

**ASHEBORO CITY BOARD OF EDUCATION**

**September 14, 2017**

**7:30 p.m.**

**Asheboro High School**

**Professional Development Center**

**6:00 p.m. - Policy Committee**

**6:45 p.m. - Finance Committee**

**I. Opening**

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance – Azuri Greene, Balfour Elementary School student – Dr. Penny Crooks
- \*D. Approval of Agenda

**II. Special Recognition and Presentations**

- A. Community Partner Spotlight – First Baptist Church - Leigh Anna Marbert
- B. Board Spotlight –
  - Balfour Elementary School’s Esteemed Club – Dr. Penny Crooks
  - Increasing Rigor and Engagement in Agriculture Education through CASE Curriculum – Elizabeth Pack

**III. Public Comments**

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

**IV. \*Consent Agenda**

- A. Approval of Minutes – August 10, 2017
- B. Over-Night Field Trip Request to Camp Hanes, King, NC, Lindley Park Elementary School, March 19-21, 2018
- C. Over-Night Field Trip Request to Washington, DC, South Asheboro Middle School, March 7-9, 2018
- D. 2017-2018 Articulation Agreement Between Asheboro City Schools and Randolph Community College
- E. Charter Bus Services for 2017-2018
- F. Fund 8
- G. Occupational / Physical Therapist Salary Schedule for 2017-2018
- H. Bank Signature Cards
- I. Discard List of Obsolete Equipment
- J. Beginning Teacher Support Program Plan
- K. Personnel

**V. Information, Reports and Recommendations**

- A. Policies Recommended for 30-Day Review – Dr. Drew Maerz
  - Policy 3470/4305 - Alternative Learning Programs
  - Policy 6524 - Network Security
  - Policy 7100 - Recruitment and Selection of Personnel

- Policy 7130 - Licensure
- Policy 7265 - Occupational Exposure to Hazardous Chemicals in Science Laboratories
- Policy 7335 - Employee Use of Social Media
- Policy 7405 - Extracurricular and Non-Instructional Duties
- Policy 7410 - Teacher Contracts
- Policy 7430 - Substitute Teachers
- Policy 7510 - Leave
- Policy 7635 - Return to Work
- Policy 7810 - Evaluation of Licensed Employees
- Policy 9020 - Facility Design

## **VI. Action Items**

### **\*A. Policies Recommended for Approval – Dr. Drew Maerz**

- Policy 1510/4200/7270 - School Safety, Updated legal references
- Policy 1610/7800 - Professional and Staff Development, Updated legal references
- Policy 4040/7310 - Staff-Student Relations, Updated legal references
- Policy 4100 - Age Requirements for Initial Entry, Updated legal references
- Policy 4120 - Domicile or Residence Requirements, Updated legal references
- Policy 4201/7271 - Injury and Loss Prevention, Updated legal references
- Policy 4270/6145 - Concussion and Head Injury, Updated legal references
- Policy 4307 - Disciplinary Action for Exceptional Children/Students with Disabilities  
Updated legal references
- Policy 4335 - Criminal Behavior, Updated legal references
- Policy 4340 - School-Level Investigations, Updated language and terminology through policy,  
Updated legal references
- Policy 4351 - Short-Term Suspension, Updated legal references
- Policy 4353 - Long-Term Suspension, 365-Day Suspension, Expulsion, Updated legal references
- Policy 4400 – Attendance, Updated legal references
- Policy 6120 - Student Health Services, Updated legal references
- Policy 6125 - Administering Medicines to Students, Updated legal references
- Policy 6140 - Student Wellness, Statement added to policy regarding making policy available to school  
community and public, Minor wording clarification throughout policy, Updated legal references
- Policy 6200 - Goals of Student Nutrition Services, Minor wording clarification and formatting updated  
throughout policy, Updated legal references
- Policy 6230 - School Meal and Competitive Foods Standards, Updated legal references
- Policy 6305 - Safety and Student Transportation Services, Updated legal references
- Policy 6306 - School Bus Idling, Updated legal references
- Policy 6315 – Drivers, Updated legal references
- Policy 6320 - Use of Student Transportation Services, Minor wording updates, Updated legal references
- Policy 6321 - Bus Routes, Updated legal references
- Policy 6322 - Student Assignment to Buses, Statement added regarding students with special needs,  
Minor formatting updates, Updated legal references
- Policy 6340 - Transportation Service/ Vehicle Contracts, Minor formatting updates, Updated legal  
references
- Policy 7811 - Plans for Growth and Improvement of Licensed Employees, Updated to reflect current  
statutory requirements and improve clarity. New section C addresses performance deficiencies of  
principals and assistant principals. Updated section D, cross-references, and footnotes.
- Policy 7930 - Professional Employees: Demotion and Dismissal, Added a statement of performance  
standards and other expectations for professional employees. Updated cross references.

### **\*B. 2017-2018 Budget Proposal – Kristen Wright**

## **VII. Superintendent's Report/Calendar of Events**

- A. Points of Pride - Leigh Anna Marbert
- B. Calendar of Events - Leigh Anna Marbert

- C. Membership and Class Sizes – Superintendent Terry Worrell
- D. 2017-2018 Board Goals, September Update – Superintendent Terry Worrell

**VIII. Board Operations**

- A. Important Dates to Remember – Chairman Kyle Lamb

**IX. Closed Session**

**X. Adjournment**

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

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

**ASHEBORO CITY BOARD OF EDUCATION**

**September 14, 2017**

**7:30 p.m.**

**Asheboro High School**

**Professional Development Center**

**Addendum**

**6:00 p.m. - Policy Committee Meeting**

**6:45 p.m. – Finance Committee Meeting**

**I. Opening**

**II. Special Recognition and Presentations**

**B. Board Spotlight –**

- Lakeview and Coleridge Summer Camp Volunteer Recognition – Leigh Anna Marbert, Tena Lester, and Vanessa Brooks

**III. Public Comments**

**IV. \*Consent Agenda**

**E. Personnel Addendum**

**V. Information, Reports and Recommendations**

**VI. Action Items**

**VII. Superintendent's Report/Calendar of Events**

**B. Calendar of Events (Updated)**

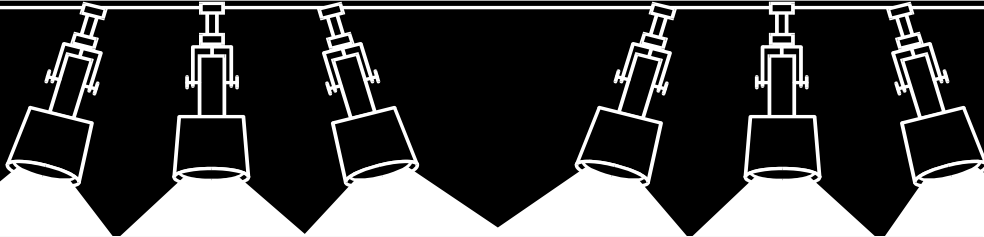
**VIII. Board Operations**

**IX. Executive Session**

**X. Adjournment**

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**September 14, 2017**



**Board Spotlight:**

The Esteem Club at Balfour Elementary Club is this evening's Board Spotlight.

**Community Partner Spotlight:**

Tonight's Community Partner Spotlight is First Baptist Church and their Multi-Housing Ministry. This summer Balfour teachers and students were able to participate in a summer camp at Piedmont Place (Lakeview) Apartments thanks to the unique partnership between First Baptist Church and Balfour Elementary School.

**CASE Leadership Training Presentation:**

Elizabeth Pack will present about this leadership training she attended in New Jersey over the summer.

**Lakeview/Coleridge Summer Camp Volunteer Recognition:**

A special thanks to all the volunteers who made summer camps at Lakeview and Coleridge Apartments possible this summer:

**Teacher Volunteers –**

Molita Kidd, Linda Bumpas, Maxine Goldston, Laurie Johnson, Leslie Stone, Jennifer Smith, Megan Smith, Scott Smith, Wendy Graham, Jennifer Page, Jusmar Manes, Amy Day, Laura LeRoy, Crandel Coltrane, Gwen Hammer, Emily Hammer, Lisa Hayes, Angela Shue, Tressie Sargent, Denise Nixon, Valerie Runnfeldt, and Dorothy Cooper.

**Student Volunteers –**

Victoria Johnson, Itai Garcia, Landon Lester, Angie Pincus, Liam Richau, Jacob Lawrence, JaNayah Jones, and Jenna Graham.

**Board of Education Meeting  
August 10, 2017**

**Policy Committee**

Staff members present: Dr. Terry Worrell, Dr. Aaron Woody, Carla Freemyer, Dr. Sean McWherter, and Dr. Drew Maerz

Board members present: Kyle Lamb, Dr. Beth Knott, Gidget Kidd, Michael Smith, and Phillip Cheek.

Mr. Lamb called the meeting to order at 6:00 p.m. and referred to Dr. Maerz who began review of the agenda.

A number of the policies reviewed only had updates to legal references based on the NCSBA policy naming conventions.

Policy 3470/4305 - Alternative Learning Programs

- Minor language updates including policy title
- Paragraph added addressing the assignment of students with disabilities to alternative programs
- Section added covering the appeals process
- Updated legal references and policy references

Policy 6524 - Network Security

- Updated legal references

Policy 7100 - Recruitment and Selection of Personnel

- Updated legal references

Policy 7130 – Licensure

- Updated legal references

Policy 7265 - Occupational Exposure to Hazardous Chemicals in Science Laboratories

- Minor and technical language updates
- Updated legal references

Policy 7335 - Employee Use of Social Media

- Updated legal references

Policy 7405 - Extracurricular and Non-Instructional Duties

- Updated legal references

Policy 7410 - Teacher Contracts

- Updated legal references

Policy 7430 - Substitute Teachers

- Updated legal references

Policy 7510 – Leave

- Updated legal references

Policy 7635 - Return to Work

- Updated legal references

Policy 7810 - Evaluation of Licensed Employees

- Updated legal references

Policy 9020 - Facility Design

- Updated legal references

All policies will go to the Board for 30-day review in September.

With no further business, the meeting was adjourned at 6:12 p.m.

### **Finance Committee**

The Finance Committee convened at 6:45 p.m. in the Professional Development Center conference room.

The following board members were present:

Gustavo Agudelo	Kyle Lamb
Phillip Cheek	Jeni Johnson
Baxter Hammer	Archie Priest
Joyce Harrington	

Staff members present were: Dr. Terry Worrell and Harold Blair

Mr. Blair reviewed State and Local funding allocations and budget considerations for the 2017-2018 Budget.

There being no further business, the meeting adjourned at 7:25 p.m.

### **Board of Education**

The Asheboro City Schools Board of Education met in open session at 7:36 p.m. in the Professional Development Center with the following members present:

Kyle Lamb, Chair	Phillip Cheek, Vice Chair	Gustavo Agudelo
Baxter Hammer	Joyce Harrington	Gidget Kidd
Dr. Beth Knott	Jeni Johnson	Archie Priest, Jr.
Michael Smith		
Wilson Alexander, Attorney		

Staff members present: Superintendent Terry Worrell, Harold Blair, Dr. Aaron Woody, Carla Freemyer, Dr. Julie Pack, Dr. Drew Maerz, Leigh Anna Marbert, Anthony Woodyard, Dr. Sean McWherter, Michael Mize, Dr. Wendy Rich, and Robin Harris

Chairman Lamb called the meeting to order and welcomed all in attendance.

Following a moment of silence, Chairman Lamb led the Pledge of Allegiance.

Upon motion made by Ms. Kidd, seconded by Mr. Agudelo, the Board unanimously approved the meeting agenda.

### **Special Recognition and Presentations**

**Community Partner Spotlight:** Leigh Anna Marbert, Public Information Officer, recognized Post Consumer Brands. Post donated approximately 1,000 boxes of cereal to Asheboro City Schools for distribution to our students. We had the opportunity to feed many families at Lakeview and Coleridge Apartment complexes, the Asheboro High School football team, and students participating in Read to Achieve camp.

## **Public Comments**

Chairman Lamb opened the floor to public comments. There were no requests to address the Board.

## **Consent Agenda**

Upon motion by Mr. Cheek, seconded by Ms. Harrington, the following items under the Consent Agenda were unanimously approved:

- A. Approval of Minutes –July 13, 2017 Board of Education
- B. \*Sodexo Contract Amendment
- C. \*Memorandum of Understanding – Catalyzing CTE Through Enhanced Career Pathways with Randolph Community College and Randolph County Schools
- D. \*Out-of-State, Over-Night Field Trip Request to Washington DC, March 21-23, 2018, from North Asheboro Middle School
- E. Personnel

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

<b>LAST</b>	<b>FIRST</b>	<b>SCH</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Adams	Bethany	SAMS	6 <sup>th</sup> grade English Language Arts	7/30/2017
Banks	Chameka	BAL	School Counselor	7/16/2017
Barnes	Joanna	AHS	Career and Technical Ed. Coordinator	10/31/2017
Bernhardt	Elizabeth	BAL	4 <sup>th</sup> grade	8/16/2017
Brown	Celeste	CWM	Instructional Assistant	8/1/2017
Day	Derek	CO	Bus Drive	8/1/2017
Dowdy	Michael	AHS	Instruction Assistant- Excep. Education	7/31/2017
Ficquette	Kristina	DLL	3 <sup>rd</sup> grade	8/16/2017
Henderson	Katie	CWM	5 <sup>th</sup> grade	8/16/2017
Maness	Jusmar	BAL	Principal	9/22/2017
Stone	Mary	AHS	Science	8/16/2017
Wiles	Deanna	CWM	Instructional Facilitator	8/1/2017
Maness	Jusmar	BAL	Principal	8/16/2017

### **B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCH</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Arellano	Analisa	BAL	Instructional Assistant - Dual Language	8/17/2017
Britt	Jesse	AHS	Non-Faculty Coach - Football	8/1/2017
Baker	Robin	DLL	Art	8/17/2017
Bullins	Elizabeth	ECDC	Instructional Assistant	8/17/2017
Hayes	Lisa	DLL	Instructional Facilitator	8/17/2017
Holmes	Jeremy	SAMS	English Language Arts/Social Studies	8/17/2017
Lawson	Rebecca	NAMS	Non-Faculty Coach - Cheerleading	8/1/2017
Lilly	Enda	CO	Substitute Bus Driver	8/21/2017
McKeown	Melissa	GBT/BAL	Academically Gifted	8/17/2017
Meadows	Vincent	SAMS	Non-Faculty Coach - Football	8/17/2017
Osorto	Alicia	BAL	Instructional Assistant - Dual Language	8/17/2017
Stewart	Claudia	BAL/DLL	Exceptional Children	8/17/2017
Taylor	Tara	LP/DLL	Academically Gifted	8/17/2017
Vanderwal	Chasity	GBT	4th grade	8/14/2017
Willett	Ruth	DLL	Media Specialist	8/17/2017
Altadonna	Robert	SAMS	Science	8/21/2017
Beard	John	BAL	School Counselor	8/17/2017
Bradshaw	Emily	CWM	Instructional Facilitator	8/17/2017
Craig	Taylor	SAMS	Agriculture Education	8/15/2017



Dye	Beverly	LP/BAL	Dual Language Implementation Support (part-time)	8/17/2017
Harger	Michelle	CWM	5th grade	9/11/2017
Leonard	Macy	AHS	Non-Faculty Coach, Assistant Cheerleading Coach	8/9/2017
Mitchell	Melissa	AHS	Mathematics	8/24/2017
Mixon	Nicholas	AHS	Non-Faculty Coach, Football	8/9/2017
Nichols	Patsy	CO	Clerical Support - Support Services (temporary, part-time)	8/14 - 9/8/2017
Parker	Cindy	BAL	After School program staff (part-time)	8/17/2017
Phelps	Karla	AHS	Exceptional Children	8/17/2017
Phelps	Kary	AHS	Exceptional Children	8/17/2017
Rogers	Kathy	CO	Secondary Administrator Support (part-time)	8/17/2017
Seabrease	Zachary	AHS	Science	8/17/2017

### **C. TRANSFERS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Bidwell	Tyler	CWM to GBT	4th grade to 5th grade	8/17/2017
Johnson	Tari	CO	Asst. Transportation Coordinator To Transportation Coordinator	7/1/2017
Jones	Melvin	CO	Substitute Bus Driver to Bus Driver	8/21/2017
Martinez	Emmanuel	CWM to LP	GlobeTrotter Asst. (PT) to Instructional Asst. Dual Lang.	8/17/2017
Smith	Scott	SAMS to AHS	Technology Education	8/17/2017
Coleman	Billie	BAL	English as a Second Language to 4th grade	8/17/2017
Covington	Nicole	BAL to LP	Instructional Assistant	8/17/2017
Ingram	Karen	BAL to LP	Instructional Assistant	8/17/2017
Longoria	Alejandra	CO to ECDC	Interperter to Instructional Assistant	8/17/2017
Owens	Yajaira	SAMS to AHS	Assistant Principal	8/17/2017
Speedling	Shannon	LP to CWM	Instructional Assistant - Exceptional Children to Regular classroom	8/17/2017
Wiley	Sharon	NAMS to SAMS	English as a Second Language	8/17/2017
Williams	Brian	SAMS to AHS	Instructional Assistant - Exceptional Children	8/17/2017

### **\*D. LEAVES OF ABSENCE**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Miller	Tracii	SAMS	Instructional Assistant - Exceptional Children	8/17/17 - 6/13/18

### **\*E. ADMINISTRATOR CONTRACTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Crooks	Penny	BAL	Principal	8/17/2017
Hammond	Margaret "Betsy"	SAMS	Interim Assistant Principal	8/17/2017

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

### **Information, Reports and Recommendations**

- A. An update on Advanced Placement exams results was given by Dr. Julie Pack.
- B. Dr. Drew Maerz presented the following policies for 30-day review:

- Policy 1510/4200/7270 - School Safety, Updated legal references
- Policy 1610/7800 - Professional and Staff Development, Updated legal references
- Policy 4040/7310 - Staff-Student Relations ,Updated legal references
- Policy 4100 - Age Requirements for Initial Entry, Updated legal references
- Policy 4120 - Domicile or Residence Requirements, Updated legal references
- Policy 4201/7271 - Injury and Loss Prevention, Updated legal references
- Policy 4270/6145 - Concussion and Head Injury, Updated legal references
- Policy 4307 - Disciplinary Action for Exceptional Children/Students with Disabilities, Updated legal references
- Policy 4335 - Criminal Behavior, Updated legal references
- Policy 4340 - School-Level Investigations, Updated language and terminology through policy, Updated legal references
- Policy 4351 - Short-Term Suspension, Updated legal references
- Policy 4353 - Long-Term Suspension, 365-Day Suspension, Expulsion, Updated legal references
- Policy 4400 – Attendance, Updated legal references
- Policy 6120 - Student Health Services, Updated legal references
- Policy 6125 - Administering Medicines to Students, Updated legal references
- Policy 6140 - Student Wellness, Statement added to policy regarding making policy available to school community and public, Minor wording clarification throughout policy, Updated legal references
- Policy 6200 - Goals of Student Nutrition Services - Minor wording clarification and formatting updated throughout policy, Updated legal references
- Policy 6230 - School Meal and Competitive Foods Standards, Updated legal references
- Policy 6305 - Safety and Student Transportation Services, Updated legal references
- Policy 6306 - School Bus Idling, Updated legal references
- Policy 6315 – Drivers, Updated legal references
- Policy 6320 - Use of Student Transportation Services, Minor wording updates, Updated legal references
- Policy 6321 - Bus Routes, Updated legal references
- Policy 6322 - Student Assignment to Buses, Statement added regarding students with special needs, Minor formatting updates, Updated legal references
- Policy 6340 - Transportation Service/ Vehicle Contracts, Minor formatting updates, Updated legal references
- Policy 7811 - Plans for Growth and Improvement of Licensed Employees  
Updated to reflect current statutory requirements and improve clarity. New section C addresses performance deficiencies of principals and assistant principals. Updated section D, cross-references, and footnotes.
- Policy 7930 - Professional Employees: Demotion and Dismissal, Added a statement of performance standards and other expectations for professional employees. Updated cross references.

## **Action Items**

### **A. Following a 30-day review and upon motion made by Ms. Harrington, seconded by Mr. Cheek, the Board unanimously approved the following board policies:**

- Policy 1300 - Governing Principle – Parental Involvement
- Policy 1710/4021/7230 - Prohibition Against Discrimination, Harassment, and Bullying
- Policy 2115 - Unexpired Term Fulfillment
- Policy 3000 - Goals and Objectives of the Educational Program
- Policy 3101 - Dual Enrollment
- Policy 3102 - Online Instruction
- Policy 3220 - Technology in the Educational Program
- Policy 3300 - School Calendar and Time for Learning
- Policy 3320 - School Trips
- Policy 3405 - Students at Risk of Academic Failure
- Policy 3410 - Testing and Assessment Program
- Policy 3450 - Class Rankings
- Policy 3460 - Graduation Requirements
- Policy 3520 - Special Education Programs/Rights of Students with Disabilities
- Policy 3540 - Comprehensive Health Education Program
- Policy 3610 - Counseling Program
- Policy 3620 - Extracurricular Activities and Student Organizations
- Policy 4700 - Student Records

### **Superintendent's Report/Calendar of Events**

- A. Leigh Anna Marbert, Public Information Officer, shared the latest edition of *Points of Pride* and reviewed the *Calendar of Events* noting the next Board of Education meeting will be on September 14, 2017.
- B. Superintendent Worrell provided an update on the 2017-2018 Board Goals. Superintendent Worrell noted that as a result of the Advanced Placement course program at Asheboro High School, 18 students earned Advanced Placement Scholar Awards (11 Advanced Placement Scholars, 5 Advanced Placement Scholars with Honors, and 2 Advanced Placement Scholars of Distinction).

### **Board Operations**

- A. Chairman Lamb reviewed the calendar of upcoming events.
- B. Chairman Lamb reviewed the board member school assignments for the 2017-2018 school year.

### **Adjournment – Open Session**

There being no further business and upon motion made by Ms. Kidd, seconded by Mr. Agudelo, the Board unanimously approved to dismiss at 8:02 p.m. and reconvene in Executive Session.

### **Executive Session**

Upon motion by Ms. Kidd, seconded by Mr. Priest, the Board unanimously approved to convene in Executive Session at 8:20 p.m. to discuss the Superintendent's compensation package and contract extension.

Upon motion by Mr. Priest, seconded by Mr. Hammer, the Board unanimously approved to end the Executive Session at 10:00 p.m.

### **Open Session**

Upon motion by Mr. Cheek, seconded by Ms. Kidd, the Board unanimously approved the Superintendent's compensation package and contract extension for one additional year through June 30, 2021.

### **Adjournment**

There being no further business and upon motion made by Mr. Cheek, seconded by Harrington, and unanimously approved by the Board, the meeting was adjourned at 10:01 p.m.

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Chairman

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Secretary

**Overnight Trip****ASHEBORO CITY SCHOOLS  
FIELD TRIP / TRANSPORTATION REQUEST  
SEND TO TRANSPORTATION SUPERVISOR – CENTRAL OFFICE**Group Making Request: 4th grade School: Lindley ParkDestination: Camp Hanes Date of Trip: March 19-21Number of Students Involved: 82 Percent of Total Group: 100%

Reasons for Students Not Attending: \_\_\_\_\_

Transportation Method: ☒ Activity Bus ☐ Charter Bus ☐ Private Automobile ☐ Other (\_\_\_\_\_) 

Charter Bus service, state name of Vendor here: \_\_\_\_\_

If Using Travel Company, state name of Vendor here: \_\_\_\_\_

\*\*The travel company must use an approved ACS Charter Bus Company

Number of Vehicles Needed (to be secured by the Central Office): 2Number of Drivers Needed (to be secured by the Central Office): 2Departure Time: ~~8:30~~ 8:45-9:00 Return Time: 1:30 Round Trip Miles (estimated): 278Estimated Cost to the Student: \$120

Purpose(s) of the Field Trip: Students will engage in team building exercises to work on communication and respect for one another. Students will also learn about animal adaptations and how animals survive in nature. Students will also learn about the water cycle and other natural sciences that occur in our environment.

List below the names of adult chaperones who will be accompanying this group on the field trip. Place an "\*" by individuals who are licensed to drive school vehicles and who will be serving in that capacity for you.

Donna Hall, Leigha Banner, Katie Sutton,  
Rebecca Jones

If approved, the following procedures must be followed; (1) Written parental permission is required for all field trips. This permission should be acquired using the Asheboro City Schools Parental Field Trip Permission Form; (2) No students can serve as drivers; private vehicles are used as a last resort; and (3) All students in a class or group shall have an opportunity to attend—means will provided for students to participate when necessary.

I certify that all those requirements, in addition to the general guidelines on the back of this form, will be fully met.

