

Policy Committee Meeting

**Asheboro City Board of Education
August 12, 2021**

Agenda

1. Call to Order
2. Policy 2610 - Board Attorney
3. Policy 4050 - Children of Military Families
4. Policy 4700 - Student Records
5. Policy 5000 - Schools and the Community
6. Policy 5020 - Visitors to the Schools
7. Policy 5030 - Community Use of Facilities
8. Policy 5210 - Distribution and Display of Non-School Material
9. Policy 6305 - Safety and Student Transportation Services
10. Policy 6315 - Drivers
11. Policy 6321 - Bus Routes
12. Policy 7232 - Discrimination and Harassment in the Workplace
13. Policy 3640/5130 - Student Voter Registration and Preregistration
14. Policy 4329/7311 - Bullying and Harassing Behavior Prohibited
15. Adjourn

As needed, the board will enter into contracts for legal service to the school district, including both legal advice and representation in litigation. Any attorney retained by the board or the superintendent through school district funds represents the legal entity of the school district and not any individual board member or administrator.

The superintendent may consult with the board attorney as needed to carry out administrative operations and to protect the board and school district from liability. Other staff may consult with the board attorney only following procedures established by with prior approval from the superintendent or designee or as otherwise may be provided by procedures established by the superintendent. The board attorney shall be authorized to address and resolve criminal bail bond and vehicle forfeiture matters in district and superior court.

The chairperson of the board normally will decide for board members when to seek legal advice or assistance on school matters. If an individual member of the board desires to consult directly with the attorney, the board member shall notify the chairperson of the legal information to be sought. If it is determined that legal assistance is necessary and has not been sought previously for this matter, the board member will be directed to consult individually with the attorney. Questions raised by members of the board and the attorney's replies will be reported to all board members. The chairperson of a board committee may consult with the board attorney on issues that arise out of and in connection with the committee's work. The inquiry and response will be reported to all board members.

Legal References: G.S. 15A-544.5, -544.8, 115C-36

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

Updated: October 11, 2012, November 12, 2015

CHILDREN OF MILITARY FAMILIES

Policy Code:

4050

The board recognizes the unique circumstances faced by children of military families who are often required to transfer to a new school system because their parents or guardians have a new military assignment. The board also recognizes that children whose immediate family members are deployed by the military may be at increased risk of emotional, psychological, or other harm. The board is committed to supporting these children in the school system and undertaking to serve their unique needs.

A. IDENTIFICATION OF MILITARY-CONNECTED STUDENTS

Each principal shall annually identify all military-connected students enrolled in the school and shall develop a means for serving their unique needs. For purposes of this section, a military-connected student is defined as a student who has a parent, step-parent, sibling, or any other person who resides in the same household serving in the active or reserve components of the Army, Navy, Air Force, Marine Corps, Coast Guard, or National Guard.

The identification of military-connected students is not a public record subject to public records law.

B. COMPLIANCE WITH THE INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

In order to promote flexibility and cooperation among the school system, parents and guardians, and children of military families, to promote the children's well-being, and to assist these children in achieving educational success in their new schools, the superintendent shall adopt procedures necessary to ensure compliance with the Interstate Compact on Educational Opportunity for Military Children (hereinafter "Compact") and to educate employees about the unique needs of children of military families.

1. Definitions

The following definitions apply to all policies and procedures adopted in compliance with the Compact.

a. Active Duty

Active duty is full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. 12301 *et seq.* and 10 U.S.C. 12401 *et seq.*

b. Children of Military Families

Children of military families are school-aged children, enrolled in kindergarten through twelfth grade, in the household of an active duty member.

c. Deployment

Deployment is the period one month prior to the service members' departure from their home station on military orders through six months after their return to their home station.

d. Education Records

Education records are those official records, files and data directly related to a student and maintained by the school or school system, including but not limited to records encompassing all the material kept in the student's cumulative folder, such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.

e. Extracurricular Activities

Extracurricular activities are voluntary activities sponsored by the school or school system or an organization sanctioned by the school system. Extracurricular activities include, but are not limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.

f. Member State

A member state is a state that has enacted the Compact.

g. Non-Member State

A non-member state is a state that has not enacted the Compact.

h. Receiving State

The receiving state is the state to which a child of a military family is sent, brought, or caused to be sent or brought.

i. Rule

A rule is a written statement by the Interstate Commission promulgated pursuant to Article XII of the Compact that is of general applicability, implements, interprets or prescribes a policy or provision of the Compact, or an organizational, procedural, or practice requirement of the Interstate Commission, and has the force and effect of rules promulgated under the Administrative Procedures Act as found in Chapter 150B of the North Carolina General Statutes, and includes the amendment, repeal, or suspension of an existing rule.

j. Sending State

The sending state is the state from which a child of a military family is sent, brought, or caused to be sent or brought.

k. Student

The student is the child of a military family for whom the school system receives public funding and who is formally enrolled in kindergarten through twelfth grade.

l. Transition

The transition is (1) the formal and physical process of transferring from school to school or (2) the period of time in which a student moves from one school in the sending state to another school in the receiving state.

m. Uniformed Services

The uniformed services are the Army, Navy, Air Force, Marine Corps, and Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration and the Public Health Services.

n. Veteran

A veteran is a person who served in the uniformed services and who was discharged or released therefrom under conditions other than dishonorable.

2. Those to Whom Adopted Policies and Procedures Apply

Policies and procedures that are adopted to comply with the Compact apply to the children of:

- a. active duty members of the uniformed services as defined in section A of this policy, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. 12301 *et seq.* and 10 U.S.C. 12401 *et seq.*;
 - b. members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and
 - c. members of uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.
3. Those to Whom Adopted Policies and Procedures Do Not Apply

The policies and procedures adopted to comply with the Compact do not apply to the children of:

1. inactive members of the National Guard and Military Reserves;
2. members of the uniformed services now retired, except as provided in section B of this policy; and
3. veterans of the uniform services, except as provided in section B of this policy, and other U.S. Department of Defense personnel and other federal agency civilians and contract employees not defined as active duty members of the uniformed services.

Legal References: G.S. 115C-12(18)(f), -288(m), -407.5

Cross References: Student Promotion and Accountability (policy 3420), Graduation Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620), Immunization and Health Requirements for School Admission (policy 4110), Domicile or Residence Requirements (policy 4120), Assignment to Classes (policy 4155), Attendance (policy 4400), Student Records (policy 4700)

Adopted: April 11, 2013

Updated: May 14, 2015

BULLYING AND HARASSING BEHAVIOR PROHIBITEDPolicy Code: **4329/7311**

The board is committed to providing a safe, inviting, and civil educational environment for all students, employees, and other members of the school community. The board expects all students, employees, volunteers, and visitors to behave in a manner consistent with that goal. The board recognizes that bullying and harassing behavior creates an atmosphere of intimidation and fear, detracts from the safe environment necessary for student learning, and may lead to more serious misconduct or to violence. Accordingly, the board prohibits all forms of bullying and harassing behavior, including encouragement of such behavior, by students, employees, volunteers, and visitors. "Visitors" includes parents and other family members and individuals from the community, as well as vendors, contractors, and other persons doing business with or performing services for the school system.

This policy prohibits bullying and harassing behavior, or the encouragement of bullying or harassing behavior, that takes place (1) in any school building or on any school premises before, during or after school hours; (2) on any bus or other vehicle as part of any school activity; (3) at any bus stop; (4) during any school-sponsored activity or extracurricular activity; (5) at any time or place when the student, employee, or other person is subject to the authority of school personnel; or (6) at any time or place when the bullying has a direct and immediate effect on maintaining order and discipline in the schools.

This policy is not intended to prohibit expression of religious, philosophical, social, or political views, provided that the expression does not substantially disrupt the educational environment.

A. RELATIONSHIP TO OTHER POLICIES

This policy applies to bullying and harassing behavior that is not otherwise prohibited by the following board policies that address discriminatory harassment in violation of federal law:

- Discrimination and Harassment Prohibited by Federal Law, policy 1710/4020/7230 (prohibiting harassment based on race, color, national origin, disability, or religion)
- Title IX Sexual Harassment – Prohibited Conduct and Reporting Process, policy 1725/4035/7236 (prohibiting sexual harassment)
- Discrimination and Harassment in the Workplace, policy 7232 (prohibiting harassment of employees and applicants based on race, color, national origin, sex, age, disability, military affiliation, or genetic information)

Individuals who wish to report bullying or harassing behavior that is based on sex, race, color, national origin, disability, religion, or other personal characteristic addressed by the

policies above should refer to and follow the reporting processes provided in those policies.

Conduct that may constitute discriminatory harassment under federal law must be addressed first in accordance with the requirements of the applicable policy(ies) listed above. If subsequently, the conduct is determined not to rise to the level of discriminatory harassment prohibited by those policies, the conduct may be addressed under this policy. Conduct that does not rise to the level of bullying or harassing behavior as defined and prohibited in this policy may nevertheless violate other board policies or school rules.

B. CONDUCT THAT IS CONSIDERED BULLYING OR HARASSING BEHAVIOR

1. Bullying is deliberate conduct intended to harm another person or group of persons. It is characterized by repeated unwanted aggressive behavior that typically involves a real or perceived imbalance of power, such as a difference in physical size, strength, social standing, intellectual ability, or authority. It may consist of either physical, verbal, or nonverbal behavior. Cyberbullying is a form of bullying that is carried out using electronic communication media, such as words, action, or conduct conveyed through email, instant messages, text messages, tweets, blogs, photo or video sharing, chat rooms, or websites, and may exist in the absence of a power imbalance typical of other forms of bullying.
2. Harassing behavior is conduct that is intimidating, hostile, or abusive, or is unwelcome conduct of a sexual nature. Harassing behavior may violate this policy even if no harm is intended to the target and no power imbalance is evident.
3. Bullying or harassing behavior includes conduct that is, or reasonably appears to be, motivated by actual or perceived differentiating personal characteristics, or by a person's association with someone who has or is perceived to have a differentiating personal characteristic. Differentiating personal characteristics include, but are not limited to race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability. Bullying and harassing behavior can violate this policy regardless of a student's motivation.
4. Examples of behavior that may constitute bullying or harassing behavior are repeated acts of disrespect, intimidation, or threats, such as verbal taunts, name-calling and put-downs, epithets, derogatory or lewd comments, spreading rumors, extortion of money or possessions, implied or stated threats, assault, offensive touching, physical interference with normal work or movement, visual insults, such as derogatory posters or cartoons, and sharing intimate photos or video of a person or sharing photos or videos that may subject a person to ridicule or insult.

5. Other behaviors that may constitute bullying or harassing behavior under this policy are deliberate, unwelcome touching that has sexual connotations or is of a sexual nature, pressure for sexual activity, offensive sexual flirtations, advances or propositions, verbal remarks about an individual's body, sexually degrading words used toward an individual or to describe an individual, or the display of sexually suggestive drawings, objects, pictures, or written materials.
6. These examples are not exhaustive but are intended to illustrate the wide range of behavior that may constitute bullying and harassing behavior.
7. Conduct such as the following is not considered bullying or harassing behavior: legitimate pedagogical techniques, the exercise of legitimate authority, and academic or work performance monitoring and evaluation.

C. WHEN BULLYING OR HARASSING BEHAVIOR VIOLATES THIS POLICY

Not all conduct that may be described as bullying or harassing behavior violates this policy. Bullying or harassing behavior violates this policy when any pattern of repeated gestures or written, electronic, or verbal communications, or any physical act or threatening communication:

1. places a student, an employee, or other person in actual and reasonable fear of harm to their person or property; or
2. creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits.

"Hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

The definition of bullying and harassing behavior in this section is intended to be no less inclusive than the definition of bullying and harassing behavior in G.S. 115C-407.15.

Bullying or harassing behavior based on sex, race, color, national origin, disability, or religion may also constitute discriminatory harassment in violation of federal law and other board policies as described in Section A, above.

D. REPORTING BULLYING AND HARASSING BEHAVIOR

1. Reports by Students and/or Parents and Guardians

- a. The board encourages students or parents/guardians of students who have been the victim of or who have witnessed bullying or harassing behavior in violation of this policy to immediately report such incidents to a teacher, counselor, coach, assistant principal, or the principal.
- b. Reports may be made orally or in writing and may be made anonymously.
- c. All reports of serious violations and complaints made under this policy will be investigated expeditiously. Anonymous reports will be investigated to the extent reasonably possible under the circumstances.
- d. If, at any time, school officials determine that the alleged bullying or harassing behavior appears to be based on sex, race, color, national origin, disability, or religion, the matter will be investigated in accordance with the applicable policy listed in Section A above.

2. **Mandatory Reporting by School Employees**

An employee who witnesses or who has reliable information that a student or other individual has been bullied or harassed in violation of this policy must report the incident to his or her supervisor or to the building principal immediately. If sexual harassment is suspected, the employee also must report the incident to the Title IX coordinator. An employee who does not promptly report possible bullying or harassing behavior will be subject to disciplinary action.

3. **Reporting by Other Third Parties**

Other members of the school community may report incidents of bullying or harassment to the school principal or the superintendent or designee.

4. **Reporting False Allegations**

It is a violation of board policy to knowingly report false allegations of bullying or harassing behavior. A student or employee found to knowingly report or corroborate false allegations will be subject to disciplinary action.

E. REPORTS OF BULLYING OR HARASSING BEHAVIOR BASED ON SEX, RACE, COLOR, NATIONAL ORIGIN, DISABILITY, OR RELIGION

Bullying or harassing behavior that is based on sex, race, color, national origin, disability, or religion may constitute discriminatory harassment that is a violation of the individual's civil rights. A school employee who receives a report of bullying or harassing behavior that may constitute sexual harassment must immediately contact the Title IX coordinator. If the reported behavior appears to be based on any other such personal characteristic,

the employee must immediately notify the appropriate civil rights coordinator designated in policy 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law. Uncertainty as to whether alleged bullying or harassing behavior is based on sex, race, color, national origin, disability, or religion should be resolved by notifying the Title IX Coordinator.

F. RESPONSE TO REPORTS OF BULLYING OR HARASSING BEHAVIOR

1. Reports of bullying and harassing behavior or the encouragement of such behavior under this policy will be investigated promptly by the principal or the principal's designee and addressed in accordance with this policy and policy 4340, School-Level Investigations. If the principal is the alleged perpetrator, the superintendent will designate an appropriate investigator.
2. If at any time before, during, or after the investigation under this policy, the principal or designee determines or suspects that the alleged bullying or harassing behavior is based on sex, race, color, national origin, disability, or religion, the principal or designee shall notify the appropriate civil rights coordinator and proceed in accordance with the applicable board policy as described in Section A, above. However, referral to the civil rights coordinator will not preclude appropriate disciplinary consequences for a violation of this policy if, following the designated investigation and resolution process under the appropriate board policy, the behavior is determined not to constitute discriminatory harassment in violation of federal law.
3. No reprisals or retaliation of any kind are permitted as a result of good faith reports of bullying or harassing behavior. An employee who engages in reprisal or retaliation will be subject to disciplinary action, up to and including dismissal. A student who does so is subject to disciplinary consequences as provided in Section G, below.

G. CONSEQUENCES

1. Students

The disciplinary consequences for violations of this policy should take into consideration the frequency of incidents, the developmental age of the student involved, and the severity of the conduct and must be consistent with the Code of Student Conduct. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

A student who is convicted under G.S. 14-458.2 of cyberbullying a school employee will be transferred to another school. If there is no other appropriate

school within the school system, the student will be transferred to a different class or assigned to a teacher who was not involved as a victim of the cyberbullying. The superintendent may modify the required transfer of an individual student on a case-by-case basis and shall provide a written statement of this modification in the student's record.

2. Employees

Employees who violate this policy will be subject to disciplinary action, up to and including dismissal.

3. Others

Volunteers and visitors who violate this policy will be directed to leave school property and/or reported to law enforcement, as appropriate, in accordance with policy 5020, Visitors to the Schools. A third party under the supervision and control of the school system will be subject to termination of contracts/agreements, restricted from school property, and/or subject to other consequences, as appropriate.

H. OTHER INTERVENTIONS

Interventions designed to remediate the impact of a violation of this policy and to restore a positive school climate will be provided as determined necessary by school officials.

I. NOTICE

This policy must be provided to employees, students, and parents, guardians, and caregivers at the beginning of each school year. Notice of this policy must be included in the Code of Student Conduct and in all student and employee handbooks. Principals are encouraged to post a copy or summary of this policy in each classroom and in a prominent location within the school building and to make an age-appropriate summary of the policy available to elementary students. Information about this policy must also be incorporated into employee training programs.

J. RECORDS

The superintendent or designee shall maintain confidential records of complaints or reports of bullying or harassing behavior under this policy. The records must identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The superintendent also shall maintain records of any remedial interventions or other steps taken by the school system to provide an environment free of bullying.

Legal References: G.S. 14-458.2; 115C-105.51, -366.4, -407.15 through -407.18

Cross References: Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Title IX Sexual Harassment – Prohibited Conduct and Reporting Process (policy 1725/4035/7236), School-Level Investigations (policy 4340), Visitors to the Schools (policy 5020), Discrimination and Harassment in the Workplace (policy 7232)

Adopted:

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

A. ANNUAL NOTIFICATION OF RIGHTS

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

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

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

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

B. DEFINITION OF PARENT AND ELIGIBLE STUDENT

1. Parent

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

2. Eligible Student

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

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

C. CLASSIFICATION AND MAINTENANCE OF RECORDS

1. Student Education Records

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

a. Cumulative Records

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

b. Discipline Records

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

c. Records of Students with Disabilities

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

d. Records Received from the Department of Social Services

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

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

e. Juvenile Records

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

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

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

f. Other Student Records

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

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

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

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

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

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

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

E. RECORDS OF MISSING CHILDREN

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

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

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

F. RECORDS OF MILITARY CHILDREN

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

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

1. For Students Leaving the School System

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

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

2. For Students Enrolling in the School System

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

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

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

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

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

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

b. Status as Education Record

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

c. Records of More Than One Student

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

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

d. Copies of Recordings and Photos

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

3. Request to Amend the Educational Record

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

H. RELEASE OR DISCLOSURE OF RECORDS TO OTHERS

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

1. Release/Disclosure with Parental Consent

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

2. Release/Disclosure without Parental Consent

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

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

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

3. Release of Directory Information

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

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

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

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

4. Records of Students with Disabilities

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

5. Disclosure of De-Identified Information

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

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

I. WITHHOLDING RECORDS

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

J. RECORD OF ACCESS AND DISCLOSURE

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

K. DESTRUCTION OF STUDENT RECORDS

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

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

L. LONGITUDINAL DATA SYSTEM

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

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

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

Adopted: January 9, 2014

Revised: May 12, 2016, March 9, 2017, August 10, 2017, July 12, 2018, July 11, 2019, January 9, 2020

SCHOOLS AND THE COMMUNITY

Policy Code:

5000

The board recognizes that the public schools are an integral part of the community and that the public has a vested interest in having students develop into productive members of the workforce and of society. The board encourages the community to be involved in the school system and to assist the school system in the goal of providing every student with the opportunity to receive a sound basic education.

Each year the board will ensure that the report card issued for the school system by the State Board of Education receives widespread distribution to the local press or to other local channels of news and information. In addition, the school system shall publish on its website all information required by law, including assessment and performance information and information on how state funds have been used to address local educational priorities.

A. POLICIES

In making policy decisions, the board will keep in mind its commitment to providing all students in our community the opportunity to obtain a sound basic education.

The board's commitment to the wider community is expressed in various policies that address the relationship between the school system and the community, such as:

1. Parental Involvement (policy 1310/4002);
2. Title I Parent and Family Engagement (policy 1320/3560);
3. Responding to Complaints (policy 1742/5060);
4. Public Participation at Board Meetings (policy 2310);
5. Compliance with the Open Meetings Law (policy 2320);
6. School Volunteers (policy 5015);
7. Visitors to the Schools (policy 5020);
8. Registered Sex Offenders (policy 5022);
9. Community Use of Facilities (policy 5030);
10. Public Records – Retention, Release, and Disposition (policy 5070/7350); and
11. Distribution and Display of Non-School Material (policy 5210).

- ~~3. Public Records – Retention, Release, and Disposition (policy 5070/7350);~~
- ~~4. School Volunteers (policy 5015);~~
- ~~5. Compliance with the Open Meetings Law (policy 2320);~~
- ~~6. Registered Sex Offenders (policy 5022);~~
- ~~7. Distribution and Display of Non-School Material (policy 5210);~~
- ~~8. Community Use of Facilities (policy 5030); and~~
- ~~9. Visitors to the Schools (policy 5020).~~

B. SCHOOL ADMINISTRATORS

School administrators shall:

1. demonstrate a commitment to working with the community;
2. identify appropriate opportunities for community input;
3. communicate to the public the goals and objectives of the school system and the progress of the school system in meeting those goals and objectives; and
4. provide the public with school progress and performance reports as required by state and federal law.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6301; G.S. 115C-12(9)c3, -36, -47, -83.1J, -105.25(c); Leandro v. State, 346 N.C. 336 (1997)

Cross References: Board Authority and Duties (policy 1010), Parental Involvement (policy 1310/4002), Title I Parent and Family Engagement (policy 1320/3560), Responding to Complaints (policy 1742/5060), Public Participation at Board Meetings (policy 2310); Compliance with the Open Meetings Law (policy 2320), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Community Use of Facilities (policy 5030), Public Records – Retention, Release, and Disposition (policy 5070/7350), Distribution and Display of Non-School Material (policy 5210)

Adopted: April 11, 2013

Updated: March 13, 2014, August 11, 2016, December 8, 2016

VISITORS TO THE SCHOOLS*Policy Code:***5020**

The board encourages the community and parents to be involved in and support the schools and the educational program of the schools.

A. OPPORTUNITIES TO VISIT THE SCHOOLS

To encourage involvement, the following opportunities are provided to visit the schools.

1. Visitors are welcome to observe and learn about the educational program at each school subject to reasonable rules developed by school administrators.
2. Visitors are encouraged to use school facilities made available to the public, such as media centers or meeting spaces, as provided in policy 5030, Community Use of Facilities.
3. Visitors are invited to attend school events that are open to the public, such as athletic events, musical programs, and dramatic productions.

B. REQUIREMENTS OF VISITORS TO THE SCHOOLS

While the school board welcomes visitors to the schools, the paramount concern of the board is to provide a safe and orderly learning environment in which disruptions to instructional time are kept to a minimum. The superintendent and each principal shall establish and enforce reasonable rules to address this concern.

1. All school visitors during the school day must report immediately to the administrative office at the school to request and receive permission to be in the school. Each principal shall ensure that signs are posted in the school to notify visitors of this requirement.
2. School visitors are expected to comply with all school rules and school board policies, including policy 5025, Prohibition of Drugs and Alcohol; policy 5026/7250, Smoking and Tobacco Products; and policy 5027/7275, Weapons and Explosives Prohibited.
3. Persons who are subject to policy 5022, Registered Sex Offenders, must comply with the provisions of that policy.

