

ASHEBORO CITY BOARD OF EDUCATION

August 13, 2020

7:30 p.m.

South Asheboro Middle School
Media Center

6:45 p.m. – Finance Committee Meeting

I. Opening

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

II. Public Comments

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

III. *Consent Agenda

- A. Approval of Minutes – July 9, 2020 and August 3, 2020
- B. Policies Recommended for Approval
 - Policy 1310/4002 – Parental Involvement
 - Policy 3102 – Online Instruction
 - Policy 3300 – School Calendar and Time For Learning
 - Policy 3405 – Students At Risk of Academic Failure
 - Policy 3420 – Student Promotion and Accountability
 - Policy 3470/4305 – Alternative Learning Programs
 - Policy 3610 – Counseling Program
 - Policy 3620 – Extracurricular Activities and Student Organizations
 - Policy 4110 – Immunization and Health Requirements for School Admission
 - Policy 4120 – Domicile or Residence Requirements
 - Policy 4270/6145 – Concussion and Head Injury
- C. Personnel
- D. 2020-2021 School Fees
- E. 2020-2021 Beginning Teacher Support Plan
- F. Facility Rental Fees
- G. 2020-2021 School Treasurers
- H. 2020-2021 Pay Dates
- I. Bank Signature Card – North Asheboro Middle School
- J. Use of Yellow Buses for Meal Delivery

IV. *Action Items

- A. 2020-2021 Budget – Ms. Sandra Spivey, Finance Officer

V. Information, Reports, and Recommendations

- A. Policies Recommended for 30-Day Review – Dr. Aaron Woody, Superintendent
 - 4040/7310 – Staff-Student Relations
 - 4210 – Release of Students From School
 - 4230 – Communicable Diseases – Students
 - 4240/7312 – Child Abuse and Related Threats to Child Safety
 - 4325 – Drugs and Alcohol
 - 6325 – Parking Areas for Students

- 7240 – Drug-Free and Alcohol-Free Workplace
- 7241 – Drug and Alcohol Testing of Commercial Motor Vehicle Operators
- 7500 – Workday and Overtime
- 7503 – Remote Working
- 7510 – Leave
- 7540 – Voluntary Shared Leave
- 7620 – Payroll Deductions
- 7900 - Resignation

B. Summer Jumpstart Program – Ms. Deanna Wiles, K-12 Curriculum Specialist

C. Facilities Update – Mr. Ed Keller, Maintenance Director

VI. Superintendent's Report – Dr. Aaron Woody, Superintendent

VII. Board Operations – Ms. Gidget Kidd, Chairman

A. Upcoming Events

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

August 13, 2020

7:30 p.m.

**South Asheboro Middle School
Media Center**

Addendum

6:45 p.m. – Finance Committee Meeting

I. Opening

II. Public Comments

III. *Consent Agenda

C. Personnel Addendum (Added)

K. Memorandum of Understanding between Asheboro City Schools and Boys & Girls Clubs of Greater High Point (Added)

L. Memorandum of Understanding between Asheboro City Schools and Randolph/Asheboro YMCA

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

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**Asheboro City Schools
Board of Education Meeting
South Asheboro Middle School Media Center
July 9, 2020**

Policy Committee

Committee Members present:

Dr. Beth Knott	Art Martinez	Archie Priest, Jr.
Michael Smith	Gidget Kidd, ex officio	Phillip Cheek, ex officio

Other Board Members present:

Gwen Williams	Ryan Patton	Baxter Hammer
Linda Cranford	Gus Agudelo	

Staff Members present:

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

Staff Members attending virtually:

Dr. Drew Maerz	Ed Keller	Christina Kinley
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Dr. Knott called the meeting to order at 6:22 p.m. and a verbal role call was completed. Dr. Maerz began review of the agenda.

- Policy 4040/7310 – Staff-Student Relations
 - Updated policy reference names throughout policy
- Policy 4210 – Release of Students from School
 - Updated policy reference names throughout policy
- Policy 4230 – Communicable Diseases
 - Expanded definition of communicable diseases and conditions
 - Language updates throughout policy
 - Added sections regarding reporting requirements
 - Aligned language with FERPA requirements
 - Updated legal references
- Policy 4240/7312 – Child Abuse and Related Threats to Child Safety
 - Entirely rewritten policy
- Policy 4325 – Drugs and Alcohol
 - Clarified ability of principals to utilize discretion as needed for curriculum purposes
 - Updated legal references
- Policy 6325 – Parking Areas for Students
 - Updated statements regarding parking privileges and consequences
- Policy 7240 – Drug-Free and Alcohol-Free Workplace
 - Clarified language regarding reporting and notifications
- Policy 7241 – Drug and Alcohol Testing of Commercial Motor Vehicle Operators
 - Clarified language in prohibited acts section
- Policy 7500 – Workday and Overtime

- Updated webpage listing in legal references
- Policy 7503 – Remote Working
 - New policy
 - Covers definitions, arrangements, and conditions of remote working
- Policy 7510 - Leave
 - Updated legal references and website reference in policy
- Policy 7540 – Voluntary Shared Leave
 - Updated website reference in policy
- Policy 7620 – Payroll Deductions
 - Clarified language regarding payroll deductions
- Policy 7900 – Resignation
 - Language added regarding resignation of classified employees

All policies will go to the Board for 30-day review in August. With no further business, the meeting adjourned at 6:45 p.m.

Finance Committee

Finance Committee Members present:

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

Other Board Members present:

Dr. Beth Knott	Art Martinez	Archie Priest, Jr.
Michael Smith		

Staff Members present:

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

Staff Members attending virtually:

Ed Keller	Kristen Wright
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Smith Sinnett Members attending virtually:

Rhonda Angerio	Les Parker	Fred Jernigan
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Mr. Hammer called the meeting to order at 6:45 p.m. and referred to Sandra Spivey. Ms. Spivey called the roll to determine who was present for the meeting.

Ms. Spivey reviewed the information presented at the County Commissioners' meeting on June 25, 2020. The County Commissioners approved a budget that included an increase in the Current Expense Appropriation of 4.9%, which is an additional \$280,000. Included in the County's Capital Project Plans for the upcoming year is Phase III of the Asheboro High School Renovation Project. We are grateful for the continued support and generosity of our County Commissioners.

Ms. Spivey reviewed the Consolidated Funding Application Summary included under the Consent Agenda. This summary provided the Board with an overview of the ways we intend to spend our Title I, II, III, and IV funds for the 2020-2021 school year. This application is due to NCDPI by July 31, 2020. We intend to spend these funds in the same manner as last school year as well as to support the addition of a Mental Health Specialist.

Ms. Spivey reviewed the Budget Transfer Report included under the Consent Agenda as an information item. This report reflects the cumulative budget transfers across purpose codes within each fund for the 2019-2020 school year.

Ms. Spivey turned the meeting over to Smith Sinnett to provide the board with an update on the Phase III design and projected budget.

Rhonda Angerio, Les Parker, and Fred Jernigan provided details on changes to the projected budget as last presented to the board in February 2020. The costs of the mobile units and installation has increased significantly. The increases are due to connectivity of utilities and civil costs that were not originally included as well as an increase in the cost of the monthly rental fees. The overall project budget is estimated to remain the same due to a projected decrease in construction costs.

The board expressed great concern over the overall increased costs in mobile units. The board also questioned the timeline of the project and gave the architects direction to proceed with the project with efforts to speed up the process as much as possible.

There being no further business, Mr. Hammer adjourned the meeting at 7:28 p.m.

Board of Education Meeting

Board Members attending in person:

Gidget Kidd, Chair	Phillip Cheek, Vice Chair	Gustavo Agudelo
Linda Cranford	Baxter Hammer	Dr. Beth Knott
Art Martinez	Michael Smith	Ryan Patton
Gwen Williams	Archie Priest, Jr.	
Scott Eggleston, Board Attorney		

Staff Members attending in person:

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

Staff Members attending virtually:

Dr. Drew Maerz	Jordi Roman	Ray Horton
Vanessa Brooks	Ed Keller	Vanessa Brooks
Deanna Wiles	Sarah Beth Robbins	Jordi Roman
Kristen Wright		

Opening

Chairman Kidd called the meeting to order at 7:38 p.m. and welcomed all in attendance. Chairman Kidd opened the meeting with a moment of silence, followed by the Pledge of Allegiance.

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

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

Consent Agenda

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

- A. Approval of Minutes – June 11, 2020 and June 24, 2020 Board of Education Meetings
- B. Personnel Transactions:

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

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

***II. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Joyner	Nicholas	CWM	First Grade	8/10/2020
Castro	Wigman "Will"	CO	Computer Technician	7/13/ 2020
Floyd	Ana	CO	Curriculum Development (Temp/PT)	7/1 to 7/31/2020
Little	Tonya	LP	Kindergarten	8/10/2020

III. TRANSFERS

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

C.* Policies Recommended for Approval – Dr. Drew Maerz, Director of Testing and Accountability

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

- Policy 5040 – News Media Relations
 - Policy 5050 – Emergency Closings
- D.* Articulation Agreement Between Asheboro City Schools and Randolph Community College
- E. * Memorandum of Understanding between Randolph Community College and Asheboro City Schools for a High School Career Coach/Liaison
- F. * 2020-2021 Consolidated Funding Application Summary
- G. * Budget Transfer Report

*A copy is made a part of these minutes.

Action Items

- A.* Asheboro City Schools 2020-2021 Career and Technical Education Plan was presented by Ms. Sarah Beth Robbins, CTE Administrator and Curriculum and Instructional Management Coordinator (CIMC). Upon motion by Ms. Cranford and seconded by Mr. Hammer, the plan was approved as presented.
- B.* An Animal Science I course addition for the Career and Technical Education (CTE) program was presented for the board's consideration by Ms. Sarah Beth Robbins, CTE Administrator and Curriculum and Instructional Management Coordinator (CIMC). Upon motion by Mr. Patton and seconded by Ms. Williams, the Board unanimously approved the course addition as presented.

*A copy is made a part of these minutes.

Information, Reports and Recommendations

- A. Dr. Drew Maerz, Director of Testing and Accountability, presented the following policies for 30-day review:
- Policy 1310/4002 – Parental Involvement
 - Policy 3102 – Online Instruction
 - Policy 3300 – School Calendar and Time For Learning
 - Policy 3405 – Students At Risk of Academic Failure
 - Policy 3420 – Student Promotion and Accountability
 - Policy 3470/4305 – Alternative Learning Programs
 - Policy 3610 – Counseling Program
 - Policy 3620 – Extracurricular Activities and Student Organizations
 - Policy 4110 – Immunization and Health Requirements for School Admission
 - Policy 4120 – Domicile or Residence Requirements
 - Policy 4270/6145 – Concussion and Head Injury
- B. Remote Learning Academy – Dr. Wendy Rich, Assistant Superintendent of Curriculum and Instruction, and Mr. Anthony Woodyard, Director of Technology and Innovation, presented information on the K-12 remote learning academy ACCESS Ed, which will be offered as an alternative learning environment for the 2020-2021 school year.
- C.*Summer Programming Update – Ms. Deanna Wiles, K-12 Curriculum Specialist, shared information regarding the 2020 Summer Jumpstart Program. It was noted that these services are being focused on second and third grade students whose learning has been negatively affected by the impacts of COVID-19.

*A copy is made a part of these minutes.

Superintendent's Report

Dr. Aaron Woody, Superintendent, highlighted the following items:

- Work is continuing on our current Strategic Plan goals.
- The Equity Team's work is continuing. Administrators will participate in a book study on *White Fragility* by Robin DeAngelo.
- An Administrative Leadership Team Retreat was held on June 23-24, 2020. The equity policy was intensively reviewed. Bishop Michael Trogon spoke with the group about racial bias and equity.
- *School Re-Entry Options: Dr. Woody reviewed the following three possible stages of school reentry for the 2020-2021 school year:
 - Plan A – All PreK-12 students in school with 100% in-person learning in a traditional setting with minimal social distancing. All teachers will use Google Classroom or Canvas. Daily attendance is required.
 - Plan B – Blended learning with a combination of in-school and remote learning. Social distancing will be observed. All teachers will use Google Classroom or Canvas and daily attendance is required.
 - Plan C – 100% remote learning with school buildings closed for students. All PreK-12 students following the Asheboro City Schools Remote Learning Plan. All teachers use Google Classroom or Canvas and daily attendance is required.

Plan selection will be based upon the directive of the governor and the North Carolina Department of Public Instruction.

- Funds have been received through the Cares Act and is being used to purchase technology devices, sanitizing sprayer machines, and face shields for teachers, instructional assistants, bus drivers, and other staff who come into direct contact with students. These steps along with many others will be used to provide protection for all individuals in our schools.
- We will continue to plan for mobile meal deliveries for students.

Board Operations

Chairman Kidd reviewed the calendar of upcoming events noting a special-called work session for the Board of Education on August 3, 2020. This session will be held in the media center at South Asheboro Middle School from 5-8 p.m.

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, upon motion by Mr. Smith, seconded by Mr. Cheek, and unanimously approved, entered into closed session to discuss the Superintendent's Annual Evaluation at 10:01 p.m.

Adjournment

There being no further business and upon motion by Ms. Williams, seconded by Dr. Knott, and unanimously approved, the meeting adjourned at 11 p.m.

Chairman

Secretary

Asheboro City Board of Education
Special-Called Work Session
South Asheboro Middle School
August 3, 2020

Board Members in Attendance

Gidget Kidd, Chair
Linda Cranford
Art Martinez
Michael Smith

Phillip Cheek, Vice Chair
Baxter Hammer
Ryan Patton
Gwen Williams

Gustavo Agudelo
Dr. Beth Knott
Archie Priest, Jr.

Staff Members in Attendance

Dr. Aaron Woody
Sandra Spivey
Donna Gentry

Dr. Wendy Rich
Dr. Drew Maerz

Carla Freemyer
Anthony Woodyard

Opening

Chairman Kidd called the meeting to order at 5:15 p.m. and welcomed all in attendance followed by a moment of silence and the Pledge of Allegiance.

Chairman Kidd noted that a closed session needed to be added to the agenda. Upon motion by Mr. Smith and seconded by Mr. Cheek, the Board unanimously approved the meeting agenda with the addition of a closed session at the conclusion of the regular session.