Katie Sutton 9-5-17  
Sponsor (Group Responsible for Paying for the Trip) DateNiki J. Donnelly 9-5-17  
Approved: Principal DateApproved: \_\_\_\_\_  
Superintendent or Designee DateTransportation  
Scheduled: \_\_\_\_\_  
Transportation Supervisor Date

Special Comments/ Response: \_\_\_\_\_



OVERNIGHT

RECEIVED SEP 01 2017

Form 8  
Procedure No. 3320.01  
02/2016

ASHEBORO CITY SCHOOLS  
FIELD TRIP / TRANSPORTATION REQUEST

SEND TO TRANSPORTATION SUPERVISOR - CENTRAL OFFICE

Group Making Request: 8<sup>th</sup> Grade class School: South Asheboro Middle School

Destination: Washington, D.C

Date of Trip: March 7, 8, 9 of 2018

Number of Students Involved: 165 Percent of Total Group: 100%

Reasons for Students Not Attending: Behavior Violations, Sickness, Family issues, parent permission

Transportation Method: ☐ Activity Bus ☒ Charter Bus ☐ Private Automobile ☐ Other ( )

If using a Charter Bus service, state name of Vendor here: Holiday Tours, Inc.

Number of Vehicles Needed (to be secured by the Central Office): N/A

Number of Drivers Needed (to be secured by the Central Office): N/A

Departure Time: 12:00PM (7<sup>th</sup>) Return Time: 8:00PM (9<sup>th</sup>) Round Trip Miles (estimated):

Estimated Cost to the Student: \$400.00 - Includes food, transportation, hotel, as well as any admission prices.  
Purpose(s) of the Field Trip: Follows up with Social Studies, Science, and Literacy curriculums.

List below the names of adult chaperones who will be accompanying this group on the field trip. Place an "\*" by individuals who are licensed to drive school vehicles and who will be serving in that capacity for you.

8<sup>th</sup> Grade teachers: Peters, Hagood, McElroy, Kinney, Miller, Parent Chaperones. Parent Chaperones to be determined.

If approved, the following procedures must be followed; (1) Written parental permission is required for all field trips. This permission should be acquired using the Asheboro City Schools Parental Field Trip Permission Form; (2) No students can serve as drivers; private vehicles are used as a last resort; and (3) All students in a class or group shall have an opportunity to attend—means will provided for students to participate when necessary.

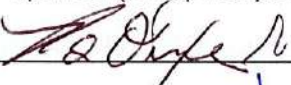
I certify that all those requirements, in addition to the general guidelines on the back of this form, will be fully met.

8<sup>th</sup> Grade students/family

Sponsor (Group Responsible for Paying for the Trip)

Date

Approved:

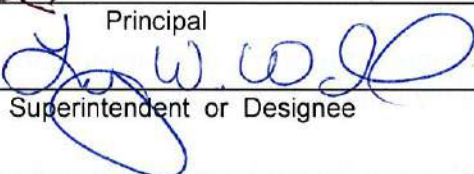


Principal

8-22-17

Date

Approved:



Superintendent or Designee

9/1/17

Date

Transportation

Scheduled:

Transportation Supervisor

Date

Special Comments/ Response:

This is the same organization that is coordinating the NAMS DC trip.

**ARTICULATION AGREEMENT  
BETWEEN  
ASHEBORO CITY SCHOOLS AND  
RANDOLPH COMMUNITY COLLEGE  
2017-2018**

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

**CRITERIA TO AWARD COLLEGE CREDIT**

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

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

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

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

**PROCESS TO DOCUMENT CREDIT**

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

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

**EVALUATION**

This agreement will be evaluated annually.

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

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

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Signature of Superintendent, Asheboro City Schools

Date

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Signature of Board Chairman, Asheboro City Schools

Date



8/9/17

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Signature of President, Randolph Community College

Date



8-9-17

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Signature of Board of Trustees Chairman, Randolph Community College

Date

**ARTICULATED COURSES**  
**Asheboro City Schools and Randolph Community College**  
**2017-2018**

**Courses Articulated by the NC High School to Community College Articulation Agreement - Effective - July 1, 2012**

Students completing the following courses at Asheboro High School and who meet the requirements of this document will receive credit as indicated.

<u>Asheboro High School Course</u>	<u>Randolph Community College</u>	<u>College Credits</u>
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***BUSINESS & INFORMATION TECHNOLOGY / BUSINESS EDUCATION***

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

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

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

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

***MARKETING EDUCATION / ENTREPRENEURSHIP***

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

IC612 Drafting I AND		
IC625 Honors Drafting II- Architectural	DFT 119 Basic CAD	2

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After completing the proper paperwork requirements and successful site inspections by Asheboro City Schools Support Services, the Asheboro City Schools Board of Education has approved the following charter bus companies for use in the 2017-2018 school year:

Sunway Charters  
Trolley Inc.  
3636 North Glenn Av  
Winston-Salem, NC 27105

Holiday Tours Inc.  
10367 Randleman Rd  
Randleman, NC 27317

Cross Roads Charters & Tours  
275 Barber Junction Rd  
Cleveland, NC 27013

## Asheboro City Board of Education

### Resolution to Define Intended Use of the Other Restricted Revenue Fund (Fund 8)

**Whereas**, G.S. 115C-426(c) authorizes the use of other funds to account for reimbursements, including indirect costs, fees for actual costs, tuition, sales tax revenues distributed using the ad valorem method pursuant to G.S. 105-472(b)(2), sales tax refunds, gifts and grants restricted as to use, trust funds, federal appropriations made directly to local school administrative units, funds received for prekindergarten programs, and special programs.

**Whereas**, the NC Public Schools Uniform Chart of Accounts establishes Fund 8 for use in accounting for these segregated moneys restricted or committed to expenditure for specific purposes; and

**Whereas**, Asheboro City Schools has used Fund 8 to properly account for these revenue sources since the general statutes authorized its use effective 7/1/2010;

**Therefore**, the following revenue sources are accounted for in Fund 8 by Asheboro City Schools:

- **Grant Funds Restricted as to Use** – These must be budgeted in accordance with the intended purpose specified in the grant.
- **Gifts/Donations Restricted by the Donor** – These must be budgeted in accordance with the intended purpose specified by the donor.
- **Reimbursements Committed by the Board of Education to Purpose as follows:**

<b>Indirect Cost</b>	65XX – Operational Support Services
<b>Sales Tax Refunds</b> ( <i>excluding those related to capital outlay projects or restricted by federal or state programs</i> )	65XX – Operational Support Services
<b>ROTC Reimbursements</b>	51XX – Regular Instructional Services
<b>Medicaid Administrative Outreach Program</b>	52XX – Special Populations Services 53XX – Alternative Programs and Services 58XX – School Based Support Services 62XX – Special Population Support and Development Services
<b>Medicaid Direct Services Reimbursement Program</b>	52XX – Special Populations Services 58XX – School Based Support Services 62XX – Special Population Support and Development Services

- **Fees Committed by the Board of Education to Purpose as follows:**

<b>Facility Use Fees</b>	65XX - Operational Support Services
<b>Tuition</b>	51XX – Regular Instructional Services
<b>E-rate</b>	65XX - Operational Support Services
<b>Developmental Day Fees</b> ( <i>received from other districts</i> )	52XX – Special Populations Services

**SALARY SCHEDULE  
2017-2018**

**OCCUPATIONAL THERAPIST/  
PHYSICAL THERAPIST**

PAY GRADE	STEP	MONTHLY SALARY
78	0	4,405
78	1	4,480
78	2	4,555
78	3	4,630
78	4	4,705
78	5	4,780
78	6	4,855
78	7	4,930
78	8	5,005
78	9	5,080
78	10	5,155
78	11	5,230
78	12	5,305
78	13	5,380
78	14	5,455
78	15	5,530
78	16	5,605
78	17	5,680
78	18	5,755
78	19	5,830
78	20	5,905
78	21	5,995
78	22	6,085
78	23	6,175
78	24	6,265
78	25	6,395
78	26	6,525
78	27	6,655
78	28	6,785
78	29	6,915
78	30	7,045

Noncertified salaries are based on a 40 hour workweek.



# RESOLUTION OF LODGE, ASSOCIATION OR OTHER SIMILAR ORGANIZATION

110191

Capital Bank Corporation  
106 East Taft St  
Asheboro, NC 27203

By: South Asheboro Middle School  
523 W Walker Ave  
Asheboro NC 27203-6252

Referred to in this document as "Financial Institution"

Referred to in this document as "Association"

I, Dr Terry W Worrell, certify that I am Secretary (clerk) of the above named association organized under the laws of North Carolina, Federal Employer I.D. Number 56-6000989, and that the resolutions on this document are a correct copy of the resolutions adopted at a meeting of the Association duly and properly called and held on 08/22/17 (date). These resolutions appear in the minutes of this meeting and have not been rescinded or modified.

**AGENTS** Any Agent listed below, subject to any written limitations, is authorized to exercise the powers granted as indicated below:

Name and Title or Position	Signature	Facsimile Signature (if used)
A. <u>Barney H Blair Jr / Finance Director</u>	<u>X</u>	<u>X</u>
B. <u>Ronald E Dixon / Principal</u>	<u>X</u>	<u>X</u>
C. <u>Lisa M Rhodes / Treasurer</u>	<u>X</u>	<u>X</u>
D. _____	<u>X</u>	<u>X</u>
E. _____	<u>X</u>	<u>X</u>
F. _____	<u>X</u>	<u>X</u>

**POWERS GRANTED** (Attach one or more Agents to each power by placing the letter corresponding to their name in the area before each power. Following each power indicate the number of Agent signatures required to exercise the power.)

Indicate A, B, C, D, E, and/or F	Description of Power	Indicate number of signatures required
_____	(1) Exercise all of the powers listed in this resolution.	_____
<u>A</u>	(2) Open any deposit or share account(s) in the name of the Association.	<u>1</u>
<u>A, B, C</u>	(3) Endorse checks and orders for the payment of money or otherwise withdraw or transfer funds on deposit with this Financial Institution.	<u>2</u>
_____	(4) Borrow money on behalf and in the name of the Association, sign, execute and deliver promissory notes or other evidences of indebtedness.	_____
_____	(5) Endorse, assign, transfer, mortgage or pledge bills receivable, warehouse receipts, bills of lading, stocks, bonds, real estate or other property now owned or hereafter owned or acquired by the Association as security for sums borrowed, and to discount the same, unconditionally guarantee payment of all bills received, negotiated or discounted and to waive demand, presentment, protest, notice of protest and notice of non-payment.	_____
_____	(6) Enter into a written lease for the purpose of renting, maintaining, accessing and terminating a Safe Deposit Box in this Financial Institution.	_____
_____	(7) Other _____	_____

**LIMITATIONS ON POWERS** The following are the Association's express limitations on the powers granted under this resolution.

**EFFECT ON PREVIOUS RESOLUTIONS** This resolution supersedes resolution dated 06/22/16. If not completed, all resolutions remain in effect.

## CERTIFICATION OF AUTHORITY

I further certify that the Association has, and at the time of adoption of this resolution had, full power and lawful authority to adopt the resolutions on page 2 and to confer the powers granted above to the persons named who have full power and lawful authority to exercise the same. (Apply seal below where appropriate.)

☐ If checked, the Association is a non-profit lodge, association or similar organization.

X \_\_\_\_\_ (Secretary)  
X \_\_\_\_\_ (Attest by Other Officer)  
X \_\_\_\_\_ (Attest by Other Officer)



# RESOLUTION OF LODGE, ASSOCIATION OR OTHER SIMILAR ORGANIZATION

120065

Capital Bank Corporation  
101 Sunset Ave  
Asheboro, NC 27203

By: Balfour School  
2097 N Asheboro School Rd  
Asheboro NC 27203-3174

Referred to in this document as "Financial Institution"

Referred to in this document as "Association"

I, Dr. Terry W Worrell, certify that I am Secretary (clerk) of the above named association organized under the laws of North Carolina, Federal Employer I.D. Number 56-6000989, and that the resolutions on this document are a correct copy of the resolutions adopted at a meeting of the Association duly and properly called and held on 08/22/17 (date). These resolutions appear in the minutes of this meeting and have not been rescinded or modified.

**AGENTS** Any Agent listed below, subject to any written limitations, is authorized to exercise the powers granted as indicated below:

Name and Title or Position	Signature	Facsimile Signature (if used)
A. <u>Barney H Blair Jr / Finance Director</u>	X	X
B. <u>Penny Crooks / Principal</u>	X	X
C. <u>Donna B Hill / Treasurer</u>	X	X
D. _____	X	X
E. _____	X	X
F. _____	X	X

**POWERS GRANTED** (Attach one or more Agents to each power by placing the letter corresponding to their name in the area before each power. Following each power indicate the number of Agent signatures required to exercise the power.)

Indicate A, B, C, D, E, and/or F	Description of Power	Indicate number of signatures required
_____	(1) Exercise all of the powers listed in this resolution.	_____
<u>A</u>	(2) Open any deposit or share account(s) in the name of the Association.	<u>1</u>
<u>A, B, C</u>	(3) Endorse checks and orders for the payment of money or otherwise withdraw or transfer funds on deposit with this Financial Institution.	<u>2</u>
_____	(4) Borrow money on behalf and in the name of the Association, sign, execute and deliver promissory notes or other evidences of indebtedness.	_____
_____	(5) Endorse, assign, transfer, mortgage or pledge bills receivable, warehouse receipts, bills of lading, stocks, bonds, real estate or other property now owned or hereafter owned or acquired by the Association as security for sums borrowed, and to discount the same, unconditionally guarantee payment of all bills received, negotiated or discounted and to waive demand, presentment, protest, notice of protest and notice of non-payment.	_____
_____	(6) Enter into a written lease for the purpose of renting, maintaining, accessing and terminating a Safe Deposit Box in this Financial Institution.	_____
_____	(7) Other _____	_____

**LIMITATIONS ON POWERS** The following are the Association's express limitations on the powers granted under this resolution.

**EFFECT ON PREVIOUS RESOLUTIONS** This resolution supersedes resolution dated 07/01/14. If not completed, all resolutions remain in effect.

## CERTIFICATION OF AUTHORITY

I further certify that the Association has, and at the time of adoption of this resolution had, full power and lawful authority to adopt the resolutions on page 2 and to confer the powers granted above to the persons named who have full power and lawful authority to exercise the same. (Apply seal below where appropriate.)

☒ If checked, the Association is a non-profit lodge, association or similar organization.

X  
(Secretary)  
X  
(Attest by Other Officer)  
X  
(Attest by Other Officer)

# Asheboro City Schools Discard Items

Principal \_\_\_\_\_

Signature

School AHS

Date 9/6/17

	Item Description	Make	Model	Serial #	FA#	Date Discarded
1	Football Head set (1 set included from Star - Full Duplex	Willco's Communications	FLX-2000			
2						
3						
4						
5						
6						
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26						





## **Beginning Teacher Support Program Plan**

### **State Board of Education Policy: TCP-A-004 (4.120)**

#### **Introduction:**

In accordance with NC State Board of Education Policy TCP-A-004, The 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 to 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.

#### **Describe adequate provisions for efficient management of the program.**

The Assistant Superintendent of Curriculum and Instruction, in partnership with the Executive Director of Human Resources, will oversee the efficient management of the program for beginning teachers. Beginning teachers will be supported through the licensure process as well as in developing their teaching skills related to curriculum, instruction and assessment.

#### **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. This will be done through 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 is included in this process.

#### **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.**

The formal induction for beginning teachers will be held each August which includes the above mentioned learning. Make-up orientations will be scheduled for teachers who were hired after the August induction, as needed. Make-up orientations may include a combination of face-to-face sessions and online modules to support induction requirements.



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

Prospective mentors must receive the recommendation of 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 *21<sup>st</sup> Century Mentoring*, which provides mentors with 21<sup>st</sup> century skills, knowledge, and dispositions needed to support beginning teachers. Lead mentors will be identified at each school and will serve as a liaison to 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.

**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 lead mentor will also provide support along with the principal. Lead mentors will provide support each month to ensure the success of the beginning teacher. Lead mentors at each school will provide monthly differentiated Professional Development for beginning teachers.

**Provide for a minimum of 4 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.**

A detailed timeline for all observations is planned, shared and implemented with each building level administrator from the Executive Director of Human Resources. 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 should not be assigned to evaluate the beginning teachers, which they mentor. Each observation must last for at least one continuous period of instructional time and must be followed by a post-conference. All persons who observe teachers must be appropriately trained. The required observations must be appropriately spaced throughout the school year. The Beginning Teacher Support Program Plan must specify the role of the beginning teacher's assigned mentor in the observations.

**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 lead mentor. The plan is to be based on the North Carolina Professional Teaching Standards, and must include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills. In developing the plan, the beginning teacher, principal (or designee), and lead 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 audited as part of the Title II monitoring process.

**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 4 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 a beginning teacher; such assistance will be provided immediately. This assistance may be provided by the lead 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 Assistant Superintendent of Curriculum and Instruction will partner with the Executive Director of Human Resources will work together to ensure the maintenance of a cumulative beginning teacher file that contains all the necessary documentation for beginning teachers.

**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 authorization 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. An internal survey will be administered to beginning teachers and lead mentors annually. Feedback will also be gathered from Principals, and other teacher groups 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. Lead 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, approved by the Asheboro City Board of Education on:

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Date

Submitted to Department of Public Instruction:

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Date

**Asheboro City Schools  
Personnel Transactions  
September 14, 2017**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Domally	Marc	AHS	English	10/13/2017
Maye	Takirah	GBT	After school program assistant	8/25/2017
McLelland	Angela	DLL	Data Manager/Treasurer	9/22/2017
Miller	Stacey	AHS	Testing Coordinator/Office Support	9/29/2017
Rouse	Ratasha	NAMS	Agriculture Science (CTE)	9/22/2017
Showole	Teresa	BAL	Exceptional Children	8/18/2017
Young	Megan	CWM	Globetrotter Assistant	6/9/2017

**\*B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Beck	Margaret	CO	Substitute (\$103/per day)	8/28/2017
Clark	Derek	CO	Substitute Bus Driver	9/5/2017
Clayton	Justin	SAMS	Non-faculty Coach (Football)	8/23/2017
Fleming	Allison	GBT	Instructional Assistant	9/5/2017
Gary, II	Chester	NAMS	Non-faculty Coach (Football)	9/1/2017
Groseclose	Terry	NAMS	English Language Arts/Social Studies (part-time; temporary)	8/17/2017
Johnson	Perez	CO	Substitute Bus Driver	9/5/2017
Johnson*	Joseph	AHS	Instructional Assistant/Exceptional Children	9/5/2017
Lee, Jr.	Danny	SAMS	Non-faculty Coach (Football)	8/25/2017
Marsh	Leslie	LP	After School Program Assistant (part-time)	8/30/2017
Moore	Caryn	BAL	After School Program Assistant (part-time)	8/29/2017
Needham	Linda	GBT	After School Program Assistant (part-time; temporary)	8/28/2017
Neilson	Doris	GBT	After School Program Assistant (part-time)	8/28/2017
Quinn	Tom	CO	Child Nutrition Support (part-time; temporary)	9/1/2017
Ross	Moneka	CO	Bus Driver	8/21/2017
Smith	Amy	CO	Child Nutrition Support (part-time; temporary)	8/30/2017
Tinnin	Jessica	LP	After School Program Assistant (part-time)	8/25/2017
Williams	Sharon	NAMS	English Language Arts/Social Studies (part-time; temporary)	8/17/2017

**C. TRANSFERS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Arellano	Marilu	BAL to BAL/SAMS/NAMS	Parent Involvement Specialist to Interpreter	8/21/2017
Ridley-Jones	Ophelia	CO	Bus Driver, part-time to full-time	8/28/2017
Spinks	James	CO	Bus Monitor/Driver to Bus Monitor/Driver/Asst. Trans. Coord.	9/1/2017
Williams	Brian	AHS to SAMS	Instructional Assistant	9/5/2017

\*In accordance with Board Policy 7100, this individual is an immediate family member of a board member.

**Asheboro City Schools**  
**Personnel Transactions - Addendum**  
**September 14, 2017**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
McClelland	Angela	DLL	Data Manager/Treasurer	9/19/2017
Noack	Jamie	LP/DL	Assistant Principal	11/7/2017

**\*B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Agudelo	Mariana	CO	Substitute \$80/day	9/18/2017
Apple	Sherry	CO	Substitute \$80/day	9/18/2017
Clodfelter	Karen	CO	Substitute \$80/day	9/18/2017
Davidson	Pat	AHS	Exceptional Children (part-time; temporary)	9/18/2017 - 3/29/2018
Davidson	Anna	CO	Substitute \$80/day	9/18/2017
Diaz	Jennifer	GBT	After School Program Assistant (part-time)	9/6/2017
Elliott	Pearl	CO	Substitute \$80/day	9/18/2017
Fulwood	Ancharitee	CO	Substitute \$80/day	9/18/2017
Kidd	Matthew	NAMS	Agriculture Science	9/25/2017
Kingston	Christopher	CO	Substitute \$103/day	9/11/2017
Lawson	Rebecca	CO	Substitute \$80/day	9/18/2017
McCaffery	Catherine	NAMS	Reading Intervention (part-time)	9/11/2017 - 5/29/2018
Mendez	Laura	DLL	After School Program Assistant (part-time)	9/7/2017
Mendez	William	CO	Substitute \$80/day	9/18/2017
Miller	Jennifer	CO	Substitute \$80/day	9/18/2017
Musci	Michelle	CO	Substitute \$80/day	9/18/2017
Nichols	Patsy	CO	Office Support, Transportation (part-time; temporary)	9/11 - 9/29/2017

**\*D. LEAVE OF ABSENCE**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Robbins	Christin	CWM	Teacher - Grade level TBD	8/28/2017 - 6/13/2018
Szabo	Emily	AHS	Exceptional Children	10/1/2017 - 3/13/2018

**Asheboro City Schools  
Certified Appointments - Addendum  
September 14, 2017**

**NAME**

Kidd, Matthew

**COLLEGE/DEGREE**

Clemson University  
B: Agricultural Education

**LICENSURE**

Agricultural Education

Mr. Matthew Kidd is recommended as an Agriculture Science teacher at North Asheboro Middle School for the 2017-2018 school year. Mr. Kidd comes to us from the private Agricultural industry and is excited to begin his teaching career in Asheboro City Schools. His four years of experience in the private industry will be an important tool to aid him in being a successful teacher. Mr. Kidd is ready to use his “hands on” experiences and knowledge of agriculture to excite and inspire his students to want to learn. Please join me in welcoming Mr. Kidd to Asheboro City Schools. Welcome Mr. Kidd!

# Policies For 30-Day Review



### **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 student behavior management plan developed at each school, in addition to 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.

Alternative learning programs are provided as an option for those instances in which a student's behavior management or academic performance needs cannot be met in a regular educational setting. The purposes of an alternative learning program are: (1) to intervene and address problems that prevent a student from achieving success in the regular educational setting; (2) to reduce the risk that a student will drop out of school by providing resources to help the student resolve issues affecting his or her performance at school; (3) to return a student, if and when it is practicable, to the regular educational setting with the skills necessary to succeed in that environment; and (4) to preserve a safe and orderly learning environment in the regular educational setting.

### **B. ALTERNATIVE LEARNING PROGRAMS**

Alternative learning programs should serve the purposes described above. Such alternative education programs are expected to meet all board policy and state requirements. In addition, alternative education programs and support services should be designed to facilitate students' transition back to the regular educational setting when appropriate.

All school personnel at alternative learning programs should receive training so that students enrolled in such programs receive appropriate educational services.

The superintendent or designee shall direct school officials at each alternative learning program to develop a behavior management plan, an academic student learning plan, a conflict resolution plan, and/or a parental involvement plan to address student needs, in accordance with board policy. The board encourages the principal and other school personnel, in developing these plans, to review successful alternative education programs and make effective use of the resources provided by the superintendent or designee.

The superintendent or designee will review these plans in accordance with board policy. While providing flexibility at the school level to develop the plans, the superintendent will only approve plans that are reasonably likely to meet the purposes of an alternative learning program.

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**

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. 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, or pursuant to a disciplinary suspension. The transfer process is provided below.

**1. 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.

**2. Responsibilities of School Personnel at the Alternative Learning Program**

In addition to any other procedures required by this policy, once a student is placed in an alternative learning program, 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.

### 3. Voluntary Referral

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.

Voluntary assignments are encouraged whenever possible. A voluntary assignment is an agreement by the parent or guardian, the principal, and the disciplinary review committee that assignment is an appropriate option for the particular student. After agreement has been reached, the principal of the regular educational setting and the principal of the alternative learning program or school shall arrange the process and time for the assignment. The principal of the regular educational setting shall notify the superintendent of the assignment.

### 4. Involuntary Referral

A student may be required to be assigned from the regular educational setting to an alternative learning program under any of the following circumstances:

- a. the student presents a clear threat to the safety of other students or personnel;
- b. the student presents a significant disruption to the educational environment in the regular educational setting;
- c. the student is at risk of dropping out or not meeting standards for promotion, and resources in addition to or different from those available in the regular educational setting are needed to address the issue;
- d. the student has been charged with a felony or a crime that allegedly endangered the safety of others, and it is reasonably foreseeable that the educational environment in the regular educational setting will be significantly disrupted if the student remains; or
- e. if the Code of Student Conduct provides for a transfer as a consequence of the student's behavior.