C. ADDITIONAL REQUIREMENTS OF PROBATION OFFICERS

To minimize disruption to student learning and school operations, the board establishes the following additional requirements for visits by probation officers during the school day:

1. Probation officers may not visit students on school property during school hours unless the visit is conducted through the Division of Community Corrections' School Partnership Program.
2. Visits by probation officers must be authorized in advance by the school principal or designee or be the result of a request for assistance by a ~~guidance~~ school counselor or school resource officer. The principal or designee at each school shall coordinate with probation officers to plan and schedule visits to occur at times least disruptive to the student's academic schedule and to school operations.
3. To protect the privacy of students, the principal or designee shall designate a private area for probation officers to meet with students away from contact with the general student population. Initial contact with the student will be made by a designated school employee, who shall direct the student to the private area to meet with the probation officer.
4. Probation officers may not initiate direct contact with any student while the student is in class or between classes.
5. All visits must be conducted in accordance with this policy and any additional guidelines developed by the superintendent or designee.

D. UNAUTHORIZED, DISRUPTIVE, OR DANGEROUS VISITORS

If a school employee becomes aware that an individual is on a school property without having received permission or that an individual is exhibiting unusual, threatening or dangerous behavior, the employee must either direct the individual to the administrative office or notify the principal, designee or school resource officer, depending on the circumstances.

If a school employee suspects that an individual is on school property in violation of policy 5022, Registered Sex Offenders, the employee must immediately notify the principal, designee or school resource officer.

Students will be instructed to notify school employees of any unusual or suspicious behavior by visitors. School employees shall inform the principal or designee immediately of a student's report of suspicious behavior on the part of a school visitor.

When an individual disrupts the educational environment, acts in a disorderly manner, damages school property, or violates board policy or the law, the principal or designee has authority to:

1. order the individual to leave school property;
2. notify law enforcement; or
3. take any other action deemed appropriate under the circumstances.

Failure to comply with a request to leave school grounds may result in the filing of trespass charges or other charges as appropriate against the offending individual.

The superintendent, upon recommendation from the principal, may deny an individual permission to come onto school grounds or enter a school facility for up to one school year if the individual is guilty of disruptive or dangerous behavior on school grounds.

Legal References: G.S. 14-132, -132.2, -159.11, -159.12, 159.13, -208.18; 115C-46.2, -523, -524, -526

Cross References: Registered Sex Offenders (policy 5022), Prohibition of Drugs and Alcohol (policy 5025), Smoking and Tobacco Products (policy 5026/7250), Weapons and Explosives Prohibited (policy 5027/7275), Community Use of Facilities (policy 5030)

Adopted: April 11, 2013

Revised: January 10, 2019

The board endorses the goals of the Community Schools Act. The board will make specified indoor and outdoor school facilities available for use by eligible community groups under agreements developed in accordance with this policy. The board also will make some outdoor school facilities available for limited recreational use by the general public when not inconsistent with the board's use of the facilities. Public use is subject to Section H of this policy.

A. GENERAL PRINCIPLES

The use of school facilities by community groups should be consistent with the goals and objectives of the board and school district and must not conflict with the educational program.

Community use of school facilities is encouraged, but should not interfere with their use for the educational program and should not be so extensive as to prevent the need to adequately maintain them, in order to protect the taxpayers' investment.

Use of school facilities will not be approved for activities that do any of the following:

1. violate federal, state or local laws;
2. violate board of education policies or regulations;
3. advocate imminent violence;
4. damage or have the potential to damage school buildings, grounds or equipment;
or
5. are in conflict with scheduled school activities

B. PRIORITY IN USE/FEE STRUCTURE

School-sponsored groups and activities, (such as school athletic events, school drama and choral productions), and meetings of student organizations, including organizations permitted to meet under the Equal Access Act, shall have first priority in the use of school facilities.

Priority for community use of facilities will then be given to non-profit community groups whose mission is similar or complementary to that of the school district. The district may sponsor non-profit community groups that serve the essential mission of the school district and help it meet its goals. Sponsorship decisions will be made on a case-by-case

basis. The district shall not sponsor community groups that discriminate on the basis of the proscribed criteria in Policy 1710, Prohibition against Discrimination and Harassment, including Bullying and Hazing. A decision to sponsor a community group is in the sole discretion of the superintendent.

For-profit groups are not permitted to use school facilities, unless the superintendent or designee determines that a particular use is non-commercial in nature. Nor are school facilities generally to be used for private purposes (such as weddings or family reunions), or for commercial activities of non-profit groups. School-sponsored fund raising activities may be permitted regardless of the sharing of event revenue with an outside entity, provided the superintendent or designee determines that the primary purpose of the event is to benefit education and approves a fund raiser request in accordance with Policy 8411, School Fund Raising Activities.

Although for-profit groups are generally not permitted to use school facilities, local dance-instruction studios have historically utilized our facilities for the purpose of staging dance recitals. Recognizing the board's long-standing relationship with these studios and their reliance on the availability of our facilities for the presentation of their artistic performances, the board deems it appropriate to exempt them from the prohibition against for-profit group use of our facilities. The mission of dance-instruction studios is similar and complementary to that of the school district, each has used our facilities for many years, without incident, and the board feels it is in the best interest of the community to allow their continued utilization of our facilities for dance recital purposes, upon payment of rental, utility, custodial and supervisory fees, as applicable.

Priority in the use of school facilities and the fee structure for such groups will be in accordance with the following user categories. Priority in use among groups within the same user category will not be based upon the viewpoints of the groups. (see Policy 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying). All groups within the same user category will be charged for facility use according to the uniform fee structure. Upon approval of the facility use, all users will be required to submit the fees in advance.

1. School-sponsored groups and activities, such as athletic events, school drama and choral productions, and meetings of student organizations.

Application: Not required. The school shall provide advance notice to the Director of Facilities of all such activities that will take place outside normal school hours.

Insurance: Not Required

Fees: None.

2. School related groups (organizations formed to support the school in some manner, such as the PTA, PTO, teachers' and principals' organizations and booster clubs)

Application: Required

Insurance: Not Required

Fees: Fees for providing use of kitchens will be charged to cover costs. Custodial or other supervisory services may be charged.

3. Non-profit community groups sponsored by the district, approved fund raisers involving use of school facilities by outside groups, and one-time meetings for local governmental agencies supported by tax funds of the community (Asheboro City Council, Randolph Board of County Commissioners), including as a polling place on election days, in accordance with G.S. 163-129 ~~163A-1046~~

Application: Required.

Insurance: Required

Fees: None

4. Local government and youth organizations, including but not limited to any youth group listed in Title 36 of the United States Code as a patriotic society such as the Boy Scouts and Girl Scouts, and, political parties for the express purpose of annual or biennial precinct meetings and county and district conventions in accordance with G.S. 155C-527

Application: Required.

Insurance: Required

Fees: Rental fees for the use of facilities may be charged. Custodial, kitchen, and supervisory fees will be charged.

5. All groups not included in the other categories

Application: Required.

Insurance: Required

Fees: Rental, custodial, kitchen and supervisory fees will be charged.

Prior to the beginning of each school year, the superintendent shall submit for board approval a fee structure that lists the amount or method of calculating rent and fees to be charged for facility use.

C. REQUESTS FOR USE OF FACILITIES

Any eligible individual or group in categories 2, 3, 4 and 5 above that wishes to use a school facility must submit a request to the principal of the school that contains the desired facility. The request must be submitted using a written application, which will be available in the principal's office. An application for use of a school facility shall be filed at least two (2) weeks prior to the date of intended use. An application must be approved by the principal and the Director of Facilities and Maintenance.

D. FACILITIES AVAILABLE FOR USE

The board permits eligible individuals or groups to use certain facilities in schools.

The following types of facilities are available for use at schools: auditoriums, theaters, and multi-purpose rooms; dining areas and kitchens; designated classrooms; designated gymnasiums; media centers; and playgrounds. Costs for using designated facilities will be calculated in accordance with the fee structure adopted by the board.

Other school facilities may be used only in exceptional circumstances based on a justified need and as approved by the superintendent or his/her designee. The superintendent is authorized to determine the fees for the use of facilities in such circumstances.

E. RULES GOVERNING USE OF SCHOOL FACILITIES

The superintendent shall develop regulations consistent with this policy. The regulations will include an application process, and provisions regarding the supervision of groups using facilities, the care of facilities, prohibited conduct and other issues deemed appropriate by the superintendent. A copy of such regulations will be furnished to all applicants at the time they receive the facilities use application form. In addition to the regulations established by the superintendent, users of school facilities must comply with the following rules:

1. Users must comply with all federal, state and local laws and all rules required by the board, superintendent or his/her designee, or the principal.
2. Users must comply with the requirements of the Americans with Disabilities Act (ADA) (particularly Subchapter III pertaining to Public Accommodations and Services Operated by Private Entities) and the federal regulations that have been adopted for the implementation of the ADA.
3. Users must comply with board policy and legal requirements forbidding the use of tobacco products in school facilities and on school grounds (see policy 5026/7250, Smoking and Tobacco Products).
4. Users must not consume or possess alcohol or drugs on school grounds (see policy 5025, Prohibition of Drugs and Alcohol).
5. Users must not possess weapons or explosives while on school grounds, except in the limited circumstances permitted by state law and policy 5027/7275, Weapons and Explosives Prohibited.
6. Users are responsible for supervising their activity and the people present at their activity. Users are responsible for maintaining order and safety during their activity.
7. Users shall not publicize or advertise events in school facilities prior to obtaining all required approvals.

A user's violation of the provisions of this policy or any applicable regulations is grounds for suspending the user's privilege to use school facilities for such period of time deemed appropriate by the principal, subject to the review of the superintendent and board of education.

F. DAMAGES AND LIABILITY INSURANCE

Users of school facilities are responsible for all damages to school facilities, property or equipment that occurs while the facility is being used by the group, regardless of who causes the damage. Users also are responsible for the conduct of all persons involved in the users' activities while on school property.

All user groups, except categories 1 and 2 above, must furnish a certificate of insurance

for general liability coverage with a total limit coverage of \$1,000,000 for each claim made.

G. TERM AND ACCEPTANCE OF LEASE

The superintendent is authorized to enter into agreements with community groups for the lease of school property for terms of one year or less. All such leases must be reviewed and approved in advance by the board attorney. The superintendent will inform the board of the execution of any lease at its next regularly scheduled meeting. Leases may be renewed following the same process.

Absent unusual circumstances, leases will not be granted for a term longer than one year. A lease for more than one year must be approved in advance by the board.

H. USE OF OUTDOOR SCHOOL FACILITIES BY THE GENERAL PUBLIC

Outdoor property and facilities of the school system will be open to limited use by members of the general public in accordance with rules to be established by the superintendent or designee. Public use will be permitted only to the extent that it 1) is not inconsistent with the proper preservation and care of the outdoor school property; 2) does not interfere with the safe and efficient operation of the schools and school activities; and 3) does not conflict with use by any community group operating under a facility use agreement described in this policy. The superintendent is authorized to establish all terms, conditions, and rules necessary to regulate the use of outdoor facilities by members of the general public consistent with these requirements.

I. REVIEW OF DECISIONS CONCERNING USE OF SCHOOL FACILITIES

Any person or organization may request a review of any decision made by staff pursuant to this policy in accordance with policy.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Equal Access Act, 20 U.S.C. 4071-4074, 28 C.F.R. pt. 36; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. pt. 108; 36 I.S.C. 20101 *et seq.*; G.S. 14-269.2 Community Schools Act, G.S. 115C-203 to -209.1; 115-524, -527; 160A-274; 163-129 ~~163A-1046~~

Cross References: Prohibition Against Discrimination and Harassment including Bullying and Hazing (1710/4021/7230), Parent and Student Grievance Procedure (1740/4010), Prohibition of Drugs and Alcohol (5025), Smoking and Tobacco Products (policy 5026/7250), Weapons and Explosives Prohibited (5027/7275), School Fund Raising Activities (policy 8411), Sale, Disposal and Lease of Board-Owned Real Property (9400)

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

Revised: February 12, 2009, June 14, 2012, January 21, 2016, August 11, 2016, July 13, 2017, August 16, 2018, January 10, 2019

DISTRIBUTION AND DISPLAY OF NON-SCHOOL MATERIAL*Policy Code:***5210**

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

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

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

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

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

B. DISTRIBUTION AND DISPLAY BY STUDENTS

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

C. DISTRIBUTION AND DISPLAY BY NON-STUDENTS

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

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

4. The superintendent or designee shall not discriminate on the basis of viewpoint in granting or denying permitted agencies and organizations permission to distribute or display non-school materials.
5. The superintendent is authorized to adopt regulations regarding approval forms,

how many times a year groups may distribute or display publications or materials, delivery and bundling requirements, etc.

6. Nothing in this policy shall be construed to create a public forum that would allow non-students unrestricted access to school property for the purpose of distributing or displaying publications or materials.

D. DISTRIBUTION AND DISPLAY STANDARDS FOR NON-SCHOOL MATERIALS

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

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

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

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

materials are permitted for viewing and distribution to the public at school buildings used as polling places in accordance with state law and board of elections requirements.

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

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

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

F. DEFINITIONS

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

1. Obscene

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

2. Libelous Statement

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

3. Non-School Material

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

4. Material and Substantial Disruption

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

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

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

6. School-Related Group

School-related groups are organizations formed to support the school in an area

of recognized need, such as the PTA, PTO, teachers' and principals' organizations and booster clubs.

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

Legal References: U.S. Const. amend. I; *Peck v. Upshur*, 155 F.3d 274 (1998); G.S. 115C-36, -47; 136-32; 163-129, -166 ~~163A-1046; 163A-1134~~

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

Adopted: April 14, 2011,

Revised: June 13, 2013, February 13, 2020

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

A. STUDENT BEHAVIOR

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

B. TRANSPORTATION SAFETY ASSISTANTS AND BUS MONITORS

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

C. MAINTENANCE

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

D. SAFETY PRACTICES ON SCHOOL BUSES AND ACTIVITY BUSES

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

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

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

E. TRAINING

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

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

F. ACCIDENT REPORTING

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

Legal References: G.S. 115C-239, -240, -245, -248, -249.1; 16 N.C.A.C. 6B .0111 *Preventive Maintenance and Vehicle Replacement Manual (NC Bus Fleet Manual)*, State Board of Education Policy TRAN-005, available at www.ncbussafety.org/documents/Buses/NCBusFleetManual.pdf; State Board of Education Policies ~~TRAN-006~~, TRAN-011; *North Carolina School Bus Driver Handout*, Department of Transportation, Division of Motor Vehicles, available at <https://www.ncdot.gov/dmv/license-id/driver-licenses/new-drivers/Documents/school-bus-handbook.pdf>

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

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

Revised: January 21, 2016 , September 14, 2017, February 14, 2019, February 13, 2020

DRIVERS*Policy Code:***6315**

Safety is of paramount concern in providing student transportation services. Consistent with the board's goals for student safety, all drivers involved in transporting students must comply with the following board requirements.

A. SCHOOL BUS AND ACTIVITY BUS DRIVERS

School bus and activity bus drivers must:

1. possess required licenses and all other qualifications required by law;
2. undergo and follow all training required by law governing school bus and activity bus passenger safety
3. not operate a school or activity bus on a public street, highway or public vehicular area while using a mobile telephone or related technology (i.e. hands-free technology such as Bluetooth) while the bus is in motion, unless such use is for the sole purpose of communicating in an emergency situation;
4. use the North Carolina crossing signal required by the State Board of Education to communicate to students when it is safe to cross the street to board the bus and when it is safe to cross the street after exiting the bus
5. report to the principal any misconduct that is in violation of any of the student behavior policies in the 4300 series or school rules;
6. use reasonable judgment in the operation of the buses;
7. make reasonable efforts to maintain good order of the students being transported;
8. not permit any person to ride who is not assigned to the bus or has not received express permission of the principal or other designated official;
9. promptly report to the principal or other designated official any defect or other concern regarding the safety of the school bus, activity bus or other vehicle operated by the school system; and
10. report to the principal or other designated official by the next work day any moving violation citations received while operating any motor vehicle, whether on or off duty.

B. OTHER DRIVERS

Other drivers, including volunteer drivers, must:

1. possess required licenses and all other qualifications required by law;
2. report to the principal by the next working day any moving violation citations received while operating any motor vehicle, whether on or off duty; and
3. carry insurance if operating a privately owned vehicle.

If the board requires a school social worker to increase his or her private automobile liability coverage and/or to add a business use rider in order to transport students in his or her private vehicle, the social worker will be reimbursed for the additional premium charged and/or for the increased liability limits of the added rider.

The superintendent or designee shall make copies of this policy and other related policies available to drivers.

Legal References: G.S. 20-7(f)(2), -137.4, -218; 115C-47(25a), -241, -242, -244 to -246, -248, -251, -317.1; 16 N.C.A.C. 6B .0111; State Board of Education Policies ~~TRAN-006~~, TRAN -010; *North Carolina School Bus Driver Handbook*, Department of Transportation, Division of Motor Vehicles, available at <https://www.ncdot.gov/dmv/license-id/driver-licenses/new-drivers/Documents/School%20Bus%20Handbook.pdf>

Cross References: Student Behavior Policies (4300 series), Drug and Alcohol Testing of Commercial Motor Vehicle Operators (policy 7241), Insurance (policy 8340)

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

Revised: January 11, 2007, January 10, 2008, May 10, 2012, January 21, 2016, September 14, 2017, August 8, 2019

BUS ROUTES*Policy Code:***6321**

The superintendent or designee shall develop school bus routes in accordance with state law and regulations. All bus routes will be kept on file in the superintendent's office, and all changes will be filed within 10 days after such change becomes effective.

Students will be assigned to a bus that passes within one mile of the student's residence. To the extent practicable and economically feasible, ride time should be less than 45 minutes one-way.

Parents will be informed of students' scheduled school bus arrival times. It is the parent's responsibility to ensure that a student is present at a bus stop prior to the scheduled arrival time.

A. TRANSPORTATION TO LOCATIONS OTHER THAN HOME

Upon request, the superintendent or designee may, but is not required to, assign a student to a bus to transport the student to and/or from a location other than home if the following conditions are met.

1. The student's parent or guardian submits a written, signed request that states the specific location other than home to which the student is to be transported and acknowledges that the parent or guardian and not the school system is responsible for the student's safety once the child has departed from the bus.
2. The request for such transportation does not require a bus to deviate in any significant way from an established route.
3. There is capacity on the bus if the request would necessitate the student's riding a different bus from the regularly assigned bus.
4. The student's residence and requested bus stop are within the zone eligible for transportation service.
5. The request for such transportation does not cause the school system to incur any additional cost.
6. The proposed bus stop meets safety standards established by law, the board, the superintendent or the principal.

Any changes in bus stops must be approved by the superintendent or designee.

B. BUS ROUTES IN HAZARDOUS CONDITIONS

School buses will not be allowed to operate if there is a serious threat to the safety of students or drivers. The superintendent may develop a more limited bus route for hazardous weather conditions in order to operate only on roads that are safe. To the extent possible, parents will be notified in advance of the bus route that will be used in hazardous conditions. The hazardous conditions bus route will be on file in the superintendent's office.

A student who is identified as having special needs following procedures in the North Carolina *Policies Governing Services for Children with Disabilities* will be provided with transportation services as required by law.

Legal References: Individuals with Disabilities Education Act Amendments of 1997, 20 U.S.C. 1400 *et seq.*; G.S. 115C-240(d), -246; 16 N.C.A.C. 6B .0111; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000; State Board of Education Policies TRAN-000, -002, ~~-006~~

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

Updated: April 8, 1999, May 10, 2012, September 14, 2017, May 10, 2018

ASHEBORO CITY BOARD OF EDUCATION

August 12, 2021

7:30 p.m.

**South Asheboro Middle School
Media Center**

5:30 p.m. – AHS Mobile Village Tour

6:00 p.m. – Policy Committee

6:45 p.m. – Finance Committee

I. Opening

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

II. Public Comments

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

III. Recognitions and Presentations

- A. Points of Pride – Ms. Leigh Anna Marbert, Public Information Officer

IV. *Consent Agenda

- A. Approval of Minutes – July 15, 2021 Board of Education Meeting
- B. Policies Recommended for Approval:
 - Policy 1510/4200/7270 – School Safety
 - Policy 1610/7800 – Professional and Staff Development
 - Policy 3300 – School Calendar and Time for Learning
 - Policy 3610 – Counseling Program
 - Policy 4040/7310 – Staff-Student Relations
 - Policy 4270/6145 – Concussion and Head Injury
 - Policy 4335 – Criminal Behavior
 - Policy 6120 – Student Health Services
 - Policy 6125 – Administering Medicines to Students
 - Policy 6320 – Use of Student Transportation Services
 - Policy 7100 – Recruitment and Selection of Personnel
 - Policy 7130 – Licensure
 - Policy 7430 – Substitute Teachers
 - Policy 7720 – Employee Political Activities
- C. Personnel
- D. Facility Rental Fees
- E. Bank Signature Card – South Asheboro Middle School
- F. Bank Signature Card – Charles W. McCrary Elementary School
- G. Noncompetitive Procurement Request – On Track Press, Inc.
- H. 2021-2022 Consolidated Federal Funding Application Summary

V. *Action Items - none

VI. Information, Reports, and Recommendations

- A. Policies Recommended for 30-Day Review – Dr. Drew Maerz, Director of Student Services
- Policy 1310/4002 – Parental Involvement
 - Policy 2440 – Policy Review and Evaluation
 - Policy 3102 – Online Instruction
 - Policy 3470/4305 – Alternative Learning Programs
 - Policy 4125 – Homeless Students
 - Policy 4240/7312 – Child Abuse and Related Threats to Child Safety
 - Policy 8310 - Annual Independent Audit
 - Policy 9020 – Facility Design
- B. Facilities and Asheboro High School Phase III Update – Mr. Christopher Scott, Maintenance Director

VII. Superintendent's Report – Dr. Aaron Woody

VIII. Board Operations – Mr. Michael B. Smith, Chairman

- A. Upcoming Events

IX. Closed Session

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

X. 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

August 12, 2021

7:30 p.m.

**South Asheboro Middle School
Media Center**

Addendum

5:30 p.m. – AHS Mobile Village Tour

6:00 p.m. – Policy Committee

6:45 p.m. – Finance Committee

I. Opening

II. Public Comments

III. Recognitions and Presentations

IV. *Consent Agenda

C. Personnel (addendum added)

I. Technology Discards (added)

V. *Action Items

VI. Information, Reports, and Recommendations

VII. Superintendent's Report

VIII. Board Operations

IX. Closed Session

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Points of Pride Update

August 12, 2021

Teacher Internship Program

During the week of July 26, Asheboro City Schools had five teachers from across the district partner with local businesses and organizations to participate in a summer internship program. The goal of the program is to build capacity in our community, while also creating a space for teachers to recognize and understand the needs of employers when hiring our students. Teachers then take this information and, as a requirement of the program, incorporate it into a lesson they will present to students in the upcoming school year.

