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## Substitute Solutions

Robbie Nelson, Director of Business Development

July 15, 2021

# The Importance of Substitute Teachers

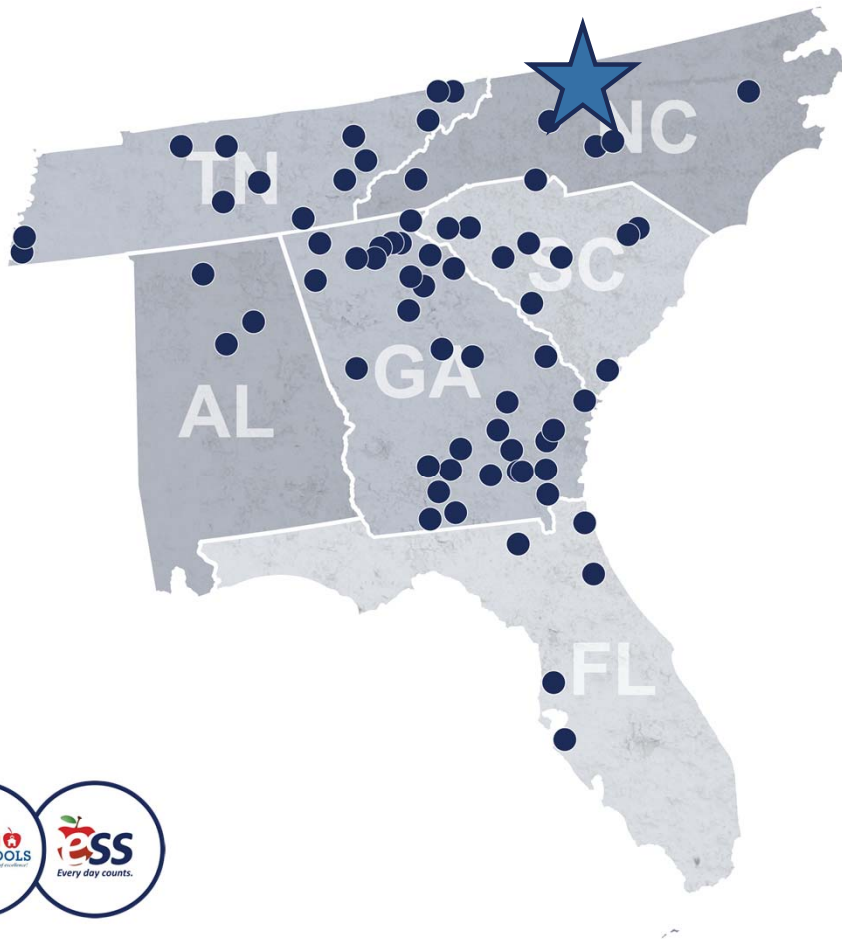


National Council on  
Teacher Quality

According to research by the National Council on Teacher Quality, during the course of a 13-year education – kindergarten through 12th grade – **an average student spends 143 days with a substitute teacher**, just shy of a full school year.



# Who We Are



- Exclusive focus on PreK-12 education - customized solution for each district partner
- 750+ Districts, 3.5 million students served over 29 states by 55,000+ substitute & permanent employees
- Experienced & stable regional leadership team - strong community involvement
- Significant investments in people, processes & technology
- Efficient, accountable, automated systems
- Virtual learning options
- High client satisfaction and retention - 98%+



# Full-Service Model





# Solutions Offered

## 1. Substitute Teachers and Support Staff

- Long-term Substitutes
- Building-based Substitutes
- ✓ Reduced Absences
- ✓ Cost Neutral Minimal Cost



## 2. Virtual Teachers | Classrooms

**WE 'VIRTUALLY' HAVE YOU COVERED.**

- VIRTUAL SUBSTITUTE TEACHERS
- CERTIFIED VIRTUAL TEACHERS
- CAN DO FROM HOME-CLASS OR YOUR CLASSROOM



## 3. Permanent Staff Services (PSS)

- Teacher Assistants
- Retired Teachers
- Security, Food Service, Nurses, Custodians
  - ✓ Significant savings, pay increase 20-30% less
  - ✓ The additional financial benefits to instruction
  - ✓ Natural vacancies and Opt-in
  - ✓ For custodial = turnkey program via **HES**



# Recruiting – Connecting with the Community

## Digital Outreach

- Indeed, Glassdoor, LinkedIn, Twitter, Facebook

## Traditional

- Local Papers, Flyers, Lawn Signs, Outdoor Banners

## Referral Program

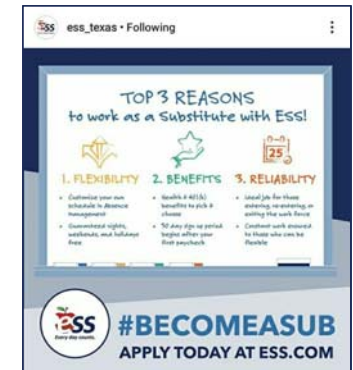
- \$75 per Referral

## District Activities

- Football games, PTO Meetings, Booster Club Meetings

## Community Programs

- Churches, Non-Profits, Chambers of Commerce, Community Events



# Training – Focusing on Student Achievement

- Live, In-Person, 4 to 5-hour training for new substitutes
- Substitutes must pass training to be hired
- Training curriculum customized to District's needs
- Trainers are retired educators certified by Dr. Jim Wasser, ESS Director of Training
- 150 Online training modules offered for further Professional Development
- **Topics covered:**
  - Professional Teaching Behavior
  - Classroom Management
  - Student and Staff Safety
  - Creative Instructional Strategies
  - District and School Policies
  - Digital Platforms for Virtual Learning



# Substitute Engagement – Targeted Incentives



## Weekly Pay

- Direct Deposit every Friday, District Determines Pay Rates

## Benefits

- Health, Vision, Dental, Life Insurance, 401(k)

## Targeted Incentives

- Gift Cards, Monthly Raffle, Employee of the Month, Impact Award

## Referral Program

- \$75 per Qualified Referral

## Perks at Work Program

- Employee Discount Program

## Live Support, Newsletters, and Outreach

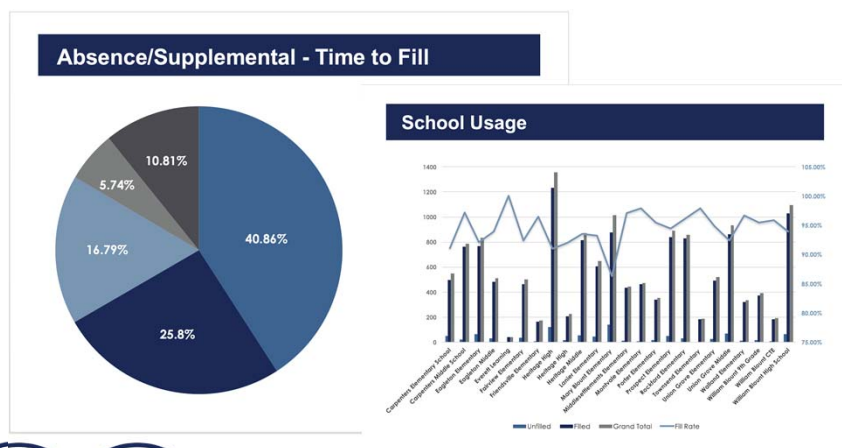


# Measuring Results, Forecasting and Customized Reporting

- School District Analysis – Fill Rates, Quality
- Year-over-Year Comparison
- Absences Reporting/Call Out Times Trending
  - ✓ By School and District-Wide
  - ✓ Stack ranked – reward excellence, coach opportunity

## • Incident Report

All reports can be **customized for principals and administrators**. Reports can be scheduled to be emailed by a specific time and day.



### Incident Report

Home | Add Incident Report | Log Out

Please complete the fields below to submit a new incident report.

**General Information:**

District Name:

School Name:

Teacher Name:

Name of Substitute:

State:

Date of Incident:

Date of Complaint: 05-31-2016

**Nature Of Complaint: (Please Check All That Apply)**

Classroom Management Needs Improvement (please be specific)  
 Failure to Follow Instructions / Teacher's Plans  
 Late / Tardy Reporting to School or Classroom  
 Inappropriate Appearance / Dress  
 Misconduct (Actions or Speeches)  
 No Call / No Show  
 Other

(Please provide as many details as possible. We review every complaint with the substitute in an effort to improve his/her performance. The information you provide is critical to our quality assurance efforts. Thank you.)

### PRINCIPAL SURVEY

Please complete this brief survey to help us understand your current level of satisfaction with our services. Thank you for your time!

Your Name:  Job Title:

Name of School:

Please complete 10 or less items per row to indicate your level of satisfaction.

	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
1. ESS' substitutes arrive on time and check in with the main office.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. ESS' substitutes are prepared, dress professionally, and interact with students and staff in a positive manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. ESS' management team is responsive and effective if an issue or concern arises.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. ESS' management team is visible and active in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recommendations: Are there any upcoming events that ESS can be a part of (Parent Nights, Back to School Nights, etc.)? Please specify:

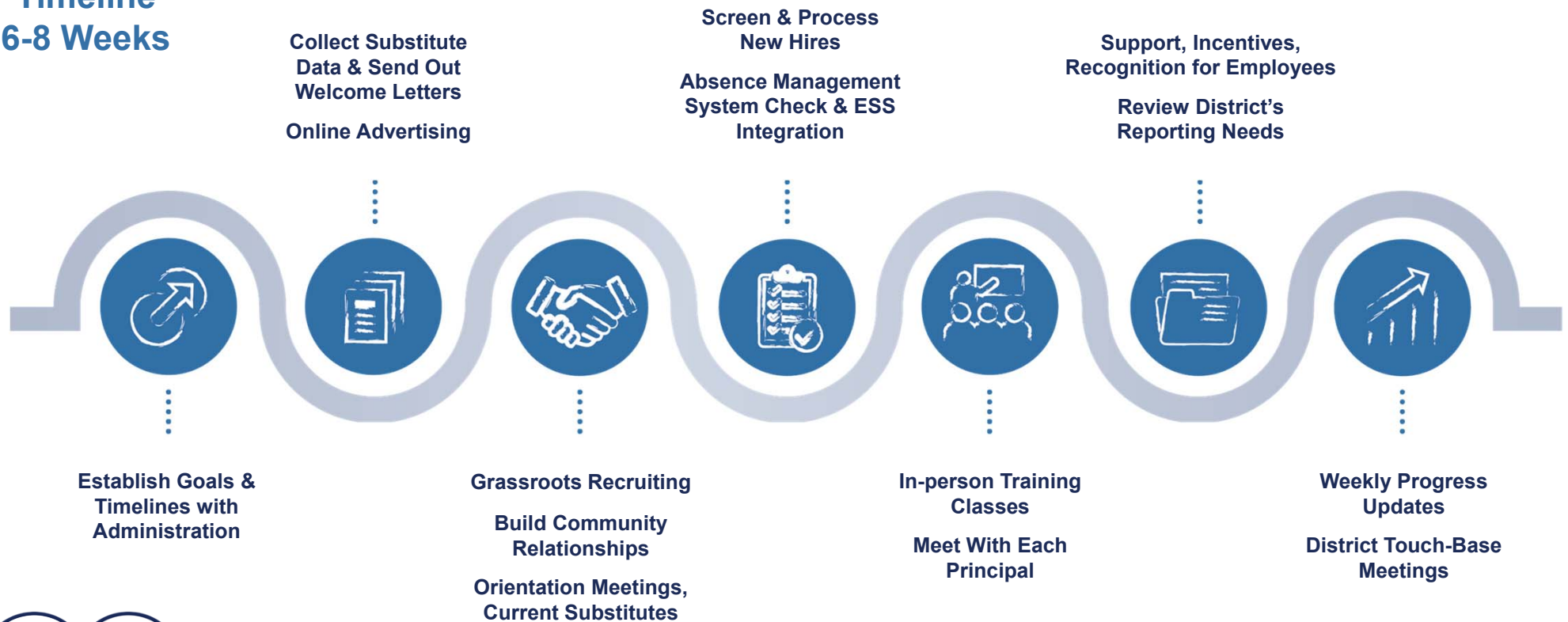
Comments:





# Seamless Transition to a Smooth Opening

## Timeline 6-8 Weeks



# Once We Begin ... These Burdens Go Away

- ✓ Bookkeepers Admin. Calling subs
- ✓ Advertising for Positions
- ✓ Recruiting, Background checks, and onboarding
- ✓ Employee Training and Development
- ✓ Employee Discipline
- ✓ Paying for Absence Management Technology and maintaining it.
- ✓ Employee Payroll

- ✓ Payroll Taxes, SUTA, FUTA, etc
- ✓ General Liability Insurance
- ✓ Unemployment Claims
- ✓ Workers Compensation Claims
- ✓ Equity Issues in some Schools
- ✓ Substitute Re-Training
- ✓ Handling Negative Incidents
- ✓ Running Reports





# Why a Partner with ESS

## Management

- Dedicated onsite management team
- Live support representatives
- Customized transition and startup
- Financial reporting and analysis

## Technology

- Enhanced technological systems
- Absence Management customization, training, and management
- Full program visibility
- Customized daily, weekly, and on-demand reports
- Incident portal

## Administrative Relief

- Rigorous applicant screening
- Credentials verified, recorded, and tracked
- Payroll management and disbursement
- Workers' Compensation Insurance and management

## Employee Management

- In-depth training specific to your district's needs
- Supplementary online training
- Weekly pay
- Career guidance
- Health benefits
- Recognition and retention programs

## Increased Fill Rates

- Recruiting 365 days a year
- Print and digital advertising
- ESS hiring events
- Mass text, phone call, and email services
- Community engagement
- Local business partnerships
- Building-based substitutes
- Live representative outreach





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**A uniquely different substitute program.  
Thank you!**

**Policy Committee Meeting**

**Asheboro City Board of Education  
July 15, 2021**

**Agenda**

1. Call to Order
2. Policy 1310/4002 – Parental Involvement
3. Policy 2440 – Policy Review and Evaluation
4. Policy 3102 – Online Instruction
5. Policy 3470/4305 – Alternative Learning Programs
6. Policy 4125 – Homeless Students
7. Policy 4240/7312 – Child Abuse and Related Threats to Child Safety
8. Policy 8310 – Annual Independent Audit
9. Policy 9020 – Facility Design
10. Adjourn

**PARENTAL INVOLVEMENT***Policy Code:* **1310/4002**

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

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

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

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

**A. PARENT COMMUNICATION AND CONFERENCES**

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

The principal or designee shall strive, through oral or written communication or other means, to include the parents of students identified as at-risk in the implementation and review of academic and/or behavioral interventions for their children, in accordance with policy 3405, Students at Risk of Academic Failure.