Public Comments

Pursuant to North Carolina Statute, public comments were not taken during this special session. Comments regarding the subject of this meeting will be accepted at the August 13, 2020 regular monthly meeting.

Consent Agenda

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

A. Personnel Transactions:

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

<u>LAST</u>	<u>FIRST</u>	<u>SCHOOL</u>	<u>SUBJECT</u>	<u>EFFECTIVE</u>
Gonzalez	Shandra	DLL	Instructional Assistant	7/13/2020
Smith	Micheal	AHS	Mathematics	8/19/2020
Tyson	Keenen	SAMS	Custodian	7/31/2020

***II. APPOINTMENTS**

<u>LAST</u>	<u>FIRST</u>	<u>SCHOOL</u>	<u>SUBJECT</u>	<u>EFFECTIVE</u>
Felice	Samantha	GBT	School Counselor	8/10/2020
Garner	Haley	DLL	First Grade	8/3/2020
Joyce	Keichelle	GBT	Exceptional Children	8/3/2020
Kearns	Julie	AHS	Exceptional Children	8/3/2020

Boucher	Holly	BAL	Music	8/3/2020
Settle	Ma’Kira	AHS	Exceptional Children	8/3/2020

***III. LEAVES OF ABSENCE**

<u>LAST</u>	<u>FIRST</u>	<u>SCHOOL</u>	<u>SUBJECT</u>	<u>EFFECTIVE</u>
Currin	Allison	BAL	Music	8/1/2020 - 6/30/2021

IV. TRANSFERS

<u>LAST</u>	<u>FIRST</u>	<u>SCHOOL</u>	<u>SUBJECT</u>	<u>EFFECTIVE</u>
Ramon	Emily	BAL to AHS	5th grade to Science	8/10/2020
Tzinzun	Lilia	CWM to NAMS	After-School Asst. to School Secretary	8/10/2020

Action Items

- A. Dr. Aaron Woody, Superintendent, reviewed the Asheboro City Schools Re-Entry Plan for the 2020-2021 school year as presented at the July board meeting. Following discussion lead by the Asheboro City Schools Leadership Team, the Board charged Superintendent Woody to define a revised re-entry based on a modified Plan C (remote learning). Upon motion by Mr. Agudelo and seconded by Ms. Cranford, the Board unanimously approved this charge. Superintendent Woody is to inform the Board of his decision by Wednesday evening, August 5, 2020.

Work Session

- A. Dr. Aaron Woody announced that a Ribbon-Cutting Ceremony for the new Asheboro High School addition will be held on Thursday, September 10, at 5:30 p.m., prior to the regular Board of Education meeting.
- B. Dr. Woody informed the Board of a request to name a room at Asheboro High School for a retired employee and a former Board of Education member. Per Policy 9300 – Naming of Facility and Procedure – Naming of Facilities, Erecting Plaques, Monuments, and Markers, a committee will be formed to consider this request.
- C. Employee Resource Guide – Dr. Wendy Rich, Assistant Superintendent of Curriculum and Instruction, reviewed the newly completed guide for all Asheboro City School employees. This resource contains district-wide information including organizational charts and areas of responsibilities by department, topics of interest, guidelines, and directions for numerous areas of interest to employees as well as instructional support resources. The Employee Resource Guide is on the Asheboro City Schools website for easy access by employees.
- D. Curriculum Update – Dr. Wendy Rich, Assistant Superintendent of Curriculum and Instruction, reported that over 100 teachers have created and compiled PK-12 resources for all teachers. Included are pacing guides, curriculum maps, assessments, teacher resources, etc., for all subjects and grade-levels.
- E. Strategic Plan Timeline – Dr. Aaron Woody, Superintendent, reviewed the process and timeline previously used in creating the system’s Strategic Plan and offered three possible scenarios for use in composing the next plan (the current Strategic Plan ends at the conclusion of the 2020-2021 school year). Based on the lack of end-of-year data from the 2019-2020 school year and other effects of the current pandemic, the Board asked the Superintendent to recommend the most effective plan development option at the August 13 Board of Education meeting.
- F. Continuous Improvement Plans – Dr. Aaron Woody, Superintendent, requested approval for schools to carryover the Continuous Improvement Plans from 2019-2020. Due to the lack of data as a result of the pandemic, many goals were incomplete/non-measurable. Dr. Woody also recommended that each site prepare a brief video presentation for the Board highlighting their plans and additional areas of concentration they want to include. The Board was in agreement with this request.

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, upon motion by Mr. Smith, seconded by Mr. Hammer, and unanimously approved, to move to closed session to discuss the Superintendent's Annual Evaluation at 7:58 p.m.

Adjournment

There being no further business and upon motion by Mr. Agudelo and seconded by Dr. Knott, the Board unanimously approved to adjourn at 8:24 p.m.

Chairman

Secretary

Policies For Approval

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

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

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

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

A. PARENT COMMUNICATION AND CONFERENCES

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

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

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

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

B. PARENTAL NOTIFICATION

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

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

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

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

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

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

C. OPPORTUNITIES TO WITHHOLD CONSENT/OPT OUT

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

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

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

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

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

D. PARENTAL PERMISSION REQUIRED

Written parental permission is required prior to the following activities:

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

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

Legal References: Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 99; Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98; Individuals with Disabilities Education Act, 20 USC 1400, *et seq.*; Asbestos Hazard Emergency Response Act, 15 U.S.C. 2641, *et seq.*; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*; 42 U.S.C. 1758, 7 C.F.R. pt. 245; 42 U.S.C. 1758b; National School Lunch Program, 42 U.S.C. 1751 *et seq.*, 7 C.F.R. 210.12; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. 108.9; 20 U.S.C. 7908; G.S. 90-21.1; 95-28.3; 115C-47(47), -47(51), -47(54), -47(58), -81.25, -81.30, -81.36, -105.41, -109.1, 174.26(d) -307(c), -375.4, -390.2, -391.1, -407.16; State Board of Education Policies KNEC-002, PRNT-000, TEST-001

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

Restraint in Schools (regulation 4302-R), Student Fees (policy 4600), Student Records (policy 4700), Surveys of Students (policy 4720), School Volunteers (policy 5015), Registered Sex Offenders (policy 5022), Administering Medicines to Students (policy 6125), Student Wellness (policy 6140), Free and Reduced Price Meal Services (policy 6225), Pest Management (policy 9205)

Adopted: April 14, 2011

Revised: March 14, 2013, August 8, 2013, August 14, 2014, January 8, 2015, May 12, 2016, March 9, 2017, July 13, 2017, March 8, 2018, December 13, 2018, January 9, 2020

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

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

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

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

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

Cross References: Dual Enrollment (policy 3101)

Adopted: December 12, 2013

Updated: August 10, 2017

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

A. INSTRUCTIONAL TIME

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

B. SCHOOL DAY

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

C. OPENING AND CLOSING DATES

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

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

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

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

D. SCHOOL CALENDAR

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

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

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

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

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

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

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

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

Adopted: January 12, 2012

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

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

A. IDENTIFICATION OF AND ASSISTANCE TO STUDENTS AT RISK

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

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

B. TRANSITION PLANS

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

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

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

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

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

Cross References: School Improvement Plan (policy 3430)

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

Adopted: May 9, 2013

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

A. PURPOSE

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

B. STUDENT PROMOTION STANDARDS

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

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

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

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

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

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

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

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

2. Grades 3-5

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

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

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

3. Grades 6-8

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

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

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

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

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

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

5. High School End of Course Tests

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

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

6. Diploma Standards

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

D. INTERVENTION FOR STUDENTS UNLIKELY TO MEET PROMOTION STANDARDS

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

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

1. Intervention Plans

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

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

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

2. Intervention Strategies

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

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

E. REVIEW OF STUDENT PROMOTION STANDARDS

1. Previous retentions

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

2. Review Process

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

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

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

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

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

F. APPEALS OF PROMOTION DECISIONS

1. Appeal to the Superintendent

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

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

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

2. Appeal to the Board of Education

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

G. READING CAMPS

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

H. PROMOTION AND ACCOUNTABILITY STANDARDS FOR STUDENTS WITH DISABILITIES

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

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

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

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

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

J. CREDIT BY DEMONSTRATED MASTERY

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

K. CREDIT RECOVERY

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

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

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

L. REPEATING A COURSE FOR CREDIT

1. Repeating a Previously Failed Course

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

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

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

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

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

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

M. ACCELERATION

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

N. REPORTING REQUIREMENTS

1. Superintendent's Report to the Board

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

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

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

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

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

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

- 3. Publication on the School System Website

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

O. RESOURCES

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

P. NOTIFICATION TO PARENTS

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

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

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

Q. CHILDREN OF MILITARY FAMILIES

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

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

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

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

Adopted: August 11, 2011

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

A. PURPOSES

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

B. STANDARDS FOR ALTERNATIVE LEARNING PROGRAMS

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

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

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

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

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

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

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

2. Responsibilities of Personnel at Referring School

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

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

3. Referral

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

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

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

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

4. Responsibilities of School Personnel at the Alternative Learning Program

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

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

5. Assignment of Student with Disabilities to Alternative Programs

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

D. APPEALS PROCESS

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

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

E. ADMINISTRATIVE ASSIGNMENTS

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

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

2. Assignment of Student Sex Offenders

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

F. TRANSITION FROM ALTERNATIVE LEARNING PROGRAMS

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

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

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

G. EVALUATION OF ALTERNATIVE LEARNING PROGRAMS

1. State Accountability

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

2. Information to be Reported to the Board of Education

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

EXTRACURRICULAR ACTIVITIES AND STUDENT ORGANIZATIONS

Policy Code:

3620

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

A. REQUIREMENTS FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

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

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

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

B. ADDITIONAL RULES FOR SPECIFIC ACTIVITIES

1. Interscholastic Athletics

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

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

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

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

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

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

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

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

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

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

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

2. Transitioning Military Students

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

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

D. APPEALS PROCESS

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

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

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

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

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

IMMUNIZATION AND HEALTH REQUIREMENTS FOR SCHOOL ADMISSION

Policy Code: **4110**

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

A. IMMUNIZATION

1. Requirements for Initial Entry

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

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

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

2. Additional Requirements

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

B. HEALTH ASSESSMENT/VISION SCREENING

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

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

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

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

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

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

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

C. HOMELESS STUDENTS

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

D. FOSTER CHILDREN

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

E. CHILDREN OF MILITARY FAMILIES

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

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

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

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

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

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

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

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

A. DOMICILE AND RESIDENCE DEFINED

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

B. MEETING DOMICILE REQUIREMENTS

1. Domicile of Students Generally

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

2. Domicile of Emancipated Students

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

3. Domicile of Students with Divorced or Separated Parents

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

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

C. MEETING RESIDENCE REQUIREMENTS

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

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

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

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

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

D. PARTICIPATION IN JROTC BY HOME SCHOOL STUDENTS

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

E. STUDENTS PARTICIPATING IN THE NORTH CAROLINA ADDRESS CONFIDENTIALITY PROGRAM

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

F. APPEAL OF ADMISSION DECISIONS

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

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

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

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

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

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

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

A. DEFINITION OF CONCUSSION

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

B. CONCUSSION EDUCATION VIDEO FOR HIGH SCHOOL STUDENT-ATHLETES

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

C. SCHOOL HEAD INJURY INFORMATION SHEET

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

D. REMOVAL FROM AND RETURN TO PLAY

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

E. RETURN TO LEARNING

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

F. EMERGENCY ACTION PLANS

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

G. ATHLETIC TRAINERS AND FIRST RESPONDERS

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

H. RECORDKEEPING

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

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

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

Cross References: Student Wellness (policy 6140)

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

Adopted: December 8, 2011

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

**Asheboro City Schools
Personnel Transactions
August 13, 2020**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Ahmed	Ragda	AHS	Testing Coordinator	7/31/2020
Wright	Charles	BAL	Custodian (part-time)	8/14/2020

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Black	Kimberly	AHS	Mathematics (part-time)	9/1/2020
Marley	Melvin	AHS	Instructional Assistant/EC	8/10/2020
Sabogal	Jafeth	DLL	Instructional Assistant	8/10/2020

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Cagel	Lynn	NAMS to BAL/NAMS	Instructional Assistant/EC	8/10/2020

**Asheboro City Schools
Personnel Transactions - ADDENDUM
August 13, 2020**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Brown	Jessica	LP	1st Grade	9/18/2020
Carter	Christian	AHS	Instructional Assistant/Online Facilitator	8/7/2020
Gordon	Mark	CO	Bus Driver	8/5/2020
Kidd	Matthew	NAMS	Agricultural Education	9/21/2020
Lovell	Stephanie	ECDC	Instructional Assistant	8/7/2020
Smith	Michael	AHS	Mathematics	8/6/2020*

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Martinez	Jorge	SAMS	7th grade Social Studies	8/17/2020
Tinnin	Jessica	AHS	Instructional Assistant/LTIP	8/11/2020
Weary	Amber	AHS	CTE Remote Learning Specialist (part-time)	8/17/2020

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Robles	Omayra	BAL/DLL to SAMS	ESL to Spanish	8/12/2020

* date change only

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
August 13, 2020**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Black, Kimberly	Appalachian State University B: Middle Grades Education	Mathematics

Ms. Kimberly Black is recommended to teach mathematics at Asheboro High School for the 2020-2021 school year. Ms. Black is a national board certified teacher who taught mathematics at Asheboro High School for 21 years before moving to Southwest Randolph High School. Ms. Black officially retired at the end of February 2020, and is ready to return to the classroom on a part-time basis. We are pleased to welcome her back to her Blue Comet home. Welcome Ms. Black!

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS - ADDENDUM
August 13, 2020**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Martinez, Jorge	Campbell University B: History Education	6-12 Social Studies

Mr. Jorge Martinez is recommended to teach Social Studies at South Asheboro Middle School for the 2020-2021 school year. Mr. Martinez completed his clinical internship and student teaching experience at Triton High School in Erwin, NC during the 2019-2020 school year. Additionally, he has served as a camp counselor at Mt. Shepherd Retreat Center, an orientation leader at Campbell University, and volunteer soccer coach for the Liberty Soccer League. Mr. Martinez is looking forward to beginning his teaching career in Asheboro City Schools. Welcome Mr. Martinez!