Strategic Planning Community Sessions

On Wednesday, July 27 and Thursday, July 28, we held four strategic planning sessions with a cross section of community members in the media center at Guy B. Teachey Elementary School. During these sessions, we had a chance to hear from our staff, families, and community leaders about what they believe our district should do in the next four years (and beyond) to ensure we are providing opportunities for advancement and equitable access for our students. This information will be used by our team as they continue the development and implementation of the district's next strategic plan.

Asheboro High School Summer Graduation

On Thursday, July 28, Asheboro High School graduated approximately 20 additional students with the Class of 2021. These students were honored during a commencement ceremony attended by families, staff, and community members.

AHS Band Camp

Starting last week (Aug. 2) students from the Asheboro High School (AHS) Marching Band participated in the 2021 AHS Band Camp. There are approximately 200 students participating this year.

Apprenticeship Randolph Signing Ceremony

This year, Asheboro City Schools has one student who is signing as an apprentice after completing his pre-apprenticeship and summer coursework at Randolph Community College. Asheboro High School senior, Ayden Burgess, signed with Oliver Rubber Company at a special Apprenticeship Randolph signing ceremony on Tuesday, August 10.

* As a reminder, the district will host open houses at each school location on Thursday, August 19. Then, on Friday, August 20, we will host our 2021 Convocation from 8-10 a.m. in the gymnasium at South Asheboro Middle School. We then look forward to welcoming back students to school on Tuesday, August 24!

**Asheboro City Schools
Board of Education
South Asheboro Middle School
July 15, 2021**

Finance Committee

Board Members attending:

Michael B. Smith	Baxter Hammer	Gus Agudelo
Phillip Cheek	Linda Cranford	Dr. Beth Knott
Art Martinez	Ryan Patton	Gwen Williams

Board Members absent:

Gidget Kidd	Archie Priest, Jr.
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Staff Members attending:

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

Others present from ESS:

Robbie Nelson, Director of Business Development
Doug Snyder, Senior Vice President

Mr. Smith called the meeting to order at 6:05 p.m. and referred to Sandra Spivey.

Ms. Spivey introduced our partners from ESS, Robbie Nelson and Doug Snyder. ESS presented information to the Board regarding their services in recruiting and managing substitute teachers and instructional assistants. The contract with ESS begins on August 1, 2021.

There being no further business, Mr. Smith adjourned the meeting at 6:32 pm.

Policy Committee

Board Members attending:

Michael B. Smith	Baxter Hammer	Gus Agudelo
Phillip Cheek	Linda Cranford	Dr. Beth Knott
Art Martinez	Ryan Patton	Gwen Williams

Board Members absent:

Phillip Cheek	Art Martinez	Archie Priest, Jr.
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Staff Members attending:

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

Leigh Anna Marbert
Brandy Allred

Christopher Scott
Deanna Wiles

Chandra Manning

Mr. Patton, Committee Chair, called the meeting to order at 6:45 p.m. and referred to Dr. Maerz who presented the following policy amendments:

Policy 1310/4002 – Parental Involvement

- updated legal reference

Policy 2440 – Policy Review and Evaluation

- added a provision to give the superintendent the authority to make minor changes to correct typographical, grammatical, or clerical errors

Policy 3102 – Online Instruction

- changed “guidance counselor” to “school counselor”

Policy 3470/4305 – Alternative Learning Programs

- updated legal references

Policy 4125 – Homeless Students

- added new revisions to align with North Carolina Administrative Code
- updated legal references

Policy 4240/7312 – Child Abuse and Related Threats to Child Safety

- updated reporting requirements in the last paragraph
- updated legal requirements

Policy 8310 – Annual Independent Audit

- specified that the auditor will comply with state requirements
- added explanation that the auditor will provide the Board with the audit report and present the financial statements at a board meeting
- updated legal references

Policy 9020 – Facility Design

- updated hyperlinks in legal reference and other resources

These policies will be presented to the Board for a 30-day review in August.

There being no further business, the meeting was adjourned at 6:57 p.m.

Board of Education

Board Members attending:

Michael B. Smith, Chairman
Linda Cranford
Ryan Patton
Scott Eggleston, Attorney

Baxter Hammer, Vice Chair
Phillip Cheek
Gwen Williams

Gus Agudelo
Dr. Beth Knott
Art Martinez

Board Members absent:

Gidget Kidd

Archie Priest, Jr.

Staff Members attending:

Dr. Aaron Woody	Sandra Spivey	Anthony Woodyard
Donna Gentry	Carla Freemyer	Leigh Anna Marbert
Dr. Wendy Rich	Dr. Drew Maerz	Christopher Scott
Deanna Wiles	Chandra Manning	Robin Harris
Barbara Skelly	Sarah Beth Robbins	Lee Clark

Opening

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

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

Consent Agenda:

Upon motion by Ms. Cranford and seconded by Mr. Agudelo, the Board unanimously approved the following items:

- A. Minutes – June 10, 2021 and June 29, 2021 Board of Education meetings
- B. Personnel Transactions:

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Dixon	Ron	SAMS	Principal	8/27/2021
Herrin	Kirstin	SAMS	Science	8/2/2021
Wiley	Sharon	SAMS	English Lanaguage	12/31/2021
Bradshaw	Emily	CWM	Instructional Facilitator	8/6/2021
Rouse	Ra'Tosha	NAMS	Agri-Science	7/1/2021
Winsley	Nicole	AHS	English	7/29/2021

***II. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Brown	Creath	CWM	5th Grade	8/9/2021
Clark	Heather	DLL	1st Grade	8/17/2021
McClosky	Kristen	GBT/CWM	Academically Gifted	8/17/2021
Small	Karsyn	LP	5 th Grade	8/9/2021
Smitherma	Kayla	CWM/LP	English Language Learners	8/9/2021
Strider	Clayton	AHS	Mathematics	8/9/2021

III. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Hayes	Lisa	GBT to CO/DLL	EC Teacher to EC Program Facilitator/Teacher	8/17/2021
Lee	Beverly	DLL to NAMS	EC Teacher	8/17/2021
Sargent	Tressie	GBT to LP	3rd Grade	8/17/2021
Smith	Leslie	LP to SAMS	5th Grade to 6th Grade Math	8/17/2021
White	Jenny	AHS to CO	EC Teacher to EC Program Facilitator	8/17/2021
Patton	Kelly	GBT/CWM to CWM	AIG Specialist to Instructional Facilitator	8/17/2021

IV. ADMINISTRATIVE TRANSFER

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Brady	Julie	CWM to SAMS	Principal	TBD

V. ADMINISTRATIVE CONTRACTS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Burian	Christopher	CWM	Principal	8/1/2021 – 6/30/2024
Ross	Tracie	CO	Director of Exceptional Children	TBD – 6/30/2023

C. Policies Recommended for Approval:

- Policy 1710/4020/7230 - Discrimination and Harassment Prohibited by Federal Law
- Policy 2127 - Board Member Technology Use
- Policy 3230/7330 - Copyright Compliance
- Policy 3460 - Graduation Requirements
- Policy 3620 - Extra-curricular Activities and Student Organizations
- Policy 4400 - Attendance
- Policy 5070/7350 - Public Records – Retention, Release, and Disposition
- Policy 5071/7351 - Electronically Stored Information Retention
- Policy 6210 - Organization of School Nutrition Services
- Policy 6220 - Operation of School Nutrition Services
- Policy 6230 - School Meal and Competitive Foods Standards
- Policy 6450 - Purchase of Services
- Policy 7560 - Permitted Salary Deductions for Absences and Discipline of Certain Exempt Employees

D. *Memorandum of Understanding between Randolph Community College and Asheboro City Schools for a High School Career Coach/Liaison

E. *Technology Discards

*A copy is made a part of these minutes.

Action Items

A. *Ms. Sarah Beth Robbins, Administrator/Curriculum & Instructional Management Coordinator, presented information regarding a local articulation agreement between the Asheboro City Schools

Career and Technical Education Department and Randolph Community College. Upon motion by Mr. Patton and seconded by Mr. Hammer, the Board unanimously approved the agreement as presented.

*A copy is made a part of these minutes.

Superintendent's Report

Dr. Aaron Woody, Superintendent, presented the following updates:

- Recognized directors and staff for their outstanding work in preparing for summer school.
- An Administrative Leadership Team retreat was held this past week. The topics addressed were:
 - Fostering relationships.
 - Active learning.
 - Acclimating students back to school.
- Planning sessions for the Asheboro City Schools Strategic Plan will be held on July 28 and 29. Community members, parents, staff, and other stakeholders have been invited to participate.
- End-of-year data has been embargoed but will be shared as soon as it is released by the North Carolina Department of Public Instruction.

Board Operations

Chairman Smith, reviewed dates and information regarding upcoming events. The next Board of Education meeting will be August 12, 2021.

Closed Session

Under NC General Statute 143-318.11.A1, to prevent disclosure of information that is privileged or confidential pursuant to the law of this State or of the United States, or not considered a public record within the Meaning of Chapter 132 of the General Statutes, and upon motion by Mr. Cheek and seconded by Ms. Cranford, the Board unanimously approved to enter closed session to discuss the Superintendent's Annual Evaluation at 8:35 p.m.

Adjournment:

There being no further business and upon motion by Mr. Agudelo and seconded by Dr. Knott, the Board unanimously approved to adjourn at 8:52 p.m.

Chairman

Secretary

Policies For Approval

Safe schools are critical to creating a learning environment in which students can succeed. Staff and students share the responsibility for taking reasonable precautions and following established safety measures to create and maintain safe schools. The following safety measures must be implemented at each school.

A. SUPERVISION OF STUDENTS

Students must be reasonably supervised while in the care and custody of the school system. This supervision must occur throughout school hours, including during class, between classes, on the playground, and during recess or lunch periods; during authorized school field trips; and on school buses. Reasonable precautions should be taken to protect the safety of students on school grounds and on buses before, during and after school.

Students who are subject to policy 4260, Student Sex Offenders, and are receiving educational services on school property must be supervised by school personnel at all times.

B. SUPERVISION OF VISITORS

School administrators shall strictly enforce policies 5015, School Volunteers, and 5020, Visitors to the Schools.

C. SAFETY OF SCHOOL BUILDINGS AND GROUNDS

The board recognizes its duty to provide each of its employees with a workplace free from recognized hazards that are causing or are likely to cause death or serious physical harm.

The superintendent and each building principal shall comply with all duties set out for their respective positions in G.S. 115C-288(d) and G.S. 115C-525 to minimize fire hazards. The principal is required to inspect school buildings, playgrounds, and equipment for health, fire, and safety hazards on a regular basis, as required by law, and to notify the superintendent immediately of unsanitary conditions or repairs needed to meet safety standards.

Any employee who observes any potential hazards must notify the principal or the employee's supervisor immediately.

All warning systems must meet building and equipment codes required by law and must be properly maintained. When necessary, proper signs indicating potential hazards or recommended safety precautions must be posted.

D. ESTABLISHING PROCESSES TO ADDRESS POTENTIAL SAFETY CONCERNS AND EMERGENCIES

1. Responding to Student Altercations and Other Threats to Safety

All school system employees have a duty to be alert at all times to situations that may pose a threat to the safety of students, employees, or visitors on school property, at school events, or in other situations in which the students are under the authority of school employees. Even an employee who does not have responsibility for supervising students is expected to make an immediate report if the employee observes or has reason to suspect that a situation poses a threat to safety and no administrator, teacher, or other supervisory employee is present and aware of the potential threat.

Teachers, teacher assistants, coaches, and other employees with responsibility for supervising students will use appropriate student behavior management techniques to maintain order and discipline on school property, at school events, and anywhere that students are under the employees' authority. Such employees must enforce the Code of Student Conduct and address student behavior in accordance with the school plan for management of student behavior (see policy 4302, School Plan for Management of Student Behavior).

When employees with responsibility for supervising students have personal knowledge or actual notice of a student altercation or other situation that poses an immediate threat to safety, they shall use their professional judgment to determine how best to address the situation to protect the safety of everyone in the vicinity. Emergency procedures identified in a student's Behavior Intervention Plan shall be followed to the maximum extent possible under the circumstances. For minor threats or altercations or altercations involving young children, the employee shall intervene directly to end the fight or address the safety threat if the employee can do so safely. An employee who encounters a situation that cannot be managed safely and effectively by that employee immediately shall request assistance from other employees or administrative staff and shall take steps to remove bystanders from the area. Only the degree of force or physical control reasonably necessary shall be used to re-establish a safe environment.

Employees should take further action as appropriate in accordance with any response protocols established by the principal or superintendent. All employees are responsible for knowing and following such protocols to the fullest extent reasonable under the circumstances at the time.

2. School Rules

The principal or designee shall develop rules to help prevent accidents in school buildings, on school buses, and on school grounds.

3. Training for Staff and Students

Staff training must include detailed instruction on how to respond to a variety of emergency situations. Staff should also be able to recognize and respond to behavior, information, and related indicators that warn of impending problems. In addition, middle and high school employees must receive adequate training on the operation of the school's anonymous safety tip line.

School personnel must teach and review with students (1) safety procedures, including fire safety procedures; (2) precautions for handling chemicals or potentially dangerous equipment; and (3) appropriate responses to threats to school safety. Middle and high school students must also be informed of the anonymous safety tip line and its purpose and function.

4. Safety Equipment

School employees shall provide students and visitors with safety equipment as required by law and shall enforce school rules pertaining to wearing safety equipment. School employees shall wear and use appropriate safety equipment as required for the safe performance of their specific job assignments.

5. Planning for Emergencies and Conducting Fire Drills and Other Emergency Drills

The board, in coordination with local law enforcement and emergency management agencies, will adopt a school risk management plan relating to incidents of school violence for each school in the school system. The superintendent must provide the Department of Public Safety's Division of Emergency Management (Division) with emergency response information it requests for the school risk management plan and updated emergency response information when such updates are made. The superintendent must also provide the Division and local law enforcement schematic diagrams, including digital schematic diagrams, of all school facilities and updates of the schematic diagrams when the school system makes substantial facility modifications, such as the addition of new facilities or modifications to doors or windows. Schematic diagrams must meet any standards established by the Department of Public Instruction for the preparation and content of the diagrams. In addition, the superintendent shall provide local law enforcement with (1) either keys to the main entrance of all school buildings or emergency access to key storage devices for all school buildings and (2) updated access to school buildings when changes are made to the locks of the main entrances or to the key storage devices.

At least one school-wide tabletop exercise and drill that meets the requirements of state law and is based on the procedures documented in the school risk management plan will be held annually at each school. Principals shall also conduct fire drills as required by law.

6. Reporting Risks to the School Population

Students should notify any staff member of any acts of violence, harassment, or bullying or any other unusual or suspicious behavior that may endanger safety. Middle and high school students may also use the anonymous safety tip line to report any risks to the school population or buildings. Ongoing student education efforts will aim at minimizing any fear, peer pressure, embarrassment, or other impediments to students reporting potential problems.

Maintaining a safe school environment that is conducive to learning requires staff to be proactive in dealing with violence, harassment, and bullying. Staff members must report immediately to the principal any information regarding unusual or suspicious behavior or acts of violence, harassment, or bullying.

School officials shall investigate and act upon any report of such behavior, including, when appropriate, reporting criminal activities to law enforcement, the State Board, the State Superintendent of Public Instruction, and the superintendent or designee (see policies 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law, 1725/4035/7236, Title IX Sexual Harassment – Prohibited Conduct and Reporting Process, 1726/4036/7237, Title IX Sexual Harassment Grievance Process, 4040/7310, Staff-Student Relations, 4329/7311, Bullying and Harassing Behavior Prohibited, 4335, Criminal Behavior, and 7232, Discrimination and Harassment in the Workplace).

7. Potential Threats of Registered Sex Offenders

The principal of each school shall register with the North Carolina Sex Offender and Public Protection Registry to receive e-mail notification when a registered sex offender moves within a one-mile radius of the school.

8. Student Behavior Standards

Students are expected to meet behavior standards set forth in board policies.

Legal References: 29 C.F.R. part 1904; G.S. 14-208.18; 95-129(1); 115C-36, -47, -105.49, -105.53, -105.54, -166, -167, -288, -289.1, -307, -390.3, -391.1, -521, -524, -525; 13N.C.A.C. 7A .0301; 16 N.C.A.C. 6E .0107; State Board of Education Policies SCFC-005

Cross References: Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Title IX Sexual Harassment – Prohibited Conduct and Reporting Process (policy 1725/4035/7236), Title IX Sexual Harassment Grievance Process (policy 1726/4036/7237), School Improvement Plan (policy 3430), Staff-Student Relations (policy 4040/7310), Student Sex Offenders (policy 4260), Student Behavior Policies (4300 series), Bullying and Harassing Behavior Prohibited (policy 4329/7311), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Weapons and Explosives Prohibited (policy

5027/7275), Public Records – Retention, Release, and Disposition (policy 5070/7350), Relationship with Law Enforcement (policy 5120), Discrimination and Harassment in the Workplace (policy 7232), Occupational Exposure to Hazardous Chemicals in Science Laboratories (policy 7265), Staff Responsibilities (policy 7300), Security of Facilities (policy 9220)

Other Resources: *Practical Information on Crisis Planning: A Guide for Schools and Communities*, U.S. Department of Education Office of Safe and Drug-Free Schools (January 2007), available at <http://www2.ed.gov/admins/lead/safety/crisisplanning.html>

Adopted: July 14, 2011

Revised: June 13, 2013; April 10, 2014; May 14, 2015, July 14, 2016, September 14, 2017, January 11, 2018, June 13, 2019

The board believes a strong relationship exists between the quality of education provided to students and the competency and training of all personnel employed by the school system. The board places a high priority on securing the most competent personnel available and, once they are employed, providing them with opportunities for professional growth and development throughout their careers. The goal of professional and staff development programs and opportunities for licensed professional employees and support staff is to improve the instructional program and create a safe learning environment for all students by improving and expanding the skills of the professional staff and support personnel.

A. PROFESSIONAL AND STAFF DEVELOPMENT

The superintendent shall provide ongoing development opportunities for licensed and support staff and shall require participation by such personnel as appropriate. The superintendent shall seek input from employees when developing system-wide programs. The principal shall seek input from school personnel when planning professional and staff development programs for his or her school.

Professional and staff development shall include all topics required by law or board policy, including but not limited to: (1) the effective delivery of the required curriculum as required by G.S. 115C-81.45(d) and -81.20(f);4 (2) a program of technology-related professional development as required by policy 3220, Technology in the Educational Program; and (3) a mental health training program, which includes all required by G.S. 115C-375.20, G.S. 115C-376.5(d), and State Board of Education Policy SHLT-003 (see policies 4240/7312, Child Abuse and Related Threats to Child Safety, and 6120, Student Health Services).

B. SELF-IMPROVEMENT

Licensed employees are expected to engage in self-directed activities to improve their professional skills. These employees are encouraged to seek information and training through professional development programs as well as other opportunities in order to meet this responsibility.

C. PLANS FOR GROWTH AND IMPROVEMENT

Supervisors and principals also may require licensed employees to enter into plans, including mandatory improvement plans established by state law and individual, monitored and/or directed growth plans established by the State Board of Education, for professional growth and improving performance. (See policy 7811, Plans for Growth and Improvement of Licensed Employees.) A performance improvement plan could involve participation in a professional development program or encompass a variety of strategies

that are related to professional growth or improving performance.

D. PAYMENT OF COSTS

The school system will consider paying reasonable costs, within budget limits, for any courses, workshops, seminars, conferences, in-service training sessions, or other sessions an employee is required to attend by the local administration. The employee must seek prior approval for payments.

The school system will not bear the responsibility of the cost of training taken solely for the purposes of licensure renewal.

Legal References: Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; G.S. 115C-81.20(f), -81.45(d), -333, -333.1, -375.20, -376.5(d); State Board of Education Policies EVAL-004, SHLT-003

Cross References: Technology in the Educational Program (policy 3220), Child Abuse and Related Threats to Child Safety (policy 4240/7312), Student Health Services (policy 6120), Plans for Growth and Improvement of Licensed Employees (policy 7811)

Adopted: March 6, 1998

Revised: January 22, 1999; June 30, 2009; September 30, 2011; August 29, 2012, December 12, 2013, July 9, 2015, September 14, 2017, November 12, 2020

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

The board will approve the length of the school day, which 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 are not considered instructional hours.

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 CALENDAR

The school board will establish a school calendar that is consistent with the requirements of G.S. 115C-84.2 and any other applicable legal requirements.

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

1. Waiver of Opening or Closing Dates

Upon a showing of good cause, as defined by G.S. 115C-84.2(d), the board may 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.

2. Converting to a Year-Round Calendar

The board may initiate or review recommendations from the superintendent or a

school improvement team for modifying a school's 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 to year-round. A year-round school may be included as a part of a school improvement plan.

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; *North Carolina Public Schools Benefits and Employment 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, August 13, 2020, January 14, 2021

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 graduate career and college ready and prepared to be lifelong learners. The principal of each school is directed to develop a counseling program that is data-driven and meets the objectives of the State Board of Education's comprehensive school counseling program curriculum and the academic, career, and social/developmental needs of the student population at that school. The program will include individual and group counseling, classroom presentations, academic advising, career development services, consultation, parent education, and other responsive services.

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

A. INVOLVEMENT OF PARENTS AND OTHERS

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

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

B. PROVISION OF COUNSELING SERVICES

Counseling services may be provided on an individual basis or in small or large groups.

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

Counseling programs are most effective when voluntarily entered into by a student. Students will not be required to attend individual or small group counseling sessions to address identified significant personal issues unless agreement has been reached with the parent and student in a behavior contract, an intervention plan or, for special education students, 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.)

C. ACADEMIC ADVISING

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

D. NOTIFICATION OF SAFE SURRENDER LAW

School personnel shall annually provide all students in grades 9 through 12 with information on the manner in which a parent may lawfully abandon a newborn baby with a responsible person, in accordance with G.S. 7B-500.

E. EMPLOYEE MANDATORY REPORTING

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

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

F. CONFIDENTIALITY

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 law and policy 4240/7312.

Any notation made by a counselor for his or her own use is a confidential document and is neither a public record nor a part of the student's record. Such confidential documents do not have to be shared with parents or others except as required by law, 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; 110-105.4; 115C-12, -47, -400 -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, August 13, 2020

The board expects all employees to maintain the highest professional, moral, and ethical standards in their interactions with students. Employees are required to provide an atmosphere conducive to learning through consistently and fairly applied discipline and established and maintained professional boundaries. Employees are expected to motivate each student to perform to his or her capacity while modeling the behavior expected of students in staff-student relationships.