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

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

## **B. PARENTAL NOTIFICATION**

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

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

1. parental rights related to student records (see policy 4700, Student Records);
2. parental rights related to student surveys (see policy 4720, Surveys of Students);
3. the approximate dates of any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered and scheduled in advance by the school administration, and (c) not necessary to protect the immediate health and safety of students;
4. the schedule of pesticide use on school property and their right to request notification of nonscheduled pesticide use (see policy 9205, Pest Management);
5. student behavior policies, the Code of Student Conduct, and school standards and rules (see policies in the 4300 series);
6. the permissible use of seclusion and restraint in the schools (see regulation 4302-R, Rules for Use of Seclusion and Restraint in Schools);

7. policy 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure;
8. policy 1740/4010, Student and Parent Grievance Procedure;
9. the dates of the system-wide and state-mandated tests that students will be required to take during that school year, how the results from the tests will be used and the consequences thereof, and whether each test is required by the State Board of Education or by the local board;
10. grading practices that will be followed at the school and, for parents of high school students, the method of computing the grade point averages that will be used for determining class rank (see policies 3400, Evaluation of Student Progress and 3450, Class Rankings);
11. available opportunities and the enrollment process for students to take advanced courses and information explaining the value of taking advanced courses;
12. if applicable, that their child will be provided advanced learning opportunities in mathematics or will be placed in an advanced mathematics course;
13. a clear and concise explanation of the North Carolina testing and accountability system that includes all information required by federal law;
14. a report containing information about the school system and each school, including, but not limited to:
  - a. the following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;
  - b. the performance of the school system on academic assessments as compared to the state as a whole and the performance of each school on academic assessments as compared to the state and school system as a whole;
  - c. the percentage and number of students who are:
    - i. assessed,
    - ii. assessed using alternate assessments,
    - iii. involved in preschool and accelerated coursework

- iv.
      - programs, and
      - English learners achieving proficiency;
    - d. the per pupil expenditures of federal, state, and local funds;
    - e. teacher qualifications.
- 15. the grade earned by the school on the most recent annual report card issued for it by the State Board of Education if the grade was a D or F;
- 16. supportive services available to students, including guidance, counseling and health services (see policy 3610, Counseling Program);
- 17. information about meningococcal meningitis and influenza, including the causes, symptoms, and vaccines, how the diseases are spread, and places where parents and guardians may obtain additional information and vaccinations for their children;
- 18. for parents of students in grades 5 through 12, information about cervical cancer, cervical dysplasia, and human papillomavirus, including the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children;
- 19. how to reach school officials in emergency situations during non-school hours;
- 20. information about and an application form for free and reduced price meals and/or free milk (see policy 6225, Free and Reduced Price Food Services);
- 21. information about the school breakfast program;
- 22. information about the availability and location of free summer food service program meals for students when school is not in session;
- 23. for parents of children with disabilities, procedural safeguards (see also policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
- 24. information on the availability of the asbestos management plan and planned or in-progress inspections, re-inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities;
- 25. education rights of homeless students (see policy 4125, Homeless Students);



26. the content and implementation of the local school wellness policy (see policy 6140, Student Wellness);
27. their right to take four hours of unpaid leave from their jobs every year in order to volunteer in their child's school as stated in G.S. 95-28.3 (see policy 5015, School Volunteers);
28. that the school system does not discriminate on the basis of race, color, national origin, sex, disability, or age (see policies 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying and 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
29. that the school system provides equal access to its facilities, programs and activities to the Boy Scouts and other designated youth groups (see policy 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying); and
30. the availability of and the process for requesting a waiver or reduction of student fees (see policy 4600, Student Fees).

**C. OPPORTUNITIES TO WITHHOLD CONSENT/OPT OUT**

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

1. release of student directory information about their child for school purposes or to outside organizations (see policy 4700, Student Records);
2. release of their child's name, address, and telephone listing to military recruiters or institutions of higher education (see policy 4700, Student Records);
3. their child's participation in curricula related to (a) prevention of sexually transmitted diseases, including HIV/AIDS; (b) avoidance of out-of-wedlock pregnancy; or (c) reproductive health and safety education, as provided in policy 3540, Comprehensive Health Education Program. A copy of the materials that will be used in these curricula will be available in the school media center during the school year and at other times that the media center is available to the public. To meet any review periods required by law, materials also may be made available for review in the central office;
4. their child's participation in academic or career guidance or personal or social counseling services of a generic nature offered to groups of students (e.g., peer relations strategies offered to all sixth graders). However, parental notification and permission are not required for: (a) short-duration academic, career,

personal, or social guidance and counseling and crisis intervention that is needed to maintain order, discipline, or a productive learning environment; (b) student-initiated individual or group counseling targeted at a student's specific concerns or needs; and (c) counseling if child abuse or neglect is suspected (see policies 3610, Counseling Program, and 4240/7312, Child Abuse and Related Threats to Child Safety;

5. their child's participation in non-Department of Education-funded surveys concerning protected topics (see policy 4720, Surveys of Students);
6. their child's participation in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance; (b) administered and scheduled in advance by the school administration; and (c) not necessary to protect the immediate health and safety of students;
7. the collection, disclosure, or use of their child's personal information for marketing purposes (see policy 4720, Surveys of Students); and
8. release of their child's free and reduced-price meal information to State Medicaid or State children's health insurance program (SCHIP).

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

**D. PARENTAL PERMISSION REQUIRED**

Written parental permission is required prior to the following activities:

1. the administration of medications to students by employees of the school system (see policy 6125, Administering Medicines to Students);
2. the release of student records that are not considered directory information, unless the release is allowed or required by law (see policy 4700, Student Records);
3. off-campus trips;
4. students' participation in high-impact or high-risk sports or extracurricular activities, such as football or mountain climbing (see policy 4220, Student Insurance Program);

5. all decisions or actions as required by the IDEA with regard to providing special education or related services to students with disabilities (see policy 3520, Special Education Programs/Rights of Students with Disabilities);
6. certain health services, as required by law;
7. participation in a mental health assessment or mental health services under circumstances prescribed by federal law;
8. students' participation in programs or services that provide information about where to obtain contraceptives or abortion referral services;
9. students' participation in surveys funded by the Department of Education that are conducted concerning protected topics (see policy 4720, Surveys of Students);
9. disclosure of students' free and reduced price lunch eligibility information or eligibility status; and
11. students' independent access to the Internet, as described in policy 3225/4312/7230, Technology Responsible Use.

Legal References: Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 99; Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98; Individuals with Disabilities Education Act, 20 USC 1400, *et seq.*; Asbestos Hazard Emergency Response Act, 15 U.S.C. 2641, *et seq.*; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*; 42 U.S.C. 1758, 7 C.F.R. pt. 245; 42 U.S.C. 1758b; National School Lunch Program, 42 U.S.C. 1751 *et seq.*, 7 C.F.R. 210.12; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. 108.9; 20 U.S.C. 7908; G.S. 90-21.1; 95-28.3; 115C-47(47), -47(51), -47(54), -47(58), -81.25, -81.30, -81.36, -105.41, -109.1, 174.26(d) -307(c), -375.4, -390.2, -391.1, -407.16; 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

Updated

## POLICY REVIEW AND EVALUATION

Policy Code:

**2440**

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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 ~~particular~~ policiesy.

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

**ALTERNATIVE LEARNING PROGRAMS***Policy Code:* **3470/4305****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 for all students enrolled 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” ~~shall~~ 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.

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**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. ~~Immediately, but not later than~~ Within one school day after 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 ~~to the extent practicable, in a language that the complainant can understand.~~  
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 ~~simple~~ 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 ~~and the option to request an extension from the State Coordinator, along with a step-by-step description of how to file the appeal~~;
- 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 ~~immediate~~ the right to enrollment includes the right to fully participate ~~in~~ 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 appropriate school officials participating in the dispute resolution process, and the State Coordinator of the dispute immediately after the parent, guardian, or unaccompanied youth has initiated the dispute resolution process and (2) provide a written decision, including the reasons for the decision, to the complainant and the superintendent.

~~v. Within two school days after receiving the formal complaint, the homeless liaison will 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 ~~hear~~ 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 or 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, physical address if available, his or her physical address, e-mail address, and telephone number ~~of the complainant~~;
- ii. the relationship or connection of the person to the child in question;
- iii. the name of the school system and the ~~specific~~ 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 ~~supporting~~ 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.01124, ~~.0115, .0116~~; State Board of Education Policies ~~SBOP-020~~, 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.

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**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 which 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 .~~0312~~ 0373; State Board of Education Policies ~~LICN-007 and NCAC-039~~ 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

Updated

## ANNUAL INDEPENDENT AUDIT

Policy Code:

**8310**

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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>; and State Board of Education Policy SCFC-006, *Procedures Manual: Public School Building Capital Fund*, both available at [www.schoolclearinghouse.org/](http://www.schoolclearinghouse.org/) <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

# **ASHEBORO CITY BOARD OF EDUCATION**

**South Asheboro Middle School**

**Media Center**

**July 15, 2021**

**7:30 p.m.**

6:00 p.m. - Finance Committee

6:45 p.m. - Policy 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. \*Consent Agenda**

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

## **IV. \*Action Items**

- A. CTE/Randolph Community College Local Articulation Agreement – Ms. Sarah Beth Robbins, Administrator/Curriculum & Instructional Management Coordinator

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

**A. Policies for 30-Day Review – Dr. Drew Maerz, Director of Support Services**

- 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

**B. Summer Programming Update – Ms. Deanna Wiles, Director of K-12 Curriculum**

**C. Asheboro High School Phase III Update – Mr. Christopher Scott, Director of Facilities and Maintenance**

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

**VII. Board Operations – Mr. Michael B. Smith, Chairman**

**A. Important Dates to Remember**

**VIII. Closed Session**

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

**IX. Adjournment**

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

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

**ASHEBORO CITY BOARD OF EDUCATION**

**South Asheboro Middle School**

**Media Center**

**July 15, 2021**

**7:30 p.m.**

**Addendum**

6:00 p.m. - Finance Committee

6:45 p.m. - Policy Committee

**I. Opening**

**II. Public Comments**

**III. \*Consent Agenda**

B. Personnel Transactions (addendum added)

E. Technology Discards

**IV. \*Action Items**

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

**VI. Superintendent's Report**

**VII. Board Operations**

**VIII. Closed Session**

**IX. Adjournment**

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

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

**Asheboro City Schools  
Board of Education  
South Asheboro Middle School Media Center  
June 10, 2021**

**Finance Committee**

**Board Members attending in person:**

Michael Smith, Chairman	Baxter Hammer, Vice Chair	Gwen Williams
Gus Agudelo	Linda Cranford	Gidget Kidd
Dr. Beth Knott		

**Board Members attending virtually:**

Art Martinez

**Board Members absent:**

Phillip Cheek	Archie Priest, Jr.	Ryan Patton
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**Staff Members attending in person:**

Dr. Aaron Woody	Sandra Spivey	Anthony Woodyard
Donna Gentry	Carla Freemyer	Dr. Drew Maerz
Will Castro	Ed Keller	Dr. Wendy Rich
Leigh Anna Marbert	Christopher Scott	

**Others present from HES Facilities Management:**

Russell Leboff, Vice President  
Scott Zimmerman, Sr. Vice President  
Russell G. Leboff, Sr., Senior Regional Manager  
Curtis Bennett, Startup/Transition Manager  
Natalie Decker, HR Support

Michael Smith called the meeting to order at 6:03 p.m. and referred to Ms. Spivey.

Ms. Spivey reviewed the ESSER II PRC 178 grant application included in the consent agenda. This grant provides funds for the i-Ready assessments online subscription to be used during summer school.

Ms. Spivey reviewed the Noncompetitive Funds Requests included in the consent agenda. Two requests have been approved by DPI and now require board approval. The waivers are to continue the use of Curriculum Associates as well as a new purchase from 95% Group for curriculum software subscriptions. The waivers cover the Uniform Guidance requirements when using federal funds that exceed \$10,000 for a single source provider.

Ms. Spivey reviewed budget amendments S-09 and F-04. The state budget amendment includes transfers from transportation (PRC 056) and CTE (PRC 013 and 014) into low-wealth funds (PRC 031). Due to reduced transportation needs this school year and a vacancy in CTE, we are transferring excess funds into low wealth to be used to support curriculum needs. The federal budget amendment includes the addition

of our ESSER III grant funds. At this time, we have received two-thirds of the total projected ESSER III funds.

Ms. Spivey reviewed the Interim Budget for 2021-2022. Without a state budget in place, the Interim Budget will allow the district to begin the school year on July 1 with the same budget as the 2020-2021 school year.

Ms. Spivey reviewed the pay dates and list of school treasurers for next school year.

Ms. Spivey reviewed the School Nutrition Bid Recommendations for food, beverages, and supplies for the 2021-2022 school year. Asheboro City Schools is a member of the North Carolina Procurement Alliance. The bid process was managed by the alliance and we are recommending the lowest bidders. Also included in the consent agenda is the School Nutrition Procurement Plan. This plan is being updated to include the most recent language for the Buy American provision. The contract amendment for Sodexo is also included in the Consent Agenda. This amendment includes the increase of the fee by 3.8%, which is allowed based on the CPI index increase.

Ms. Spivey reviewed the Summer Passport Pay Schedule. This schedule details the bonus payments as required by state law as well as the local bonus payments we will be offering.

Ms. Spivey reviewed the Resolution to Increase the Micro-Purchase Threshold. Uniform Guidance requires any federal purchase over \$10,000 to seek multiple quotes or bids. There is a temporary provision to allow this threshold to be increased to \$30,000. The resolution included in the Consent Agenda tonight will be in effect for the 2021-2022 school year.

Ms. Spivey updated the committee on the custodial contract bid process. Since last month, a second round of vendor presentations has been held and included additional staff members; members included three school building administrators, Dr. Woody, and Ms. Carla Freemyer. Following the second round of interviews, the team unanimously decided that HES Facilities Management Company represented the values that are most in line with the values of Asheboro City Schools. We have asked HES to join us tonight so the Board can hear about the custodial services they offer.

Mr. Russell Leboff and his team from HES Facilities Management Company presented an overview of their company and the custodial services they can provide to Asheboro City Schools. HES reviewed the transition process and a timeline. HES reviewed the benefits they offer their employees.

After hearing from HES, the Board approved the recommendation by Ms. Spivey to proceed in the process of outsourcing custodial services with the understanding that all current ACS custodial employees will remain ACS employees. Through attrition staff will be transitioned to HES. The next step in the process will be to negotiate the contract as well as the transition timeline with HES. A contract will then be brought to the Board for approval.

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

### Policy Committee

#### Board Members attending in person:

Michael Smith, Chairman	Baxter Hammer, Vice Chair	Gus Agudelo
Linda Cranford	Gidget Kidd	Dr. Beth Knott
Gwen Williams	Scott Eggleston, Attorney	

#### Board Member attending virtually:

Art Martinez

#### Board Members absent:

Phillip Cheek	Ryan Patton	Archie Priest, Jr.
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#### Staff Members attending in person:

Dr. Aaron Woody	Sandra Spivey	Anthony Woodyard
Donna Gentry	Carla Freemyer	Dr. Drew Maerz
Will Castro	Ed Keller	Leigh Anna Marbert
Dr. Wendy Rich	Christopher Scott	

Meeting called to order at 7:06 p.m. and Dr. Maerz presented the following policy amendments:

**Policy 1510/4200/7270 - School Safety:** Updated legal and cross references.

**Policy 1610/7800 - Professional and Staff Development:** Added the requirement that the school system provide a mental health training program; updated legal and cross references.

**Policy 3300 - School Calendar and Time for Learning:** Reorganized policy; removed language specific to 20-21 school year; minor editorial changes.

**Policy 3610 - Counseling Program:** Policy reorganized and reformatted, including language updates to better reflect the current structure and goals of the counseling program; updated legal references.

**Policy 4040/7310 - Staff-Student Relations:** Updated reporting requirements and legal references.

**Policy 4270/6145 - Concussion and Head Injury:** Updated legal references and other resources.

**Policy 4335 - Criminal Behavior:** Minor language updates; updated legal references.

**Policy 6120 - Student Health Services:** Added new section to address the school system mental health plan; updated legal references.

**Policy 6125 - Administering Medicines to Students:** Updated based on NCDHHS guidelines; updated other references.

**Policy 6320 - Use of Student Transportation Services:** Minor language and legal reference updates.

**Policy 7100 - Recruitment and Selection of Personnel:** Updated legal references.

**Policy 7130 - Licensure:** Updated legal references.

**Policy 7430 - Substitute Teachers:** Updated legal references.

**Policy 7720 - Employee Political Activities:** Clarified the language expressing that employment or volunteer service with the school system does not preclude an individual from participating in certain political activities; added language to remind employees of the standards regarding political speech in the classroom; updated legal references.

