms. Bridgett Kiser was selected as the 2020-2021 Teacher of the Year finalist. Mr. Steve Watson was selected as the 2020-2021 Teacher of the Year.
- **2020 Apple of Excellence Outstanding First Year Teacher:** Ms. Carla Freemyer, Executive Director of Human Resources, introduced Mr. Tucker Smith, Assistant Band Director at Asheboro High School. Mr. Smith was selected as the 2020 Apple of Excellence First Year Teacher.

Mr. Michael Smith, board member and parent of an Asheboro High School senior, expressed thanks to everyone involved with the Asheboro High School graduation/commencement ceremonies. Mr. Smith noted that even under the restraints associated with COVID-19, the Asheboro High School graduates were honored in a very personal manner for their hard work and accomplishments.

**Public Comments:** There were no online requests to address the board.

## **Consent Agenda**

Upon motion by Ms. Williams and seconded by Mr. Patton, the Board unanimously approved the following items under the Consent Agenda as presented:

A. Minutes of the May 14, 2020 Board of Education meeting

B. Personnel transactions:

### **\*I. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Currie	Zacharii	SAMS	English Language Arts	6/9/2020
Daye	Shannon	BAL	Instructional Facilitator	6/9/2020
Gallagher	Lindsey	AHS	Chorus	6/9/2020
Halkyer	Todd	SAMS	Exceptional Children	6/9/2020
Marks	Jessica	DLL	Music	6/9/2020
McNeill	Ray	CO	Warehouse Delivery	6/30/2020
Smith	Adrian	CO	Bus Driver	5/28/2020
Tuttle	Charlotte	CO	Secretary (Facilities/Maintenance)	5/29/2020
Balota				
Moore	Alina	AHS	Exceptional Children	6/9/2020
Hayes	David	AHS	Physical Education	6/9/2020

### **\*II. NON-CAREER STATUS TEACHERS RECOMMENDED FOR CONTINUED EMPLOYMENT - 1 YEAR CONTRACT**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Davis	Lydia	SAMS/AHS	Speech Language Pathologist

### **\*III. NON-CAREER STATUS TEACHERS RECOMMENDED FOR CONTINUED EMPLOYMENT - 2 YEAR CONTRACT**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Norton*	Patti	SAMS	Exceptional Children

### **\*IV. NON-CAREER STATUS TEACHERS RECOMMENDED FOR CONTINUED EMPLOYMENT - 4 YEAR CONTRACT**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Wiley*	Sharon	SAMS	English Learners

### **\*V. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Agular	Kaitlyn	NAMS	School Secretary	7/1/2020
Funkhouser	Shari	ECDC	Pre-K	Rescinded Retirement
Goard	Nicholas	AHS	Social Studies	8/3/2020
Hamilton	Kathleen	BAL	Exceptional Children	8/10/2020
Harris	Centerra	SAMS	Exceptional Children	8/10/2020

### **\*VI. LEAVE OF ABSENCE**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Zepeda	Maricela	NAMS	School Secretary	7/1/2020 - 6/30/2021

### **VII. TRANSFERS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Banks	Kelley	BAL to DLL	2nd Grade	8/10/2020
Berrier	Jacob	NAMS to GBT	Therapeutic Classroom	8/10/2020
Johnson	Joe	CWM to ECDC	Instructional Assistant/EC	8/10/2020
Manning	Chandra	SAMS to CO	IF to BT Coord./Curriculum Specialist	7/1/2020
Shue	Angela	GBT to SAMS	2nd Grade to Exceptional Children	8/10/2020

\*Contract approved at the May 2020 meeting for the incorrect term.

\*Require Board Approval

C. \*2020-2021 Interim Budget

D. \*Budget Amendment F-03

E. \*Budget Amendment S-03

F. \*Budget Amendment CN-01

G. \*2020-2021 Food Service Management Contract

H. \*Budget Transfer Report

I. Appointment of Mr. Christopher Yow to the Randolph Community College Board of Trustees - Period 7-1-2020 to 6-30-2024

\*A copy is made a part of these minutes.

**Action Items** - None

**Information, Reports and Recommendations**

A. Dr. Drew Maerz, Director of Testing and Accountability, presented the following policies for 30-Day Review:

- Policy 1320/3560 – Title I Parent and Family Engagement
- Policy 2302 – Remote Participation in Board Meetings
- Policy 3410 – Testing and Assessment Program
- Policy 3460 – Graduation Requirements
- Policy 4328 – Gang-Related Activity
- Policy 5040 – News Media Relations
- Policy 5050 – Emergency Closings

**Superintendent’s Report**

Dr. Aaron Woody, Superintendent, presented the following summary of events and accomplishments over the last month.

- Asheboro City Schools will offer a Remote Learning Academy beginning with the 2020-2021 school year. Information will be shared with the public on Friday, June 12, 2020.
- **Kindergarten Orientation Dates - Schedule for July/August 2020:** We’re excited to announce Kindergarten Orientation dates for the 2020-2021 school year are as follows:
  - LPES - Thursday, July 30
  - BAL - Wednesday, August 5
  - DLL - Thursday, August 6
  - GBT - Thursday, August 6
  - CWM - Wednesday, August 12

- **Virtual School Tours:** On Friday, May 29, 2020 the district launched Virtual School Tours on social media. District leaders created these videos primarily for rising kindergartners, sixth, and ninth graders; however, many people have viewed the videos because they are interested in getting a glimpse at the new high school addition or simply to see the inside of our buildings. These videos have the potential to be strong public relations tools, thus we anticipate publishing more in the coming school year.
- **Asheboro High School Graduation:** Between Monday, June 1 and Thursday, June 4, 2020 the Superintendent met and congratulated each Asheboro High School senior during the high school's progressive graduation format. While the days were long, it was an incredible experience to have a bit of one-on-one time with each individual student. On Friday, June 5, 2020 the high school compiled all the week's photos into one graduation video that was very well-received by our entire community.
- **County Commissioners Meeting:** On Monday, June 8, the Superintendent made the budget request for the 2020-2021 school year to the Randolph County Commissioners. The Commissioners' Budget Approval meeting will be held on June 25, 2020.
- **Summer Feeding Program - Launched June 8:** We launched our annual Summer Feeding Program this week, which is very similar to the mobile meal distribution we have been providing since school was released on March 16. The Summer Feeding Program will provide meals (breakfast and lunch) on Tuesdays and Thursdays via bus routes throughout our community during the summer months.
- Dr. Woody and Dr. Wendy Rich conducted a live-feed presentation for all faculty and staff regarding closing out the current school year and offering encouragement as we move forward with plans for the 2020-2021 school year.

In response to the inquiry of Ms. Williams, Board Member, regarding summer remediation activities, Dr. Wendy Rich reported that the Read to Achieve program has been cancelled due to COVID-19. However, students in Kindergarten through grade 4 who are below grade level will be offered online remediation during July. Dr. Rich noted we already have teachers ready to lead the remote learning program.

Mr. Agudelo reported that the North Carolina High School Athletic Association (NCHSAA) will allow sport workout programs to begin effective June 15, 2020. Dr. Woody noted that our coaches are working on plans which will adhere to the NCHSAA guidelines. All activities will be outdoors with daily health assessments and distancing, etc., to follow guidelines issued by the governor and to protect students. Parents will be required to sign liability waivers in order for their student to participate.

### **Board Operations**

- Chairman Kidd noted the next board meeting is scheduled for July 9, 2020.
- The following is a list of the 2020-2021 Board of Education meeting dates:
  - July 9, 2020
  - August 13, 2020
  - September 10, 2020
  - October 8, 2020
  - November 12, 2020
  - December 10, 2020
  - January 14, 2021
  - February 11, 2021 – Meet with Commissioners
  - March 11, 2021 – Budget Meeting
  - April 15, 2021 - Budget Meeting (adjusted due to NSBA Conference)

- May 13, 2021
- June 10, 2021
- Chairman Kidd noted that the 2020 Randolph County Commissioners Budget Adoption Meeting will be held on June 25, 2020.
- Chairman Kidd reported that contributions are still being received for the Joyce Harrington Scholarship. The details for awarding the scholarship will be forthcoming.
- Chairman Kidd noted it is time to begin the process of conducting the Superintendent's annual evaluation. Information will be distributed to board members by June 18, 2020.

**Adjournment**

There being no further business and upon motion by Mr. Agudelo and seconded by Mr. Smith, the meeting was adjourned at 8:30 p.m.

---

Chairman

---

Secretary



A. Personnel

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Chase	Leah	LP	Kindergarten	6/9/2020
Covington	Richard	CO	Bus Driver	6/17/2020
Race	James	CO	Bus Driver	6/15/2020
Smith	Leah	GBT	5th grade	6/12/2020

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Byrum	Ellen	SAMS	CTE/Business	8/10/2020
Carter	Christian	AHS	Instructional Facilitator/Online Facilitator	8/10/2020
Downey	Sarah	AHS	Chorus	8/10/2020
Hazlett	Jada	LP	Kindergarten	8/10/2020
Swartwood	Sean	DLL	Physical Education	8/3/2020
Tomlin	Charo	AHS	CTE/Business	8/10/2020
Weaver	Dennis	DLL	Head Custodian	7/6/2020
Nixon	Denise	GBT	5 <sup>th</sup> Grade	8/10/2020

**C. TRANSFERS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Roman	Josie	NAMS to AHS	Spanish	8/10/2020
Clodfelter	Kimberly	GBT to CO	School Counselor to Mental Health Specialist	8/10/2020

B. \*Budget Amendment S-04

\*A copy is made a part of these minutes.

**Adjournment**

There being no further business and upon motion by Mr. Agudelo and seconded by Mr. Hammer, the meeting was adjourned at 6:40 p.m.

\_\_\_\_\_  
Chairman

\_\_\_\_\_  
Secretary

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

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
-------------	--------------	---------------	----------------	------------------

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Joyner	Nicholas	CWM	First Grade	8/10/2020
Nichols	Patsy	CO	Clerical Support (part-time; temporary)	07/01/2020-12/31/2020

**C. TRANSFERS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Harris	Robin	NAMS to CO	Administrator on Special Assignment to Director of Equity and Inclusion	7/1/2020

**Asheboro City Schools  
Personnel ADDENDUM  
July 9, 2020**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Davis	Kimberly	AHS	Science	7/7/2020
LaClair	Jennifer	AHS	Exceptional Children	7/6/2020
LeRoy	Laura	GBT	Exceptional Children	7/1/2020
Ray	Crystal	DLL	1st Grade	7/8/2020
Scott	Mercene	LP	Kindergarten	7/1/2020
Weil	Laura	NAMS	Data Manager/Treasurer	8/6/2020
Wilson	Shameeka	BAL	Exceptional Children	7/5/2020

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Castro	Wigman "Will"	CO	Computer Technician	7/13/2020
Floyd	Ana	CO	Curriculum Development (temporary;PT)	7/1-7/31/2020
Little	Tonya	LP	Kindergarten	8/10/2020

**ASHEBORO CITY SCHOOLS  
CERTIFIED APPOINTMENTS  
July 9, 2020**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Joyner, Nicholas	UNC-Greensboro B: Social Work NC A&T University M: Elementary Education	Elementary, K-6

Mr. Nicolas Joyner is recommended to teach first grade at Charles W. McCrary Elementary School for the 2020-2021 school year. Mr. Joyner worked as a teacher assistant in grades K-2 in Guilford County Schools while pursuing his education, and completed his student teaching at Randleman Elementary School. This past school year, Mr. Joyner taught 2<sup>nd</sup> grade at Brightwood Elementary School in Guilford County. Mr. Joyner is described as an enthusiastic teacher, team player and open to new strategies to reach all children. We are pleased to welcome Mr. Joyner to Asheboro City Schools. Welcome Mr. Joyner!

**ASHEBORO CITY SCHOOLS  
CERTIFIED APPOINTMENTS - ADDENDUM  
July 9, 2020**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Little, Tonya	St. Andrew's Presbyterian College B: Human Services UNC-Greensboro M: Elementary Education	Elementary, K-6

Ms. Tonya Little is recommended to teach Kindergarten at Lindley Park Elementary School for the 2020-2021 school year. Ms. Little is coming to Asheboro City Schools from Montgomery County Schools where she taught Kindergarten for the past 23 years at Troy Elementary School. As a veteran educator, Ms. Little brings significant experience to the Lindley Park team. She is well versed in hands-on literacy and math workstations, iStation and MClass reading assessments, and iReady diagnostic instruction. Ms. Little has a proven track record of implementing positive discipline strategies that promote student responsibility, problem solving skills, and personal accountability. We are pleased to welcome Ms. Little to Asheboro City Schools. Welcome Ms. Little!

Policies  
For  
Approval

The board of education recognizes the value of family engagement in a child's academic success and believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents and other family members are their children's first teachers; therefore, the continued involvement of parents and family members in the educational process is most important in fostering and improving educational achievement. School system officials shall strive to support parents and provide parents and family members with meaningful opportunities to become involved in the programs offered by the Title I schools. The board encourages parents and family members to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the school system's Title I program in helping students meet state and local achievement standards.

**A. DEFINITION OF PARENT AND FAMILY ENGAGEMENT**

For the purposes of this policy, the term "parent and family engagement" means the participation of parents, guardians, other family members, and, when appropriate, students in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring the following:

1. that parents and family members play an integral role in assisting their child's learning;
2. that parents and family members are encouraged to be actively involved in their child's education at school;
3. that parents are full partners in their child's education and parents and family members are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
4. that the school system utilizes activities to support parent and family engagement in the Title I programs.

**B. PURPOSE AND OPERATION OF TITLE I PROGRAM**

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they receive an equitable, high-quality, well-rounded education and meet the school system's challenging academic standards. The Title I program provides instructional activities and supportive services to eligible students over and above those provided by the regular school program.

Qualified Title I schools will operate as school-wide programs or targeted assistance programs based upon federal eligibility criteria. School-wide programs will provide comprehensive support to offer improved opportunities for all students in the school to meet the school system's academic standards. Targeted assistance programs will provide services to eligible students most in need of assistance in the school as determined by objective criteria established by the superintendent or designee. Eligibility criteria may include, for example, standardized test scores, teacher judgment, and results of preschool screening and home-school surveys.

Both school-wide and targeted assistance programs shall be based on effective means of improving student achievement and shall include evidence-based strategies to support parental and family engagement.

**C. ANNUAL MEETING AND PROGRAM EVALUATION**

Each year, school officials must invite parents of students participating in Title I programs to a meeting to explain parental rights, discuss the programs and activities to be provided with Title I funds, and solicit input on the Title I Program and this policy. In addition, school officials must provide parents and family members a meaningful opportunity annually to evaluate the content and effectiveness of the Title I programs and the parent and family engagement policies and plans. Information collected from these proceedings will be used to revise Title I programs and parent-and family engagement plans.

**D. PARENT AND FAMILY ENGAGEMENT EFFORTS**

The board believes that the involvement of Title I parents and family members in the design and implementation of the Title I program will increase the effectiveness of the program and contribute significantly to the success of the children. The Title I staff and all school system personnel shall strive to conduct outreach to parents and family members and involve them in activities throughout the school year.

The superintendent shall ensure that this system-level parent and family engagement policy and plan is developed with, agreed upon with, and annually distributed to parents and family members of participating students. In addition to the system-level parent and family engagement plan, each school participating in the Title I program shall jointly develop and annually distribute to parents and family members a school-level written parent and family engagement plan. This plan describes the means for carrying out school-level practices, sharing responsibility for student academic achievement, building the capacity of school staff and parents for engagement, and increasing accessibility for participation of all parents and family members of children participating in Title I programs, including parents and family members who have limited English proficiency, who have disabilities, and who are migratory. School-level plans must involve parents in the planning and improvement of Title I activities and must provide for the distribution to parents of information on expected student achievement levels and the school's

academic performance.

School officials shall invite appropriate school personnel from private schools to consult on the design and development of its programs in order to provide equitable services to students enrolled in private schools. The superintendent or designee shall establish any additional procedures necessary to achieve timely and meaningful consultation with private school officials in accordance with federal law.

In addition, school system officials and Title I school personnel shall do the following:

1. involve parents and family members in the joint development of the Title I program and school support and improvement plan and the process of school review and improvement by including parents on the school advisory committee and any committees that review the Title I program;
2. provide coordination, technical assistance, and other support from various central office departments necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities that are designed to improve student academic achievement and school performance;
3. coordinate and integrate parent and family engagement strategies in the Title I program to the extent feasible and appropriate with parental engagement strategies established in other federal, state, and local laws and programs;
4. with the meaningful involvement of parents, conduct an annual evaluation of the content and effectiveness of the school system parent and family engagement policies and program in improving the academic quality of the school and assisting student to meet the school system's academic standards;
5. strive to eliminate barriers to parental participation by assisting parents who have disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;
6. provide outreach and assistance to parents and family members of children who are participating in Title I programs in understanding the state's testing standards, the assessments used, Title I requirements, and all national, state, and local standards and expectations through such efforts as community-based meetings, posting information on school websites, sending information home, newsletters, workshops, and newspaper articles;
7. design a parent–student–school staff compact that sets out respective responsibilities in striving to raise student achievement and explains how an

---

effective home/school partnership will be developed and maintained;

8. with the assistance of parents, ensure that teachers, specialized instructional support personnel, principals, and other staff are educated in the value of parents as partners in the educational process and understand how to work with, communicate with, and reach out to parents as equal partners in education;
9. distribute to parents information on expected student proficiency levels for their child and the school's academic performance, and provide materials and training to help parents monitor their child's progress and work with educators to improve achievement through such methods as literacy training or using technology, which may include education about the harms of copyright piracy;
10. coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with federal, state, and local programs, including public pre-school programs, and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child;
11. strengthen the partnership with agencies, businesses, and programs that operate in the community, especially those with expertise in effectively engaging parents and family members in education;
12. ensure that parents are involved in the school's Title I activities; and
13. provide such other reasonable support for Title I parental involvement activities as requested by parents.