The interactions and relationships between staff and students must be based upon cooperation, mutual respect, and an understanding of the appropriate boundaries between adults and students inside and outside of the educational setting. Employees are expected to demonstrate good judgment and to avoid the appearance of impropriety in their interactions with students. Employees must consult their supervisor any time they suspect or are unsure whether conduct is inappropriate or otherwise constitutes a violation of this or other board policy.

For the purposes of this policy, the terms “staff” and “employees” include independent contractors and school safety officers, and volunteers, but do not include student employees or student volunteers.

A. ROMANTIC RELATIONSHIPS AND SEXUAL CONTACT PROHIBITED

All employees are prohibited from dating, courting or entering into a romantic relationship or having sexual contact with any student enrolled in the school district regardless of the student's age. Employees engaging in such inappropriate conduct will be subject to disciplinary action, up to and including dismissal and may be subject to criminal action as provided in G.S. 14-202.4 and 14-27.32.

B. RESTRICTIONS OF ELECTRONIC COMMUNICATIONS

1. In accordance with policy 7335, Employee Use of Social Media, employees are prohibited from communicating with current students through non-school-controlled social media without parental permission except to the extent that the employee and student have an appropriate relationship which originated outside of the school setting. Any communication through social media authorized under policy 7335 must meet the professional standards established in this policy and must otherwise be consistent with law and all other board policy.
2. Instant messages will be treated as a form of communication through social media subject to the terms of policy 7335 and subsection B.1 above, regardless of whether the messaging service is actually provided through a social media service or otherwise.

3. Employees are prohibited from engaging in other forms of one-to-one electronic communications (e.g., voice, voice mail, email, texting, and photo or video transmission) with students without written prior approval of the employee's supervisor and the student's parent. This rule shall not apply, however, if one or more of the following circumstances exist:
 - a. the communication (1) is for an educational purpose, (2) is conducted through a school system-provided platform which archives all such communications for a period of at least three years (this requirement does not apply to telephone or voice mail communications), or is conducted via an electronic video-conferencing platform (e.g. Zoom, Webex, Google Meet) that had been approved by the superintendent or designee for instructional use, and (3) occurs after the employee has given prior notice to his or her supervisor or designee that such communications will occur and when they will occur;
 - b. the communication serves an educational purpose and is simultaneously copied or transmitted to the employee's supervisor or designee and, upon request, to the parent or guardian;
 - c. the communication is necessary in a bona fide emergency, provided the communication is disclosed to the supervisor and parent or guardian as soon as reasonably possible; or
 - d. the communication derives from a relationship or association outside of the school setting and occurs with the consent of the parent or guardian, provided such communication does not otherwise violate this or other board policy.

Any one-to-one electronic communication permitted by this subsection must meet the professional standards established in this policy and must otherwise be consistent with law and all other board policies.

4. It is the duty of every employee to notify his or her supervisor of any unsolicited one-to-one communication, in any form, electronic or otherwise, received from a student when the communication lacks a clear educational purpose. School counselors are excluded from this requirement only to the extent that it conflicts with their professional duties.

5. Violations of this section will be considered unprofessional behavior subject to discipline, up to and including dismissal. Factors that may be relevant to the determination of an appropriate disciplinary response to unauthorized communications with students include, but are not limited to:
 - a. the content, frequency, subject, and timing of the communication(s);
 - b. whether the communication(s) was appropriate to the student's age and maturity level;
 - c. whether the communication(s) could reasonably be viewed as a solicitation of sexual contact or the courting of a romantic relationship, including sexual grooming;
 - d. whether there was an attempt to conceal the communication(s) from the employee's supervisor and/or the student's parent or guardian;
 - e. whether the communication(s) created a disruption of the educational environment; and
 - f. whether the communication(s) harmed the student in any manner.

C. REPORTING INAPPROPRIATE CONDUCT

1. Reporting by Employees

Any employee who has reason to believe any of the following shall immediately report that information to the superintendent or designee:

- a. that another employee is involved in a romantic or other inappropriate relationship or has had sexual contact with a student;
- b. that another employee has engaged in other behavior prohibited by this policy;
- c. that the employee has witnessed behavior by another employee that has the appearance of impropriety, whether or not the behavior may have a valid purpose.

An employee who fails to inform the superintendent or designee as provided in this section may be subject to disciplinary action, up to and including dismissal.

2. Reporting by Students

Any student who believes that he or she or another student has been subject to misconduct that violates this policy should immediately report the situation to the principal, school counselor, or the Title IX coordinator designated in policy 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure.

3. Report of Criminal Misconduct

Any principal who has reason to believe that a student has been the victim of criminal conduct shall immediately report the incident in accordance with policy 4335, Criminal Behavior.

4. Report to State Superintendent of Public Instruction

Any administrator, including the superintendent, a deputy/associate/assistant superintendent, a personnel administrator, or a principal, who knows or has reason to believe that a licensed employee has engaged in conduct that would justify automatic revocation of the employee's license pursuant to G.S. 115C-270.35(b) or involves physical or sexual abuse of a child shall report that information to the State Superintendent of Public Instruction within five working days of any disciplinary action, dismissal, or resignation based on the conduct. For purposes of this subsection, physical abuse is the infliction of physical injury other than by accidental means or in self-defense, and sexual abuse is the commission of any sexual act upon a student or causing a student to commit a sexual act, regardless of consent and the age of the student. Failure to report such conduct may result in the suspension or revocation of an administrator's license by the State Board of Education.

This reporting requirement applies in addition to any duty to report suspected child abuse in accordance with state law and policy 4240/7312, Child Abuse and Related Threats to Child Safety, as applicable.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 7926; Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 *et seq.*, 34 C.F.R. pt. 106; G.S. 14-23.32, -202.4; 115C-47(18), -270.35(b); 16 N.C.A.C. 6C .0372, .0373, .0601, .0602; State Board of Education Policies EVAL-014

Cross References: Governing Principal - Removal of Barriers (policy 1700), Prohibition Against Discrimination, Harassment, and Bullying (policy 1710/4021/7230), Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), Student and Parent Grievance

Procedure (policy 1740/4010), Child Abus and Related Threats to Child Safety (policy 4240/7312), Criminal Behavior (policy 4335), School Volunteers (policy 5015), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335)

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

Revised: December 11, 2008, March 11, 2016, September 14, 2017, February 8, 2018, May 14, 2020, September 10, 2020, March 11, 2021

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

A. DEFINITION OF CONCUSSION

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

B. CONCUSSION EDUCATION VIDEO FOR HIGH SCHOOL STUDENT-ATHLETES

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

C. SCHOOL HEAD INJURY INFORMATION SHEET

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

D. REMOVAL FROM AND RETURN TO PLAY

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

E. RETURN TO LEARNING

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

F. EMERGENCY ACTION PLANS

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

G. ATHLETIC TRAINERS AND FIRST RESPONDERS

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

H. RECORDKEEPING

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

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

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

Cross References: Student Wellness (policy 6140)

Other Resources: Matthew Gfeller Sport-Related TBI Research Center at UNC website <http://tbicenter.unc.edu>, N.C. Department of Public Instruction (2011), available at <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, August 13, 2020

Criminal or other illegal behavior is prohibited. Any student who the principal reasonably believes to have engaged in criminal behavior on school premises or at school activities will be subject to appropriate disciplinary action, as stated in applicable board policies, and may be criminally prosecuted.

School officials shall cooperate fully with any criminal investigation and prosecution. School officials shall independently investigate any criminal behavior that also violates school rules or board policy.

A. STUDENTS CHARGED WITH OR CONVICTED OF CRIMINAL BEHAVIOR

The superintendent and principal may take reasonable or legally required measures to preserve a safe, orderly environment when a student has been charged or convicted with a serious crime, regardless of whether the alleged offense was committed on school grounds or was related to school activities. Depending upon the circumstances, including the nature of the crime or alleged crime, the child's age, and the publicity within the school community, reasonable or legally required efforts may include changing a student's classroom assignment or transferring the student to another school. Transfer to the alternative school may be made in accordance with the criteria established in board policy 3470/4305, Alternative Learning Programs/Schools. The student will continue to be provided with educational opportunities unless and until the student is found to have violated board policy or school rules and is suspended or expelled in accordance with procedures established in board policy.

B. REPORTING CRIMINAL BEHAVIOR

A school employee is permitted to report to law enforcement an assault by a student on a school employee. Principals or other supervisors shall not, by threats or in any other manner, intimidate or attempt to intimidate the school employee from doing so.

Principals must immediately report to law enforcement when they have personal knowledge or actual notice from school personnel that such acts have occurred on school property, regardless of the age or grade of the perpetrator or victim: (1) assault resulting in serious personal injury; (2) sexual assault; (3) sexual offense; (4) rape; (5) kidnapping; (6) indecent liberties with a minor; (7) assault involving the use of a weapon; (8) possession of a firearm in violation of the law; (9) possession of a weapon in violation of the law; and (10) possession of a controlled substance in violation of the law. A principal who willfully fails to make a required report to law enforcement will be subject to disciplinary action, up to and including dismissal.

The principal or designee shall notify the superintendent or designee in writing or by e-mail of any report made to law enforcement. Such notice must occur by the end of the workday in which the incident occurred, when reasonably possible, but not later than the end of the following workday. The superintendent must inform the board of any such reports. In addition, the principal or designee must notify the parents or guardians of students who are alleged to be victims of any reported offenses.

Certain crimes must be reported to the Department of Public Instruction in accordance 16 N.C.A.C. 6E.0107.

Legal References: Gun-Free Schools Act, 7961; G.S. 14-17, -18, -27.21, -27.22, -27.24 through -27.27, -27.29, 27.30, -27.33, -32 through -34.10, -87, -202, -202.1, -202.2, -269.2; ch. 90 art. 5; 115C-47(56); -288(g); 16 N.C.A.C. 6E .0107

Cross References: Alternative Learning Programs/Schools (policy 3470/4305), Theft, Trespass and Damage to Property (policy 4330), Assaults, Threats and Harassment (policy 4331), Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety (policy 4333), School-Level Investigations (policy 4340)

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

Updated: May 11, 2000; September 9, 2004, March 12, 2009, July 15 2010, January 13, 2011, January 12, 2012, June 13, 2013, July 14, 2016, May 11, 2017, September 14, 2017

A. STUDENT HEALTH SERVICES GENERALLY

The board will provide health services to students as required by law. School employees may administer drugs or medication prescribed by a health care practitioner only upon the written request of the parents; give emergency health care when reasonably apparent circumstances indicate that any delay would seriously worsen the physical condition or endanger the life of the pupil; and perform any other first aid or lifesaving technique in which training has been provided to school employees. A registered nurse also will be available to provide assessment, care planning, and on-going evaluation of students with special health care service needs in the school setting.

The superintendent may develop procedures or delegate the development of procedures to each principal for providing these health services and meeting the board requirements listed below.

1. The principal must determine at the beginning of each school year prior to the beginning of classes, and thereafter as circumstances require, which employees will participate in the health services program. The principal shall inform his or her staff about which health services duties are delegated to which employees.
2. Any employee designated to provide health care services must receive appropriate training.
3. Health manuals prepared by governing state agencies must be followed in developing appropriate procedures and for determining which tasks must be performed by registered nurses.
4. Procedures must be consistent with all related board policies, including policy 4230, Communicable Diseases - Students, and policy 6125, Administering Medicines to Students.
5. Procedures must be consistent with state and federal law for students with disabilities, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The *Policies Governing Services for Children with Disabilities* will be followed, as applicable.
6. Procedures must be consistent with guidelines adopted by the State Board of Education under G.S. 115C-12(31) to serve students with diabetes, including

developing and implementing individual diabetes care plans for such students and providing information and training to school personnel to appropriately support and assist such students, in accordance with their individual diabetes care plans.

7. Written information maintained by the school or school personnel regarding a student's medicinal and health needs is confidential. Parents and students must be accorded all rights provided by the Family Educational Rights and Privacy Act (FERPA) and state confidentiality laws. Any employee who violates the confidentiality of the records may be subject to disciplinary action.
8. School personnel must obtain parental consent for medical services as required by law. Parents will be notified of their rights in accordance with policy 1310/4002, Parental Involvement.
9. Health professionals will be consulted in the development of health services. Opportunities also should be provided for input from staff, parents and students on the health services provided.

B. SCHOOL SYSTEM MENTAL HEALTH PLAN

The superintendent shall develop a school-based mental health plan that includes a mental health training program and suicide risk referral protocol that satisfies the requirements of State Board of Education Policy SHLT-003. The superintendent shall submit the plan to the board for approval and direct implementation of the plan within all applicable deadlines.

By September 15 of each year, the superintendent shall report to the Department of Public Instruction on (1) the content of the school system's mental health plan, including the mental health training program and suicide risk referral protocol, and (2) the school system's prior school year compliance with the requirements of State Board of Education Policy SHLT-003. The board will review the components of the school system's mental health plan at least every five years, starting August 1, 2025, and will update the mental health plan in accordance with any updated requirements provided by the State Board of Education.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12134, C.F.R. pt. 35; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), -794, 34 C.F.R. pt. 104; G.S. 115C-12(12), -12(31) -36, -307(c), -375.1, -375.3, -376.5; 16 NCAC 6D.0402;

Policies Governing Services for Children with Disabilities, State Board of Education Policies EXCP-000, SHLT-003

Cross References: Parental Involvement (policy 1310/4002), Communicable Diseases - Students (policy 4230), Student Records (policy 4700), Administering Medicines to Students (policy 6125)

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

Revised: February 8, 2007, August 11, 2016, September 14, 2017

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

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

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

The administration, including by parents, school employees, or self-administration, of any substance containing cannabidiol (CBD) or tetrahydrocannabinol (THC) at school is prohibited unless (1) authorized by and administered by a caregiver in accordance with G.S. 90-94.1 and G.S. 90-113.101 for the treatment of intractable epilepsy, or (2) the CBD or THC product is available by prescription only and has been approved by the U.S. Food & Drug Administration (FDA); and all requirements of this policy are met.

A. MEDICATION ADMINISTRATION BY SCHOOL EMPLOYEES

1. Conditions for Administering Medication

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

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

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

2. Procedures for Administering Medications

The superintendent shall develop procedures for the implementation of this policy. The procedures and a copy of this policy must be made available to all

students and parents each school year. The superintendent's procedures should be developed according to the guidelines listed below.

- a. The health and welfare of the student must be of paramount concern in all decisions regarding the administration of medicine.
- b. Procedures for medication administration must be consistent with recommendations of the School Health Unit of the Children & Youth Branch of the N.C. Division of Public Health, as described in the North Carolina School Health Program Manual.
- c. Students with special needs are to be afforded all rights provided by federal and state law as enumerated in the *Policies Governing Services for Children with Disabilities*. Students with disabilities also are to be afforded all rights provided by anti-discrimination laws, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
- d. Except as permitted by this policy, no student may possess, use, sell, deliver, or manufacture any drug or counterfeit drug prohibited by policy 4325, Drugs and Alcohol, nor be under the influence of any drug in violation of that policy.
- e. The board generally encourages school personnel to administer medication from a centralized location. However, in all instances, whether administered from a centralized location or multiple locations, any medications kept at school for a student must be kept in a locked and secure place. An exception to the requirement for locked storage may be made for emergency medications that must be immediately accessible. Access to controlled substances should be limited to the school nurse, school staff person authorized to administer medication, and the principal or designee.
- f. All school personnel who will be administering medicines must receive appropriate training.
- g. Only medications clearly prescribed for the student may be administered by school personnel. At the time a parent or guardian brings a medication to school for administration, if school personnel have concerns regarding the appropriateness of the medication or dosage for a student, a confirmation should be obtained from the student's health care practitioner or another health care practitioner prior to administering the medication or allowing a student to self-administer the medication.

- h. Although efforts should be made not to disrupt instructional time, a parent has the right to administer medication to his or her child at any time while the child is on school property, unless otherwise prohibited by this policy.
- i. Written information maintained by school personnel regarding a student's medicinal and health needs is confidential. Parents and students must be accorded all rights provided by the Family Educational Rights and Privacy Act and state confidentiality laws. Any employee who violates the confidentiality of the records may be subject to disciplinary action.
- j. The first dose of any new medication should be administered at school.

B. EMERGENCY MEDICATION

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

C. STUDENT SELF-ADMINISTERING EMERGENCY MEDICATIONS

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

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

1. Authorization to Self-Administer Medication

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

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

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

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

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

2. Responsibilities of the Student

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

3. Consequences for Improper Use

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

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

Legal References: Americans with Disabilities Act, 42 U.S.C. 12134, 28 C.F.R. pt. 35; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. -705(20), -794, 34 C.F.R. pt. 104; G.S. 90-94.1, -113.101; 115C-36, -307(c), -375.1, - 375.2, -375.2A, -375.3; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000

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

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

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

Student transportation services will be made available in a manner consistent with the board goals set out in policy 6300, Goals of Student Transportation Services.

A. SCHOOL SYSTEM TRANSPORTATION SERVICES

The first priority of the school system transportation services is to provide eligible students transportation to and from school. The school system may make other transportation services available as funding permits and in accordance with legal requirements, board policy, and the following standards.

1. Yellow school buses may be used for instructional programs directly related to the curriculum when the trip and use of the bus are approved in accordance with board policy.
2. Yellow school buses may be used only for purposes expressly allowed by G.S. 115C-242.
3. Yellow school buses may not be used for athletic activities or extracurricular activities.
4. Activity buses and other vehicles meeting federal safety standards may be used for travel to athletic activities and travel to other approved school-related activities. In addition to students receiving regular school bus safety training, safety instruction will be provided to students traveling on activity buses or commercial buses.
5. The board encourages the superintendent and principals to provide transportation services to enable students at risk of not meeting promotion standards to take advantage of additional or enhanced opportunities for learning.

B. SPECIAL USE OF SCHOOL BUSES

The board may authorize special uses of yellow school buses as provided by G.S. 115C-242 and 115C-254 and of activity buses and yellow school buses as provided by G.S. 115C-243 and 115C-247. The board may also authorize the special use of activity buses for the purposes described in G.S. 66-58(c)(9b).

The superintendent shall present to the board any requests for special uses and the statutory support for allowing such authorization.

C. TRANSPORTATION FOR STUDENTS WITH DISABILITIES

A student who is identified as having a disability following procedures in the North Carolina *Policies Governing Services for Children with Disabilities* will be provided with transportation services as required by law. When the school system's transportation services are unable to provide transportation for a student with a disability, the board may contract with public or private carriers to provide this service, pursuant to policy 6340, Transportation Service/Vehicle Contracts.

Legal References: Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*; 49 U.S.C. 30125, 30165; G.S. 66-58(c)(9a) and 9(b); 115C-239, -242, -243, -247, -254; 16 N.C.A.C.6B .0111; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000; State Board of Education Policy TRAN-000; Memorandum to All Superintendents from Eddie M. Speas, Jr., Special Deputy Attorney General, January 14, 1988, available at <http://www.ncsba.org/wp-content/uploads/2017/03/AG-Memo-1988.pdf>

Cross References: School Trips (policy 3320), Goals of Student Transportation Services (policy 6300), Safety and Student Transportation Services (policy 6305), Transportation Service/Vehicle Contracts (policy 6340)

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

Updated: May 10, 2012, September 14, 2017

A. GENERAL PRINCIPLES

It is the policy of the board to provide all applicants for employment with equal employment opportunities and to provide current employees with training, compensation, promotion, and other benefits of employment without regard to race, color, religion, national origin, military affiliation, genetic information, sex, age, or disability, except when sex, age, or physical requirements are essential occupational qualifications. All candidates will be evaluated on their merits and qualifications for positions. All employment decisions will be consistent with the board's objective of providing students with the opportunity to receive a sound basic education, as required by state law.

The board also is committed to diversity throughout the programs and practices of the school system. To further this goal, the recruitment and employment program should be designed to encourage a diverse pool of qualified applicants.

B. RECRUITMENT

Recruitment for a specific vacancy will be undertaken only after the need and qualifications for the position are established and proper authorization is obtained.

All vacancies must be adequately publicized within the school system so that employees will be informed of opportunities for promotion or transfer to new jobs; however, the superintendent or designee may forgo publicizing a vacancy if the position will be filled through a lateral assignment, reassignment, or promotion of a current employee or if exigent circumstances necessitate that the position be filled immediately. Vacancies also may be publicized externally to attract qualified applicants.

C. CRIMINAL HISTORY

Except as otherwise provided in Section D of this policy, applicants must notify the human resources department immediately if they are arrested, charged with, or convicted of a criminal offense (including entering a plea of guilty or *nolo contendere*) other than a minor traffic violation (i.e., speeding, parking, or a lesser violation). Notice must be in writing, must include all pertinent facts, and must be delivered to the human resources department no later than the next scheduled business day following the arrest, charge, or conviction, unless the applicant is hospitalized or incarcerated, in which case the applicant must report the alleged violation within 24 hours after his or her release. Upon judicial action in the matter, the applicant must report the disposition and pertinent facts in writing to human resources no later than the next business day following adjudication.

A criminal history check and a check of sex offender registries must be conducted on all final candidates for employment with the school system. Criminal history checks must be conducted in accordance with state law and any procedures established by the superintendent. School officials shall not require candidates to disclose expunged arrests, charges, or convictions and shall not ask candidates to voluntarily disclose such information without first advising that disclosure is not required. The superintendent or designee shall report to the State Board of Education any licensed individual who is found to have a criminal history, as required by State Board policy. Special requirements are described in Section D of this policy for criminal history checks of candidates for certain positions working with pre-school children or working in afterschool or developmental day programs.

A final candidate for employment or for hiring as an independent contractor will be excluded from hiring on the basis of criminal conduct only when doing so is job-related and consistent with business necessity. If a final candidate is found to have been convicted (including entering a plea of guilty or nolo contendere) of a criminal offense, other than a minor traffic violation, the superintendent shall determine whether the individual is qualified for employment despite the criminal history by considering, among other things, whether the individual poses a threat to the safety of students or personnel or has demonstrated that he or she does not have the integrity or honesty to fulfill the duties of the position. The following factors will be considered in making this determination: (1) the nature and gravity of the offense or conduct; (2) the time that has passed since the offense or conduct and/or completion of the sentence; and (3) the nature of the job sought. Before the superintendent may exclude a final candidate based on his or her past criminal convictions, the superintendent must give the candidate the opportunity to demonstrate that the exclusion does not properly apply to him or her. The requirements of this paragraph do not apply to a child care provider who is determined to be disqualified by the Division of Child Development and Early Education on the basis of a criminal history check conducted pursuant to G.S. 110-90.2, 42 U.S.C. 9858f, and 45 C.F.R. 98.43. (See Section D of this policy).