Prior to an involuntary assignment in circumstances where a student is experiencing academic or developmental difficulties or chronic social/behavioral problems, the principal or disciplinary 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 as provided in Section C.1. 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.

The preceding steps are encouraged, but not required in the case of an involuntary assignment arising from a disciplinary reassignment or when the student's behavior immediately endangers other students or personnel.

If an agreement for voluntary assignment is not reached and a basis for involuntary assignment exists, the principal may 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 parent may request an informal meeting with the superintendent or designee to discuss the assignment.

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. 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.

The parent may appeal the superintendent's decision 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 assigned to the alternative learning program.

**5. Assignment of Student with Disabilities to Alternative Programs**

If the principal intends to refer for an involuntary assignment to the alternative program a student who is eligible for services under the Individuals with Disabilities Education Act (IDEA), the principal shall first convene the student's

Individual Education Program (IEP) team to determine whether such an assignment constitutes a change in placement for the student. All decisions regarding changes in a student's placement or service delivery must be made by the student's IEP team. If the IEP team determines that the proposed assignment would not constitute a change in placement, the principal shall refer the proposed assignment to the multidisciplinary team for consideration in accordance with the process described in subsection C.4, above.

All additional requirements specific to the assignment of students with disabilities to an alternative program established by State Board of Education policy shall be observed

6. Appeals Process

If the student's assignment is the result of an IEP team decision, 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 multidisciplinary team's decision, 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.

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

A student who receives a long-term or 365-day suspension may be offered services in the alternative learning program for a portion or the full duration of the suspension. See policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion. 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.

8. 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.

**D. 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.

**E. 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. In addition to data required by policy 3430, School Improvement Plan, each alternative learning program or school must report the following information annually to the board:

- a. annual program goals; and
- b. performance on annual goals.

To assist the board in evaluating an alternative learning program or school, each alternative school or program's school improvement plan must include measures of the effectiveness of the alternative program or school.

3. Items to be Considered

In addition to any other outcomes the board deems important, the board will determine whether:

- a. the alternative learning program or school complies with State Board standards;
- b. the alternative learning program or school incorporates best practices for improving student academic performance and reducing disruptive behavior;
- c. school personnel at the alternative learning program or school are well-trained and provided with appropriate professional development;
- d. the alternative learning program or school is organized to provide coordinated services;
- e. students at the alternative learning program or school receive high quality and rigorous academic instruction; and
- f. the alternative learning program or school assists students in transitioning back to the regular educational setting or to other educational settings.

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,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, October 2014), available at <https://eboard.eboardsolutions.com/Meetings/Attachment.aspx?S=10399&AID=31595&MID=1590>

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, 201

The school system computers, networks, and other technological resources support the educational and administrative functions of the school system. Because employees and students depend on these systems to assist with teaching and learning and because sensitive and confidential information may be stored on these systems, system integrity and security is of utmost importance.

**A. NETWORK AND INFORMATION SECURITY**

The school system information technology systems are valuable assets that must be protected. To this end, school technology personnel shall evaluate each information technology asset and assign protective controls that are commensurate with the established value of such assets. Appropriate security measures must be in place to protect all information technology assets from accidental or unauthorized use, theft, modification, or destruction, and to prevent the unauthorized disclosure of restricted information. Network security measures must include an information technology system disaster recovery process. Audits of security measures must be conducted annually.

All personnel shall ensure the protection and security of information technology assets that are under their control.

**B. SECURITY AWARENESS**

The technology director or designee shall provide employees with information to enhance awareness regarding technology security threats and to educate them about appropriate safeguards, network security, and information security.

**C. MALWARE PROTECTION**

Malware detection programs and practices must be implemented throughout the school system. The superintendent or designee is responsible for ensuring that the school system network includes current software to prevent the introduction or propagation of computer malware.

**D. TRAINING FOR USE OF TECHNOLOGICAL RESOURCES**

Users should be trained as necessary to use technological resources effectively and in a manner that maintains the security of the network infrastructure and ensures compliance with state and federal law and regulations. Such training should include information related to remote access, virus protection, the state student information and instructional improvement system applications, network and information security, and other topics deemed necessary by the superintendent or technology director. Training may be conducted as part of the technology-related professional development program (see policy 3220, Technology in the Educational Program).

**E. ACCESS TO INFORMATION TECHNOLOGY SYSTEMS**

Access to the school system's information technology assets will be controlled and managed to ensure that only authorized devices/persons have access.



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1. User ID and Password

All users of information technology systems must be properly identified and authenticated before being allowed to access such systems. The combination of a unique user identification and a valid password is the minimum requirement for granting access to information technology systems. Depending on the operating environment, information involved, and exposure risks, additional or more stringent security practices may be required as determined by the superintendent or technology director. The technology director or designee shall establish password management capabilities and procedures to ensure the security of passwords.

2. Student Information System

The technology director or designee shall ensure that all school system computers with access to the state student information system application pursuant to State Board of Education Policy TCS-C-018 adhere to relevant standards and requirements established by the State Board of Education, including provisions related to user identification, and password and workstation security standards. Employees must follow all such standards when using any computer to access the student information system, including when using the employee's personal computer.

3. Remote Access

The superintendent and technology director may grant remote access to authorized users of the school system's computer systems. The technology director or designee shall ensure that such access is provided through secure, authenticated, and carefully managed access methods.

Legal References: G.S. 115C-523, -524; State Board of Education Policy SBOP-018

Cross References: Professional and Staff Development (policy 1610/7800), Technology in the Educational Program (policy 3220), Technology Responsible Use (policy 3225/4312/7320), Internet Safety (policy 3226/4205), School Improvement Plan (policy 3430), Use of Equipment, Materials, and Supplies (policy 6520)

Other References: *State of North Carolina Statewide Information Security Manual* (Enterprise Security and Risk Management Office), available at <http://it.nc.gov/document/statewide-information-security-manual>

Adopted: January 20, 2009

Revised: June 30, 2009; August 29, 2012, December 12, 2013, March 12, 2015, February 9, 2017

## **RECRUITMENT AND SELECTION OF PERSONNEL**

*Policy Code:*

**7100**

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### **A. GENERAL PRINCIPLES**

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

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

### **B. RECRUITMENT**

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

All vacancies must be adequately publicized within the school system so that employees will be informed of opportunities for promotion or transfer to new jobs. Vacancies also may be publicized externally to attract qualified applicants.

### **C. CRIMINAL HISTORY**

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

A criminal history check and a check of sex offender registries must be conducted on all final candidates for employment with the school system. Criminal history checks must be conducted in accordance with state law and any procedures established by the superintendent. School officials shall not require candidates to disclose expunged arrests, charges, or convictions and shall not ask candidates to voluntarily disclose such

information without first advising that disclosure is not required. The superintendent or designee shall report to the State Board of Education any licensed individual who is found to have a criminal history, as required by State Board policy.

A final candidate for employment or for hiring as an independent contractor will be excluded from hiring on the basis of criminal conduct only when doing so is job-related and consistent with business necessity. If a final candidate is found to have been convicted of a criminal offense, other than a minor traffic violation, the superintendent shall determine whether the individual is qualified for employment despite the criminal history by considering, among other things, whether the individual poses a threat to the safety of students or personnel or has demonstrated that he or she does not have the integrity or honesty to fulfill the duties of the position. The following factors will be considered in making this determination: (1) the nature and gravity of the offense or conduct; (2) the time that has passed since the offense or conduct and/or completion of the sentence; and (3) the nature of the job sought. Before the superintendent may exclude a final candidate based on his or her past criminal convictions, the superintendent must give the candidate the opportunity to demonstrate that the exclusion does not properly apply to him or her.

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

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

## **D. SELECTION**

### **1. Qualifications**

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

- a. application;
- b. education and training;
- c. licensure and certification (when applicable);
- d. relevant experience;

- e. personal interviews; and
- f. references and/or background checks.

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

## 2. Nepotism

- a. For purposes of this subsection, the following definitions apply.
  - i. “Immediate family” means spouse, parent, child, brother, sister, grandparent, or grandchild. The term includes the step, half, and in-law relationships.
  - ii. “Central office staff administrator” includes principals, directors, supervisors, specialists, assistant superintendents, and superintendent.
- b. Before any immediate family of any board of education member or central office staff administrator is employed by the board or engaged in any capacity as an employee, independent contractor, or otherwise, (1) the board member or central office staff administrator must disclose the familial relationship to the board and (2) the prospective employment or engagement must be approved by the board in a duly called open session meeting.
  - i. An employee who knowingly fails to disclose a familial relationship to the board as required will be subject to disciplinary action up to and including dismissal.
  - ii. Notification by the employee to human resources will be deemed disclosure to the board. The human resources department is responsible for conveying the disclosure to the board before the board takes action on the prospective employment or engagement.
- c. When making recommendations for the selection and assignment of personnel, the superintendent shall attempt to avoid situations in which one employee occupies a position in which he or she has influence over the employment status, including hiring, salary, and promotion, of another employee who is a member of the first employee’s immediate family.
- d. No administrative or supervisory personnel may directly supervise a member of his or her immediate family.

## 3. Employment Procedures

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

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

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

Legal References: Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 *et seq.*; Americans with Disabilities Act of 1990, 42 U.S.C. 12101 *et seq.*; Equal Educational Opportunities Act of 1974, 20 U.S.C. 1703; Equal Pay Act of 1963, 29 U.S.C. 206; Fair Credit Reporting Act, 15 U.S.C. 1681 *et seq.*; Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. 2000ff *et seq.*; Military Selective Service Act, 50 U.S.C. Appx. 453; Rehabilitation Act of 1973, 29 U.S.C. 794; Title VII of the Civil Rights Acts of 1964, 42 U.S.C. 2000e *et seq.*; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*; Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. 4301 *et seq.*; 8 U.S.C. 1101 *et seq.*; *Green v. Missouri Pacific Railroad* (8<sup>th</sup> Cir. 1975); *Enforcement Guidance on the Consideration of Arrest and Conviction Records in Employment Decisions Under Title VII of the Civil Rights Act of 1964*, U.S. Equal Employment Opportunity Commission (April 25, 2012), available at [http://www.eeoc.gov/laws/guidance/arrest\\_conviction.cfm](http://www.eeoc.gov/laws/guidance/arrest_conviction.cfm); G.S. 14-208.18; 15A-153; 114-19.2; 115C-36, -47, -276(j), -332; 126-7.1(i), -16; 127A-202.1; 127B-10, -12, -14; 143B-421.1; 16 N.C.A.C. 6C .0313; State Board of Education Policies BENF-009 and NCAC-6C.0313

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

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

Administrative Procedure: Yes

Revised: April 8, 1998, August 14, 2008, June 14, 2012, February 13, 2015, March 11, 2016

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

**A. LICENSURE AND OTHER QUALIFICATION REQUIREMENTS**

1. Except as otherwise permitted by the State Board of Education or state law, a professional employee must hold at all times a valid North Carolina license appropriate to his or her position.
2. To the extent possible, all professional teaching assignments will be in the area of the professional employee's license except as may be otherwise allowed by state and federal law and State Board policy. In addition, all professional teachers employed to teach core academic subjects must be "highly qualified" as required by the State Board of Education. Core academic subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
3. The board encourages lateral entry into the teaching profession by skilled individuals from the private sector who meet state licensing requirements.

**B. EXCEPTIONS TO LICENSURE REQUIREMENTS**

1. Emergency Permit to Practice

In extenuating circumstances when no other appropriately licensed professionals or persons who are eligible for a lateral entry license are available to fill a position, the board may employ for up to one year an individual who holds an emergency permit to practice issued by the State Board of Education. An emergency permit is not renewable.

2. Adjunct CTE Instructors

An unlicensed individual who meets the adjunct hiring criteria established by the State Board of Education for a specific career and technical education (CTE) career cluster may be employed as an adjunct CTE instructor for up to 10 hours per week, provided the individual first completes preservice training and meets all other statutory requirements for serving as an adjunct instructor established by G.S. 115C-157.1.

**C. BEGINNING TEACHER SUPPORT PROGRAM**

The superintendent or designee shall develop a plan and a comprehensive program for beginning teacher support. The plan must be approved by the board and kept on file for review. The superintendent or designee shall submit an annual report on the Beginning

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Teacher Support Program to the Department of Public Instruction (DPI) by October 1 of each year. The report must include evidence of demonstrated proficiency on the Beginning Teachers Support Program Standards and evidence of mentor success in meeting Mentor Standards. The school system will also participate in implementing a regionally-based annual peer review and support system.

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

**D. LICENSE CONVERSION**

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

**E. LICENSE RENEWAL**

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

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

Decisions regarding the employment of teachers who fail to meet the required proficiency standard for renewal of a continuing license will be made in accordance with state law G.S. 115C-296(b)(1)b.4 and applicable State Board of Education requirements.

**F. PARENTAL NOTIFICATION**

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

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

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**G.     EQUITABLE DISTRIBUTION OF TEACHERS**

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

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6301 *et seq.*; 34 C.F.R. 200.55-57, 200.61; G.S. 115C-296, -325(e)(1)(m) (applicable to career status teachers), -325.4(a)(12) (applicable to non-career status teachers), -333, -333.1; State Board of Education Policies EVAL-004, EVAL-023, LICN-001, -004, -005, -018, -021, NCAC-6C.0102, NCAC-6C.0307

Adopted: June 1997

Revised: January 22, 1999; December 20, 2006; June 30, 2008; September 30, 2011; March 28, 2013, September 12, 2013, June 12, 2014, June 8, 2017



# **OCCUPATIONAL EXPOSURE TO HAZARDOUS CHEMICALS IN SCIENCE LABORATORIES**

*Policy Code:*

**7265**

It is the policy of the board to comply with federal regulations and state statutes regarding hazardous chemicals as set forth in the Federal Register, 29 CFR §1910.1450 and the North Carolina Administrative Code, 13 N.C.A.C. 7F.0101, by attempting to limit occupational exposure of employees to hazardous chemicals or other potentially hazardous materials that could cause injury or death.

## **A. UNIVERSAL PRECAUTIONS**

Universal precautions must be used at all times. Because few laboratory chemicals are without hazards, the school system shall establish general precautions for handling all laboratory chemicals. Additional precautions consistent with state and federal standards shall be established for the handling of known hazardous chemicals and unknown substances. The program standards for the control of hazardous chemicals as outlined in the Occupational Safety and Health Act (OSHA) rule, "Occupational Exposure to Hazardous Chemicals in Laboratories" (standard 1910.1450), the North Carolina Administrative Code, and/or the most current standards available must be followed.

## **B. SCHOOL SYSTEM REQUIREMENTS**

The superintendent shall ensure that:

1. Aa Chemical Hygiene Plan is developed in accordance with OSHA-issued regulations or the most current available federal and/or state standards issued and that all elements of the Chemical Hygiene Plan are met, including, but not limited to, standard operating procedures for handling hazardous chemicals, such as the use of personal protective equipment and hygiene practices;; control measures to reduce employee exposure to hazardous chemicals;; standards for laboratory protective equipment; identification of laboratory procedures and activities requiring prior approval; proper employee training;; and the assignment of a Chemical Hygiene Officer;
2. bulk elemental mercury, chemical mercury compounds and bulk mercury compounds are not used as teaching aids in science classrooms;
3. labels on incoming containers of hazardous chemicals are not removed or defaced, all safety data sheets received with incoming shipments are maintained and readily accessible to employees, and a current inventory of chemicals is in use and maintained;
4. all employees are trained and apprised of the hazards of chemicals present in their work area and understand how to report unsafe conditions and how to perform proper cleanup;

5. all employees have access to a copy of the Hazardous Chemicals Policy and Chemical Hygiene Plan;
6. science laboratories comply with the OSHA Right-to-Know legislation, bloodborne pathogens regulations (see policy 7260, Occupational Exposure to Bloodborne Pathogens), laboratory standards as provided by the Chemical Hygiene Plan, and other safety rules and guidelines of the profession;
7. records are established and maintained of any measurements taken to monitor employee exposures and any medical consultations or examinations required;
8. the Chemical Hygiene Plan is reviewed annually by a committee appointed by the superintendent and updated as necessary;
9. this policy is reviewed annually and, as needed, updated annually; and
10. a copy of the Chemical Hygiene Plan is submitted to the State Board of Education by January 31 of each school year.

#### **C. TESTING**

Whenever an event takes place in the work area such as a spill, leak, explosion or other occurrence resulting in the likelihood of a hazardous exposure, the employee exposed to the hazard may receive a medical examination at the school system's expense.

Legal References: 29 C.F.R. §1910.1450; G.S. 115C-47(47); 13 NCAC 7F.0101; State Board of Education Policy SCOS-017

Cross References: Occupational Exposure to Bloodborne Pathogens (policy 7260)

Other Resources: *Safe, Orderly and Caring Schools Assessment Inventory*, Safety Provisions – Science Education (North Carolina Department of Public Instruction, Division of School Improvement)

Adopted: October 9, 2008

Revised: January 8, 2015

The board recognizes the importance of incorporating current technology tools, including new methods of electronic communication, into the classroom to enhance student learning. It further recognizes the importance of employees, students, and parents engaging, learning, collaborating, and sharing in digital environments as part of 21<sup>st</sup> Century learning. The board strives to ensure that electronic communication tools incorporated into the school curriculum are used responsibly and safely. As practicable, the board will provide access to secure social media tools and board approved technologies for use during instructional time and for school-sponsored activities in accordance with policies 3220, Technology in the Educational Program, and 3225/4312/7320, Technology Responsible Use.

The board acknowledges that school employees may engage in the use of social media during their personal time. School employees who use social media for personal purposes must be mindful that they are responsible for their public conduct even when not acting in their capacities as school system employees. All school employees, including student teachers and independent contractors shall comply with the requirements of this policy when using electronic social media for personal purposes. In addition, all school employees must comply with policy 4040/7310, Staff-Student Relations, when communicating with individual students through other electronic means, such as through voice, email, or text-messaging.

**A. DEFINITIONS****1. Social Media**

For the purposes of this policy, “social media” refers to the various online technology tools that enable people to communicate easily over the Internet to share information and resources. It includes, but is not limited to: personal websites, nonsystem-related website, blogs, wikis, social networking sites, online forums, virtual worlds, video-sharing websites, and any other Internet-based applications which allow the exchange of user-generated content. For purposes of this policy, it also includes any form of instant or direct messaging available through such applications. Examples of social media include, but are not limited to, Web 2.0 tools, Facebook, Twitter, LinkedIn, Flickr, YouTube Instagram, Google+, and social media components of learning management systems such as Moodle or Edmodo.

**2. School-Controlled Social Media**

“School-controlled social media” are social media networks, tools, or activities that are under the direct control and management of the school system and that create an archived audit trail.

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3. Personal Social Media

“Personal social media” means any social media networks, tools, or activities that are not school-controlled.

**B. SOCIAL MEDIA COMMUNICATIONS INVOLVING STUDENTS**

Employees are to maintain professional relationships with students at all times in accordance with policies 4040/7310, Staff-Student Relations, and 7300, Staff Responsibilities. The use of electronic media for communicating with students and parents is an extension of the employee’s workplace responsibilities. Accordingly, the board expects employees to use professional judgment when using social media or other electronic communications and to comply with the following.

1. All electronic communications with students who are currently enrolled in the school system must be school-related and within the scope of the employees’ professional responsibilities, unless otherwise authorized by this policy or policy 4040/7310, Staff-Student Relations.
2. School employees may use only school-controlled social media to communicate directly with current students about school-related matters. (For information regarding communication with students through other forms of electronic communication, e.g., email or texts, see policy 4040/7310, Staff-Student Relations.)
3. Employees are prohibited from knowingly communicating with current students through a personal social media or personal websites without parental permission. An Internet posting on a personal social media network or personal website intended for a particular student will be considered a form of direct communication with that student in violation of this policy unless the parent has consented to the communication. However, an employee may communicate with a student using personal social media to the extent the employee and student have a family relationship or other type of appropriate relationship which originated outside of the school setting. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee’s child, or a member or participant in the same civic, social, recreational, sport or religious organization.
4. An employee seeking to utilize and/or establish a non-school-controlled social media website for instructional or other school-related purposes must have prior written approval from the principal and the superintendent or designee and must verify that the social media application’s terms of service meet the requirements of policies 3220, Technology in the Educational Program, 3225/4312/7320, Technology Responsible Use, and 3227/7322, Web Page Development. If the website collects personal information from students under the age of 13, the use

will not be approved unless the applicable requirements of the Children's Online Privacy Protection Act (COPPA) are met. The employee shall ensure that the website does not include or link to the employee's personal social media footprint. The site must be used for school-related purposes only.

#### **C. EMPLOYEE PERSONAL USE OF SOCIAL MEDIA**

The board respects the right of employees to use social media as a medium of self-expression on their personal time. As role models for the school system's students, however, employees are responsible for their public conduct even when they are not performing their job duties as employees of the school system. Employees will be held to the same professional standards in their public use of social media and other electronic communications as they are for any other public conduct. Further, school employees remain subject to applicable state and federal laws, board policies, administrative regulations, and the Code of Ethics for North Carolina Educators, even if communicating with others concerning personal and private matters. If an employee's use of social media interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

Employees are responsible for the content on their social media sites, including content added by the employee, the employee's friends, or members of the public who can access the employee's site, and for Web links on the employee's site. Employees shall take reasonable precautions, such as using available security settings, to restrict students' access to the employees' personal information on social media websites and to prevent students from accessing materials that are not age-appropriate.

School employees are prohibited from accessing social networking websites for personal use during instructional time.

#### **D. POSTING TO SOCIAL MEDIA SITES AND PERSONAL WEBSITES**

Employees who use social media or nonsystem-related website for personal purposes must be aware that the content they post may be viewed by anyone, including students, parents, and community members. Employees shall observe the following principles when communicating through social media:

1. Employees shall not post confidential information about students, employees, or school system business.
2. Employees shall not accept current students as "friends" or "followers" or otherwise connect with students on personal social media sites without parental permission, unless the employee and student have a family relationship or other type of appropriate relationship which originated outside of the school setting.
3. Employees shall not knowingly allow students access to their personal social media sites that discuss or portray sex, nudity, alcohol, or drug use or other behaviors

associated with the employees' private lives that would be inappropriate to discuss with a student at school.

4. Employees may not knowingly grant students access to any portions of their personal social media sites or personal websites that are not accessible to the general public without parental permission, unless the employee and student have a family relationship or other type of appropriate relationship which originated outside of the school setting.
5. Employees shall be professional in all Internet postings related to or referencing the school system, students or their parents, and other employees.
6. Employees shall not use profane, pornographic, obscene, indecent, lewd, vulgar, or sexually offensive language, pictures or graphics or other communication that could reasonably be anticipated to cause a substantial disruption to the school environment.
7. Employees shall not use the school system's logo or other copyrighted material of the system on a personal social media site without express, written consent from the board.
8. Employees shall not post identifiable images of a student or student's family on a personal social media site without permission from the student and the student's parent or legal guardian. Employees may post such images on a school-controlled social media site only with prior permission of the employee's supervisor and in accordance with the requirements of federal and state privacy laws and policy 4700, Student Records.
9. Employees shall not use Internet postings to libel or defame the board, individual board members, students, or other school employees.
10. Employees shall not use Internet postings to harass, bully, or intimidate students or other employees in violation of policy 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying, or state and federal laws.
11. Employees shall not post content that negatively impacts their ability to perform their jobs.
12. Employees shall not use Internet postings to engage in any other conduct that violates board policy or administrative procedures or state and federal laws.

#### **E. CONSEQUENCES**

School system personnel shall monitor online activities of employees who access the Internet using school technological resources. Additionally, the superintendent or designee may periodically conduct public Internet searches to determine if an employee has engaged

in conduct that violates this policy. Any employee who has been found by the superintendent to have violated this policy may be subject to disciplinary action, up to and including dismissal.

The superintendent shall establish and communicate to employees guidelines that are consistent with this policy.

Legal References: U.S. Const. amend. I; Children's Internet Protection Act, 47 U.S.C. 254(h)(5); Electronic Communications Privacy Act, 18 U.S.C. 2510-2522; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; 17 U.S.C. 101 *et seq.*; 20 U.S.C. 6777; G.S. 115C-325(e) (applicable to career status teachers), -325.4 (applicable to non-career status teachers); 16 N.C.A.C. 6C .0601, .0602; State Board of Education Policy NCAC-6C-0601

Cross References: Prohibition Against Discrimination, Harassment, and Bullying (policy 1710/4021/7230), Technology in the Educational Program (policy 3220), Technology Responsible Use (policy 3225/4312/7320), Web Page Development (policy 3227/7322), Copyright Compliance (policy 3230/7330), Staff-Student Relations (policy 4040/7310), Student Records (policy 4700), Staff Responsibilities (policy 7300)

Adopted: December 15, 2011

Updated: August 29, 2012, December 12, 2013, March 12, 2015, June 9, 2016

## **EXTRACURRICULAR AND NON-INSTRUCTIONAL DUTIES**

*Policy Code:*

**7405**

The board acknowledges that instructing students is the primary mission of the school system. Generally, in order to carry out the responsibilities of the school system, teachers and other employees may also be required to perform certain non-instructional and extracurricular duties. Assigned additional duties are considered part of all employees' responsibilities. However, assignment of additional duties to teachers should be minimized to allow time for teachers to plan, collaborate with colleagues, conduct conferences with parents, tutor students and perform any other activities that have a direct impact on student achievement. Beginning teachers also need adequate opportunities to develop their professional skills and need access to experienced teachers who will provide mentoring to them. In light of these goals, the principal of each school has the authority to assign extracurricular and non-instructional duties as necessary to conduct the business of the school, within the following guidelines.