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

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

### **Board of Education**

#### **Board Members attending in person:**

Michael Smith, Chairman	Baxter Hammer, Vice Chair	Gus Agudelo
Linda Cranford	Gidget Kidd	Dr. Beth Knott
Gwen Williams	Scott Eggleston, Attorney	

#### **Board Member attending virtually:**

Art Martinez

#### **Board Members absent:**

Phillip Cheek	Ryan Patton	Archie Priest, Jr.
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#### **Staff Members attending in person:**

Dr. Aaron Woody	Sandra Spivey	Anthony Woodyard
Donna Gentry	Carla Freemyer	Dr. Drew Maerz
Will Castro	Ed Keller	Leigh Anna Marbert
Dr. Wendy Rich	Christopher Scott	Robin Harris
Chandra Manning	Sarah Beth Robbins	Barbara Skelly

#### **Staff Members attending virtually:**

Ray Horton	Christina Kinley	Brandy Allred
Deanna Wiles	Vanessa Brooks	

### **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 led by Asheboro High School 2021 graduates Fredinand Kelley and Jakelin Santos Reyes.

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

### **Special Recognitions:**

Ms. Leigh Anna Marbert, Public Information Officer, presented the following Points of Pride.

- **Class of 2021 Graduates on June 3:** On Thursday, June 3, approximately 300 students from the Asheboro High School Class of 2021 graduated. We wish to congratulate our students on a job well done! We look forward to all the things we know these students will accomplish in the future.
- **AHS Senior to Attend Harvard University:** For the first time since 2008, Asheboro High School has a graduating senior who will attend Harvard University in the fall. Her name is Katherine Esponda and she is anything but typical. Katherine has been dually enrolled at AHS and the North Carolina School of Science and Mathematics. She plans to pursue a degree in neuroscience and she hopes to practice medicine in the field of internal medicine. Katherine was also accepted to Columbia, Duke, and Yale Universities.



- **AHS Seniors Recognized for All A's Through High School Career:** We wish to congratulate all the students who received awards and recognitions at Asheboro High School's Senior Awards Night. The following AHS Seniors who earned all A's their entire high school career were recipients of the Superintendent's Award: Ingrid Vanessa Alvarez Salas, Scarly Michelle Benitez-Carbajal, Iris Jocelyn Borja-Penaloza, Katherine Michelle Esponda, Stephanie Michelle Haro, Tomas Nathan Hernandez, and Ferdinand Kelley.
- **Misty Hildreth Selected for National Pre-AP Faculty:** We wish to extend a special congratulations to Ms. Misty Hildreth, Lead AP Teacher at Asheboro High School. Ms. Hildreth was selected to be part of an elite group of only 250 educators nationwide who are endorsed by the College Board as part of the National Pre-AP Faculty. We are excited for Ms. Hildreth for earning this prestigious honor!
- **Recognizing ACS Retirees:** On Friday, June 4, we recognized those retiring this school year and those earning years of service awards at our annual Retirement and Service Awards Celebration. We had 24 retirees this year. We wish to thank them for their service and we wish them well as they embark on the next chapter of their lives. Congratulations to:

<b>AHS</b>	<b>BAL</b>	<b>CWM</b>	<b>DLL</b>	<b>ECDC</b>
Cleo Arellano	Linda Bumpas	Margie Graves	Paula Griffin	Shari Funkhouse
Melody Jackson	Margaret Waynick	Josephine Jones	Kathy Robbins	
Tim Murray		Ann Needham	Pepper Jo Staggs	
Glenn Powell		Martha Runyon		

<b>GBT</b>	<b>LPES</b>	<b>NAMS</b>	<b>SAMS</b>	<b>CO</b>
Dorothy Cooper	Tresia Gordon	Chester Gary	Lisa Cheek	Ed Keller
Andrea Patterson	Tony Howard	Lora Ritter		
Randy Woods	Julia Tucker			

#### **Public Comments:**

Ms. Robin Hatch addressed the Board regarding equity and equitable practices in our schools.

#### **Consent Agenda:**

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

- A. Approval of Minutes – May 13, 2021 Board of Education meeting
- B. Personnel Transactions:

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Shue	Angela	SAMS	Exceptional Children

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Bingham	Kalen "Mari"	LP	4th grade	6/4/2021
Cheek	Heather	LP	4th grade	6/4/2021
Lamb	Kerri	SAMS	English Language Arts	6/4/2021

Murray	Tim	AHS	Science	6/30/2021
Runyon	Martha	CWM	Exceptional Children	6/4/2021
Tufts	Elizabeth	SAMS	Exceptional Children	6/4/2021
Vamospercsi	Stephen	SAMS	Mathematics	6/4/2021
Young	Karen	CWM	Kindergarten	6/4/2021
Hoffmire	Jessica	LP	Kindergarten	6/1/2021
Horton	Ray	CO	Exceptional Children's Director	6/30/2021
Strickland	Terry	GBT	Custodian	7/31/2021
Weary	Amber	CO	CTE Remote Learning Specialist (part-time)	6/30/2021
Young	Karen	CWM	Kindergarten	RECEIVED

**\*III. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Hayes	Robin	CO	Substitute/\$85.00 per day	5/18/2021
King	Brianna	SAMS	Mathematics	8/9/2021
Mendoza	Sandra	BAL	2nd grade Dual Language	8/17/2021
Monroe	Andrea	AHS	English	8/17/2021
Bressler	Geri	AHS	Science	8/9/2021
Murphy	Arlena	DLL	Grade Level TBD	8/9/2021
Thompson	Miranda	LP	4th Grade	8/17/2021

**\*IV. TRANSFERS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Sula	Teresa	CO/AHS	EC Program Facilitator to EC Teacher	8/17/2021
Thompson	Miranda	LP	4th Grade	8/17/2021
Hammond	Margaret "Betsy"	SAMS	Assistant Principal to Instructional Facilitator	8/17/2021
Pack	Elizabeth	AHS to CO	Agriscience to Career Development Coordinator	8/1/2021

**\*V. ADMINISTRATIVE CONTRACTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Gee	Eric	AHS	Assistant Principal	8/1/2021 - 6/30/2023

**C.\* Policies Recommended for Approval:**

- Policy 3000 - Goals and Objectives of the Educational Program
- Policy 3102 - Online Instruction
- Policy 4202/5029/7272 - Service Animals in Schools
- Policy 4328 - Gang-Related Activity
- Policy 4333 - Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety
- Policy 4335 - Criminal Behavior
- Policy 4345 - Student Discipline Records
- Policy 4353 - Long-Term Suspension, 365-Day Suspension, Expulsion
- Policy 7335 - Employee Use of Social Media

- Policy 7503 - Remote Working
- D. \*ESSER II PRC 178 Fund Application for i-Ready Assessments
- E. \*ESSER III PRC 181 Noncompetitive Funds Request Amendment (Sole Source Waiver) – Curriculum Associates
- F. \*ESSER II PRC 171 Noncompetitive Procurement Proposal – 95% Group
- G. \*Budget Amendment F-04
- H. \*2021-2022 Interim Budget
- I. \*2021-2022 Pay Dates
- J. \*2021-2022 School Nutrition Bid Recommendation
- K. \*2021-2022 School Treasurers
- L. \*Summer Passport Program Pay Schedule
- M. \*School Nutrition Program Procurement Plan
- N. \*Resolution to Increase the Micro-Purchase Threshold
- O. \*Budget Amendment S-09
- P. \*Sodexo Contract Amendment 2021-2022

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

**Action Items:** None

**Information, Reports, and Recommendations:**

- A. Policies for 30-Day Review were presented by Dr. Drew Maerz, Director of Testing and Accountability.
  - 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 - Extracurricular 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
- B. \*2021-2024 Equity Plan was presented by Dr. Wendy Rich, Assistant Superintendent of Curriculum and Instruction, and Ms. Robin Harris, Director of Equity and Inclusion.
- C. \*An annual Equity Progress Report was presented by Dr. Aaron Woody, Superintendent.
- D. \*The Asheboro High School Cognia Report (accreditation review) was reviewed by Dr. Aaron Woody, Superintendent.
- E. Virtual Learning Report - Mr. Anthony Woodyard, Director of Innovation and Technology, provided an update on virtual learning for the upcoming 2021-22 school year.

F. A Phase III construction update was provided by Mr. Ed Keller, Maintenance Director.

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

**Superintendent's Report:** Dr. Aaron Woody, Superintendent, reported the following:

- Dr. Woody recognized Mr. Ed Keller, Maintenance Director, who will be retiring as of June 30, 2021.
- The budget request for the 2021-2022 school year has been presented to the Randolph County Commissioners. The budget adoption meeting will be held on June 21, 2021.
- On Thursday, June 3, 2021, 300 students graduated from Asheboro High School.
- Summer school begins Monday, June 14, 2021, at each school site. At this point, 900 students have been invited.

**Board Operation**

- A. Chairman Smith reviewed the calendar of upcoming events, noting the next board meeting is July 15, 2021.
- B. \*Chairman Smith shared the 2021-2022 schedule of Asheboro City Board of Education meetings.
- C. A special-called virtual meeting will be held on Tuesday, June 29, 2021, at 5:30 p.m. to address any essential end-of-year items.

**Adjournment:** There being no further business and upon motion by Mr. Agudelo and seconded by Dr. Knott, the Board unanimously approved to adjourn at 9:18 p.m.

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Chairman

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Secretary

**Asheboro City Schools  
Board of Education  
Special-Called Virtual Meeting  
June 29, 2021**

**Board of Education**

**Board Members attending virtually:**

Michael Smith, Chairman	Baxter Hammer, Vice Chair	Gus Agudelo
Linda Cranford	Gidget Kidd	Dr. Beth Knott
Ryan Patton	Gwen Williams	Scott Eggleston, Attorney

**Board Members absent:**

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

Dr. Aaron Woody	Sandra Spivey	Anthony Woodyard
Donna Gentry	Carla Freemyer	Leigh Anna Marbert
Dr. Wendy Rich	Christopher Scott	Lee Clark

**Opening**

Chairman Smith called the meeting to order at 5:30 p.m. and welcomed all in attendance, then followed with a moment of silence and The Pledge of Allegiance.

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

**Consent Agenda:**

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

**A. Personnel Transactions:**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Brooks	Vanessa	CO	Volunteer Coordinator (part-time)	6/30/2021
Phillips	John	AHS	Mathematics	8/1/2021
Purkerson	Donna	SAMS	English Language Arts	7/31/2021
Runnfeldt	Kristen	SAMS	Mathematics	8/1/2021

**\*II. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Allmon	Kady "Jade"	GBT	Third Grade	8/17/2021
Barker	Lauren	AHS	Agriscience	8/1/2021
Causey	Staci	ECDC	Pre-Kindergarten	8/9/2021
Fadonougbo	Vaneza	AHS	Science	8/9/2021

Greco	Karyn	SAMS	Exceptional Children	8/17/2021
Harward	Dena	ECDC	Pre-Kindergarten	8/9/2021
Kosel	Daniel	SAMS	CTE Business/Technology	8/9/2021
Latham	Mary "Faith"	DLL	Elementary (grade level)	8/9/2021
Sell	Brock	GBT	Exceptional Children	8/9/2021

### **III. TRANSFERS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Young	Karen	CWM to LP	Kindergarten	8/17/2021

- B. \*2021-2022 School Fees
- C. \*Budget Amendment F-05
- D. \*Budget Transfer Report (for information only)
- E. \*Non-Competitive Procurement – Houghton Mifflin
- F. \*Non-Competitive Procurement – Curriculum Associates
- G. \*HES Custodial Services Contract

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

#### **Action Items:**

- A. \*ESS Substitute Staff Placement Agreement – Ms. Sandra Spivey, Finance Officer, presented information regarding services offered by ESS Southeast, LLC to provide substitute teacher staffing and employment of instructional assistants and after-school program assistants. Upon motion by Ms. Kidd and seconded by Ms. Cranford, the Board unanimously approved to enter into a one-year contract with ESS Southeast, LLC.

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

#### **Adjournment:**

There being no further business and upon motion by Mr. Agudelo and seconded by Dr. Knott, the Board unanimously approved to adjourn at 6:00 p.m.

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Chairman

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Secretary

**Asheboro City Schools  
Personnel Transactions  
July 15, 2021**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Dixon	Ron	SAMS	Principal	8/27/2021
Herrin	Kirstin	SAMS	Science	8/2/2021
Wiley	Sharon	SAMS	English Lanaguage Learners	12/31/2021

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Brown	Creath	CWM	5th Grade	8/9/2021
Clark	Heather	DLL	1st Grade	8/17/2021

**C. TRANSFERS**

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

**D. ADMINISTRATIVE TRANSFERS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Brady	Julie	CWM to SAMS	Principal	TBD

**Asheboro City Schools  
Personnel Transactions - ADDENDUM  
July 15, 2021**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Bradshaw	Emily	CWM	Instructional Facilitator	8/6/2021
Rouse	Ra'Tosha	NAMS	Agri-Science	7/1/2021
Winsley	Nicole	AHS	English	7/29/2021

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
McClosky	Kristen	GBT/CWM	Academically Gifted	8/17/2021
Small	Karsyn	LP	5th Grade	8/9/2021
Smitherman	Kayla	CWM/LP	English Language Learners	8/9/2021
Strider	Clayton	AHS	Mathematics	8/9/2021

**C. TRANSFERS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Patton	Kelly	GBT/CWM to CWM	AIG Specialist to Instructional Facilitator	8/17/2021

**\*E. ADMINISTRATIVE CONTRACTS**

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



**ASHEBORO CITY SCHOOLS  
CERTIFIED APPOINTMENTS  
July 15, 2021**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Brown, Creath	Pfeiffer University B: Educational Studies	Elementary, K-6

Ms. Creath Brown is recommended to teach 5<sup>rd</sup> Grade at Charles W. McCrary Elementary School for the 2021-2022 school year. Ms. Brown comes to Asheboro City Schools from Randleman Middle School where she served as technology assistant. During the past year she worked with teachers and staff to improve their technology skills. Ms. Brown is looking forward to beginning her career as a classroom teacher with Asheboro City Schools. Welcome Ms. Brown!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Clark, Heather	University of NC - Greensboro B: Elementary Education	Elementary, K-6

Ms. Heather Clark is recommended to teach 1<sup>st</sup> Grade at Donna Lee Loflin Elementary School for the 2021-2022 school year. Ms. Clark has been teaching in Randolph County at Coleridge Elementary for that past thirteen years where she was named Teacher of the Year for the 2016-2017 school year. In the classroom, she uses multiple teaching techniques that foster positive behavior, student growth, and achievement. We are pleased to welcome Ms. Clark to Asheboro City Schools!

**ASHEBORO CITY SCHOOLS**  
**CERTIFIED APPOINTMENTS - ADDENDUM**  
**July 15, 2021**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
McClosky, Kristen	Baldwin-Wallace College B: Early Childhood Education Elon University M: Education; concentration in Gifted Education	K-6 Academically Gifted

Ms. Kristen McClosky is recommended as the Academically Gifted Specialist at Guy B. Teachey and Charles W. McCrary Elementary Schools for the 2021-2022 school year. Ms. McClosky began her teaching career in Asheboro City Schools (ACS) at Balfour Elementary where she taught for six years before transitioning to an Academically Gifted Specialist position. Ms. McClosky graduated from the ACS Teacher Leadership Academy and was named ACS Teacher of the Year for 2010-2011. For the past five years she has served as an Academically Gifted Specialist in Randolph County at New Market and Franklinville Elementary Schools. We are pleased to welcome home Ms. Kristen McClosky!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Small, Karsyn	Pfeiffer University B: Elementary Education	K – 6

Ms. Karsyn Small is recommended to teach 5<sup>th</sup> Grade at Lindley Park Elementary School for the 2021-2022 school year. Though she is a recent graduate of Pfeiffer University, she comes to Asheboro City Schools with a great deal of classroom experience. Ms. Small previously served as substitute teacher and instructional assistant for Randolph County Schools (RCSS). Currently she is teaching summer school in a combination class of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders for RCSS. In her spare time Ms. Small enjoys working with youth, volunteering with the Special Olympics' organization and her church. We are pleased to have Ms. Small begin her formal teaching career with ACS. Welcome Ms. Small!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Smitherman, Kayla	University of NC – Greensboro B: Kinesiology University of TN – Knoxville M: Science	ESL

Ms. Kayla Smitherman is recommended to teach English as a Second Language (ESL) at Charles W. McCrary and Lindley Park Elementary Schools. Ms. Smitherman comes to Asheboro City Schools from Galloway Ridge Intermediate School in Galloway OH, where most recently she worked as an Exercise Physiologist. During the 2017-2018 school year, she taught English as a Second Language to students ages 5 to 13 at the TNL School in South Korea and taught English to students in China online over the past year. Ms. Smitherman is excited to begin her formal teaching career in Asheboro City Schools. Welcome Ms. Smitherman!