The board has determined that every position with the school system, regardless of whether the position is located in a school or elsewhere, potentially entails contact with students, either on a regular, occasional, or emergency basis. For that reason, no individual who is a registered sex offender subject to the provisions of policy 5022, Registered Sex Offenders, will be hired for any position with the school system.

In addition, each contract executed by the board with an independent contractor or for services of independent contractors must require the contractor to check sex offender registries as specified in policy 5022, Registered Sex Offenders.

D. CRIMINAL HISTORY CHECKS OF CHILD CARE PROVIDERS

For purposes of this section, a “child care provider” is:

1. any person who works or is a final candidate seeking to work in a classroom or program licensed by the Department of Health and Human Services, Division of Child Development and Early Education (DCDEE); and
2. any person, including a volunteer, who has unsupervised contact with children enrolled in such classrooms or programs.

Before beginning initial employment or volunteer service and at least every three years thereafter, each child care provider must complete a criminal background check that meets the requirements of G.S. 110-90.2, 42 U.S.C. 9858f, and 45 C.F.R. 98.43 and present a letter issued by DCDEE indicating that the individual is qualified to have responsibility for the safety and well-being of children based on the individual’s criminal history.

After September 30, 2019, no person shall (1) be employed, continue to be employed, or be permitted to volunteer as a child care provider, or to otherwise have unsupervised contact with students enrolled in a licensed classroom or program operated by the school system or (2) be counted in the staff/child ratio of such classroom or program, unless the person holds a current valid qualification letter issued by DCDEE. However, a child care provider with provisional status may be employed pending final results of the criminal background check but shall be subject to the restrictions established by 10A N.C.A.C. 09 .2703(f).

The application fee and cost of fingerprinting associated with the DCDEE criminal history check process shall be borne by the board.

A child care provider who has incurred any pending charges, indictments, or convictions (other than minor traffic offenses) since the last qualification letter was issued by DCDEE shall notify the Executive director of human resources in writing of such charges no later than the next scheduled business day following the arrest, charge, or conviction, unless the applicant is hospitalized or incarcerated, in which case the applicant must report the alleged violation within 24 hours after his or her release. The executive director of human resources shall notify DCDEE within one business day of being notified.

The superintendent or designee shall include the criminal history mandatory reporting requirement in all new employee orientation information for child care providers. The superintendent shall also be responsible for establishing effective recordkeeping methods and other processes as necessary to ensure compliance with all legal requirements pertaining to criminal history record checks of child care providers.

E. SELECTION

1. Qualifications

Candidates for employment must be selected based upon their likely ability to fulfill duties identified in the job description as well as performance standards established by the board. In making the determination, the following information must be considered:

- a. application;
- b. education and training;
- c. licensure and certification (when applicable);
- d. relevant experience;
- e. personal interviews; and
- f. references and/or background checks.

When several applicants for the same position are equally qualified and suitable for the position, employees within the school system will be given priority.

2. Nepotism

- a. For purposes of this subsection, the following definitions apply.
 - i. “Immediate family” means spouse, parent, child, brother, sister, grandparent, or grandchild. The term includes the step, half, and in-law relationships.
 - ii. “Central office staff administrator” includes principals, directors, supervisors, specialists, assistant superintendents, and superintendent.
- b. Before any immediate family of any board of education member or central office staff administrator is employed by the board or engaged in any capacity as an employee, independent contractor, or otherwise, (1) the board member or central office staff administrator must disclose the familial relationship to the board and (2) the prospective employment or engagement must be approved by the board in a duly called open session meeting.

- i. An employee who knowingly fails to disclose a familial relationship to the board as required will be subject to disciplinary action up to and including dismissal.
- ii. Notification by the employee to human resources will be deemed disclosure to the board. The human resources department is responsible for conveying the disclosure to the board before the board takes action on the prospective employment or engagement.
- c. When making recommendations for the selection and assignment of personnel, the superintendent shall attempt to avoid situations in which one employee occupies a position in which he or she has influence over the employment status, including hiring, salary, and promotion, of another employee who is a member of the first employee's immediate family.
- d. No administrative or supervisory personnel may directly supervise a member of his or her immediate family.

3. Employment Procedures

All applicants selected for employment must be recommended by the superintendent and approved by the board. In situations in which the employee must be hired between board meetings, the superintendent is authorized to approve hiring such personnel, contingent upon approval by the board at its next scheduled board meeting.

State guidelines must be followed in selection and employment procedures. The superintendent shall develop any other procedures necessary to implement this policy.

The superintendent shall develop procedures for verifying new employees' legal status or authorization to work in the United States as required by law.

Legal References: Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 *et seq.*; Americans with Disabilities Act of 1990, 42 U.S.C. 12101 *et seq.*; Equal Educational Opportunities Act of 1974, 20 U.S.C. 1703; Equal Pay Act of 1963, 29 U.S.C. 206; Fair Credit Reporting Act, 15 U.S.C. 1681 *et seq.*; Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. 2000ff *et seq.*; Military Selective Service Act, 50 U.S.C. Appx. 453; Rehabilitation Act of 1973, 29 U.S.C. 794; Title VII of the Civil Rights Acts of 1964, 42 U.S.C. 2000e *et seq.*; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*; Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. 4301 *et seq.*; 8 U.S.C. 1101 *et seq.*; 42 U.S.C. 9858f; 45 C.F.R. 98.43; *Green v. Missouri Pacific Railroad* (8th Cir. 1975); *Enforcement Guidance on the Consideration of Arrest and Conviction Records in Employment Decisions Under Title VII of the Civil Rights Act of 1964*, U.S.

Equal Employment Opportunity Commission (April 25, 2012), available at http://www.eeoc.gov/laws/guidance/arrest_conviction.cfm; G.S. 14-208.18; 15A-153; 110-90.2; 115C-12.2, -36, -47, -276(j), -332; 126-7.1(i), -16; 127A-202.1 *et seq.*; 127B-10, -12, -14; 143B-421.1, -931; *Leandro v. State*. 346 N.C. 336 (1997); 10A N.C.A.C. 09.0102, -.2701, -.2702, -.2703; 16 N.C.A.C. 6C .0313; State Board of Education Policy BENF-009

Cross References: Board Authority and Duties (policy 1010), Registered Sex Offenders (policy 5022)

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

Administrative Procedure: Yes

Revised: April 8, 1998, August 14, 2008, June 14, 2012, February 13, 2015, March 11, 2016, October 5, 2017, August 16, 2018, August 8, 2019, March 12, 2020

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

A. LICENSURE AND OTHER QUALIFICATION REQUIREMENTS

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

B. EXCEPTIONS TO LICENSURE REQUIREMENTS

1. Adjunct CTE Instructors

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

2. Adjunct Instructors in Core Academic Subjects

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

education institution who meets the adjunct hiring criteria established by the State Board of Education may be employed as a temporary adjunct instructor for specific core academic subjects, provided the individual first completes preservice training and meets all other statutory and State Board of Education requirements.

3. Interim Principals

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

C. BEGINNING TEACHER SUPPORT PROGRAM

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

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

D. LICENSE CONVERSION

Teachers must meet all requirements of the State Board of Education in order to move from an initial professional license or residency license to a continuing professional license. Licensing is a state decision and cannot be appealed at the local level. The superintendent or designee shall ensure that teachers not qualifying for continuing professional licensure are informed of the process for appealing the state decision.

E. LICENSE RENEWAL

Licensure renewal is the responsibility of the individual, not of the school system. Any employee who allows a license to expire must have it reinstated prior to the beginning of the next school year. A teacher whose license has expired is subject to dismissal.

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

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

F. PARENTAL NOTIFICATION

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

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

G. EQUITABLE DISTRIBUTION OF TEACHERS

The superintendent shall assess whether low income, minority, learning disabled, and/or English learners are being taught by inexperienced, ineffective, or out-of-field teachers ~~to~~ at higher rates than students who do not fall into these categories and shall develop a plan to address any such disparities. If DPI does not require such a plan of the LEA, the superintendent is not required to develop a plan under this subsection unless he or she determines that one is needed to address inequities within the school system.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6301 *et seq.*; 34 C.F.R. 200.55-57, 200.61; G.S. 115C art. 17E; 115C-270.21, -284, -295, -298.5, -325(e)(1)(m) (applicable to career status teachers), -325.4(a)(12) (applicable to non-career status teachers), -333, -333.1; State Board of Education Policies CTED-004, DRIV-003, DRIV-004, EVAL-004, EVAL-023, EVAL-034, LICN-001, LICN-005, LICN-021, LICN-022, ~~NCAC-028, NCAC-035, NCAC-037,~~ TCED-016; *Beginning Teacher Support Program Handbook* (NCDPI) available at <https://sites.google.com/dpi.nc.gov/ncref/bt-support-program-resources>

Adopted: June 1997

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

A. GENERAL EMPLOYMENT OF SUBSTITUTES

The school system will employ substitute teachers as deemed appropriate by the administration and in accordance with State Board policies. The board recognizes the importance of employing licensed teachers as substitutes and will give first priority to substitutes who hold or have held any teaching license and second priority to those who have completed Effective Teacher Training or comparable professional development courses. Teaching experience also will be considered.

A criminal history check will be conducted on applicants for substitute teaching positions in accordance with policy 7100, Recruitment and Selection of Personnel, and administrative procedures.

B. TEACHER ASSISTANTS AS SUBSTITUTES

A teacher assistant may serve as a substitute teacher in the classroom(s) in which the assistant is regularly assigned and will be paid additional compensation according to state policies.

C. PARENTAL NOTIFICATION

In accordance with policy 1320/3560, Title I Parent and Family Engagement, school principals shall notify the parent of any child who receives instruction in a core academic subject for four or more consecutive weeks from a substitute teacher who does not meet the certification and licensure standards for the grade level and subject area to which the substitute teacher has been assigned.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6312(e)(1)(B)(ii); G.S. 115C-12, -36, -47, -332; 16 N.C.A.C. 6C .0313, 16 N.C.A.C. 6C .0403

Cross References: Title I Parent and Family Engagement (policy 1320/3560), Recruitment and Selection of Personnel (policy 7100)

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

Revised: April 7, 2008; April 28, 2009; March 28, 2013, September 12, 2013, June 8, 2017, October 5, 2017

Employment or volunteer service with the school system does not preclude an individual from participating in political activities, such as voting, campaigning for candidates or issues, running for or serving in public office, attending political events, and contributing funds to partisan groups or candidates.

These political activities must not:

1. take place during work hours;
2. involve school system funds or materials; or
3. make use of an official school position to encourage or to coerce students, employees, or others to support or oppose a political party, candidate or issue.

As specified in Official School Spokesperson, policy 2220, the chairperson of the board or designee and the superintendent or designee are the official spokespersons for the school system. Employees, when exercising their rights as citizens, should take steps to ensure that their personal political activities or opinions are not erroneously attributed to the board or the school system.

This policy should not be construed as prohibiting the impartial study and discussion of political or other controversial issues in the classroom setting. However, employees must be mindful of their responsibility to deliver the curriculum of the school system and may not present their personal political views to students in the classroom or when otherwise engaged in the instruction of students.

Legal References: U.S. Const. amend. I; G.S. 115C-46.1, -47(18); *Boring v. Buncombe County Bd. of Educ.*, 136 F.3d 364 (4th Cir. 1998); *Lee v. York County Sch. Div.*, 484 F.3d 687 (4th Cir. 2007)

Cross References: Official School Spokesperson (policy 2220)

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

Revised: June 8, 2017

**Asheboro City Schools
Personnel Transactions
August 12, 2021**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Arnold	Karen	CO/NAMS	EL Lead/EL Teacher	8/12/2021
Barlow	Karen	LP	Kindergarten	7/16/2021
Fesperman	Candace	LP	1st Grade	7/22/2021
Garner	Haley	DLL	1st Grade	8/23/2021
Greene	Jessica	SAMS	Social Studies	7/15/2021
Harris	Centerra	SAMS	Exceptional Children	7/15/2021
Jessup	Christopher	AHS	NOVA Coordinator	8/2/2021
Robbins	William	AHS	School Counselor	8/28/2021
Saunders	Ashley	AHS	Custodian	7/13/2021
Smith	Cheron	CO	EC Program Facilitator	8/27/2021
Wilkins	Cynthia	DLL	After School Program Assistant	7/26/2021

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Barnard	Marie	GBT	1st Grade	8/9/2021
Dunn	Matt	CO	Parent Specialist (part-time)	8/17/2021
Robbins	Christin	CWM	Exceptional Children	8/17/2021
Ruiz	Alondra	SAMS	Media Specialist	8/17/2021
Taylor	Ryan	CO	School Social Worker	8/17/2021

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
McKinnon	Leslie	NAMS to SAMS	Exceptional Children	8/17/2021

Asheboro City Schools
Personnel Transactions - ADDENDUM
August 12, 2021

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Tomlin	Charo	AHS	CTE Business	8/9/2021
McBride	Kathryn	GBT	English Language Learners	8/10/2021

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Adams	John "Alex"	SAMS	Math/Social Studies	TBD
Jones	Brittany	SAMS	Social Studies	8/30/2021
Parker	Marzel	SAMS	Instructional Assistant	TBD
Parson	Krystal	AHS	Exceptional Children	8/16/2021
Przybylowski	Ann	LP	3rd Grade	8/10/2021
Roman	Chelsea	DLL	Instructional Assistant	8/17/2021
Sheehy	Kristina	GBT	Exceptional Children	8/16/2021
Sriram	Anjana	DLL	Instructional Assistant	8/17/2021
Stines	Dubraska	CO	Lead English Learners Teacher	9/13/2021

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Brown	Laura	CO	Admin. Assist./Receptionist to Admin. Asst. C&I	9/1/2021
Cagle	Lynn	NAMS/BAL to NAMS	Instructional Assistant/EC	8/17/2021
Etheridge	Angel	CO	Admin. Assist. C&I to Exec. Assist. to Superintendent	9/1/2021
Lassiter	Casandra	CWM to GBT	Media Specialist	9/1/2021
Ritch	Shirley	CO	Bus Driver (part-time to full-time)	8/17/2021
Robbins	Sarah Beth	CO	CTE Administrator to Director of CTE	8/1/2021

***D. ADMINISTRATIVE APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Seagraves	Jordan	DLL	Assistant Principal	9/1/21 - 6/30/23

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
August 12, 2021**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Barnard, Marie	Westminster College (PA) B: Early Childhood and Special Education	Elementary, K-6 Exceptional Children

Ms. Marie Barnard is recommended to teach third grade at Guy B. Teachey for the 2021-2022 school year. Ms. Barnard completed her student teaching experience at Wilmington Area Elementary School in 3rd and 4th grades. During her student teaching experience Ms. Barnard facilitated daily instruction and assessed students, formally and informally. In addition to her education preparation, Ms. Barnard holds a minor in Spanish, and spent a semester abroad in Sevilla, Spain. Ms. Barnard is a Google certified educator, and holds certifications in CPR and First Aid. We are pleased Ms. Barnard will begin her teaching career in Asheboro City Schools. Welcome Ms. Barnard!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Robbins, Christin	Syracuse University (NY) B: Elementary and Special Education	Elementary, K-6 Exceptional Children

Ms. Christin Robbins is recommended to teach Exceptional Children at Charles W. McCrary for the 2021-2022 school year. Ms. Robbins is a veteran educator who previously taught elementary grades for seven years before moving to teach in the Globe-Trotter program at Charles W. McCrary. Ms. Robbins served as the Globe-Trotter program director in the final year of the grant. Most recently Ms. Robbins served as an instructional assistant last spring to provide academic support to students at McCrary. We are pleased to welcome Ms. Robbins back to Asheboro City Schools. Welcome Ms. Robbins!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Ruiz, Alondra	Appalachian State University B: Sociology UNC-Greensboro M: Library Science (in progress)	Media

Ms. Alondra Ruiz is recommended to serve at the Media Specialist at South Asheboro Middle School for the 2021-2022 school year. Ms. Ruiz has been a part of the team at South Asheboro Middle School serving along side Ms. Dawson in the media center as the media assistant. Ms. Ruiz is known for working well with all stakeholders – students, staff and families. She is self-motivated and her positive attitude is contagious. Ms. Ruiz is great with technology, is bilingual and dedicated to students and families. We are pleased to welcome Mr. Ruiz to her new role as media specialist. Welcome Ms. Ruiz!

NAME

Taylor, Ryan

COLLEGE/DEGREEUNC - Greensboro
B: Social Work**LICENSURE**

School Social Work

Mr. Ryan Taylor is recommended to serve as a School Social Worker for Asheboro City Schools. He brings ten years of school social work experience to the district, having served five years in Alamance-Burlington Schools and five years in McDowell County Schools. Prior to moving into school social work, Mr. Taylor served as an instructional assistant for six years in an Exceptional Children setting for Alamance Burlington Schools. Beyond the education arena, Mr. Taylor holds a master's degree in ministry from Carolina University (formerly Piedmont International University). We are pleased to welcome Mr. Taylor to Asheboro City Schools. Welcome Mr. Taylor!

**ASHEBORO CITY SCHOOLS
ADMINISTRATOR APPOINTMENTS
August 12, 2021 – ADDENDUM**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Seagraves, Andrew “Jordan”	Appalachian State University B: Elementary Education M: Reading Education School Leadership Certificate	Elementary, K-6 Reading, K-12 School Administration

Mr. Andrew “Jordan” Seagraves is recommended to serve as Assistant Principal at Donna Lee Loflin Elementary School. Mr. Seagraves is coming to Asheboro City Schools from Madison Elementary School, McLeansville where he was the Curriculum Facilitator and site coordinator for summer school. Prior to this position, he taught fourth grade at Southern Elementary School in Greensboro. While at Southern Elementary School, he was named Teacher of the Year in 2018-

2019. Mr. Seagraves is data driven with strengths in collaborating with adults to disaggregate data to drive instruction. He believes that all students should have the opportunity to learn and have high expectations. His track record as a successful classroom teacher and curriculum facilitator will serve him well in this new role as Assistant Principal. We are excited to welcome Mr. Seagraves to the administrative team. Welcome Mr. Seagraves!

**ASHEBORO CITY SCHOOLS CERTIFIED
APPOINTMENTS - ADDENDUM
August 12, 2021**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Adams, John "Alex"	Chowan University B: Health and Physical Education (minor in Coaching)	Elementary K-6 Physical Education

Mr. John "Alex" Adams is recommended to teach sixth grade mathematics and social studies at South Asheboro Middle School for the 2021-2022 school year. Mr. Adams has taught the past five years at Phoenix Academy Public Charter School in High Point, where he also served as the middle school boys and girls Head Soccer Coach. Mr. Adams enjoys working with middle grade students and encouraging them to work collaboratively, while maintaining strong classroom management. We are pleased to welcome Mr. Adams to Asheboro City Schools. Welcome Mr. Adams!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Jones, Brittany	Western Carolina University B: Applied Criminology (minor in History) Liberty University M: Human Services Counseling	Social Studies, 6-9

Ms. Brittany Jones is recommended to teach eighth grade Social Studies at South Asheboro Middle School for the 2021-2022 school year. Ms. Jones is transitioning from a career in social services into teaching. She is coming to Asheboro City Schools from Davidson County Department of Social Services where she has been a Child Protective Services Investigator for the past four years. Ms. Jones has a passion for history, developing relationships, and working with young people. We are pleased to welcome Ms. Jones to Asheboro City Schools and excited to support her as a new teacher. Welcome Ms. Jones!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Parson, Krystal	Pfeiffer University B: Elementary Studies	Exceptional Children

Ms. Krystal Parson is recommended to teach Exceptional Children at Asheboro High School (AHS) for the 2021-2022 school year. Ms. Parson has served as an Instructional Assistant at AHS for the past year where she facilitated the online learning lab. Prior to coming to Asheboro High School, she served as an instructional assistant for four years at Uwharrie Charter School and five years at Lindley Park Elementary School. She has a passion for students and is excited to start her career as an Exceptional Childrens teacher at Asheboro High School. Welcome to your new role Ms. Parson!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Przybylowski, Ann	UNC-Greensboro B: History M: Education, Curriculum and Instruction M: Library and Information Science	Elementary, K-6

Ms. Ann Przybylowski is recommended to teach third grade at Lindley Park Elementary School for the 2021-2022 school year. Ms. Przybylowski most recently served as the Children's Librarian at the

Randolph Public Library. She also taught at Randolph Community College in their adult ESL program for eleven years. Ms. Przybylowski has also served periodically as a substitute in Asheboro City Schools over the past eleven years. We are excited to have Ms. Przybylowski share her love of books and literacy with the students at Lindley Park Elementary School. Welcome Ms. Przybylowski!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Sheehy, Kristina	High Point University B: Special Education	Exceptional Children

Ms. Kristina Sheehy is recommended to teach Exceptional Children at Guy B. Teachey for the 2021-2022 school year. Ms. Sheehy is a May 2021 graduate and completed her student teaching at Pilot Elementary School in the extended content classroom for students in grades 3-5. She also had internship experiences at Jefferson Elementary School, Fairview Elementary School, and Southwest Middle School. Beyond teaching, Ms. Sheehy has been an event volunteer for Special Olympics for several years. Ms. Sheehy is excited to begin her teaching career in Asheboro City Schools. Welcome Ms. Sheehy!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Stines, Dubraska	Universidad Pedagógica Experimental Libertador (Venezuela) B: Teaching English as a Foreign Language Greensboro College M: Teaching English to Speakers of other Languages	ESL

Ms. Dubraska Stines is recommended to serve Asheboro City Schools as the Lead English Language Learner Teacher. Ms. Stines previously served in this capacity in Asheboro City Schools before moving to Wake County Schools as the K-5 ESL Coordinating Teacher. Ms. Stines is a veteran educator who brings a wealth of experience and knowledge working successfully with EL teachers and students. Her familiarity with Asheboro City Schools, along with her depth of experience will be a great asset. Please welcome home Ms. Dubraska Stines. Welcome Ms. Stines!