**E. NOTICE REQUIREMENTS**

School system officials and Title I school personnel shall provide effective notice of the following information as required by law. The notice must be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

1. Program for English Learners
  - a. Each year the principal or designee shall provide notice of the following to parents of English learners identified for participation in a Title I, Part A or Title III funded language instruction educational program:
    - a. the reasons for the child's identification;
    - b. the child's level of English proficiency and how such level was assessed;

- c. methods of instruction;
- d. how the program will help the child;
- e. the exit requirements for the program;
- f. if the child has a disability, how the language instruction educational program meets the objectives of the child's individualized educational program (IEP); and
- g. any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal, and selection of a program for English learner; and
- h. notice of regular meetings for the purpose of formulating and responding to recommendations from parents.

2. System Report Card

Each year, school system officials shall disseminate to all parents, schools, and the public a school system report card 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 programs, and
  - iv. English Learners achieving proficiency;

- d. the per pupil expenditures of federal, state, and local funds; and
- e. teacher qualifications.

3. Teacher Qualifications

- a. At the beginning of each year, school system officials shall notify parents of students who are participating in Title I programs (1) of the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child and (2) that such information will be provided in a timely manner (see policy 7820, Personnel Files).
- b. The principal or designee of a Title I school shall provide timely notice informing parents that their student has been assigned to or has been taught for at least four consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level or subject area in which the teacher had been assigned.

4. Student's Academic Growth and Achievement

School officials shall provide to each parent of a student who is participating in a Title I program information on the level of achievement and academic growth, if applicable and available, of the student on each of the state's academic assessments.

5. Parental Rights and Opportunities for Involvement

- a. Each year, the principal or designee of a Title I school shall provide notice to parents of the school's written parent and family engagement policy, parents' right to be involved in their child's school, and opportunities for parents and family members to be involved in the school.
- b. At the beginning of each school year, the principal or designee of a Title I school shall provide notice to parents of (1) their right to request information regarding student participation in state-required assessments and (2) that such information will be provided in a timely manner.

**F. WEBSITE DISTRIBUTION OF INFORMATION**

Each year, school system officials shall publicize on the school system website and, where practicable, on the website of each school:

1. the report card described in subsection E.2, above; and
2. information on each assessment required by the state and, where feasible, by the school system, organized by grade level. The information must include:
  - a. the subject matter assessed;
  - b. the purpose for which the assessment is designed and used;
  - c. the source of the requirement for the assessment;
  - d. if available, the amount of time students will spend taking the assessments and the schedule of the assessments; and
  - e. if available, the time and format for distributing results.

The superintendent shall develop any administrative procedures necessary to implement the requirements of this policy.

Legal References: Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200

Cross References: Parental Involvement (policy 1310/4002), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Personnel Files (policy 7820)

Adopted: March 14, 2013

Revised: August 14, 2014, May 12, 2016, March 9, 2017, July 13, 2017, September 12, 2019

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

**A. DEFINITIONS**

The following definitions apply in this policy:

**1. Official Meeting of the Board**

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

**2. Remote Participation**

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

**3. Wholly Remote Meeting**

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

**4. State-Declared Emergency**

---

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

5. Locally-Declared Emergency

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

**B. AUTHORIZED CIRCUMSTANCES FOR REMOTE PARTICIPATION**

1. Meetings During a Declared Emergency

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

a. State-Declared Emergency

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

b. Locally-Declared Emergency

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

2. Meetings Not During a Declared Emergency

a. Wholly Remote Meetings.

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

b. Remote Participation by Individual Members

---

---

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

**C. CONDITIONS AND REQUIREMENTS FOR REMOTE PARTICIPATION**

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

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

**D. PROCEDURE FOR REMOTE PARTICIPATION**

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

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

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

**D. SPECIAL RULES FOR MEETINGS DURING A DECLARED EMERGENCY**

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

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

---

by conference call, the public will be provided an opportunity to dial in or stream the audio live and listen to the meeting.

9. If the meeting is a public hearing, the board will allow for written comments on the subject of the hearing to be submitted up to 24 hours after the public hearing takes place, however, in accordance with G.S. 143-318.13(d), this flexibility applies only to meetings conducted in accordance with G.S. 166A-19.24 when a state-declared emergency exists.
10. Subsection C.3 of this policy will not apply to meetings held during a state or local emergency.

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

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

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

Adopted: November 10, 2016

The board believes that an effective testing and assessment program evaluates the progress of individual students and helps ensure that educational goals and objectives are being met for every child. A testing program also assists in the continued refinement of the instructional program. In addition, data from tests and assessments provide measures of student learning that are useful for evaluating educator effectiveness.

Every effort will be made to ensure that the testing program contributes to the learning process rather than detracts from it. Efforts also will be made to use only culture-free or culture-fair tests in order to ensure that measurements are reasonably accurate.

**A. ADMINISTRATION OF TESTS, SCREENINGS, AND OTHER ASSESSMENTS**

The superintendent shall provide for the proper administration of all state-required tests, screenings, and other assessments and any state-required remedial instruction and/or retesting in accordance with all requirements established by law or the State Board of Education.

Results from the North Carolina End of Course, and End of Grade, and North Carolina Final Exams will be used in determining students' final grades in accordance with policy 3420, Student Promotion and Accountability.

The superintendent shall provide for the online administration of state-required tests to the extent required by the State Board of Education or the Department of Public Instruction, and otherwise as feasible within available resources. The superintendent shall keep the board informed of any resources or other measures needed to support online test administration.

Students may participate in field testing and other sample testing as designated by the State Board or the Department of Public Instruction.

The superintendent shall develop security and administration procedures for the state testing program and other assessments that are consistent with State Board of Education requirements and relevant law. The superintendent shall ensure that all relevant personnel are instructed in such procedures. All testing personnel, teachers, and school administrators are required to be familiar with and adhere to all applicable testing manuals, handbooks, and guides, including the Testing Code of Ethics, for state and locally-required Failure to follow procedures may result in disciplinary sanctions, including termination or revocation of administrative and/or teaching licenses.

---

**B. HIGH SCHOOL AND MIDDLE SCHOOL END-OF-COURSE TESTING**

The End of Course (EOC) and End of Grade (EOG) Exam results will count as twenty percent (20%) of a student's final grade in each middle school course for which such a test is administered. However, the results of such assessments will not factor into a student's final grade in a course during the initial implementation year of a new assessment for that course where scores are not immediately available due to standard setting. Middle school students requiring multiple final assessments, within a single subject, should have the assessments averaged for the final exam score. This requirement does not apply for students assessed on the Extended Content Standards or English Learner students in their first year in the United States.

The End of Course (EOC) assessment and Career and Technical Education State Assessments results will count as twenty percent (20%) of a student's final grade in each high school course for which such a test is administered. However, the results of such assessments will not factor into a student's final grade in a course during the initial implementation year of a new assessment for that course where scores are not immediately available due to standard setting. This requirement does not apply for students following the Occupational Course of Study Pathway Standards or English Learner students in their first year in the United States. This applies to English/Language Arts/Reading, Mathematics, Science, and Social Studies EOC and NCFE assessments. All other high school courses are also required to administer a final exam which shall count as twenty percent (20%) of a student's final grade. Further, CTE students who earn a credential that is approved under Department of Public Instruction guidelines as evidence of technical skill attainment will not be required to take the CTE Post-Assessment in the course.

**C. MINIMIZING TIME SPENT TESTING**

The superintendent or designee shall ensure that the time students spend taking standardized state and local tests and the frequency of field testing at a particular school are minimized. Specifically, the superintendent shall ensure the following.

1. Schools will devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning.
2. Students will not be subject to field tests or national tests during the two-week period preceding their school's administration of end-of-grade tests, end-of-course tests, or regularly scheduled final exams.
3. No school will participate in more than two field tests at any one grade level during a school year.

4. All annual assessments of student achievement adopted by the State Board of Education pursuant to G.S. 115C-174.11(c)(1) and (3) and all final exams for courses will be administered within the final ten instructional days of the school year for year-long courses and within the final five instructional days of the semester for semester courses. Exceptions will be permitted on an individual basis to accommodate a student's individualized education program or Section 504 plans; for the administration of final exams for courses with national or international curricula required to be held at designated times; for make-up testing; and as otherwise permitted by the Department of Public Instruction.
5. A report of local standardized testing is provided to the board for review in even-numbered years and, if required, a plan for reducing the time spent on such testing is subsequently prepared and submitted to the State Board of Education in compliance with state law.

Legal References: The Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, -h; 34 C.F.R. pt. 99; G.S. 115C, art. 10A; 115C-47, -81, -83.5, -83.6, -174.11, -174.12(a), -174.22, -174.25, -276, -288, 307, -402.5; S.L. 2019-212, Sec. 1; State Board of Education Policy Series TEST and GRAD; EVAL-006; EVAL-006, EVAL-025 through -31

Cross References: Professional and Staff Development (policy 1610/7800), Goals and Objectives of the Educational Program (policy 3000), Student Promotion and Accountability (policy 3420), Student Records (policy 4700), Public Records – Retention, Release, and Disposition (policy 5070/7350)

Other References: *North Carolina Test Coordinators' Policies and Procedures Handbook*, available at <http://www.dpi.state.nc.us/accountability/policies/generalinfo>

Adopted: January 9, 2014

Revised: June 12, 2014, January 8, 2015, September 8, 2016, August 10, 2017, May 10, 2018, December 13, 2018

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

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

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

The principal shall ensure that students and parents are aware of all graduation requirements. Guidance program staff shall assist students in selecting their high school courses to ensure that students are taking all of the required units and selecting electives consistent with their post-graduation plans. For students who have transferred to the school system during high school or who, for other reasons, have completed course work outside of the school system, the principal shall determine what course work will be applied as credit toward graduation. The principal shall consider the requirements of the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5) and the requirements of subsection C.3 of this policy in determining the graduation requirements for children of military families.

#### **A. COURSE UNITS REQUIRED**

All students must fulfill the course unit requirements of the Future-Ready Core Course of Study, unless they are approved for the Future-Ready Occupational Course of Study. The tables below lists the course unit requirement for the Future-Ready Core Course of Study and the Future-ready Occupational Course of Study based on the student's year of entry into ninth grade for the first time.

In accordance with policy 3101, Dual Enrollment, and State Board of Education requirements, students may earn certain high school credit for college courses completed. In addition, students may earn credit for certain high school courses in the Future-Ready Core Course of Study completed while in middle school, as authorized by the State Board of Education. Students also have the opportunity to meet course unit requirements without completing the regular period of classroom instruction by demonstrating mastery of the course material in accordance with policy 3420, Student Promotion and Accountability, and State Board of Education requirements.

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

requirements, students should verify current requirements with their school counselors when planning course schedules or making other decisions based on graduation requirements.

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

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

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

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

\*\*\* Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://www.dpi.nc.gov/documents/curriculum/mathematics/scos/nc-mathematics-graduation-requirement-options-charts>.

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

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

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

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

\* Certain Advanced Placement (AP) courses will satisfy specific graduation requirements. See SBE policy GCS-L-008.

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

\*\*\* Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math III as a prerequisite. The math options chart is available at <https://www.dpi.nc.gov/documents/curriculum/mathematics/scos/nc-mathematics-graduation-requirement-options-charts>

† Founding Principles of the United States of America and North Carolina: Civic must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses. See SBE Policy GRAD-004.

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

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

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

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III, and IV)	
Mathematics	3 (including Introduction to Math, NC Math I, and Financial Management)	
Science	2 (including Applied Science and Biology)	
Social Studies	2 (including American History I <del>or</del> and American History II)* OR (1) American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy; and (2) American History I or American History II or American History**	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Occupational Preparation	6 (including Occupational Preparation I, II, III, and IV, which require 150 hours of school-based training, 225 hours of community-based training, and 225 hours of paid employment)***	
Electives	0	6
Other Requirements	<ul style="list-style-type: none"> <li>• Completion of IEP objectives</li> <li>• Career Portfolio</li> </ul>	
<b>Total Credits</b>	<b>22</b>	<b>28</b>

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

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

\*\*\* Paid employment is the expectation; however, when paid employment is not available, 225 hours of unpaid vocational training, unpaid internship experience, paid employment at community rehabilitation facilities, and volunteer and/or community service hours may substitute for 225 hours of paid employment.

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

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III, and IV)	
Mathematics	3 (including Introduction to Math, NC Math I, and Financial Management)	
Science	2 (including Applied Science and Biology)	
Social Studies	2 (including Founding Principles of the United States of America and North Carolina: Civic Literacy and Economics and Personal Finance)	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Occupational Preparation	6 (including Occupational Preparation I, II, III, and IV, which require 150 hours of school-based training, 225 hours of community-based training, and 225 hours of paid employment*)	
Electives	0	6
Other Requirements	<ul style="list-style-type: none"> <li>• Completion of IEP objectives</li> <li>• Career Portfolio</li> </ul>	
<b>Total Credits</b>	<b>22</b>	<b>28</b>

\* Paid employment is the expectation; however, when paid employment is not available, 225 hours of unpaid vocational training, unpaid internship experience, paid employment at community rehabilitation facilities, and volunteer and/or community service hours may substitute for 225 hours of paid employment.

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

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

#### C. SPECIAL CIRCUMSTANCES

The board adopts the following policies with regard to graduation.

##### 1. Honor Graduates

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

##### 2. Students with Disabilities

---

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

3. Children of Military Families

In order to facilitate the on-time graduation of children of military families, the board adopts the following policy provisions for students to whom the Interstate Compact on Educational Opportunity for Military Children applies.

a. Waiver Requirements

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

b. Testing Requirements for Graduation

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

c. Transfers During Senior Year

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

4. Early Graduation

Graduation prior to that of one's class may be permitted on the basis of criteria approved by the board upon recommendation by the superintendent upon recommendation by the principal.

Students seeking to graduate with fewer than 28 credits may be permitted to do so under criteria approved by the superintendent upon recommendation by the principal. These students shall meet all state graduation requirements.

5. Graduation Certificates

Graduation certificates will be awarded to eligible students in accordance with the standards set forth in State Board policy.

6. Diploma Endorsements

Students have the opportunity to earn one or more of the following diploma endorsements identifying a particular area of focused study including: (1) Career Endorsement, (2) College Endorsement (two options), (3) North Carolina Academic Scholars Endorsement, and/or (4) a Global Languages Endorsement. No endorsement is required to receive a diploma.

Legal References: G.S. 115C-12(40), -47, -81.25(c)(10)(c), -81.45(d), -81.65, -174.11, -276, -288, -407.5; State Board of Education Policies CCRE-001, GRAD-004, GRAD-007, GRAD-008, GRAD-010, TEST-003

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

Adopted: January 9, 2014

Revised: August 14, 2014, May 12, 2016, March 9, 2017, March 8, 2018

The board strives to create a safe, orderly, caring, and inviting school environment. Gangs and gang-related activities have proven contrary to that mission and are prohibited within the schools. A gang is any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts and having a common name or common identifying sign, colors, or symbols. The violence and crime that accompany gangs pose a serious threat to the safety of students and employees of the school system. Even absent acts of violence or crime, the existence of gang-related activity within the schools creates an atmosphere of fear and hostility that obstructs student learning and achievement. Thus, the board condemns the existence of gangs and will not tolerate gang-related activity in the school system.

**A. PROHIBITED BEHAVIOR**

Gang-related activity is strictly prohibited within the schools. For the purposes of this policy, “gang-related activity” means: (1) any conduct that is prohibited by another board policy and is engaged in by a student on behalf of an identified gang or as a result of the student’s gang membership; or (2) any conduct engaged in by a student to perpetuate, proliferate, or display the existence of any identified gang.

Conduct prohibited by this policy includes:

1. wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs, or other items with the intent to convey membership or affiliation in a gang;
2. communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) with the intent to convey membership or affiliation in a gang;
3. tagging, or otherwise defacing school or personal property with symbols or slogans intended to convey membership or affiliation in a gang (see policy 4330, Theft, Trespass, and Damage to Property);
4. requiring payment of protection or insurance or otherwise intimidating or threatening any person related to gang activity (see policy 4331, Assaults, Threats, and Harassment);
5. inciting others to intimidate or to act with physical violence upon any other person related to gang activity (see policy 4331);
6. soliciting others for gang membership; and

7. committing any other illegal act or other violation of school system policies in connection with gang-related activity.

**B. NOTICE**

The superintendent or designee shall regularly consult with law enforcement officials to maintain current examples of gang-related activities, including but not limited to gang names and particularized examples of potential gang indicators including symbols, hand signals, graffiti, clothing, accessories, and behaviors. Each principal shall maintain a list of current examples of gang-related activities to assist students, parents, and teachers in identifying gang symbols and practices. The list shall be available in an easily accessible location in the main office of the school. Parents, students, and school employees may, upon request, access the list, which shall include a warning that wearing or displaying clothing, hand signs, or symbols identified in the list with the intent to convey membership or affiliation in any gang may subject a student to discipline under this policy.

In addition, the Code of Student Conduct and all student handbooks (or such other similar materials distributed to parents and students in lieu of a student handbook) shall contain notice that (1) current information on gang-related activities is maintained in the main office at each school; (2) information on gang-related activities is subject to change and the principal should be consulted for updates; and (3) wearing or displaying clothing, hand signs, or symbols identified in the list with the intent to convey membership or affiliation in any gang may subject a student to discipline under this policy. The Code of Student Conduct and student handbook (or such other similar materials) also shall provide the addresses of websites that contain additional information identifying gang signs, symbols, clothing, and other gang indicators.

In providing this information for students and parents, the board acknowledges that not all potential gang indicators connote actual membership in a gang.

**C. CONSEQUENCES**

Before receiving disciplinary consequences for a violation of subsection A.1 or A.2, above, a student shall receive an individualized warning as to what item or conduct is in violation of this policy and shall be permitted to immediately change or remove any prohibited items. A student may be disciplined only if he or she previously received notice that the specific item or conduct is prohibited.

Disciplinary consequences for violations of subsections A.1, A.2 and A.6, above, shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of these subsections.