**NAME**

Strider, Clayton

**COLLEGE/DEGREE**University of NC – Charlotte  
B: Bachelor of Arts**LICENSURE**

6-9 Mathematics

Mr. Clayton Strider is recommended to teach Mathematics at Asheboro High School for the 2021-2022 school year. Mr. Strider completed his student teaching at Mint Hill Middle School in Charlotte where he learned classroom management techniques, adapted teaching practices to meet students' varying needs, and encouraged students to explore diverse learning methods and opportunities. Mr. Strider is an innovative educator, skilled at using technology resources to prepare his students to achieve their goals. Mr. Strider is excited to begin his teaching career in Asheboro City Schools. We are pleased to welcome Mr. Strider!

**ASHEBORO CITY SCHOOLS  
ADMINISTRATOR APPOINTMENTS  
July 15, 2021 – ADDENDUM**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Burian, Christopher	West Liberty University (WV) B: Elementary Education Gardner Webb University M: Executive Leadership	Elementary (K-6) School Administrator

Mr. Christopher (Chris) Burian is recommended as the Principal at Charles W. McCrary Elementary School. Mr. Burian is a veteran educator who began with Asheboro City Schools in 2006 as a 2<sup>nd</sup> grade teacher at Balfour Elementary School. He spent three years at Lindley Park Elementary School, teaching 4<sup>th</sup> grade and earning school-level Teacher of the Year in 2011. The next four years, Mr. Burian taught 6<sup>th</sup> grade English Language Arts at North Asheboro Middle School (NAMS). In 2015 he was named Teacher of the Year for NAMS, followed by Asheboro City Schools Teacher of the Year that same year. Mr. Burian served the staff and students at NAMS as the Instructional Facilitator and Lead Mentor for three years before moving into administration. Since 2018 Mr. Burian has served as the Assistant Principal/Instructional Facilitator at Donna Lee Loflin Elementary School. Mr. Burian is a proven educational leader and is excited to lead the team at Charles W. McCrary!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Ross, Tracie	Western Carolina University B: Special Education M: School Administration	Exceptional Children School Administrator

Ms. Tracie Ross is recommended to serve Asheboro City Schools as the Director of Exceptional Children. Ms. Ross currently serves as a Director of Exceptional Children in Winston-Salem Forsyth County Schools. Prior to this she spent over 25 years in Randolph County School System (RCSS) where she taught Exceptional Children (EC) for fourteen years before transitioning to an EC Program Facilitator. Ms. Ross served in this role for seven years before moving into the role of EC Coordinator for RCSS, where she spent five years. Ms. Ross is a veteran educator well versed in the complexities of managing an effective Exceptional Children's program. She is described as a strong leader, collaborative, problem-solver, and passionate about serving students. We are pleased to welcome Ms. Ross to Asheboro City Schools!

# Policies For Approval

## **DISCRIMINATION AND HARASSMENT PROHIBITED BY FEDERAL LAW**

Policy Code: **1710/4020/7230**

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The board acknowledges the dignity and worth of all students and employees and strives to create a safe, orderly, caring, and inviting school environment to facilitate student learning and achievement. The board prohibits discrimination on the basis of race, sex, color, national origin, religion, disability, or age (40 or older), and will provide equal access to the Boy Scouts and other designated youth groups as required by law.

The board will not tolerate any form of unlawful discrimination or harassment in any of its education activities or programs. All forms of prohibited discrimination and harassment are subject to this policy except the following, for which the board has established more specific policies.

- Discrimination and harassment on the basis of sex is addressed in policy 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex.
- Discrimination and harassment in employment is addressed in policy 7232, Discrimination and Harassment in the Workplace.

In addition, the process set out in this policy for bringing complaints does not apply to the following.

- Complaints of sexual harassment will be brought in accordance with the processes established in policies 1725/4035/7236, Title IX Sexual Harassment – Prohibited Conduct and Reporting Process, and 1726/4036/7237, Title IX Sexual Harassment Grievance Process.
- Employee allegations of discrimination or harassment will be addressed using the process established in policy 7232, Discrimination and Harassment in the Workplace.
- Allegations regarding or related to the identification, evaluation, educational placement, or free appropriate public education of a student under Section 504 or the IDEA may be raised through the system of procedural safeguards established under policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities, (for Section 504 complaints) or in accordance with the procedures described in *Parents Rights & Responsibilities in Special Education*, published by the NC Department of Public Instruction (for IDEA complaints).

The board takes seriously all reports of unlawful discrimination and harassment and directs school officials to take prompt action to investigate and remedy violations of this policy. The

superintendent is responsible for providing effective notice of this policy to students, parents, and employees.

The board encourages students, visitors, and other non-employee individuals who believe that they may have been discriminated against or harassed in violation of this policy, (including on the basis of disability, as specified in policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities), to report such conduct as soon as possible through the process provided in Section B of this policy. Employees who believe that they may have been discriminated against or harassed should report through the process provided in policy 7232, Discrimination and Harassment in the Workplace. Individuals who have witnessed or who have reliable information that another person has been subject to unlawful discrimination or harassment may report the conduct to an individual designated in Section B of this policy.

Any report made through the process established in this policy may be made anonymously, except mandatory employee reports.

**A. PROHIBITED BEHAVIOR**

Students, school system employees, volunteers, and visitors are expected to behave in a civil and respectful manner. The board expressly prohibits unlawful discrimination and harassment as defined below by students, employees, board members, volunteers, or 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.

**1. Discrimination**

Discrimination is any act or failure to act, whether intentional or unintentional, by an employee or agent of the school system that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a legally-protected class so as to interfere with or limit their ability to participate in or benefit from the services, activities, or privileges offered by the school system’s education program. For purposes of this policy, the legally protected classes are race, color, national origin, religion, and disability.

**2. Harassment**

Prohibited harassment is deliberate unwelcome conduct directed at another person or group of persons based on their membership in a legally protected class that creates a hostile environment. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a person’s ability to participate in or benefit from the services, activities, or opportunities offered by

the school system.

Examples of behavior that may constitute harassment include, but are not limited to, acts of disrespect, intimidation, or threats, such as verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, exclusion from peer groups, extortion of money or possessions, implied or stated threats, assault, impeding or blocking movement, offensive touching, or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Harassment may occur through electronic means, such as through the Internet, email, or text message. Legitimate age-appropriate pedagogical techniques are not considered harassment.

3. Application of the Policy

This policy applies to 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 individual is subject to the authority of school personnel; or (6) at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools.

This policy will not be construed to allow school officials to punish student expression or speech based on undifferentiated fear or apprehension of a disturbance or out of a desire to avoid the discomfort and unpleasantness that may accompany an unpopular viewpoint.

**B. REPORTING DISCRIMINATION OR HARASSMENT**

1. Any person who believes that he or she has been discriminated against or harassed in violation of this policy by any student, employee, or other person under the supervision and control of the school system, or any third person who knows or suspects conduct that may constitute discrimination or harassment should inform a school official designated in Section C below. Reports also may be made anonymously through the anonymous tip line.

2. Mandatory Reporting by School Employees

Any employee who witnessed or who has reliable information or reason to believe that a student or other individual may have been discriminated against or harassed in violation of this policy must report the offense immediately to an appropriate individual designated in Section C below. Any doubt about whether particular conduct is possible discrimination or harassment under this policy or any other policy of the board must be resolved in favor of reporting the conduct.



Employees who observe an incident of harassment are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator and it is safe to do so. If an employee knows of an incident involving discrimination or harassment and the employee fails to report the conduct or take proper action or knowingly provides false information in regard to the incident, the employee will be subject to disciplinary action up to, and including, dismissal.

3. Preliminary Inquiry

School officials may make a preliminary inquiry when a report is received to understand what occurred and to determine whether further action under this policy or otherwise is necessary.

**C. COMPLAINTS OF DISCRIMINATION AND HARASSMENT**

1. A student, visitor, or other non-employee individual who believes he or she is the victim of unlawful discrimination or harassment in violation of this policy, or any person who has witnessed or who has reliable information that another person has been subject to unlawful discrimination or harassment under this policy, may make a formal written complaint to any of the following persons:

- a. the principal or assistant principal of the school at which either the alleged victim or alleged perpetrator attends or is employed;
- b. the Section 504 coordinator or the ADA coordinator for claims of discrimination on the basis of a disability; or
- c. for claims of other forms of prohibited discrimination, the applicable civil rights coordinator as established in Section I of this policy.

If a written complaint alleges that the perpetrator is an employee, the school official receiving the complaint shall notify the senior human resources official without delay.

2. A written complaint alleging that a student has been discriminated against or harassed will be addressed in accordance with this policy.

A written complaint alleging that an employee has been discriminated against or harassed will be addressed in accordance with policy 7232, Discrimination and Harassment in the Workplace.

A written complaint alleging that person who is not a student or employee has been discriminated against or harassed will be addressed in accordance with the

general process for resolving complaints provided in policy 1742/5060, Responding to Complaints, not this policy.

3. Time Period for Making a Complaint

Alleged discrimination or harassment should be reported as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the 30-day period may be investigated; however, individuals should recognize that delays in reporting may significantly impair the ability of school officials to investigate and respond to such complaints.

**D. SCHOOL OFFICIALS' RESPONSE TO REPORTS AND COMPLAINTS OF DISCRIMINATION OR HARASSMENT**

1. Investigation

School officials shall investigate all formal written complaints received. Reports of discrimination or harassment that are not followed by a formal written complaint may be investigated at the discretion of school officials and may be investigated even if the alleged victim does not seek action by school officials.

- a. The principal or designee or site supervisor will be the investigator when the alleged perpetrator is a student or third party. The senior human resources official or designee will be the investigator when the alleged perpetrator is an employee. The superintendent may determine that individual circumstances warrant the assignment of a different investigator.

Notwithstanding the above designations, (1) if the alleged perpetrator is the senior human resources official, the superintendent will be the investigator, and (2) if the alleged perpetrator is the superintendent or a member of the board, the board chair shall direct the board attorney to investigate, unless the board chair determines that outside counsel should be engaged to investigate.

- b. As applicable, the investigator shall immediately notify the Section 504, ADA, or other relevant coordinator of the complaint, and, as appropriate, may request assistance from the coordinator in conducting the investigation.
- c. If the investigator, after interviewing the complaining party and/or the alleged victim and consulting with the board attorney, determines that the allegations submitted, even if factual, do not constitute discrimination or harassment as defined in this policy or policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities, school officials shall address

the matter outside the scope of this policy. Information regarding the investigator's determination and the process for addressing the complaint will be provided to the complaining party.

- d. Any investigation conducted must be impartial, prompt, and thorough. The investigator shall investigate the facts and circumstances related to the allegation(s) of discrimination or harassment and give the alleged perpetrator an opportunity to respond to the allegations.

The investigator shall consider all the evidence collected, the context in which the alleged incidents occurred, the age and maturity of the parties, and any other relevant circumstances, and in consultation with the board attorney as appropriate, shall determine whether the alleged act(s) constitutes a violation of this policy, policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities, and/or any other board policy or expected standard of student or employee behavior.

- e. The complaint and investigation will be kept confidential to the extent possible and consistent with law. Information may be shared only with individuals who need the information in order to investigate and address the complaint appropriately and those with a legal right to access the information.

## 2. Investigator's Findings

- a. If the investigator finds that discrimination occurred, the investigator shall take or recommend steps to address the discrimination.
- b. If the investigator finds that harassment occurred and created a hostile environment, the investigator shall assign or recommend appropriate disciplinary consequences for the perpetrator and/or take or recommend other reasonable measures to eliminate the hostile environment and prevent its recurrence.
- c. If the investigator finds that the conduct did not violate this policy but violated policy 4329/7311, Bullying and Harassing Behavior Prohibited, or another board policy or expected standard of conduct, the investigator shall assign or recommend discipline or other action appropriate to the violation.
- d. The investigator shall make a record of the evidence and findings of the investigation and the assigned or recommended discipline and/or other remedial action and provide a copy to the appropriate civil rights coordinator. If the investigator recommends a disciplinary consequence

or remedial action that is beyond his or her authority, the investigator shall provide a copy of the record to the superintendent for further action.

- e. The investigator shall inform the alleged victim and alleged perpetrator of the outcome of the investigation.

3. Steps to Reasonably End Discrimination or Harassment

- a. The superintendent is responsible for taking or causing appropriate action to be taken in response to discrimination and harassment in violation of this policy. Appropriate action must include:
  - i. reasonable, timely, age-appropriate corrective action intended to end the discrimination or harassment and prevent it from recurring;
  - ii. as needed, reasonable steps to address the effects of the discrimination or harassment on the victim; and
  - iii. as needed, reasonable steps to protect the victim from retaliation as a result of the complaint.
- b. Appropriate steps to end discrimination and harassment may include, but are not limited to, separating the parties, providing counseling for the parties, and/or taking disciplinary action against a perpetrator determined to have violated this policy. The superintendent may take non-punitive measures to end or prevent instances of discrimination or harassment regardless of whether any individual has been found responsible for the discrimination or harassment. The superintendent also may implement or direct the implementation of classroom-wide, school-wide, or school system-wide responses such as additional staff training, harassment prevention programs, and other measures reasonably calculated to end the behavior, eliminate a hostile environment and its effects if one has been created, and prevent recurrence of the behavior.
- c. The applicable civil rights coordinator shall encourage victims of discrimination and harassment to report any subsequent problems and may conduct follow-up inquiries as warranted to determine if there have been any new incidents of discrimination or harassment or any instances of retaliation.

**E. APPEALS**

- 1. If the alleged victim is dissatisfied with the outcome of the investigation, he or she

may appeal the decision to the superintendent (unless the alleged perpetrator is the superintendent, in which case the alleged victim may appeal directly to the board in accordance with the next paragraph). The appeal must be submitted in writing within three school business days of receiving the notice of the outcome of the investigation. The superintendent may review the documents, conduct any further investigation necessary, or take any other steps the superintendent determines to be appropriate in order to respond to the complaint. The superintendent shall provide a written response within 10 days after receiving the appeal, unless further investigation is needed.

2. Student victims may appeal the superintendent's decision to the board in accordance with subsection E.5.a of policy 1740/4010, Student and Parent Grievance Procedure. Employees may appeal the superintendent's decision to the board in accordance with subsection E.4.a of policy 1750/7220, Grievance Procedure for Employees.
3. Any student or employee subject to discipline for violating this policy will be accorded all rights provided by law.

**F. RETALIATION PROHIBITED**

The board prohibits retaliation against any person for making a report or complaint of a violation of this policy, supporting someone for reporting or intending to report a violation of this policy, or participating in the investigation of a reported violation of this policy. No reprisals will be taken by the board against a complaining party or other individual who makes a good faith report of discrimination or harassment. Any person who is found to have engaged in retaliation will be subject to discipline, up to and including dismissal. Acts of retaliation may also be subject to policy 1760/7280, Prohibition Against Retaliation.

**G. TRAINING AND PROGRAMS**

The board directs the superintendent to establish training and other programs that are designed to prevent discrimination and harassment and to foster an environment of understanding and respect for all members of the school community. Information about the prohibited conduct and complaint procedure in this policy and those in policies 1725/4035/7236, Title IX Sexual Harassment – Prohibited Conduct and Reporting Process, and 1726/4036/7237, Title IX Sexual Harassment Grievance Process, must be included in the training plan.