### **A. EXTRACURRICULAR DUTIES**

Initially licensed teachers may not be assigned extracurricular duties unless they request the assignments in writing.

#### **1. Extracurricular Duties Defined**

Extracurricular duties include those duties performed by a teacher outside the regular school day that involve students and are not directly related to the instructional program. Examples of extracurricular activities for which consent is required include such things as coaching duties, taking tickets at sporting events and acting as a faculty sponsor for a student club. Extracurricular duties do not include such things as time spent in parent-teacher conferences or activities related to courses taught by the teacher, such as band concerts that are performed as a part of band class.

#### **2. Exceptions Permitted for Compelling Reasons**

In cases of compelling need, initially licensed teachers may be required to perform extracurricular duties if the procedures set forth in this paragraph are followed.

##### **a. Compelling Need Defined**

A compelling need arises when the principal of a school is not reasonably able to provide adequate supervision by qualified personnel at extracurricular activities without using initially licensed teachers and no initially licensed teachers have volunteered in writing to perform these activities. In determining whether a compelling need exists, it will be assumed that teaching assistants and other non-licensed employees may not be assigned to extracurricular duties unless the assignment is approved in



advance by the superintendent or designee. Examples of compelling need include circumstances when:

- 1) an employee who is scheduled to perform an extracurricular duty is unexpectedly unavailable and the position must be filled quickly;
- 2) the school principal cannot adequately fill extracurricular duty positions without additional reliance on initially licensed teachers; or
- 3) an extracurricular duty must be supervised by individuals with certain experience, skills or qualifications and initially licensed teachers are the only qualified staff members who possess the required experience, skills or qualifications.

b. Process for Granting a Compelling Need Waiver

1) Board Waiver

In cases in which the need for a waiver is reasonably foreseeable and there is an opportunity to bring the matter before the board of education for approval prior to the extra duty, the superintendent shall bring the matter to the board for a decision on the waiver request. The recommendation for a waiver must be in writing and set forth the circumstances requiring the waiver. The board minutes or other documentation will reflect the reasons for granting the waiver.

2) Superintendent Waiver

If there is not a scheduled board meeting prior to the need to provide adequate supervision at the extracurricular activity, the superintendent may waive the requirement upon a finding of compelling need. The superintendent shall make a written record of all such waivers and the circumstances for requesting each waiver. At the next regular board meeting, the superintendent shall report to the board any past waivers made and the reasons therefore. If the waiver is for an ongoing activity, the superintendent must seek and obtain board approval to continue the initially licensed teacher in the extracurricular activity in accordance with the procedure in paragraph (1) above.

3) Principal Waiver

If there is an exigent need to waive the policy, such as the unexpected illness or absence of an employee, then the school

principal is authorized to waive the policy temporarily for up to five days. However, the principal must report the waiver to the superintendent in writing, setting forth the circumstances requiring the waiver. The superintendent must approve all waivers over five days, as provided in paragraph (2) above. The board must approve all continuing waivers at its next regular meeting, as provided in paragraph (1) above.

4) Teacher Access to Records

The teacher may request and is entitled to receive any documentation regarding waivers requested or granted under this policy.

**B. NON-INSTRUCTIONAL DUTIES**

Principals shall minimize the assignment of non-instructional duties to all teachers, including initially licensed teachers. Specifically, teachers should not be required to use their daily planning periods on an ongoing and regular basis to supervise students. Planning periods generally should be reserved for course planning and meetings with other professional staff regarding the instructional program.

1. Non-Instructional Duties Defined

Non-instructional duties refer to those duties that are not directly involved with the instructional program or the implementation of the current statewide instructional standards, but that all teachers are expected to do. These duties include such things as bus duty, carpool duty and regular and ongoing use of planning periods to monitor hallways and cafeterias. Nothing in this policy should be construed to relieve teachers of the responsibility to provide for the safety and supervision of students during regular school hours, as necessary to maintain order and discipline in the school.

2. Distribution of Non-Instructional Duties

Non-instructional duties should be distributed equitably among employees to the extent that it is reasonably possible to do so. In assigning non-instructional duties, consideration should be given to the need for initially licensed teachers to have adequate professional development, planning time and access to experienced teachers who can share their expertise. Principals are responsible for structuring these opportunities in a way that will be beneficial to the students and employees at their schools.

**C. EVALUATION**

The failure of an initially licensed teacher to volunteer to perform extracurricular

duties is not appropriate grounds to lower the teacher's evaluation or just cause for a less than proficient evaluation rating of an initially licensed teacher, provided that the teacher has conducted himself or herself in a professional manner when declining to accept extracurricular duties. However, a teacher's failure to perform an assigned non-instructional or extracurricular duty in a competent and professional manner may be considered as a part of the teacher's evaluation.

Legal References: G.S. 115C-47(18a), -301.1; State Board of Education Policy LICN-004

Adopted: September 9, 1999

Revised: May 11, 2000, May 10, 2012, January 8, 2015, March 11, 2016

The board recognizes the importance of establishing a clear contractual relationship with teachers employed by the school system. All teacher employment contracts entered into by the board will meet the requirements of state law and State Board of Education policy. For the purposes of this policy, the term “teacher” is defined as a person who meets the requirements of G.S. 115C-325.1(6). An individual who is employed under a part-time teacher contract does not meet this definition of teacher; however, the board’s performance expectations established in this policy apply to such individuals.

Employment contracts for teaching will be granted or renewed only for individuals of proven ability who strive for excellence. Teachers should be familiar with the current statewide instructional standards for their teaching assignment and able to teach the curriculum effectively. The board expects teachers to facilitate student learning and effectively carry out the responsibilities of providing for a safe and orderly environment in which students learn and become college and career ready.

The board will employ teachers upon the recommendation of the superintendent. The superintendent is expected to be able to substantiate any new contract or renewed contract recommendation with data from the selection process for an applicant (see policy 7100, Recruitment and Selection of Personnel) and with evaluation data for a current teacher (see policy 7810, Evaluation of Licensed Employees). The superintendent’s recommendation for a new or renewed contract must include the length of the term of the contract. For more information regarding a decision by the superintendent not to recommend that the board offer a teacher a renewed contract, see policy 7950, Non-Career Status Teachers: Nonrenewal.

If the board is not satisfied that an applicant or employee has met the standards established by the board, initial or continued employment will be denied, following any statutorily prescribed procedures.

A teacher who has or obtains a contract with the school system is expected to strive for excellence, meet all performance standards established by the board, state law, and State Board of Education policy, and pursue professional development as provided in policy 1610/7800, Professional and Staff Development. Any employee who is unable or unwilling to meet reasonable standards of the board, the standards of state law or the State Board of Education, or the terms of the employment contract may be subject to demotion or dismissal, as provided in policy 7930, Professional Employees: Demotion and Dismissal.

Legal References: G.S. 115C-36, -47(18), -325.1, -325.3 through -325.13; S.L. 2013-360; State Board of Education Policy BENF-009

Cross References: Professional and Staff Development (policy 1610/7800), Hearings Before the Board (policy 2500), Recruitment and Selection of Personnel (policy 7100), Evaluation of Licensed Employees (policy 7810), Professional Employees: Demotion and Dismissal (policy 7930), Non-Career Status Teachers: Nonrenewal (policy 7950)

Adopted: June 12, 2014

**A. GENERAL EMPLOYMENT OF SUBSTITUTES**

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

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

**B. TEACHER ASSISTANTS AS SUBSTITUTES**

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

**C. PARENTAL NOTIFICATION**

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

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

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

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

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

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 <http://www.ncpublicschools.org/district-humanresources/key-information>.

In addition to applicable laws and regulations, the following board policies apply to leave requests. The superintendent is directed to develop administrative procedures and make them available to any employee 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 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.

**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. Employees who anticipate using sick leave for more than a single day must inform the principal or immediate supervisor in advance so that arrangements may be made to reassign the employee's duties during the period of absence.

**D. PERSONAL LEAVE**

Teachers earn personal leave at a rate of .20 days for each full month of employment, not to exceed two days per year. Unused personal leave may be carried forward from one year to another and may be accumulated without limitation until June 30 of each year. On June 30, personal leave in excess of five days shall be converted to sick leave so that a maximum of five days of personal leave is carried forward to July 1. At the time of his or her

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retirement, a teacher may also convert accumulated personal leave to sick leave for creditable service towards retirement.

Personal leave must be used in half or whole day units. Personal leave may be requested by application in accordance with the policies of the State Board of Education and may be used only upon the authorization of the teacher's immediate supervisor. A teacher shall not take personal leave on the first day he or she is required to report for the school year, on a required teacher workday, on days scheduled for state testing, or on the day before or the day after a holiday or scheduled vacation day, unless the request is approved by the principal. On all other days, if the request is made at least five days in advance, the request will be automatically granted subject to the availability of a substitute teacher. The teacher cannot be required to provide a reason for the request.

#### **E. VACATION LEAVE**

The superintendent or designee has the authority to approve the vacation schedules of all personnel. 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. Vacation earned by 12-month teachers during the two months of "extended employment" may be taken only upon the authorization of the employee's immediate supervisor and in accordance with procedures established by the superintendent. Vacation earned by teachers and other 10-month employees during the 10-month school-year employment may be taken as outlined in the school-year calendar. If a teacher schedules vacation leave in accordance with the school calendar, the board and/or principal must give the teacher at least 14 calendar days' notice before requiring the teacher to work on the scheduled day(s), unless the teacher waives the notice requirement.

Annual vacation leave may be accumulated without any applicable maximum until June 30 of each calendar year. On June 30, accumulated annual vacation leave in excess of 30 days will be converted to sick leave so that only 30 workdays of annual vacation leave are carried forward.

An employee who has unused vacation time from another school system in North Carolina may have the vacation time transferred to this school system.

Instructional personnel who must be replaced by a substitute may not take earned vacation on days when school is in session for students unless the employee's absence is due to the employee's own catastrophic illness and the employee has exhausted all of his or her sick leave or unless the employee qualifies as a new parent. In such instances, the employee will not be required to pay the substitute.

Within any given year, instructional personnel who do not require a substitute may be granted a maximum of five vacation days when students are in attendance. Such days may not be consecutive. Leave will not be granted for days immediately before or immediately following days when students are out of school. Leave will not be granted on mandatory staff development days. An exception to these restrictions may be made when an employee

is absent due to a catastrophic illness and the employee has exhausted all of his or her sick leave.

The superintendent shall establish procedures for reviewing requests for the use of vacation leave for catastrophic illness by instructional personnel.

**F. CHILD-SCHOOL INVOLVEMENT LEAVE**

All employees may take up to four hours of unpaid leave per year to attend or otherwise be involved in the school of a child for whom the employee is a parent, guardian or person standing in loco parentis.

**G. 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) at a rate of one and one-half hours for every one hour worked in lieu of receiving overtime pay for each hour worked beyond 40 in a given workweek. For the purpose of compliance with the Fair Labor Standards Act, the workweek for school system employees will be from 12:00 a.m. Saturday until 11:59 p.m. Friday. Supervisors shall arrange for employees to take comp time within one pay period following the time it is earned, if possible. The superintendent or designee may exempt certain employees or categories of employees from this comp time provision 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.

**H. MILITARY LEAVE**

Employees may take up to 15 workdays of paid military leave during the federal fiscal year, which runs from October 1 through September 30. Paid military leave may be used for: (1) active duty training in the Reserve Components of the U.S. Armed Forces, including the National Guard, the Army Reserve, the Naval Reserve, the Marine Corps Reserve, the Air Force Reserve, and the Coast Guard Reserve; (2) required physical examinations relating to membership in a reserve component; and (3) regularly scheduled unit assemblies, also referred to as drills. For infrequent special activities in the interest of the state when authorized by the Governor or designee, members of the National Guard may be paid for up to 30 days in addition to the 15 days allowed for training.

**I. LEAVE OF ABSENCE WITHOUT PAY**

An employee may be granted a leave of absence without pay for the following reasons and for a period of time of up to one calendar year, renewable at the discretion of the



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superintendent with approval from the board:

1. military leave (see also policies 7520, Family and Medical Leave, and 7530, Military Leave);
2. personal illness in excess of sick leave;
3. family leave (see also policy 7520);
4. professional leave; and
5. other reasons at the discretion of the superintendent with the approval of the board.

An employee seeking leave is responsible for making necessary arrangements as provided in the administrative procedures. Except in the case of an emergency, an employee who desires a leave of absence without pay shall provide at least 60 days' notice and shall submit a request in writing to the board stating the beginning and ending dates of the desired leave of absence. The employee is expected to consult with the principal or his or her immediate supervisor. The superintendent may request documentation from the employee in support of his or her request. In determining the length of absence without pay that will be approved, with the exception of military and family leave, 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.

Legal References: G.S. 95-28.3; 115C-12, -36, -47, -84.2, -285, -302.1, -316, -336, -336.1; 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 <http://www.ncpublicschools.org/district-humanresources/key-information>

Cross References: 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

The board supports the practice of bringing employees back to work after a work-related injury or illness as soon as they are medically able in order to enhance the employees' recovery while minimizing the impact of work-related injuries on school system operations.

The superintendent or designee is directed to establish a return to work program that is consistent with federal and state law, board policy, and State Board of Education requirements. The objectives of the program will be to:

1. assist employees who are recovering from a work-related temporary injury or illness to safely return to full duty without restrictions at the earliest possible time;
2. assist recovering employees who have temporary work restrictions to return to a temporary, time-limited transitional work assignment of modified or alternate duties approved by the authorized health care provider, when practicable and in the best interests of the school system to do so;
3. assist employees with permanent work restrictions to find available suitable employment within the school system; and
4. maintain close communication, coordination, and cooperation between the employee, school system representatives, and others working to expedite the employee's recovery and return to work.

The superintendent or designee shall provide specific procedures to guide all employees in carrying out the return-to-work program. All supervisory employees are expected to fully comply with the program procedures and to assist in meeting the program's objectives. Employees experiencing work-related injuries or illnesses shall fulfill all responsibilities assigned to them under the return-to-work program and shall fully comply with the applicable requirements of the North Carolina Workers Compensation Act.

If an employee refuses an approved transitional duty assignment or other suitable employment offered under this policy or under the return-to-work program required by this policy, the superintendent or designee shall notify the workers' compensation administrator who may ~~to~~ apply to terminate the employee's workers' compensation benefit payments in accordance with the North Carolina Workers' Compensation Act. In addition, the employee will be subject to disciplinary action to the extent consistent with law.

This policy and any 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 a transitional duty assignment, nor will they be construed as recognition by the school system that any employee who participates in the return-to-work program has a disability as defined by the Americans with Disabilities Act of 1990, the Rehabilitation Act of 1973, or the North Carolina Persons with Disabilities Protection Act. Furthermore, nothing in this policy shall

be construed to require the superintendent to create an employment position for an employee returning to work with restrictions that prevent the employee from completing the essential functions of his or her previous position.

Legal References: Americans with Disabilities Act of 1990, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. Part 35; Family and Medical Leave Act of 1993, 29 U.S.C. 2601 *et seq.*, 29 C.F.R. Part 825; Rehabilitation Act of 1973, 29 U.S.C. 701 *et seq.*, 34 C.F.R. Part 104; North Carolina Persons with Disabilities Protection Act, G.S. ch. 168A; North Carolina Workers' Compensation Act, G.S. 97, art. 1; 115C-12(43), -337; State Board of Education Policy INSR-001

Cross References: Family and Medical Leave (policy 7520)

Adopted: July 9, 2015

Revised: August 11, 2016

The board recognizes that an effective staff is critical to the smooth operation of the school system and to creating a learning environment in which students can succeed. The board further believes that students will not excel in performance unless those who most directly affect students, including school administrators, teachers, and other licensed professionals, excel in their performance. It is the intent of the board to employ only those licensed employees who continuously exhibit a pattern of behavior that exemplifies excellent performance.

The board places a high priority on securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. An effective evaluation program that clearly describes an employee's performance is a critical aspect of professional growth and assistance. Further, performance evaluation data is an important factor for consideration in decisions regarding continued employment. The superintendent must be able to substantiate any recommendation for continued employment with evaluation data, among other factors.

The superintendent is directed to develop and implement an effective evaluation system for licensed personnel that is consistent with State Board of Education policies. School administrators who are responsible for conducting evaluations shall comply with all state requirements with regard to the type and frequency of evaluation, including as applicable, the processes for evaluating licensed employees in schools designated as low performing. The principal shall evaluate teachers and may incorporate any guidelines or strategies developed by the State Board to assist in the evaluations. The principal shall provide teachers' access to EVAAS data as required by law and shall notify teachers at least annually when the data is updated to reflect teacher performance from the previous school year. The superintendent or designee shall evaluate principals and assistant principals.

All licensed personnel must be evaluated at least annually using state-approved evaluation instruments in conformance with the processes established by the State Board in the North Carolina Educator Evaluation System for that class of personnel. Teachers with fewer than three consecutive years of experience will be evaluated annually in accordance with state law and the comprehensive evaluation cycle established in State Board Policy EVAL-004. For teachers with three or more years of experience, the abbreviated evaluation process established in State Board Policy EVAL-004 satisfies the annual evaluation requirement; however, a teacher receiving an abbreviated evaluation may request that the evaluator conduct a formal observation. In addition, in any given year, the principal may elect to use the comprehensive or standard evaluation processes set forth in State Board Policy EVAL-004 or require additional formal or informal observations to evaluate a teacher with three or more years of experience. The principal also may supplement the State Board evaluation processes for other categories of licensed personnel by requiring additional observations or other evaluation measures. The annual evaluation of principals and assistant principals must include a mid-year review.

The evaluation system must incorporate the following directives.

1. Evaluators must clearly identify exemplary performance as well as deficiencies in performance.
2. Evaluators are encouraged to use supplementary means of assessing and documenting performance in addition to the state performance standards, assessment rubrics, and evaluation instruments, including, but not limited to, additional formal observations, informal observations, conferences, reviews of lesson plans and grade books, interactions with the employee, plans of growth or improvement, and any other accurate indicators of performance.
3. Student performance and growth data will be considered as a part of the evaluation of licensed personnel, as provided in the assessment rubric for the class of employees under evaluation. For teachers, such data shall include analysis of student work for performance-based courses and student performance as measured by the statewide growth model for educator effectiveness or as otherwise authorized by the State Board of Education and approved by the local board. Multiple means of assessing student performance must be used whenever possible. If only one method is used to measure student performance, it must be a clearly valid tool for evaluating an employee's impact on student performance.
4. Peer observations of teachers with fewer than three consecutive years of experience must be conducted as required by law using the evaluation instrument and process established by the State Board and must be considered by the school administrator in evaluating teacher performance.
5. Supervisors and principals should facilitate open communication with employees about performance expectations.
6. An employee who is unclear about how performance is being assessed or who desires additional evaluation opportunities should address these issues with his or her immediate supervisor.
7. Evaluators will be held accountable for following the evaluation system and all applicable state guidelines on the evaluation of employees.
8. Evaluation data will be submitted to the central office personnel file in accordance with state law and policy 7820, Personnel Files.
9. Evaluation data will be used in making employment decisions, including decisions related to professional and staff development (see policy 1610/7800, Professional and Staff Development), and suspension, demotion, and dismissal of employees (see policy 7930, Professional Employees: Demotion and Dismissal and policy 7940, Classified Personnel: Suspension and Dismissal). Employment decisions may be made by the board and administrators regardless of whether evaluators have followed the evaluation system, so long as there is a legally sufficient basis for the decisions.

10. The superintendent and all evaluators are encouraged to develop ways to recognize distinguished performance and to capitalize on the abilities of such exemplary employees in helping other employees.

The superintendent shall develop any other necessary procedures and shall provide training, as necessary, to carry out the board's directives and to meet state requirements.

Legal References: G.S. 115C-47(18), -286.1, -325, -333, -333.1; State Board of Education Policies EVAL-004 through -006, EVAL-022, Eval-025 through -031

Cross References: Professional and Staff Development (policy 1610/7800), School Administrator Contracts (policy 7425), Plans for Growth and Improvement of Licensed Employees (policy 7811), Personnel Files (policy 7820), Professional Employees: Demotion and Dismissal (policy 7930), Classified Personnel: Suspension and Dismissal (policy 7940)

Adopted: February 9, 2012

Revised: January 9, 2014, March 11, 2016, August 11, 2016, June 8, 2017

The board is committed to designing new and renovated facilities in a manner that maximizes the use of space, conserves environmental resources and produces structurally sound and safe buildings. All school buildings should be designed to create safe, orderly and inviting learning environments where students can succeed. School buildings also will be planned to the extent feasible for maximum use by the community and for providing extended services to students.

The superintendent is responsible for overseeing the design of facilities that have been identified in the long-range facility needs plan and have been approved for funding. New or renovated facilities must be designed to meet all legal requirements, including legal standards for accessibility and use of facilities by persons with disabilities. Plans also must take into consideration the facilities guidelines developed by the North Carolina Department of Public Instruction. The superintendent will utilize services of outside professionals, including architects and other consultants, in the facility design and construction. Any contract for professional services must be (1) reviewed by the board attorney, (2) be approved by the board, unless the board delegated this authority to the superintendent in policy 6420, Contracts with the Board, and (3) meet the requirements of any applicable board policies. (See policy 9110, Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk.) The superintendent also should involve school staff, parents and students in the design of school buildings.

Before investing any money in the construction of any new building, or when using any state money for the erection, repair, or equipping of any building, the superintendent must submit the plans to the State Board for review and comment and must review the plans based upon a consideration of the comments received.

Plans for science facilities in middle and high schools are subject to approval by the State Board of Education in accordance with G.S. 115C-521(c1) and State Board of Education policy.

The superintendent shall report periodically to the board on the development of facility plans. The superintendent also will report on the State Board's review of facility plans conducted pursuant to G.S. 115C-521(c) and this policy and must specifically address any concerns noted by the State Board. The board will give final approval of facility plans before any money may be spent on new buildings or renovations.

Legal Reference: 29 U.S.C. § 794(b); 34 C.F.R. pt. 104 (subpt. C); 42 U.S.C. §12101 *et seq.*; 28 C.F.R. pt. 35 (subpt. D); G.S. 115C-204, -521; 133, arts. 1 and 3; State Board of Education Policies SCFC-005, *North Carolina Public School Facilities Guidelines*, and SCFC-006, *Procedures Manual: Public School Building Capital Fund*, both available at [www.schoolclearinghouse.org/](http://www.schoolclearinghouse.org/)

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Cross Reference: Contracts with the Board (policy 6420), Use and Selection of Architects, Engineers, Surveyors, and Construction Managers At Risk (policy 9110)

Other Resources: North Carolina Department of Public Instruction School Planning Publications, available at <http://www.schoolclearinghouse.org/>

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

Revised: July 10, 2014, August 13, 2015, August 11, 2016



# Policies For Approval

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

**A. SUPERVISION OF STUDENTS**

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

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

**B. SUPERVISION OF VISITORS**

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

**C. SAFETY OF SCHOOL BUILDINGS AND GROUNDS**

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

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

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

**D. ESTABLISHING PROCESSES TO ADDRESS POTENTIAL SAFETY CONCERNS AND EMERGENCIES**

**1. Responding to Student Altercations and Other Threats to Safety**

All school system employees have a duty to be alert at all times to situations that may pose a threat to the safety of students, employees, or visitors on school property, at school events, or in other situations in which the students are under the authority of school employees. Even an employee who does not have responsibility for

supervising students is expected to make an immediate report if the employee observes or has reason to suspect that a situation poses a threat to safety and no administrator, teacher, or other supervisory employee is present and aware of the potential threat.

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

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

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

2. School Rules

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

3. Training for Staff and Students

Staff training must include detailed instruction on how to respond to a variety of emergency situations. In addition, staff should be able to recognize and respond to behavior, information, and related indicators that warn of impending problems. School personnel must teach and review with students (1) safety procedures, including fire safety procedures; (2) precautions for handling chemicals or potentially dangerous equipment; and (3) appropriate responses to threats to school safety.

4. Safety Equipment

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

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

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

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

6. Reporting Suspicious Behavior

Students should notify any staff member of any acts of violence, harassment, or bullying or any other unusual or suspicious behavior that may endanger safety. Ongoing student education efforts will aim at minimizing any fear, peer pressure, embarrassment, or other impediments to students reporting potential problems.

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

Every principal is required to investigate and act upon any report of such

behavior, including, when appropriate, reporting criminal activities to law enforcement, the State Board, and the superintendent or designee (see policies 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying, 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure, and 4335, Criminal Behavior).