Violations of subsections A.3, A.4, A.5 and A.7, above, are violations of both this policy and other board policies. Disciplinary consequences for such violations shall be consistent with Section D of policy 4300 and the specific range of consequences listed in the Code of Student Conduct for the other board policy violated. That the violation was gang-related shall be an aggravating factor when determining the appropriate consequences.

In a situation where a student has violated this policy or is otherwise suspected of gang affiliation through other circumstantial evidence, the principal shall conduct an intervention involving the principal and/or assistant principal, the student and the student's parent. Such intervention also may include the school resource officer and others as appropriate. The purpose of an intervention is to discuss school officials' observations and concerns and to offer the student and his or her parents information and an opportunity to ask questions or provide other information to the school officials.

This policy shall be applied in a non-discriminatory manner based on the objective characteristics of the student's conduct in light of the surrounding circumstances.

Legal References: G.S. 115C-390.2

Cross References: Student Behavior Policies (policy 4300), Student Dress Code (policy 4316), Theft, Trespass, and Damage to Property (policy 4330), Assaults, Threats, and Harassment (policy 4331), Criminal Behavior (policy 4335)

Adopted:

The news media can be an important means of communicating information about the schools to the community. The superintendent is responsible for establishing an effective working relationship with the news media. The news media should be notified whenever necessary to relay information to the public, such as when there are emergency school closings. The superintendent also is expected to identify opportunities to educate the news media regarding the goals of the board and schools system, especially as they relate to student success and the educational program. The superintendent also should inform the news media of the results of the schools' efforts to improve student achievement.

The superintendent may designate a spokesperson to provide information to the news media. The school system will respond to the media's requests for information in compliance with the board policy on public records, policy 5070/7350, Public Records – Retention, Release and Disposition.

Policy 5020, Visitors to the Schools, applies to news media. News media are expected to cooperate with the schools system in their efforts to provide a safe and orderly learning environment in which disruptions to instructional time are minimized. The principal or superintendent may require news media to leave or prevent news media from entering school grounds if the news media's presence interferes with these efforts.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 115C-47, -109.3, -319 to -321, -402; 132-1 to -9.

Cross References: Board Meeting News Coverage (policy 2325), Visitors to the Schools (policy 5020), Emergency Closings (policy 5050), Public Records – Retention, Release and Disposition (policy 5070/7350)

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

Updated: October 11, 2007, August 13, 2009, January 11, 2018

The superintendent shall develop procedures for the temporary closing of a school or all schools in the school system because of inclement weather or any other unforeseen occurrence that presents a threat to the safety of students and employees or causes major damage to school property. The superintendent shall notify parents, members of the board of education, the news media and other interested parties of a decision to close a school or schools as soon as it is feasible to do so under the circumstances.

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

Adopted: April 9, 1998

Revised: September 10, 2015

**ARTICULATION AGREEMENT  
BETWEEN  
ASHEBORO CITY SCHOOLS AND  
RANDOLPH COMMUNITY COLLEGE  
2020-2021**

Articulation is a systematic, seamless student transition process from secondary to postsecondary education, which maximizes use of resources and minimizes content duplication. Articulated credit is credit that is granted in specific courses by Randolph Community College to students who have satisfactorily completed equivalent high school courses.

**CRITERIA TO AWARD COLLEGE CREDIT**

To receive articulated credit, students must enroll at Randolph Community College within two years of their high school graduation date and meet the following criteria:

- Final grade of **B** or higher in the course and
- A score of **93** or higher on the standardized CTE post-assessment; an industry credential recognized by RCC may be used in lieu of the CTE post-assessment

The student must inform the RCC registrar that he/she wishes to receive articulated college credit and must be enrolled the semester for which credit is granted.

High school students who enroll in a Career and College Promise pathway may earn articulated college credit as described in this agreement while enrolled in high school if the CTE articulated college credit is part of their Career and College Promise Pathway and they meet the articulation criteria.

**PROCESS TO DOCUMENT CREDIT**

The official high school transcript and all official standardized CTE post-assessment scores will be required to verify that the criteria to award credit for articulated course work has been met. Where indicated, students will submit supporting documentation to Randolph Community College.

Randolph Community College officials will have responsibility for verifying eligibility and acceptance of the articulated course or courses on the high school transcript for college credit.

**EVALUATION**

This agreement will be evaluated annually.

This is to certify that this articulation agreement has been developed in accordance with the "North Carolina High School-to-Community College Articulation Agreement" and will be carried out according to the terms of the agreement.

This Articulated Credit Agreement between Asheboro City Schools and Randolph Community College will become effective for students who enroll at Randolph Community College beginning with the fall semester.

---

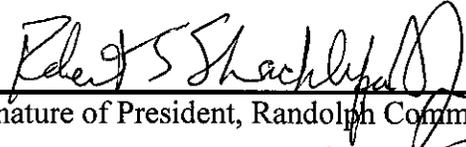
Signature of Superintendent, Asheboro City Schools

Date

---

Signature of Board Chair, Asheboro City Schools

Date

  
Signature of President, Randolph Community College

6/14/2020

Date

  
Signature of Board of Trustees Chairman, Randolph Community College

6 3 20

Date

**ARTICULATED COURSES**  
**Asheboro City Schools and Randolph Community College**  
**2020-2021**

**Courses Articulated by the NC High School to Community College Articulation Agreement - Effective - July 1, 2017**  
 Students completing the following courses at Asheboro High School and who meet the requirements of this document will receive credit as indicated.

<u>Asheboro High School Course</u>	<u>Randolph Community College</u>	<u>College Credits</u>
------------------------------------	-----------------------------------	------------------------

***BUSINESS & INFORMATION TECHNOLOGY / BUSINESS EDUCATION***

BM102 Microsoft Word & Power Point	OST 136 Word Processing	3
BD102 Multimedia and Webpage Design	WEB 110 Internet/Web Fundamentals	3

---

***FAMILY & CONSUMER SCIENCE / EARLY CHILDHOOD EDUCATION***

FE112 Early Childhood Education I AND		
FE122 Early Childhood Education II	EDU 119 Intro to Early Childhood Education	4

---

***HEALTH OCCUPATIONS / HEALTH SCIENCES***

HU102 Health Sciences I	MED 121 Medical Terminology I AND	3
	MED 122 Medical Terminology II	3
HN432 Nursing Fundamentals	NAS 101 Nursing Assistant I	6

---



Memorandum of Understanding  
between  
Randolph Community College and Asheboro City Schools

## PURPOSE and AGREEMENT

This Memorandum of Understanding sets forth the framework between Randolph Community College (RCC) and Asheboro City Schools (ACS) to provide educational opportunities to the high school students of ACS. Of which, RCC may place or make available a High School Career Coach/Liaison with ACS to build awareness of career and college pathways, and to conduct academic advising with students.

Randolph Community College (RCC) (herein called the "College" or RCC), and Asheboro City Schools (ACS) enter into the following agreement for the 2020-2021 academic year. The college and the school referenced herein agree to the provisions outlined in the content of this document.

## FOUNDATIONAL ROLES

RCC will agree to the following responsibilities:

- Employee a High School Career Coach/Liaison; therefore, the salary, benefits, and other related expenses to the employment of the person is the responsibility of RCC.
- Hire, train, and supervise the RCC High School Career Coach/Liaison located within ACS.
- Provide services to students in accordance with Career and College Promise (CCP) guidelines, facilitating college admission processes, advising and registration in pathways for which students are qualified to enroll.
- Collaborate on marketing and communication efforts to promote these educational opportunities.
- Facilitate collaboration and communication between personnel of RCC and ACS to ensure students have accurate and timely information.
- Conduct annual advisory committee meeting between both parties to review operational procedures and overall effectiveness of the program.

ACS will agree to the following responsibilities:

- Commit to creating conditions favorable for the success of the RCC High School Career Coach/Liaison by integrating the coach/liaison into the faculty and staff community of ACS.
- Promote system-wide/school-wide awareness of CCP pathways and the High School Career Coach/Liaison.
- Assist the coach/liaison with recruitment of students to ensure sufficient enrollment to support instructional offerings.

- Facilitate RCC personnel access and availability to students and personnel for the purposes of providing information and facilitating college services on site at ACS as needed.
- Provide space to conduct confidential meeting with students.
- Access to student information relevant to college admissions, enrollment and progression in college pathways.
- Facilitate access to IT resources for RCC personnel if needed (specifics outlined below).

## COMMUNICATION, RECORDS, AND CONFIDENTIALITY

RCC and ACS agree to respond to all communication in a timely fashion to ensure successful implementation of pathways and efficient resolution of any pathway challenges.

Disclosure of College educational information and records of RCC students is subject to "The Family Educational Rights and Privacy Act (FERPA)." According to FERPA guidelines, RCC and ACS agree that the release of student information will occur through the office of the Superintendent at ACS or his/her designee and the Director of Admission, Records, and Registration at RCC or his/her designee. To facilitate student success, RCC and ACS will share information regarding, but not limited to, student contact information, programs, grades, attendance, and discipline.

RCC agrees that all student records or personally identifiable student information obtained by its employees, agents or volunteers while working pursuant to this Agreement shall be subject to the confidentiality and disclosure provisions of applicable federal and state statutes and regulations, and the Board's policies.

The RCC Director of Educational Partnerships/High School Career Coach/Liaison is considered to be a college official of RCC for the purposes of carrying out the Career and College Promise advising and enrollment activities and may access records only with a legitimate educational purpose as defined by law. No employee, agent or volunteer of RCC shall forward to any person, other than parent/guardian or authorized person, any student information, including but not limited to, the student's identity, without written consent of the parent/guardian or adult student.

## COURSES AND INSTRUCTION

RCC will agree to the following responsibilities:

- Assume sole responsibility for the hiring of instructional and support personnel.
- Assume sole responsibility for all college course instruction.
- Establish a permanent transcript, assign a final course grade, and award college credit to high school students who complete college courses.

- Create a master schedule of classes by the registration period at ACS so that students have adequate time to be advised and to register for RCC courses and pathways.

ACS will agree to the following responsibilities:

- Provide a minimum of 15 students to be enrolled in each college course if offered as a cohort. If the course has fewer than 15 students registered, RCC has the option of canceling the class or reassigning the students to an online section of the course or an alternate course within the pathway.
- Recognize the RCC employment application and hiring processes for the purposes of meeting pre-employment requirements for ACS. This includes completing a RCC application, submitting official college transcripts, and completion of other necessary documents. A drug screen and criminal background check will be conducted on all full-time employees.
- Provide RCC faculty members access to instructional technology for the purposes of carrying out classroom instruction if held in the high school setting.

## TEXTBOOKS

ACS will use the respective college textbooks and materials in the college courses and will purchase the textbooks and material to make them available to students each semester.

RCC will mitigate the cost of the textbooks where possible, agreeing to provide adequate notice of adoption of new editions or course materials, except in courses involving technology.

## ACADEMIC PROGRESS

All RCC students, including those enrolled in high school, will be held to the RCC Academic Progress System. The Director of Educational Partnerships/High School Coach/Liaison and ACS Counselors will be provided with a list of students placed on Academic Warning, Academic Probation, and Academic Suspension each semester so that appropriate interventions can be discussed.

RCC will implement an Early Alert System to identify students that are struggling in their RCC courses. Instructors will be asked by the Director of Educational Partnerships/High School Coach/Liaison to report on students at designated points of the semester. The information will be shared with the ACS designee so that academic support measures can be put in place to help ensure the success of the students.

RCC will not withdraw any student from an RCC course without prior consent from the ACS authorized designee.

## STUDENT CONDUCT

ACS and RCC shall exercise jurisdiction over academic and disciplinary matters involving a student's enrollment and participation in courses, and the receipt of services and benefits for the school or the College.

Student conduct will be governed by the ACS's policies and by the RCC Student Code of Conduct. ACS students must abide by all requirements in the RCC Student Code of Conduct, the RCC Zero Tolerance Policy, and the Academic Integrity Policy when they are participating as a college student or on the College campus.

When a student is disciplined or expelled, RCC will inform the high school superintendent or his/her designee immediately after a determination is made. If the high school disciplines a student for an incident that occurs in a course in which the student is dual enrolled or expels a dual enrolled student from all courses, the high school will inform the RCC Vice President of Student Services immediately after a determination is made.

- The Director of Educational Partnerships shall resolve any issues that arise with ACS students in RCC classes and can be resolved at the administrative level without the intervention of higher administrative authority. When this occurs, the ACS liaison will notify the ACS superintendent, the RCC Vice President of Instructional Services and/or the RCC Vice President of Student Services of any action(s) taken as appropriate;
- When infractions occur outside of the RCC and ACS classrooms, the following guidelines will be followed:
  - Infractions regarding the College Code of Conduct and the RCC Zero Tolerance Policy will be resolved by the school principal, the RCC Director of Educational Partnerships or College Liaison (involving parents when appropriate) and the RCC Vice President for Student Services.
  - Serious infractions regarding the RCC Academic Integrity Policy will be resolved by the RCC Director of Educational Partnerships or College Liaison (involving parents when appropriate), and the Vice President for Instructional Services.

RCC acknowledges that High School Students will frequently be present on and moving about RCC's campus without ACS's direct supervision. RCC will take the same precautions to protect the safety of High School Students as RCC does for RCC students.

## UNSCHEDULED CLOSINGS/DELAYS

The College will follow its plan for unscheduled closings or delays. If classes are delayed or canceled, the time missed must be made up. Scheduled classes which are missed or not held for any reason, including inclement weather, will be rescheduled or the instruction will be made up by some other alternative. Alternatives may include extra class sessions, extended class sessions, individual conferences, or other options approved by the curriculum dean.

## INFORMATION TECHNOLOGY

ACS will make available to the RCC Director of Educational Partnerships/High School Coach/Liaison access to wireless internet connectivity, telephone, and access to PowerSchool as needed.

RCC will provide a laptop computer or device for use while on site at any ACS high school for the purposes of providing services to students. If internet cannot be provided to RCC personnel using RCC devices, ACS will issue a device which will allow access for the RCC Director of Educational Partnerships/High School Coach/Liaison.

## PERSONNEL

All parties acknowledge that RCC employees will have completed the college's application, submitting official college transcripts, and completion of other necessary documents for employment. A drug screen and criminal background check will be conducted on all full-time employees.

All parties acknowledge the North Carolina General Statute 14-208.18 prohibits anyone required to register as a sex offender under Article 27A of Chapter 14 of the General Statutes from knowingly being on the premises of any school or other facility dedicated to the care of minors. This information is included in the criminal background check prior to employment.

RCC shall provide the names and identifying information to ACS prior to assigning any employee or volunteer to work on site at ACS. RCC personnel shall not begin any services and shall not assign any employee or volunteer to a role that may involve direct student contact, at ACS events, or on ACS property if (1) said individual has been convicted of a felony; (2) said individual has been convicted of any crime, whether misdemeanor or felony, involving sex, violence, or drugs; or (3) in the judgment of RCC, said individual may pose a threat to the safety or well-being of students or school personnel.

The public school and school-sponsored events of ACS shall remain at all times under the authority of the ACS Board of Education and the Superintendent. RCC shall ensure that its agents, employees, and volunteers comply with any and all rules, regulations, or directives of the ACS at all times while all on school property or at school-sponsored events. ACS reserves

the right to deny entrance to any school premises or school event to any individual.

Likewise, RCC and college-sponsored events of RCC shall remain at all times under the authority of the RCC's Board of Trustees, President and Vice Presidents. RCC shall ensure that its agents, employees, and volunteers comply with any and all rules, regulations, or directives of the RCC at all times while all on college property or at college-sponsored events. RCC reserves the right to deny entrance to any school premises or school event to any individual.

### DURATION

This Memorandum of Understanding shall become effective upon signature by the authorized officials from RCC and ACS for the 2020 - 21 academic year and will remain in effect until terminated or revised by either party. This MOU may be amended by mutual written consent of all parties. The terms of the amendment and the effective date of such amendment must be mutually agreed upon by both parties. The College and the school system may terminate this MOU upon written notice to all other parties 90 days prior to the date of termination. In the event of termination of the agreement, the date of termination will be the day after the end of the semester during which the 90-day period expires.

### Affirmation of Support:

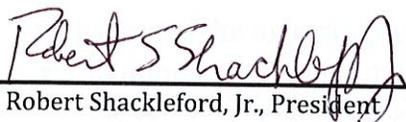
We affirm that we have read and approved this Memorandum of Understanding to facilitate a partnership between RCC and ACS and signatures indicate support of all assurances and program commitments within this agreement.

\_\_\_\_\_  
Dr. Aaron Woody, Superintendent  
Asheboro City Schools

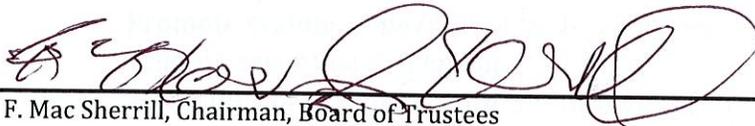
\_\_\_\_\_  
Date

\_\_\_\_\_  
Ms. Gidget Kidd, Chair, Board of Education  
Asheboro City Schools

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Dr. Robert Shackleford, Jr., President  
Randolph Community College

6/15/2020  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
F. Mac Sherrill, Chairman, Board of Trustees  
Randolph Community College

6/3/20  
\_\_\_\_\_  
Date

## 2020-2021 Consolidated Federal Funding Application Summary

### Title I Part A -Low Income

Planning Allotment - \$1,374,830

Asheboro City Schools uses Title I funds to support all elementary and middle schools. Individual school improvement teams meet to determine the best use of these funds. All school teams choose to use the majority of funds to provide additional classroom teachers to reduce class size. In total, Title I funds provide 22 classroom teachers. Additional instructional materials, professional development opportunities and tutoring services are other ways schools choose to spend their funds. Title I funds are used to supplement the level of federal, state, and local funds provided by other sources designated to increase the academic achievement of our students.

A portion of the Title I allocation is set-aside to provide support to the Early Childhood Development Center as well as any homeless students in the district.

Title I funds also support Parent and Family Engagement in accordance with Board Policy # 1320 - Title I Parent and Family Engagement.