[illegible]



2020-2021 Beginning Teacher Support Program Plan

State Board of Education Policy: TCED – 016

Introduction:

In accordance with NC State Board of Education Policy TCED – 016, Asheboro City Schools Beginning Teacher Support Program (BTSP) provides for: new teacher orientation accompanied by a three-year induction period; beginning teacher assignment within the area of licensure supported by a trained mentor; annual Professional Development Plan (PDP) designed to help each beginning teacher grow in the profession; attention to the NC Teacher Working Conditions Survey; training in the NC Professional Teaching Standards and the NC Educator Evaluation System; and an annual evaluation of the Beginning Teacher Support Program.

Asheboro City Schools Beginning Teacher Support Program is aligned with the North Carolina Beginning Teacher Support Program Standards:

Standard 1 – Systematic Support for High Quality Induction Programs

Standard 2 – Mentor Selection, Development, and Support

Standard 3 – Mentoring for Instructional Excellence

Standard 4 – Beginning Teacher Professional Development

Standard 5 – Formative Assessment of Candidates and Programs

Describe adequate provisions for efficient management of the program.

The Executive Director of Human Resources, in partnership with the district Beginning Teacher Support Coordinator, will oversee the efficient management of the program for beginning teachers, including documentation to verify Beginning Teachers attend orientation along with other district meetings. Human Resources staff will work together to verify the status of incoming teachers with fewer than three years of experience to participate in the BTSP and ensure their teaching assignment is in the correct area of licensure. Beginning teachers will be supported through the licensure process as well as in developing their teaching skills related to curriculum, instruction, and assessment. Human Resources staff will collect and submit Beginning Teacher data through the State of the Teaching Profession Report.

Student Services personnel, administrators, and curriculum-instructional specialists are not required to participate in the Beginning Teacher Support Program.

Designate, at the local level, an official to verify eligibility of beginning teachers for a continuing license.

The Executive Director of Human Resources will serve as the official who will verify eligibility of beginning teachers for a continuing license. Processes are in place to monitor and support Beginning Teachers to successfully meet all North Carolina State Board of Education testing requirements. This will also include collaboration with each building-level principal as they supervise and evaluate beginning teachers who teach at their individual schools. Verification of mentor support and completion of professional development requirements are included in this process.

Once a continuing license is earned in one area, additional teaching areas do not require BTSP experience.

Provide for a formal orientation for Beginning Teachers which includes a description of available services, training opportunities, the teacher evaluation process, and the process for achieving a continuing license.

As part of the induction process, each beginning teacher is provided a system orientation with the Beginning Teacher Coordinator and the Executive Director of Human Resources to learn about State and Local Board mission, goals and policy, benefits, and ACS system procedures. The online module provided by the state may be used for this purpose. Additionally, the procedure for converting an Initial Teaching License to a Continuing Teaching License is provided, which includes beginning teachers complete all coursework, pass all NCSBE approved exams, and complete three years of teaching. As part of the orientation, new teachers complete a survey identifying which tests they have passed and/or need to pass. This information is used to follow-up with teachers throughout their first year to ensure teachers meet the minimum criteria for licensure. Asheboro City Schools new teacher orientation includes: information about available support services such as the mentor program, professional development for beginning teachers, and other pertinent information to help them be successful in their new role as a teacher. The teachers are also introduced to the NC Educator Effectiveness System (NCEES). Once at the school site, the principal and mentor continue this orientation by providing more in-depth information about the NC Teacher Evaluation process and other topics specific to the school.

Prior to the opening of school each year, a Beginning Teacher Orientation is required for all first-year teachers. During this three-day orientation, beginning teachers are given an opportunity to network, meet district personnel, and meet other instructional support staff. They are also given access to electronic and hard copy resources that contain information about the school system and helpful information for beginning teachers including a copy of the BTSP plan upon board approval. Materials are provided to the teachers throughout the year which they may add to this resource guide. Topics covered during the three orientation days include:

- ACS and SBE missions, goals and system services and policies
- proactive and positive classroom management
- instructional and technology support
- NC Professional Teaching Standards and NC Evaluation Process
- NC Standard Course of Study, local pacing guides, and curriculum

- frameworks
- learning about exceptional children laws and procedures, including appropriate use of seclusion and restraint of students
- reviewing research-based educational best practices
- reviewing required working conditions guidelines of:
 - mentor assigned early and in close proximity
 - limited preparations
 - limited non-instructional duties
 - limited number of exceptional or difficult students
 - no extra-curricular assignments unless requested in writing by the BT

Residency licensed teachers may complete Effective Teacher Training or participate in a more extensive orientation with a member of the Instructional Support Team in collaboration with the Executive Director of Human Resources. If the extended orientation is selected, before beginning in the classroom, residency licensed teachers must spend a minimum of five full days completing specific requirements they record and submit to Human Resources, with the remaining five days completed during the school year which may include face-to-face sessions and online modules to support the induction requirements. In addition to the required information covered in New Teacher Orientation, the residency license teacher orientation may include observing other teachers; meeting with administrators or other school staff and their mentor; reviewing school and system policies.

Address compliance with the optimum working conditions for Beginning Teachers identified by the State Board of Education.

We believe all beginning teachers in Asheboro City Schools will have the opportunity to develop into outstanding teachers. With this in mind, the following working conditions will be implemented in every situation to the extent possible.

- Assignment in the area of licensure;
- Lead Mentor assigned at each school;
- Buddy teacher assigned as determined by the principal, in the licensure area, and in close proximity;
- Orientation that includes state, district, and school expectations;
- Limited preparations;
- Limited non-instructional duties;
- Limited number of students with identified challenges; and
- No extracurricular assignments unless requested in writing by the beginning teacher.

Address compliance with the mentor selection, assignment, and training guidelines identified by the State Board of Education.

Asheboro City Schools will continuously improve practices associated with Standard 2: Mentor Selection, Development and Support of the NC Standards for Beginning Teacher Support Programs. The areas for focus include:

- Time

- Instructional Focus
- Issues of Diversity (race, ethnicity, gender, religion, and other aspects of culture).

Prospective mentors must complete an application (including job description review) and be recommended by their principal, meet or exceed the minimum mentor qualifications as outlined in State Board Policy, and complete mentor training. New mentors will be trained via the NC online module entitled *21st Century Mentoring*, which provides mentors with 21st century skills, knowledge, and dispositions needed to support beginning teachers. Mentors will also be provided additional training (as needed) to advance their knowledge/skills and have opportunities to participate in periodic mentor professional development. Additional information is provided as needed on topics related to beginning teacher support.

Special attention will be given to the mentor's NCEES rating as required by North Carolina State Board of Education Policy TCED-016. As a mentor, these teachers will not be involved in evaluating their protégés. Mentors will serve as support for beginning teachers at the school level in partnership with the school Instructional Facilitator who will provide professional development specific to the beginning teacher needs at their school. The mentor's role will include orientation, logistical and emotional support, along with ongoing support, and encouragement.

Specific mentor requirements are:

- ✓ Rated at least "proficient" level on NCEES (Ratings of proficient or higher on all five standards on the most recent summative evaluation, or on Standards 1 and 4 on an abbreviated evaluation).
- ✓ The principal shall determine which mentor teacher best meets the needs of each new teacher and shall assign the most appropriate mentor teacher to the new teacher, with priority consideration for mentors rated as "distinguished" or "accomplished."
- ✓ If a principal determines that a teacher rated as "proficient" or a retired teacher is the most appropriate mentor for a new teacher, the principal shall maintain records of the reasons for that determination.
- ✓ The most recent available evaluation data will be used for teachers who lack an evaluation from the prior year. Teachers without evaluation data for two or more consecutive years shall not serve as mentor teachers.
- ✓ Any teacher who is assigned to be a mentor to a BT must meet eligibility requirements in the year of the assignment. No mentor whose evaluation falls below the "proficient" level may continue to serve as a mentor to a BT, regardless of existing mentor-mentee relationships.
- ✓ Mentor selection criteria include input from a variety of stakeholder groups.
- ✓ Mentors support beginning teacher orientation and provide logistical and emotional support.
- ✓ Mentors provide ongoing support and encouragement for the beginning teacher.
- ✓ Mentors receive ongoing training to advance their knowledge and skills.
- ✓ Mentors have opportunities to participate in professional learning communities of mentoring practice.

- ✓ Asheboro City Schools chooses not to use retired mentors or mentors from other schools.

Provide for the involvement of the principal or the principal's designee in supporting the beginning teachers.

A specific date will be designated for principals and their designees to provide an onsite school-based orientation. This introductory session will lay the groundwork for future continued, ongoing support for the beginning teacher. The mentor will also provide support along with the principal. Mentors will provide support each month to ensure the success of the beginning teacher. Mentors at each school, in collaboration with the Instructional Facilitator, will provide regular differentiated professional development for beginning teachers.

Provide a minimum of four observations per year in accordance with GS115C-333, using the North Carolina Educator Evaluation System. The plan must address the appropriate spacing of observations throughout the year and specify a date by which the annual summative evaluation is to be completed.

The Executive Director of Human Resources will provide all building-level administrators with a detailed timeline for all observations. Additionally, the Executive Director of Human Resources will carefully monitor the timeliness of each observation, the accuracy for the completion of each document for all beginning teachers as well as monitoring for evidences of support for beginning teachers. The Executive Director of Human Resources will work in close collaboration with the principal or designee to ensure all processes and procedures are consistently and correctly followed for each observation for all beginning teachers.

In compliance with the Excellent Schools Act and subsequently GS 115C-333, each beginning teacher shall be observed at least three times annually by a qualified school administrator or a designee and at least once annually by a teacher, and shall be evaluated at least once annually by a qualified school administrator. Mentors may be assigned to complete peer observations within their school as a part of the evaluation process, but they will not be assigned to observe beginning teachers, which they mentor. Each observation must last for at least one continuous period of instructional time (or a minimum of 45 minutes) and must be followed by a post-conference within ten days of the observation. All persons who observe teachers must be appropriately trained. The required observations must be appropriately spaced throughout the school year and comply with HB1030 requirements, two observations completed in the first semester and at least one observation by a principal.

Provide for the preparation of a Professional Development Plan (PDP) by each beginning teacher in collaboration with the principal or the principal's designee and the mentor teacher.

Each beginning teacher is required to develop a Professional Development Plan in collaboration with his/her principal (or the principal's designee) and mentor. The plan is to be based on the North Carolina Professional Teaching Standards, and must include goals, strategies, and assessments of the beginning teacher's progress in improving professional skills. In developing the plan, the beginning teacher, principal (or designee), and mentor should begin with an

assessment of the beginning teacher's knowledge, dispositions, and performances. Throughout the year, formative assessment conferences should be held to reflect on the progress of the beginning teacher in meeting the goals established for professional growth. The plan should be updated on an annual basis each year of the Beginning Teacher Support Program. Professional Development Plans will be monitored and signed at each formative assessment conference during the school year by the beginning teacher, principal or designee, and mentor.

Provide for a formal means of identifying and delivering services and technical assistance needed by beginning teachers.

Building-level administrators will provide a minimum of four observations per year in accordance GS115C-333, using the North Carolina Educator Evaluation System, within the timeline established by the Executive Director of Human Resources. Other informal observations will be completed consistently and frequently in order to monitor the progress of the beginning teacher in areas noted on the PDP, classroom management, and student progress. If, at any point in time, the administrator notes a need for assistance to support a beginning teacher, such assistance will be provided immediately. This assistance may be provided by the mentor and/or the Instructional Facilitator, and through professional development by one or more members of the Curriculum and Instruction Team, or other departments as deemed necessary by the building administrator. Support will continue to be provided until the beginning teacher becomes successful in such area as noted needing improvement or until the building administrator feels the support is no longer necessary.

Provide for the maintenance of a cumulative beginning teacher file that contains the PDP and evaluation report(s).

The Beginning Teacher Support Coordinator will partner with the Executive Director of Human Resources to ensure the maintenance of a cumulative beginning teacher file that contains all the necessary documentation for beginning teachers. Beginning teacher personnel files are secured in the Human Resource office.

Provide for the timely transfer of the cumulative beginning teacher file to successive employing LEAs, charter schools, or non-public institutions within the state upon the authorization of the beginning teacher.

The Executive Director of Human Resources will provide for the timely transfer of all documents as authorized by the beginning teacher.

Describe a plan for the systematic evaluation of the Beginning Teacher Support Program to assure program quality, effectiveness, and efficient management.

The Teacher Working Conditions Survey will be used to evaluate the effectiveness, efficient management, and the program quality of the Beginning Teacher Support Program. Additionally, an internal survey will be administered to beginning teachers and mentors annually. Feedback will also be gathered from principals, and other teacher groups as needed.

Asheboro City Schools will participate in the BTSP monitoring cycle conducted by NCDPI and the Peer Review process within the PTEC and/or PANC regional meetings. Based on the results of this evaluation, the Beginning Teacher Support Coordinator, in partnership with the Executive Director of Human Resources, will revise the plan as needed.

Document that the local board of education has adopted the LEA plan, or that the charter school or non-public institution plan has been approved by the SBE.

Documentation of the adoption of the LEA plan by the local board of education will be noted in the Board of Education meeting minutes.

Conclusion

The Asheboro City Board of Education, district administrators, building administrators, and the Curriculum and Instruction team are all fully committed to ensuring and supporting beginning teachers in their success as professionals, as teacher leaders, and in their individual growth. Mentors and Instructional Facilitators will work collegially with each beginning teacher so that a professional colleague will be available to provide an individualized continuum of support and encouragement. Asheboro City Schools is committed to ensuring each beginning teacher is equipped to be a future-ready professional who prepares our students to be college and career ready.