ASHEBORO CITY SCHOOLS

Rental of School Facilities

Fee Schedule

Providing school facilities for community functions such as meetings of a civic, recreational, cultural, or educational nature when sponsored by responsible organizations or groups is considered a desirable public service, but it is not considered a financial obligation on the part of the school system. Priority for facility use will be given to community groups whose mission is similar or complimentary to that of the school district. The following fee schedule for the use of school facilities is therefore established:

SCHOOL FACILITIES

Seating	Location	Fee - 4 hours or less	Each Additional Hour
1037	AHS Performing Arts Center	Not available	
100	AHS Commons	Not available	
188	AHS Student Lounge	Not available	
200	AHS Professional Development Center/Entire Rm	Not available	
100	AHS Professional Development Center/1/2 Rm	Not available	
263	SAMS Theater	\$ 75.00	\$15.00
400	NAMS Theater	\$ 75.00	\$15.00
225	ECDC	\$ 50.00	\$15.00
200	McCrary	\$ 50.00	\$15.00
250	Loflin	\$ 50.00	\$15.00
244	Teachey	\$ 50.00	\$15.00
230	Lindley Park	\$ 50.00	\$15.00
400	Balfour	\$ 50.00	\$15.00

Additional Classroom Space Available for \$10.00 per hour

Custodial Fee - \$25.00 per hour

Sound/Light Tech. & Equip. Fee for AHS Performing Arts Center - \$25.00 per hour

ATHLETIC FACILITIES

Seating	Location	Fee - 2 hours or less	Each Additional Hour
1700	AHS Gym	Not available	
650	SAMS Gym	\$50.00	\$15.00
500	NAMS Gym	\$50.00	\$15.00

Custodial Fee - \$25.00 per hour

CAFETERIAS

Seating	Location	Fee if Kitchen is Used 4 hours or less	Each Additional Hour	Fee for Cafeteria Seating Area Only 4 hours or less	Each Additional Hour
289	AHS	Not available			
188	SAMS	\$ 65.00	\$ 20.00	\$ 50.00	\$ 15.00
250	NAMS	\$ 65.00	\$ 20.00	\$ 50.00	\$ 15.00
135	CWM	\$ 65.00	\$ 20.00	\$ 50.00	\$ 15.00
150	DLL	\$ 65.00	\$ 20.00	\$ 50.00	\$ 15.00
400	GBT (Combination)	\$ 65.00	\$ 20.00	\$ 50.00	\$ 15.00
175	LP	\$ 65.00	\$ 20.00	\$ 50.00	\$ 15.00

Custodial Fee - \$25.00 per hour

Kitchen Manager Fee for All Locations - \$25.00 per hour

***Additional cleaning fees may be charged due to COVID-19 sanitation purposes (\$75.00 to \$200.00)

CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

Deposit Accounts, Loan and Services Agreement



I, Dr. Aaron Woody, hereby certify that I am the duly elected and qualified secretary of Asheboro City Board of Education, an unincorporated association, and as such officer the keeper of its records, and that at a regular called meeting of the Asheboro City Board of Education of such association, held on the 11th day of February, 2021, at which a quorum was present, the following were elected to the office opposite their respective names and the following resolutions were adopted, and that such persons are now such officers of said association and that said resolutions are now in full force and effect:

The following officers were duly elected to serve for the ensuing year or until their respective successor shall be elected and duly qualified:

Officer Name:			
Home Address:	City:	State:	Zip:

Officer Name:			
Home Address:	City:	State:	Zip:

Officer Name:			
Home Address:	City:	State:	Zip:

The following resolutions were adopted and are now in full force and effect:

1. BANK DEPOSITORY. RESOLVED, that **First Horizon Bank**

("Bank") is hereby designated as a depository of this association and that an account or accounts, for and on behalf of this association, be revised or opened and operated in said Bank in the name of

Account Name:	South Asheboro Middle School	Account Number:	110191
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2. AUTHORIZED SIGNERS FOR DEPOSIT ACCOUNT. RESOLVED, that delivery to Bank of funds, checks, drafts or other property, with or without endorsement, and if endorsed, in whatever manner effected, unless specifically restricted, shall be authority to said Bank to place the same to the credit of the association under the terms set forth in the Bank's Depository Agreement, and such credits may be withdrawn by check, draft, debit card or other order of withdrawal executed for the association by any of the following signers, even though the association may have a requirement for more than one signature, with the understanding that Bank shall be under no obligation to see or make inquiry as to the application of the funds so withdrawn, even though such withdrawal order may be payable to the agent of the association executing same and funds be withdrawn for personal use:

Title	Typed Name	Signer's SSN	Signature
Finance Officer	Sandra Spivey		
Treasurer	Aaron Nall		
Principal	Julie Brady		

CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

Deposit Accounts, Loan and Services Agreement



3. **AUTHORIZED FOR INFORMATION ONLY. RESOLVED**, that Bank is authorized to release account information to the following person(s) upon request or inquiry.

Title	Typed Name	Signer's SSN	Signature
N/A			

4. **FACSIMILE SIGNATURES. RESOLVED**, that Bank is authorized and directed to honor checks, drafts and other instruments on said account which bear or purport to bear the facsimile signature(s) appearing below, and Bank is entitled to charge said account regardless of by whom or by what means a facsimile signature may be affixed **if** such signature resembles the following:

Title	Typed Name	Facsimile Specimen
N/A		

5. **LOANS. RESOLVED**, that any _____ of the following officers of the association (is) (are jointly) authorized at any time, until this authority shall be revoked by proper action of the association and official notice thereof given in writing to Bank, to effect loans or other credit extensions from the Bank for the association, including renewals, modifications or extensions, to pledge, mortgage, hypothecate, or in any other manner create a lien upon the assets of the association as collateral and security for any such loans or other obligations owned by the association to the Bank, and to execute any related documents required by the Bank, the Bank being under no obligation to observe or inquire as to application of any proceeds.

Name	Officer or Title
N/A	

CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

Deposit Accounts, Loan and Services Agreement



6. **SERVICES AGREEMENTS.** *RESOLVED*, that any one _____ of the following officers of the association (is) (are jointly) authorized to sign agreements under which Bank provides certain services:

Title	Typed Name	Signature
Finance Officer	Sandra Spivey	

IN WITNESS WHEREOF, I hereunto affix my signature on this the ____ day of _____, _____.

Secretary Name: Dr. Aaron Woody	Secretary Signature:
---------------------------------	----------------------

APPROVED (•)

Officer Title	Typed Name	Officer Signature

*If these resolutions authorized the Secretary to withdraw or borrow funds, the signature of another officer of the organization above confirms the Secretary's authorization to do so.

CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

Deposit Accounts, Loan and Services Agreement



I, Dr. Aaron Woody, hereby certify that I am the duly elected and qualified secretary of Asheboro City Board of Education, an unincorporated association, and as such officer the keeper of its records, and that at a regular called meeting of the Asheboro City Board of Education of such association, held on the 11th day of February, 2021, at which a quorum was present, the following were elected to the office opposite their respective names and the following resolutions were adopted, and that such persons are now such officers of said association and that said resolutions are now in full force and effect:

The following officers were duly elected to serve for the ensuing year or until their respective successor shall be elected and duly qualified:

Officer Name:

Home Address:	City:	State:	Zip:
---------------	-------	--------	------

Officer Name:

Home Address:	City:	State:	Zip:
---------------	-------	--------	------

Officer Name:

Home Address:	City:	State:	Zip:
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The following resolutions were adopted and are now in full force and effect:

1. BANK DEPOSITORY. RESOLVED, that **First Horizon Bank**

("Bank") is hereby designated as a depository of this association and that an account or accounts, for and on behalf of this association, be revised or opened and operated in said Bank in the name of

Account Name:	Charles McCrary Elementary	Account Number:	268151
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2. AUTHORIZED SIGNERS FOR DEPOSIT ACCOUNT. RESOLVED, that delivery to Bank of funds, checks, drafts or other property, with or without endorsement, and if endorsed, in whatever manner effected, unless specifically restricted, shall be authority to said Bank to place the same to the credit of the association under the terms set forth in the Bank's Depository Agreement, and such credits may be withdrawn by check, draft, debit card or other order of withdrawal executed for the association by any of the following signers, even though the association may have a requirement for more than one signature, with the understanding that Bank shall be under no obligation to see or make inquiry as to the application of the funds so withdrawn, even though such withdrawal order may be payable to the agent of the association executing same and funds be withdrawn for personal use:

Title	Typed Name	Signer's SSN	Signature
Finance Officer	Sandra Spivey		
Treasurer	Renee Brewer		
Principal	Chris Burian		

CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

Deposit Accounts, Loan and Services Agreement



3. **AUTHORIZED FOR INFORMATION ONLY. RESOLVED**, that Bank is authorized to release account information to the following person(s) upon request or inquiry.

Title	Typed Name	Signer's SSN	Signature
N/A			

4. **FACSIMILE SIGNATURES. RESOLVED**, that Bank is authorized and directed to honor checks, drafts and other instruments on said account which bear or purport to bear the facsimile signature(s) appearing below, and Bank is entitled to charge said account regardless of by whom or by what means a facsimile signature may be affixed **if** such signature resembles the following:

Title	Typed Name	Facsimile Specimen
N/A		

5. **LOANS. RESOLVED**, that any _____ of the following officers of the association (is) (are jointly) authorized at any time, until this authority shall be revoked by proper action of the association and official notice thereof given in writing to Bank, to effect loans or other credit extensions from the Bank for the association, including renewals, modifications or extensions, to pledge, mortgage, hypothecate, or in any other manner create a lien upon the assets of the association as collateral and security for any such loans or other obligations owned by the association to the Bank, and to execute any related documents required by the Bank, the Bank being under no obligation to observe or inquire as to application of any proceeds.

Name	Officer or Title
N/A	

CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

Deposit Accounts, Loan and Services Agreement



6. **SERVICES AGREEMENTS.** *RESOLVED*, that any one _____ of the following officers of the association (is) (are jointly) authorized to sign agreements under which Bank provides certain services:

Title	Typed Name	Signature
Finance Officer	Sandra Spivey	

IN WITNESS WHEREOF, I hereunto affix my signature on this the ____ day of _____, _____.

Secretary Name: Dr. Aaron Woody	Secretary Signature:
---------------------------------	----------------------

APPROVED (•)

Officer Title	Typed Name	Officer Signature

*If these resolutions authorized the Secretary to withdraw or borrow funds, the signature of another officer of the organization above confirms the Secretary's authorization to do so.



PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION Eric C. Davis, Chairman

DEPARTMENT OF PUBLIC INSTRUCTION Mark Johnson, Superintendent of Public Instruction

WWW.DPI.NC.GOV

TO Sandra Spivey, Finance Officer
Asheboro City Schools-761

FROM Krystie Terry, Procurement Specialist
NC Department of Public Instruction

DATE July 29, 2021

APPROVAL OF REQUEST FOR AUTHORIZATION OF NONCOMPETITIVE PROCUREMENT PROPOSAL -On Track Press Inc.

As the pass-through entity for programs authorized under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), the North Carolina Department of Public Instruction (DPI) may waive competitive procurement requirements for funding from authorized grant programs in accordance with Uniform Guidance §200.320 (2 CFR §200.320(f)(3)).

Based on information provided by Asheboro City Schools, the Federal Program Monitoring and Support (FPMS) Division and the Monitoring and Compliance section approves the request for authorization of the noncompetitive proposal for the vendor **On Track Press Inc.** for the period of availability of grant funds used to obtain this procurement. This was approved for Asheboro City Schools for Highly Specialized Professional Services. The expected cost of this contract is \$65,000.00 and is related to ESSER III PRC (181).

Note that all procurements, including sole source procurements, must comply with the general procurement standards identified in Uniform Guidance §200.318 (2 CFR §200.318) and be adequately documented for potential review by auditors and/or monitors.

If you need additional information, please contact me (Krystie.Terry@dpi.nc.gov) or your Federal Program Administrator.

c: Tina Letchworth- Assistant Director – Federal Program Monitoring & Support Division

**NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
MONITORING AND COMPLIANCE SECTION**

6301 Mail Service Center, Raleigh, North Carolina 27699-6301

An Equal Opportunity/Affirmative Action Employer

FEDERAL FUNDS NONCOMPETITIVE PROCUREMENT REQUEST

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

LEA Name and Unit Number: Asheboro City Schools - 761
Name and Title of Individual Submitting Request: Dr. Aaron Woody, Superintendent
Vendor Name: On Track Press Inc.
Federal Funding Source (including PRC): ESSER III Funds - PRC 181
<p>Scope of Work:</p> <p>The scope of the work includes personal leadership effectiveness development through Executive Coaching for nine (9) current principals. The term of this proposal/on-site delivery is recommended to be August 1, 2021 – June 30, 2022. Planning for programs is in keeping with the need to develop leadership skills for current and future school leaders as educational decision-making continues to be decentralized and accountability is pushed more to the local district and building levels.</p> <p>The process of Executive Coaching focuses on personal development by assisting the administrator with assessing job role expectations, skills and knowledge needed to meet these expectations, including the administrator's strengths and developmental needs. These sessions will assist principals with leadership decisions that are paramount to effective leadership during high-stress situations that also include dealing with the multitude of decisions made during a pandemic.</p> <p>On Track Press, Inc. was founded by Larry D. Coble with a core group of outstanding associates to provide leadership development, technical assistance, and consulting services to school systems and individual schools. The organization works with systems which face a variety of leadership challenges, including small, medium, and large; rural, urban, and suburban; predominantly minority, affluent, and impoverished districts. Associates with On Track Press, Inc. have demonstrated outstanding practice as school leaders and are well grounded in theory.</p>
<p>Deliverables:</p> <p>The delivery model for the program will be four (4) one-to-one sessions with each of the nine (9) principals identified to participate in the project during the 2021-2022 school year. The Executive Coaching sessions will be held on dates agreed upon by the Asheboro City Schools and Dr. Larry D. Coble. An orientation session will be held in the summer after July 1, 2021. Teacher/district leader interviews will follow with the opening of school for the 2021 – 2022 school year.</p> <p>Phase I of the coaching process provides extensive feedback to the administrator and utilizes interviews. Interviews will be conducted with selected district staff and selected school-based staff to determine direct report and supervisor perceptions regarding the administrator's leadership effectiveness. Results are compiled, analyzed, and feedback is then provided to the administrator in a format that protects the privacy of feedback sources.</p> <p>Phase II of the process provides a personal development plan jointly developed by the administrator and the coach with the coach providing guidance. The development plan prescribes results to be achieved, timelines for their achievement, behaviors to be modified or learned, and activities and experiences designed to teach or modify those behaviors.</p>

Phase III involves continued coaching the administrator by the consultant coach. Such coaching includes clarification of results expected by superiors, subordinates, and peers and behaviors needed to meet those expected results. Solicitation of feedback from significant parties on progress in meeting their expectations is included. During Phase III, the coach works one-to-one with the administrator within a manageable framework. Four (4) coaching visits will be scheduled during the 2021-2022 school year.

Cost: \$65,000 (Contract price of \$60,030 plus any applicable sales tax)

Noncompetitive Justification: Select one or more of the procurement policy provisions below that best describes the exception to the Uniform Guidance bidding requirements for procuring goods or services valued \$10,000 or greater with federal funds.	
	Inadequate Competition: After solicitation of a number of potential sources, competition is determined to be inadequate. Bids were solicited and, no responsive bid is received, or only a single responsive bid is received and is rejected. Provide a copy of RFP or informal bid request, non-responsive answers, and, if one bid was received copy of the bid and reason for why it was rejected.
	Public Exigency: When life, safety or health of the public must be sustained through the immediate delivery of products or performance of services or a critical agency mandate, statutory or operational requirement must be fulfilled immediately. Please use the “other” box below to provide a narrative to support the selection of this justification.
X	Highly Specialized Professional Services: The procurement of professional services should be conducted through a bid process, the requesting unit can demonstrate that such services, due to unique or special circumstances, can’t be procured in this manner. A resume or other details about the unique qualifications of this supplier must be attached. In addition, please use the “other” box below to provide a narrative to support the selection of this justification.
	Highly Specialized Technical Services: Another supplier cannot be chosen because the supplier provides services in connection with the assembly, installation or servicing of equipment of a highly technical or specialized nature. In addition, please use the “other” box below to provide a narrative to support the selection of this justification.
	Proprietary Software / Hardware: The requested upgrade to proprietary software or hardware is available only from this supplier, which performs the service only on a direct basis. Attach documentation supporting that the hardware or software is proprietary and that only this supplier and can perform the requested upgrade.
	Equipment Continuity: The requesting unit seeks equipment that must be compatible with existing equipment and/or standardizing on equipment which is necessary to assure interchangeability of parts. Please use the “other” box below to provide a narrative to support the selection of this justification.
	Curriculum Continuity: The requesting unit seeks curriculum that must be compatible with existing materials. Please provide a narrative in the “other” box below to explain how the existing materials are compatible with the requested material/services and how putting out for bid would cause a financial or significant hardship. You must also demonstrate that the Supplement vs Supplant compliance is being met for existing materials.
	Amendment/Change Order: Requests, not covered under existing contract, where current supplier is best positioned based on skill, knowledge, familiarity with the project to provide the extra work resulting in a cost savings to the unit over the cost of a new supplier. This also includes amendments that result in an extension of the term due to the successor contract or bidding process being incomplete prior to expiration of the current contract.
	Other (Please Explain in Detail):

2021-2022 Consolidated Federal Funding Application Summary

Title I Part A - ESEA Chapter I Low Income

Planning Allotment - \$1,362,906.00

Carryover - \$212,755.49

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 21 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-A – Supporting Effective Instruction

Planning Allotment - \$189,889

Carryover - \$71,191.93

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 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. 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 Language Acquisition

Planning Allotment - \$97,428

Carryover - \$150,724.62

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. A full-time Lead Teacher is funded through this grant to enhance the engagement of staff, students, families, and community.

Title III Part A – Significant Increase - English Language Acquisition

Planning Allotment - \$0 Carryover - \$4,697.94

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

Title IV – Student Support and Academic Enrichment

Planning Allotment - \$100,563 Carryover - \$87,456.33

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 platform for communication between students, families, staff, and the community. This platform can communicate via phone calls, text messages, emails, etc. Users can access notifications on a variety of devices. This will enhance the district's ability to adhere to Board Policy #4040/7310 Staff-Student Relations as it relates to electronic communication.

LARRY D. COBLE

**5910 Knowledge Drive
Clemmons, North Carolina 27012
336-908-0225 Mobile**

EDUCATION

Post Doctoral/Advanced Study Program, Vanderbilt University, Nashville, Tennessee 1986
Ed.D., University of North Carolina at Greensboro, Greensboro, North Carolina, 1978
M.Ed., University of North Carolina at Greensboro, Greensboro, North Carolina, 1973
B.S., Campbell University, Buie's Creek, North Carolina, 1969

EXPERIENCE

Executive Director, Piedmont Triad Education Consortium (15 Counties in Piedmont North Carolina 2009-2016

Director, School of Education Partnership Office, University of North Carolina at Greensboro, Greensboro, North Carolina 2012

Visiting Professor, Department of Educational Leadership and Cultural Foundations, University of North Carolina at Greensboro, Greensboro, North Carolina 1995-2017

President, On Track Press, Inc. DBA School Leadership Services 1997-Present

Director of the Collegium for the Advancement of Schools, Schooling, and Education, Department of Educational Leadership and Cultural Foundations; Visiting Professor, University of North Carolina at Greensboro, Greensboro, North Carolina, 1994 - 2008

Senior Program Associate, Center for Creative Leadership, Greensboro, North Carolina, 1994 - 1997

Superintendent of Schools, Winston-Salem/Forsyth County Schools, Winston-Salem, North Carolina, 1989 - 1994

Superintendent of Schools, Durham County Schools, Durham, North Carolina, 1985 - 1989

Superintendent of Schools, Rocky Mount City Schools, Rocky Mount, North Carolina, 1981 - 1984

Superintendent of Schools, Polk County Schools, Columbus, North Carolina, 1980 – 1981

Evaluation Consultant, North Carolina Annual Testing Program, CTB/McGraw-Hill, Monterey, California, 1979 – 1980

Principal for Instruction, Griffin Junior High School, High Point Public Schools, High Point, North Carolina, 1976 - 1978

Principal, Vandalia Elementary School, Greensboro Public Schools, Greensboro, North Carolina, 1974 - 1976

Assistant Principal, Lincoln Junior High School, Greensboro Public Schools, Greensboro, North Carolina, 1972 - 1974

Teacher, Greensboro Public Schools, Greensboro, North Carolina, 1969 - 1972

SIGNIFICANT GRANT ACTIVITIES

North Carolina Department of Public Instruction Grant for Child Nutrition Manager Leadership Program (\$941,565 -- May 1, 2001 - March 31, 2004) North Carolina Department of Public Instruction

Grant for Educational Leadership Academy for North Carolina Child Nutrition Directors and Supervisors (\$352,345 -- October 1, 1997 to October 1, 2000; \$700,433 – January 1, 2003 - December 31, 2005)

Ohio University Grant for Ohio Appalachian Initiative Leadership Development Project (\$383,225 -- March 1, 1998 to February 28, 1999; \$358,225 -- March 1, 1999 - December 31, 1999; \$342,564 – April 30, 2000 - June 30, 2001)

North Carolina Department of Health and Human Services, Nutrition Services Section (\$400,144 -- September 1, 1998 - August 31, 2000)

SIGNIFICANT PROFESSIONAL ACTIVITIES

Board of Trustees, Guilford Day School, 2004 -2010

Board Member, Year-Round Education Institute of North Carolina, 1991 - 1995

President, Year-Round Education Institute of North Carolina, 1993 - 1994

Board of Center Associates, Center for Creative Leadership, Greensboro, North Carolina, 1992 - 1994

Public School Field Service Advisory Committee Member, University of North Carolina at Greensboro, Greensboro, North Carolina, 1991 - 1994

Field Advisory Panel, University of North Carolina at Chapel Hill School of Education, Chapel Hill, North Carolina, 1991 - 1993

RJR/Nabisco School Leadership Focus Group Participant, New York, 1991

Editorial Consultant and Reviewer, *The International Journal of Education Reform*, 1991 - 1993

Visiting Assistant Professor, University of North Carolina at Greensboro, Greensboro, North Carolina, 1991

Field Advisory Council, Appalachian State University, Boone, North Carolina, 1990 - 1991

Steering Committee Member, North Carolina Consortium on Supply of Minority Teachers, 1990 - 1994

Strategic Planning Team Member, American Association of School Administrators, Washington, DC, 1989

Chairperson, North Carolina Region 3 Superintendent's Council, 1988 - 1989

Vice Chairperson, North Carolina Region 3 Superintendent's Council, 1987 - 1988

Adjunct Associate Professor, Duke University, Durham, North Carolina, 1987 - 1989

Adjunct Associate Professor, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, 1987 - 1990

Adjunct Professor, North Carolina Central University, Durham, North Carolina, 1987 - 1989

Advisory Council for Teacher Education, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina, 1987 - 1989

Chairperson, Triangle Round Table Consortium, 1987 - 1988

School Study Management Group, 1987 - 1988

Statewide Task Force on State Accreditation, 1986 - 1987

Yale/New Haven Teacher Institute, New Haven, Connecticut, 1986

Superintendents' Institute, Vanderbilt University, 1986

National Center for the Improvement of Learning Advisory Panel, 1981 - 1983

Exigency Faculty Member, Winthrop College, Rock Hill, South Carolina, 1980 - 1981

SELECTED LEADERSHIP DEVELOPMENT PROGRAMS AND CONSULTANTSHIPS

Leadership training and development services and/or consulting services and technical assistance have been provided to the following organizations since February 1994 to present include the following partial list:

- Adams County/Ohio Valley School District (Ohio)
- Albemarle City Board of Education (North Carolina)
- Ashland City Schools (Ohio)
- Ashland University (Ohio)
- Ashland University Leadership Seminars (Ohio)
- Atlanta Public Schools (Georgia)
- Bay Village Schools (Ohio)
- Brevard County Schools (Florida)
- Broward County (Fort Lauderdale) Schools (Florida)
- Bryan, Cemala and Weaver Foundations (North Carolina)
- Buckeye Association of School Administrators [BASA] (Ohio)
 - BASA Scholars Program
 - BASA Summer Principals Institute
 - Ohio School Leadership Institute (Superintendents)
- Bulloch County Schools (Georgia)
 - Leadership Development Program for Central Office Administrators
 - Leadership Development Program for Principals
 - Leadership Development Program for Teacher Leaders
- Cabarrus County Schools (North Carolina)
- CAPE/Southeastern Superintendents Council (North Carolina)
- Carson City Schools (Nevada)
- Chapel Hill-Carrboro City Schools (North Carolina)
- Charlotte/Mecklenburg Board of Education (North Carolina)
- Charlotte/Mecklenburg Schools (North Carolina)
- Clark Elementary School (Ohio)
- Clayton County Schools (Georgia)
- Cleveland County Schools (North Carolina)
- Cleveland Heights-University Heights Schools (Ohio)
- Cleveland Metropolitan School District (Ohio)
- Clinton-Massey High School (Ohio)
- Cumberland County Schools (North Carolina)
- Dawson-Bryant Local School District (Ohio)
- Department of Defense School Superintendents (Washington, DC) [in conjunction with the Center for Creative Leadership]

Dexter Community Schools (Michigan)
Duval Public Schools (Florida)
Edgecombe County Board of Education (North Carolina)
Erie-Ottawa Educational Service Center (Ohio)
Florida Association of District School Superintendents (Florida)

- Chief Executive Officers Leadership Development Program
- District-Level Leaders Leadership Development Program
- Principal Leadership Development Program

Florida Association of School Administrators (Florida)
Florida Board of Education Secretary and Senior Staff (Florida)
Florida Division of Community Colleges Executive Staff (Florida)
Fort Valley State University (Georgia)
Garfield Heights Middle School (Ohio)
Georgia Association of Independent Schools (Georgia)
Gilchrist County School District (Florida)
Greater Cleveland Area Superintendents (Ohio)
Greene County Career Center (Ohio)
Guilford County Schools (North Carolina)
Gulfport School District (Mississippi)
Hancock County Educational Service Center (Ohio)
Heartland Educational Consortium (Florida)
Hillsborough County (Tampa) Schools (Florida)
Holt, Rinehart, and Winston for the Professional Administrators of New Orleans Public Schools (Texas)
Hopewell Special Education Regional Resource Center (Ohio)
Institute for Leadership Development [Title 1 Principals] (Ohio)
Isle of Wight County Schools (Virginia)
Jesse Wharton School [Guilford County Schools] (North Carolina)
Jones County Child Nutrition (North Carolina)
Kansas Department of Education (Kansas) [in conjunction with the Center for Creative Leadership]
Lake County Educational Service Center (Ohio)
Lakewood Local Schools (Ohio)
Lancaster County Schools (South Carolina)
Lee County Schools (North Carolina)
Leeds City Schools (Alabama)
Licking County Educational Service Center (Ohio)
Lincoln Way Special Education Regional Resource Center (Ohio)
Mahoning County Educational Service Center (Ohio)
Medina County Schools (Ohio)
Memorial Elementary School (Ohio)
Mercer County Educational Service Center (Ohio)
Miami-Trace Public Schools (Ohio)
Mid-Ohio Educational Service Center (Ohio)
Middletown/Monroe City School District (Ohio)
Montgomery County Educational Service Center (Ohio)

Moore County Schools (North Carolina)
Mooresville City Schools (North Carolina)
Nabisco Foods Group (New Jersey)
National Education Association Urban Initiatives/Charleston Public Schools (South Carolina)
National Head Start Program (Virginia)
New Richmond Schools (Ohio)
North Carolina Center for the Advancement of Teaching (North Carolina)
North Central Ohio Educational Service Center (Ohio)
North Carolina Society of Research Administrators (North Carolina)
Ohio Association of Secondary School Administrators (Ohio)
Ohio Hi-Point Joint Vocational School District (Ohio)
Ohio University Southern Campus (Ohio)
Ohio Vocational Education Leadership Institute (Ohio)
Onslow County Schools (North Carolina)
Peach County Board of Education (Georgia)
Peach County Schools (Georgia)
Perquimans County Schools (North Carolina)
Perry Public Schools (Ohio)
Pitt County Schools (North Carolina)
Polk County Leadership Academy (Florida)
Polk County Schools (North Carolina)
Principals' Executive Program, UNC Center for School Leadership Development (North Carolina)
Providence Schools (Rhode Island)
Richland County Schools (Ohio)
Richmond Heights Local School District (Ohio)
Robeson County Schools (North Carolina)
Rockingham County Schools (North Carolina)
Sacramento City Unified School District (California)
Sandhills Regional Consortium (North Carolina)
Schultz Center for Teaching and Leadership (Florida)
Scioto County Joint Vocational School District (Ohio)
Shelby City Schools (Ohio)
South Central Ohio Educational Service Center (Ohio)
Southeast Local Schools (Ohio)
Southeast Regional Superintendents Council (North Carolina)
South-Western City Schools (Ohio)
Stanly County Schools (North Carolina)
Stark County Educational Service Center (Ohio)
Steele Creek Elementary School [Charlotte-Mecklenburg Schools] (North Carolina)
Superintendents Seminar Program, Center for the Support of Professional Practice in Education, Vanderbilt University (Tennessee)
Tennessee State Department of Education
▪ Tennessee Academy for School Leaders

- Tennessee State School Nutrition
- East Tennessee School Nutrition
- Tri -County Educational Service Center (Ohio)
- Trumbull County Educational Service Center (Ohio)
- Twin Valley Community Local School District (Ohio)
- University of Central Florida, Progress Energy Leadership Academy (Florida)
- University of Dayton [Dayton Area Superintendents] (Ohio)
- University of North Carolina at Greensboro (North Carolina)
- Walkertown Middle School [Winston-Salem/Forsyth County Schools] (North Carolina)
- West Central Regional Professional Development Center (Ohio)
- West Elementary School (Ohio)
- Whiteville City Schools (North Carolina)
- Williamson County Schools (Tennessee)
- Wisconsin Association of School District Administrators (Wisconsin) [in conjunction with the Center for Creative Leadership]
- Year-Round Education Institute (North Carolina)

SELECTED SAMPLE PRESENTATIONS

“Public Education – Control of Its Future,” The Third Annual Willard Fox Symposium, Appalachian State University, Boone, North Carolina, 1991

“Tenure for Administrators,” The First Annual Deans’/Superintendents’ Forum Sponsored by the Consortium for the Advancement of Public Education, Greensboro, North Carolina, 1990

“Implementing Curriculum Alignment with Ease,” North Central Regional Conference on Restructuring Schools, 1990

Chief Executive Officer Leadership Development Program, State of Florida, Consultant through the Center for Creative Leadership, 1990

“What Are Effective Strategies for Improving Public Education in North Carolina?,” Broyhill Economic Issues Forum on How to Increase Educational Output: The Role of Teacher Quality in the Public Schools, 1990

“Working with the Press: What Is Public Information?,” North Carolina Association of School Business Officials, 1990

“The Curriculum Audit at the Local System Level,” North Carolina Association for Supervision and Curriculum Development Conference on Leadership for Restructuring, 1990

Teacher Empowerment Seminar, 1989

“Maintenance Supervisor, Superintendent, and Principal Relationships,” 15th Annual Convention of the Southern School Plant Management Association, Fayetteville, North Carolina, 1988

Participant, North Carolina Architecture Forum on Financing, Planning, Designing, and Constructing Schools, 1988

Special Consultant, Program of Research and Evaluation for Public Schools (PREPS), Mississippi State University, Starkville, Mississippi, 1988

Panel Reactor to Dr. Lewis J. Perelman's Presentation on "Technology Considerations in School Facilities Planning," Chapel Hill, North Carolina, 1988

"CAPS – Creative Arts in the Public Schools," North Carolina Association for Supervision and Curriculum Development Annual Conference, Pinehurst, North Carolina, 1988

Education Resource Person, "A World Class Region: Putting Vision Into Action," Raleigh, North Carolina, 1987

Special Consultant for the Center for Creative Leadership, Smith-Richardson Foundation, Virginia Beach, Virginia, 1987

Reactor, Jackson, Mississippi Public Schools Management Conference, New Orleans, Louisiana, 1987

"Business/School Partnerships: The Second Wave," National School Public Relations Association Annual Seminar, San Antonio, Texas, 1987

"Communicating with Your Various Publics," New Superintendents Seminar, Raleigh, North Carolina, 1987

Keynote Speaker, North Carolina Principals and Assistant Principals Association, Topsail Beach, North Carolina, 1987

Consultant on "Teacher Incentives," Jackson Public Schools, Jackson, Mississippi, 1987

Panelist, "Talking with Educators" Conference, Public School Forum of North Carolina, 1987

"Effective Communications and Public Relations: Tips from the Front Line," American Association of School Administrators Convention, New Orleans, Louisiana, 1987

Panelist, "What School Officials Expect of Finance Officers," North Carolina School Business Officials Conference, 1987

"Strategies for Successful Bond Issues: Getting the Most from Your Construction Dollar," North Carolina School Boards Association Conference, Winston-Salem, North Carolina, 1986

Presenter, North Carolina Public School Maintenance Association Conference, Atlantic Beach, North Carolina, 1986

Keynote Panelist, Annual Daycare and Early Education Conference, Durham, North Carolina, 1985

“How Creative People Can Survive in an Educational Setting,” National School Public Relations Association Southeastern Regional Conference, Hilton Head, South Carolina, 1985

Presenter, North Carolina School Public Relations Association Conference, Raleigh, North Carolina, 1984

“Marketing Public Education,” Chatham County Schools Principal/Central Office Retreat, 1984

Consultant on “Public Relations for Small Districts,” Central Louisiana Professional Development Center, Shreveport, Louisiana, 1984

“How We Make Sure Our Public Knows Its Schools Are Good,” National School Boards Association Conference, Houston, Texas, 1984

“Communication, Decision-making, and Leadership in Exceptional Children’s Programs,” Staff In-service for Local Directors of Programs for Exceptional Children, North Central Regional Education Center, Pinehurst, North Carolina, 1984

Guest Lecturer, “Marketing Public Education,” East Carolina University School of Education, Greenville, North Carolina, 1984

“An Exemplary Trainable Mentally Handicapped Program,” Project APEX Conference held in conjunction with North Carolina State University, 1983

“Marketing Public Education,” Governor’s Dropout Conference – East, 1983

Panelist, Planters National Bank and Trust Company Professional Marketing Academy, 1983

“Successful Practices,” American Association of School Administrators National Meeting, 1983

“Using Outside Resources Creatively,” North Carolina Association of School Administrators Fall Conference, 1982

“Effective Teaching,” Hardee’s Food Systems Annual Meeting on Management, 1982

Consultant to the Jackson Public Schools, Jackson, Mississippi, 1978

PUBLICATIONS

Lessons Learned From Experience: A Practical Source Book for Educational Leaders, Second Edition, On Track Press, Inc., 2005, 2007, 2013

The Essential Leadership Competencies of a School Superintendent, On Track Press, Inc., 2007, 2009

Staying On Track: An Educational Leader's Guide to Preventing Derailment and Ensuring Personal and Organizational Success, 2nd edition, Thousand Oaks, CA: Corwin Press, 2007

Lessons Learned From Experience: A Practical Source Book for Educational Leaders, On Track Press, Inc., 2005, 2007

SYI: Strategies for Your Improvement, On Track Press, Inc., 2007 (with Melody Clodfelter and Dale Brubaker)

Teacher Renewal: Stories of Inspiration to Balance Your Life, On Track Press, Inc., 2007 (with Dale Brubaker)

The Hidden Leader: Leadership Lessons on the Potential Within, Thousand Oaks, CA: Corwin Press, 2005 (with Dale Brubaker)

"Building the Leadership Capacity of North Carolina's Child Nutrition Professionals," *The Journal of Child Nutrition & Management*, Ames, IA: ASFSA, Volume 27, Issue 2, Fall 2003 (with Melody H. Clodfelter)

Staying on Track: An Educational Leader's Guide to Preventing Derailment and Ensuring Personal and Organizational Success, Thousand Oaks, CA: Corwin Press, Inc., 1997 (with Dale L. Brubaker)

"The Derailed Superintendent," *The Executive Educator*, October 1995 (Vol. 17, No. 10) (with Dale L. Brubaker)

"A District's Response to Its Audit Report," *Education: The Curriculum Audit*, 1992 (Vol. 113, No. 2)

"The Future of Education and EOPs," *National Education Secretary*, 1991

"Tenure for Administrators," *Voice* (A Publication of the North Carolina School Boards Association, Raleigh, North Carolina), 1990-91

"Local Autonomy, Assessment and Accountability," *Leadership* (A Publication of the North Carolina Association of School Administrators, Raleigh, North Carolina), 1990

"Curriculum Audits Benefit Strong, Weak Districts," *The School Administrator*, 1989

"This System-wide Partnership Program Earns Goodwill and Great Donations," *The American*

School Board Journal, 1998 (with Cynthia Gardner and Tony Habit)

“Plant Management Program: How Is It Perceived?,” *Maintenance Beacon*, 1988

“The Durham County Schools: The Challenges Can and Must Be Met,” *Trumpet of Conscience*, 1988

“Who Is This Person We Call Assistant Principal?,” *Voice*, 1987

“Triangle Area Schools Face Challenge of Growth, Meeting New Needs,” *The Leader’s Forum*, 1987

“Business and the Schools: Working Together,” *Carolina Comment*, 1986

“Small Schools: How We Tell the Public Education Story,” *The School Administrator*, 1984

Public Information Plan recorded for national distribution by *Teach’em, Inc.*, Chicago, Illinois, 1984

“Communicating to the Public,” Educational Research Service, Inc., Management Operations Information Bank, 1984

“On the Track,” Monthly Column in *The Rocky Mount Evening Telegram*, Rocky Mount, North Carolina, 1982 - 1983

“Halt Asked on School Innovations,” *The News and Observer*, Raleigh, North Carolina, 1981

PRIOR PROFESSIONAL MEMBERSHIPS

American Association of School Administrators
Association for Supervision and Curriculum Development
The Horace Mann League of the United States of America
International Reading Association
National Association of Educational Office Professionals
National Association of Secondary School Principals
National Community Education Association
National School Public Relations Association
North Carolina Association of Educational Office Personnel
North Carolina Association of School Administrators
North Carolina Congress of Parents and Teachers – Honorary Life Member
North Carolina School Boards Association
Phi Delta Kappa
Professional Educators of North Carolina, Inc.

PRIOR CIVIC ACTIVITIES

Winston-Salem State University Board of Visitors, Winston-Salem, North Carolina,
1989 - 1997
Leadership Winston-Salem Board of Directors, 1992 - 1995
Boy Scouts of America Executive Board, 1990 - 1994
Chowan College Board of Visitors, 1991 - 1994
Junior League of Winston-Salem, Inc. Community Advisory Board, 1989
Rotary Club of Winston-Salem, 1989 - 1994
Winston-Salem/Forsyth County Chamber of Commerce Board of Directors, Ex Officio
Member, 1989 - 1994
Winston-Salem/Forsyth County Public Education Fund Board of Directors, 1991 - 1994
Winston-Salem Urban League Board of Directors, 1989 - 1991
YMCA of Greater Winston-Salem, February 1991 - 1994
Junior Achievement Board of Directors, 1988 - 1989
Durham Advisory Board, State Employees' Credit Union, 1987 - 1988
YMCA Board of Directors, Durham, North Carolina, 1985 - 1989 (First Vice President,
1987
Durham Jaycees Board of Advisors, 1986 - 1989
Durham Public Education Fund Board of Directors, 1986 - 1989
Durham Rotary Club, 1985 - 1989
Child Advocacy Commission of Durham, 1985 - 1989
Boy Scouts of America Board of Directors, 1985 - 1989
United Way of Durham and Durham County Board of Directors, 1985 - 1987
Durham Mathematics Council Board of Directors, 1985 - 1987
Clean Community Systems Board of Directors, 1985 - 1989
Private Industry Council Board of Directors, 1985 - 1989
Nash County Chapter of the American Cancer Society
Board of Directors, 1982 - 1985
President, 1984 - 1985
First Vice President and Crusade Chairman, 1983 - 1984
Second Vice President, 1982 - 1983
Boys Club of America Board of Directors, 1984 - 1987
Rocky Mount Kiwanis Club, 1981 - 1984
Board of Directors, 1983 - 1985
Junior Achievement Board of Directors, 1983
United Way of Nash County Board of Directors, 1982 - 1985
Campaign Division Chairman, 1981
Polk County Chapter of the American Cancer Society Board of Directors, 1980 and 1981
Columbus Lions Club, 1980 - 1981

SPECIAL RECOGNITIONS

Order of the Long Leaf Pine Recipient 2016

The Executive Educator 100 (The Top 100 Outstanding School Executives in North America),
The Executive Educator, 1993

Charter Member of The Curry Society (University of North Carolina at Greensboro School of Education), 1993

The 1991 North Carolina Middle School Superintendent of the Year, 1991

Winston-Salem/Forsyth County Association of Educational Office Personnel Administrator of the Year, 1990-1991

Distinguished Alumni for 1989-1990, Campbell University, Buie's Creek, North Carolina

Kennedy Center/Alliance for Arts Education School Administrator Award, 1989

North Carolina Alliance for Arts Education School Administration Recipient, 1989

Featured in *Winston-Salem Magazine* ("A Local Boy Makes Good. Very Good. Larry D. Coble"), 1989

North Carolina School Maintenance Association Superintendent of the Year, 1988

North Carolina Art Education Association Superintendent of the Year, 1988

Superintendent of the Year, North Carolina Region 3, 1988-1989

Who's Who in Educational Administration, 1988

North Carolina Music Educators Honor Superintendent, 1988

Editorial Board, *Tender Years*, 1988

North Carolina Vocational Education Association State Award of Merit, First Educator Recipient, 1987

National Blue Ribbon Panel on Curriculum and Excellence, 1985

Government Executive Institute, University of North Carolina School of Business, 1984

Featured School Administrator, *School News Service Bulletin*, 1984

Selected to Serve on American Association of School Administrators National Resolutions Committee, 1983 - 1984

Featured as “Administrator in the Limelight,” *Pyramid* (Cultural Arts Magazine), 1986

North Carolina State Department of Public Instruction Selection of Marketing Plan as a Model Plan for “The Year of the Public School,” 1982 - 1983

Invited to Attend Duke Management School, 1981

Selected to Participate in North Carolina Education Policy Seminars, 1981 - 1982

Campbell University Student Body President, 1969

Who's Who Among Students in American Colleges and Universities, 1969

Outstanding College Athletes of America, 1968

Varsity Baseball, 1965 - 1968

LARRY D. COBLE

Dr. Larry D. Coble is President and Managing Associate of On Track Press, Inc., former long-time Visiting Professor at the University of North Carolina at Greensboro, and former Executive Director of the Piedmont Triad Education Consortium. He is author of ***Lessons Learned from Experience: A Practical Developmental Source Book for Educational Leaders (First and Second Editions)***; ***The Essential Leadership Competencies of a School Superintendent***; ***Timeless Lessons for School Superintendents: Leadership Skills for a Chaotic, Non-Rational, and Unpredictable World***; co-author of ***Staying on Track (First and Second Editions)***; ***The Hidden Leader: Leadership Lessons on the Potential Within***; ***Teacher Renewal: Stories of Inspiration to Balance Your Life*** with Dale L. Brubaker; and ***SYI (Strategies for Your Improvement)*** with Melody Clodfelter and Dale L. Brubaker. Dr. Coble, in conjunction with co-author, Ann Davis, he has written a third edition of ***Lessons Learned from Experience: A Practical Developmental Source Book for Educational Leaders***. In addition, Dr. Coble has developed or co-developed several leadership development assessments including the ***On Track 360 Principal*** and ***Executive Versions***, created exclusively for school principals, assistant principals, superintendents, and other district leaders.

Dr. Coble is a former Senior Program Associate at the Center for Creative Leadership. During his career, Coble served as superintendent of schools in four school districts, has been a teacher, assistant principal, and principal. A long-time leader of professional development in school districts where he served, Coble has for the past twenty-six years, worked with numerous leadership development programs at the local and national levels as a private consultant delivering multi-day leadership development programs and executive coaching in North Carolina, South Carolina, Georgia, Florida, Alabama, Tennessee, Mississippi, Louisiana, Virginia, Rhode Island, Illinois, Pennsylvania, Ohio, Michigan, Wisconsin, Nevada, California, and Washington D.C. Dr. Coble has led the development numerous strategic planning initiatives in multiple states. He taught at the university level, served as Director of the Collegium for the Advancement of Schools at the university, and worked with university partnerships. In addition, during his career, Dr. Coble has held adjunct faculty appointments at The University of North Carolina at Chapel Hill and Duke University.

During his tenure as superintendent, Dr. Coble was recognized by Phi Delta Kappa with their award for Outstanding Leadership; by the American Association of School Administrators as a member of The Executive Educator 100, which recognizes the top 100 school administrators in the United States; and by the John F. Kennedy, Center for the Performing Arts, Alliance for Arts Education School Administrator's Award. In North Carolina, Dr. Coble was recognized as the North Carolina Music Educators Superintendent of the Year, the North Carolina Middle School Superintendent of the Year, the North Carolina Arts Education Association Superintendent of the Year, the North Carolina Public School Maintenance Association Superintendent of the Year, and as the first recipient of the Award of Merit by the North Carolina Vocational Association.

At the university level, Dr. Coble was recognized for his many years of service as well as receiving the "Making the Difference" award from the Department of Educational Leadership and the Distinguished Career Award from the School of Education. In recent years, Dr. Coble was awarded the Order of the Long Leaf Pine, which is among the most prestigious awards presented by the Governor of North Carolina by the State of North Carolina.

On Track Press, Inc. was founded by Dr. Coble with a core group of outstanding associates to provide leadership training and development; technical/consulting services; coaching for school

improvement, and executive coaching services. On Track Press, Inc. works primarily with school superintendents, district-level leaders, principals, assistant principals, and teacher leaders.

August 2021 Technology Discard

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August 2021 Technology Discard

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 programs, and
 - iv. 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; 16 N.C.A.C. 6D .0307; 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, August 13, 2020

The board assigns to the superintendent the responsibility of continued review and evaluation of the policies adopted by the board and of bringing to the board's attention the need for adopting, amending, updating, or rescinding any policies.