### Title II – Supporting Effective Instruction

Planning Allotment - \$184,491

Asheboro City Schools will use Title II funds to focus on the following areas:

**Instructional Support** through a targeted approach with Beginning Teachers and those whose data does not demonstrate effectiveness in the classroom. Provide instructional support through the use of Instructional Facilitators at all levels to include curriculum support for beginning teachers.

**Tuition Assistance** to support staff who pursue advanced degrees, work toward expanding their teaching license, or successfully complete the National Board Certification renewal process.

**Teacher Recruitment and Retention** to support emerging best practices in recruiting, hiring and retaining highly qualified teachers. Funds will be used to support the Beginning Teacher Support programming, licensure, and teacher evaluation.

**Professional Development** will specifically focus on support for the locally developed Teacher Leadership Academy to build leadership capacity, Reading Research training to strengthen efforts to infuse literacy, and Math Foundations for teachers with an identified need across the district. Additionally, funds will be used to support leadership development among the district's Administrative Leadership team. Funds may also be used to further support training to enhance math and science content knowledge across the district.

**Mentoring Support** to provide funds for a Lead Mentor at each school. Lead Mentors are key to the implementation of the district's Beginning Teacher Support Plan, and play an integral part in the success of beginning teachers.

**Class Size Reduction** to create smaller class sizes at the elementary school level. Funds will be used to employ one class size reduction teacher.

### Title III Part A - English Learner Education

Planning Allotment - \$95,888

Asheboro City Schools uses Title III funds to carry out highly focused, innovative, locally designed activities to expand and enhance existing language instruction educational programs and academic content instruction programs for English learners and immigrant children and youth.

### **Title III Part A – Significant Increase - English Learner Education**

Planning Allotment - \$2,392

Asheboro City Schools uses Title III funds to purchase materials to be provided to support newcomers and their families in order to acquire English language.

### **Title IV – Student Support and Academic Enrichment**

Planning Allotment - \$104,979

There are three components to the Title IV grant that focus on well-rounded educational opportunities, safe and healthy students, and effective use of technology. The funds may be used for a variety of activities to improve student outcomes and address opportunity gaps.

#### **Well-Rounded Education**

Asheboro City Schools will utilize funds to improve access to foreign language, arts, and music education. Each school submits a plan to provide experiences for students through after school clubs or through extended learning opportunities. Funds will also be used to provide summer opportunities, including college tours for students that may not otherwise be able to visit these campuses. STEAM experiences will also be used to provide students with supplemental activities that enhance grade level curriculum.

#### **Safe and Healthy students**

There is an increased need for additional support for social-emotional learning support and a need for mental health services during this unprecedented pandemic. Funds will be used to provide school-based mental health services and counseling to students. Panorama, a social-emotional screener, will be implemented to gather data on our students social and emotional well-being. This data will assist counselors, mental health specialists, and teachers in determining how to best meet the needs of our students. Funds will be used to provide professional development for counselors and teachers related to social emotional skills and appropriate responses to mental health needs. Funds will also be utilized to provide additional mental health services to students with intensive mental health needs in order to ensure a safe learning environment with the addition of a Mental Health Specialist position.

#### **Effective Use of Technology in Schools**

Asheboro City Schools will utilize funds to build our technological capacity as a district. We will purchase a software management program for student Chromebook computers. This instructional tool allows teachers to monitor student devices and communicate with students both on campus and remotely to maximize time on task. Features include the ability to lock student screens and easily take screenshots of student activity in order to provide meaningful feedback during class. Teachers can remotely monitor student progress without hovering over them to provide redirection and assistance.

In response to feedback from parents and advisory committees, we would like to move to a district-wide Remind subscription instead of individual teacher accounts. Remind will provide a robust and consistent platform for communication between students, families, staff and the community. Remind can communicate via phone calls, text messages, emails, etc. Users can access Remind notifications on a variety of devices. Remind will enhance the district's ability to adhere to Board Policy #4040/7310 Staff-Student Relations as it relates to electronic communication.

**Asheboro City Schools  
Budget Transfer Report  
Information Only  
2019-2020**

<b>Fiscal Period</b>	<b>Fund</b>	<b>Purpose</b>	<b>Description</b>	<b>Sum of Amount</b>
12	1	5100	Regular Instructional Services	\$ 14,801.78
	1	5200	Special Populations Services	\$ (77,642.58)
	1	5300	School-Based Support Services	\$ (5,204.76)
	1	5400	School Leadership Services	\$ (9,966.74)
	1	5800	School-Based Support Services	\$ (32,734.13)
	1	6100	Support and Development Services	\$ 115,724.49
	1	6200	Special Population Support and Development Services	\$ (4,874.00)
	1	6300	Alternative Programs and Services Support	\$ 26,023.68
	1	6400	Technology Support Services	\$ 111,641.48
	1	6500	Operational Support Services	\$ (284,620.43)
	1	6600	Financial and Human Services	\$ 95,753.40
	1	6700	Accountability Services	\$ 17,326.88
	1	6800	System-wide Pupil Support	\$ (9,089.85)
	1	6900	Policy, Leadership and Public Relations Services	\$ 42,860.78
	3	5100	Regular Instructional Services	\$ (2,780.13)
	3	5200	Special Populations Services	\$ (35,411.76)
	3	5300	School-Based Support Services	\$ (63,001.63)
	3	5400	School Leadership Services	\$ (2,000.00)
	3	5800	School-Based Support Services	\$ 110,383.14
	3	6200	Special Population Support and Development Services	\$ (7,046.35)
	3	6500	Operational Support Services	\$ (1,620.86)
	3	8100	Payments to Other Governmental Units	\$ 1,477.59
	4	9100	Site Improvements	\$ (356,690.00)
	4	9200	Equipment	\$ 356,690.00

# Asheboro City Schools Career & Technical Education

July 9, 2020



# CTE Connected To Everything

ASHEBORO CITY  
SCHOOLS

CAREER & TECHNICAL  
EDUCATION



Our signal is strong.

## **Sarah Beth Robbins**

CTE Administrator &  
Curriculum & Instructional Management Coordinator (CIMC)

## **Joanna Barnes**

CIMC Support & Special Populations Coordinator

## **Courtney McGowan**

Career Development Coordinator

## **Laura Brown**

Administrative Assistant

## 5 Program areas:

- Agriculture
- Business, Marketing, and Finance
- Family Consumer Sciences
- Health Sciences
- Technology and Trade and Industrial Education

**AHS: 14 teachers**

**NAMS: 3 teachers**

**SAMS: 3 teachers**

# Asheboro City Schools and Randolph Community College

- Memorandum of Understanding (MOU)
- Articulation Agreement
  - *Both require Board of Education approval and Superintendent and Board Chair Signatures*

# Asheboro High School

- 2020-2021 School Year
- Submitted Course Request:  
Animal Science I
- *Requires Board of Education approval*

## Career & Technical Education

- Funded by the Carl D. Perkins Act
  - First authorized in 1984
  - Previous update in 2006
  - Must submit a Local Application Plan (LAP) to receive funding
- \*NEW - Biannually instead of annually**

# Perkins V

- Strengthening Career and Technical Education for the 21<sup>st</sup> Century
- Signed into law July 31, 2018
- In effect July 1, 2020
- \$1.3 billion annually for CTE programming across the nation
- Governs Secondary and Post-Secondary CTE Education

# Comprehensive Local Needs Assessment (CLNA)

- New component to the LAP
- Conducted every two years
- Gather and analyze stakeholder feedback in the following categories:
  - Labor Market Alignment
  - Size, Scope, and Quality
  - Career Pathways Implementation
  - Recruitment, Retention, and Training
  - Equal Access for All Students
- Complete a Program Evaluation and develop strategies based on feedback
- Data from the CLNA should be reflected throughout the LAP and should drive decision making.

# Performance Indicators

- 1S1: Four-Year Graduation Rate
- 2S1: Academic Proficiency in Reading/Language Arts
- 2S2: Academic Proficiency in Mathematics
- 2S3: Academic Proficiency in Science \*NEW
- 3S1: Post-Secondary Placement
- 4S1: Non-Traditional Program Enrollment
- 5S1: Program Quality – Attained Recognized Post-Secondary Credential \*NEW (state choice)
- 5S4: Program Quality – Proof of Learning \*NEW( state choice)

# Narratives

- Written responses to six overarching programming question prompts
- Questions were provided by the federal government
- Includes strategies regarding how ACS CTE is or will answer these questions through our CTE programming
- Should reflect the data from the CLNA

# Questions?

*All CTE Local Application Plans require Board of Education approval and Superintendent, Board Chair, and Finance Officer signatures.*

July 9, 2020

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

1. **AA21 Animal Science I:** This course focuses on the basic scientific principles and processes involved in animal physiology, breeding, nutrition, and care in preparation for an animal science career major. Topics include animal diseases, introduction to animal science, animal nutrition, animal science issues, career opportunities, and animal evaluation. English language arts, mathematics, and science are reinforced.

**Recommended Maximum Enrollment:** 25

**Prerequisite:** None

**Aligned Career Technical Student Organization:** National FFA Organization (FFA)

**Aligned Industry Credentials:**

NC Beef Quality Assurance

NC Pork Quality Assurance & Certification

Youth for Quality Care of Animals (YQCA) Certification

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 and Related Threats to Child Safety);

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 and Related Threats to Child Safety (policy 4240/7312), Student Behavior Policies (4300 series), Rules for Use of Seclusion and

Restraint in Schools (regulation 4302-R), 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, January 9, 2020

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

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

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

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

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

Cross References: Dual Enrollment (policy 3101)

Adopted: December 12, 2013

Updated: August 10, 2017

The board believes that time is a variable in the educational process and that children may need different amounts of instructional time in order to fulfill the educational goals and objectives of the board. The board also recognizes that the school day and school year should be planned in such a manner as to facilitate student learning and to permit an accurate assessment of student achievement in scheduled testing periods.

**A. INSTRUCTIONAL TIME**

Interruptions of instructional time and time off task must be kept to a minimum. The principal is responsible for ensuring that instructional time is maintained and protected in the school schedule. Each teacher is responsible for ensuring optimal use of instructional time in his or her classes. School personnel are encouraged to seek creative means of reducing transitional time and scheduling non-instructional activities. A proposal for alternative scheduling of classes or other such strategies may be a part of a school improvement plan.

**B. SCHOOL DAY**

The length of the school day may vary from school to school. The “instructional” day includes only those hours a student is assigned to a teacher for the primary purpose of instruction. Breaks in the instructional day for changing classes, homeroom, lunch, pep rallies and similar non-instructional activities are not part of the instructional day and may not be counted towards the minimum instructional hours requirement established in Section D, below.

**C. OPENING AND CLOSING DATES**

Except for year-round schools or schools operating under a modified calendar, the opening date for students will be no earlier than the Monday closest to August 26, and the closing date for students will be no later than the Friday closest to June 11.

The school board may offer supplemental or additional educational programs or activities outside the adopted school calendar.

Upon a showing of good cause, as defined by G.S. 115C-84.2(d), the board will seek a waiver of the opening dates from the State Board of Education.

The board will revise the closing date only if necessary to comply with the minimum requirements for instructional days or instructional time.

---

**D. SCHOOL CALENDAR**

The school calendar in all schools will be for 215 days and will provide for a minimum of 185 days or 1025 hours of instruction covering at least nine months. A school “month” is defined as 20 days of instruction. If school is closed early due to inclement weather, the day and the number of instructional hours originally scheduled may count towards the required minimum number of instructional days or hours. As funding permits, the board may pursue increasing the number of instructional hours or days, at least for those students who need more time to learn the curriculum.

The board may initiate or review recommendations from the superintendent or a school improvement team for modifying the traditional school calendar to a year-round calendar. The superintendent and individual schools are encouraged to obtain input from teachers and other personnel as well as from the community in developing proposals for modifying the school calendar. A year-round school may be included as a part of a school improvement plan.

Any calendar adopted by the board will be consistent with the following requirements.

1. The calendar will consist of 215 days and shall meet state requirements for the minimum instructional days and/or the minimum instructional hours.
2. At least 10 of the days on the calendar will be designated as annual vacation leave days.
3. The calendar will include the same or an equivalent number of legal holidays as those designated by the State Human Resources Commission for State employees, including Veteran’s Day if it falls on a weekday.
4. Schools will not be scheduled on Sundays.
5. The total number of workdays for teachers employed for a 10-month term will not exceed 195 days.
6. The Calendar will designate “instructional” days when students must be present.
7. The remaining days will be scheduled by the board, in consultation with school principals, as “flexible” days, for use as teacher workdays, additional instructional days or other lawful purposes. Before scheduling these “flexible” days, each principal shall work with the school improvement team to determine the days to be scheduled and the purposes for which they should be scheduled.
8. Of the 10 “flexible” days described in subsection D.7, the board will designate at least two days as protected days on which teachers may take accumulated

vacation leave. All other “flexible” days may be designated as days on which teachers may take accumulated leave, but the board will give teachers at least 14 calendar days’ notice before requiring a teacher to work instead of taking vacation leave on any of these days. A teacher may elect to waive this notice requirement for one or more of these days.

9. The board may, due to school closings because of inclement weather or other reasons, use any of the “flexible” days designated in subsection D.7 above as make-up days for those instructional days that were missed. If necessary, these make-up days may be scheduled after the last day of student attendance. If either of the two protected days described in subsection D.8 above are scheduled as a make-up day, teachers may take accumulated vacation leave on the make-up day and will not be required to work.
10. If the school calendar requires students to attend on Memorial Day, each principal shall ensure that students are instructed on the significance of Memorial Day on that day. If students are not scheduled to attend school on Memorial Day, instruction on the significance of Memorial Day will be provided at another time.
11. If the school calendar requires students to attend school on September 17, which is Constitution Day and Citizenship Day, each principal shall ensure that an educational program about the United States Constitution is held in the school on that day. If students are not required to attend school on September 17, the principal shall ensure that such a program is held during the week preceding or following Constitution Day and Citizenship Day.
12. The month of November shall be designated “Veterans’ History Awareness Month”

Legal References: P.L. 108-447, div. J, title I, sec. 111 (codified as a statutory note to 36 U.S.C. 106(d); G.S. 115C-12(33), -36, -47, -84.2, -105.21(b)(2), -238.31, -288; State Board of Education Policy GCS-G-001; N.C. Employment Benefits and Policy Manual (most current version), North Carolina Department of Public Instruction, available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/employee-policy>

Cross References: Goals and Objectives of the Educational Program (policy 3000), School Improvement Plan (policy 3430), Citizenship and Character Education (policy 3530)

Adopted: January 12, 2012

Revised: April 11, 2013, September 10, 2015, March 8, 2018

It is the goal of the board that all students will make adequate academic progress each year and thereby acquire the skills necessary for secondary education and career success. To realize this goal, students who are at risk of academic failure and who are not successfully progressing toward grade promotion and graduation must be identified and provided additional assistance. The principal or designee is responsible for ensuring that students at risk are identified and that the school improvement team develops a plan to include successful transition between grade spans for such students in compliance with G.S. 115C-105.41.

**A. IDENTIFICATION OF AND ASSISTANCE TO STUDENTS AT RISK**

The superintendent shall organize available resources to implement a multi-tiered system of support (MTSS) that uses data-driven problem-solving and research-based instructional practices for all students. The superintendent shall establish processes and standards for addressing concerns about student performance and for documenting student responses to research-based instruction and interventions within the MTSS.

Using information about the student's response to instruction and/or interventions and other student performance data, school personnel must identify students at risk of academic failure as early as reasonably may be done beginning in kindergarten. School administrators and teachers shall address the needs of students identified as at risk of academic failure through the supports available in the MTSS and/or other processes established by the superintendent. The parents or guardians of such students should be included, through oral or written communication or other means, in the implementation and review of academic and/or behavioral interventions for their children.

**B. TRANSITION PLANS**

Transitions in the school environment can be stressful experiences that pose academic, social, and emotional challenges for students. Addressing students' academic, social, and emotional needs to create successful transitions provides students with a better chance of academic success. A comprehensive and coordinated transition plan will be implemented for students who are at risk of academic failure in order to facilitate their educational transitions between elementary school and middle school and between middle school and high school.

The superintendent shall appoint a transition team to design, implement, and evaluate a school system transition plan. This team will be comprised of stakeholders who can identify the needs of students at the different developmental levels and implement plans that produce positive results for students at risk of academic failure. Such stakeholders may include principals, teachers, support staff and other school system employees, parents of students in the school system, and local business and community leaders such

as civic group leaders, health department personnel, preschool and Head Start program personnel, faith community leaders, and personnel from local colleges, universities, and community colleges. At each school, the school improvement team shall use the school system transition plan to design a school-based transition plan tailored to meet the specific needs of that school's population. The transition plan may be included in the school improvement plan. See policy 3430, School Improvement Plan.

The transition plans should be designed to encourage successful transitions that foster respect for individual differences, encourage understanding of the whole child, create a sense of trust and belonging, and reduce child and family anxiety about school. The plans must include an on-going evaluation process to verify that the outcomes established for the different transition levels are being accomplished and that these goals are updated as student data and environmental changes occur.

Legal References: G.S. 115C-105.41; State Board of Education Policy DROP-001

Cross References: School Improvement Plan (policy 3430)

Other Resources: NC DPI Multi-Tiered System of Support resource page, available at <http://www.ncpublicschools.org/curriculum/responsiveness/>; *Transition Planning for 21<sup>st</sup> Century Schools*, N.C. State Board of Education/Department of Public Instruction archived version available at <http://digital.ncdcr.gov/cdm/ref/collection/p249901coll22/id/158097>

Adopted: May 9, 2013

Revised: March 13, 2014, February 11, 2016, August 10, 2017

**A. PURPOSE**

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

**B. STUDENT PROMOTION STANDARDS**

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

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

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

**C. LOCAL PROMOTION STANDARDS****1. Grades Kindergarten, 1 and 2**

Students in grades K, 1 and 2 will be expected to demonstrate grade level proficiency on the current state instructional standards in reading, writing, and mathematics. Multiple measures are to be used to determine grade level

---

proficiency on the current state instructional standards including, but not limited, to:

- a. K-5 Portfolio, including writing samples
- b. K-2 math benchmark assessments
- c. Demonstration of the current state grade level instructional standards
- d. Teacher observation and recommendation
- e. Reading 3D Diagnostic Data

Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's individual growth plan. Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection E of this policy.