Asheboro City Schools Beginning Teacher Support Plan was approved by the Asheboro City Board of Education on: _____
Date

Submitted to Department of Public Instruction: _____
Date

ASHEBORO CITY SCHOOLS

Rental of School Facilities

Fee Schedule

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

SCHOOL FACILITIES

Seating	Location	Fee - 4 hours or less	Each Additional Hour
1037	AHS Performing Arts Center	\$150.00	\$35.00
100	AHS Commons	\$ 75.00	\$15.00
188	AHS Student Lounge	\$ 35.00	\$15.00
200	AHS Professional Development Center/Entire Rm	\$ 75.00	\$15.00
100	AHS Professional Development Center/1/2 Rm	\$ 50.00	\$15.00
263	SAMS Theater	\$ 75.00	\$15.00
400	NAMS Theater	\$ 75.00	\$15.00
225	ECDC	\$ 50.00	\$15.00
200	McCrary	\$ 50.00	\$15.00
250	Loflin	\$ 50.00	\$15.00
244	Teachey	\$ 50.00	\$15.00
230	Lindley Park	\$ 50.00	\$15.00
400	Balfour	\$ 50.00	\$15.00

Additional Classroom Space Available for \$10.00 per hour

Custodial Fee - \$25.00 per hour

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

ATHLETIC FACILITIES

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

Custodial Fee - \$25.00 per hour

CAFETERIAS

Seating	Location	Fee if Kitchen is Used 4 hours or less	Each Additional Hour	Fee for Cafeteria Seating Area Only 4 hours or less	Each Additional Hour
289	AHS	\$ 65.00	\$ 20.00	\$ 50.00	\$ 15.00
188	SAMS	\$ 65.00	\$ 20.00	\$ 50.00	\$ 15.00
250	NAMS	\$ 65.00	\$ 20.00	\$ 50.00	\$ 15.00
135	CWM	\$ 65.00	\$ 20.00	\$ 50.00	\$ 15.00
150	DLL	\$ 65.00	\$ 20.00	\$ 50.00	\$ 15.00
400	GBT (Combination)	\$ 65.00	\$ 20.00	\$ 50.00	\$ 15.00
175	LP	\$ 65.00	\$ 20.00	\$ 50.00	\$ 15.00

Custodial Fee - \$25.00 per hour

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

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

Asheboro CITY SCHOOLS

A learning community of excellence!

Chartered in 1905

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

School Treasurers 2020-2021

Jamie H. Baker
Asheboro High School

Kaitlyn Aguilar
North Asheboro Middle School

Aaron P. Nall
South Asheboro Middle School

Donna B. Hill
Balfour Elementary School

Tammy R. Davidson
Early Childhood Development Center

Renee B. Brewer
Charles W. McCrary Elementary School

Carrie A. Dorrity
Donna Lee Loflin Elementary School

Tina E. Poole
Guy B. Teachey

Nicole L. Cox
Lindley Park Elementary School

ASHEBORO CITY SCHOOLS

2020-2021

SCHEDULED PAY DATES

MID-MONTH PAYROLL (10 Month hourly employees)		END OF MONTH PAYROLL (All employees except 10 month hourly)	
July	15	July	31
August	14	August	31
September	15	September	30
October	15	October	30
November	13	November	27
December	15	December	31
January	15	January	29
February	12	February	26
March	15	March	31
April	15	April	30
May	14	May	28
June	15	June install/supplements	23
		June eom	25

**CERTIFIED RESOLUTIONS OF ASSOCIATION OR
SIMILAR UNINCORPORATED ORGANIZATION**
Deposit Accounts, Loan and Services Agreement



I, Aaron Weedy, hereby certify that I am the duly elected and qualified secretary of
North SOUTH ASHEBORO MIDDLE SCHOOL, an unincorporated association, and as such officer the keeper of its records,
and that at a regular called meeting of the Board of such association, held on the _____
day of _____ at which a quorum was present, the following were elected to the office
opposite their respective names and the following resolutions were adopted, and that such persons are now such
officers of said association and that said resolutions are now in full force and effect:

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

Officer Name: <u>Sandra Spivey</u>			
Home Address: <u>121 Edna St</u>	City: <u>Asheboro</u>	State: <u>NC</u>	Zip: <u>27305</u>
Officer Name: <u>Derek L. McCoy</u>			
Home Address: <u>707 E Main St Apt 204</u>	City: <u>Jamesstown</u>	State: <u>NC</u>	Zip: <u>27382</u>
Officer Name: <u>Kaitlyn E. Aguilar</u>			
Home Address: <u>216 Elaine St.</u>	City: <u>Trinity</u>	State: <u>NC</u>	Zip: <u>27370</u>

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

- BANK DEPOSITORY. RESOLVED**, that First Horizon Bank ("Bank") is hereby designated as a depository of
this association and that an account or accounts, for and on behalf of this association, be revised or opened
and operated in said Bank in the name of

Account Name: <u>NORTH ASHEBORO MIDDLE SCHOOL</u>	Account Number: <u>284289</u>
---------------------------------------------------	-------------------------------

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

Title	Typed Name	Signer's SSN	Signature
<u>Principal</u>	DEREK L MCCOY		
<u>Finance Officer</u>	SANDRA A SPIVEY		
<u>Treasurer</u>	KAITLYN E AGUILAR		

**CERTIFIED RESOLUTIONS OF ASSOCIATION OR
SIMILAR UNINCORPORATED ORGANIZATION**
Deposit Accounts, Loan and Service Agreement



6. **SERVICES AGREEMENTS.** *RESOLVED*, that any 1 of the following officers of the association (is) (are jointly) authorized to sign agreements under which Bank provides certain services:

Title	Typed Name	Signature
Principal	Derek L. McCoy	
Finance Officer	Sandra A. Spivey	
Treasurer	Kaitlyn E. Aguilar	

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

Secretary Name: Aaron Woody	Secretary Signature:
--------------------------------	----------------------

APPROVED (*):

Officer Title	Typed Name	Officer Signature

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



FIRST HORIZONSM

OWNERSHIP OF ACCOUNT - PERSONAL

- ☐ INDIVIDUAL ☐ PERSONAL AGENCY
- ☐ JOINT - WITH SURVIVORSHIP (see below)
- ☐ JOINT - NO SURVIVORSHIP (as tenants in common)
- ☐ _____
- ☐ TRUST - SEPARATE AGREEMENT: _____
- ☐ PAYABLE ON DEATH (POD) DESIGNATION AS DEFINED IN THIS AGREEMENT (Name and Address of Beneficiaries): _____

☐ **BANK JOINT ACCOUNT WITH RIGHT OF SURVIVORSHIP G.S. 554C-166.1(a)**

We understand that by establishing a joint account under the provisions of North Carolina General Statute 553C-6-6 that:

1. The bank may pay the money in the account to, or on the order of, any person named as a joint holder of the account unless we have agreed with the bank that withdrawals require more than one signature; and
2. Upon the death of one joint owner, the money remaining in the account will belong to the surviving joint owners and will not pass by inheritance to the heirs of the deceased joint owner or be controlled by the deceased joint owner's will.

X _____ X _____

☐ **BANK PAYABLE ON DEATH ACCOUNT G.S. 553C-6-7:** I/We understand that by establishing a Payable on Death account under the provisions of North Carolina General Statute 553C-6-7 that:

1. During my/our lifetime, I/we, individually or jointly, may withdraw the money in the account.
2. By written direction to the bank I/we, individually or jointly, may change the beneficiary or beneficiaries.
3. Upon my/our death the money remaining in the account will belong to the beneficiary or beneficiaries, and the money will not be inherited by my/our heirs or be controlled by will.

X _____ X _____

OWNERSHIP OF ACCOUNT - BUSINESS PURPOSE

- ☐ SOLE PROPRIETORSHIP ☐ PARTNERSHIP
- ☐ CORPORATION: ☐ FOR PROFIT ☐ NOT FOR PROFIT
- ☐ _____

BUSINESS: _____

COUNTY & STATE
OF ORGANIZATION: US

AUTHORIZATION DATED: _____

DATE OPENED 01/15/1971 BY 99714

INITIAL DEPOSIT \$ _____

☐ CASH ☐ CHECK ☐ _____

HOME TELEPHONE # 3366255104

BUSINESS PHONE # 3366255104

DRIVER'S LICENSE # 30577520

NC

E-MAIL _____

EMPLOYER _____

MOTHER'S MAIDEN NAME _____

Name and address of someone who will always know your location: _____

ACCOUNT
NUMBER 284289

ACCOUNT OWNER(S) NAME & ADDRESS
NORTH ASHEBORO MIDDLE SCHOOL

1861 N ASHEBORO SCHOOL RD

ASHEBORO NC 272033172

TYPE OF ACCOUNT

<input type="checkbox"/> NEW	<input checked="" type="checkbox"/> EXISTING
<input checked="" type="checkbox"/> CHECKING	<input type="checkbox"/> SAVINGS
<input type="checkbox"/> MONEY MARKET	<input type="checkbox"/> CERTIFICATE OF DEPOSIT

BACKUP WITHHOLDING CERTIFICATIONS

TIN: 566000989

☐ **TAXPAYER I.D. NUMBER** - The Taxpayer Identification Number shown above (TIN) is my correct taxpayer identification number.

☐ **BACKUP WITHHOLDING** - I am not subject to backup withholding either because I have not been notified that I am subject to backup withholding as a result of a failure to report all interest or dividends, or the Internal Revenue Service has notified me that I am no longer subject to backup withholding.

☐ **EXEMPT RECIPIENTS** - I am an exempt recipient under the Internal Revenue Service Regulations.

☐ **FATCA** - The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

SIGNATURE: I certify under penalties of perjury the statements checked in this section and that I am a U.S. citizen or other U.S. person (as defined in the W-9 instructions). The Internal Revenue Service does not require your consent to any provision of this document other than the certifications required to avoid backup withholding.

X _____

(Date)

SIGNATURES: All signers below acknowledge receipt of the Bank Depositor Agreement with disclosures for the Account indicated, and agree to be bound by its terms as well as any changes or additions hereafter adopted by bank. The undersigned further authorizes the financial institution to verify credit and employment history and/or have a credit reporting agency report on the undersigned, as individuals.

(1): [X] SANDRA A SPIVEY
I.D. # _____ D.O.B. 06/04/70

(2): [X] DEREK L MCCOY
I.D. # _____ D.O.B. 08/07/69

(3): [X] KAITLYN E AGUILAR
I.D. # _____ D.O.B. 04/20/94

(4): [X] _____
I.D. # _____ D.O.B. _____

☐ Authorized Signer

[X] _____
I.D. # _____ D.O.B. _____

Request for Approval to Use Yellow Buses for Meal Delivery

Asheboro City Schools request that the Board of Education approve the use of yellow school buses to transport meals to children while the state of North Carolina is under a State of Emergency.

Asheboro City Schools will not use state funds that support the use of yellow buses to transport children to and from school (PRC-056) to cover the costs of the use of yellow buses to deliver meals to students.

Purpose:

Contractual Agreement/Memorandum of Understanding (MOU) between Asheboro City School System (ACS) and Boys & Girls Clubs of Greater High Point (BGCOGHP). This MOU will serve to document the agreement of such parties on the principal terms of a partnership to be executed by both parties. The intent of this memorandum is to establish a formal working relationship and sets forth the respective partnership and responsibilities for the School System and Club which will govern this particular partnership.

The purpose of this partnership is to provide a distant learning center to supplement the secondary academic requirements for Asheboro City School students during required remote learning classroom participation.

Based upon each individual program criteria the parties of the Memorandum of Understanding agree:

ACS shall:

1. Provide remote access to licensed teachers, curriculum, devices, and schedule of times to remotely connect with teacher to run enrichment programming for the academic requirements;
2. Set policies for staff and classroom requirements;
3. Meet regularly with appropriate club staff to exchange relevant information related to student expectations, events, and goals of the school system;
4. Monitor the daily academic requirements of the school curriculum to ensure classroom functionality;
5. Ensure classroom and student data is kept confidential

The BGCOGHP shall:

1. Provide appropriate, dedicated space for implementation of student academics;
2. Collaborate with the school to create a world-class academic experience for students;
3. Provide the appropriate staff to manage all of the activities happening on site;
4. Support with building and enhancing relationships with school principals and staff;
5. Assign a point of contact to serve as liaison to the Club
6. Adhere to the safety guidance in the Strong Schools NC Public Health Toolkit.

Financial Cost:

There is no cost for this MOU

Location:

221 Cliff Road, Asheboro, NC 27203

Dates and Times:

The Distant Learning Center at the Boys & Girls Club will take place on:

BGCGHP school days, starting from 8:30am until 3:00pm. The Distant Learning Center will cease operations when in-person school resumes on a regularly scheduled basis and all students are attending

on the same days. While this MOU is in effect, the Boys & Girls Club will operate traditional programs separate from ACS beginning at 8am until 6pm.

Assurances of the Boys & Girls Club:

The BGCGHP hereby provides assurance of compliance with laws applicable to ACS regarding conflict of interest, health and safety, child protection, parental interaction, and outside agency contractual obligations. In accordance with ACS education policy, BGCGHP will assist with requests for information from ACS as required by law.

BGCGHP and its employees/agents who perform under this MOU and are in contact with children will be required to comply with ACS' background check and TB test/screening policy. The BGCGHP's employees/agents must meet satisfactory clearance of a criminal records check with DOJ and fingerprinting prior to engaging in work services with ACS.

Notice:

All notices or demands to be given under this MOU by either party to the other, shall be in writing and given by (a) personal service, or (b) U.S. Mail, either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the third day after deposit in an U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. At the date of this MOU, the addresses of the parties are as follows:

Asheboro City Schools
1126 S. Park St
Asheboro, NC 27203

Boys & Girls Clubs of Greater High Point
PO Box 2834
High Point, NC 27261

Insurance:

Each party acknowledges and agrees to maintain in full force and effect during the term commercial general liability insurance, with limits of no less than \$1,000,000 single limit coverage per occurrence for bodily injury, personal injury and property damage and \$2,000,000 aggregate coverage.

BGCGHP shall maintain in full force and effect during the MLU sexual abuse and molestation insurance coverage in an amount not less than \$1,000,000 per occurrence and \$3,000,000 aggregate coverage. Umbrella coverage is \$2,000,000 per occurrence and \$2,000,000 aggregate.

BGCGHP shall furnish ACS with certificates and endorsements affecting coverage required by the MOU. The endorsements are to be signed by an authorized individual to legally approve to bind coverage on its behalf. All endorsements are to be received and approved by ACS before starting. However, failure to do so shall not be assumed that a waiver of these insurance requirements was granted.

Duration, Termination and Modification:

The term of this agreement shall begin August 17, 2020 through June 4, 2021. This agreement is subject to termination by either party upon 30-day written notice and/or resumption of in-school student attendance.

If modifications are necessary to complete this MOU, they will be added by written consent of all parties involved.