As funds are available, the board will provide students, employees, and volunteers who have significant contact with students with additional training regarding the board's efforts to address discrimination and harassment and will create programs to address these issues. The training or programs should (1) provide examples of behavior that

constitutes discrimination or harassment; (2) teach employees to identify groups that may be the target of discrimination or harassment; and (3) train school employees to be alert to locations where such behavior may occur, including locations within school buildings, at school bus stops, on cell phones, and on the Internet.

#### **H. RECORDS**

The superintendent or designee shall maintain confidential records of complaints or reports of discrimination or harassment. 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 training conducted and corrective action(s) or other steps taken by the school system to provide an environment free of discrimination and harassment.

#### **I. CONTACTS FOR INQUIRIES**

The superintendent has appointed individuals to coordinate the school system's efforts to comply with and carry out its responsibilities under federal nondiscrimination laws, including investigating any complaints communicated to school officials alleging noncompliance with those laws. Inquiries about the application of the nondiscrimination laws addressed in this policy may be referred to the designated civil rights coordinator and/or the Assistant Secretary for Civil Rights in the Office for Civil Rights at the U.S. Department of Education.

The contact information for the designated civil rights coordinators is as follows.

1. Title IX Coordinator  
Director for Support Services  
1126 S. Park Street, Asheboro, NC 27203  
(336) 625-5104
2. Section 504 Coordinator  
Director of Exceptional Child Services  
1126 S. Park Street, Asheboro, NC 27203  
(336) 625-5104
3. ADA Coordinator  
Director of Exceptional Child Services  
1126 S. Park Street, Asheboro, NC 27203  
(336) 625-5104
4. Age Discrimination Coordinator  
Executive Director for Human Resources  
1126 S. Park Street, Asheboro, NC 27203

(336) 625-5104

5. Coordinator for Other Non-discrimination Laws  
Executive Director for Human Resources  
1126 S. Park Street, Asheboro, NC 27203  
(336) 625-5104

The contact information for the U.S. Department of Education Office for Civil Rights with jurisdiction over North Carolina is as follows.

4000 Maryland Ave, SW  
Washington, DC 20202-1475  
Telephone: 202-453-6020 TDD: 800-877-8339  
FAX: 202-453-6021 Email: [OCR.DC@ed.gov](mailto:OCR.DC@ed.gov)

Legal References: Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 *et seq.*, 34 C.F.R. pt. 110; Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. pt. 108; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d *et seq.*, 34 C.F.R. pt. 100; *Racial Incidents and Harassment Against Students at Educational Institutions; Investigative Guidance*, U.S. Department of Education, Office for Civil Rights (1994), available at <https://www2.ed.gov/about/offices/list/ocr/docs/race394.html>; *Notice of Non-Discrimination*, U.S. Department of Education, Office for Civil Rights (2010); *Dear Colleague Letter* (Harassment and Bullying), U.S. Department of Education, Office for Civil Rights (2010), available at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf>; G.S. 115C-407.15 through -407.18; 126-16; 16 N.C.A.C. 6E .0107; *Parent Rights & Responsibilities in Special Education*, (N.C. Dept. of Public Instruction, Exceptional Children Division), available at <https://ec.ncpublicschools.gov/parent-resources/parents-rights-handbook>

Cross References: Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Title IX Sexual Harassment – Prohibited Conduct and Reporting Process (policy 1725/4035/7236), Title IX Sexual Harassment Grievance Process (policy 1726/4036/7237), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Student and Parent Grievance Procedure (policy 1740/4010), Responding to Complaints (policy 1742/5060), Grievance Procedure for Employees (policy 1750/7220), Prohibition Against Retaliation (policy 1760/7280), Hearings Before the Board (policy 2500), Staff-Student Relations (policy 4040/7310), School Plan for Management of Student Behavior (policy 4302), Bullying and Harassing Behavior Prohibited (policy 4329/7311), Visitors to the Schools (policy 5020), Community Use of Facilities (policy 5030), Discrimination and Harassment in the Workplace (policy 7232)

Adopted:

**A. BOARD MEMBER USE OF SCHOOL SYSTEM TECHNOLOGICAL RESOURCES**

The board provides its members with access to certain school system technology devices and accounts for use in conducting school system business. Board members have a responsibility to use such devices and accounts in a manner that is ethical, respectful, and supportive of the board's duty to provide students with the opportunity to receive a sound, basic education. Like all users of school system technological resources, board members are expected to abide by the generally accepted rules of network etiquette.

**1. Responsible Use of School System Technological Resources**

Whenever a board member uses school system computers or other technology devices or accounts or accesses the school network or the Internet using school system resources, the board member must comply with the rules for use listed in Section B of policy 3225/4312/7320, Technology Responsible Use. These rules are intended to clarify expectations for conduct but should not be construed as all-inclusive.

**2. Privacy Expectations when Using School System Technological Resources**

Board members should have no expectation of privacy in anything they create, store, send, delete, receive, or display when using the school system's network, devices, Internet access, email system, or other technological resources owned or issued by the school system, whether the resources are used on school system property or elsewhere, and even if the use is for personal purposes. Files or communications created, transmitted, or displayed using school system technological resources or stored on servers or on the storage mediums of individual devices will not necessarily be private. School system personnel may, without notice, (1) monitor, track, and/or log network access, communications, and use; (2) monitor and allocate fileserver space; and (3) access, review, copy, store, delete, or disclose the content of all user files, regardless of medium, the content of electronic mailboxes, and system outputs, such as printouts, for any lawful purpose. Such purposes may include, but are not limited to, maintaining system integrity, security, or functionality, ensuring compliance with board policy and applicable laws and regulations, protecting the school system from liability, and complying with public records requests. School system personnel may monitor online activities when the Internet is accessed via a school system-owned device. By using the school system's network, Internet access, email system, devices, or other technological resources, board members consent to have that use monitored by authorized school system personnel as described in this section.



**B. BOARD MEMBER USE OF PERSONAL TECHNOLOGICAL RESOURCES FOR SCHOOL SYSTEM BUSINESS**

As much as is practicable, board members should use school system technology devices and accounts for conducting school system business and storing school system electronically stored information (“ESI”). Though use of personal technology devices and accounts may be convenient for conducting school system business, such use is discouraged when school system resources are reasonably available.

**1. Definition of Personal Technology Devices and Accounts**

For purposes of this policy, “personal technology devices and accounts” means technology devices or accounts that are not under the control of the school system and which the school system does not have the ability to access without the board member’s assistance. Personal technology devices include, but are not limited to, computers, phones, tablets, and other technological devices that are owned or leased by a board member. Personal accounts include, but are not limited to, personal email accounts and online file storage services (e.g., file hosting services, cloud storage services, social media sites, and online file storage providers that host user files via the Internet). Board member use of personal social media sites is also subject to Section C of this policy.

**2. School System ESI on Personal Technology Devices and Accounts**

School system business-related ESI sent and/or received by a board member using a personal technology device or account may constitute a public record or student education record and, as a result, may require retention and disclosure by the school system. In the event of litigation, school system business-related ESI located on a personal technology device or account may be subject to discovery and a litigation hold. Board members are cautioned that using personal technology devices or accounts to conduct school system business or to store school system business-related ESI will significantly reduce their expectation of privacy in those devices or accounts. Board members should avoid the use of personal technology when conducting school system business to prevent a conflict between board members’ interests in privacy in their personal technology devices and accounts and the school system’s legal obligation to preserve certain school system business-related ESI.

Board members are expected to immediately transfer any school system business-related ESI sent and/or received by the board member using a personal technology device or account to a school system account for proper retention and storage. Board members shall cooperate with school officials in accessing any school system business-related ESI stored on personal technology devices or accounts.

**C. BOARD MEMBER USE OF PERSONAL SOCIAL MEDIA**

The board recognizes that board members may engage in the use of personal social media to communicate with friends, family, and/or the community. Board members are expected to exercise good judgment in their online interactions, remaining mindful of their ethical obligations as described in policy 2120, Code of Ethics for School Board Members.

**1. Definition of Personal Social Media**

For purposes of this policy, “personal social media” means any social media networks, tools, or activities that are not under the control of the school system. Social media refers to the various online technology tools that enable people to communicate easily over the Internet to share information and resources. It includes, but is not limited to: personal websites, blogs, wikis, social networking sites, online forums, virtual worlds, video-sharing websites, and any other Internet-based applications which allow the exchange of user-generated content.

**2. Guidelines for All Types of Personal Social Media Use**

Content posted online may be viewed by anyone, including students, parents, employees, and community members. As public officials, board members should be aware that their online behavior serves as an example to employees and students even when they are not engaging directly in school system-related business. The following standards should guide board members’ online conduct.

- a. Board members should be professional in all Internet postings related to or referencing the school system, students or their parents, and other employees.
- b. Board members may not post confidential information about students, employees, or school system business.
- c. Board members should not post identifiable images of a student or student’s family on a personal social media site without permission from the student and the student’s parent or legal guardian.
- d. Board members may not use postings to libel or defame the board, individual board members, students, or school system employees.
- e. Board members should not use personal social media to harass, bully, or intimidate students, employees, or other board members.
- f. Board members may not use personal social media to engage in any other

conduct that violates board policy or administrative procedures or state and federal laws.

3. Guidelines for Personal Social Media Use That Is School System-Related

The school system controls and maintains the school system's official website, as well as the school system's official Facebook and Twitter accounts. The school system website and social media accounts present information from the local school administrative unit and are not forums for expressing views of individual board members, employees, or members of the public.

Individual board members, acting in their capacity as public officials, may choose to establish personal social media accounts to facilitate their own communications with the community. The following standards are provided to guide board members' personal social media use for school system-related purposes.

- a. When presenting information on personal social media, board members should clearly indicate that the information posted reflects the views of the individual board member and is neither endorsed by the board nor necessarily reflective of the views of the board or of an official board policy.
- b. A personal social media platform that allows comments from the community may elicit complaints or inquiries from parents or interested citizens concerning school matters. In such cases, the board member should refer the complainant to the appropriate school system administrator in accordance with policy 2122, Role of Board Members in Handling Complaints.
- c. Board members should be aware that when they use a personal social media account in their capacity as a public official and allow community members to post comments publicly on the account, they may be creating a "public forum" for speech protected by the First Amendment. If a "public forum" is created, the board member must be careful not to engage in viewpoint discrimination by, for example, deleting a community member's comment because the board member does not like the view expressed in the comment or blocking only certain individuals from being able to post based on their views. Board members are encouraged to consult with an attorney to create viewpoint-neutral rules to govern their school system business-related personal social media accounts.

Legal References: U.S. Const. amend IV; Stored Communications Act, 18 U.S.C. 2701, *et seq.*; Computer Fraud and Abuse Act, 18 U.S.C. 1030; G.S. 14-454, -458; *Davidson v. Randall*, 912 F.3d 666 (4th Cir. 2019)

Cross References: Code of Ethics for School Board Members (policy 2120), Role of Board Members in Handling Complaints (policy 2122), Technology Responsible Use (policy 3225/4312/7320), Use of Personal Technology to Conduct School Business (policy 3228/7323), Student Records (policy 4700), Public Records – Retention, Release, and Disposition (policy 5070/7350), Electronically Stored Information Retention (policy 5071/7351)

Adopted:

The board recognizes and supports the limitations on unauthorized duplication and use of copyrighted materials. The board does not condone any infringement on the property rights of copyright owners.

Employees, students and visitors are prohibited from the use or duplication of any copyright materials not allowed by copyright law, fair use guidelines sanctioned by Congress, licenses or contractual agreements. Willful or serious violations also are considered to be in violation of expected standards of behavior for employees and students and may result in disciplinary action in accordance with board policy.

**A. FAIR USE**

1. Unless allowed as "fair use" under federal law, permission must be acquired from the copyright owner prior to copying copyrighted material. Fair use is based on the following standards:
  - a. the purpose and character of the use;
  - b. the nature of the copyrighted work;
  - c. the amount of and the substantiality of the portion used in relation to the copyrighted work as a whole; and
  - d. the effect of the use upon the potential market for, or value of, the copyrighted work.
2. The superintendent or designee shall provide information and training to personnel and students, as appropriate, on the fair use of copyrighted materials, including in the following circumstances:
  - a. single and multiple copying for instructional purposes;
  - b. copying for performances and displays;
  - c. off-air recording of copyrighted programs;
  - d. use of "for home use only" videotapes or DVDs;
  - e. computer software;

- f. copyrighted materials on the Internet and on-line databases;
- g. reproduction and loan of copyrighted materials by school media centers;  
and
- h. preparation of educational multimedia projects using portions of  
copyrighted works.

**B. BUDGET**

The budget recommended by the superintendent to the board must include sufficient funds for purchasing copyrighted materials as a necessary budget expense.

Legal References: 17 U.S.C. 101, 102, 106, 107, 108, 110, 117

Cross References: Technology in the Educational Program (policy 3220), Technology Responsible Use (policy 3225/4312/7320), Web Page Development (policy 3227/7322), Integrity and Civility (policy 4310), Network Security (policy 6524), Staff Responsibilities (policy 7300), Budget Planning and Adoption (policy 8100)

Adopted: January 9, 2014

Revised: January 11, 2018

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

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

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

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

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

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

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

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

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



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

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

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

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

\*\*\* Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://sites.google.com/dpi.nc.gov/k-12-mathematics/resources/hs-mathematics/math-options-charts?authuser=0>.

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

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

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

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

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

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

\*\*\* Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://sites.google.com/dpi.nc.gov/k-12-mathematics/resources/hs-mathematics/math-options-charts?authuser=0>.

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

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

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

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

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

Courses Required	State Requirements	Local Requirements
English	4 sequential (English I, II, III, and IV)	
Mathematics	4 (NC Math 1, 2, and 3 and a fourth math course aligned with the student's post-high school plans.)* (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 and two other application-based math courses or selected CTE courses, as identified on the NC DPI math options chart.)***	
Science	3 (a physical science course, Biology, and earth/environmental science)	
Social Studies	4 (including: Founding Principles of the United States of America and North Carolina: Civic Literacy;† Economics and Personal Finance;‡ American History; and World History)	
Health/P.E.	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education, or any other subject area or crossdisciplinary course. A four-course concentration is recommended.)‡	6
Other Requirements	<ul style="list-style-type: none"> <li>• Completion of IEP objectives</li> <li>• Career Portfolio</li> </ul>	
<b>Total Credits</b>	<b>22</b>	<b>28</b>

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

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

\*\*\* Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://sites.google.com/dpi.nc.gov/k-12-mathematics/resources/hs-mathematics/math-options-charts?authuser=0>.

† This course must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses. See SBE Policy GRAD-004. ‡ This course must, at a minimum, include the standards established by the second edition of the Voluntary National Content Standards in Economics and the 2013 National Standards for Financial Literacy, as developed by the Council for Economic Education.