2. Grades 3-5

Students in grades 3, 4 and 5 will be expected to demonstrate grade level proficiency in reading, writing, mathematics, science, and social studies. Multiple measures are to be used to determine grade level proficiency including, but not limited, to:

- a. Standardized test scores from the North Carolina End-of-Grade tests
- b. Demonstration of the current state grade level instructional standards
- c. K-5 portfolios, including writing samples
- d. Benchmark assessments
- e. Teacher observation and recommendation
- f. Reading 3D Diagnostic Data

Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's individual growth plan. Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection E of this policy.

3. Grades 6-8

Students in grades 6, 7 and 8 will be expected to demonstrate grade level proficiency in reading, writing, mathematics, science, and social studies. Multiple

---

measures are to be used to determine grade level proficiency including, but not limited, to:

- a. Standardized test scores from the North Carolina End-of-Grade tests
- b. Pass five courses: one of which must be language arts, one of which must be mathematics, one of which must be science or social studies
- c. Grades
- d. Student work portfolios, including writing samples
- e. Benchmark assessments
- f. Teacher observation and recommendation

Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's individual growth plan. Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection E of this policy.

4. Grades 6-8 End of Course and End of Grade

The End of Course (EOC) and End of Grade (EOG) results shall count as twenty percent (20%) of a student's final grade in each middle school course for which such a test is administered. However, the results of such assessments will not factor into a student's final grade in a course during the initial implementation year of a new assessment for that course where scores are not immediately available due to standard setting. Middle school students requiring multiple final assessments, within a single subject, should have the assessments averaged for the final exam score. This requirement does not apply for students assessed on the Extended Content Standards or English Learner students in their first year in the United States.

5. High School End of Course Tests

The End of Course (EOC) assessment and vocational post assessment results shall count as twenty percent (20%) of a student's final grade in each high school course for which such a test is administered. However, the results of such

---

assessments will not factor into a student's final grade in a course during the initial implementation year of a new assessment for that course where scores are not immediately available due to standard setting. This requirement does not apply for students following the Future Ready Occupational Course of Study or English Learner students in their first year in the United States. This applies to English/Language Arts/Reading, Mathematics, Science, and Social Studies EOC and NCFE assessments. (State Board of Education Policy TEST-003, -011, -016) All other high school courses are also required to administer a final exam that shall count as twenty percent (20%) of a student's final grade.

6. Diploma Standards

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

**D. INTERVENTION FOR STUDENTS UNLIKELY TO MEET PROMOTION STANDARDS**

The goal of Asheboro City Schools is to identify, as early as possible, students who are unlikely to meet the standards for progression to the next level of study so that the school can provide appropriate intervention. Intervention must be provided for any student who does not meet grade level proficiencies established by the State or who is determined to be at-risk of not meeting grade level proficiencies or making progress toward graduation established by the Local Board or State.

Every student who does not meet grade level proficiency, is at risk of academic failure, or is not making progress toward graduation shall have developed for them an individual growth plan constructed by the student's teacher(s) whether the student is promoted or retained. Each plan shall include student assessment data, intervention strategies, and progress monitoring strategies (Students At Risk of Academic Failure, policy 3405).

1. Intervention Plans

Each school must submit to the board the school's plan for intervention as part of the school's yearly improvement plan. Schools also must include in the school improvement plan the types of intervention strategies that will be offered at the school. At a minimum, the intervention plan must address the following elements:

- a. identification of and intervention for students at risk of failing the student accountability standards;

- b. differentiated instruction for students who have been retained; and
- c. meeting individual students' needs.

## 2. Intervention Strategies

Intervention involves identifying strategies specifically designed to increase grade level proficiency. Strategies may include, but are not limited to, alternative learning models, special homework, smaller classes, flexible grouping, tutorial sessions, extended school day, Saturday school, modified instructional programs, parental involvement, small or large group counseling sessions, summer school instruction, participation in or restriction of participation in extracurricular activities, individualized instruction or goals, and remedial instruction or retention.

Extended instructional opportunities should be different from and supplemental to regular classroom instruction. The school will involve parents and the student in discussing intervention strategies. Students will participate in the intervention strategies and demonstrate acceptable growth and achievement.

## E. REVIEW OF STUDENT PROMOTION STANDARDS

### 1. Previous retentions

Previous retentions may be a factor in waiving student promotion standards.

### 2. Review Process

In the case where a student's promotion is in question, the principal must consider the following before recommending promotion or retention.

Teachers shall provide documentation of the student's performance during a review process. Documentation may include but is not limited to:

1. Student work samples;
2. Other assessment data;
3. Information supplied by parents;
4. For student with disabilities, information that is included in the individualized education program; and

5. Other information that verifies that a student is at grade level or, is making adequate progress to meet grade level requirements.

Light's Retention Scale should be considered for deciding whether or not a student should be retained.

#### **F. APPEALS OF PROMOTION DECISIONS**

1. Appeal to the Superintendent

Within five workdays of receiving the principal's written decision to promote or retain a student, the student's parents may appeal the decision to the superintendent. The superintendent may overturn the principal's decision only upon a finding that the principal's decision was arbitrary and capricious (i.e., without a rational basis) or was otherwise an abuse of discretion.

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

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

2. Appeal to the Board of Education

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

#### **G. READING CAMPS**

The board will provide reading camp opportunities as required by law at no fee for students who have not yet demonstrated reading proficiency on a third grade level at the end of third grade and for first and second grade students whose demonstrated reading comprehension is below grade level. The superintendent or designee shall encourage parents of eligible students to enroll their students in a reading camp. To the extent resources permit, the board may offer fee-based reading camp opportunities to students who have successfully demonstrated reading proficiency appropriate for a third grade student and to first and second grade students who have demonstrated appropriate developmental abilities in reading comprehension. Annually, the board may establish criteria for priority enrollment in its fee-based reading camps and may set the attendance fee at an amount not to exceed the statutory limit. If offered, the superintendent or designee shall notify interested parents of the application procedure for the fee-based reading camps.

---

**H. PROMOTION AND ACCOUNTABILITY STANDARDS FOR STUDENTS WITH DISABILITIES**

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

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

**I. PROMOTION AND ACCOUNTABILITY STANDARDS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY**

To the extent possible, students with limited English proficiency will be held to the same standards as all other students.

All intervention and other opportunities, benefits, and resources that are made available to other students must be made available to students with limited English proficiency who participate in the student promotion standards.

**J. CREDIT BY DEMONSTRATED MASTERY**

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

**K. CREDIT RECOVERY**

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

---

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

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

**L. REPEATING A COURSE FOR CREDIT**

**1. Repeating a Previously Failed Course**

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

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

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

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

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

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

#### **M. ACCELERATION**

Some students may need less time to learn the curriculum. The Board recognizes our responsibility to provide an array of services that maximizes the potential of each of these students. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail or providing different types of educational experiences. Differentiated programs and services may be provided through such strategies as appropriate classroom groupings, increased pace instruction, challenging subject classes, differentiated units, content modification, subject advancement, grade skipping, alternative products, enrichment opportunities, curriculum compacting, or individual projects and contracts. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options (see policy 3101, Dual Enrollment).

#### **N. REPORTING REQUIREMENTS**

##### **1. Superintendent's Report to the Board**

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

- a. aggregate student performance scores on state-mandated tests and any other standardized tests used by a school or the school system;
- b. the number and percentage of students retained and/or not meeting the standards for their grade level;
- c. the number and percentage of third grade students exempt from

---

mandatory third grade retention by category of exemption as listed in state law; and

- d. remedial or additional educational opportunities provided by the school system and the success of these efforts in helping students meet promotion standards.

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

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

- 3. Publication on the School System Website

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

#### **O. RESOURCES**

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

#### **P. NOTIFICATION TO PARENTS**

The superintendent or designee shall provide information regarding promotion standards to all students and parents. In addition, if a kindergarten, first grade, second grade or third grade student (1) is demonstrating difficulty with reading development; (2) is not reading at grade level; or (3) has an individual growth plan under G.S. 115C-105.41, the student's teacher shall provide the student's parents timely written notice advising that if the student is not demonstrating reading proficiency by the end of third grade, the student will be retained, unless exempt from mandatory retention for good cause. Parents are encouraged to help their children meet the promotion standards and will have opportunities to discuss the promotion standards and procedures with teachers and the principal. Information provided to parents should be in the parents' native language when appropriate foreign language resources are readily available.

The teacher of a student who does not meet promotion standards must notify the

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

**Q. CHILDREN OF MILITARY FAMILIES**

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

Legal References: G.S. 115C-36, -45(c), -47, -81, -83.2, -83.3, -83.6, -83.7, -83.8, -83.9, 83.10, -83.11, -105.21, -174.11, -288(a), -407.5; State Board of Education Policy CCRE-001, KNEC-002, KNEC-003

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

Other Resources: *Guidelines for Testing Students Identified as English Learners*, (N.C. Department of Public Instruction) available at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/testing-students-identified-english-learners>, Read to Achieve Repository, available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/early-learning-read-achieve/k-3-literacy>

Adopted: August 11, 2011

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

**A. PURPOSES**

The board is committed to the goal of providing a safe and orderly learning environment in each school. The educational program and the school student behavior management plans, school improvement plans, and numerous other strategies identified in board policy, are intended to create such an environment and to help each student be a successful and contributing member of the school community. As used in this policy and context, an alternative learning program may serve as the site to: (1) deliver educational services required by G.S. 115C-390.9 or -390.10 to a student who is serving a long-term or 365-day suspension; (2) provide concentrated support for students at risk of academic failure; and/or (3) deliver educational and other services to students who are or may be disruptive to a safe and orderly learning environment in the regular educational setting.

**B. STANDARDS FOR ALTERNATIVE LEARNING PROGRAMS**

Prior to implementing a new alternative learning program, the board will develop a program proposal that is consistent with the State Board of Education standards for alternative learning programs. The board then will submit the proposal to the State Board for its review. After the proposal has been reviewed by the State Board, the board will consider any recommendations from the State Board to modify the proposal before implementing the alternative learning program.

The board will review on a regular basis whether the school system's alternative learning programs comply with State Board standards.

**C. ASSIGNMENT TO ALTERNATIVE LEARNING PROGRAMS****1. Basis for Transfer**

Students generally are assigned to a school based on attendance area. However, as provided by law, the board may assign any student to a school outside of his or her attendance area in order for the student to attend a specialized school or for any other reason the board, in its sole discretion, deems sufficient. In all cases, the assignment or transfer of a student with a disability will comply with applicable federal and/or state requirements for students with disabilities.

Students may be assigned to an alternative learning program on a voluntary or involuntary basis under any of the following circumstances:

- a. the student's parent or guardian and the principal agree, and a multi-disciplinary team agrees, that the assignment would be in the best interest of the student and the efficient administration of the public schools;
- b. the student has been recommended for long-term suspension or expulsion;
- c. the student poses a significant disruption to the educational environment in the regular educational setting due to continuing social/behavioral problems;
- d. the student is at risk of dropping out or not meeting standards for promotion due to academic, developmental, and/or behavioral problems, and resources in addition to or different from those available in the regular educational setting are needed to address the issue;
- e. the student is a clear threat to the safety of other students or personnel;  
or
- f. the student has been charged with a felony or with any crime that allegedly endangered the safety of others, and it is reasonably foreseeable that the student's continued presence will significantly disrupt the regular educational environment.

The board encourages parental involvement in decisions regarding the child's education and in identifying effective options for addressing concerns regarding the child's behavior or academic performance.

## 2. Responsibilities of Personnel at Referring School

In addition to any other procedures required by this policy, prior to referring a student to an alternative learning program, the principal of the referring school must:

- a. document the procedures that were used to identify the student as being at risk of academic failure or as being disruptive or disorderly;
- b. provide the reasons for referring the student to an alternative learning program or school; and
- c. provide to the alternative learning program all relevant student records, including anecdotal information.

### 3. Referral

- a. Students who are recommended for long-term suspension or expulsion and who receive due process through the disciplinary process for violations of the Code of Student Conduct do not require additional referral procedures prior to transfer.
- b. Prior to assignment in circumstances where a student is experiencing academic or developmental difficulties or continuing social/behavioral problems, the principal or school-based committee of the referring school shall document the student's behavior and academic performance and efforts to assist the student in the regular educational environment. School administrators are encouraged to meet with the student's parents or guardians to try to reach a consensus how to address the student's difficulties at school.
- c. In all cases where a basis for assignment exists, other than where the student has received due process pursuant to a recommendation for long-term suspension or expulsion, the principal must refer the student to a multi-disciplinary team to determine whether the student should be assigned to an alternative program. The principal must provide in writing: (1) an explanation of the student's behavior or academic performance that is at issue; (2) documentation or a summary of the documentation of the efforts to assist the student in the student's regular educational setting, if applicable; and (3) documentation of the circumstances that support the referral. A copy of the referral and other documentation must be provided to the parents or guardian by certified mail or in person.

The multi-disciplinary team shall consist of the student's parent or guardian and at least three school system employees who are informed about the student's needs. The team shall meet to consider the principal's referral and determine whether the student will be assigned to an alternative program and shall perform all other duties assigned to it by State Board of Education policy. The student's parent or guardian shall be provided written notice of the time, place, and date of the meeting.

At the meeting, the multi-disciplinary team shall determine whether the student will be assigned to the alternative program. The student's parent or guardian shall be provided written notice of the team's decision, as well as notice of the parent or guardian's appeal and due process rights. If the student's parent or guardian attended the team meeting, such notice shall be provided at the end of the meeting. If the student's parent or guardian did not attend the meeting, such notice shall be provided by certified mail within one business day of the meeting. If the multi-disciplinary team

approves the assignment, the principal of the regular educational setting and the coordinator of the alternative program shall make all necessary arrangements.

4. Responsibilities of School Personnel at the Alternative Learning Program

Once a student is placed in an alternative learning program or school, the appropriate school personnel of the program must meet to review the student's records and any other documentation forwarded by the referring school. Based on these records and any input provided by the parent or guardian concerning the student's needs, the personnel at the alternative program shall determine the support services and intervention strategies that are recommended for the student.

If a student who is subject to G.S. 14-208.18 is assigned to an alternative school, the student must be supervised by school personnel at all times.

5. Assignment of Student with Disabilities to Alternative Programs

Students who receive services under the Individuals with Disabilities Education Act (IDEA) are entitled to all of the processes and protections pursuant to the IDEA. All additional requirements specific to the assignment of students with disabilities to an alternative program or school established by State Board of Education policy shall be observed.

**D. APPEALS PROCESS**

If the student's assignment is the result of an IEP team decision for a student with a disability, parents or guardians who are dissatisfied with the decision must comply with the due process procedures set forth in *Procedures Governing Policies and Services for Children with Disabilities*, as adopted by the State Board of Education.

In all other cases, within three business days of receiving written notice of the decision to assign the student to an alternative program,, the parent or guardian may appeal the decision in writing to the superintendent, who shall review the documentation and render a decision within five business days, absent extraordinary circumstances that require additional response time. Parents and guardians who are dissatisfied with the superintendent's decision may appeal to the board. The board will hear the appeal in closed session and will follow its procedures as provided in policy 2500, Hearings Before the Board. During the period of the appeal, the student may be transferred to the alternative learning program or school, except as prohibited by the IDEA.

**E. ADMINISTRATIVE ASSIGNMENTS**

1. Assignment During a Long-Term or 365-Day Suspension

Any student who receives a long-term or 365-day suspension must be offered alternative education services unless the superintendent provides a significant or important reason for declining to offer such services. Alternative education services include, but are not limited to, the alternative programs or schools established in this policy in accordance with G.S. 115C-105.47A.

2. Assignment of Student Sex Offenders

The board may decide, pursuant to G.S. 115C-390.11(a)(2), to assign a student who is subject to G.S. 14-208.18 to an alternative learning program or school.

**F. TRANSITION FROM ALTERNATIVE LEARNING PROGRAMS**

In most instances, the goal of the alternative learning program is to return the student to the regular educational setting with the skills necessary to succeed in that environment as soon as practicable. The personnel of the alternative learning program and those of the regular educational setting shall work together to help create a successful transition for the student.

If the student is not or will not be returned to the regular educational setting, the alternative learning program will assist in the student's transition to other educational settings, including other programs offered by the school system or a community college or vocational school.

For students identified as eligible under the IDEA, the student's IEP team shall make all transition decisions that would result in a change in placement.

**G. EVALUATION OF ALTERNATIVE LEARNING PROGRAMS**

1. State Accountability

The board will determine annually how each alternative p will participate in the State Alternative Schools' Accountability Model. The superintendent shall provide for this information to be reported to the North Carolina Department of Public Instruction by August 1 of each year.

2. Information to be Reported to the Board of Education

Each year, the board will evaluate each alternative learning program or school based upon reports provided by the superintendent and any other information the board wishes to consider.

Legal References: G.S. 14-208.18; 115C-47(32a), -105.27, -105.47A, -105.48, -276(r), -288, -367, -369, -390.7, -390.9, -390.10, -390.11; State Board of Education Policy ACCT-038, ALTP-002, DROP-001, EXCP-001; *Policies Governing Services for Children with Disabilities*, as amended (Public Schools of N.C.); *Policies and Procedures for Alternative Learning Programs and Schools* (NC Dept. of Public Instruction), available at <https://www.dpi.nc.gov/students-families/enhanced-opportunities/alternative-learning-programs#development,-implementation,-and-operations>

Cross References: Parental Involvement (policy 1310/4002), Hearings Before the Board (policy 2500), School Improvement Plan (policy 3430), Conflict Resolution (policy 3431), Student Sex Offenders (policy 4260), School Plan for Management of Student Behavior (policy 4302), Student Discipline Records (policy 4345), Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353), Assignments/Reassignments/Transfers (policy 7440)

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

Revised: May 11, 2000, February 8, 2007, January 8, 2009, October 13, 2011, July 9, 2012, October 5, 2017, June 13, 2019

Guidance and counseling programs are provided by the school district with the ultimate aim of improving student performance by implementing strategies and activities that support and maximize learning; helping students to grow in their personal and social development; and providing a foundation for acquiring the skills that enable students to make a successful transition from school to the world of work. The principal of each school is directed to develop a counseling program that meets the objectives of the State Board of Education's comprehensive school counseling program curriculum and the needs of the student population at that school.