The parties agree that this MOU has been mutually drafted and authored by all parties and that it shall not be construed against any one party.

Signatures Here

ACS Superintendent

ACS Assistant Superintendent of Curriculum & Instruction

ACS Director of Finance

Boys & Girls Club of Greater High Point

AGREEMENT

THIS AGREEMENT ("Agreement") is dated August 17, 2020 by and between the Asheboro City Schools (School System"), having an address of 1126 South Park St., Asheboro NC 27203, and Randolph-Asheboro YMCA, a North Carolina nonprofit corporation ("YMCA"), having an address of 343 Hwy 42 N, Asheboro NC, 27203.

In response to the COVID-19 pandemic, School System has elected to delay opening certain school facilities. In response to the school closings, School System desires to engage certain community partners to provide alternative day care and learning programs to school-age children. The goal of these programs is to ensure that all teachers, students and families in City of Asheboro (the "City") have access to safe, affordable childcare that promotes extended learning and includes support for remote learning. School System now desires to contract with the YMCA to provide offsite child care and the other programs herein described and the YMCA desires to agree to the terms under which YMCA will become a community participant in, and provide programs meeting the goals of, School System.

NOW, THEREFORE, for and in consideration of the mutual promises herein contained, the parties agree as follows:

1. Participation with School System. At School System's request, YMCA agrees to develop and operate one or more programs that are designed to do some or all of the following: (i) provide childcare for children of School System employees; (ii) provide childcare for children/families living in the Asheboro City Schools district; (iii) secure funding to ensure that all families who choose to return to school will have access to affordable childcare during their child's remote learning weeks; and (iv) provide job training for high school and college students.

2. YMCA Responsibilities. YMCA will work towards establishing one or more programs that: (i) offer full-day childcare to all School System staff and students/families living in the Asheboro City Schools district during out of school remote learning time/weeks for a fee or fees determined by the YMCA; (ii) utilize a program design that includes some or all of the following components: (a) quality academic environments (quiet room, socially distanced student work spaces, internet access, adult to monitor etc.), (b) recreation and physical activities, and (c) extended learning activities (social emotional learning, STEM, Art, Leadership Development, Character Development, etc.); and (iii) adhere to applicable local, state and federal guidelines for childcare during the COVID-19 pandemic including all safety protocols.

3. School System Responsibilities. In consideration of the benefits it will receive from the YMCA's assistance, School system will (i) possible sharing of desks or equipment that will not be used in schools due to social distancing. (ii) cause any of its education partners to actively participate in and support fundraising efforts to support the YMCA programs (iii) school IT departments will assist with ensuring the YMCA's WiFi and bandwidth are adequate (iv) provide breakfast and lunch to students who are participating in the YMCA Academy according to State and USDA guidelines.

4. Financial costs. There is no financial cost for this MOU.

5. Insurance. Each party acknowledges and agrees to maintain in full force and effect during the term commercial general liability insurance, with limits of no less than \$1,000,000 single limit coverage per occurrence for bodily injury, personal injury and property damage, and \$2,000,000 aggregate coverage. The YMCA shall maintain in full force and effect during the MOU sexual abuse and molestation insurance in an amount not less than \$1,000,000 per occurrence and \$3,000,000 aggregate coverage. The YMCA shall

furnish ACS with certificates and endorsements affecting coverage required by the MOU. The endorsements are to be signed by an authorized individual to legally approve to bind coverage on its behalf. All endorsements are to be received and approved by ACS before starting. However, failure to do so shall not be assumed that a waiver of these insurance requirements was granted.

6. Miscellaneous. Both School System and the YMCA agree that the duties and responsibilities of each party contained in this Agreement are dependent upon such party having the necessary approvals and funding that can be allocated to such duties and responsibilities. As such, either party may terminate this Agreement or any program(s) established under this Agreement at any time and for any reason, including a lack of funding, upon notice to the other sent to the address first set forth above.

IN WITNESS WHEREOF, the parties have entered into this Agreement as of the day and year first above written.

Asheboro City Schools

By: _____
Superintendent

Randolph-Asheboro YMCA

By: _____
President & CEO

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2020-2021
Adopted August 13, 2020**

Be it resolved by the Board of the Asheboro City Schools Administrative Unit that for the fiscal year beginning July 1, 2020 and ending June 30, 2021:

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

Instructional Services

5100 - Regular Instructional Services	\$ 2,132,000.00
5200 - Special Populations Services	600,400.00
5300 - Alternative Programs and Services	368,600.00
5400 - School Leadership Services	808,700.00
5500 - Co-Curricular Services	224,900.00
5800 - School-Based Support Services	727,000.00

System-wide Support Services

6100 - Support and Development Services	126,400.00
6200 - Special Population Support and Development Services	110,600.00
6300 - Alternative Programs and Services	11,800.00
6400 - Technology Support Services	317,000.00
6500 - Operational Support Services	2,424,559.00
6600 - Financial and Human Resource Services	867,300.00
6700 - Accountability Services	196,800.00
6800 - System-wide Pupil Support Services	152,800.00
6900 - Policy, Leadership and Public Relations Services	982,600.00

Non-Programmed Charges

8100 - Payments to Other Governmental Units	500,000.00
8400 - Interfund Transfers	10,000.00

Total Local Current Expense Fund Appropriation

\$ 10,561,459.00

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

County Appropriation	\$ 6,010,459.00
Supplemental Taxes	3,351,000.00
Local Revenues	300,000.00
Fund Balance Appropriated	900,000.00

Total Local Current Expense Fund Revenue

\$ 10,561,459.00

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2020-2021
Adopted August 13, 2020**

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

Instructional Services	
5100 - Regular Instructional Services	\$ 55,000.00
5200 - Special Populations Services	72,000.00
5300 - Alternative Programs and Services	607,780.00
5800 - School-Based Support Services	160,000.00
System-wide Support Services	
6200 - Special Population Support and Development Services	48,000.00
6500 - Operational Support Services	255,000.00
Total Other Designated Accounts Fund Appropriation	<u>\$ 1,197,780.00</u>

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

State and Federal Funds	\$ 907,780.00
Local Revenues	290,000.00
Total Other Designated Accounts Fund Revenue	<u>\$ 1,197,780.00</u>

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2020-2021
Adopted August 13, 2020**

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

Instructional Services	
5100 - Regular Instructional Services	\$ 18,919,240.00
5200 - Special Populations Services	4,757,460.00
5300 - Alternative Programs and Services	959,580.00
5400 - School Leadership Services	2,751,680.00
5800 - School-Based Support Services	2,213,813.00
System-wide Support Services	
6100 - Support and Development Services	222,070.00
6200 - Special Population Support and Development Services	5,550.00
6300 - Alternative Programs and Services	99,863.00
6400 - Technology Support Services	341,918.00
6500 - Operational Support Services	2,341,545.00
6600 - Financial and Human Resource Services	197,991.00
6800 - System-wide Pupil Support Services	109,592.00
6900 - Policy, Leadership and Public Relations Services	260,730.00
Ancillary Services	
7200 - Nutrition Services	312,802.00
Non-Programmed Charges	
8400 - Interfund Transfers	45,000.00
Total State Public School Fund Appropriation	\$ 33,538,834.00

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

Total State Public School Fund Allocation	\$ 33,538,834.00
--------------------------------------------------	-------------------------

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2020-2021
Adopted August 13, 2020**

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

Instructional Services	
5100 - Regular Instructional Services	\$ 1,026,908.00
5200 - Special Populations Services	1,258,764.00
5300 - Alternative Programs and Services	1,514,692.00
5400 - School Leadership Services	-
5800 - School-Based Support Services	562,196.00
System-wide Support Services	
6200 - Special Population Support and Development Services	56,918.00
6300 - Alternative Programs and Services	-
6500 - Operational Support Services	207,487.00
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	120,097.00
8200 - Unbudgeted Reserve	188,049.00
Total Federal Grants Fund Appropriation	\$ 4,935,111.00

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

Total Federal Grants Fund Allocation	\$ 4,935,111.00
---------------------------------------------	------------------------

ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2020-2021
Adopted August 13, 2020

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

Ancillary Services	
7200 - Nutrition Services	\$ 3,775,000.00
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	225,000.00
Total Child Nutrition Fund Appropriation	\$ 4,000,000.00

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

Federal Allocation	\$ 3,385,000.00
Local School Child Nutrition Fund	615,000.00
Total Child Nutrition Fund Revenue	\$ 4,000,000.00

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2020-2021
Adopted August 13, 2020**

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

Instructional Services	
5100 - Regular Instructional Services	\$ 150,000.00
5300 - Alternative Programs and Services	250,000.00
Total Enterprise Fund Appropriation	\$ 400,000.00

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

Local Revenues	\$ 250,000.00
Fund Balance Appropriated	150,000.00
Total Enterprise Fund Revenue	\$ 400,000.00

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2020-2021
Adopted August 13, 2020**

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

9000 - Capital Outlay	\$ 3,783,316.00
Total Capital Outlay Projects	\$ 3,783,316.00

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

County Appropriation	\$ 983,574.00
County Appropriation - Kitchen/HVAC Projects	269,984.00
Limited Obligation Bond Proceeds	2,229,758.00
Fund Balance Appropriated	300,000.00
Total Capital Outlay Fund Revenue	\$ 3,783,316.00

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

Local Current Expense Fund	\$ 10,561,459.00
Other Designated Accounts Fund	1,197,780.00
State Public School Fund	33,538,834.00
Federal Grants Fund	4,935,111.00
Child Nutrition Fund	4,000,000.00
Enterprise Fund	400,000.00
Capital Outlay Fund	3,783,316.00
	\$ 58,416,500.00

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2020-2021
Adopted August 13, 2020**

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

Adopted the 13th day of August, 2020

ASHEBORO CITY BOARD OF EDUCATION

CHAIRMAN

SECRETARY

Policies For 30-Day Review

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), and (3) occurs after the employee has given prior notice to his or her supervisor or designee that such communications 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 which 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 child or causing a child to commit a sexual act, regardless of consent and the age of the child. 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); 16 N.C.A.C. 6C.0312, .0601, .0602; State Board of Education Policies EVAL-014, LICN-007, NCAC-039

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 Abuse 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

The safety of students is a paramount concern of the board and school district. The principal or principal's designee shall make reasonable efforts to verify that any person appearing at a school and requesting permission to take a student from the school is properly identified before the student is released to him or her.

Except in the most extreme circumstances, custody of a student will not be relinquished to any person without the prior approval of the parent or guardian who has physical custody of the student. However, if the parents are divorced or separated, the student may be released to either parent, unless the school has been provided with a copy of a court order or agreement that specifies otherwise.

If the principal or designee judges that the student's health or safety may be harmed by releasing the student, the principal shall contact law enforcement and/or the department of social services as appropriate.

Schools are encouraged to develop guidelines as necessary to implement this policy.

Legal References: G.S. 115C-36, -47, -288

Cross References: Child Abuse and Related Threats to Child Safety (policy 4240/7312), Relationships with Other Governmental Agencies (policy 5100)

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

Administrative Procedure: None

Revised: March 12, 2009, November 9, 2017

The board strives to provide a safe and orderly environment for all students and employees. The board also strives to maintain a balance between the need to educate all eligible students, to protect students' and employees' rights, and to control communicable diseases.

Under certain circumstances, students with communicable diseases may pose a threat to the health and safety of students and staff. Decisions regarding the educational status of students with communicable diseases will be made on a case-by-case basis in accordance with this policy. Nothing in this policy is intended to grant or confer any school attendance or education rights beyond those existing by law. This policy shall be shared with school staff annually and with new employees as part of any initial orientation.

A. DEFINITIONS

A "communicable disease" is defined as an illness due to an infectious agent (usually a virus or bacterium), or its toxic products, which is transmitted directly or indirectly to a person from an infected person or animal.

A "communicable condition" exists if a person is infected with a communicable agent but does not have symptoms.

A "reportable disease or condition" is defined as a communicable disease or condition declared to be dangerous to the public health and required by the N.C. Department of Health and Human Services to be reported after the disease or condition is reasonably suspected to exist.

B. PRECAUTIONS

In order to prevent the spread of communicable diseases, guidelines for necessary health and safety precautions will be distributed by the administration and will be followed by all school district employees. (See board policy 7260, Occupational Exposure to Bloodborne Pathogens and board policy 7262, Communicable Diseases - Employees). Employees are also required to follow the school system's bloodborne pathogens exposure control plan that contains universal precautions and specific work practice controls relating to the handling, disposal and cleanup of blood and other potentially infectious materials.

Students should not be involved in the handling, disposal and cleanup of potentially infectious materials unless the student has been specifically trained in the handling of

such materials and is qualified to perform first aid services. Faculty should take reasonable precautions to avoid allowing students to come in contact with these substances.

C. CURRICULUM

The school district will include health, hygiene, and safety education ~~in its curriculum,~~ including age-appropriate information concerning safe health practices that ~~will~~ inhibit and prevent the spread of communicable diseases, ~~including HIV and AIDS.~~ (See policy 3540, Comprehensive Health Education Program.)

D. REPORTING, ~~AND~~ NOTICE, AND CONFIDENTIALITY REQUIREMENTS

1. Principal's Report to Health Department and Superintendent

In accordance with G.S. 130A-136, school principals ~~will~~ shall report suspected cases of reportable diseases and conditions to the county health. Such reports must be made in a manner consistent with the school systems Family Educational Rights and Privacy Act (FERPA) obligations. Confidentiality of such reports is protected by law. School principals are immune from liability under state law for making such reports in good faith.

Without releasing any information that would identify the student in violation of FERPA, the principal also must report suspected cases of reportable diseases or conditions to the superintendent.

2. Privacy and Confidentiality of Affected Persons

- a. The local health director is responsible or determining whether and which school personnel will be informed of the identity of students with communicable diseases or conditions required to be reported.
- b. Any employee who is informed or becomes aware of ~~the~~ a student's communicable disease or condition, whether reportable or not, shall respect and maintain that student's right of privacy and the confidentiality of his or her records and may not share that information in a manner that violates FERPA.
- c. In addition, if the student has a disease or condition that is required to be

reported to the local health director, employees who are informed of or become aware of the student's status may not share that information with anyone, including other school personnel, unless specifically permitted to do so by the health director, by written consent of the student's parents or legal guardian or by other applicable state or federal laws or regulations.