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

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

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III, and IV)	
Mathematics	3 (including Introduction to Math, NC Math I, and Financial Management)	
Science	2 (including Applied Science and Biology)	
Social Studies	2 (including American History I and American History II* OR (1) American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy; and (2) American History I or American History II or American History)**	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Occupational Preparation	6 (including (1) Occupational Preparation I or Employment Preparation I: Science; (2) Occupational Preparation II or Employment Preparation II: Citizenship IA and Employment Preparation II: Citizenship IB; (3) Occupational Preparation III or Employment Preparation III: Citizenship IIA and Employment Preparation III: Citizenship IIB; and (4) Occupational Preparation IV or Employment Preparation IV: Math)	
Work Hours***	600	
Electives	0	6
Other Requirements	<ul style="list-style-type: none"> <li>• Completion of IEP objectives</li> <li>• Career Portfolio</li> </ul>	
<b>Total Credits</b>	<b>22</b>	<b>28</b>

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

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

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

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

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III, and IV)	
Mathematics	3 (including Introduction to Math, NC Math I, and Financial Management)	
Science	2 (including Applied Science and Biology)	
Social Studies	2 (including (1) a founding principles course which shall be either American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy and (2) Economics and Personal Finance)	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Occupational Preparation	6 (including (1) Occupational Preparation I or Employment Preparation I: Science; (2) Occupational Preparation II or Employment Preparation II: Citizenship IA and Employment Preparation II: Citizenship IB; (3) Occupational Preparation III or Employment Preparation III: Citizenship IIA and Employment Preparation III: Citizenship IIB; and (4) Occupational Preparation IV or Employment Preparation IV: Math)	
Electives	0	6
Other Requirements	<ul style="list-style-type: none"> <li>• Completion of IEP objectives</li> <li>• Career Portfolio</li> </ul>	
<b>Total Credits</b>	<b>22</b>	<b>28</b>

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

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

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III, and IV)	
Mathematics	4 (including Introduction to Math, NC Math I, and Financial Management and Employment Preparation IV: Math (to include 150 work hours))	
Science	3 (including Applied Science, Biology, and Employment Preparation I: Science (to include 150 work hours))	
Social Studies	4 (including Founding Principles of the United States of America and North Carolina: Civic Literacy, Economics and Personal Finance, Employment Preparation II: Citizenship IA (to include 75 work hours), and Employment Preparation II: Citizenship IB (to include 75 work hours))	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Additional Employment Preparation*	2 (including Employment Preparation III: Citizenship IIA (to include 75 work hours) and Employment Preparation III: Citizenship IIB (to include 75 work hours))	
Electives	0	6
Other Requirements	<ul style="list-style-type: none"> <li>• Completion of IEP objectives</li> <li>• Career Portfolio</li> </ul>	
<b>Total Credits</b>	<b>22</b>	<b>28</b>

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

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

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

## C. SPECIAL CIRCUMSTANCES

The board adopts the following policies with regard to graduation.

1. Honor Graduates

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

2. Students with Disabilities

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

3. Children of Military Families

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

a. Waiver Requirements

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

b. Testing Requirements for Graduation

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

c. Transfers During Senior Year

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

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#### 4. Early Graduation

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

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

#### 5. Graduation Certificates

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

#### 6. Diploma Endorsements

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

Legal References: G.S. 115C-12(40), -47, -81.25(c)(10)(c), -81.45(d), -81.65, -174.11, -276, -288, -407.5; 16 N.C.A.C. 6D.0309; State Board of Education Policies CCRE-001, GRAD-004, GRAD-007, GRAD-008, GRAD-010, TEST-003

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

Adopted: January 9, 2014

Revised: August 14, 2014, May 12, 2016, March 9, 2017, March 8, 2018, July 9, 2020, January 14, 2021



## **EXTRACURRICULAR ACTIVITIES AND STUDENT ORGANIZATIONS**

*Policy Code:*

**3620**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**C. SPECIAL CIRCUMSTANCES****1. Students with Disabilities**

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

**2. Military Children**

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

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

**D. APPEALS PROCESS**

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

Legal References: Americans with Disabilities Act, 42 U.S.C. 12132, 28 C.F.R. pt. 35; Equal Access Act, 20 U.S.C. 4071-4074; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; G.S. 115C art. 9, 115C-47(4), -390.2, -407.5; 16 N.C.A.C. 6E .0204; State Board of Education Policy ATHL-001; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000 N.C. High School Athletic Association Handbook, available at <https://www.nchsaa.org/students-and-parents/rules-and-regulations> ; Middle/Junior High School Athletic Manual (NCDPI), available at <https://sites.google.com/dpi.nc.gov/nchealthyschools/athletics>

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

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

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

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

Parents or legal guardians have the responsibility for ensuring that students attend and remain at school daily. School administrators shall communicate attendance expectations to parents and guardians and work with students and their families to overcome barriers to attendance.

**A. ATTENDANCE RECORDS**

School officials will keep an accurate record of attendance, including accurate attendance records in each class. Students will be considered in attendance if present at least half of the instructional day on-site in the school or at a place other than the school attending an authorized school-related activity.

To be in attendance during remote instruction days, students must:

- (1) complete their daily assignments, either online or offline; and/or
- (2) have a daily check-in through two-way communication with
  - (a) the homeroom teacher for grades K-5; or
  - (b) each course teacher, as scheduled, for all other grade levels.

**B. LATE ARRIVALS AND EARLY DEPARTURES**

Students are expected to be at school on time and to remain at school until dismissed. During the school day, students are expected to be present at the scheduled starting time for each class and to remain until the class ends.

When a student must be late to school or leave school early, a written excuse signed by a parent or guardian should be presented upon the student's arrival at school. Tardies or early departures may be excused for any of the reasons listed below in Section C.

Any disciplinary consequences for unexcused tardiness or unexcused early departures from school or class will be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for such offenses. Consequences may not exceed a short-term suspension of two days.

**C. EXCUSED ABSENCES**

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

1. personal illness or injury that makes the student physically unable to attend school;
2. isolation ordered by the local health officer or by the State Board of Health;
3. death in the immediate family;
4. medical or dental appointment;
5. attendance at the proceedings of a court or administrative tribunal if the student is party to the action or under subpoena as a witness;
6. observance of an event required or suggested by the religion of the students or the student's parent(s);
7. participation in a valid educational opportunity, such as travel or service as a legislative or Governor's page, with prior approval from the principal;
8. pregnancy and related conditions or parenting, when medically necessary;
9. a minimum of two days each academic year for visitation with the student's parent or legal guardian if the student is not identified as at risk of academic failure because of unexcused absences and the student's parent or legal guardian (a) is an active duty member of the uniformed services as defined by policy 4050, Children of Military Families, and (b) has been called to duty for, is

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on leave from, or has immediately returned from deployment to a combat zone or combat support posting.

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

#### **D. SCHOOL-RELATED ACTIVITIES**

While recognizing the importance of classroom learning, the board also acknowledges that out-of-classroom, school-related activities can provide students with valuable experiences not available in the classroom setting. The following school-related activities will not be counted as absences from either class or school:

1. field trips sponsored by the school;
2. job shadows and other work-based learning opportunities, as described in G.S.115C-47(34a);
3. school-initiated and scheduled activities;
4. athletic events requiring early dismissal from school;
5. Career and Technical Education student organization activities approved in advance by the principal.

In addition, students participating in disciplinary techniques categorized as in-school suspensions will not be counted as absent.

#### **E. MAKEUP WORK**

In the case of excused absences, short-term out-of-school suspensions, and absences under G.S. 130A-440 (for failure to submit a school health assessment form within 30 days of entering school), the student will be permitted to make up his or her missed work. (See also policies 4110, Immunization and Health Requirements for School Admission, and 4351, Short-Term Suspension.) Assignments missed due to participation in school-related

activities also are eligible for makeup by the student. The teacher shall determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

**F. UNEXCUSED ABSENCES**

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

Any school disciplinary consequences for unexcused absences will be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for such offenses. Consequences may not exceed a short-term suspension of two days.

**G. CHRONIC ABSENTEEISM**

Because class attendance and participation are critical elements of the educational process, any absences, whether excused or unexcused, can have a negative impact on a student's academic achievement. Regular attendance must be prioritized within each school and encouraged throughout the community. School administrators shall monitor and analyze attendance data to develop and implement strategies for reducing chronic absenteeism. Such strategies should involve engaging students and parents, recognizing good and improved attendance, providing early outreach to families of students missing school, and identifying and addressing barriers to attendance.

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

1. the student will not receive a passing grade for the semester;
2. the student's grade will be reduced;
3. the student will receive the grade otherwise earned; or

4. the student will be given additional time to complete the missed work before a determination of the appropriate grade is made.

#### **H. SPECIAL CIRCUMSTANCES**

##### **1. Students with Chronic Health Problems**

No penalties will be imposed for absences due to documented chronic health problems

##### **2. Students Experiencing Homelessness**

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

##### **3. Attendance Requirements for Extracurricular Activities**

Absences may impact eligibility for participation in extracurricular activities. Principals shall inform students and parents of the applicable attendance standards for the various types of extracurricular activities, including interscholastic athletics. Also see policy 3620, Extracurricular Activities and Student Organizations.

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, et seq.; G.S. 115C-47, -84.2, -288(a), -375.5, -378 to -383, -390.2(d), -390.2(l), -390.5, -407.5; 130A-440; 16 N.C.A.C. 6E .0102, .0103, .0106; State Board of Education Policies ATND-000, -003

Cross References: Extracurricular Activities and Student Organizations (policy 3620), Education for Pregnant and Parenting Students (policy 4023), Children of Military Families (policy 4050), Immunization and Health Requirements for School Admission (policy 4110), Homeless Students (policy 4125), Student Behavior Policies (policy 4300), Short-Term Suspension (policy 4351)

Other Resources: NC DPI Multi-Tiered System of Support Implementation Guide, available at



<https://www.livebinders.com/play/play/2052295?tabid=180c26e7-0236-1ff0-3f53-291910458e28#anchor>

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

Revised: April 10, 2008, May 14, 2009, September 10, 2009, November 10, 2011, June 13, 2013, July 9, 2015, July 14, 2016, September 14, 2017, August 16, 2018, February 14, 2019, January 9, 2020, January 14, 2021

## **PUBLIC RECORDS – RETENTION, RELEASE, AND DISPOSITION**

*Policy Code:*     **5070/7350**

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

### **A.     PUBLIC RECORD DEFINED**

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

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

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

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

1.     Name.
2.     Age.
3.     The date of original employment or appointment.

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

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

**B. DESIGNATION OF RECORDS OFFICER**

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

**1. Duties of the Records Officer**

The duties of the records officer include the following:

- a. determining whether records are public or confidential by law, with assistance from the local board attorney as necessary;

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

2. Other Duties

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

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

**C. REQUESTS FOR PUBLIC RECORDS**

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

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

**D. FEES FOR COPIES OF PUBLIC RECORDS**

Persons requesting copies of public records will be charged any applicable fees as determined by the records officer (see subsections B.1.d and B.1.e above). The school system shall not charge any fees for separating confidential information that is commingled with public records.

**E. ELECTRONIC MAIL LISTS**

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

**F. DESTRUCTION OF PUBLIC RECORDS**

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

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

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

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

Revised: October 11, 2007, January 9, 2014, August 13, 2015, May 12, 2016, July 12, 2018,  
February 13, 2020

Public record-keeping requirements and federal and state law require that the school system properly manage its electronically stored information (“ESI”). To the extent required by law, school personnel shall maintain ESI in accordance with this policy and/or the applicable records retention and disposition schedule(s) (“Schedule”) issued by the North Carolina Department of Natural and Cultural Resources.

**A. SYSTEM-WIDE E-MAIL RETENTION AND EMPLOYEE RESPONSIBILITY FOR ESI**

All e-mails produced and received using the school system email system are the property of the school system and will automatically be retained by the school system for a minimum of three years. In some cases, business-related e-mails must be retained longer, according to the Schedule, and individual employees are required to review the Schedule and save such e-mails, in hard copy or electronic format, for the applicable time period. For ESI other than e-mail, each employee shall retain such records, in hard copy or electronic format, for the time period required by the Schedule.

**B. LITIGATION HOLDS FOR ESI**

The school system will have an ESI team. The ESI team is a designated group of individuals who implement and monitor litigation holds, which are directives not to destroy ESI that might be relevant to a pending or imminent legal proceeding. The ESI team must include a designated administrator, the school board attorney, and a member from the technology department. In the case of a litigation hold, the ESI team shall direct employees and the technology department, as necessary, to suspend the normal disposition procedure for all related records.

**C. INSPECTION OF ESI**

Any requests for ESI records should be made in writing and will be reviewed by the records officer (see policy 5070/7350, Public Records – Retention, Release, and Disposition), in consultation with the school board attorney if needed, and released in accordance with North Carolina public records laws.

**D. DELEGATED AUTHORITY**

The board of education delegates to the superintendent or designees the right to implement and enforce additional procedures or directives relating to ESI retention consistent with this policy.

Legal References: Fed. R. Civ. P. 16, 26, 33, 37, 45; North Carolina Public Records Act, G.S. 132; *E-Mail as a Public Record in North Carolina: A Policy for Its Retention and Disposition*, N.C. Department of Natural and Cultural Resources (2009), available at <https://archives.ncdcr.gov/government/digital-records/digital-records-policies-and-guidelines>; *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-agencies-schedule>; *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/general-records-schedule-local-government>

Cross References: Public Records – Retention, Release, and Disposition (policy 5070/7350)

Adopted:



The superintendent or designee shall establish school nutrition services consistent with board goals as provided in board policy 6200, Goals of School Nutrition Services, and state and federal laws and regulations. Duties related to the nutrition services will be included in appropriate job descriptions. Each principal and cafeteria manager is responsible for the school nutrition services program in his or her school, under the supervision of the director of child nutrition.

The superintendent shall verify that all school nutrition services personnel are certified and trained in accordance with law.

Legal References: Healthy, Hunger-Free Kids Act of 2010, P.L. 111-296; G.S. 115C-36

Cross References: Goals of School Nutrition Services (policy 6200)

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

Revised: January 8, 2015

All schools will participate in federal National Child Nutrition Programs and will receive commodities donated by the United States Department of Agriculture. All federal and state revenues will be accepted and applied to maximize the use of such funds for the purposes of providing nutritional meals to students at the lowest possible price. The superintendent or designee shall develop procedures as necessary to implement the operational standards established in this policy.

**A. OPERATIONAL STANDARDS**

The school nutrition services program will be operated in a manner consistent with board goals and board policy. The program also will be operated in compliance with all applicable state and federal law, including requirements of the National School Lunch Program and all federal guidelines established by the Child Nutrition Division of the United States Department of Agriculture. Specific legal requirements that must be met include, but are not limited to, the following.

1. School officials may not discriminate based on race, sex, color, national origin, disability, age, or eligibility status for free and reduced price meals. School officials are also prohibited from retaliating against an individual for prior civil rights activity.
2. The school nutrition services program will meet safety and sanitation requirements established in local, state, and federal rules and guidelines for school nutrition services programs.
3. The school nutrition services program will have a written food safety program that includes a hazard analysis critical control point plan for each school.
4. Menu preparation, purchasing, and related record keeping will be consistent with applicable state and federal rules and guidelines.
5. Banking, financial record keeping, budgeting, and accounting will be conducted in accordance with generally accepted practices and procedures, as dictated by the School Budget and Fiscal Control Act and in accordance with state and federal guidelines.
6. Commodity foods donated by the United States Department of Agriculture will be used and accounted for in accordance with federal regulations.
7. Preference will be given in purchasing contracts to high-calcium foods and

beverages, as defined in G.S. 115C-264.1 and to foods grown or raised within North Carolina.

8. Child Nutrition Program (CNP) funds will be used only for the purposes authorized by law. Indirect costs, as defined by law, will not be assessed to the CNP unless the program has a minimum of one month's operating balance.
9. The price for meals will be determined in accordance with federal law.
10. Nonprogram foods will be priced to generate sufficient revenues to cover the cost of those items. A nonprogram food is defined as a food or beverage, other than a reimbursable meal or snack, that is sold at the school and is purchased using funds from the child nutrition account.
11. All school nutrition services will be operated on a non-profit basis for the benefit of the CNP. School nutrition services are those that are operated from 12:01 a.m. until the end of the last lunch period.
12. All income from the sale of food and beverages that is required by law or regulation to be retained by the CNP will be deposited to the CNP account and will be used only for the purposes of the school's non-profit lunch and breakfast programs. All funds from food and beverage sales not otherwise required by law to be deposited to the CNP account will be deposited into the proper school account in accordance with guidelines developed by the superintendent or designee.
13. All competitive foods sold on school campuses will meet federal and state standards for nutrient content.
14. All employees whose job duties include procurement activities for the Child Nutrition Program shall adhere to the conflict of interest rules and standards for ethical conduct established by the board in policies 6401/9100, Ethics and the Purchasing Function, and 8305, Federal Grant Administration. Failure to comply with these requirements will result in disciplinary action.

## **B. MEAL CHARGES**

Students who are required to pay for meals are expected to provide payment in a timely manner. The board recognizes, however, that students occasionally may forget or lose their meal money. To safeguard the dignity and confidentiality of students in the serving line, reasonable efforts must be used whenever possible to avoid calling attention to a student's inability to pay.