The superintendent has the authority to make technical and conforming changes to any existing policies necessitated by changes in state and federal law and minor changes to correct typographical, grammatical, or clerical errors. Such changes are effective immediately subject to ratification by the board at its next regular meeting.

The superintendent is responsible for dissemination of updated, revised and newly adopted policies to all holders of policy manuals and for recalling all manuals if necessary for updating or recodification.

Legal References: G.S. 115C-36

Cross References: Adoption of Policies (policy 2420)

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

Reviewed by Policy Committee on August 9, 2012

A. ONLINE INSTRUCTION GENERALLY

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

School counselors shall advise students on North Carolina Virtual 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. The superintendent or principal shall designate an e-learning advisor, who will be responsible for coordinating the enrollment of students in online courses, monitoring students' progress in those courses, and supervising any required testing. In addition, the high school principal shall ensure that the e-learning advisor implements a plan for supporting credit recovery students throughout the semester.

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

B. REMOTE LEARNING

When warranted by exigent circumstances and where authorized by law, schools may conduct classes remotely for all or part of a school year. Board policies remain in effect during periods of remote learning, except that the board reserves the right to deviate from any policy when adherence is impossible or impractical under the circumstances and the deviation is not inconsistent with law. To the extent practicable or when required by law, affected employees, students, and parents or guardians will be notified of the change in advance.

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

Cross References: Dual Enrollment (policy 3101)

Adopted: December 12, 2013

Revised: August 10, 2017, August 13, 2020

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; 16 N.C.A.C. 6G .0314; 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, August 13, 2020

As required by the North Carolina Constitution and North Carolina law, the board of education is committed to providing a free appropriate education to all children who are legally entitled to enroll in the school system. In accordance with the McKinney-Vento Homeless Assistance Act and the North Carolina State Plan for Educating Homeless Children, the board will make reasonable efforts to identify homeless children and youth of school age within the area served by the district, encourage their enrollment, and eliminate barriers to their receiving an education which may exist in district policies or practices. Based on individual need, homeless students will be provided services available to all students to permit full participation in school activities, such as preschool, free or reduced school meals, services for English learners, special education, career and technical education (CTE), academically or intellectually gifted (AIG) services, and before- and after-school care.

The provisions of this policy will supersede any and all conflicting provisions in board policies that address the areas discussed in this policy.

A. DEFINITION OF HOMELESS STUDENTS

Homeless students are children and youth who lack a fixed, regular, and adequate nighttime residence. The term “homeless student” will also be deemed to include the term “unaccompanied youth,” which includes a youth who is not in the physical custody of a parent or guardian. Homeless children and youth include those students who are as follows:

1. sharing the house of other persons due to loss of housing, economic hardship, or a similar reason;
2. living in motels, hotels, transient trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
3. living in emergency or transitional shelters;
4. abandoned in hospitals;
5. living in a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; or

7. living in a migratory situation that qualifies as homeless because the child lacks a fixed, regular, and adequate nighttime residence.

B. ENROLLMENT, ASSIGNMENT, AND TRANSPORTATION OF HOMELESS STUDENTS

1. Enrollment

a. Eligibility

Notwithstanding the enrollment eligibility requirements established by the board elsewhere in policy, school personnel shall immediately enroll homeless students even if they do not have proof of residency, school and immunization records, birth certificates, or other documents; have missed application or enrollment deadlines during a period of homelessness; have outstanding fees; or are not accompanied by an adult. The homeless liaison or designee shall assist the students and parents or guardians in securing appropriate records or otherwise meeting enrollment requirements.

b. Records

Homeless students transferring into the school district may provide cumulative and other records directly to the school district. The school district will not require that such records be forwarded from another school district before the student may enroll. However, school personnel will immediately request the official records from the previous school.

Information regarding a child or youth's homeless situation must be treated as a student record and protected accordingly. See policy 4700, Student Records.

2. Assignment

A homeless student (or the student's parent or guardian) may request to attend (1) his/her school of origin or (2) any public school that other students living in the same attendance area are eligible to attend. The school of origin is defined as the school the student attended before losing permanent housing or the school in which the student was last enrolled, including a preschool. When a student completes the final grade level served by the school of origin, the school of origin includes the designated receiving school at the next grade level for all feeder schools. To the extent

feasible, unless not in the student's best interest, a homeless student who continues attending the school of origin will remain enrolled in the school of origin for the entire time the student is homeless and until the end of any academic year in which the student moves into permanent housing.

The superintendent, or the superintendent's designee, in consultation with the homeless liaison, will make the decision regarding which school a homeless student will attend. The decision must be based upon consideration of student-centered factors related to the student's best interest, including factors concerning the impact of mobility on achievement, education, health, and safety of homeless students, giving priority to the request of the student's parent or guardian or the unaccompanied youth. The superintendent's designee must presume that keeping the student in the school of origin is in the student's best interest unless contradicted by the student's parent or guardian or the unaccompanied youth.

If the superintendent or designee determines that it is not in the student's best interest to attend the school of origin or the school requested by the parent or guardian or unaccompanied youth, he/she must provide a written explanation of the reasons for the determination to the parent or guardian or unaccompanied youth, along with information regarding the right to appeal the placement decision as described in Section D, below.

3. Transportation

The board of education will provide homeless students with transportation services comparable to those of other students. In addition, at the parent or guardian's request (or at the request of the homeless liaison for unaccompanied youth), the board will provide transportation services to/from the school of origin. The superintendent or designee and the homeless liaison shall coordinate homeless students' transportation needs, based on the child's best interest. In situations in which a student attends school in this system but his or her temporary housing is in another system (or vice versa), the superintendent or designee shall work with the other system to share the cost and/or responsibility for transportation. If an agreement cannot be reached between the systems, the cost of such transportation will be divided evenly.

If a homeless student becomes permanently housed and chooses to remain in his or her school of origin, the board will provide transportation to the student for the remainder of the school year.

C. ELIGIBILITY FOR TITLE I SERVICES

Homeless students are automatically eligible for Title I services. The homeless liaison and the Title I director shall collaborate to identify the needs of homeless students.

D. DISPUTE RESOLUTION PROCESS

A parent, guardian, or unaccompanied youth who disagrees with a decision of school officials with regard to eligibility, school selection, or enrollment of a student who is homeless (hereinafter, referred to as a “complainant”) may appeal the decision to the school system’s homeless liaison in accordance with this section upon registering or attempting to register the child or youth at the school in which enrollment is sought.

Any employee who is aware that an unaccompanied youth or a parent or guardian of a homeless student is dissatisfied with a decision of school officials with regard to eligibility, school selection, or enrollment should immediately refer that individual to the school system’s liaison for homeless students.

As used in this section, “school days” means days when students are scheduled to be in attendance.

1. Notice, Stay Put, and Informal Resolution

Upon learning of a complainant’s disagreement with a decision of school officials, the homeless liaison shall take the following actions.

- a. The homeless liaison shall arrange to have the student immediately admitted to the school in which enrollment is sought (either the school of origin or the school located in the attendance zone of the student’s temporary residence) if enrollment is at issue. Once enrolled, the student must receive all services for which he/she is eligible and must be allowed to participate fully in school activities, pending resolution of the dispute.
- b. Within one school day of learning of the complainant’s disagreement, the homeless liaison shall provide the complainant a copy of the school system’s uniform statement of rights and procedures that is written in a language, manner, and form the complainant can understand, to the extent the school system deems practicable. The written statement must include all of the following:

- i. contact information, including telephone number, e-mail address, and physical address of the homeless liaison and of the State Coordinator for homeless education, with a brief description of their roles;
- ii. notice that, within two school days of the school's decision, the complainant has the right to notify the homeless liaison that the complainant intends to appeal the decision;
- iii. an explanation of the appeal procedure, including the timeline and process for making the initial appeal and for pursuing a subsequent appeal to the superintendent and board, as provided by this policy;
- iv. a complaint form that a complainant can understand, complete and submit to the homeless liaison to initiate the dispute resolution process and to pursue any subsequent appeals to the superintendent and board;
- v. notice that the board of education or a designated panel of the board will make the final decision on behalf of the school system;
- vi. notice of the right to appeal, or request an extension of time to appeal, the final decision of the school system to the State Coordinator within three school days of receipt of the final decision;
- vii. notice of the right to enroll immediately in the school located in the assignment area of the student's temporary residence or remain in the school of origin with transportation provided by the school system pending resolution of the dispute if such transportation is requested by the parent, guardian, or homeless liaison on behalf of the youth;
- viii. notice that the right to enroll includes the right to fully participate in all school activities;
- ix. notice of the right to obtain assistance of advocates or attorneys; and

- x. notice of the right to provide supporting written or oral documentation during the appeals process.
 - c. The homeless liaison shall attempt to informally resolve the matter. Complainants are encouraged to attempt informal resolution through discussion with the homeless liaison when possible.
 - d. If informal resolution is unsuccessful, the homeless liaison shall inform the complainant of the right to appeal the matter by initiating the dispute resolution process provided in subsection D.2, below.
 - e. If the complaint initiates the dispute resolution process, the homeless liaison shall expedite the process so that a final decision in the dispute is reached within 15 school days or 30 calendar days, whichever is less.
2. Steps in the Dispute Resolution Process and Related Timelines
- a. Homeless Liaison Review
 - i. If informal resolution of a complaint is unsuccessful, the complainant may initiate the dispute resolution process by making a formal appeal to the homeless liaison, either directly or through the principal of the school in which enrollment is sought. The appeal must be presented within five school days of the decision giving rise to the complaint unless the homeless liaison agrees to an extension of up to five additional school days for good cause.
 - ii. The appeal may be made orally or in writing on the designated complaint form. If the complainant makes an oral appeal, the homeless liaison shall complete the written complaint form on the complainant's behalf without delay.
 - iii. The complaint should include the date of the filing, a description of the disputed action pertaining to eligibility, school selection, or enrollment, the name of the person(s) involved and a description of the relief requested. The complainant may provide supporting written or oral documentation and may be accompanied by an advocate or attorney.

- iv. No more than two school days after the complainant initiates the dispute resolution process, the local liaison shall (1) inform the superintendent, other school officials participating in the dispute resolution process, and the State Coordinator of the dispute and (2) provide a written decision, including the reasons for the decision, to the complainant and the superintendent.
- b. Appeal to the Superintendent of the Liaison's Decision
- i. Within two school days of receiving the liaison's decision, the complainant may appeal the decision to the superintendent orally or in writing using the form designated for this purpose. Oral appeals must be made to the homeless liaison, who shall commit the appeal to writing on the designated form. The homeless liaison shall ensure that the superintendent receives copies of the written complaint and the response of the liaison.
 - ii. The superintendent or his/her designee shall schedule a conference with the complainant to discuss the complaint.
 - iii. Within five school days of receiving the appeal, the superintendent or designee shall provide a written decision to the complainant including a statement of the reasons for the decision.
- c. Appeal to the Board of the Superintendent's Decision
- i. If the complainant is dissatisfied with the superintendent's decision, he/she may file an appeal with the board of education within two days.
 - ii. The appeal may be filed orally or in writing using the form designated for this purpose. Oral appeals must be made to the homeless liaison, who shall commit the appeal to writing on the designated form.
 - iii. The board or a panel of at least two board members acting on behalf of the board will render a decision on the appeal. The board or board panel will provide the complainant with a written decision within five days of receiving the appeal. In unusual circumstances the board or board panel may

extend this time but will avoid exceeding the lesser of (1) 15 school days from when the complaint was received or (2) 30 calendar days from when the complaint was received.

- iv. The board or board panel's decision will constitute the final decision of the school system for purposes of the complainant's right to appeal to the State Coordinator.
 - v. If the matter under appeal is a school assignment, a board panel decision will be a recommendation that must be submitted to the full board for a final determination as required by state law and policy 4150, School Assignment. However, in order to ensure an expedited appeals process for students who are homeless, the recommendation of the board panel shall be considered the final decision of the board for purposes of appeal to the State Coordinator if a final determination by the full board reasonably cannot be accomplished by the deadline described in the previous paragraph.
 - vi. The written statement of the board's final decision will include the name and contact of the State Coordinator for homeless education and will describe the appeal rights to the state Coordinator. If the matter under appeal is a school assignment and the appeal was not heard by the full board, the written decision will also note that review of the matter by the full board as required by state law is pending.
- d. Appeal to the State Coordinator of the Board's Decision

If the complainant is dissatisfied with the decision of the board or board panel, he/she may file an oral or written appeal with the State Coordinator for homeless education within three school days of receiving the board of panel's decision or within the period of any extension granted. The State Coordinator will issue a final decision on the complaint. The appeal must include:

- i. the name of the complainant and, if available, his or her physical address, e-mail address, and telephone number;
- ii. the relationship or connection of the person to the child in question;
- iii. the name of the school system and the school in question;

- iv. the federal requirement alleged to have been violated;
- v. how the requirement is alleged to have been violated; and
- vi. the relief the person is seeking.

Within three school days following a request from the State Coordinator, the homeless liaison shall provide the record of complaint, a copy of the board or panel's decision, and any other documents necessary to complete the record.

E. HOMELESS LIAISON

The superintendent or designee shall appoint and train a school employee to serve as the homeless liaison. In addition to the duties specifically assigned elsewhere in this policy, the homeless liaison's duties shall include, but not be limited to, the following:

- 1. ensuring that school personnel identify homeless children and youth;
- 2. ensuring school/preschool enrollment of and opportunities for academic success for homeless children and youth;
- 3. ensuring that homeless families and children have access to and receive educational services for which they are eligible;
- 4. ensuring that homeless families and children receive referrals to healthcare, dental, mental health and substance abuse, housing, and other appropriate services;
- 5. informing parents or guardians and any unaccompanied youth of available transportation services and helping to coordinate such services;
- 6. ensuring that public notice of the educational rights of homeless students is disseminated in locations frequented by parents or guardians and unaccompanied youth;
- 7. informing parents or guardians of educational and related opportunities available to their children and ensuring that parents or guardians have meaningful opportunities to participate in their children's educations;

8. communicating the dispute resolution process to parents, guardians, and unaccompanied youth experiencing homelessness;
9. helping to mediate enrollment disputes, including ensuring that a homeless child or youth is enrolled immediately pending final resolution of the dispute;
10. developing a uniform written notice that explains to parents, guardians, and unaccompanied youth their rights and the process for appealing a decision of school officials, as required by subsection D.1.b of this policy. The notice must be written in a simple and understandable format and translated to other languages as needed and practicable;
11. ensuring that when parents, students, and unaccompanied youth initiate the dispute resolution process, all parties comply with the dispute resolution policy and that parents, students, and unaccompanied youth are provided with the information listed in subsection D.1.b of this policy;
12. informing unaccompanied youth of their status as independent students and assisting in verifying such status for the purposes of the Free Application for Federal Student Aid;
13. ensuring that school personnel providing services to homeless students receive professional development and other support;
14. working with school personnel, the student, parents or guardians, and/or other agencies to obtain critical enrollment records, including immunization and medical records, in a timely manner; and
15. working with the superintendent or designee to identify board policies or procedures that might serve as a barrier to enrollment of homeless students, including those related to immunization records, medical records, uniforms or dress codes, school fees, and school admission.

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*; *Non-Regulatory Guidance on Education for Homeless Children and Youths Program*, U.S. Department of Education (July 2016); G.S. 115C-366(a2), -369; 16 N.C.A.C. 6H.011; State Board of Education Policy SPLN-000

Cross References: Immunization and Health Requirements for School Admission (policy 4110), Domicile or Residence Requirements (policy 4120), Discretionary Admission (policy 4130), School Assignment (policy 4150), Student Records (policy 4700)

Adopted: July 12, 2007

Revised: July 13, 2017, January 10, 2019

CHILD ABUSE AND RELATED THREATS TO CHILD SAFETY

Policy Code: **4240/7312**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A school employee, contractor, or volunteer who has cause to suspect that a child in a child care facility has been maltreated by a caregiver or has died as a result of maltreatment occurring in a child care facility is legally required to report the case to the Department of Health and Human Services (DHHS), Division of Child Development and Early Education (DCDEE).

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

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

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

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

D. COOPERATION WITH STATE AND LOCAL AGENCIES

1. The principal may establish a contact person in the school to act as a liaison with state and local agencies charged with investigating reports made pursuant to this policy.
2. Employees shall cooperate fully with agency personnel conducting an investigation.

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

E. SHARING INFORMATION WITH OTHER AGENCIES

Upon request and to the extent permitted by law, school system officials shall share with other agencies designated in G.S. 7B-3100(a) information that is relevant to (1) any assessment by the department of social services of a report of child abuse, neglect, dependency, or death as a result of maltreatment; (2) the provision or arrangement of protective services in a child abuse, neglect, or dependency case by the department of social services; or (3) any case in which a petition is filed alleging that a juvenile is abused, neglected, dependent, undisciplined, or delinquent. School system officials and the designated agencies must continue to share such information until the protective services case is closed by the department of social services or, if a petition is filed, until the juvenile is no longer subject to the jurisdiction of juvenile court.

F. CHILD SEXUAL ABUSE AND SEX TRAFFICKING TRAINING PROGRAM

In even numbered years, the school system will provide a child sexual abuse and sex trafficking education and awareness training program for teachers, instructional support personnel, principals, and assistant principals. The program will include at least two hours of training related to best practices from the field of prevention, the grooming process of sexual predators, the warning signs of sexual abuse and sex trafficking, how to intervene when sexual abuse or sex trafficking is suspected or disclosed, legal responsibilities for

reporting sexual abuse or sex trafficking, and available resources for assistance. Designated school personnel shall participate in such training as required by law and board policy.

The superintendent shall develop any necessary procedures for making a report pursuant to this policy, for sharing information with designated agencies, and for cooperating with agency investigations.

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

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

Cross References: Professional and Staff Development (policy 1610/7800), Staff-Student Relations (policy 4040/7310), Student Records (policy 4700)

Adopted: September 10, 2020

The accounts of the school district and the individual schools will be audited as soon as possible after the close of each fiscal year by an independent, qualified auditor. The auditor will be selected by the board and the terms and conditions will be specified in a written contract that complies with the requirements of 20 N.C.A.C. 03.0502(c). The auditor will report directly to the board.

The superintendent will assist the board in providing for an annual independent audit which meets all requirements as provided by G.S. 115C-447 and any other relevant statute. All employees and agents of the school district having custody of public money or responsibility for keeping records of public financial or fiscal affairs will produce all books and records requested by the auditor and provide any information relating to fiscal affairs requested by the auditor. Any employee who fails to cooperate may be subject to disciplinary action, up to and including dismissal and also may be found guilty of criminal conduct.

The board will receive the report and opinion of the auditor and will arrange for the auditor to present to the board the audited financial statements, compliance reports, if any, and other information as specified in the audit contract. The presentation must be in an official meeting in open session, held as soon as the audited financial statements are available but not later than 45 days after the submission of the audit report to the Secretary of the Local Government Commission.

Legal References: G.S. 115C-447, 20 N.C.A.C. 03.0502

Cross References: Career Employees: Demotion and Dismissal (policy 7930), Classified Personnel: Suspension and Dismissal (policy 7940)

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

Administrative Procedure: None

Reviewed by Policy Committee on August 8, 2013

The board is committed to designing new and renovated facilities in a manner that maximizes the use of space, conserves environmental resources and produces structurally sound and safe buildings. All school buildings should be designed to create safe, orderly and inviting learning environments where students can succeed. School buildings also will be planned to the extent feasible for maximum use by the community and for providing extended services to students.

The superintendent is responsible for overseeing the design of facilities that have been identified in the long-range facility needs plan and have been approved for funding. New or renovated facilities must be designed to meet all legal requirements, including legal standards for accessibility and use of facilities by persons with disabilities. Plans also must take into consideration the facilities guidelines developed by the North Carolina Department of Public Instruction. The superintendent will utilize services of outside professionals, including architects and other consultants, in the facility design and construction. Any contract for professional services must be (1) reviewed by the board attorney, (2) be approved by the board, unless the board delegated this authority to the superintendent in policy 6420, Contracts with the Board, and (3) meet the requirements of any applicable board policies. (See policy 9110, Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk.) The superintendent also should involve school staff, parents and students in the design of school buildings.

Before investing any money in the construction of any new building, or when using any state money for the erection, repair, or equipping of any building, the superintendent must submit the plans to the State Board for review and comment and must review the plans based upon a consideration of the comments received.

Plans for science facilities in middle and high schools are subject to approval by the State Board of Education in accordance with G.S. 115C-521(c1) and State Board of Education policy.

The superintendent shall report periodically to the board on the development of facility plans. The superintendent also will report on the State Board's review of facility plans conducted pursuant to G.S. 115C-521(c) and this policy and must specifically address any concerns noted by the State Board. The board will give final approval of facility plans before any money may be spent on new buildings or renovations.

Legal Reference: 29 U.S.C. § 794(b); 34 C.F.R. pt. 104 (subpt. C); 42 U.S.C. §12101 *et seq.*; 28 C.F.R. pt. 35 (subpt. D); G.S. 115C-204, -521; 133, arts. 1 and 3; State Board of Education Policies SCFC-005, *North Carolina Public School Facilities Guidelines*, available at <https://www.dpi.nc.gov/districts-schools/districtoperations/school-planning/project-planning#building-design>; State Board of Education Policy SCFC-006, *Procedures Manual: Public School Building Capital Fund*, available at <https://www.dpi.nc.gov/districts-schools/district-operations/school-planning/capitalfunding>

Cross Reference: Contracts with the Board (policy 6420), Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk (policy 9110)

Other Resources: North Carolina Department of Public Instruction School Planning Publications, available at <http://www.schoolclearinghouse.org/>

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

Revised: July 10, 2014, August 13, 2015, August 11, 2016, October 5, 2017

Calendar of Upcoming Events

August 12, 2021

Thursday	August 19	2:00 – 6:00 p.m.	Open House	All Schools
Friday	August 20	8:00 a.m.	Convocation	SAMS Gymnasium
Tuesday	August 24	4:00 – 6:00 p.m.	COVID Vaccination Clinic	SAMS
Friday	August 27	7:30 p.m.	Blue Comet Football	AHS
Tuesday	August 31	4:00 – 6:00 p.m.	COVID Vaccination Clinic	NAMS
Thursday	September 2	6:00 p.m.	Teacher of the Year Banquet	Pinewood Country Club
Monday	September 6	6:00 p.m.	County Commissioners Meeting	Old Courthouse
Thursday	September 9	7:30 p.m.	Board Meeting	SAMS Media
Friday	September 17	7:30 p.m.	Blue Comet Football Middle School Night	AHS
Friday	September 24	7:30 p.m.	Blue Comet Football Hall of Fame	AHS