School counselors and other guiding adults in middle and high schools shall provide guidance and information to students about high school course selections and requirements prior to ninth grade, in order to inform them about the requirements for college entry, including accelerated preparation for college entry. School counselors will encourage ninth grade students to complete these requirements in less than four years where feasible and appropriate.

The counseling program is the shared responsibility of teachers, counselors, parents and community members, and should operate with the collaboration of all individuals involved in educating students, including those who assist children with special needs or students who are at risk of dropping out of school or not meeting performance expectations. Input from parents and students should be sought in accordance with the school's plan for involvement of the community in school programs. All schools must follow the Parental Involvement Plan (policy 1310/4002) in regard to parental notification and permission for counseling programs. In addition, school personnel shall annually provide all students in Grades 9 through 12 with information on the manner in which a parent may lawfully abandon a newborn baby with a responsible person, in accordance with G.S. 7B-500.

Counseling may be provided on an individual basis or in small or large groups. School counselors may refer students who have extensive needs or needs that go beyond the purpose of the counseling program to community resources.

Students may seek counseling or be referred by staff or parents. Any staff member who is aware that a student is contemplating suicide or is otherwise suffering from an emotional or psychological crisis must immediately notify the school counselor in accordance with any rules established by the superintendent or principal. Any counselor or other staff member who knows or has cause to suspect child abuse, neglect, dependency or death as a result of maltreatment must report the information as provided in policy 4240/7312, Child Abuse and Related Threats to Child Safety, and as required by law.

Counseling programs are most effective when voluntarily entered into by a student. School officials and teachers may recommend a counseling program to help a student meet standards of conduct and academic performance established by the board and school system. However,

students will not be required to attend individual or small group counseling sessions to address identified significant personal issues unless agreement has been reached with the parent and student in a behavior contract, an intervention plan or, for special education students, in an individualized education plan. (See Student Behavior Policies (4300 series), policy 3420, Student Progression and Placement, policy 3520, Special Education Programs/Rights of Disabled Students.)

Information obtained in a session with a counselor will be privileged and protected from disclosure as provided by law. A counselor cannot be required to testify concerning privileged information unless, as provided by G.S. 8-53.4, the student waives the privilege or the court compels testimony as necessary to the proper administration of justice. The school counselor privilege does not, however, exempt the counselor from reporting child abuse as required by G.S. 7B-301. Any notation made by a counselor for his or her own use is a confidential document and is neither a public record nor a part of the student's record. Such confidential documents do not have to be shared with parents or others except as required by law, such as G.S. 7A-544. Any document prepared by a counselor that is shared or intended to be shared with other staff is considered an educational record of the student and is available to the parent or eligible student in accordance with board policy on student records, policy 4700, Student Records.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S.7B-301, -500; 8-53.4; 115C-12, -47, -401; State Board of Education Policies GRAD-006, SCOS-011

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

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

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

## **EXTRACURRICULAR ACTIVITIES AND STUDENT ORGANIZATIONS**

*Policy Code:*

**3620**

---

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

### **A. REQUIREMENTS FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES**

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

Participation in extracurricular activities may be restricted if a student (1) is not performing at grade level as provided in policy 3400, Evaluation of Student Progress; (2) has exceeded the number of absences allowed by policy 4400, Attendance; (3) has violated the student conduct standards found in the 4300 series of policies; or (4) has violated school rules for conduct or (5) has not passed the required physical examination. School administrators choosing to exercise this authority to restrict participation shall provide this policy and any additional rules developed by the superintendent or the principal to all parents, guardians, and students.

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

### **B. ADDITIONAL RULES FOR SPECIFIC ACTIVITIES**

#### **1. Interscholastic Athletics**

In addition, to meeting the general requirements listed above, to be eligible for interscholastic athletics participation, students must have been in daily attendance 85 percent of the previous semester and must meet all applicable eligibility standards of the North Carolina High School Athletic Association, the North Carolina Department of Public Instruction, and any locally established requirements for interscholastic athletics participation.

---

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

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

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

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

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

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

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

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

---

**C. SPECIAL CIRCUMSTANCES**

## 1. Students with Disabilities

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

## 2. Transitioning Military Students

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

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

**D. APPEALS PROCESS**

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

Legal References: Americans with Disabilities Act, 42 U.S.C. 12132, 28 C.F.R. pt. 35; Equal Access Act, 20 U.S.C. 4071-4074; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; G.S. 115C art. 9, 115C-47(4), -390.2, -407.5; State Board of Education Policy ATHL-001; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000 N.C. High School Athletic Association Handbook; Middle/Junior High School Athletic Manual (NCDPI), available at <https://sites.google.com/dpi.nc.gov/nchealthyschools/athletics>

Cross References: Parental Involvement (policy 1310/4002), Race and Equity (policy 1705), Student and Parent Grievance Procedure (policy 1740/4010), Evaluation of Student Progress (policy 3400), Student Promotion and Accountability (policy 3420), School Improvement Plan (policy 3430), Children of Military Families (policy 4050), Student Behavior Policies (4300 series), Attendance (policy 4400), Community Use of Facilities (policy 5030)

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

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

## **IMMUNIZATION AND HEALTH REQUIREMENTS FOR SCHOOL ADMISSION**

*Policy Code:* **4110**

---

The board of education requires all students to meet the eligibility requirements for school admission established by the State and the board, including immunization. The school will maintain on file immunization and health assessment records for all students, and these records may be inspected by officials of the county or state health departments in accordance with state and federal law. Each school principal shall file required reports with the Department of Health and Human Services and the Department of Public Instruction.

### **A. IMMUNIZATION**

#### **1. Requirements for Initial Entry**

Within 30 calendar days of his or her first day of attendance in the school system, each student must show evidence of age-appropriate vaccination in accordance with state law and regulation, including the following vaccines as applicable:

- a. DTaP (diphtheria, tetanus, and pertussis);
- b. poliomyelitis (polio);
- c. measles (rubeola);
- d. rubella (German measles);
- e. mumps;
- f. Haemophilus influenzae, type b (Hib);
- g. hepatitis B;
- h. varicella (chickenpox); and
- i. any other vaccine as may be required by law or regulation.

The current required vaccination schedule is available from the N.C. Immunization Branch online at <http://www.immunize.nc.gov/>.

#### **2. Additional Requirements**

- a. All students entering seventh grade or who have reached age 12, whichever comes first, are required to receive the following:
    - i. a booster dose of Tdap (tetanus, diphtheria, and pertussis vaccine), if they have not previously received it; and
    - ii. the meningococcal conjugate vaccine (MCV).
  - b. All students entering the twelfth grade or who have reached age 17 are required to receive a booster dose of MCV.
3. Certificate of Immunization
- a. Evidence of immunizations must be shown in the form of a certificate furnished by a licensed physician or by the health department. A student who received immunizations in a state other than North Carolina must present an official certificate that meets the immunizations requirements of G.S. 130A-154(b).
  - b. Principals are required to refuse admittance to any child whose parent or guardian does not present a medical certification of proper immunizations within the allotted time. If, following approved medical practice, the administration of a vaccine requires more than 30 calendar days to complete, upon certification of this fact by a physician, additional days may be allowed in order to obtain the required immunizations.
  - c. Exceptions to the immunization requirements will be made only for religious reasons or for medical reasons approved by a physician pursuant to state law and regulation.

**B. HEALTH ASSESSMENT/VISION SCREENING**

Within 30 calendar days of the first day of school entry, all kindergarten students and, beginning with the 2016-17 school year, all students entering public schools for the first time, regardless of grade level, must furnish to the principal a form that meets the requirements of state law indicating that the student has received a health assessment pursuant to G.S. 130A-440. A student who fails to meet this requirement will not be permitted to attend school until the required health assessment form has been presented. Such absences will not be considered suspensions, and the student will be given an opportunity to make up work missed during the absence as described below.

The principal or designee shall, at the time of enrollment, notify the parent, guardian, or person standing in loco parentis that the completed health assessment form is needed on or before the child's first day of attendance. The date the student's health assessment form is received will be recorded in the student's official record, and the form will be maintained on file in the school.

The assessment must include a medical history and physical examination with screening for vision and hearing and, if appropriate, testing for anemia and tuberculosis. The health assessment must be conducted no more than 12 months prior to the date of school entry. Exceptions to the health assessment requirement will be made only for religious reasons.

Vision screening must comply with the vision screening standards adopted by the former Governor's Commission on Early Childhood Vision Care. Within 180 days of the start of the school year, the parent of the child must present to the principal or his or her designee certification that within the past 12 months, the child has obtained a comprehensive eye examination performed by an ophthalmologist or optometrist or has obtained a vision screening conducted by a licensed physician, an optometrist, a physician assistant, a nurse practitioner, a registered nurse, an orthoptist, or a vision screener certified by Prevent Blindness North Carolina.

Children who receive and fail to pass the required vision screening must obtain a comprehensive eye exam conducted by a duly licensed optometrist or ophthalmologist. The provider of the exam shall present to the parent a signed transmittal form, which the parent must submit to the school. If a member of the school staff has reason to believe that a child enrolled in kindergarten through third grade is having problems with vision, the staff member may recommend to the child's parent that the child have a comprehensive eye examination.

No child will be excluded from attending school for a parent's failure to obtain a comprehensive eye exam. If a parent fails or refuses to obtain a comprehensive eye exam or to provide the certification of a comprehensive eye exam, school officials shall send a written reminder to the parent of required eye exams.

Upon request, the teacher(s) of a student subject to an absence from school for failure to provide the health assessment form required by this section shall provide to the student all missed assignments, and to the extent practicable, the materials distributed to students in connection with the assignments. The principal or designee shall arrange for the student to take home textbooks and school-furnished digital devices for the duration of the absence and shall permit the student to take any quarterly, semester, or grading period examinations missed during the absence period.

**C. HOMELESS STUDENTS**

Notwithstanding the provisions of this policy, admissions for homeless students shall not be prohibited or delayed due to the student's inability to provide documentation of immunizations or health assessments. The homeless liaison shall work with the student, parent/guardian, school personnel or other agencies to obtain documentation of immunization and/or the health assessment or to arrange for such immunizations and/or assessments in a timely manner.

**D. FOSTER CHILDREN**

Notwithstanding the provisions of this policy, admissions for students in foster care will not be prohibited or delayed due to the student's inability to provide documentation of immunizations or health assessments. The enrolling school will immediately contact the school last attended by the foster child to obtain any relevant documentation.

**E. CHILDREN OF MILITARY FAMILIES**

The board acknowledges that immunization requirements for newly enrolling military children are governed by the Interstate Compact on Educational Opportunity for Military Children. Children of military families, as defined in policy 4050, Children of Military Families, will have 30 days from the date of enrollment or within such time as reasonably determined by the rules of the Interstate Commission to obtain any required immunization. For a series of immunizations, initial vaccinations must be obtained within 30 days or within such time as is reasonably determined under the Interstate Commission.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6311(g)(1)(E); McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 *et seq.*; G.S. 115C-390.2, -407.5; 130A-152 to -157, -440 to -443; 143B-216.75; 10A N.C.A.C. 41A .0401

Cross References: Children of Military Families (policy 4050), Homeless Students (policy 4125), Attendance (policy 4400)

Other Resources: N.C. Immunization Branch, available at <http://www.immunize.nc.gov/>

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

Updated: May 11, 2000, January 10, 2008, May 10, 2012, October 8, 2015, July 14, 2016, April 6, 2017

A student who is domiciled within the geographic area served by the school system, who is under age 21 (22 for students entitled to special education services), who has not completed the prescribed courses for high school graduation and who otherwise qualifies for admission, is entitled to be admitted without payment of tuition. Under certain circumstances specified by law, a student who resides in the area served by the school system and who otherwise qualifies for admission to its schools also is entitled to be admitted without payment of tuition. In addition, students who are homeless or in foster care may be entitled to continue attending their school of origin without payment of tuition regardless of a change in their domicile or residency status.

Children with disabilities are required to meet state domicile requirements to be entitled to admission to school without payment of tuition unless they are “grandfathered” into the system under subsection C.5, below, or unless they otherwise meet one of the circumstances that entitle them to admission without payment of tuition. (See Section C, below.)

**A. DOMICILE AND RESIDENCE DEFINED**

Domicile requires the intent to abandon one’s prior home and remain in the new location as a permanent home for an indefinite period. In contrast, a residence need not be one’s exclusive home and does not require an intention that the residence be the permanent home.

**B. MEETING DOMICILE REQUIREMENTS**

1. Domicile of Students Generally

The domicile of a student under 18 years of age is presumed to be the domicile of his or her parents, legal guardian, or legal custodian as defined by the General Statutes of North Carolina.

2. Domicile of Emancipated Students

If a student is at least 18 years of age, is married, or has been abandoned by his or her parents, or if the court declares a student to be emancipated, the student may establish a domicile independent from that of his or her parents, legal guardian, or legal custodian. A student who establishes domicile as a result of being emancipated is a domiciliary of the school system and is entitled to the same rights and privileges of other students domiciled in the school system.

3. Domicile of Students with Divorced or Separated Parents

---

Domicile for the purpose of school admission and assignment will be determined by the following criteria.

- a. In the event that a student's parents are divorced or separated and physical custody has been given to only one parent, the student's domicile follows that of the parent who has been granted physical custody.
- b. If physical custody has not been determined or has been granted jointly to both parents, or if the custodial parent wishes the student to attend school in the non-custodial parent's system of residence, then the parents must jointly agree on which residence will be used to determine the student's domicile. The selected residence must be submitted in writing to the superintendent.
- c. The selection may not be changed during the school year unless the parents satisfy the board's policies on transfers and releases.
- d. In the event that the parents cannot agree on which residence will be used to determine the student's domicile for school assignment purposes, school officials shall assign the student according to the residence of the parent with physical custody of the student at the beginning of each school year.

#### **C. MEETING RESIDENCE REQUIREMENTS**

A student who resides in the system in any of the following circumstances will be admitted without payment of tuition.

1. The student is homeless as defined in state and federal law and policy 4125, Homeless Students. A student living with a friend or relative is not a homeless student unless he or she lives there due to conditions that constitute homelessness under state and federal statutes. A homeless student will be assigned in accordance with policy 4125, Homeless Students.
2. The parent, guardian, or legal custodian residing in the school system attendance area is a student, employee, or faculty member of a college or university or is a visiting scholar at the National Humanities Center.
3. The student resides in a group home, foster home, or other similar facility or institution.
4. The student resides in a pre-adoptive home following placement by a county department of social services or a licensed child-placing agency.

- 
5. The student is considered a child with a disability by the General Statutes and the North Carolina *Policies Governing Services for Children with Disabilities* and the child was (a) enrolled in the school system on the last day of school for the 2006-07 school year or (b) enrolled in and attending a school in the school system on August 1, 2007, for the 2007-08 school year, so long as the child lives within and is continuously enrolled in the system.
  
  6. The student resides with an adult who is a domiciliary of the school system as a result of any of the following.
    - a. The death, serious illness, or incarceration of the child's parent or legal guardian.
  
    - b. The abandonment by the child's parent or legal guardian of the complete control of the student as evidenced by the failure to provide substantial financial support and parental guidance.
  
    - c. Abuse or neglect by the parent or legal guardian.
  
    - d. The physical or mental condition of the parent or legal guardian is such that he or she cannot provide the student with adequate care and supervision.
  
    - e. The relinquishment of physical custody and control of the student by the student's parent or legal guardian upon the recommendation of the department of social services or the Division of Mental Health.
  
    - f. The loss or uninhabitability of the student's home as the result of a natural disaster.
  
    - g. The parent or legal guardian is one of the following: (1) on active military duty, not including periods of active duty for training for less than 30 days, and is deployed out of the local school administrative unit in which the student resides; (2) a member or veteran of the uniformed services who is severely injured and medically discharged or retired (but only for a period of one year after the medical discharge or retirement of the parent or guardian); or (3) a member of the uniformed services who has died while on active duty or as a result of injuries sustained on active duty (but only for a period of one year after the death of the parent or guardian). Assignment under this subsection is only available if some evidence of the deployment, medical discharge, retirement, or death is tendered with the affidavits required under G.S. 115C-366.

In order to be admitted under this provision, the student may not be currently under a term of suspension or expulsion from a school for conduct that could have led to a suspension or an expulsion from the local school administrative unit, unless the student is identified as eligible for special education and related services under the Individuals with Disabilities Education Act, 20 U.S.C. 1400, *et seq.*, and evidence of such eligibility is tendered with the affidavits described below.

The adult with whom the student resides and the student's parent, guardian, or legal custodian, if available, must complete and sign separate affidavits available from the superintendent's office attesting to information required by G.S. 115C-366(a3). If it is found that a person willfully and knowingly provided false information in the affidavit, the maker of the affidavit will be guilty of a Class 1 misdemeanor and will pay to the board an amount equal to the cost of educating the student during the period of enrollment. Repayment will not include state funds.

**D. PARTICIPATION IN JROTC BY HOME SCHOOL STUDENTS**

A home school student who resides within the assignment area of a school that maintains a Junior Reserve Officers' Training Corps (JROTC) unit shall be permitted membership in the JROTC unit of the school without regard to domicile if the student is otherwise qualified for membership but for lack of enrollment in the school.