The child nutrition director and principal shall work jointly to prevent meal charges from accumulating and shall make every effort to collect all funds due to the child nutrition

program on a regular basis and before the end of the school term. Notices of low or negative balances in a child's meal account will be sent to parents and the principal at regular intervals during the school year. If a parent regularly fails to provide meal money and does not qualify for free meal benefits, the child nutrition director shall inform the principal, who shall determine the next course of action, which may include notifying the department of social services of suspected child neglect and/or taking legal steps to recover the unpaid meal charges. Parents are expected to pay all meal charges in full by the last day of each school year. Negative balances on student accounts will be carried forward to the following school year. However, the superintendent shall ensure that federal child nutrition funds are not used to offset the cost of unpaid meals and that the CNP is reimbursed for bad debt resulting from uncollected student meal charges prior to September 30 each year.

This policy and any applicable procedures regarding meal charges must be communicated to school administrators, school food service professional, parents, and students. A copy of the meal charges policy and any applicable procedures will be available to parents at the start of each school year and at any time their child transfers into a new school during the school year.

Legal References: Child Nutrition Act of 1966, 42 U.S.C. 1771 *et seq.*; National School Lunch Act, 42 U.S.C. 1751 *et seq.*, 2 C.F.R. pt. 200; 7 C.F.R. pt. 210; 7 C.F.R. pt. 215; 7 C.F.R. pt. 220; United States Department of Agriculture Policy Memos SP 46-2016, 47-2016, and 23-2017, available at <http://childnutrition.ncpublicschools.gov/regulations-policies/usda-policy-memos>; G.S. 115C-47(7), 47(22), -263, -264, -264.1, -426, -450, -522; 16 N.C.A.C. 6H .0104

Cross References: Parental Involvement (policy 1310/4002), Goals of School Nutrition Services (policy 6200), School Meal and Competitive Foods Standards (policy 6230), Goals of the Purchasing Function (policy 6400), Ethics and the Purchasing Function (policy 6401/9100), Federal Grant Administration (policy 8305)

Adopted: January 9, 2014

Revised: June 11, 2015, August 16, 2018, June 13, 2019

All employees or other individuals who select foods or beverages to be sold to students on a school campus during the school day shall select and procure such foods and beverages in a manner consistent with the goals established by the board in policy 6200, Goals of School Nutrition Services, and policy 6140, Student Wellness, and with all state and federal laws and regulations. Additionally, in furtherance of the board's goals, the board establishes the following standards for school meals and other foods sold or available on school campuses.

**A. SCHOOL MEAL REQUIREMENTS**

Meals and snacks provided through the National School Lunch, School Breakfast, and After School Snack Programs must comply with all federal nutrition standards applicable to the respective program, including meal component requirements and dietary standards.

**B. FOODS OTHER THAN SCHOOL MEALS**

**1. Definitions**

**a. School day**

As used in this policy, "school day" means the period from midnight through 30 minutes after the dismissal bell rings.

**b. Competitive foods**

Competitive foods are all foods and beverages, other than meals reimbursed through the federally-funded school nutrition programs, available for sale to students on campus during the school day.

**2. Foods Sold From Midnight Until the End of the Last Lunch Period**

The sale of food and beverages between midnight and the end of the last lunch period is the responsibility of the Child Nutrition Program (CNP), and the CNP will retain the proceeds. No foods or beverages may be sold to students on any school campus during that time period except through the Child Nutrition Program. The school principal and CNP personnel shall ensure that all competitive foods, including vended *a la carte* and all other *a la carte* or supplemental food and beverages, sold during that time period-meet the federal Smart Snacks nutrition standards.

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3. Foods Sold Between the Last Lunch Period and the End of the School Day

Each year, through its School Nutrition Program Annual Agreement, the board will establish accountability for the sale of competitive foods during the period between the end of the last lunch period and the end of the school day. All foods sold during that period must comply with the federal Smart Snacks nutrition standards. This includes foods sold in vending machines (see subsection B.4, below), in school stores, and in other sales venues on the school campus.

4. Foods Sold After the School Day

Foods sold after the school day are not subject to the federal Smart Snacks standards but are subject to any school rules established pursuant to policy 6140, Student Wellness.

5. Vending Sales During the School Day

In elementary schools, no beverage or snack vending to students is permitted outside of the School Nutrition Program.

In middle and high schools, all vended snack foods and beverages sold during the school day must meet the federal Smart Snacks standards and any more restrictive state requirements.

Bottled water must be available in every school that has beverage vending.

6. Fund-Raising Activities Involving Food or Beverages

All fund-raising activities that involve the sale of food or beverages to students must occur outside the school day. Tokens of exchange for foods or beverages to be delivered later in the day also are prohibited during the school day.

Fund-raising activities that are conducted after the school day are not required to comply with the federal Smart Snacks nutrition standards, but are subject to policy 6140, Student Wellness, and any school rules established pursuant to that policy.

7. Foods Brought from Home for School Events

Each school principal may establish standards for food and beverages brought from home to be shared for classroom events or parties during the school day or for extracurricular activities after school. The board encourages principals to establish rules that are consistent with the Smart Snacks nutrition standards.

8. Responsibility for Compliance with the Limits on the Sale of Competitive Foods

The limitations on the sale of competitive foods during the school day established by law and this policy are intended to encourage students to develop healthy eating habits and to ensure the ability of the schools to provide nutritious meals at the lowest possible cost.

All employees, student groups, volunteers, school support organizations, and other parties within the school environment must comply with the restrictions and conditions on the sale of competitive foods to students during the school day imposed by federal and state law, this policy, and the terms of the board's School Nutrition Program Annual Agreement.

The superintendent shall hold each principal responsible for consistent enforcement of this policy.

9. Consequences for Non-Compliance with the Limits on the Sale of Competitive Foods

Employees will be subject to disciplinary sanctions for violating the requirements pertaining to the sale of competitive foods as described in this or other relevant board policy, the board's School Nutrition Program Annual Agreement, or federal or state law or regulation. Discipline may include suspension or dismissal for repeated willful violations. The superintendent may take all reasonable steps necessary to prevent violation of the competitive foods rules by any student or student group, volunteer, school support organization, or other party.

If a school is found by the North Carolina Department of Public Instruction to be in violation of the rules pertaining to the sale of competitive foods as established in federal or state law or regulation and the violations results in a monetary sanction against the Child Nutrition Program, the superintendent may require the school's principal to reimburse the Child Nutrition Program from the operating account of the school.

Nothing in this policy is intended to regulate or limit foods that students bring from home as part of a bag lunch.

Legal References: Child Nutrition Act of 1966, 42 U.S.C. 1771 *et seq.*; Healthy, Hunger-Free Kids Act of 2010, P.L. 11-296, 7 C.F.R. Part 210; National School Lunch Act, 42 U.S.C. 1751, *et seq.*; G.S. 115C-47(7), -47(22), -263, -264, -264.2, -264.3; 16 N.C.A.C. 6H .0104; State Board of Education Policy CHNU-002; *Eat Smart: North Carolina's Recommended Standards for All Foods Available in School*, NC Department of Health and Human Services, NC Division of Public Health (2004)

Cross References: Student Wellness (policy 6140), Goals of School Nutrition Services (policy 6200)

Adopted: June 11, 2015

Updated: November 12, 2015, September 14, 2017



Services will be purchased in a manner consistent with the board's purchasing goals. Competitive bidding is not required for the purchase of services; however, contracts for services will be made under conditions which foster competition among potential providers when feasible and after careful pricing.

For all purchases and contracts, the board will comply with current federal and state laws.

Contracts entered into with entities or individuals to provide a driver education program for students must be awarded on a competitive basis through requests for proposals to contract and in accordance with the requirements of State Board of Education Policy DRIV-001.

This policy does not apply to contracts for architectural, engineering, surveying, and construction management at risk services, which are governed by policy 9110, Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk.

Legal References: 2 C.F.R. 200.317-200.326; G.S. 115C-36; 143-64.31; 147 art. 6E, art. 6G; 16 N.C.A.C. 6E .0303; State Board of Education Policy DRIV-001

Cross References: Goals of the Purchasing Function (policy 6400), Federal Grant Administration (policy 8305), Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk (policy 9110)

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

Revised: October 13, 2016, November 9, 2017, May 9, 2019

## **PERMITTED SALARY DEDUCTIONS FOR ABSENCES AND DISCIPLINE OF CERTAIN EXEMPT EMPLOYEES**

*Policy Code:*

**7560**

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The board will comply with the requirements of the Fair Labor Standards Act (FLSA) and applicable state laws and State Board of Education policies. A school employee who is classified as an exempt employee subject to the salary basis requirement of the FLSA must receive the full salary for any workweek in which the employee performs any work, subject to the exceptions listed below. Exempt employees need not be paid for any workweek in which they perform no work.

The board prohibits making improper deductions from the salaries of exempt employees.

### **A. DEDUCTIONS FROM PAY**

The following information applies only to exempt employees subject to the FLSA salary requirements as described in 29 C.F.R. Part 541 Subpart G.

1. The board will make partial or full day deductions from the pay of an exempt employee if: the employee accrues paid leave; the employee is absent for personal reasons or because of illness or injury; and the employee does not use accrued leave because of one of the following reasons:
  - a. permission for its use has not been sought or has been sought and denied;
  - b. accrued leave has been exhausted; or
  - c. the employee chooses to use leave without pay.
2. In addition, the board may make deductions from the pay of an exempt employee in the following circumstances:
  - a. to offset amounts the employee received as jury fees, witness fees, or military pay;
  - b. during the initial or final week of employment;
  - c. for penalties imposed in good faith for infractions of safety rules of major significance; or
  - d. for unpaid disciplinary suspension of one or more full days imposed in good faith for infractions of workplace conduct rules.

**B. REPORTING IMPROPER DEDUCTIONS**

If an employee believes that an improper deduction has been made to his or her salary, the employee should report this information to his or her direct supervisor as soon as possible. Any supervisor who receives a report of an alleged improper deduction must notify the payroll department immediately.

Reports of improper deductions will be investigated promptly. If it is determined that an improper deduction has occurred, the employee will be promptly reimbursed for the improper deduction.

If the complaining employee is not satisfied with the investigation concerning improper deductions, he or she may file a grievance pursuant to policy 1750/7220, Grievance Procedure for Employees.

Legal References: Fair Labor Standards Act of 1938, as amended, 29 U.S.C. 201 *et seq.*, 29 C.F.R. Part 541; *North Carolina Public Schools Benefits and Employment Policy Manual* (N.C. Dept. of Public Instruction, current version), available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/employee-policy>

Cross References: Grievance Procedure for Employees (policy 1750/7220), Leave (policy 7510), Family and Medical Leave (policy 7520), Military Leave (policy 7530), Voluntary Shared Leave (policy 7540)

Adopted:

Memorandum of Understanding  
between  
Randolph Community College and Asheboro City Schools

## PURPOSE and AGREEMENT

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

Randolph Community College (RCC) (herein called the "College" or RCC), and Asheboro City Schools (ACS) enter into the following agreement for the 2021-2022 academic year. The college and the school referenced herein agree to the provisions outlined in the content of this document.

## FOUNDATIONAL ROLES

RCC will agree to the following responsibilities:

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

ACS will agree to the following responsibilities:

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

July 2021 Technology Discard

July 2021 Technology Discard List				
Line Item	Quantity	Manufacturer	Description	
1	12	Dell	19" LCD Monitor	
2	5	Gateway	17" LCD Monitor	
3	2	Dell	19" wide LCD Monitor	
4	3	Gateway	19" wide LCD Monitor	
5	1	Everfocus	18.5" wide LCD Monitor	
6	15	HP	19" wide LCD Monitor	
7	1	HP	20" wide LCD Monitor	
8	1	Dell	17" CRT Monitor	
9	8	generic	lcd stands	
10	7	SMART	SBP-10X Projector	
11	1	SMART	UF65 Projector	
12	16	NEC	M300XS Projector	
13	2	NEC	M332 Projector	
14	10	Toshiba	Unifi 45 Projector	
15	1	Epson	EMP-7800 Projector	
16	2	NEC	UM361X Projector	
17	1	Dell	1201MP Projector	
18	1	Dukane	AV-600 SB Projector	
19	1	Epson	EMP-X3 Projector	
20	1	3M	MP8610 Projector	
21	1 box	Misc	projector mounts and parts	
22	4	Smart	speakers	
23	1 box	Smart	mounts and accessories	
24	1 box	generic	misc cabling (serial, USB, etc)	
25	36	HP Compaq	6200 SFF Pro Desktop Computer	
26	13	Dell	Opti 755 Desktop Computer	
27	1	Dell	Opti 780 Desktop Computer	
28	1	Dell	Opti 745 Desktop Computer	
29	1	Dell	Opti 760 Desktop Computer	
30	1	Gateway	e4500D Desktop Computer	
31	3	Gateway	e4610D Desktop Computer	
32	1	HP	ProDesk 600 G2 SFF Desktop Computer	
33	1	Dell	PR01X Docking station	
34	3	HP	2740 US Expansion Base	
35	1 box	HP	450 G4 Misc computer parts	
36	1	HP	Procurve 5308xl Switch	
37	1	HP	Procurve 2650 Switch	
38	1	Brocade	Fastiron WS 648 Switch	
39	1	Ti-in	Subscriber Interface Device	
40	1	APC	Smart UPS 3000 Battery Backup	
41	1	APC	BackUPS Pro 650 Battery Backup	

July 2021 Technology Discard

42	1	Craig	VCR
43	1	Panasonic	AG-A96 Editing Controller
44	1	Honeywell	HRSD16C Digital Video Recorder
45	1	Honeywell	HMC14HR Color Monitor
46	1	Honeywell	HRGX162 Digital Video Recorder
47	1	Honeywell	Fixed dome camera assembly
48	2	HP	Elitebook 2740P Laptop
49	1	Gateway	M305CRV Laptop
50	6	HP	Probook 4420s Laptop
51	2	HP	Probook 4440s Laptop
52	1	HP	Elitebook 8460p Laptop
53	1	HP	Elitebook 6390 Laptop
54	1	HP	Probook 4430s Laptop
55	1	Dell	Axim 5 PocketPC and dock
56	1	Lenovo	Thinkpad Tablet 2
57	1	Motorola	Xoom Tablet ihdt56mt1
58	1	Samsung	Series 7 slate tablet
59	1	Dell	W5300 Laser Printer + 2 drawers
60	1	HP	Laserjet 600 M602 Printer
61	1	HP	Laserjet p1606dn Printer
62	1	HP	Photosmart C3135 All-In-One Printer
63	1	Lexmark	X9350 All-In-One Printer
64	1	HP	Officejet 5610 All-In-One Printer
65	1	HP	Laserjet 2035 Printer
66	1 box	Misc	display cables
67	1 box	Misc	power cables / ac adapters
68	1 box	Misc	norstar base and phone accessories
69	1 box	Misc	networking accessories (faceplate, wall boxes, cabling)
70	1	Redcat access	lightspeed lectern speaker
71	1	Victor	1260 printing calculator
72	1	Monroe	4140 printing calculator
73	2	Dazzle	DVC100 Video input device
74	2	Avermedia	Avervision 130 Document Camera
75	2	Avermedia	Avervision CP135 Document Camera
76	2	Avermedia	Avervision CP130 Document Camera
77	1	Sanus	VLT5 TV Wall mount
78	2	Samsung	CJX13 13" TV/VCR Combo
79	1	Coby	dvd player
80	1 box	generic	computer mice
81	1 box	generic	desktop components
82	1 box	generic	laptop components
83	1 box	generic	computer keyboards
84	1	Linksys	etherfast 4 port router/switch