7. Potential Threats of Registered Sex Offenders

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

8. Student Behavior Standards

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

Legal References: G.S. 14-208.18; 115C-36, -47, -81.4, -105.49, -105.53, -105.54, -166, -288, -289.1, -307, -390.3, -391.1, -521, -524, -525; State Board of Education Policies SSCH-000, SCFC-005

Cross References: Prohibition Against Discrimination, Harassment, and Bullying (policy 1710/4021/7230), Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), School Improvement Plan (policy 3430), Student Sex Offenders (policy 4260), Student Behavior policies (4300 series), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Weapons and Explosives Prohibited (policy 5027/7275), Public Records – Retention, Release, and Disposition (policy 5070/7350), Relationship with Law Enforcement (policy 5120), Occupational Exposure to Hazardous Chemicals in Science Laboratories (policy 7265), Staff Responsibilities (policy 7300), Security of Facilities (policy 9220)

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

Adopted: July 14, 2011

Updated: June 13, 2013; April 10, 2014; May 14, 2015, July 14, 2016

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

**A. PROFESSIONAL AND STAFF DEVELOPMENT**

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

Professional and staff development must be provided, at the system or school level, on the effective delivery of the required curriculum. In addition, as required by policy 3220, Technology in the Educational Program, the superintendent shall plan and provide a program of technology-related professional development to prepare the instructional staff to integrate technology into the student learning process and to address other relevant issues related to the use of digital tools and resources in the instructional program.

**B. SELF-IMPROVEMENT**

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

**C. PLANS FOR GROWTH AND IMPROVEMENT**

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

**D. PAYMENT OF COSTS**

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

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

Legal References: Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; G.S. 115C-333, -333.1; State Board of Education Policy EVAL-004

Cross References: Technology in the Educational Program (policy 3220), Plans for Growth and Improvement of Licensed Employees (policy 7811)

Adopted: March 6, 1998

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

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, but do not include student employees

**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.

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 .0601, .0602; State Board of Education Policy NCAC-6C-0601

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), Criminal Behavior (policy 4335), 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

The board of education requires all students to meet the eligibility requirements for school admission established by the State and the board, including age. Any parent or legal guardian who is unclear whether age requirements are met is encouraged to contact the superintendent's office or the elementary school that the child is likely to attend.

**A. ENTITLEMENT TO INITIAL ENTRY**

A child who is presented for enrollment at any time during the first 120 days of a school year will be considered eligible for initial entry in either of the following circumstances:

1. The child reaches or reached the age of five on or before August 31 of that school year; or
2. The child resided in another state and was attending school during that school year in accordance with that state's laws or rules prior to moving to North Carolina. (The child does not need to reach the age of five on or before August 31 in this circumstance.)
3. The child did not reach the age of five on or before August 31 of that school year, but would be eligible to attend school during that school year in another state in accordance with the laws or rules of that state, and if all of the following apply:
  - a. the child's parent is a legal resident of North Carolina who is an active member of the uniformed services assigned to a permanent duty station in another state;
  - b. the child's parent is the sole legal custodian of the child;
  - c. the child's parent is deployed for duty away from the permanent duty station; and
  - d. the child resides with an adult who is a domiciliary of a local school administrative unit in North Carolina as a result of the parent's deployment away from the permanent duty station.

**B. DISCRETIONARY ENROLLMENTS**

The board may allow a child to be enrolled in the following circumstances:

1. The child is presented for enrollment after the first 120 days of a school year and meets one of the circumstances specified above for entitlement to initial entry.
2. The child reached the age of four on or before April 16; the child is presented for enrollment no later than the end of the first month of the school year; and the principal of the school finds, based on information submitted by the child's parent or guardian, that the child is gifted and that the child has the maturity to justify

admission to school. The board regards admission of a four-year-old child to be an extraordinary measure that should not to be used merely because the child is developmentally advanced. In making such a determination, the principal shall follow guidelines established by the State Board of Education.

**C. GRADE LEVEL OF INITIAL ENTRY**

The initial point of entry will be the kindergarten level. After initial entry, a principal may move the child to the first grade if the principal determines that by reason of maturity, the child can be served more appropriately in the first grade.

**D. EVIDENCE OF AGE**

When a child is presented for admission for the first time, the principal shall require the parent or guardian to furnish a certified copy of the child's birth certificate or other competent and verifiable evidence of the child's date of birth. Such evidence may include, but is not limited to: (1) a certified copy of any medical record of the child's birth issued by the treating physician or the hospital in which the child was born; or (2) a certified copy of a birth certificate issued by a church, mosque, temple or other religious institution that maintains birth records of its members.

A birth certificate or other satisfactory proof of age issued by a foreign country or institution will be accepted and treated in the same manner as comparable documents issued in the United States. School officials shall use such documents only for the purpose of establishing the age of the child and not to inquire about the citizenship or immigration status of the child, parent or guardian.

For a student who is in foster care or considered homeless, the inability to provide documentation shall not prevent immediate enrollment of the student. School officials, or in the case of a homeless student, the homeless liaison, shall immediately contact the last school the student attended to obtain relevant enrollment records or other information needed for enrollment. These officials shall work with the student, the parent or guardian, school personnel and other agencies as necessary to obtain enrollment information in a timely manner.

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-288, -364; 130A-109; 16 N.C.A.C. 6E .0105; State Board of Education Policy KNEC-001

Cross References: Homeless Students (policy 4125)

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

Revised: January 10, 2008, February 12, 2009, March 11, 2010, June 9, 2011, March 9, 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 the school year.

**C. MEETING RESIDENCE REQUIREMENTS**

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

1. The student is homeless as defined in state and federal law and policy 4125, Homeless Students. A student living with a friend or relative is not a homeless student unless he or she lives there due to conditions that constitute homelessness under state and federal statutes. A homeless student will be assigned in accordance with policy 4125, Homeless Students.
2. The parent, guardian, or legal custodian residing in the school system attendance area is a student, employee, or faculty member of a college or university or is a visiting scholar at the National Humanities Center.
3. The student resides in a group home, foster home, or other similar facility or institution.
4. The student resides in a pre-adoptive home following placement by a county department of social services or a licensed child-placing agency.
5. The student is considered a child with a disability by the General Statutes and the North Carolina *Policies Governing Services for Children with Disabilities* and the child was (a) enrolled in the school system on the last day of school for the 2006-07 school year or (b) enrolled in and attending a school in the school system on August 1, 2007, for the 2007-08 school year, so long as the child lives within and is continuously enrolled in the system.

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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. 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.

**E. 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: 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

The board directs the superintendent to implement a system-wide loss prevention/safety program with the goal of maintaining a safe working environment for employees and a safe learning environment for students. The program must be consistent with the requirements for school safety established in policy 1510/4200/7270, School Safety, and with applicable state and federal rules related to workplace safety and other safety issues in the school environment.

The superintendent shall establish a system-wide health and safety leadership team to oversee the school system's injury and loss prevention efforts. These efforts will include (1) accident and injury prevention and investigation; (2) hazard investigation and control; and (3) promotion of safe practices and safety awareness in the school environment. The team shall be responsible for developing processes for accident investigation and for the identification, reporting, and correction of hazards and other unsafe conditions within the school environment, as described below. The superintendent or designee shall lead the health and safety leadership team in carrying out its responsibilities.

**A. ACCIDENT INVESTIGATION AND CORRECTION OF HAZARDS**

The health and safety leadership team shall develop an accident investigation protocol, or improve existing protocols, for investigating all employee work-related injuries. The protocol may also address investigation of accidental injuries to students or visitors, as well as incidents of violence in the school environment.

The accident investigation protocol must include steps to identify in a timely manner the cause(s) of the accident and any underlying factors that may have contributed to it. It must also require the identification and implementation of actions to address unsafe conditions to prevent recurrence of the incident. Investigation steps may include, but are not limited to, interviews of the injured employee(s) and witnesses, examination of physical evidence, examination of the workplace, and data collection.

The protocol must provide for recording the findings of cause, recommendations for correction, and actions taken.

The health and safety leadership team shall develop additional protocols, or improve existing protocols, as necessary to investigate reports of hazards and other unsafe conditions within the school environment.

**B. PREVENTATIVE MEASURES: IDENTIFICATION, EVALUATION, AND CONTROL OF HAZARDS**

The health and safety leadership team shall establish or improve processes and strategies for the identification, investigation, and control of hazards and other unsafe conditions in the school environment, including those arising from safety hazards (e.g., slippery floors,

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cluttered work areas, overloaded electrical outlets); chemical and biological hazards (e.g., solvents, pesticides, lab chemicals, bloodborne pathogens); other health hazards (e.g., allergens and other indoor air pollution, noise), and ergonomic risk factors (e.g., repetition, use of excessive force, awkward posture).

The processes for identification, investigation, and control may include periodic worksite inspections to identify potential or actual safety hazards; job task safety analysis; employee safety surveys; analysis of ergonomic risk factors; review of injury data, accident reports, and workers' compensation records; hazard control analysis; and/or other standard means of hazard identification and control that are consistent with the goal of improving safety in the school environment. The superintendent or designee may appoint site-based safety teams to conduct these activities at each school system site that houses employees. If site-based teams are utilized, they shall report to the health and safety leadership team on a schedule to be established by the superintendent or designee.

#### **C. CORRECTION OF IDENTIFIED HAZARDS**

The processes and strategies for improving safety in the school environment required by this policy must include a system for correcting identified hazards and must require the immediate removal of employees from an area where there is an imminent danger that cannot be immediately corrected (e.g., a chemical spill).

The system for correcting hazards must give priority to solutions that actually remove the hazard. If the hazard cannot be removed altogether, procedures that limit exposure to the hazard should be implemented when practicable. In addition, personal protective equipment may be provided to protect the individual(s) from direct exposure to a hazard that cannot be eliminated. A combination of these methods should be used if needed to address the hazardous condition.

#### **D. REPORTING HAZARDS OR OTHER UNSAFE CONDITIONS**

The health and safety leadership team shall establish or improve processes for employees and others to report hazards and other unsafe conditions to supervisory or administrative personnel without fear of reprisal.

#### **E. DEVELOPMENT OF SAFE WORK PRACTICES**

The health and safety leadership team shall assist the superintendent or designee in the development of safety standards for facilities, equipment, machinery, tools, and work practices. The standards must be consistent with all applicable federal and state standards.

#### **F. SAFETY EDUCATION AND TRAINING**

The health and safety leadership team shall coordinate a system-wide safety education program to educate individuals in the school environment on safety practices. The program of education and training must be documented and must include instruction on workplace-

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related safety practices, relevant job- or activity-specific safety practices, and site-specific safety and emergency procedures. It must also include instruction on measures for reporting any unsafe conditions, work practices, or injuries.

**G. RECORDKEEPING**

The health and safety leadership team shall establish uniform processes for recordkeeping that comply with the requirements of federal and state law.

**H. EMPLOYEE RESPONSIBILITY FOR SAFETY**

All employees are expected to follow safe work practices, use appropriate personal protective equipment as instructed by their supervisors, and attend safety education programs as assigned. Employees must report unsafe conditions or work practices, accidents, or injuries as soon as practicable, in accordance with established procedures.

Legal References: 29 C.F.R. Part 1910; 13 N.C.A.C. 07F.0101; State Board of Education Policy INSR-003

Cross References: School Safety (policy 1510/4200/7270), Hazardous Materials (policy 6540), Occupational Exposure to Bloodborne Pathogens (policy 7260), Occupational Exposure to Hazardous Chemicals in Science Laboratories (policy 7265)

Adopted: July 9, 2015

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. 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.

**C. 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.

**D. 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.

**E. 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.

**F. 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.

**G. RECORD KEEPING**

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

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

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

Cross References: Student Wellness (policy 6140)

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

Adopted: December 8, 2011

Updated: April 10, 2014, July 14, 2016

## **DISCIPLINARY ACTION FOR STUDENTS WITH DISABILITIES**

*Policy Code:*

**4307**

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Disciplinary actions for students identified with a disability according to North Carolina guidelines will conform to North Carolina Policies Governing Services for Children with Disabilities as adopted by the State Board of Education. If the policy manual does not fully address a particular issue, the director of exceptional children will develop any necessary protocols consistent with state and federal law.

All students with disabilities will be accorded all rights as required by state and federal law. See also board policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities.

Legal References: Americans With Disabilities Act, 42 U.S.C. 12131, 28 C.F.R. pt. 35, 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-391; *Policies Governing Services for Children with Disabilities*, State Board Policy EXCP-000; *Policies and Procedures for Alternative Learning Programs and Schools, Grades K-12*, State Board of Education Policy ALTP-002

Cross References: Nondiscrimination on the Basis of Disabilities (board policy 1730/4022/7231), Special Education Programs/Rights of Students with Disabilities (policy 3520)

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

Revised: March 12, 2015



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

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

**A. STUDENTS CHARGED WITH OR CONVICTED OF CRIMINAL BEHAVIOR**

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

**B. REPORTING CRIMINAL BEHAVIOR**

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

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

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

Certain crimes must be reported to the State Board of Education in accordance with State Board of Education Policy SSCH-000.

Legal References: Gun-Free Schools Act, 7961; G.S. 14-17, -18, -27.21, -27.22, -27.24 through -27.27, -27.29, 27.30, -27.33, -32 through -34.10, -87, -202, -202.1, -202.2, -269.2; ch. 90 art. 5; 115C-47(56); -288(g); State Board of Education Policy SSCH-000

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

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

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

The board is committed to creating a safe, orderly environment for students and employees. Principals are authorized and responsible for investigating conduct that may violate a board policy, school standard, school rule, or the Code of Student Conduct.

All employees and students, including students alleged to have engaged in misconduct, are expected to respond fully and truthfully to any questions or issues raised in the course of the investigation and any other related proceedings.

Any student who has violated a board policy, school standards, school rules, or the Code of Student Conduct must accept the consequences for his or her misbehavior. All consequences must be administered in a fair and nondiscriminatory manner.

The school administrator shall take the following steps in addressing all cases of alleged misbehavior appropriately referred to his or her office:

1. investigate the facts and circumstances related to the alleged misbehavior;
2. offer the student an opportunity to be heard on the matter; and
3. determine whether a board policy, school standard, school rule, or the Code of Student Conduct has been violated.

If a violation has occurred, the school administrator shall implement an appropriate consequence in accordance with the school's plan for managing student behavior, the Code of Student Conduct or applicable board policy. Parents or guardians are to be notified and involved in accordance with board policy 4341, {Parental Involvement in Student Behavior Issues}.

When the misbehavior may result in suspension or expulsion from school, procedures provided in related board policies also will apply. See policy 4351, Short-Term Suspension, and policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion.

A student with disabilities recognized by Section 504 of the 1973 Rehabilitation Act or the Individuals with Disabilities Education Act (IDEA) will be accorded all rights granted by federal and state laws and regulations (see policy 4307, Disciplinary Action for Exceptional Children/Students with Disabilities).

Legal References: Americans with Disabilities Act, 42 U.S.C. 12131 *et seq.*, 28 C.F.R. pt. 35; 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, -288, -390.4, -390.5, -390.6, -390.7, -390.8, -390.10, -390.11; *Policies Governing Services for*

*Children with Disabilities*, State Board of Education Policy EXCP-000

Cross References: Student Behavior Policies (policy 4300), School Plan for Management of Student Behavior (policy 4302), Disciplinary Action for Exceptional Children/Students with Disabilities (policy 4307), Parental Involvement in Student Behavior Issues (policy 4341), Student Searches (policy 4342), Short-Term Suspension (policy 4351), Long-Term Suspension, 365 Days Suspension, Expulsion (policy 4353)

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

Updated: May 11, 2000, March 12, 2009, October 13, 2011

A short-term suspension is the disciplinary exclusion of a student from attending his or her assigned school for up to 10 school days. A short-term suspension does not include (1) the removal of a student from class by the classroom teacher, the principal or other authorized school personnel for the remainder of the subject period or for less than one-half of the school day, (2) the changing of a student's location to another room or place on the school premises, or (3) a student's absence under G.S. 130A-440 (for failure to submit a school health assessment form within 30 days of entering school). A student who is placed on a short-term suspension will not be permitted to be on school property or to take part in any school function during the period of suspension without prior approval from the principal.

The principal or designee has the authority to determine when a short-term suspension is an appropriate consequence and to impose the suspension, so long as all relevant board policies are followed.

In accordance with G.S. 115C-390.6(e) and 115C-45(c)(1), a student is not entitled to appeal the principal's decision to impose a short-term suspension to either the superintendent or the board unless it is appealable on some other basis.

**A. PRE-SUSPENSION RIGHTS OF THE STUDENT**

Except in the circumstances described below, a student must be provided with an opportunity for an informal hearing with the principal or designee before a short-term suspension is imposed. The principal or designee may hold the hearing immediately after giving the student oral or written notice of the charges against him or her. At the informal hearing, the student has the right to be present, to be informed of the charges and the basis for the accusations against him or her, and to make statements in defense or mitigation of the charges.

The principal or designee may impose a short-term suspension without first providing the student with an opportunity for a hearing if the presence of the student (1) creates a direct and immediate threat to the safety of other students or staff or (2) substantially disrupts or interferes with the education of other students or the maintenance of discipline at the school. In such cases, the principal or designee shall give the student notice of the charges and an opportunity for an informal hearing as soon as practicable.

**B. STUDENT RIGHTS DURING THE SUSPENSION**

A student under a short-term suspension must be provided with the following:

1. the opportunity to take textbooks home for the duration of the suspension;
2. upon request, the right to receive all missed assignments and, to the extent practicable, the materials distributed to students in connection with such assignments; and

3. the opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period.

#### **C. NOTICE TO PARENT OR GUARDIAN**

When imposing a short-term suspension, the principal or designee shall provide the student's parent or guardian with notice that includes the reason for the suspension and a description of the student conduct upon which the suspension is based. The principal or designee must give this notice by the end of the workday during which the suspension is imposed when reasonably possible, but in no event more than two days after the suspension is imposed. If English is the second language of the parent, the notice must be provided in English and in the parent's primary language, when the appropriate foreign language resources are readily available. Both versions must be in plain language and easily understandable.

The initial notice may be by telephone, but it must be followed by timely written notice. The written notice must include all of the information listed above and may be sent by fax, e-mail, or any other method reasonably designed to give actual notice. School officials also shall maintain a copy of the written notice in the student's educational record.

Multiple short-term suspensions for a student with disabilities will be addressed in accordance with the *Policies Governing Services for Children with Disabilities* and other applicable state and federal law.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12131 *et seq.*, 28 C.F.R. pt. 35; 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-45 (c); -47, -276(r), -288, -307, -390.1, -390.2, -390.5, -390.6; 130A-440; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000

Cross References: School Safety (policy 1510/4200/7270), School Plan for Management of Student Behavior (policy 4302), School-Level Investigations (policy 4340), Parental Involvement in Student Behavior Issues (policy 4341), Removal of Student During the Day (policy 4352)

Adopted: October 13, 2011

Updated: June 12, 2014, July 14, 2016

# **LONG-TERM SUSPENSION, 365-DAY SUSPENSION, EXPULSION**

*Policy Code:*

**4353**

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## **A. DEFINITIONS**

### **1. Superintendent**

For purposes of this policy, superintendent includes the superintendent and the superintendent's designee.

### **2. Principal**

For purposes of this policy, principal includes the principal and the principal's designee.

### **3. Long-Term Suspension**

A long-term suspension is the disciplinary exclusion of a student from attending his or her assigned school for more than 10 school days. Disciplinary reassignment of a student to a full-time educational program that meets the academic requirements of the standard course of study established by the State Board of Education and that provides the student with the opportunity to make timely progress toward graduation and grade promotion is not a long-term suspension requiring the due process procedures set out in this policy, nor is an absence under G.S. 130A-440 (for failure to submit a school health assessment form within 30 days of entering school).

Upon the recommendation of the principal, the superintendent may impose a long-term suspension on a student who willfully engages in a serious violation of the Code of Student Conduct and the violation either (1) threatens the safety of students, staff or school visitors, or (2) threatens to substantially disrupt the educational environment. The principal may recommend long-term suspension for a minor violation if aggravating circumstances justify treating the student's behavior as a serious violation.

If the offense leading to the long-term suspension occurred before the final quarter of the school year, the exclusion must be no longer than the remainder of the school year in which the offense was committed. If the offense leading to the long-term suspension occurred during the final quarter of the school year, the exclusion may include a period up to the remainder of the school year in which the offense was committed and the first semester of the following school year.

### **4. 365-Day Suspension**

A 365-day suspension is the disciplinary exclusion of a student from attending his

or her assigned school for 365 calendar days. The superintendent may impose a 365-day suspension only for certain firearm and destructive device violations, as identified in policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety.

5. Expulsion

An expulsion is the indefinite exclusion of a student from school enrollment for disciplinary purposes. Upon the recommendation of the superintendent, the board may expel a student who is 14 years of age or older for certain types of misbehavior as provided in policy 4325, Drugs and Alcohol, policy 4330, Theft, Trespass and Damage to Property, policy 4331, Assaults, Threats and Harassment, and policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety, if the student's continued presence in school constitutes a clear threat to the safety of other students or employees. Additionally, a student who is subject to policy 4260, Student Sex Offenders, may be expelled if the student's continued presence in school constitutes a clear threat to the safety of other students or employees. During the expulsion, the student is not entitled to be present on educational property and is not considered a student of the school system.

**B. DETERMINATION OF APPROPRIATE CONSEQUENCE**

1. Principal's Recommendation

The principal may impose a short-term suspension or any other consequence that is consistent with policy 4351, Short-Term Suspension, policy 4302, School Plan for Management of Student Behavior, and the Code of Student Conduct. If the principal determines that a suspension of more than 10 days (either long-term or 365-day) or an expulsion is an appropriate consequence, the principal shall propose the disciplinary penalty based upon a review of the student's culpability and dangerousness and the harm caused by the student, plus any other mitigating or aggravating factors the principal finds relevant.

- a. Culpability of Student – In assessing the culpability of the student for his or her behavior, the principal may consider criteria such as:
  - 1) the student's age;
  - 2) the student's ability to form the intent to cause the harm that occurred or could have occurred; and
  - 3) evidence of the student's intent when engaging in the conduct.
- b. Dangerousness of the Student – In assessing the dangerousness of the student, the principal may consider criteria such as:



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- 1) the student's disciplinary or criminal record related to anti-social behavior or drugs and alcohol;
  - 2) whether a weapon was involved in the incident and if a weapon was involved, whether the student had the ability to inflict serious injury or death with the weapon;
  - 3) evidence of the student's ability to cause the harm that was intended or that occurred; and
  - 4) whether the student is subject to policy 4260, Student Sex Offenders.
- c. Harm Caused by the Student – In assessing the severity of the harm caused by the student, the principal may consider criteria such as whether any of the following occurred:
- 1) someone was physically injured or killed;
  - 2) someone was directly threatened or property was extorted through the use of a weapon;
  - 3) someone was directly harmed, either emotionally or psychologically;
  - 4) educational property or others' personal property was damaged; or
  - 5) students, school employees or parents were aware of the presence of a weapon or of dangerous behavior on the part of the perpetrator.

After considering the above factors, the principal shall make a recommendation to the superintendent, stating the nature of the offense, the substance of the evidence involved and the length of suspension recommended. The principal also must consider and make a recommendation as to whether any alternative education services, counseling or other programs should be part of the consequence for violating board policy, the Code of Student Conduct, school standards or school rules.

If the principal recommends a 365-day suspension, he or she must identify the type of firearm or destructive device involved and the evidence substantiating that the student brought it to school grounds or to a school activity or possessed it on school grounds or at a school activity.

If the principal recommends an expulsion, he or she shall identify the basis for determining that there is clear and convincing evidence that the student's continued presence in school constitutes a clear threat to the safety of other students or

employees.

2. Notice to the Student's Parent

The principal must provide to the student's parent written notice of the recommendation for long-term suspension, 365-day suspension or expulsion by the end of the workday during which the long-term suspension or expulsion is recommended when reasonably possible or as soon thereafter as practicable. The notice must be written in plain English and, when appropriate language resources are readily available, also in the parent's native language. The notice must contain the following 10 elements:

- a. the notice type, i.e., notice of long-term suspension, 365-day suspension or expulsion;\*
- b. a description of the incident and the student's conduct that led to the recommendation;
- c. the specific provision(s) of the Code of Student Conduct that the student allegedly violated;
- d. the specific process by which the parent may request a hearing to contest the decision and the deadline for making the request;\*
- e. the process by which the hearing will be held, including all due process rights to be accorded the student during the hearing;
- f. notice of the right to retain an attorney to represent the student in the hearing process;
- g. notice that an advocate, instead of an attorney, may accompany the student to assist in the presentation of the appeal;
- h. notice of the right to review and obtain copies of the student's educational records prior to the hearing;
- i. a reference to policy 4345, Student Discipline Records, regarding the expungement of disciplinary records; and
- j. the identity and phone number of a school employee whom the parent may call to obtain assistance in receiving a Spanish translation of the English language information included in the document.\*

\*This information must be provided on the notice in both English and Spanish.