**E. STUDENTS PARTICIPATING IN THE NORTH CAROLINA ADDRESS CONFIDENTIALITY PROGRAM**

In determining whether a student meets the domicile or residence requirements of this policy, school personnel shall consider the actual address of a participant in the North Carolina Address Confidentiality Program established by G.S. Chapter 15C, but such address will remain confidential in accordance with law and policy 4250/5075/7316, North Carolina Address Confidentiality Program.

**F. APPEAL OF ADMISSION DECISIONS**

Within 10 working days of receiving all of the information required under this policy, the superintendent or designee shall provide a written decision to the applicant for admission to the school system. The superintendent's decision regarding admission of the student may be appealed to the board in accordance with subsection E.5 in policy 1740/4010, Student and Parent Grievance Procedure.

Legal References: 10 U.S.C. 2031(g); Elementary and Secondary Education Act, 20 U.S.C. 6303 *et seq.*; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 *et seq.*; *Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care*, U.S. Department of Education and U.S.

Department of Health and Human Services (June 2016); *Non-Regulatory Guidance on Education for Homeless Children and Youths Program*, U.S. Department of Education (July 2016); G.S. 7B art. 35; 35A art. 6; 15C-8(i); 50-13.1 to 13.3; 115C-106.2, -106.3, -107.6, -108.1(a), -366, -407.5; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000, available at <http://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities>

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Children of Military Families (policy 4050), Homeless Students (policy 4125), North Carolina Address Confidentiality Program (policy 4250/5075/7316)

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

Revised: March 9, 2000, January 10, 2008, May 14, 2009, June 10, 2010, April 10, 2014, May 14, 2015, April 6, 2017, September 14, 2017

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

**A. DEFINITION OF CONCUSSION**

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

**B. CONCUSSION EDUCATION VIDEO FOR HIGH SCHOOL STUDENT-ATHLETES**

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

**C. SCHOOL HEAD INJURY INFORMATION SHEET**

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

**D. REMOVAL FROM AND RETURN TO PLAY**

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

**E. RETURN TO LEARNING**

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

**F. EMERGENCY ACTION PLANS**

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

**G. ATHLETIC TRAINERS AND FIRST RESPONDERS**

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

**H. RECORDKEEPING**

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

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

Legal References: G.S. 115C-12(23); S.L. 2011- 147; Article 34 Chapter 90; State Board of Education Policies ATHL-000, ATHL-003, SHLT-001

Cross References: Student Wellness (policy 6140)

Other Resources: Matthew Gfeller Sport-Related TBI Research Center at UNC website [http://tbicenter.unc.edu/MAG\\_Center/Home.html](http://tbicenter.unc.edu/MAG_Center/Home.html); *Report to the North Carolina General Assembly: Study of Sports Injuries at Middle School and High School Levels*, N.C. Department of Public Instruction (2011), available at <http://www.ncleg.net/documentsites/committees/JLEOC/Reports%20Received/Archives/2011%20Reports%20Received/Study%20of%20Sports%20Injuries%20at%20Middle%20and%20High%20School%20Levels.pdf>

Adopted: December 8, 2011

Updated: April 10, 2014, July 14, 2016, September 14, 2017



2020  
Summer  
Jumpstart  
Program

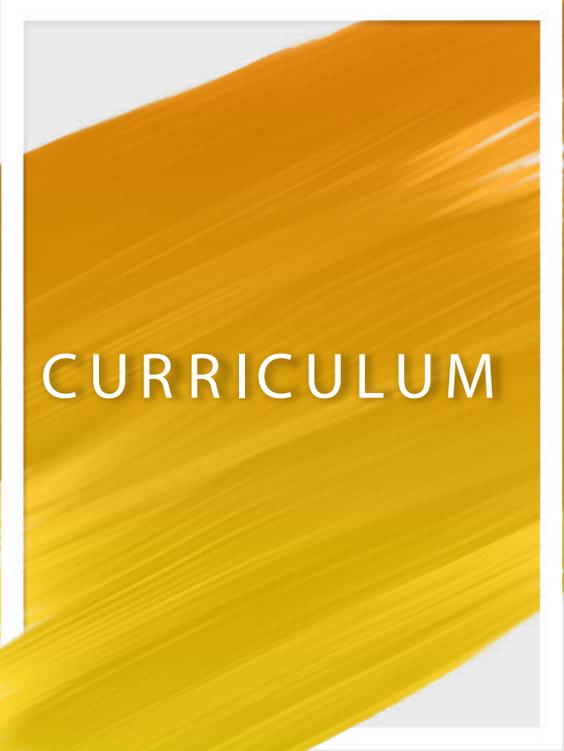
## OVERVIEW

**Public School Units** are to provide a supplemental summer learning program for students whose learning has been negatively affected by the impacts of COVID-19. Our virtual program, which runs from July 13-29, provides resources and support to K-4 students who have demonstrated difficulty with reading and/or math.



## BUDGET

- \$251,935
- Focus on reading in grades 2nd-3rd
- Standards-aligned curriculum
- Professional development for teachers
- Support and materials for families



## CURRICULUM

- iReady Reading and Math (not a part of this fund source)
- Literacy Footprints print and digital readers (not a part of this fund source)
- Letterland Phonics Intervention materials
- Decodable readers
- Scholastic MyBooks Summer Reading Kits



## SUPPORT

- Teachers provide mini-lessons online, recorded read alouds, support for programs, and progress discussions
- Additional support for 2nd-3rd
- Media Specialists provide tech and materials support
- Assistant Principals help promote participation



## 2019-2020 Board of Education Strategic Plan Goals

Goals and Objectives	Annual Strategies - Complete      - Ongoing
<b>GOAL 1: Each student in Asheboro City Schools graduates prepared for further education, work and citizenship.</b>	
<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"> <li>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"> <li>○ 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.</li> <li>○ The ACS Equity Team is drafting an Equity policy for presentation to the Board of Education Policy Committee.</li> <li>○ Dr. Richard Milner’s book has been provided to schools and is being used for equitable strategies to increase achievement.</li> <li>○ Equity Policy is under 30-review by the Asheboro City Board of Education, which is 30 days earlier than anticipated in the Equity Team’s initial timeline.</li> <li>○ Equity Policy passed and is in place now as a guiding lens for decisions in the district.</li> <li>○ The ACS Equity Team continues to monitor data/climate and problem solves issues. The team led discussions at the June Administrative Leadership Retreat addressing turn-over of black teachers and preparing teachers to handle discussions with students when school begins. The decision was made to have the Equity Team lead ongoing sessions at each ALT meetings next year.</li> </ul> </li> <li>2.  Content Coaches will analyze assessment data to determine areas for improvement and standards requiring additional focus.               <ul style="list-style-type: none"> <li>○ During September meetings, academic coaches were provided EOG data to analyze. During the</li> </ul> </li> </ol>

	<p>vertical team meetings in October, analysis was shared and high need topics were discussed.</p> <ul style="list-style-type: none"> <li>○ Academic coaches worked with stakeholders to create draft versions of pacing guides for Math, ELA, Science, and SS courses.</li> <li>○ Academic coaches led vertical team meetings four times throughout the year addressing low-scoring topics at each meeting.</li> <li>○ 6-12 pacing guides were finalized for each of the core subjects. Social Studies will need to be revised with the adoption and implementation of new standards in 2021-2022.</li> <li>○ Curriculum Maps are being finalized for most courses/subjects this summer, with the exception of social studies courses due to the changing standard course of study and some high school courses that will align to the newly purchased curriculum once it arrives.</li> </ul> <p>3.  Instructional Facilitators are assigned an area of district focus. They will coordinate professional development and fidelity of implementation for these areas.</p> <ul style="list-style-type: none"> <li>○ Instructional facilitators were assigned the following areas to lead for the year: <ul style="list-style-type: none"> <li>Istation - Chris Burian</li> <li>aimswebPlus - Shannon Daye</li> <li>RtA Legislation - Caroline Rush</li> <li>KEA/LetterLand - Emily Bradshaw</li> <li>RtA Summer Camp/K-2 Math Assessment - Sharon Andrews</li> <li>Science Fair - Lori Columbia, Chandra Manning</li> </ul> </li> <li>○ 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.</li> <li>○ aimswebPlus Professional Development: District staff coordinated professional development on progress monitoring and reporting with aimswebPlus for all instructional facilitators and administrators.</li> <li>○ Emily Bradshaw attended KEA training on January 16. She presented the information shared at the January 17 IF meeting, and worked with them to plan for a team to take to the March Train the Trainer meeting, where logistics about changes to KEA will be shared.</li> <li>○ Emily Bradshaw attended the Train the Trainer PD for the KEA, which is now called the NC Early Learning Inventory.</li> </ul> <p>4.  The CTE Coordinator will work with CTE to unpack the curriculum and focus on standards needin improvement, as evidenced by CTE Post assessment data.</p>
--	---

	<ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Mid year updates for Fall 2019 testing</li> <li>○ Newly normed CTE state/regional/district benchmarks</li> </ul> <p>5.  Standardize pacing guides and unit plans for use in classrooms system-wide.</p> <ul style="list-style-type: none"> <li>○ Academic coaches gathered feedback from 6-12 teachers on the scope and sequence of their courses at the October Vertical Planning meetings.</li> <li>○ Academic coaches worked with stakeholders to create draft versions of pacing guides for Math, ELA, Science, and SS courses.</li> <li>○ Academic coaches and district instructional team shared updated pacing guides with 6-12 content teachers at the February 4, 2020 Vertical Team Meeting.</li> <li>○ During school closure, teams of teachers from each grade level began developing curriculum maps with high quality lessons and resources aligned to the pacing guides for that grade/course. This work is still in progress and will be completed before the start of school.</li> </ul> <p>6.  Meet quarterly with each school administration to analyze data and plan for core and intervention efforts through MTSS.</p> <ul style="list-style-type: none"> <li>○ Quarterly meetings were held with each school’s administration and cabinet members to review data, inform instruction, and support schools.</li> <li>○ Initial meetings were held between August 20 and 23. These meetings included reviewing summary data and plans for meeting the needs of students targeted for intervention.</li> <li>○ First quarter meetings were held in mid-November, after the first benchmarks and NC Check-In Assessments were completed.</li> <li>○ Second quarter meetings were held in early February and included Middle-of-the-Year, semester, and second benchmark/NC Check-In data.</li> <li>○ Third quarter meetings were cancelled due to the move to remote instruction.</li> </ul> <p>7.  Meet regularly with school MTSS teams to analyze data and plan for core and intervention efforts through MTSS.</p> <ul style="list-style-type: none"> <li>○ Monthly meetings with schools have been scheduled for the fourth Wednesday (Secondary) and Thursday (Elementary) of each month.</li> <li>○ August - Review of Core, both Instruction and Social/Emotional/Behavioral.</li> <li>○ September - Using data to identify students for targeted interventions and defining the research-based interventions based upon our intervention matrix.</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>○ October - Report on the use of targeted intervention and discussion of project monitoring.</li> <li>○ January - Focus on the 5 steps of Problem Solving for students requiring targeted interventions. Clear definition of progress monitoring expectations.</li> <li>○ February - Overview of “What’s next” for students whose progress monitoring does not show they are responding to intervention. Focus is on the MTSS data gathering to support problem solving and the possible involvement of the Exceptional Children’s Department.</li> <li>○ March, April, and May meetings were cancelled due to the COVID-19 Closure. Topics remaining to be covered (SLD Referral Process, Social/Emotional/Behavioral Intervention Matrix, and At-Risk Factors) will be continued next school year.</li> </ul>
<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"> <li>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"> <li>○ Report Card documents were created and rolled out on October 18, 2019 to instructional facilitators to distribute electronically to teachers.</li> <li>○ K-2 teachers completed digital report cards for the first quarter and sent home with students.</li> </ul> </li> <li>2.  Align grading practices with grade level standards and skill, ensuring students are held accountable for a rigorous course of study.             <ul style="list-style-type: none"> <li>○ Developed K-2 electronic report cards to support parent communication.</li> <li>○ Worked with NCDPI to implement system-wide grading procedures for use during the COVID-19 school closure.</li> </ul> </li> <li>3.  Establish grading standards and expectations for EC and EL students.             <ul style="list-style-type: none"> <li>○ Annual Review and Reevaluation meetings were conducted to implement accommodations and modifications to Individualized Education Plans based on the student’s disability and present level of performance per IDEA.</li> <li>○ Modifications for EL grading will utilize WIDA Can-Do Descriptors.</li> </ul> </li> </ol>
<p>Objective 3. Enhance the integration of technology with instruction, so that students use digital resources as tools for learning.</p>	<ol style="list-style-type: none"> <li>1.  Media Specialists 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"> <li>○ Media specialists meet monthly to collaborate and plan digital learning professional development.</li> <li>○ Several media specialists attended the North Carolina School Library Media Association Conference held October 3-5 in Winston Salem, NC.</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>○ On October 17th, media specialists participated in a full-day professional development session to compile and develop professional learning opportunities for staff.</li> <li>○ Laura Holland and Julia Dawson are recording various screencasts and sharing with staff in a series called “60 second PD.”</li> <li>○ Loflin staff participated in a professional development session led by Ms. Amy Smith on Quizlet.</li> <li>○ Several media specialists attended the NCTIES Conference held March 4-6 in Raleigh, NC.</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>○ Discovery Science Techbook has been purchased and provided to teachers and students in grades four, five, seven, and eight as requested.</li> <li>○ The Canvas Learning management platform has been renewed and continues to be a valuable learning tool for our teachers and students.</li> <li>○ 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).</li> <li>○ Various additional digital resources were made available to teachers for remote learning including Discovery Streaming, Sora, and Google Meet.</li> </ul>
<p>Objective 4. Establish transition plans for the district and individual students, so that each student makes continual progress towards graduation.</p>	<p>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.</p> <ul style="list-style-type: none"> <li>○ Transition videos were created for each school (preK, elementary, middle and high) to assist with transitions to the new campus for students and parents.</li> <li>○ Brochures were made to assist middle school students and parents with understanding high school opportunities for registration.</li> <li>○ Meetings were held between schools to transition student information between grade levels.</li> </ul> <p>2.  EC Transition Procedures will be provided to all EC staff and school administrators to address the transition needs of EC Students.</p> <ul style="list-style-type: none"> <li>○ <u>EC Transition Procedures</u> have been developed with input from all EC chair representatives.</li> <li>○ The EC File Share day planned for March 2020 was cancelled due to the COVID 19 school closure pandemic; however, meetings were held virtually involving the IEP Team.</li> <li>○ The EC Transition Fair at Randolph Community College was cancelled due to the COVID 19 pandemic</li> </ul>

<p>Objective 5. Expand opportunities for each student to utilize critical thinking, collaboration, communication, and creativity so that students develop skills necessary for further education and careers.</p>	<ol style="list-style-type: none"> <li>1.  CTE initiative to embed Employability Skills into instruction. Professional Development provided throughout the year at monthly district level meetings. Identified Employability Skills: Communication, Teamwork, Problem Solving, Initiative and Enterprise, Planning and Organizing, Self-Management, Learning and Technology.             <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> <li>2.  Develop a plan for student preparation for the WorkKeys assessment.             <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> </ol>
<p>Objective 6. Provide each student service learning opportunities, so that all students will further develop their citizenship and contribute to their community.</p>	<ol style="list-style-type: none"> <li>1.  Students across the district have a variety of learning opportunities to develop their citizenship:             <ul style="list-style-type: none"> <li>○ CTE CTSOs (Career &amp; 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.</li> <li>○ Our CTSO's and HSA are individually tracking service learning within their organization. COVID-19 delayed our plans to pull the data all together as a district at the end of the year.</li> <li>○ 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.</li> </ul> </li> </ol>
<p><b>GOAL 2. Each student has a personalized education.</b></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>	<ol style="list-style-type: none"> <li>1.  The District MTSS Team will host monthly professional development for secondary and elementary MTSS teams aligned with the three modules of MTSS implementation.             <ul style="list-style-type: none"> <li>○ Monthly meetings have been attended by each school team. Monthly topics have been:                 <ul style="list-style-type: none"> <li>■ August - Core Instruction</li> <li>■ September- Introduction to Tiered Interventions</li> <li>■ October - Data Gathering, Progress Monitoring, and Tiered Instruction, part II</li> </ul> </li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>■ January - Focus on the 5 steps of Problem Solving for students requiring targeted interventions. Clear definition of progress monitoring expectations.</li> <li>■ February - Overview of “What’s next” for students whose progress monitoring does not show they are responding to intervention.</li> <li>■ March, April, and May meetings were cancelled due to the COVID-19 Closure. Topics remaining to be covered (SLD Referral Process, Social/Emotional/Behavioral Intervention Matrix, and At-Risk Factors) will be continued next school year.</li> </ul> <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"> <li>○ EC program specialists will be trained on the MTSS model for identifying students with specific learning disabilities on November 26.</li> <li>○ EC Program specialists will train school-based EC referral teams on the SLD identification process in December.</li> <li>○ The new SLD identification process was shared with administrators at the February ALT meeting.</li> <li>○ EC Program Specialists were trained from January-February in a train the trainer model</li> <li>○ School Chairs/Leads were trained on the new SLD identification process in February</li> <li>○ District training for EC teachers and other staff scheduled for March was cancelled due the COVID 19 pandemic.</li> </ul>
<p>Objective 2. Increase the number of students who graduate with post-secondary credit, portable industry credentials, and work-based learning experiences, so that students are prepared for further education and/or employment.</p>	<p>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.</p> <p>ADVANCED PLACEMENT COURSES:</p> <ul style="list-style-type: none"> <li>● 2017-18 - 16 courses and 29 sections (388 enrollments)</li> <li>● 2018-19 - 18 courses and 27 sections (277 enrollments)</li> <li>● 2019-20 - 16 courses and 25 sections (290 enrollments)</li> </ul> <p>RCC/CAREER COLLEGE PROMISE COURSES:</p> <ul style="list-style-type: none"> <li>● 2017-18 - 60 courses and 125 sections (238 enrollments)</li> <li>● 2018-19 - 84 courses and 175 sections (502 enrollments)</li> <li>● 2019-2020 - 92 Courses and 183 Sections (396 enrollments)</li> </ul> <p>2.  The Career Technical Education team will continue to work on supporting students in earning</p>