July 2021 Technology Discard

85	2	Linksys	5 port switch
86	2	HP	Procurve 210 Access Point
87	1	3com	4 port hub
88	7	Xirrus	XR620 Wireless/Wifi Access Point
89	3	Xirrus	xr1220 Wireless/Wifi Access Point
90	1	Xirrus	xr2420 Wireless/Wifi Access Point
91	4	Xirrus	xn4 Wireless/Wifi Access Point
92	4	Xirrus	XN8 Wireless/Wifi Access Point
93	2	Cisco	aeronet 1100 Wireless/Wifi Access Point
94	1	Sony	Mavica fd200 Camera
95	1	Sony	dcr-hc36 handycam Camera
96	1	Kodak	EasyShare Z740 Camera
97	1	Canon	powershot sx10 is Camera
98	1	Xerox	6106 Memorywriter typerwriter + font wheels
99	5	generic	laptop bags
100	2	JBL	4612B Loudspeakers
101	1	Biamp	mixpak5plus1 PA powered mixer
102	1	Apollo	wm220 wireless microphone
103	1 box	generic	PA audio cables
104	1	Valcom	Horn speaker
105	1	JBL	speaker stand
106	1	K&M	microphone stand
107	1	Radio shack	rf modulator
108	1	Radio shack	4 way distribution amp
109	1	NEC	v-m50u ac adapter
110	6	Smart	control modules
111	1 box	Misc	computer speakers and headphones
112	2	Misc	rolling office chairs.
113	1	Cisco	fasthub400 hub
114	2	HP	Procurve 2610-48 switch
115	1	Misc	1u Rack shelf
116	1	Smart	UF45 projector + mount arm
117	1	Smart	adjustable rolling smartboard cart
118	1500	Dell	2955U Generation 1,2GB,51WHR (329-BBXU) Chromebooks End-of-Life, Out of Warranty, purchased 05/2014 ((Devices to be collected beginning August 1. automatic software/security updates and support from Google or device manufacturer is no longer available for these devices. Vendor software is no longer compatible.)
119	3	Lenovo	N23 Chromebooks 2-in-1 Notebook/Tablet Design; Durable Construction; 11.6" HD IPS antiglare multitouch display; MediaTek MTK 8173C Processor; 4GB
120	25	Dell	CHROMEBOOK 11 (BLK TRIM) N2840 4G Intel® Celeron Bay Trail-M N2840 (Dual Core, 2.16GHz), 4GB DDR3L

July 2021 Technology Discard

121	3	APC	Smart UPS 3000 Battery Backup
122	1	Dell	5110 cn Laser Printer



**ASHEBORO CITY BOARD OF EDUCATION**

**South Asheboro Middle School**

**Media Center**

**July 15, 2021**

**7:30 p.m.**

**Addendum**

6:00 p.m. - Finance Committee

6:45 p.m. - Policy Committee

**I. Opening**

**II. Public Comments**

**III. \*Consent Agenda**

B. Personnel Transactions (addendum added)

E. Technology Discards

**IV. \*Action Items**

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

**VI. Superintendent's Report**

**VII. Board Operations**

**VIII. Closed Session**

**IX. Adjournment**

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

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

**ARTICULATION AGREEMENT  
BETWEEN  
ASHEBORO CITY SCHOOLS AND  
RANDOLPH COMMUNITY COLLEGE  
2021-2022**

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

**CRITERIA TO AWARD COLLEGE CREDIT**

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

- Final grade of **B** or higher in the course and
- A score of **93** or higher on the standardized CTE post-assessment; an industry credential recognized by RCC may be used in lieu of the CTE post-assessment; or upon successful demonstration of content mastery on the course Performance Based Measure as certified by the CTE Teacher

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

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

**PROCESS TO DOCUMENT CREDIT**

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

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

## EVALUATION

This agreement will be evaluated annually.

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

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

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Signature of Superintendent, Asheboro City Schools

Date

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Signature of Board Chair, Asheboro City Schools

Date

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Signature of President, Randolph Community College

Date

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Signature of Board of Trustees Chairman, Randolph Community College

Date

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

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

<u><b>Asheboro High School Course</b></u>	<u><b>Randolph Community College</b></u>	<u><b>College Credits</b></u>
<b><i>AGRICULTURAL EDUCATION</i></b>		
AS32 Agricultural Mechanics II	AGR 111 Basic Farm Maintenance	2
AS22 Animal Science	ANS 110 Animal Science	3
AP41 Horticulture I	HOR 150 Intro to Horticulture	2
AP42 Horticulture II	HOR 152 Horticulture Practices	1
AP44 Horticulture II – Landscaping	HOR 152 Horticulture Practices	1
NC Certified Professional Plantsman	HOR 160 Plant Materials I	3
NC Licensed Pesticide Applicator	AGR 121 Biological Pest Management	3

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

BM102 Microsoft Word & Power Point	OST 136 Word Processing	3
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BD102 Multimedia and Webpage Design	WEB 110 Internet/Web Fundamentals	3
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***FAMILY & CONSUMER SCIENCE / EARLY CHILDHOOD EDUCATION***

FE112 Early Childhood Education I AND FE122 Early Childhood Education II	EDU 119 Intro to Early Childhood Education	4
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***HEALTH OCCUPATIONS / HEALTH SCIENCES***

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

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***MARKETING EDUCATION / ENTREPRENEURSHIP***

MM512 Marketing I	MKT 120 Principles of Marketing	3
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***TRADE & INDUSTRIAL / INDUSTRIAL ENGINEERING & TRANSPORTATION***

IC612 Drafting I AND IC625 Honors Drafting II- Architectural	DFT 119 Basic CAD	2
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- Facilitate RCC personnel access and availability to students and personnel for the purposes of providing information and facilitating college services on site at ACS as needed.
- Provide space to conduct confidential meeting with students.
- Access to student information relevant to college admissions, enrollment and progression in college pathways.
- Facilitate access to IT resources for RCC personnel if needed (specifics outlined below).

## COMMUNICATION, RECORDS, AND CONFIDENTIALITY

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

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


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

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

## COURSES AND INSTRUCTION

RCC will agree to the following responsibilities:

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

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

ACS will agree to the following responsibilities:

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

## TEXTBOOKS

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

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

## ACADEMIC PROGRESS

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

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

## STUDENT CONDUCT

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

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

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

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

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



## UNSCHEDULED CLOSINGS/DELAYS

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

## INFORMATION TECHNOLOGY

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

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

## PERSONNEL

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

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

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

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

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

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

## DURATION

This Memorandum of Understanding shall become effective upon signature by the authorized officials from RCC and ACS for the 2021-22 academic year and will remain in effect until terminated or revised by either party. This MOU may be amended by mutual written consent of all parties. The terms of the amendment and the effective date of such amendment must be mutually agreed upon by both parties. The College and the school system may terminate this MOU upon written notice to all other parties 90 days prior to the date of termination. In the event of termination of the agreement, the date of termination will be the day after the end of the semester during which the 90-day period expires.

## Affirmation of Support:

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

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Dr. Aaron Woody, Superintendent  
Asheboro City Schools

Date

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Michael B. Smith, Chair, Board of Education  
Asheboro City Schools

Date

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

Date

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

Date



Asheboro City Board of Education  
Career & Technical Education  
and  
Randolph Community College  
Articulation Agreement

July 15, 2021

# High School to Community College Articulation Agreement

The North Carolina High School to Community College Articulation Agreement is an agreement between the [North Carolina Department of Public Instruction](#) and the [North Carolina Community College System](#).

- Provides a seamless process that joins secondary and post-secondary Career and Technical Education (CTE) programs of study.
- Comprises approximately 50 high school CTE courses that match the knowledge and skills taught in similar community college courses.
- Ensures that if a student is proficient in his/her high school course, the student can receive college credit for that course at any North Carolina community college.
- Streamlines the student's educational pathway by eliminating the need to take multiple courses with the same learning outcomes.

# Local Articulation Agreements

- Can be developed to build strong partnerships between high schools and individual community colleges.
- Response to new and emerging industries.
- Provides for programs unique to a region.
- Adds additional articulated courses and pathway alignments at the local level that are not a part of the state articulation agreements.

# Documenting and Awarding Credit

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

- Final grade of **B** or higher in the course and
- A score of **93** or higher on the standardized CTE post-assessment \*

*\*Early Childhood Education is the exception (90 or higher on the standardized CTE post assessment).*

# **New Agribusiness Program at RCC**

With the addition of the new Agribusiness program at RCC, there are new opportunities for articulated credit for AHS graduates:

- AA21 Animal Science I
- AP41 Horticulture I
- AP42 Horticulture II
- AP44 Horticulture II Landscaping

# Performance-Based Measurements and Articulated Credit

In 2020-2021, Performance Based Measurements became the method of assessment for the following CTE courses that were part of the Articulation Agreement:

- MM51 Marketing
- AA21 Animal Science I
- AP41 Horticulture I



# **Performance-Based Measurements and Articulated Credit**

This new method of assessment is not covered in the current Articulation Agreement between NCDPI and the NC Community College system.

They are in discussion regarding this addition, but local systems were encouraged to work with individual community colleges to develop local agreements around Performance Based Measurements.

# Performance-Based Measurements

We began meeting with RCC last fall to discuss the addition of Performance Based Measurements to our local Articulation Agreement.

After a review of the Performance Based Measurement requirements for each course, the addition of Performance Based Measurements has been included in our local Articulation Agreement with RCC.

# **Performance-Based Measurements and Articulated Credit**

If other courses on the articulated credit list change to a Performance Based Measurement final assessment, they will still be eligible for articulated credit based on our local agreement with RCC.

Questions?

# Policies For 30-Day Review

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



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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

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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**

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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* (8<sup>th</sup> 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](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 Board of Education  
Summer School Update  
July 15, 2021

## Summer School at a Glance:

- June 14th - July 1st and July 12th - July 29th (6 weeks).
- Monday through Thursday.
- 6 hours 15 minutes per day for a total of 150 hours.
- Breakfast, lunch, and transportation provided.
- Core instruction, enrichment, and physical activity daily.
- Credit Recovery and Advancement for AHS students.

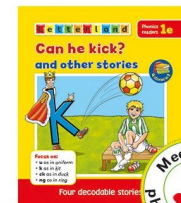
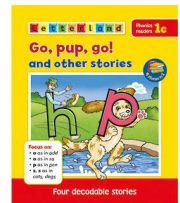
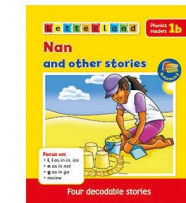
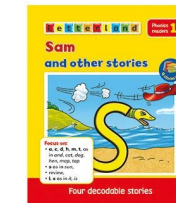
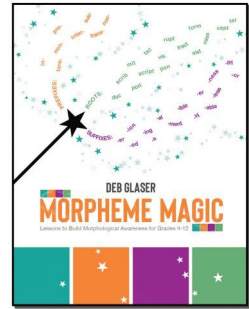
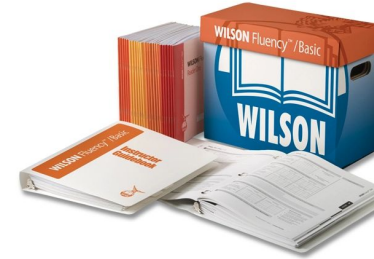
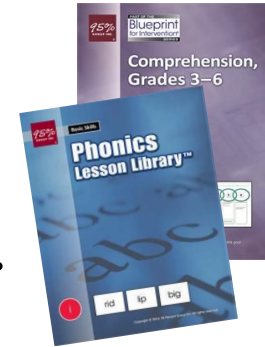






## Core Instruction:

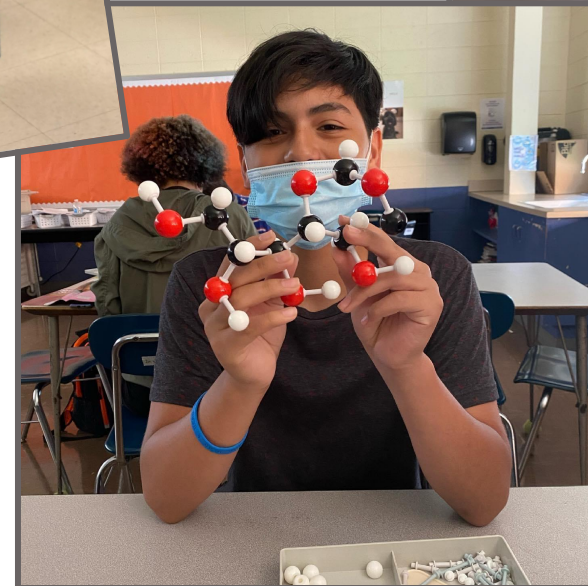
- Reading, Math, and Science.
- Explicit, small group instruction with deep dives into topics of student interest.





## Enrichment:

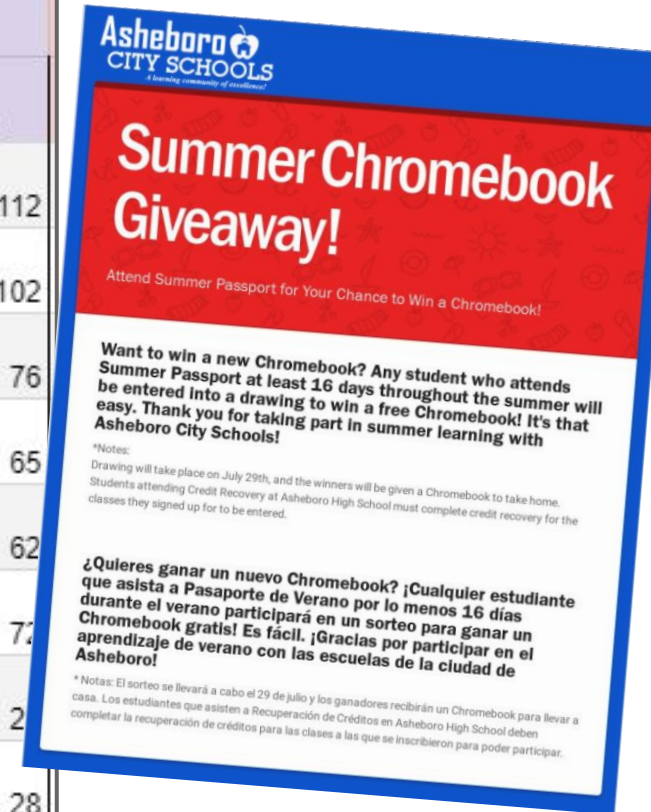
- Connected to the priority standards.
- Engaging topics.
- Student choice.



# Attendance

- Average attendance of about 640 students per day.

	Week 1 Attendance (6/14-6/17)				Week 2 Attendance (6/21-6/24)				Week 3 Attendance (6/28-7/1)			
	M	T	W	Th	M	T	W	Th	M	T	W	Th
Balfour	96	122	121	121	114	124	129	123	114	123	119	112
McCrary	115	123	122	110	104	106	105	102	91	90	99	102
Loflin	84	82	93	83	86	86	87	91	81	88	87	76
Teachey	64	66	75	75	70	67	70	69	67	61	68	65
Lindley	56	68	57	64	64	61	64	60	55	55	60	62
NAMS	66	71	63	77	74	75	86	50	64	78	63	71
SAMS	34	37	39	37	43	40	36	40	31	33	31	2
AHS- Credit Recovery	25	25	21	21	22	16	15	20	24	24	20	28
AHS- Advancement	58	57	56	69	69	76	87	75	75	73	71	69
TOTAL=	598	651	647	657	646	651	679	630	602	625	618	615





Questions?

## 2021-2022

DATE	MEETING	TIME	LOCATION
July 29	AHS Graduation	4 p.m.	AHS Walker Commons
Aug. 2	County Commissioners Meeting	6 p.m.	Old Courthouse
Aug. 3, 4, 5	Asheboro Fire Department Training		Guy B. Teachey Elementary
Aug. 5	Balfour Kindergarten Orientation		
	Teachey, Loflin, & Lindley Park Kindergarten		
Aug. 12	Orientations		
Aug. 12	Board of Education Meeting	7:30 p.m.	SAMS Media
Aug. 16	McCrary Kindergarten Orientation		
Aug. 17	1st day for 10 month staff		
Aug. 20	Convocation	8 a.m.	To Be Determined