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### 3. Superintendent's Decision

The student or student's parent may request a hearing before the superintendent within three days of receiving notice from the principal of the recommendation for long-term suspension, 365-day suspension or expulsion. Any hearing held will follow the hearing procedures outlined in Section A of policy 4370, Student Discipline Hearing Procedures. A decision will be rendered before the long-term suspension is imposed.

If the student or parent makes a timely request for a hearing, the superintendent shall confirm that the charges against the student, if substantiated, could warrant the recommended disciplinary action and shall give the student and parent reasonable notice of the time and place of the hearing.

If neither the student nor the parent appears for a scheduled hearing after being given reasonable notice of the time and place of the hearing, the student and parent are deemed to have waived the right to a hearing.

If the student and parent fail to make a timely request for a hearing or if they waive the right to a hearing by failing to appear for a duly scheduled hearing, the superintendent shall review the circumstances of the recommended long-term suspension. Following this review, the superintendent (1) may impose the long-term or 365-day suspension if it is consistent with board policies and appropriate under the circumstances, (2) may impose another appropriate penalty authorized by board policy or (3) may decline to impose any penalty.

If the student or parent requests a postponement of the hearing, or if the request for the hearing is untimely, the hearing will be scheduled, but the student does not have the right to return to school pending the hearing.

Based on substantial evidence presented at the hearing, the superintendent shall decide whether to uphold, modify or reject the principal's recommendation. The superintendent shall immediately inform the principal of the decision regarding the recommended disciplinary penalty of a long-term or 365-day suspension and, when applicable, of any modifications to the penalty recommended by the principal.

The superintendent shall send notice of the decision via certified mail to the student and parent. The notice must include:

- a. the basis of the decision, with reference to any policies or rules that the student violated;
- b. notice of what information will be included in the student's official record pursuant to G.S. 115C-402;
- c. notice of the student's right to appeal the decision and the procedures for

such appeal;

- d. if the decision is to suspend the student for 365 days, notice of the student's right to petition the board for readmission under G.S. 115C-390.12;
- e. if applicable, notice that the superintendent or designee is recommending to the board that the student be expelled and any required notifications related to the expulsion if the student did not already receive such notice from the principal or designee; and
- f. if the student is to be suspended, notice of the superintendent's or designee's decision on whether to offer alternative education services to the student during the period of suspension, and, as applicable, a description of the services to be offered or the reason justifying the superintendent's or designee's decision to deny such services.

Following issuance of the decision, the superintendent shall implement the decision by authorizing the student's return to school upon the completion of any short-term suspension or by imposing the suspension reflected in the decision.

The superintendent shall offer alternative education services to any student who receives a long-term or 365-day suspension unless the superintendent provides a significant or important reason for declining to offer such services. Alternative education services are part-time or full-time programs that provide direct or computer-based instruction to allow the student to progress in one or more core academic courses. Such services may include programs described in policy 3470/4305, Alternative Learning Programs/Schools.

The student may appeal to the board the superintendent's decision not to provide alternative education services, as permitted by G.S. 115C-45(c)(1). Any appeal to the board must be made in writing within five days of receiving the superintendent's decision. The superintendent shall inform the board chairperson of the request for an appeal and arrange in a timely manner a hearing before the board. In advance of the hearing, the superintendent shall provide to the student and parent and to the board a written explanation for the denial of services along with any documents or other information supporting the decision. The hearing will be conducted pursuant to policy 2500, Hearings Before the Board. The board will provide to the student and parent and to the superintendent written notice of its decision within 30 days of receiving the appeal.

If the superintendent determines that expulsion is appropriate, the superintendent shall submit to the board a recommendation and the basis for the recommendation along with any proposal for alternative education services.

- 4. Hearings Before the Board
  - a. Long-Term or 365-Day Suspensions

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A student or his or her parent may appeal an imposed long-term or 365-day suspension. The student or parent must appeal to the board in writing within three days of receiving the superintendent's decision. The superintendent shall inform the board chairperson of the request for an appeal and shall arrange in a timely manner a hearing before the board. The suspension need not be postponed pending the outcome of the appeal. The hearing will be conducted pursuant to Section B of policy 4370, Student Discipline Hearing Procedures. The board will provide to the student and parent and to the superintendent written notice of its decision not more than 30 calendar days after receiving the appeal.

b. Expulsions

The student or parent may request a hearing within five days of receiving notice of the superintendent's recommendation that the student be expelled. The hearing will be scheduled with the board within five days of the superintendent's receipt of the hearing request. The superintendent shall notify the student and parent of the date, time and place of the hearing. Any appeal of a long-term or 365-day suspension will be addressed in the same hearing. The hearing will be conducted pursuant to Section B of policy 4370.

If a hearing is not requested by the student or parent, the superintendent shall submit written evidence to support his or her recommendation to the board. The board may elect to request a hearing or to request additional records and documents.

When the board decides to expel a student, the board will document the basis for its determination that there is clear and convincing evidence that the student's behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of other students or employees. The board also will consider and make a written determination of whether alternative education services are to be provided to the expelled student. Regardless of whether the school system provides alternative education services, the board expects school system administrators to work with other agencies to help the student and parent identify other types of services that may be of assistance to the student. The board will send via certified mail to the student's parent a copy of the decision, notification of what information will be included in the student's official record, the procedure for expungement of this information under G.S. 115C-402, and notice of the right to petition for readmission pursuant to G.S. 115C-390.12.

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**C. EDUCATIONAL SERVICES FOR STUDENTS WITH DISABILITIES DURING LONG-TERM SUSPENSION, 365-DAY SUSPENSION OR EXPULSION**

Students with disabilities recognized by the Individuals with Disabilities Education Act will receive educational services during periods of suspension or expulsion to the extent required by *Policies Governing Services for Children with Disabilities* and state and federal law.

**D. REDUCING SUSPENSION AND EXPULSION RATES**

Though the board believes that suspension or expulsion may be an appropriate and necessary consequence in certain situations, the board also recognizes that excessive use of suspension and expulsion may have a negative impact on academic achievement and graduation rates. Thus, the board encourages school administrators to find ways to reduce suspension and expulsion rates in the schools.

Legal References: U.S. Const. amend. XIV, § 1; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; N.C. Const. art. I, § 19; G.S. 14-208.18; 115C art. 9; 115C-45(c)(2), -47(55), -276(r), -288, -390.1, -390.2, -390.7, -390.8, -390.9, -390.10, -390.11, -390.12, -402; 130A-440; *Policies Governing Services for Children with Disabilities*. State Board of Education Policy EXCP-000

Cross References: Hearings Before the Board (policy 2500), Alternative Learning Programs/Schools (policy 3470/4305), Student Sex Offenders (policy 4260), School Plan for Management of Student Behavior (policy 4302), Drugs and Alcohol (policy 4325), Theft, Trespass and Damage to Property (policy 4330), Assaults, Threats and Harassment (policy 4331), Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety (policy 4333), Criminal Behavior (policy 4335), School-Level Investigations (policy 4340), Student Discipline Records (policy 4345), Short-Term Suspension (policy 4351), Student Discipline Hearing Procedures (policy 4370)

Adopted: November 10, 2011

Updated: July 14, 2016

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

**A. ATTENDANCE RECORDS**

School officials will keep an accurate record of attendance, including accurate attendance records in each class. Attendance records will be used to enforce the Compulsory Attendance Law of North Carolina.

**B. EXCUSED ABSENCES**

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

1. personal illness or injury that makes the student physically unable to attend school;
2. isolation ordered by the local health officer or by the State Board of Health;
3. death in the immediate family;
4. medical or dental appointment;
5. participation under subpoena as a witness in a court proceeding;
6. observance of an event required or suggested by the religion of the students or the student's parent(s);
7. participation in a valid educational opportunity, such as travel or service as a legislative or Governor's page, with prior approval from the principal;
8. pregnancy and related conditions or parenting, when medically necessary;
9. visitation with the student's parent or legal guardian, at the discretion of the superintendent or designee, if the parent or legal guardian (a) is an active duty member of the uniformed services as defined by policy 4050, Children of Military

Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.

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

In the case of excused or unexcused absences, short-term out-of-school suspensions, and absences under G.S. 130A-440 (for failure to submit a school health assessment form within 30 days of entering school), the student will be permitted to make up his or her school work. (See also policies 4110, Immunization and Health Requirements for School Admission, and 4351, Short-Term Suspension.) The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

#### **C. SCHOOL-RELATED ACTIVITIES**

All classroom activities are important and difficult, if not impossible, to replace if missed. It is the intention of the board of education that classes missed be kept to an absolute minimum through close scrutiny and a monitoring system on the part of the principal. The following school-related activities will not be counted as absences from either class or school:

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



Assignments missed for these reasons will be completed by students. The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

**D. EXCESSIVE ABSENCES**

Class attendance and participation are critical elements of the educational process and may be taken into account in assessing academic achievement. Students are expected to be at school on time and to be present at the scheduled starting time for each class.

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

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

1. the student will not receive a passing grade for the semester;
2. the student's grade will be reduced;
3. the student will receive the grade otherwise earned; or
4. the student will be given additional time to complete the missed work before a determination of the appropriate grade is made.

Students with excused absences due to documented chronic health problems are exempt from this policy.

Excessive absences may impact eligibility for participation in interscholastic athletics. See policy 3620, Extracurricular Activities and Student Organizations.

**E. TARDIES**

The principal is responsible for handling tardies and for establishing relevant school procedures that are in compliance with the NC School Attendance and Student Accounting

Manual. Students are expected to be at school on time and to be present at the scheduled starting time for each class and be present for the entire school day.

Legal References: G.S. 115C-47, -84.2, -288(a), -378 to -383, -390.2(d), -390.2(l), -390.5, -407.5; 130A-440; 16 N.C.A.C. 6E.0102-.0103; State Board of Education Policies ATND-000, -003, NCAC-6E.0104

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

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

Updated: April 10, 2008, May 14, 2009, September 10, 2009, November 10, 2011, June 13, 2013, July 9, 2015, July 14, 2016

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

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

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

provided by the Family Educational Rights and Privacy Act (FERPA) and state confidentiality laws. Any employee who violates the confidentiality of the records may be subject to disciplinary action.

8. School personnel must obtain parental consent for medical services as required by law. Parents will be notified of their rights in accordance with policy 1310/4002, Parental Involvement.
9. Health professionals will be consulted in the development of health services. Opportunities also should be provided for input from staff, parents and students on the health services provided.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12134, C.F.R. pt. 35; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), -794, 34 C.F.R. pt. 104; G.S. 115C-12(12), -12(31) -36, -307(c), -375.1, -375.3; 16 NCAC 6D.0402; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000

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

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

Administrative Procedure: None

Revised: February 8, 2007, August 11, 2016

The board recognizes that students may need to take medication during school hours. School personnel may administer drugs or medication prescribed by a doctor upon the written request of the parents. To minimize disruptions to the school day, medicines should be taken at home rather than at school whenever feasible. School personnel should not agree to administer any medication that could be taken at home.

**A. STANDARDS FOR ADMINISTERING MEDICINES**

1. School employees are authorized to administer drugs or medication when all of the following conditions have been met.
  - a. The student's parent or legal custodian has made a written request that school personnel administer the drug or medication to the student and has given explicit written instructions describing the manner in which the drug or medication is to be administered.
  - b. A physician has prescribed the drug or medication for use by the student (for over-the-counter medications as well as medications available only by a physician's prescription).
  - c. A physician has certified that administration of the drug or medication to the student during the school day is necessary (for over-the-counter medications as well as medications available only by a physician's prescription).
  - d. The employee administers the drug or medication pursuant to the written instructions provided by the student's parent or legal guardian and healthcare provider.
2. The superintendent shall develop procedures for the implementation of this policy. These rules and a copy of this policy must be made available to all students and parents each school year. The superintendent's procedures should be developed according to the guidelines listed below.
  - a. The health and welfare of the student must be of paramount concern in all decisions regarding the administration of medicine.
  - b. Students with special needs are to be afforded all rights provided by federal and state law as enumerated in the *Policies Governing Services for Children with Disabilities*. Students with disabilities also are to be afforded all rights provided by anti-discrimination laws, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

- c. No student may possess, use or transmit any drug or counterfeit drug prohibited by policy 4325, Drugs and Alcohol.
- d. The board generally encourages school personnel to administer medicine from a centralized location. However, in all instances, whether from a centralized location or multiple locations, any medicines kept at school for a student must be kept in a locked and secure place.
- e. All school personnel who will be administering medicines must receive appropriate training.
- f. Only drugs clearly prescribed or intended for the student may be administered by school personnel. At the time a parent or guardian brings a drug to school for administration, if school personnel have concerns regarding the appropriateness of a drug or dosage for a student, a confirmation should be obtained from the student's doctor or another doctor prior to administering the medicine or allowing a student to self-administer a medicine.
- g. Although efforts should be made not to disrupt instructional time, a parent has the right to administer medicines to his or her child at any time while the child is on school property.
- h. Written information maintained by school personnel regarding a student's medicinal and health needs is confidential. Parents and students must be accorded all rights provided by the Family Educational Rights and Privacy Act and state confidentiality laws. Any employee who violates the confidentiality of the records may be subject to disciplinary action.

#### **B. OVER-THE-COUNTER MEDICATION**

Consistent with the above requirements, over-the-counter medications will only be given during school hours by school personnel if they are authorized by a physician and parent/guardian, complete with instructions. Parents/Guardians who want school personnel to administer over-the counter medication must provide the medication to school personnel pursuant to the requirements of this policy.

#### **C. EMERGENCY MEDICATION**

Students who are at risk for medical emergencies, such as those with asthma or severe allergies, must have an emergency health care plan developed for them to address emergency administration of medicine.

#### **D. STUDENT SELF-ADMINISTERING EMERGENCY MEDICATIONS**

The board recognizes that students with asthma, diabetes, and/or subject to anaphylactic

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reactions may need to possess and self-administer emergency medication on school property. The superintendent shall develop procedures for the possession and self-administration of emergency medication by students on school property, during the school day, at school-sponsored activities, and/or while in transit to or from school or school-sponsored events.

1. Before a student will be allowed to self-administer medicine pursuant to this section, the student's parent or guardian must provide to the principal or designee all of the documents listed below.
  - a. written authorization from the student's parent or guardian for the student to possess and self-administer asthma medication;
  - b. a written statement from the student's health care practitioner verifying:
    - 1) that the student has asthma, diabetes, and/or an allergy that could result in anaphylactic reaction;
    - 2) that he or she prescribed medication for use on school property during the school day, at school-sponsored activities, or while in transit to or from school or school-sponsored events; and
    - 3) that the student understands, has been instructed in self-administration of the emergency medication, and has demonstrated the skill level necessary to use the medication and any accompanying device;
  - c. a written treatment plan and written emergency protocol formulated by the prescribing health care practitioner for managing the student's asthma, diabetes, or anaphylaxis episodes and for medication use by the student;
  - d. a statement provided by the school system and signed by the student's parent or guardian acknowledging that the board of education and its agents are not liable for injury arising from the student's possession and self-administration of asthma medication; and
  - e. any other documents or items necessary to comply with state and federal laws.
2. Prior to being permitted to self-administer medicine at school, the student also must demonstrate to the school nurse, or the nurse's designee, the skill level necessary to use the emergency medication and any accompanying device.
3. Finally, the student's parent or guardian shall provide to the school backup emergency medication that school personnel are to keep in a location to which the student has immediate access in the event of an emergency.

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

A student who uses his or her prescribed emergency medication in a manner other than as prescribed may be subject to disciplinary action pursuant to the school disciplinary policy. No one may impose disciplinary action on the student that limits or restricts the student's immediate access to the emergency medication.

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

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

Cross References: Parental Involvement (policy 1310/4002), Drugs and Alcohol (policy 4325)

Revised: July 14, 2005, January 21, 2016, June 9, 2016



The board recognizes that it is important for students to maintain their physical health and receive proper nutrition in order to take advantage of educational opportunities. The board further recognizes that student wellness and proper nutrition are related to a student's physical well-being, growth, development and readiness to learn. The board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education and regular physical activity as part of the total learning experience. As part of that commitment, the board directs the superintendent to oversee the development, implementation, and ongoing evaluation of this policy and other school system efforts to encourage students to be healthy and active, including compliance with the State Board of Education's Healthy Active Children Policy, SHLT-000, as further described in Section F, below. The superintendent may designate a school system official to carry out this responsibility ("lead wellness official").

The superintendent or designee shall make the most current version of this policy available to members of the school community and the public by posting it on the school system website and/or by distributing it annually through other means reasonably intended to reach the school community and public. In addition, the superintendent or designee shall provide a copy of this policy to the North Carolina Department of Public Instruction (NCDPI) when requested to do so.

#### **A. SCHOOL HEALTH ADVISORY COUNCIL**

The board will maintain a school health advisory council to help plan, update, implement, promote and monitor this policy as well as to address other health and nutrition issues within the school system. The council serves as an advisory committee regarding student health issues and works in conjunction with the lead wellness official charged with oversight of this policy and the school system's efforts to promote student and employee health and wellness in compliance with state and federal requirements. The council is authorized to examine related research and laws, assess student needs and the current school environment, review existing board policies and administrative regulations, collaborate with appropriate community agencies and organizations, and help raise awareness about student health issues. The council also may make policy recommendations to the board related to this policy and other policies concerning student wellness and in conjunction with the lead wellness official, shall periodically suggest revisions to ~~of~~ this policy. In addition, the council may assist in the development of a plan for measuring and assessing implementation of this policy and in developing methods to inform and update the public about the content and implementation of this policy as described in Sections E and G, below.

The council will be composed of representatives from the school system, the local health department and the community. The council must include members of each of the following groups: the school board, school system administrators, school system food service representatives, physical education teachers, school health professionals, students, parents or guardians and the public. The council will provide information to the board about the following areas or concerns: (1) physical activity, (2) health education, (3)

employee wellness, (4) health services, (5) social and emotional climate, (6) nutrition environment and services, (7) counseling, psychological , and social services, (8) physical environment, (9) family engagement, and (10) community involvement.

The council shall provide periodic reports to the Superintendent or designee and public regarding the status of its work. In addition, the council shall assist the lead wellness official in creating an annual report that includes the minutes of physical activity and the minutes of physical education and/or healthful living education received by students in the system each school year, as well as any other information required by the State Board of Education or NCDPI.

## **B. NUTRITION PROMOTION AND NUTITION EDUCATION**

The board believes that promoting student health and nutrition enhances readiness for learning and increases student achievement. The general goals of nutrition promotion and nutrition education are (1) to provide appropriate instruction for the acquisition of behaviors that contribute to a healthy lifestyle for students and (2) to teach, encourage and support healthy eating by students.

The board will provide nutrition education within the Healthful Living Standard Course of Study and the grade level expectations outlined in the Healthful Living Essential Standards adopted by the State Board of Education. Nutrition education should be designed to provide all students with the knowledge and skills needed to lead healthy lives. Students should learn to address nutrition-related health concerns through age-appropriate nutrition education lessons and activities.

Nutrition education and promotion should extend beyond the school environment by engaging and involving families and communities. School system personnel may coordinate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition. School system personnel are to work to disseminate and promote consistent nutrition messages throughout the school system, schools, classrooms, school dining areas, homes, community and media.

In conjunction with the school health advisory council, the board establishes the following additional specific evidence-based goals and strategies for nutrition promotion and education. The board will periodically measure and report progress toward meeting these goals.

Goals will consist of:

1. Child Nutrition will follow all North Carolina and federal nutritional guidelines.
2. Nutrition education will align with national dietary guidelines and adhere to the North Carolina Healthful Living Standard Course of Study to support a healthful lifestyle and improved quality of life for all students.

**C. NUTRITION STANDARDS AND GUIDELINES FOR ALL FOOD AND BEVERAGES AVAILABLE AT SCHOOL**

Consistent with policy 6200, Goals of School Nutrition Services, all foods available in the system's schools during the school day that are offered to students should help promote student health, reduce childhood obesity, provide a variety of nutritional meals and promote lifelong healthy eating habits. All foods and beverages sold at school must meet the nutrition standards established in policy 6230, School Meal and Competitive Foods Standards, including the following:

1. School Lunch, Breakfast and Snack Programs

Foods provided through the National School Lunch or School Breakfast, or After School Snack Programs must comply with federal and state nutrition standards. The director of child nutrition<sup>19</sup> shall ensure that school system guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law.

2. Competitive Foods

All foods sold on school campuses in areas that are accessible to students during the school day (defined as the period from midnight through 30 minutes after the dismissal bell rings) in competition with the National School Lunch or School Breakfast Programs ("competitive foods") must comply with the federal Smart Snacks in Schools standards. Competitive foods include food, snacks and beverages from a la carte menus, vending machines and outside suppliers, as well as foods or beverages sold in school stores and at fund-raisers. Vending machine sales also must comply with the requirements of G.S. 115C-264.2 and *Eat Smart: North Carolina's Recommended Standards for All Foods in Schools*.

3. Other Foods Available on the School Campus During the School Day and After the School Day

Fundraising activities that involve the sale of foods and/or beverages to students during the school day (from midnight until 30 minutes after the dismissal bell rings) must comply with the Smart Snack Rules and may not be conducted until after the end of the last lunch period. See policy 6230, School Meal and Competitive Foods Standards.

The board encourages alternative fundraising activities such as non-food items or physical activity.

4. Food and Beverage Marketing

Food and beverage marketing on school campuses during the school day must meet federal and state standards. In accordance with these standards, only foods

and beverages that meet the Smart Snack standards (as described in subsection C.2, above) may be marketed or advertised on school campuses during the school day.

**D. PHYSICAL EDUCATION AND PHYSICAL ACTIVITY**

**1. Goals of the Physical Education Program**

The goal of the physical education program is to promote lifelong physical activity and provide instruction in the skills and knowledge necessary for lifelong participation in physical activity. To address issues such as obesity, cardiovascular disease and Type II diabetes, students enrolled in kindergarten through eighth grade must have the opportunity to participate in physical activity as part of the system's physical education curriculum.

**2. The Physical Education Course**

The physical education course should be designed to foster support and guidance for being physically active, help students know and understand the value of being physically fit, and teach students the types of activities that contribute to total fitness. The course is to be taught in an environment where students can learn, practice and receive assessment on developmentally appropriate skills and knowledge as defined in the North Carolina Healthful Living Standard Course of Study. Students should be engaged in moderate to vigorous physical activity for fifty percent or more of class time. Class for physical education should be equivalent in size to those of other academic classes.

**3. Physical Activity Requirements and Goals**

School personnel should strive to provide opportunities for age and developmentally appropriate physical activity during the day for all students so that students can learn how to maintain a physically active lifestyle. Schools must provide a minimum of 30 minutes of moderate to vigorous physical activity daily for kindergarten through eighth-grade students. Such activity may be achieved through a regular daily physical education class as described in Sections D.1 and D.2 above, or through recess, dance, classroom energizers and/or other curriculum-based physical activity programs of at least 10 minutes duration, that, when combined, total 30 minutes of daily physical activity. Principals shall work with teachers to ensure that students meet the minimum physical activity requirement. The board will periodically measure and report progress toward meeting these goals.

To ensure that students have ongoing opportunities for physical activity and maintain a positive attitude towards physical activity, structured/unstructured recess and other physical activity may not be taken away from students as a form of punishment. In addition, severe and inappropriate exercise may not be

used as a form of punishment for students.

**E. OTHER SCHOOL-BASED ACTIVITIES TO PROMOTE WELLNESS**

In addition to the standards discussed above, the board adopts the following goals for school-based activities designed to promote wellness:

1. Schools will provide a clean and safe meal environment.
2. Students will be provided adequate time to eat meals.
3. Drinking water will be available at all meal periods and throughout the school day.
4. Professional development will be provided for school system nutrition staff.
5. To the extent possible, the school system will utilize available funding and outside programs to enhance student wellness.
6. Food will not be used in the schools as a reward or punishment.
7. As appropriate, the goals of this wellness policy will be considered in planning all school-based activities.
8. Administrators, teachers, school nutrition personnel, students, parents or guardians, and community members will be encouraged to serve as positive role models to promote student wellness.

**F. IMPLEMENTATION AND REVIEW OF POLICY**

1. Oversight and Monitoring of Implementation and Progress

The lead wellness official, in conjunction with the school health advisory council, shall oversee the implementation of this policy and monitor system schools, programs and curricula to ensure compliance with and to assess progress under this policy, related policies and established guidelines or administrative regulations. Each principal shall be responsible for and shall report to the lead wellness official regarding compliance and measurements of progress in his or her school. Staff members responsible for programs related to student wellness also shall report to the lead wellness official regarding the status of such programs.

2. Review of Policy

The lead wellness official shall work with members of the school health advisory council to periodically review and update of this policy based on the triennial assessment of the school system's compliance with the policy (see subsection F.4 below), progress toward meeting the policy goals, and other relevant factors. The lead wellness official shall document the review process and participants, and the method

used to notify the school health advisory council and/or other stakeholders of their ability to participate.

3. Annual Reporting

- a. The lead wellness official shall prepare annual written reports to the superintendent and NCDPI/State Board of Education that provide all information required by the superintendent and/or the state pertaining to the school system's efforts to comply with this policy and SBE policy SHLT-000.