	<p>industry credentials.</p> <ul style="list-style-type: none"> <li>● 2019-20 - 340 credentials</li> <li>● COVID-19 greatly reduced our credential numbers for the 2019-20 school year, but our Microsoft and Adobe teachers were able to certify a few students remotely.</li> </ul> <p>3.  Support students engaging in internships while enrolled in high school.</p> <p>INTERNSHIPS:</p> <ul style="list-style-type: none"> <li>● 2017-18 - 29 Internships</li> <li>● 2018-19 - 33 Internships</li> <li>● 2019-20 - 6 Internships (<i>By design, we reduced the number of Internships offered and approved at AHS during the 2019-20 school year. </i>)</li> </ul>
<p>Objective 3. Increase number of STEAM (science, technology, engineering, arts, and math) and global education experiences for all students, so that students are globally competitive.</p>	<p>1.  Maintain, enhance, and promote our District STEAM events (Hour of Code &amp; STEAM Competition).</p> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ 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.</li> <li>○ On Thursday, Feb. 27, approximately 75 students from North and South Asheboro Middle Schools participated in the Secondary STEAM Kick-Off Competition. These students were given a prompt and will compete in the District STEAM Competition on Wednesday, April 8. Due to the COVID-19 school closure, the District STEAM Competition was canceled.</li> </ul> <p>2.  Engage with numerous community stakeholders including Institutions of Higher of Education (IHE) to offer an intermediate-age summer STEAM Camp focused on leadership and careers.</p> <ul style="list-style-type: none"> <li>○ A relationship has been established with Winston-Salem State University in order to develop curriculum, resources, and infrastructure for the program.</li> <li>○ Planning efforts are underway to establish connections for students to our community resources as well as embedded field trips throughout the camp.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Due to the COVID-19 school closure and directions from Governor Cooper, the STEAM Camp was canceled.</li> </ul>
<p>Objective 4. Expand opportunities for personalized learning and engagement during and beyond the regular school day, so that student needs are met and personal interests are encouraged.</p>	<ol style="list-style-type: none"> <li>1.  Collaborate with George Washington Carver Enrichment Community Center (GWCECC) and Arts Guild to expand after school programs.             <ul style="list-style-type: none"> <li>○ Saturday SAT/ACT Prep Classes began in September. 14 students have attended to date. Volunteers from the local community support this initiative.</li> <li>○ Vanessa Brooks has met with Chip Foust and a plan for additional after- school activities at GWCECC is in development.</li> <li>○ Mr. Foust has met with The Arts Guild. They will partner to offer after- school art classes at GWCECC. Dates will be announced soon.</li> <li>○ Spring cohort for Saturday SAT/ACT Prep Classes begin on February 1. 21 students signed up, 11 students attend on a consistent basis. The spring cohort classes were postponed due to COVID-19 closure.</li> </ul> </li> </ol>
<p>Objective 5. Cultivate partnerships with families and the community so that student learning experiences are enhanced.</p>	<ol style="list-style-type: none"> <li>1.  Families are encouraged to become active leaders on district and school committees through relationship building.             <ul style="list-style-type: none"> <li>○ District staff provided families volunteer information at the annual Back to School Bash held at Asheboro High School on August 30.</li> <li>○ Each school has a parent involvement group (PTA/PTO/Booster).</li> </ul> </li> <li>2.  Advisory Council members serve as ambassadors to others within the community.             <ul style="list-style-type: none"> <li>○ An initial meeting has been held with each advisory council.                 <ul style="list-style-type: none"> <li>■ Business Advisory- October 2</li> <li>■ Faith Based Advisory–October 3</li> <li>■ Latino Advisory- October 3</li> <li>■ PTA/PTO Advisory- October 11, November 8, and January 10. There was no March meeting due to COVID-19.</li> <li>■ Black Advisory- October 30, December 11</li> </ul> </li> </ul> </li> </ol>

	<p>3.  Schools analyze feedback from evaluations after each family engagement event to better serve our communities.</p> <ul style="list-style-type: none"> <li>○ South Asheboro Middle School has licensed Family Engagement on Demand (<a href="https://www.si4all.com/on-demand-video/">https://www.si4all.com/on-demand-video/</a>) as a resource for families. This resource provides video training for families with at-home activities parents can complete with their children.</li> </ul> <p>4.  Meaningful parent engagement opportunities will be hosted at schools and at community sites that lead to better understanding as well as student progress.</p> <p>Topics will include:</p> <ul style="list-style-type: none"> <li>○ Assessments</li> <li>○ Early Literacy (Dolly Parton Imagination Library) <ul style="list-style-type: none"> <li>■ 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.</li> <li>■ She also met with the Black Advisory Council on December 11th to share statistics and brainstorm ways to canvas the community.</li> </ul> </li> <li>○ Five Transitions (Pre-K/K, 2nd/3rd, 5th/6th, 8th/9th, and Graduation)</li> <li>○ College and Career</li> <li>○ Social Media &amp; Technology</li> <li>○ Advocacy/Social Capital</li> <li>○ Conferencing</li> <li>○ Today's Math</li> <li>○ Early College</li> <li>○ Zoo School</li> <li>○ Apprenticeship Randolph</li> <li>○ CTE Summer Work Experience</li> <li>○ Health Science Academy (postponed due to COVID-19)</li> </ul>
<p>Objective 6. Expand opportunities for each student to experience the cultural arts, so</p>	<p>1.  Self-selected activities occur during school within and afterschool clubs in our elementary and middle schools ranging from foreign language to music.</p>

<p>that all students strengthen and develop their creativity and collaboration.</p>	<ul style="list-style-type: none"> <li>○ 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.</li> <li>○ The principals are meeting with School Leadership Team members to determine club offerings by December 6.</li> <li>○ Each school has a range of club and enrichment opportunities offered to students that provide opportunities on topics including STEM, music, Spanish, or art.</li> </ul>
<p><b>GOAL 3. Each student has excellent educators every day.</b></p>	
<p>Objective 1. Recruit, develop, and retain high quality professionals, so that students continue to learn and grow.</p>	<ol style="list-style-type: none"> <li>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"> <li>○ District staff is currently researching ways to expand IHE partnerships to attract more student teachers in the district.</li> <li>○ 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.</li> <li>○ Considering options to move the district Teacher Fair to spring in an effort to attract more candidates closer to their graduation date.</li> </ul> </li> </ol>
<p>Objective 2. Foster a culture of professional growth, so that all employees are supported in achieving high standards and increased student performance.</p>	<ol style="list-style-type: none"> <li>1.  The district will develop a comprehensive three-year professional development plan to assist teachers with content knowledge and best instructional practices for ALL students.             <ul style="list-style-type: none"> <li>○ Books have been purchased and distributed for our district-wide book study of <b>Start Where You Are, But Don't Stay There: Understanding Diversity, Opportunity Gaps, and Teaching in Today's Classrooms</b> by all certified staff members.</li> <li>○ Dr. Richard Milner provided professional development for district and school-based leaders on culturally responsive teaching and learning methods on December 18th.</li> <li>○ A three-year plan was developed but is no longer valid with new professional development needs that arose with school closure and remote learning this spring. The plan will be edited and changes will be made to accommodate remote learning needs. Plan will be ready early next fall.</li> </ul> </li> </ol>

<p>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>	<ol style="list-style-type: none"> <li>1.  The district will focus on sharing teacher stories via multiple platforms (feature articles, social media, etc.)             <ul style="list-style-type: none"> <li>○ Articles written on Balfour Turn-Around, NAMS School of Rock, and our Individual Testimonial Champaign all have been extremely successful.</li> <li>○ We have had two Fox 8 Teacher of the Week selections in our first semester.</li> <li>○ Teacher Appreciation Week was celebrated during the 2019-2020 school year by mailing personalized notes from Dr. Woody to each ACS staff member (qty: 625). Each note included a FREE Chick-fil-A sandwich card from the district. Dr. Woody also created a video message with our staff sharing how much he appreciated their dedication and commitment to our students.</li> <li>○ While the Teacher of the Year banquet was postponed due to COVID-19, we featured each school-level Teacher of the Year on Facebook and Twitter during the week leading up to the June Board of Education meeting. At the June meeting, each school-level TOY joined the meeting virtually. There we named the district’s TOY and TOY finalist.</li> <li>○ Due to Governor Cooper’s executive orders, we were unable to host the annual Retirement and Service Award Breakfast. Therefore, we created a virtual presentation highlighting our service awards recipients and honoring our retirees. The video was sent the morning of our regularly-scheduled celebration so that schools could watch as a group, or staff could watch independently.</li> </ul> </li> </ol>
<p><b>GOAL 4. Asheboro City Schools will have up-to-date business, technology, and communication systems to serve its students, families, and staff.</b></p>	
<p>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.</p>	<ol style="list-style-type: none"> <li>1.  ACS staff is currently working with the School Business Systems Modernization (SBSM) Team to transition our current on-premise system to a cloud based system. Newer up-to-date business systems are currently being evaluated.             <ul style="list-style-type: none"> <li>○ We have moved the AS400 to the Cloud via the SAS platform provided by NCDPI.</li> <li>○ We have moved our individual school fund accounting program to SchoolFunds Online.</li> </ul> </li> </ol>
<p>Objective 2: Utilize technology-based collection</p>	<ol style="list-style-type: none"> <li>1.  Schools will encourage parents/guardians to sign-up for the PowerSchool Parent Portal at school events, allowing parents to stay abreast of student attendance, assignments, and grades.</li> </ol>

<p>systems for data analysis, so that data-based decisions are made about instruction, programs, and operations to ensure continuous improvement throughout the district.</p>	<ul style="list-style-type: none"> <li>○ 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).</li> <li>○ Efforts were continued during the COVID-19 remote learning to have parents sign-up for the PowerSchool Parent Portal. As of June 15, there have been 34,018 parent logins through 1297 parent accounts.</li> </ul> <p>2.  PowerSchool brochures will be updated and distributed to all schools for the start of the school year.</p> <ul style="list-style-type: none"> <li>○ PowerSchool Parent Portal brochures were updated in August 2019.</li> <li>○ Copies were made and distributed to each school.</li> <li>○ Procedures for enrolling parents in the portal were reviewed at the data manager meeting in September.</li> <li>○ The brochures were updated with the Asheboro City Schools mobile access code and shared with schools.</li> </ul>
<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>	<p>1.  Continue to enhance the communications plan (AKA marketing plan) to continue marketing and messaging Asheboro City Schools.</p> <ul style="list-style-type: none"> <li>○ Social media (increase page “Likes” by 20 percent over the school year)</li> <li>○ ACS Testimonial Campaign (at least three testimonials in each ACS location)</li> <li>○ Bi-weekly feature stories (feature stories released to media and social media) every two weeks</li> <li>○ Signage project (new banners and standardized signage throughout the district)</li> <li>○ ACS professional promotional video (to be released at Nov. BOE meeting)</li> <li>○ Collaborated with school-level Parent Teacher Organizations/Associations to develop testimonials for Black History Month. Each week, the project featured a Black AHS alumni who has achieved success, paired with a Black national figure who has achieved success in the same area/field.</li> <li>○ Written and shared an article about long-standing Board Member, Mrs. Joyce Harrington, in honor of her 34 years of service to the Asheboro City Board of Education.</li> <li>○ The district created a tri-fold brochure promoting the various small learning communities offered through Asheboro High School. This document was presented at the March meeting of the Asheboro City Board of Education.</li> </ul>

	<ul style="list-style-type: none"> <li>○ The district began communicating with staff, families, and the community on February 28 because of the threat of COVID-19. As the weeks progressed, district communications ramped up to daily connections in order to keep families up-to-date as information became available. We dedicated a page on the ACS website to COVID-19 information and resources; we created a remote learning page; we sent phone calls via our Blackboard Connect system; we published 16 videos on Facebook from Dr. Woody; additional videos were created and published to promote STEAM activities during school closures; we updated our website daily (March 2020) and then bi-weekly (April, May, June) with Dr. Woody’s messages. All phone calls were recorded in English and Spanish.</li> <li>○ Under the direction of Dr. Woody, each school created school tour (transition) videos primarily for rising kindergartners, sixth-graders, and ninth-graders. These videos featured a message from school administrators, tours of common areas, and information about enrollment/registration.</li> <li>○ Originally called the ACS Coronavirus Hotline, PR in collaboration with IT created a place where families could call to get more information during school closures. Information was primarily about mobile meal deliveries. At the conclusion of the school year, we changed the name from ACS Coronavirus Hotline to ACS Information Line. The phone number will remain the same (336-542-1007), but now includes information about kindergarten orientation, summer feeding program, and enrollment/registration. We will continue to use this medium as an additional way for our families to get information from the district.</li> <li>○ During COVID-19, utilized our partners in the news media to help us disseminate information about remote learning, mobile meal deliveries, Park and Learn locations, WiFi on Wheels, and AHS graduation plans. We had at least five stories run on FOX8 WGHP and Spectrum News, while our local paper - the Courier-Tribune - ran updates throughout March, April, May, and June on our response to the evolving situation.</li> <li>○</li> </ul>
--	---

**GOAL 5. Each student is healthy, safe and responsible.**

<p>Objective 1. Design, implement, and evaluate a system-wide process to ensure students are</p>	<p>1.  Using screener data, each school will be supported in the development of a system to ensure at-risk students have an assigned mentor.</p>
--	---

<p>connected to an adult advocate, so that each student collaborates regularly with a mentor or trusted adult.</p>	<ul style="list-style-type: none"> <li>○ Schools have access to school specific SHAPE Student Needs Indicator spreadsheet. This spreadsheet is updated each semester.</li> </ul> <p>2. ✓ 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"> <li>○ Schools have reviewed the data in the SHAPE Student Needs Indicator spreadsheets to identify areas of need for specific students.</li> <li>○ At the end of 19-20 school year, the SHAPE team met to review and complete the Needs Assessment. Recommendations for next year were discussed as a team.</li> </ul>
<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>	<p>1. ✓ The ACS SHAPE team will develop a summary of data regarding safety, social emotional and mental health needs.</p> <ul style="list-style-type: none"> <li>○ The team has met to begin the process of selecting and implementing a Universal Social Emotional screener.</li> <li>○ The C&amp;I department and the SHAPE team selected a Universal Social Emotional .</li> </ul> <p>2. ✓ The ACS SHAPE team will develop district-wide plans to ensure a full continuum of mental health and social emotional learning needs are addressed.</p> <ul style="list-style-type: none"> <li>○ The team has met to discuss the response to results that will come from the implementation of a Universal Social Emotional screener.</li> </ul> <p>3. ✓ The district will incorporate an anonymous reporting system to allow students an avenue to report safety and/or bullying issues.</p> <ul style="list-style-type: none"> <li>○ ACS secondary schools have enrolled to participate in the January-February 2020 third-wave rollout of the state’s Say Something Anonymous Reporting System.</li> <li>○ ACS principals were informed of the Say Something Anonymous Reporting System at the November ALT meeting.</li> <li>○ ACS Administrators and selected CO staff, received training in SS-ARS in December and January of the current school year.</li> <li>○ ACS secondary students will be trained on the Say Something Anonymous Reporting System in the first week of May.</li> <li>○ ACS secondary school counselors received SS-ARS training and SS department developed a training schedule with support systems in place for student training.</li> <li>○ Mental Health Specialist along with the Support Service Director closely monitored SS-ARS’s P3 system for activity.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Students have used the system to report safety issues during school year and post COVID-19.</li> </ul>
<p>Objective 3. Design, implement, and evaluate a comprehensive continuum of behavioral supports, so that students, families, and staff have clear expectations for appropriate behavior and resources are available to meet student needs.</p>	<ol style="list-style-type: none"> <li>1.  Using resources from our Title IV grant, we will select and implement a Social-Emotional Learning screener and/or a mental health needs screener to identify students in need of additional supports or services.             <ul style="list-style-type: none"> <li>○ The SHAPE Committee is reviewing and vetting social emotional screening tools that can be utilized to identify needed interventions and supports at each school.</li> <li>○ SHAPE &amp; MTSS teams have selected Panorama as the SEL Screener. An initial survey was sent to students (3-5: n=143 and 6-12: n=615) at the end of the 2019-20 school year. The staff survey was concerned Distance Learning and Well-Being/Social Emotional Learning.</li> </ul> </li> <li>2.  Using resources from our Title IV grant, we will provide additional professional support for our students with identified social, emotional, and/or behavioral needs.             <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Hired Kim Clodfelter for the new full time Mental Health Specialist position.</li> </ul> </li> </ol>
<p>Objective 4. Expand community partnerships that promote a healthy lifestyle, so that the wellness of our students, families, and staff is improved.</p>	<ol style="list-style-type: none"> <li>1.  Review and update our current wellness policy.             <ul style="list-style-type: none"> <li>○ Lead Wellness Official and Lead Nurse reviewed the School Health Advisory Council (SHAC) roles, responsibilities, functions of SHAC and discussion of professional development needs.</li> <li>○ Lead Nurse, SHAC representative and Support Services scheduled to attend SHAC State Conference in the Spring. Canceled due to COVID-19.</li> </ul> </li> </ol>

2020-2021

DATE		MEETING	TIME	LOCATION
<b>JULY</b>				
Thursday	July 9	Board of Education Meeting	7:30 p.m.	TBD
Thursday	July 30	Lindley Park Kindergarten Orientation		Lindley Park
<b>AUGUST</b>				
<b>Added</b> Monday	3-Aug	Board of Education Work Session	5-8 p.m.	SAMS Media Center
Wednesday	August 5	Balfour Kindergarten Orientation		Balfour
Thursday	August 6	Donna Lee Loflin Kindergarten Orientation		Donna Lee Loflin
Thursday	August 6	Guy B. Teachey Kindergarten Orientation		Guy B. Teachey
Wednesday	August 12	Charles W. McCrary Kindergarten Orientation		Charles W. McCrary
Thursday	August 13	Board of Education Meeting	7:30 p.m.	TBD