- d. Any documents relating to a student's reportable disease or condition, including HIV infection ~~and~~ or AIDS, ~~infection~~ shall be retained in a strictly confidential manner, such as in a locked cabinet and shall be released or shared only as necessary to comply with this policy.
- e. Employees who are informed of the student's reportable disease or condition will be provided appropriate information concerning necessary precautions and made aware of the strict confidentiality requirements. The release of confidential information or records relating to a student's reportable disease or condition, except as permitted by law, is a misdemeanor and may subject the employee to discipline up to and including dismissal.

3. Employee Reports of Communicable Diseases

In order to address the needs of the student within the school environment, school employees are required to notify the principal if they have reason to believe that any student is suffering from a communicable disease. Parents will be encouraged to notify the principal as well.

4. Notice Relating to Students Who are Immunodeficient

Students who are immunodeficient face an increased risk of severe complications from exposure to communicable diseases that appear in the school setting. Students and their parents or are encouraged to inform the principal if a student suffers from immunodeficiency.

If notified that a student suffers from an immunodeficiency, the principal should request that the notifying party provide information about what types of exposures might put the student at risk and what reasonable practices can be taken in the school setting to minimize risk to the student. Whenever possible, the principal of a school should notify the parents or guardians of an infected or immunodeficient student (or the student him/herself, where appropriate) about

the presence of chicken pox, influenza, meningococcus, measles or tuberculosis or other contagious disease occurring in the school that may represent a serious threat to the student's health. Students who are removed from school as a result of such conditions will be provided instruction in an alternative educational program setting.

5. Notification to Parent/Guardian of Exposure to Infectious Agent

Parents or guardians will be notified in a timely manner when their child has potentially been exposed to an infectious agent, such as an instance of blood-to-blood contact, and will be encouraged to contact their private physician or the county health department for consultation.

E. EDUCATION/SCHOOL ATTENDANCE FOR STUDENTS WITH AIDS/HIV INFECTION OR HEPATITIS B INFECTION

Students with AIDS and HIV infection or hepatitis B infection will be permitted to attend school without special restrictions except in accordance with 15A N.C.A.C. 19A.020~~23~~, and this subsection.

1. Appointment of an Interdisciplinary Committee

When the local health director notifies the superintendent that a student with AIDS, ~~or~~ HIV infection, or hepatitis B infection may pose a significant risk for transmission, the superintendent, in consultation with the local health director, will appoint an interdisciplinary committee in accordance with state health regulations and procedures established by the superintendent. The committee shall consult with the local health director regarding the risk of transmission and advise the superintendent regarding the placement of the student. The committee will include appropriate school system personnel, medical personnel and the student's parent or guardian and may include legal counsel. The parent may request additional participants as necessary to appropriately evaluate the risk. The health director shall be responsible for determining whether to add additional members that may be requested by the parents. The superintendent is also to inform the board of education whenever a committee has been formed and will advise the board of the professional composition of the committee.

2. Determination of Educational Placement

The interdisciplinary committee shall review each case individually in consultation with the local health director to determine (1) the degree to which the student's conduct or presence in school exposes others to possible transmission or other harm and (2) what risk the school environment may pose to the infected student. If the local health director concludes that a significant risk of transmission exists in the student's current placement, the committee must determine whether an appropriate adjustment can be made to the student's school program to eliminate this risk. If that is not possible, the student shall be provided instruction in an appropriate alternative educational setting which incorporates protective measures required by the local health director.

3. Referral for Special Education Services as Appropriate

If the administrative or instructional personnel on the committee determine that the student has limited strength, vitality or alertness due to a chronic or acute health problem that adversely affects the student's educational performance, they must refer the student for possible identification and placement as a student with special needs.

4. Confidentiality

All deliberations of the interdisciplinary committee will be kept strictly confidential and shared only as allowed by law. Any student records related to the deliberations of the committee will be retained in a strictly confidential manner, such as in a locked cabinet separate from the student's other school records and medical records.

F. EDUCATION/SCHOOL ATTENDANCE FOR STUDENTS WITH COMMUNICABLE DISEASES OTHER THAN AIDS OF HIV OR HEPATITIS B INFECTION

In some circumstances, students with communicable diseases or conditions may pose a threat to the health and safety of other students and school employees. In other cases, students may have only mild illness and be able to attend school and participate in all activities. Accordingly, decisions regarding the educational status of students with signs and symptoms of communicable disease will be made on a case-by-case basis with input from the students' health care provider, public health specialists, and the school nurse.

A student with an acute or chronic communicable disease who remains in school shall observe any protective procedures or other control measures recommended by the

student's physician, the school nurse, or other relevant medical authority.

Students with a chronic communicable disease may be referred for special education services or a Section 504 plan of accommodation, as consistent with law.

G. OTHER CONTROL MEASURES

School personnel shall implement measures to control the spread of communicable disease as directed by the state or local health department. In the case of emerging illnesses not addressed by state or local health department rules or guidance, school personnel shall implement control measures recommended by the CDC unless directed otherwise by the school nurse or other relevant medical authority.

Decisions regarding school closures shall be made in accordance with policy 5050, Emergency Closings.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; 34 C.F.R. pt. 99; G.S. 115C-36, 130A-25, -136, -142 to 145, -152 to -157; 10A N.C.A.C. 41A, subchapter A

Cross References: Comprehensive Health Education Program (policy 3540), Emergency Closing (policy 5050), Occupational Exposure to Bloodborne Pathogens (policy 7260); Communicable Diseases – Employees (policy 7262)

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

Revised: September 12, 2002, May 14, 2015

CHILD ABUSE AND RELATED THREATS TO CHILD SAFETY

Policy Code: **4240/7312**

The board is concerned with the health, safety, and welfare of all children and recognizes the legal and ethical obligations that school employees, contractors, and volunteers have to report known or suspected maltreatment of children. North Carolina has two separate systems that mandate reports to state authorities of suspected child abuse, neglect, dependency, or maltreatment and a third system for mandated reporting of certain crimes against juveniles to local law enforcement.

When a parent or other caretaker is suspected to have caused a child to be abused, neglected, or dependent, this information must be reported to the county child welfare agency. Suspected human trafficking, involuntary servitude, and sexual servitude of a child and death of a child as a result of maltreatment are special forms of child abuse under law and must be reported to the county child welfare agency, regardless of the relationship between the victim and the perpetrator. By contrast, suspected child maltreatment by a caregiver in a child care facility, including in a licensed preschool classroom or other licensed classroom or program operated by the school system, must be reported to the Department of Health and Human Services, Division of Child Development and Early Education. When the source of the harm or threat of harm to the child is uncertain, a report should be made to both the county child welfare agency and the Department of Health and Human Services, Division of Child Development and Early Education.

In addition, state law mandates reports to local law enforcement when a child is a victim of certain violent offenses, sexual offenses, or misdemeanor child abuse. An adult who knows or reasonably should have known of any of these offenses inflicted upon a child must report that information immediately.

The board of education supports all employees who in good faith make a report under North Carolina's mandated reporting laws.

A. DUTY TO REPORT CERTAIN CRIMES AGAINST CHILDREN TO LOCAL LAW ENFORCEMENT

A school employee, contractor, or volunteer is legally required to report to local law enforcement when the employee or volunteer knows or reasonably should know that a child has been a victim of any of the following crimes:

1. a sexual offense (which for purposes of this policy, the board interprets to mean any offense that relates to inappropriate sexual contact with a child);
2. an offense that inflicts serious bodily injury or serious physical injury upon the child by nonaccidental means;

3. an attempt, solicitation, or conspiracy to commit either offense described above, or aiding and abetting either offense; or
4. misdemeanor child abuse, which occurs when a parent or any other person providing care or supervision to a child who is under the age of sixteen (1) inflicts or allows to be inflicted physical injury to the child by nonaccidental means or (2) creates or allows a substantial risk of physical injury to the child by nonaccidental means.

Compliance with this reporting requirement does not relieve the employee or volunteer from his or her duty to report pursuant to Sections B and C of this policy. The employee, contractor, or volunteer also shall immediately report the case to the principal.

A school employee, contractor, or volunteer is immune by statute from any state civil and/or criminal liability when making a report in good faith under this Section. An employee who fails to report or who prevents another person from making a report is subject to disciplinary action by the school system and civil and criminal action under the law. A volunteer or contractor who fails to report or prevents another person from making a report may be restricted from school property or lose the privilege of volunteering for or contracting with the school system and is subject to civil and criminal action under the law.

B. DUTY TO REPORT CHILD ABUSE, NEGLECT, DEPENDENCY, OR DEATH AS A RESULT OF MALTREATMENT TO THE COUNTY CHILD WELFARE AGENCY

A school employee, contractor, or volunteer who knows or has cause to suspect that (1) a parent, guardian, custodian, or caretaker of a child has caused the child to be abused, neglected, or dependent, or (2) that a child has died as a result of maltreatment or been a victim of human trafficking, involuntary servitude, or sexual servitude by any person is legally required to report the case to the director of social services. The employee, contractor, or volunteer also shall immediately report the case to the principal. Any doubt about reporting a suspected situation must be resolved in favor of reporting, and the report must be made immediately.

A school employee, contractor, or volunteer is immune by statute from any civil and/or criminal liability when making a report in good faith under this Section. An employee who fails to report or who prevents another person from making a report is subject to disciplinary action by the school system and civil and criminal action under the law. A volunteer or contractor who fails to report or prevents another person from making a report may be restricted from school property or lose the privilege of volunteering for or contracting with the school system and is subject to civil and criminal action under the law.

C. DUTY TO REPORT CHILD MALTREATMENT IN A CHILD CARE FACILITY TO THE DIVISION OF CHILD DEVELOPMENT AND EARLY EDUCATION

A school employee, contractor, or volunteer who has cause to suspect that a child in a child care facility has been maltreated by a caregiver or has died as a result of maltreatment occurring in a child care facility is legally required to report the case to the Department of Health and Human Services (DHHS), Division of Child Development and Early Education (DCDEE).

A “child care facility” includes any DHHS-licensed classroom or program operated by the school system, including for example, licensed pre-school or Title I classrooms, licensed afterschool programs, and licensed developmental day programs.

Any doubt about reporting a suspected situation or uncertainty whether the child’s care is being provided in a child care facility must be resolved in favor of reporting, and the report should be made immediately.

An employee making a report to DCDEE also shall immediately report the case to the principal. If the suspected maltreatment occurred in a licensed preschool classroom or other licensed classroom or program operated by board, the principal shall immediately notify the superintendent of the suspected maltreatment. No reprisals of any kind may be taken against an employee who makes a good faith report of child maltreatment occurring in any licensed preschool classroom or other licensed classroom or program operated by the board.

An employee who fails to make a report as required by law and this policy may be subject to disciplinary action by the school system. In addition, if the employee works in a licensed preschool classroom or other licensed classroom or program operated by the board, failure to report maltreatment of a child in the program or classroom may itself constitute child maltreatment and result in the employee being placed on the state child maltreatment registry. A volunteer or contractor who fails to report or prevents another person from making a report may be restricted from school property or lose the privilege of volunteering for or contracting with the school system.

D. COOPERATION WITH STATE AND LOCAL AGENCIES

1. The principal may establish a contact person in the school to act as a liaison with state and local agencies charged with investigating reports made pursuant to this policy.
2. Employees shall cooperate fully with agency personnel conducting an investigation.

3. In a case under the jurisdiction of local law enforcement in which the child's parent, guardian, or custodian is suspected of wrongdoing, employees shall permit the child to be interviewed by local law enforcement on school campuses during school hours. Otherwise, permission from the parent, guardian, or custodian must be obtained before the child may be interviewed by local law enforcement on school campus during school hours.
4. In a case under the jurisdiction of social services, employees shall permit the child to be interviewed by social services on school campuses during school hours.
5. In a case under the jurisdiction of DCDEE concerning suspected child maltreatment by a caregiver in a child care facility, permission from the parent must be obtained before the child may be interviewed on school campus during school hours.
6. Employees shall provide confidential information to agency personnel, so long as the disclosure does not violate state or federal law.
7. Any confidential information disclosed by the investigating agency to employees must remain confidential and may be redisclosed only for purposes directly connected with carrying out the responsibilities of the school system or the employee.

E. SHARING INFORMATION WITH OTHER AGENCIES

Upon request and to the extent permitted by law, school system officials shall share with other agencies designated in G.S. 7B-3100(a) information that is relevant to (1) any assessment by the department of social services of a report of child abuse, neglect, dependency, or death as a result of maltreatment; (2) the provision or arrangement of protective services in a child abuse, neglect, or dependency case by the department of social services; or (3) any case in which a petition is filed alleging that a juvenile is abused, neglected, dependent, undisciplined, or delinquent. School system officials and the designated agencies must continue to share such information until the protective services case is closed by the department of social services or, if a petition is filed, until the juvenile is no longer subject to the jurisdiction of juvenile court.

F. CHILD SEXUAL ABUSE AND SEX TRAFFICKING TRAINING PROGRAM

In even numbered years, the school system will provide a child sexual abuse and sex trafficking education and awareness training program for teachers, instructional support personnel, principals, and assistant principals. The program will include at least two hours of training related to best practices from the field of prevention, the grooming process of sexual predators, the warning signs of sexual abuse and sex trafficking, how to intervene when sexual abuse or sex trafficking is suspected or disclosed, legal responsibilities for

reporting sexual abuse or sex trafficking, and available resources for assistance. Designated school personnel shall participate in such training as required by law and board policy.

The superintendent shall develop any necessary procedures for making a report pursuant to this policy, for sharing information with designated agencies, and for cooperating with agency investigations.

In addition to the requirements of this policy, any administrator who knows or has reason to believe that a licensed employee has engaged in conduct 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-375.20, -400, -402; 126-5; 16 N.C.A.C. 6C .0312; State Board of Education Policies LICN-007 and NCAC-039

Cross References: Professional and Staff Development (policy 1610/7800), Staff-Student Relations (policy 4040/7310), Student Records (policy 4700)

Adopted:

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

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

A. DEFINITIONS

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

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

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- 7) **Counterfeit Substance:** any substance that is described or presented with the intention of deceiving another into believing that it is a substance prohibited under this policy.
 - 8) **Unauthorized Prescription Drug:** any drug or medication that has not been prescribed for the student.