4. Triennial Assessment

Beginning with school year 2017-2018, and at least once every three years thereafter, the superintendent or designee shall report to the board and public on the system's compliance with laws and policies related to student wellness, the implementation of this policy, and progress toward meeting the goals of the policy. At a minimum, the superintendent or designee shall monitor the following:

- 1. the extent to which the individual schools are in compliance with this policy;
- 2. the extent to which the board's wellness policy compares to model local school wellness policies and meets state and federal requirements; and
- 3. a description of the progress made in attaining the goals of this policy.

**G. PUBLIC NOTIFICATION**

- 1. The school system will publish contact information for the lead wellness official on the school system website.
- 2. The lead wellness official shall assist the school health advisory council with ~~to~~ annually informing and updating the public about this policy and its implementation and State Board policy SHLT-000.
- 3. The superintendent or designee shall make public the results of the triennial assessment described in subsection F.4 of this policy.
- 4. All information required to be reported under this section and any additional information required by the state to be reported publicly shall be widely disseminated to students, parents and the community in an accessible and easily

understood manner, which may include by posting on the school system website.

## **H. RECORDKEEPING**

The superintendent or designee shall maintain records to document compliance with this policy and all federal and state requirements. These records, at a minimum, must include:

1. a written copy of this policy and any updates;
2. The most recent triennial assessment for each school.
3. documentation demonstrating:
  - a. the efforts to review and update this policy, as described in subsection F.2 of this policy;
  - b. how this policy and information about the most recent triennial assessments have been made available to the public, as described in Section G;
  - c. compliance with the annual reporting requirements of subsection F.3; and
  - d. other efforts to involve the school health advisory council and/or other community members in the implementation of or assessment of compliance with this policy.

Legal References: Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. 1751; Healthy, Hunger-Free Kids Act of 2010, P.L. 111-296; National School Lunch Act, 42 U.S.C. 1751 *et seq.*; 7 C.F.R. 210.11, 210.12a, and 210.31; G.S. 115C-264.2, -264.3; State Board of Education Policies SHLT-000, CHNU-000, CHNU-002; *Eat Smart: North Carolina's Recommended Standards for All Foods in Schools*, N.C. Department of Health and Human Services, N.C. Division of Public Health (2004)

Cross References: Goals of Student Health Services (policy 6100), Goals of School Nutrition Services (policy 6200), School Meal and Competitive Foods Standards (policy 6230)

Issued: August 10, 2006

Revised: June 30, 2009, April 10, 2014, January 21, 2016

## **GOALS OF SCHOOL NUTRITION SERVICES**

*Policy Code: 6200*

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The board recognizes that it is important for students to receive proper nutrition so they are ready and able to take advantage of educational opportunities.

The goals of the school nutrition services program are as follows:

1. operating the school nutrition program efficiently so that earnings may be used to reduce the cost of food, serve better food or provide free or reduced price lunches to eligible children;
2. enhancing students' ability to learn by offering a variety of safe, nutritious, and appealing food and beverage options for student meals at school;
3. minimizing obesity and encouraging lifelong healthy eating habits consistent with the health education curriculum; and
4. providing courteous service to students, employees and authorized visitors.

Legal References: 7 C.F.R. Part 210; G.S. 115C-47(22), -263, -264; State Board of Education Policy SHLT-000

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

Revised: August 10, 2006, January 8, 2015



## **SCHOOL MEAL AND COMPETITIVE FOODS STANDARDS**

*Policy Code:*

**6230**

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

### **A. SCHOOL MEAL REQUIREMENTS**

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

### **B. FOODS OTHER THAN SCHOOL MEALS**

#### **1. Definitions**

##### **a. School day**

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

##### **b. Competitive foods**

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

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

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

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

Each year, through its School Nutrition Program Annual Agreement, the board will establish accountability for the sale of competitive foods during the period between

the end of the last lunch period and the end of the school day. All foods sold during that period must comply with the federal Smart Snacks nutrition standards. This includes foods sold in vending machines (see subsection B.4, below), in school stores, and in other sales venues on the school campus.

4. Foods Sold After the School Day

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

5. Vending Sales During the School Day

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

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

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

6. Fund-Raising Activities Involving Food or Beverages

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

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

7. Foods Brought from Home for School Events

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

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

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

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

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

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

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

If a school is found by the North Carolina Department of Public Instruction to be in violation of the rules pertaining to the sale of competitive foods as established in federal or state law or State Board of Education Policy NCAC-6H.0004 and the violations results in a monetary sanction against the Child Nutrition Program, the superintendent may require the school's principal to reimburse the Child Nutrition Program from the operating account of the school.

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

Legal References: Child Nutrition Act of 1966, 42 U.S.C. 1771 *et seq.*; Healthy, Hunger-Free Kids Act of 2010, P.L. 11-296, 7 C.F.R. Part 210; National School Lunch Act, 42 U.S.C. 1751, *et seq.*; G.S. 115C-47(7), -47(22), -263, -264, -264.2, -264.3; State Board of Education Policies CHNE-002, NCAC-6H.0004; *Eat Smart: North Carolina's Recommended Standards for All Foods Available in School*, NC Department of Health and Human Services, NC Division of Public Health (2004)

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

Adopted: June 11, 2015

Updated: November 12, 2015

## **SAFETY AND STUDENT TRANSPORTATION SERVICES**

*Policy Code:*

**6305**

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

### **A. STUDENT BEHAVIOR**

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

### **B. TRANSPORTATION SAFETY ASSISTANTS AND BUS MONITORS**

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

### **C. MAINTENANCE**

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

### **D. SAFETY PRACTICES ON SCHOOL BUSES AND ACTIVITY BUSES**

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

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

when it is safe to cross the street after exiting the bus.

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

#### **E. TRAINING**

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

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

#### **F. ACCIDENT REPORTING**

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

Legal References: G.S. 115C-239, -240, -245, -248, -249.1; *Preventive Maintenance and Vehicle Replacement Manual (NC Bus Fleet Manual)*, State Board of Education Policy TRAN-005, available at [www.ncbussafety.org/documents/Buses/NCBusFleetManual.pdf](http://www.ncbussafety.org/documents/Buses/NCBusFleetManual.pdf); State Board of Education Policies TRAN-006, -011; *N.C. School Bus Handbook*, Department of Transportation, Division of Motor Vehicles, available at <http://www.ncdot.gov/dmv/driver/schoolbus/>

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

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

Revised: January 21, 2016

## SCHOOL BUS IDLING

Policy Code: 6306

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The board recognizes that emissions that accumulate from school buses can be harmful to students and bus drivers. The board further recognizes that unnecessary bus idling wastes fuel and financial resources. The board is committed to transporting students on school buses in a manner that is safe and consistent with the board's goal of resource conservation. To this end, the board prohibits all unnecessary school bus idling on school grounds. In addition, the board prohibits the warming up of buses for longer than five minutes, except in extraordinary circumstances or circumstances beyond the bus driver's control.

This policy applies to school buses and activity buses when these buses are used to transport students to or from school, extracurricular activities, field trips, and other school-related activities.

The superintendent shall develop procedures consistent with this policy. The superintendent or designee shall ensure that school bus drivers and appropriate school personnel receive training to implement this policy.

Legal References: G.S. 115C-12(34)(b), -36, -47(50); State Board of Education Policy ALOT-003; *N.C. Public School Allotment Policy Manual*, State Allotment Formulas – Transportation of Pupils, Program Report Code 056, available at <http://www.ncpublicschools.org/fbs/allotments/general/>

Cross References: Resource Conservation (policy 6530)

Adopted: January 12, 2006

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

**A. SCHOOL BUS AND ACTIVITY BUS DRIVERS**

School bus and activity bus drivers must:

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

**B. OTHER DRIVERS**

Other drivers, including volunteer drivers, must:



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

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

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

Legal References: G.S. 20-7(f)(2), -137.4, -218; 115C-47(25a), -241, -242, -244 to -246, -248, -251, -317.1; State Board of Education Policies TRAN-006 and -010; Handbook for School Bus Drivers, Department of Transportation, Division of Motor Vehicles, available at <http://www.ncdot.gov/dmv/driver/schoolbus/>

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

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

Revised: January 11, 2007, January 10, 2008, May 10, 2012, January 21, 2016

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

**A. SCHOOL SYSTEM TRANSPORTATION SERVICES**

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

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

**B. SPECIAL USE OF SCHOOL BUSES**

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

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

**C. TRANSPORTATION FOR STUDENTS WITH DISABILITIES**

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

Legal References: Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*; 49 U.S.C. 30125, 30165; G.S. 66-58(c)(9a) and 9(b); 115C-239, -242, -243, -247, -254; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000; State Board of Education Policies TRAN-000, -006; Memorandum to All Superintendents from Eddie M. Speas, Jr., Special Deputy Attorney General, January 14, 1988, available at <http://www.ncsba.org/wp-content/uploads/2017/03/AG-Memo-1988.pdf>

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

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

Updated: May 10, 2012

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

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

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

**A. TRANSPORTATION TO LOCATIONS OTHER THAN HOME**

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

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

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

**B. BUS ROUTES IN HAZARDOUS CONDITIONS**

School buses will not be allowed to operate if there is a serious threat to the safety of students or drivers. The superintendent may develop a more limited bus route for

hazardous weather conditions in order to operate only on roads that are safe. To the extent possible, parents will be notified in advance of the bus route that will be used in hazardous conditions. The hazardous conditions bus route will be on file in the superintendent's office.

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

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

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

Updated: April 8, 1999, May 10, 2012

**A. ELIGIBILITY**

Any student assigned to a school which is one and a half miles or more from his or her residence is eligible for transportation services to and from school. In addition, a student identified as having special needs will be provided with transportation services if entitled to such by federal and state laws and regulations. Also, the superintendent or his/her designee will consider applications in the following situations:

1. when factors are present which may endanger the safety of students walking to the school;
2. when a student is medically certified as temporarily incapacitated; and
3. if the student has voluntarily requested a transfer from his or her regularly assigned school and the requested school is greater than one and a half miles from his or her residence.

**APPLICATIONS**

The parent or guardian of any child enrolled in school system may request bus service. The request should be made to the principal of the assigned school or other designated school official. The principal or other designated official shall forward the application to the superintendent or his/her designee. If the application is denied by the superintendent or his/her designee, the parent may seek review of the decision in accordance with the student grievance policy 1740/4010, Student and Parent Grievance Procedure.

The board will direct that the student be provided transportation services if either (1) the board finds that the student is entitled to be transported to and from such school upon the school bus designated in the application; or (2) if the board finds that the transportation of the student upon such bus to and from such school is in the best interest of the student, will not interfere with the proper administration of the school or with the safe and efficient transportation by school bus of other students enrolled in the school, and will not endanger the health or safety of the children enrolled at the school.

Legal References: G.S. 115C-239, -240, -241, -244; Policies Governing Services for Children with Disabilities, State Board of Education Policy EXCP-000.

Cross References: Student and Parent Grievance Procedure (policy 1740/4010)

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

Updated: April 8, 1999, March 12, 2009

Administrative Procedure: None

## TRANSPORTATION SERVICE/VEHICLE CONTRACTS

Policy Code:

**6340**

The board may enter into contracts with public or private carriers in accordance with G.S. 115C-253, State Board of Education policy, any other applicable law, and this policy. Any contracts also must comply with board policy 6450, Purchase of Services.

The superintendent or designee shall develop safety standards for contracted commercial transportation services used to transport students to school-related activities. The standards must comply with the requirements established by the State Board. The superintendent or designee shall develop a list of companies or individuals that meet these standards and are approved to provide student transportation services. If appropriate, the superintendent shall recommend that the board enter into interlocal cooperation agreements to assist in developing the standards and list of approved entities required under this paragraph.

The superintendent shall ensure that the school system contracts for student transportation services only with companies or individuals who are on the approved list.

The board may purchase or lease student transportation vehicles in accordance with law and board policy, including policy 6432, State Purchasing Requirements for Equipment, Materials and Supplies, policy 6440, Local Purchasing Requirements for Equipment, Materials and Supplies, and policy 6425, Continuing Contracts. Any such vehicle must meet federal safety standards.

All titles will be issued to the board of education. Sufficient liability coverage must be maintained in accordance with board policy 8340, Insurance.

The board will consider requests for providing transportation services to a charter school. Such consideration will take into account any factors required by law.

Legal References: 49 U.S.C. 30125, 30165; G.S. 115C-42, -47(25), -239, -240, -247, -249, -249.1, -253, -255; *North Carolina School Transportation Fleet Manual*, State Board of Education Policy TRAN-005; State Board of Education Policies TRAN-009, -010, -011; *School Charter Transportation Recommended Guidelines and Procedures*, available at <http://www.ncbussafety.org/motorcoach/index.html>

Cross References: Continuing Contracts (policy 6425), State Purchasing Requirements for Equipment, Materials and Supplies (policy 6430), Local Purchasing Requirements for Equipment, Materials and Supplies (policy 6440), Purchase of Services (policy 6450), Insurance (policy 8340)

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

Updated: January 10, 2008, December 8, 2011, January 8, 2015

## **PLANS FOR GROWTH AND IMPROVEMENT OF LICENSED EMPLOYEES**

*Policy Code:*

**7811**

The board expects all professionally licensed employees to maintain high levels of performance. If an employee does not meet this standard, the superintendent and administrative staff shall address any identified performance or other deficiencies through appropriate means, including placing the employee on a monitored growth, directed growth, or mandatory improvement plan when required by state law, State Board policy, this policy, or when otherwise deemed necessary.

Growth and mandatory improvement plans as defined by law and this policy are valuable tools to promote the professional development of licensed employees. The board recognizes, however, that not all conduct and performance issues require the development of a plan. Administrators and supervisory personnel are authorized to address inappropriate conduct and/or inadequate performance using such other lawful means as they may deem appropriate. This policy should not be interpreted to limit in any way the authority of administrators or other supervisory personnel to direct and reprimand licensed employees for inappropriate conduct or inadequate performance.

Further, the superintendent may move to recommend nonrenewal, dismissal, or demotion of a licensed employee whether or not the employee has been first placed on a growth or other improvement plan. (See policies 7930, Professional Employees: Demotion and Dismissal, and 7950, Non-Career Status Teachers: Nonrenewal.)

The superintendent shall require staff to implement the requirements of this policy in accordance with state law, and State Board guidelines.

### **A. DEFINITIONS**

1. As used in this policy, “teacher” means an individual defined as a teacher in G.S. 115C-325(a)(6) (for career status teachers) or G.S. 115C-325.1(6) (for non-career status teachers).
2. As used in this policy, “licensed employee(s)” includes principals, assistant principals, and other school administrators as defined in G.S. 115C-325.1(5) and teachers.
3. “The North Carolina Educator Evaluation System” refers to the professional standards, processes, and rubrics approved by the State Board of Education for each educator role in North Carolina public schools.

### **B. INDIVIDUAL, MONITORED, AND DIRECTED GROWTH PLANS FOR TEACHERS**

1. Use of Growth Plans for Teachers

Teachers who receive an overall rating of at least “proficient” on all standards on the North Carolina Educator Evaluation System rubric as indicated on the Summary



Rating Form shall develop an individual growth plan designed to improve performance on specifically identified standards and elements.

A teacher who is performing below a proficient level on the Summary Rating Form will be placed on a monitored growth plan or a directed growth plan unless dismissal, demotion, nonrenewal, or placement on a mandatory improvement plan (see Section D, below) is warranted. A monitored growth plan developed in accordance with State Board policy is required for a teacher who is rated “developing” on one or more standards of the North Carolina Educator Evaluation System rubric. State Board policy also requires that a teacher who is rated “not demonstrated” on any standard or who is rated “developing” on any standard for two sequential years be placed on a directed growth plan. The board or superintendent may establish other criteria that will be deemed evidence that performance is below a proficient level or otherwise represents unsatisfactory or below standard performance and warrants placement on either a monitored growth plan or a directed growth plan.

Unless otherwise limited by state law or State Board policy, the principal is authorized to place a teacher on a monitored or directed growth plan or other plan of assistance at any point during the school year if the principal determines that the teacher is performing below the expected level.

## 2. Components of Growth Plans for Teachers

Individual growth plans may contain, but are not limited to, any of the components listed below. However, monitored or directed growth plans must include at least the following components.

### a. Identification of Performance Deficiencies

All performance deficiencies, including all specific standards and elements of the Teacher Evaluation Rubric identified for improvement during the teacher’s evaluation, must be identified and addressed in the growth plan.

### b. Performance Expectations and Goals

For each performance deficiency identified, the growth plan must include a statement of the expected level of performance and/or other goals to be accomplished.

### c. Strategies

The growth plan must set forth a strategy or strategies designed to correct each identified performance deficiency. The strategies should be specific and clearly state the activities the teacher should undertake to achieve the expected level of performance. The strategies also should identify all

individuals responsible for implementing the plan.

d. Dates for Monitoring and Completion

The growth plan must include dates upon which the teacher's progress under the plan will be reviewed and the date by which performance or conduct is to be improved to the expected level. Under a monitored growth plan, the teacher must achieve proficiency within one school year. A directed growth plan may provide for a shorter period to achieve proficiency, not to exceed one school year.

3. Review of Growth Plans

Individual growth plans should be reviewed at least annually with the teacher's principal or supervisor.

In the case of a teacher's monitored or directed growth plan, once the designated time period for completion of a plan has elapsed, the principal or supervisor shall review the teacher's performance, including the results of any subsequent evaluation and determine whether the teacher continues to perform below the expected level in any area or whether the teacher's performance has improved sufficiently. If the teacher's performance remains below proficient, the principal or supervisor shall recommend to the superintendent one of the following:

- a. the board non-renew, dismiss, or demote the teacher or transfer the teacher to a position in which the teacher can be successful;
- b. the teacher be placed on a mandatory improvement plan in accordance with the provisions of Section D below; or
- c. the teacher be moved to a new monitored or directed growth plan or continue on a previous growth plan that has been revised as necessary, provided the principal or supervisor determines that:
  - 1) the teacher's continuing performance problems are not having an adverse impact on student learning or the school environment, or
  - 2) the teacher is making good progress toward improvement in deficient areas and is likely to improve to an acceptable level within a reasonable, additional time period.

**C. PROFESSIONAL GROWTH PLANS FOR PRINCIPALS AND ASSISTANT PRINCIPALS**

1. Professional Growth Plans

Professional growth plans will be developed for principals and assistant principals

as provided in State Board policy. The professional growth plan will include mutually agreed upon performance goals and recommendations based upon the principal or assistant principal's self-assessment, the consolidated assessment, and the summary evaluation using the North Carolina School Executive; Principal and Assistant Principal Evaluation Process. Development of the professional growth plan will be discussed at a meeting between the principal or assistant principal and the superintendent or designee when completing the annual evaluation process. The superintendent or designee should review the professional growth plan with the employee at least annually.

2. Optional Action Plan Component to the Professional Growth Plan

- a. The superintendent may incorporate an action plan into the principal or assistant principal's professional growth plan to address performance or conduct deficiencies. The action plan must include the following:

i. Identification of Performance Deficiencies

All performance and conduct deficiencies identified in the employee's evaluation must be identified and addressed in the action plan.

ii. Performance Expectations and Goals

For each performance deficiency identified, the action plan must include a statement of the expected level of performance and/or other goals to be accomplished.

iii. Strategies

The action plan must set forth a strategy or strategies designed to correct each identified performance or conduct deficiency. The strategies should be specific and clearly stated and should identify all individuals responsible for implementing the plan.

iv. Dates for Monitoring and Completion

The action plan must include the dates upon which the employee's progress under the plan will be reviewed and the date by which performance is to be improved to the expected level, which will be no less than 60 calendar days and no longer than the end of the current school year.

- b. Upon completion of the action plan, the superintendent or designee shall reevaluate the employee and determine whether the employee continues to perform below the expected level in any area or whether the employee's

performance has improved sufficiently. If the employee is within the final year of his or her contract, the reevaluation must occur prior to the statutory deadline for notice of contract non-renewal. If the employee's performance remains below proficient, the superintendent shall either:

- i. recommend that the board non-renew, dismiss, demote, or transfer the employee to a position in which the employee can be successful; or
- ii. retain the employee in the current position if the superintendent determines that the employee is making good progress toward improvement in deficient areas and is likely to improve to an acceptable level within a reasonable period of time. A principal or assistant principal who is retained in his or her position after demonstrating performance below proficiency on the reevaluation must be given a new action plan and reevaluated as described in subsection C.2.b, above.

#### **C.D. MANDATORY IMPROVEMENT PLANS**

A mandatory improvement plan is an instrument designed to improve a licensed employee's performance by providing the employee with notice of specific performance areas that have substantial deficiencies and a set of strategies, including the specific support to be provided to the employee, so that he or she may satisfactorily resolve such deficiencies within a reasonable timeframe.

The use of mandatory improvement plans as provided in this policy is discretionary and will be determined on a case-by-case basis. Nothing in this policy will be interpreted so as to require the use of mandatory improvement plans in addition to, or in lieu of, growth plans or other disciplinary action, including non-renewal or dismissal from employment as provided by law.

1. Initiating a Mandatory Improvement Plan
  - a. Licensed Employees in Low-Performing Schools

If a licensed employee in a low-performing school receives a rating on any standard on an evaluation that is below proficient or otherwise represents unsatisfactory or below standard performance in an area that the licensed employee was expected to demonstrate, the individual or team that conducted the evaluation shall recommend to the superintendent that (i) the employee receive a mandatory improvement plan designed to improve the employee's performance, ~~or~~ (ii) the superintendent recommend to the board that the employee be dismissed, ~~or~~ demoted (if a career teacher), or nonrenewed (if the teacher is on a contract), or (iii) a proceeding for immediate dismissal or demotion be instituted against the employee for

conduct or performance that causes substantial harm to the educational environment. If the individual or team that conducted the evaluation elects not to make any of the above recommendations, the individual or team evaluator shall notify the superintendent of this decision. The superintendent shall determine whether to develop a mandatory improvement plan, to recommend nonrenewal of the employee's contract, or to recommend a dismissal proceeding.

b. Teachers in Schools Not Identified as Low-Performing

If, in an observation report or year-end evaluation, a teacher in a school not identified as low-performing receives a rating that is below proficient or otherwise represents unsatisfactory or below standard performance on any standard that the teacher was expected to demonstrate, the principal may place the employee on a mandatory improvement plan. The mandatory improvement plan will be utilized only if the superintendent or designee determines that an individual, monitored or directed growth plan would not satisfactorily address the deficiencies.

c. Any Licensed Employees Engaging in Inappropriate Conduct or Performance

A principal may recommend to the superintendent or designee that a licensed employee be placed immediately on a mandatory improvement plan if the employee engages in inappropriate conduct or performs inadequately to such a degree that the conduct or performance causes substantial harm to the educational environment, but immediate dismissal or demotion of the employee is not appropriate. The principal must document the exigent reason for immediately instituting such a plan.

2. Components of the Plan

A mandatory improvement plan for any licensed employee must include the following components.

a. Identification of Performance Deficiencies

The performance or conduct areas in which the employee is deficient must be identified and addressed in the mandatory improvement plan.

b. Performance Expectations

For each performance or conduct deficiency identified, the plan must include a statement of the expected level of performance.

c. Strategies

The plan must establish a strategy or strategies designed to correct each identified performance or conduct deficiency. The strategies should be specific and clearly state the activities the employee should undertake to achieve the expected level of performance or conduct and the specific support to be provided to the employee. The strategies also should identify all individuals responsible for implementing the plan.

d. Dates for Monitoring and Completion

The plan must include dates upon which the employee's progress under the plan will be reviewed and the date by which performance is to be improved to the expected level.

3. Development and Implementation of the Plan

a. Licensed Employees in Low-Performing Schools

When directed by the superintendent, a mandatory improvement plan to improve the performance of a licensed employee will be developed by the person who evaluated the licensed employee or the employee's supervisor, unless the evaluation was conducted by an assistance team. If the evaluation was conducted by an assistance team, that team shall develop the mandatory improvement plan in collaboration with the employee's supervisor. Mandatory improvement plans will be designed to be completed within 90 instructional days or before the beginning of the next school year.

b. Teachers in Schools Not Identified As Low-Performing

When a principal decides to put a teacher on a mandatory improvement plan, the principal shall develop the plan in consultation with the teacher. The teacher shall have five instructional days after receiving the plan to request a modification to the plan before it is implemented. The principal must consider the requested modification before finalizing the plan. The teacher shall have at least 60 instructional days to complete the mandatory improvement plan.

A teacher has five workdays after finalization of the mandatory improvement plan within which to submit a request to the principal for a qualified observer, as defined in G.S. 115C-333.1(c)(1), to observe the teacher in the area or areas of concern identified in the plan. In accordance with G.S. 115C-333.1(c)(2), the board will create and maintain a list of qualified observers who are employed by the board and available to conduct observations. The board will strive to limit the list to administrators and teachers who have excellent reputations for competence and fairness. Selection of the qualified observer and submission of the qualified

observer's report to the principal will be in accordance with G.S. 115C-333.1(c)(3).