B. PROHIBITED BEHAVIOR

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

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

C. CONSEQUENCES

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

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

Legal References: G.S. 18B-301; 20-11(n1); ch. 90 art. 5 and art. 5B; 115C-47, -276, -288, -307, -390.2, -407

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

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

Revised: May 25, 1999, May 11, 2000, September 9, 2004, October 13, 2011, October 10, 2019, February 13, 2020

Principals may assign individual student parking spaces or designate parking areas for students. Whenever individual spaces are designated or assigned, first priority will be given to individuals with physical disabilities. Students who need transportation in order to participate in school-related internships or off-site learning opportunities will have priority for parking spaces over other students. Pursuant to G.S. 115C-46, principals may provide for the registration of vehicles and may remove cars parked in violations of school rules.

Parking on school grounds is a privilege, and not a right. Parking privileges may be revoked as a consequence for violating parking rules or for violating student behavior policies, board policies, school standards or school rules as provided in policy 4302, School Plan for Management of Student Behavior. School officials retain authority to conduct routine patrols of student parking lots and inspections of the exteriors of student motor vehicles on school property for any reason without notice or consent. Student cars parked on school property may be searched in accordance with board policy 4342, Student Searches.

Legal References: G.S. 115C-46

Cross References: School Plan for Management of Student Behavior (policy 4302), Student Searches (policy 4342)

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

Updated: December 10, 2015

The board of education recognizes that reducing drug and alcohol abuse in the workplace improves the safety, health and productivity of employees. It is the policy of the board that a drug-free and alcohol-free workplace must be maintained.

A. PROHIBITED ACTIVITIES

The board prohibits employees from possessing, using, selling, delivering, manufacturing, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, alcohol, stimulants, synthetic cannabinoids, counterfeit substance, or any other controlled substance as defined in (1) schedules I through VI of the North Carolina Controlled Substances Act or in (2) schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. 812) and further defined by regulation at 21 C.F.R. 1300.01 through 1300.04 , and 21 C.F.R. 1308.11 through 1308.15 at any time this policy is applicable. Employees are prohibited from possessing, using, selling, delivering, manufacturing, or being under the influence of a substance containing cannabidiol (CBD) or tetrahydrocannabinol (THC) at any time this policy is applicable, regardless of whether it constitutes a controlled substance under state or federal law. Employees must not, at any time this policy is applicable, be impaired by the use of substances intended to induce exhilaration or euphoria or alter mood or behavior or be impaired by the excessive use of prescription or nonprescription drugs. This policy is not violated by an individual's possession of or proper use of a drug lawfully prescribed for that individual by a licensed health-care provider.

B. APPLICABILITY

This policy governs each employee before, during, and after school hours while the employee is on any property owned or leased by the board of education; at any time during which the employee is acting in the course and scope of his or her employment with the board; and at any time that the employee's violation of this policy has a direct and adverse effect upon his or her job performance. This policy does not apply to an employee's consumption of alcoholic beverages that are served at a reception or other similar function that occurs outside the regular workday and that the employee is authorized or required to attend as a part of his or her employment duties.

Independent contractors, volunteers, and visitors are subject to all requirements of this policy while on school property or at a school-sponsored event.

C. REASONABLE SUSPICION TO SEARCH

An employee may be subjected to a search of his or her person or belongings or school property under the employee's control if there is reasonable suspicion that the employee

has violated this policy. An employee also may be required to submit to a drug or alcohol test when there is reasonable suspicion of drug or alcohol use by the employee in violation of this policy. Reasonable suspicion shall be based on specific, contemporaneous observations concerning the physical, behavioral, speech, and/or performance indicators of drug or alcohol use. The observations must be made by a supervisor or other school system official with training or experience in such indicators.

All drug and alcohol testing will be done with procedures that ensure the confidentiality and privacy interests of the employee and in accordance with law. Employees who refuse to submit to a search or a test to detect alcohol or drug use after reasonable suspicion is established may be suspended immediately pending consideration of a decision to terminate employment.

In addition, any employee, volunteer, or independent contractor who operates a commercial motor vehicle or performs other safety-sensitive functions in the course of duties for the board may be subject to drug and alcohol testing in accordance with policy 7241, Drug and Alcohol Testing of Commercial Motor Vehicle Operators.

The board will cover the cost of any required employee testing.

D. DUTY TO REPORT

An employee must notify his or her supervisor and the executive director of human resources in writing of any arrest, charge, or conviction under any criminal drug statute. (See also policy 7300, Staff Responsibilities.) Notification must be given no later than the next scheduled business day after such arrest, charge or conviction unless the employee is hospitalized or incarcerated, in which case the employee must report the alleged violation within 24 hours after his or her release. The notification must be given before the employee reports to work. Within 10 days of receiving notice of a criminal drug statute conviction for a violation occurring in the workplace by an employee whose position is funded in any part by a federal grant, the executive director of human resources or designee shall notify the funding agency of the conviction. "Conviction" as used in this policy includes the entry in a court of law or military tribunal of: (1) a plea of guilty, *nolo contendere*, no contest or the equivalent; (2) a verdict or finding of guilty; or (3) a prayer for judgment continued ("PJC") or a deferred prosecution.

E. CONSEQUENCES

Violation of this policy will subject an individual to disciplinary action by the board that could result in non-renewal or termination of employment with the school system or the requirement that the employee participate satisfactorily in a drug or alcohol abuse assistance or rehabilitation program approved by the board or federal, state or local health, law enforcement, or other appropriate agency. Information concerning available counseling, rehabilitation, and re-entry programs will be provided to employees. Any

illegal drug activity will be reported to law enforcement authorities.

All employees shall receive a copy of this policy.

Legal References: 21 U.S.C. 812; 41 U.S.C. 8101 et seq.; 21 C.F.R. 1300.01-.04 and 1308.11 -15; G.S. 20-138.2B; 90-89 to -94; 115C-36; O'Connor v. Ortega, 480 U.S. 709 (1987)

Cross References: Drug and Alcohol Testing of Commercial Motor Vehicle Operators (policy 7241), Staff Responsibilities (policy 7300)

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

Revised: May 11, 2000, September 11, 2008, January 12, 2012, February 12, 2015, February 8, 2018, August 16, 2018, March 12, 2020

DRUG AND ALCOHOL TESTING OF COMMERCIAL MOTOR VEHICLE OPERATORS

Policy Code:

7241

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

A. APPLICABILITY

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

B. PROHIBITED ACTS

No driver may:

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

is pursuant to the instructions of a licensed medical practitioner who is familiar with the driver's medical history and has advised the driver that use of the substance will not adversely affect the driver's ability to safely operate a commercial motor vehicle.

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

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

C. TESTING

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

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

D. EMPLOYEE AND APPLICANT INQUIRES

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

1. Pre-Employment Inquiry

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

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

2. Training and Education

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

E. TRAINING AND EDUCATION

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

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

F. REFERRALS

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

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

G. CONSEQUENCES

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

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

H. PROCEDURES

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

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

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

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

Revised: May 11, 2000, January 21, 2016, June 8, 2017, February 13, 2020

A. WORK SCHEDULES

The length of the school day for licensed and professional staff will be a minimum of eight hours and will continue until professional responsibilities to the student, school, and school district are completed. Administrative meetings, curriculum development, pupil supervision, assigned duties, parent conferences, group or individual planning and extracurricular activities, professional development, tutoring, assisting students with assignments, and providing extra help may require hours beyond the stated minimum. Work schedules for other employees will be defined by the superintendent or designee, consistent with the Fair Labor Standards Act and the provisions of this policy.

B. WORKWEEK DEFINED

Working hours for all employees not exempted under the Fair Labor Standards Act (FLSA), including instructional assistants, secretarial, cafeteria, janitorial and maintenance personnel, will conform to federal and state regulations. The superintendent shall ensure that job positions are classified as exempt or non-exempt and that employees are made aware of such classifications. Supervisors will make every effort to avoid circumstances which require non-exempt employees to work more than 40 hours each week. Employees not exempted under the Fair Labor Standards Act may be granted compensatory time off in lieu of overtime pay for time worked in excess of 40 hours in any workweek. For purposes of Fair Labor Standards Act compliance, the workweek for school district employees will be 12:00 a.m. Saturday until 11:59 p.m. Friday. A copy of the Fair Labor Standards Act and any administrative procedures established by the superintendent will be available to employees in the human resources office.

C. OVERTIME AND COMPENSATORY TIME

The board of education discourages overtime work by non-exempt employees. A non-exempt employee may not work overtime without the express prior approval of his or her supervisor. All overtime work must be approved by the superintendent or designee. All supervisory personnel shall monitor overtime use on a monthly basis and report such use to the superintendent or designee. Principals and supervisors shall monitor employees' work, shall ensure that overtime provisions of this policy and the FLSA are followed, and shall ensure that all employees are compensated for any overtime worked. Principals or supervisors may need to adjust daily schedules to prevent non-exempt employees from working more than 40 hours in a workweek. Accurate and complete timesheets of actual hours worked during the workweek must be signed by each employee and submitted to their supervisor. The finance officer shall review work records of employees on a regular basis to make an assessment of overtime use.

In lieu of overtime compensation, non-exempt employees may receive compensatory time off at a rate of not less than one and one-half hours for each one hour of overtime worked, if such compensatory time (1) is agreed to by the employee before the overtime work is performed and (2) is authorized by the immediate supervisor. Employees must be allowed to use compensatory time within a reasonable period after requesting such use (see policy 7510, Leave). Once an employee reaches a comp-time balance of 40 hours, their supervisor must meet with the finance officer to develop a plan to reduce the comp-time balance. Employees may accrue a maximum of 240 compensatory time hours before they must be provided overtime pay at the appropriate rate. In addition, upon leaving the school system, an employee must be paid for any unused compensatory time at the rate of not less than the higher of (1) the average regular rate received by the employee during his or her last three years of employment or (2) the final regular rate received by the employee.

Non-exempt employees whose workweek is less than 40 hours will be paid at the regular rate of pay for time worked up to 40 hours. Such employees will be provided overtime pay or compensatory time as provided above for working more than 40 hours in a workweek.

Employees will be provided a copy of this policy and will be required to sign this policy to acknowledge their understanding of overtime and compensatory time provisions. Such signed policy will constitute the agreement required in this section.

D. ATTENDANCE EXPECTATIONS

All employees are expected to be present during all working hours. It is expected that all employees will notify their immediate supervisor on days when they will be absent or tardy. Absence without prior approval, chronic absences, habitual tardiness or abuses of designated working hours are all considered neglect of duty and will result in disciplinary action up to and including dismissal.

Legal References: The Fair Labor Standards Act of 1938, as amended, 29 U.S.C. 201, *et seq.*; G.S. 115C-47(18), -288, -307; *North Carolina Public School Personnel Employee Salary and Benefits Manual (most current version)*, North Carolina Department of Public Instruction, Division of School Business, available at <https://www.dpi.nc.gov/districts-schools/district-operations/financial-and-business-services/compensation-public-school-employees>

Cross References: Leave (policy 7510)

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

Revised: April 8, 1999; December 11, 2003, April, 15, 2010, June 14, 2012, May 12, 2016

Although it is the board's desire for school employees' work to be performed at their regularly assigned place of work as a matter of course, the board recognizes that in certain limited circumstances it may be practical, efficient, or necessary to allow or require authorized employees of the school system to work from an alternative work location via electronic means ("Remote Work"). This policy outlines the circumstances under which remote work arrangements may be made.

A. DEFINITIONS

1. "Alternative Work Location" is defined as a worksite other than an employee's regularly assigned place of work.
2. "Eligible employee" is defined as an employee of the school system who has demonstrated satisfactory job performance, is in good standing, and can perform all of the employee's essential job duties at an alternative work location. In addition, to be an eligible employee, the employee must have an available and suitable designated workspace at the alternative work location and access to any computer and telecommunications equipment necessary for the completion of tasks.
3. "Remote work" is defined as the performance of the essential functions of an employee's job description at an alternative work location, typically the employee's residence, via electronic means in accordance with the employee's usual expected standards of performance and other approved or agreed-upon terms.
4. "Remote worker" is defined as an employee engaged in remote work on a temporary episodic or emergency basis.
5. "Remote work agreement" is defined as a written agreement that details the terms and conditions by which an employee is allowed to engage in remote work.

B. REMOTE WORK IN EMERGENCY SITUATIONS

When the superintendent or board determines that any employees cannot or should not work at their regularly assigned place of work as a result of natural disaster, inclement weather, public health emergency, or other situation that threatens the health and safety of employees, students, or the community, the superintendent or board may, consistent with state and federal law, permit or require individual employees or classes of employees to work remotely. Otherwise applicable remote work eligibility criteria will be

deemed waived to the extent necessary for such employees. In the event the superintendent permits or orders any employee(s) to work remotely pursuant to this section, the superintendent shall notify the board of the decision and supporting rationale as soon as practical and before announcing the decision to any employees or the public. The board reserves discretion to overrule or modify the superintendent's decision to permit or order any employee(s) to work remotely under this section.

If an employee's supervisor determines that the employee is unable to perform his or her essential job duties while working remotely, the employee may be required to take any available accrued leave, whether paid or unpaid, in accordance with policy 7510, Leave.

C. TEMPORARY EPISODIC REMOTE WORK ARRANGEMENTS

When deemed practical, efficient, or necessary, employees who are eligible under subsection A.2 may be approved to work via a remote work arrangement for limited time periods in accordance with the criteria established in Section D of this policy and other criteria consistent with this policy to be developed by the superintendent. Such criteria shall address suitability of job duties; cause; length, frequency, and/or calendar limitations; and other factors as determined by the superintendent and consistent with law. Approval of episodic remote work arrangements will be made on a non-precedential case-by-case basis and will be consistent with school system policies and procedures and state and federal law. Approval or denial of an episodic remote work arrangement will not be made on a preferential or discriminatory basis.

Principals have initial authority to allow an episodic remote work arrangement for eligible employees working at their schools. The superintendent or designee has initial authority to allow a remote work arrangement for any other eligible employee of the school system. A principal must inform the superintendent or designee any time the principal allows a remote work arrangement of more than two workdays. Any remote work arrangement for an employee that exceeds more than 20 workdays for a single episode or a cumulative total of 40 workdays in any 12 month period must be reported to the board. The superintendent or designee or board may terminate any remote work arrangement.

Teachers are only eligible to work remotely on optional or required teacher workdays, and only when the superintendent or designee designates the day as an eligible remote work day for teachers. Principals must still approve remote work when a teacher workday has been designated as remote work-eligible by the superintendent or designee.

D. GENERAL CONDITIONS ON REMOTE WORK

1. Employees are prohibited from working remotely when they are identified as personnel whose physical presence at their regularly assigned place of work or at an alternate school system site is essential to the performance of their duties. In addition, no employee may work remotely on a full-time, permanent basis and no

employee is entitled to work remotely as a replacement for leave to accommodate family care arrangements, sick leave, Family and Medical Leave, or Worker's Compensation leave.

2. Remote work is not an entitlement and is offered to the employee at the sole discretion of the school system. No employee will be permitted to work remotely without first entering into a remote work agreement. Remote work arrangements are subject to termination at any time with reasonable notice given by the remote worker's supervisor.
3. Remote workers should obtain permission from their supervisor before removing school system equipment or supplies from the employee's regularly assigned place of work to use at an alternative work location. Remote workers are responsible for maintaining and protecting such school system equipment and returning it to the employee's regularly assigned place of work when the remote work period ends. Use of school system technological resources is governed by policy 3225/4312/7320, Technology Responsible Use. The school system may condition an employee's authorization to work remotely on the employee providing his or her own equipment if school system resources are not available for the employee to use.

All costs incurred by an employee to arrange an alternative work location and to work remotely are the employee's responsibility and will not be reimbursed unless otherwise required by law.

4. A remote worker's alternative work location must be safe, secure, and free of undue distractions. Although school officials will not conduct routine inspections of alternative work locations that are not owned or operated by the school system, the board reserves the right to inspect an employee's alternative work location when deemed necessary to ensure suitability and safety after giving the remote worker reasonable notice.
5. Work-related injuries that occur in the alternative work location must be reported to the remote worker's supervisor.
6. Remote workers shall be accessible by phone and email during work hours. In addition, attendance at the employee's regularly assigned place of work for on-site meetings, conferences, training sessions, and other school business activities may be required on scheduled Remote work days. Transportation for such attendance is the remote worker's responsibility.
7. Remote workers must adhere to the same policies and procedures established for all school system employees. A remote worker's performance will be monitored

and assessed in the same manner as employees working from their regularly assigned place of work.

8. Remote workers must not deviate from the work schedule that would be expected of them at their regularly assigned place of work (including working hours, lunch breaks, etc.) unless specifically authorized to do so by their supervisor. Non-exempt employees under the Fair Labor Standards Act are not permitted to work off-the-clock while working remotely and will not be permitted to work overtime absent authorization from the employee's supervisor.

E. EMPLOYEES WITH DISABILITIES

This policy does not apply to remote work as an Americans with Disabilities Act (ADA) accommodation. If remote work is considered a reasonable accommodation pursuant to the ADA, the school system and employee will follow the school system's ADA process with respect to such accommodation. In addition, employees with disabilities who are required or permitted to work remotely by the superintendent or board will be provided reasonable accommodations as necessary to fulfill their job duties while working remotely.

This policy and any eligibility criteria or procedures developed by the superintendent to implement this policy are not intended to, and do not, confer any additional employment rights on any employee, including any right to work remotely or to be assigned to a job position that is suitable for remote work.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35

Cross References: Prohibition Against Discrimination, Harassment, and Bullying (1710/4021/7230), Discrimination, Harassment, and Bullying Complaint Procedure (1720/4015/7225), Nondiscrimination on the Basis of Disabilities (1730/4022/7231), Confidential Information (2125/7315), Technology Responsible Use (3225/4312/7320), Use of Personal Technology to Conduct School Business (3228/7323), Use of Equipment, Materials, and Supplies (6520), Workday and Overtime (7500), Leave (7510), Permitted Salary Deductions for Absences and Discipline of Certain Exempt Employees (7560)

Adopted:

The board of education believes that it is important for employees to have leave available to attend to personal, civic, and professional matters as well as to meet family commitments. This need for leave is to be balanced with the need to provide an effective instructional program for students. No employee may be discharged, demoted, or otherwise subjected to adverse employment action for taking leave in accordance with board policies and administrative procedures.

All requests for leave, with or without pay, must be addressed in accordance with state and federal law, as well as policies promulgated by the State Board of Education, including those specified in the most current edition of the *North Carolina Public Schools Benefits and Employment Policy Manual*, available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/employee-policy>.

In addition to applicable laws and regulations, this board policy applies to leave requests. The information in this policy is intended to supplement, not replace, the requirements of law and the State Board of Education. In the event that changes to State or federal law or regulation conflict with current State Board or local board policies, the board intends that its leave practices be modified to the extent necessary to comply with current law until such time as conforming changes to State Board and/or local board policy are made.

The superintendent shall develop any necessary administrative procedures and make them available to employees upon request.

A. MINIMUM LEAVE TIME

An employee may take any type of leave in increments of hours unless otherwise specified in this policy.

B. CONTINUOUS LEAVE OF MORE THAN 10 DAYS

An employee must comply with the notice and verification requirements provided in policy 7520, Family and Medical Leave, for any continuous leave of more than 10 days if: (1) the leave also is eligible for leave under the Family and Medical Leave Act (FMLA), defined in policy 7520, and (2) the leave is designated as FMLA-eligible at the time it is taken or as soon as is feasible thereafter. See policy 7520, Family and Medical Leave.

C. SICK LEAVE

The superintendent or designee may require a statement from a medical doctor or other acceptable proof that the employee was unable to work due to illness or injury. Employees who anticipate using sick leave for more than a single day must inform their

immediate supervisor in advance so that arrangements may be made to reassign the employee's duties during the period of absence.

D. PERSONAL LEAVE

Personal leave must be used in half or whole day units. Personal leave may be used only upon the authorization of the teacher's immediate supervisor and in accordance with legal requirements and procedures established by the superintendent.

E. VACATION LEAVE

Vacation may be taken only upon the authorization of the employee's immediate supervisor and in accordance with legal requirements and procedures established by the superintendent.

To promote the efficient operation of the schools, the superintendent may designate certain periods during the nonacademic year as preferred vacation periods for 12-month employees.

F. COMPENSATORY LEAVE

Because professional employees are expected to fulfill all job duties, compensatory leave should apply only in extraordinary circumstances.

Employees who are not exempt from the provisions of the Fair Labor Standards Act may accrue compensatory time (comp time) as described in policy 7500, Workday and Overtime. Supervisors shall arrange for employees to take comp time within one pay period following the time it is earned, if possible; however, the superintendent or designee may exempt certain employees or categories of employees from this requirement when deemed necessary for the proper administration of the school system.

An employee must obtain approval from his or her immediate supervisor before taking compensatory leave.

G. LEAVE TO TEACH AT A CHARTER, REGIONAL, OR LAB SCHOOL

Leave of absence to teach for one year at a charter, regional, or lab school will be granted to a teacher upon timely written request to the board. The request must be provided at least 45 days before the teacher would otherwise have to report for duty if it is the initial year of the charter/regional/lab school's operation and at least 90 days if it is after the charter/regional/lab school's initial year of operation. The teacher may return to work in the school system in accordance with the provisions of applicable state law.

F. LEAVE OF ABSENCE WITHOUT PAY

An employee, who wishes to take leave that is not eligible for any other specific type of leave, may be granted a leave of absence without pay for a period of up to one calendar year at the discretion of the superintendent with approval from the board.

The employee is expected first to consult with his or her immediate supervisor and then to provide advance written notice (60 days if possible) stating the beginning and ending dates of the desired leave of absence. The superintendent may request documentation from the employee in support of his or her request. In determining the length of the leave of absence without pay that will be approved, due and proper consideration must be given to the welfare of the students as well as the employee. The superintendent may require the employee to give notice of his or her intent to return to work at reasonable time intervals during the leave.

Once a leave of absence without pay has been requested by an employee and approved by the board, the dates are binding unless both parties agree to a change.

I. OTHER LEAVE

Other types of leave, such as leave for observance of a bona fide religious holiday, professional leave, community responsibility leave, leave for jury duty or court attendance, elected officials leave, parental involvement in schools leave, parental leave without pay, and military leave (see policy 7530, Military Leave), will be granted in accordance with the requirements of law and State Board of Education policy.

Legal References: G.S. 95-28.3; 115C-12, -36, -47, -84.2, -218.90(a)(3), -238.68(3), -285, -302.1, -316, -336, -336.1; 116-239.10(4); 16 N.C.A.C. 6C .0405; State Board of Education Policy_BENF-001, *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: Workday and Overtime (policy 7500), Compliance with State Board of Education Employment Policies (policy 7505), Family and Medical Leave (policy 7520), Military Leave (policy 7530), Voluntary Shared Leave (policy 7540), Absences Due to Inclement Weather (policy 7550)

Adopted: May 9, 2013

Revised: January 9, 2014, February 12, 2015, February 8, 2018

The purpose of voluntary shared leave is to enable employees to donate earned leave to a fellow employee who has exhausted all earned leave and continues to be absent due to serious medical conditions.

Donations made pursuant to this policy are voluntary. No employee should feel pressured or coerced to participate. The donating employee may not receive compensation in any form for the donation of leave. Any employee found guilty of giving or receiving compensation may be subject to dismissal as outlined in applicable state law.

Administrative procedures in conformance with State Board of Education policies will be developed and made available in the human resources office.

Legal References: G.S. 115C-12.2, -47, -325 (applicable to career status teachers), -325.1 et seq. (applicable to non-career status teachers), -336; 16 N.C.A.C. 6C .0402; 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>

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

Revised: June 14, 2012, February 12, 2015

The finance officer is authorized to make the following salary deductions in accordance with all applicable state and federal requirements:

1. federal income taxes;
2. state income taxes;
3. federal social security taxes;
4. North Carolina State Retirement contributions (required by G.S. 135-8);
5. court-ordered child support payments;
6. garnishments required by law;
7. health insurance premiums authorized by state law (authorized by G.S. 115C-340);
8. tax sheltered (deferred) annuities, 403(b) (authorized by G.S. 115C-341);
9. Supplemental Retirement Income Plan of North Carolina, NC 401(k), NC 457 (authorized by G.S. 135-93);
10. flexible benefits plan (authorized by G.S. 115C-341.1);
11. North Carolina State Employees Credit Union deductions (authorized by 115C-342);
12. group life insurance premiums (authorized by 115C-340, -342);
13. group dental insurance premiums (authorized by G.S. 115C-340, -342);
14. other deductions as may be approved by the board (additional possible deductions include dues for employees' associations or charities); and
15. deductions to recoup advancement of overpayment of wages.

The superintendent or designee shall make information available to all employees regarding possible payroll deductions and any procedures or requirements for particular types of

deductions. Any employee who would like the board to consider additional salary deductions should contact the superintendent or finance officer, who will review such requests and make recommendations to the board.

Legal References: G.S. 115C-339 to -343; 135-8; -93; 143B-426.40A(g), (i).

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

Revised: March 12, 2009, August 16, 2018

A. PROFESSIONAL EMPLOYEES

Professional employees who intend to resign for any reason are encouraged to indicate their plans in writing at as early a date in the school year as possible, such as when plans become firm and/or the decision to leave the school system is made. A resignation becomes effective at the end of the school year in which it is submitted. A resignation for any other time requires 30 days' notice unless the superintendent consents to a shorter notice period.

If a teacher has not been recommended for dismissal but fails to meet the notice requirements and the superintendent does not consent to a waiver of notice, the superintendent shall inform the board and recommend to the board whether a request should be made to the State Board of Education to revoke the teacher's license for the remainder of the school year. The superintendent shall place a copy of the request in the teacher's personnel file.

The superintendent must notify the State Board of Education if a teacher's criminal history is relevant to the teacher's resignation, regardless of whether the teacher gave adequate advance notice of resignation.

If a teacher who has been recommended for dismissal under the applicable state law resigns without the written consent of the superintendent, then: (1) the superintendent shall report the matter to the State Board of Education; (2) the employee shall be deemed to have consented to the placement of the written notice of the superintendent's intention to recommend dismissal in the employee's personnel file; (3) the employee shall be deemed to have consented to the release to prospective employers, upon request, of the fact that the superintendent has reported this employee to the State Board of Education; and (4) the employee shall be deemed to have voluntarily surrendered his or her license pending an investigation by the State Board of Education to determine whether to seek action against the employee's license.

Upon inquiry from a North Carolina local board of education, charter school, or regional school as to the reason for a teacher's resignation, the superintendent or designee shall indicate if the teacher's criminal history was relevant to the resignation.

B. CLASSIFIED EMPLOYEES

To help ensure the smooth operation of the schools, classified employees who plan to resign for any reason are encouraged to provide 30 days' notice whenever possible.

C. ALL EMPLOYEES

Resignations may be accepted, on behalf of the board, by the superintendent or designee.

Each employee who is leaving the school system may arrange to meet with any director, supervisor, or administrator to discuss his or her reasons for leaving and to identify any practices or policies that he or she feels are detrimental to the objectives of the school system. To the extent possible, statements made by employees will be confidential. However, should another North Carolina local school board, charter school, or regional school inquire as to the reason for any employee's resignation, the superintendent or designee must indicate if criminal history was relevant to the employee's resignation.

Legal References: G.S. 115C-47, -325(e), and -325(o) (applicable to career status teachers), -325.4 and -325.9 (applicable to non-career status employees), -322

Cross References: Personnel Files (policy 7820), Professional Employees: Demotion and Dismissal (policy 7930)

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

Revised: September 9, 2010, February 12, 2015, February 8, 2018

2020-2021

DATE		MEETING	TIME	LOCATION
SEPTEMBER				
Thursday	September 10	Ribbon Cutting Ceremony - AHS	5:30 p.m.	AHS
Thursday	September 10	Board of Education Meeting	7:30 p.m.	TBD
Monday	September 21	Proposed return to school for ACS students		
OCTOBER				
Thursday	October 8	Board of Education Meeting	7:30 p.m.	TBD
NOVEMBER				
Thursday	November 12	Board of Education Meeting	7:30 p.m.	TBD
DECEMBER				
Thursday	December 10	Board of Education Meeting	7:30 p.m.	TBD