4. Reassessment

a. Licensed Employees in Low-Performing Schools

After the expiration of the time period for the mandatory improvement plan, the superintendent or designee or the assistance team shall assess the employee's performance. If the assessor determines that the employee has failed to become proficient in any of the performance or conduct standards articulated in the mandatory improvement plan or to demonstrate sufficient improvement toward such standards, the superintendent shall recommend that the employee be dismissed, ~~or~~ demoted, or nonrenewed under applicable state law, or that the employee be immediately dismissed for conduct or performance that causes substantial harm to the educational environment r.

b. Teachers in Schools Not Identified As Low-Performing

Upon completion of a mandatory improvement plan, the principal or supervisor shall assess the performance of the employee. The principal shall also review and consider any report provided by the qualified observer if one has been submitted before the end of the mandatory improvement plan period. If, after the assessment of the employee and consideration of any report from the qualified observer, the superintendent or designee determines that the teacher has failed to become proficient in any of the performance or conduct standards identified as deficient in the mandatory improvement plan or demonstrate sufficient improvement toward such standards, the superintendent may recommend that the employee be dismissed, ~~or~~ demoted, or nonrenewed applicable state law or that the employee be immediately dismissed for conduct or performance that causes substantial harm to the educational environment.

Legal References: G.S. 115C-325 (applicable to career status teachers), -325.1 *et seq.* (applicable to non-career status teachers), -333, -333.1; State Board of Education Policy EVAL-004, EVAL-005

Cross References: Professional and Staff Development (policy 1610/7800), Evaluation of Licensed Employees (policy 7810), Professional Employees: Demotion and Dismissal (policy 7930), Non-Career Status Teachers: Nonrenewal (policy 7950)

Adopted: February 9, 2012

Updated: June 12, 2014

## **PROFESSIONAL EMPLOYEES: DEMOTION AND DISMISSAL**

*Policy Code:*

**7930**

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The board recognizes that an effective professional staff is critical to the smooth operations of the school system and to creating a learning environment where students are able to succeed. The board expects all professionally licensed employees, whether employed pursuant to a contract or through continuing career status, to exemplify above-average performance in carrying out their teaching or other professional responsibilities. Such employees are expected to continue to strive for excellence, meet all performance standards established by the board, and pursue professional development as provided in policy 1610/7800, Professional and Staff Development. Any professionally licensed employee who is unable or unwilling to meet the performance expectations or other reasonable standards of the board may be subject to demotion or dismissal as provided in this policy.

Evaluators of licensed employees are expected to follow policy 7810, Evaluation of Licensed Employees, policy 7820, Personnel Files, and policy 7811, Plans for Growth and Improvement of Licensed Employees. Evaluators should provide the superintendent with carefully documented evidence concerning a person's inadequacies and lack of competencies when such deficiencies have led to the recommendation and contemplation of dismissal or demotion. These documents also should show ways in which the evaluator has endeavored to help the employee become a more effective professional. In the interest of students and the welfare of the school system, dismissal or demotion may be pursued regardless of whether the evaluator has met these expectations and regardless of whether the employee has first been placed on a growth plan or mandatory improvement plan, so long as the legal grounds for seeking dismissal or demotion can be sufficiently demonstrated.

All legally required procedures, including those prescribed in the applicable state law, will be followed in the dismissal or demotion of employees. Career status teachers, non-career status teachers during the terms of their contracts, and school administrators during the terms of their contracts may be dismissed only for the following reasons:

1. inadequate performance, as defined by the applicable state statute;
2. immorality;
3. insubordination;
4. neglect of duty;
5. physical or mental incapacity;
6. habitual or excessive use of alcohol or non-medical use of a controlled substance as defined in Article 5, Chapter 90 of the General Statutes;
7. conviction of a felony or a crime involving moral turpitude;



8. advocating the overthrow of the government of the United States or of the state of North Carolina by force, violence, or other unlawful means;
9. failure to fulfill the duties and responsibilities imposed upon teachers or school administrators by the General Statutes;
10. failure to comply with such reasonable requirements as the board may prescribe;
11. any cause that constitutes grounds for the revocation of an employee's teaching or school administrator license;
12. a justifiable decrease in the number of positions due to school system reorganization decreased enrollment, or decreased funding, provided that there is full compliance with other statutory requirements;
13. failure to maintain one's license in current status;
14. failure to repay money owed to the state in accordance with the provisions of Article 60, Chapter 143 of the General Statutes; and
15. providing false information or knowingly omitting a material fact on an application for employment or in response to a pre-employment inquiry.

Resignation by a teacher who has been recommended for dismissal under the applicable state statute is subject to the provisions of policy 7900, Resignation.

Legal References: G.S. 90 art. 5; 115C 287.1, -307, -325 (applicable to career status teachers), -325.1 et seq. (applicable to non-career status teachers), -333, -333.1; 143 art. 60; 16 N.C.A.C. 6C .0502

Cross References: Professional and Staff Development (policy 1610/7800), Staff Responsibilities (policy 7300), Job Descriptions (policy 7400), Evaluation of Licensed Employees (policy 7810), Plans for Growth and Improvement of Licensed Employees (policy 7811), Personnel Files (policy 7820), Resignation (policy 7900), Non-Career Status Teachers: Nonrenewal (policy 7950)

Adopted: March 8, 2012

Updated: June 12, 2014

**ASHEBORO CITY SCHOOLS  
BUDGET RESOLUTION  
2017 - 2018  
Adopted September 14, 2017**

Be it resolved by the Board of the Asheboro City Schools Administrative Unit that for the fiscal year beginning July 1, 2017 and ending June 30, 2018:

**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	\$ 2,500,700
5200 - Special Populations Services	312,388
5300 - Alternative Programs and Services	462,000
5400 - School Leadership Services	512,564
5500 - Co-Curricular Services	220,000
5800 - School-Based Support Services	509,040
System-wide Support Services	
6100 - Support and Development Services	156,900
6200 - Special Population Support and Development Services	144,400
6300 - Alternative Programs Services	110,200
6400 - Technology Support Services	326,100
6500 - Operational Support Services	2,508,664
6600 - Financial and Human Resource Services	634,152
6700 - Accountability Services	92,000
6800 - System-wide Pupil Support Services	192,100
6900 - Policy, Leadership and Public Relations Services	821,792
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	300,000
8400 - Interfund Transfers	10,000
<b>Total Local Current Expense Fund Appropriation</b>	<b><u>\$ 9,813,000</u></b>

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

County Appropriation	\$ 5,071,869
Voted Supplement	3,240,000
Local Revenues	201,131
Fund Balance Appropriated	1,300,000
<b>Total Local Current Expense Fund Revenue</b>	<b><u>\$ 9,813,000</u></b>

**ASHEBORO CITY SCHOOLS  
BUDGET RESOLUTION  
2017 - 2018  
Adopted September 14, 2017**

**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	\$ 285,320
5200 - Special Populations Services	297,800
5300 - Alternative Programs and Services	686,784
5800 - School-Based Support Services	280,000
System-wide Support Services	
6200 - Special Population Support and Development Services	47,200
6500 - Operational Support Services	367,000
<b>Total Other Designated Accounts Fund Appropriation</b>	<b><u>\$ 1,964,104</u></b>

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

State and Federal Funds	\$ 951,784
Local Revenues	722,000
Fund Balance Appropriated	290,320
<b>Total Other Designated Accounts Fund Revenue</b>	<b><u>\$ 1,964,104</u></b>

**ASHEBORO CITY SCHOOLS  
BUDGET RESOLUTION  
2017 - 2018  
Adopted September 14, 2017**

**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	\$ 16,732,385
5200 - Special Populations Services	4,352,794
5300 - Alternative Programs and Services	792,918
5400 - School Leadership Services	2,048,988
5800 - School-Based Support Services	1,906,706
System-wide Support Services	
6100 - Support and Development Services	138,025
6200 - Special Population Support and Development Services	224,435
6400 - Technology Support Services	187,228
6500 - Operational Support Services	1,689,530
6600 - Financial and Human Resource Services	299,129
6700 - Accountability Services	102,419
6900 - Policy, Leadership and Public Relations Services	315,443
Non-Programmed Charges	
8400 - Interfund Transfers	45,000
<b>Total State Public School Fund Appropriation</b>	<b><u>\$ 28,835,000</u></b>

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

<b>Total State Public School Fund Allocation</b>	<b><u>\$ 28,835,000</u></b>
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**ASHEBORO CITY SCHOOLS  
BUDGET RESOLUTION  
2017 - 2018  
Adopted September 14, 2017**

**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	292,936
5200 - Special Populations Services	1,223,199
5300 - Alternative Programs and Services	1,742,693
5800 - School-Based Support Services	265,245
System-wide Support Services	
6200 - Special Population Support and Development Services	103,899
6300 - Alternative Programs Services	100,535
6500 - Operational Support Services	62,790
6600 - Financial and Human Resources Services	15,000
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	120,399
<b>Total Federal Grants Fund Appropriation</b>	<b><u>3,926,697</u></b>

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

<b>Total Federal Grants Fund Allocation</b>	<b><u>3,926,697</u></b>
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**ASHEBORO CITY SCHOOLS  
BUDGET RESOLUTION  
2017 - 2018  
Adopted September 14, 2017**

**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	\$ 3,550,000
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	175,000
<b>Total Child Nutrition Fund Appropriation</b>	<b><u>\$ 3,725,000</u></b>

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

Federal Allocation	\$ 3,110,000
Local School Child Nutrition Fund	615,000
<b>Total Child Nutrition Fund Revenue</b>	<b><u>\$ 3,725,000</u></b>

**ASHEBORO CITY SCHOOLS  
BUDGET RESOLUTION  
2017 - 2018  
Adopted September 14, 2017**

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

9000 - Capital Outlay	\$ 1,677,000
<b>Total Capital Outlay Projects</b>	<b><u>\$ 1,677,000</u></b>

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

County Appropriation	1,443,870
Fund Balance Appropriated	233,130
<b>Total Capital Outlay Fund Revenue</b>	<b><u>\$ 1,677,000</u></b>

**Section 13:** The following revenues are estimated to be available to the Asheboro City Schools budget.

Local Current Expense Fund	\$ 9,813,000
Other Designated Accounts Fund	\$ 1,964,104
State Public School Fund	\$ 28,835,000
Federal Grants Fund	\$ 3,926,697
Child Nutrition Fund	\$ 3,725,000
Capital Outlay Fund	\$ 1,677,000
	<b><u>\$ 49,940,801</u></b>

**ASHEBORO CITY SCHOOLS  
BUDGET RESOLUTION  
2017 - 2018  
Adopted September 14, 2017**

**Section 14:** All appropriations shall be paid firstly from revenues restricted as to use, and secondly from general unrestricted revenues.

**Section 15:** 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 16:** 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 14th day of September, 2017

ASHEBORO CITY BOARD OF EDUCATION

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CHAIRMAN

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SECRETARY





## **Points of Pride Update**

September 14, 2017

### **Welcoming New Beginning Teachers to Asheboro City Schools**

Asheboro City Schools welcomed 13 first-year teachers at New Teacher Orientation, August 14-16. These teachers participated in a variety of team-building activities with DRIVE on Monday and on Tuesday, they learned about classroom teaching in Asheboro City Schools. New teachers include: Elizabeth Parry, Janneth Ruiz, Taylor Craig, Chasity Vanderwal, Bekah Durgo, Hollyn Davis, Jess Westmoreland, Brooke Baxter, Mireida Cortez, Leah Smith, Jamie Hughes, Lady Lorena Ospitia Cifuentes, and Jacob Berrier.

### **Teacher Leadership Academy 2017-2018**

Congratulations to the following ACS teachers who were selected to take part in this year's Teacher Leadership Academy:

Leslie Stone	Balfour Elementary School
Toshia Watson	Balfour Elementary School
Nicole Winsley	Asheboro High School
Brooke Baxter	Asheboro High School
Tammy Allen	Asheboro High School
Matthew Edwards	Asheboro High School
Tressie Sargent	Guy B. Teachey Elementary School
Jessica Brown	Lindley Park Elementary School
Leigha Banner	Lindley Park Elementary School
Pepper Jo Staggs	Donna Lee Loflin Elementary School
Crystal Ray	Donna Lee Loflin Elementary School
Jessica Hartong	Charles W. McCrary Elementary School
Elizabeth Tufts	North Asheboro Middle School
Stephen Vamospercsi	North Asheboro Middle School
Kristin Herrin	South Asheboro Middle School

### **NAMS and SAMS Staff Watch Solar Eclipse**

On Monday, August 30, staff members at North Asheboro Middle School took a few moments to view the solar eclipse. On the other side of Asheboro, the staff at South Asheboro Middle School also enjoyed the solar eclipse with all the necessary eclipse snacks – Sun Chips, Eclipse Gum, Oreo Cookies, Moon Pies, MilkyWay, and SunKist!

### **2017 Convocation Event**

At this year's Convocation, staff heard inspiring words from Apple of Excellence Outstanding First Year Teacher, Mr. Javier Carranza and Teacher of the Year, Ms. Laura King. Our keynote speaker, Mr. James Ford, provided an insightful and thought-provoking presentation on equity and authentic engagement with our students and families.

### **First Day of School**

We had a great first day of the 2017-2018 school year!

### **NAMS Student-Athletes Welcome Balfour Students**

Football players and cheerleaders from North Asheboro Middle School were up bright and early on the first day of school to be at Balfour Elementary School. The teams welcomed students and wished them well for the new school year. This marks the third year in a row for this tradition!

Calendar of Events				
Thurs.	Sept. 14	ACS Board of Education Meeting	7:30 PM	ACS Professional Development Center
Mon.	Sept. 18	Balfour Academic Family Teacher Team Meeting and Title 1	5:30-7 p.m.	Balfour
Tues	Sept. 19	South Asheboro Middle School Academic Family Teacher Team Meeting and Title	5 - 7 pm	South Asheboro Middle School
Tues	Sept. 19	Lindley Park Academic Family Teacher Team and Title 1	5:30 - 6:30 pm	Lindley Park
Wed.	Sept. 20	NCSBA District 5 Meeting	4 - 8 pm	Winston-Salem/Forsyth County - 4801 Bethania Rd, Winston-Salem
Mon.	Sept. 25	North Asheboro Middle School Academic Family Teacher Team Meeting and Title 1	6 - 7 pm	North Asheboro Middle School
Tues	Sept. 26	George Washington Carver Candidate Forum	6:30 PM	Sunset Theatre
Wed.	Sept. 27	Middle School Tours for Rising 6th Graders	6-7 pm	South Asheboro Middle School/ North Asheboro Middle School
Thurs.	Sept. 28	McCrary Academic Family Teacher Team Meeting and Title 1	5-7:10 pm	C.W. McCrary
Thurs.	Sept. 28	Teachey Academic Family Teacher Team Meeting and Title 1	6 - 7 pm	Teachey
Fri.	Sept. 29	Elected Officials Picnic	12-2 pm	122 Commerce Square, Randleman
Fri.	Sept. 29	Concessions by Board of Education members	6:30 PM	Asheboro High School
Fri.	Sept. 29	Asheboro High School Hall of Fame Induction Ceremony	6:00 PM	Asheboro High School
Mon.	Oct. 2	McCrary Academic Family Teacher Team and Title I	5:15 - 7 pm	C.W. McCrary
Wed.	Oct. 4	International SAFE Kids Walk to School Day	7:00 AM	Loflin
Thurs.	Oct. 5	ACS Board of Education Meeting	7:30 PM	ACS Professional Development Center
Wed.-Fri.	Oct. 11-13	NC School Boards Association Annual Law Conference	1:00 PM	Asheville, NC
Fri.	Oct. 13	Asheboro High School Homecoming Football Game	7:30 PM	(Asheboro High School)
Tues	Oct. 17	All-County Chorus Performance	6:00 PM	Performing Arts Center
Tues	Oct. 24	Asheboro High School BANDORAMA	7:30 PM	Performing Arts Center
Fri.	Oct. 27	Asheboro High School Senior Night at Home Football Game	7:30 PM	Lee J. Stone Stadium (Asheboro High School)
Tues	Oct. 31	Asheboro High School College Fair	8-12 noon	ACS Professional Development Center
Tues	Nov. 7	Election Day		
Tues	Nov. 7	Asheboro High School Academic Family Teacher Team Meeting	4:30-7:30 pm	Asheboro High School
Tues	Nov. 7	Loflin Academic Family Teacher Team Meeting	5:30-6:30 pm	Loflin
Tues	Nov. 7	Middle School Tours for Rising 6th Graders	6-7 pm	South Asheboro Middle School/ North Asheboro Middle School
Thurs.	Nov. 9	ACS Board of Education Meeting	7:30 PM	ACS Professional Development Center
Fri-Sun.	Nov. 10-12	Field of Honor (Asheboro/Randolph Chamber of Commerce) Opening ceremony Friday at noon Closing ceremony Sunday at 3 pm	All Day	South Asheboro Middle School Ball Field

Sat.	Nov. 11	Veteran's Day Parade (Asheboro High School Marching Band & Mustache Fraternity)	4:00 PM	Downtown Asheboro
Mon.-Wed.	Nov. 13-15	NC School Boards Association Annual Conference		Koury Convention Center, Greensboro
Mon. - Fri.	Nov. 13-17	American Education Week	All Day	All Sites
Mon. - Fri.	Nov. 13-17	Principal for a Day	TBD	TBD
Tues	Nov. 14	Balfour Family Engagement/Academic Family Teacher Team Meeting	5:30 - 6:30 pm	Balfour
Thurs.	Nov. 16	South Asheboro Middle School Academic Family Teacher Team Meeting	5 - 7 pm	South Asheboro Middle Media Center
Fri.	Dec. 1	Christmas Parade (Asheboro High School Marching Band)	7:00 PM	Downtown Asheboro
Mon.	Dec. 4	Hour(s) of Code	5-7 pm	ACS Professional Development Center
Thurs.	Dec. 7	<b>**Superintendent's Holiday Lunch**</b>	11:30 am - 1 pm	ACS Professional Development Center
Fri.	Dec. 8	Christmas on Sunset (Select Asheboro High School Marching Band members)	6-9 pm	Downtown Asheboro
Wed.	Dec. 13	Senior Holiday Lunch	11:45 am - 1:30 pm	Loflin
Thurs.	Dec. 14	ACS Board of Education Meeting	7:30 PM	ACS Professional Development Center
Fri.	Dec. 15	Asheboro High School Winter Band Concert	7:30 PM	Performing Arts Center
Tues	Dec. 19	Asheboro High School Jazz and Percussion Concert	7:30 PM	Performing Arts Center
Wed.	Dec. 20	Advanced Placement Reception	3:45 PM	Asheboro High School Media
<b>2018</b>				
Thurs.	Jan. 4	District K-8 Science Fair	8 am - 4:30 pm	North Asheboro Middle School
Thurs.	Jan. 11	ACS Board of Education Meeting	7:30 PM	ACS Professional Development Center
Thurs.	Jan. 11	ACS Board of Education Appreciation Reception	5:30 PM	ACS Professional Development Center
Thurs.	Jan. 25	North Asheboro Middle School Academic Family Teacher Team Meeting	6:30 PM	North Asheboro Middle School
Saturday	Jan. 27	Board of Education Winter Board Retreat	8:00am-5 pm	TBD
Tues	Jan. 30	State of our Schools	5:00-7 pm	Asheboro High School Media & Performing Arts Center
Tues	Feb. 6	Teachey Academic Family Teacher Team Meeting	4:30-6:30 pm	Teachey
Tues	Feb. 6	Loflin Academic Family Teacher Team Meeting	5:30-6:30 pm	Loflin
Thurs.	Feb. 8	ACS Board of Education Meeting and County Commissioners Meeting	6:00 PM	ACS Professional Development Center
	TBD	ACS Board of Education Joint Meeting with County Commissioners (invited)		ACS Professional Development Center
Thurs.	Feb. 15	Balfour Family Engagement/Academic Family Teacher Team Meeting	5:30 - 6:30 pm	Balfour

Thurs.	Feb. 15	Asheboro High School Academic Family Teacher Team Meeting	4:30 - 7:30 pm	Asheboro High School
Tues	Feb. 20	District Spelling Bee	7:00 PM	ACS Professional Development Center
Fri.	Feb. 23	All-Randolph County Honor Band	7:00 PM	AHS Performing Arts Center
Saturday	Feb. 24	ACS Teacher Recruitment Fair	8:00am-12 pm	ACS Professional Development Center
Tues	Feb. 27	MAKE-UP DATE: District Spelling Bee	7:00 PM	ACS Professional Development Center
Mon. - Fri.	Feb. 26-Mar. 2	ACS Read Across the District Week	All Day	All Sites
Thurs.	Mar. 1	Secondary Battle of the Books	10:30 AM	South Asheboro Middle School
Fri.	Mar. 2	Read Across America Day	All Day	All Sites
Tues	Mar. 6	Kindergarten Registration Day	4:00-7 pm	All Elementary Sites
Wed.	Mar. 7	ACS and Randolph County Schools -Youth Art Month Reception	4:00-6 pm	Arts Guild
Thurs.	Mar. 8	ACS Board of Education Meeting and Budget Meeting	6:00 PM	ACS Professional Development Center
Tues	Mar. 13	Middle School Festival Band Concert	7:30 PM	Asheboro High School
Thurs.	Mar. 15	South Asheboro Middle School Academic Family Teacher Team Meeting	5 - 7 pm	South Asheboro Middle School Media Center
Thurs.	Mar. 15	Band Concert	7:30 PM	AHS Performing Arts Center
Mon. - Tues	Mar. 19-20	Central District Concert Band Festival	All Day	Asheboro High School Performing Arts Center
Thurs. - Mon.	Mar. 22 - 26	Asheboro High School Band Trip	All Day	New York, New York
Sunday	Mar. 25	Regional Spelling Bee	?	Winston-Salem-Hanes Brand Theater
Wed.	Mar. 28	Elementary Battle of the Books	8:00 AM	C.W. McCrary
Fri. - Tues	April 6-9	National School Boards Association Annual Conference		San Antonio, TX
Tues	April 10	McCrary Kindergarten Orientation	8:30 am - 1 pm & 3 - 6 pm	C.W. McCrary
Tues	April 10	Balfour Family Engagement/Academic Family Teacher Team Meeting	5:30 - 6:30 pm	Balfour
Tues	April 10	Teachey Academic Family Teacher Team Meeting	4:30-6:15	Teachey
Tues	April 10	District STEAM Competition	8 am - 4:30 pm	North Asheboro Middle School
Thurs.	April 12	ACS Board of Education Meeting and Budget Meeting	6:00 PM	ACS Professional Development Center
Fri.	April 13	Greensboro Symphony Performance (4th/5th graders)	9:30 am - 12 pm	Performing Arts Center
Tues	April 16	Loflin Academic Family Teacher Team Meeting	5:30-6:30 pm	Loflin
Tues	April 17	Lindley Park Kindergarten Orientation	8:30 am - 1 pm & 3 - 6 pm	Lindley Park
Wed.	April 25	Balfour Kindergarten Orientation	8:30 am - 1 pm & 3 - 6 pm	Balfour
Thurs.	April 26	Balfour Kindergarten Orientation	8:30 am - 1 pm & 3 - 6 pm	Balfour
Thurs.	April 26	Cap and Gown Runway - Class of 2018	10:15-10:30 am	All Elementary Schools
Thurs.	April 26	TENTATIVE - Randolph Awards for Excellence	7:00 PM	AHS Performing Arts Center

Fri.	April 27	cARTwheels Performance (3rd graders) - (John Brown Jazz Orchastra)	9:30 am - 12 pm	Performing Arts Center
Fri.	April 27	All Comet Challenge	6:00-7:30 pm	South Asheboro Middle School
Tues	May 1	Teachey Kindergarten Orientation	12-6 pm	Teachey
Wed.	May 2	Teachey Kindergarten Orientation	8:30 am - 1 pm & 3 - 6 pm	Teachey
Thurs.	May 3	Mayor's Prayer Breakfast	6:45 am	AVS Banquet Centre
Thurs.	May 3	Loflin Kindergarten Orientation	8:30 am - 1 pm & 3 - 6 pm	Loflin
Thurs.	May 4	Asheboro High School Band Chamber/Percussion Music Night	7:30 PM	AHS Performing Arts Center
Mon.-Fri.	May 7-11	Teacher Appreciation Week	All Day	All Sites
Mon.	May 7	North Asheboro Middle School Academic Family Teacher Team Meeting	6:30 PM	North Asheboro Middle School
Tues	May 8	Teacher of the Year Banquet	6:00 PM	Pinewood Country Club
Thurs.	May 10	ACS Board of Education Meeting	7:30 PM	ACS Professional Development Center
Thurs.	May 17	Asheboro High School Jazz Concert	7:30 PM	AHS Performing Arts Center
Thurs.	May 24	Asheboro High School Spring Band Concert	7:00 PM	AHS Performing Arts Center
Mon.-Thurs.	June 4 - 7	Superintendent's Reading Challenge Celebrations	TBD	All Sites
Sunday	June 3	Baccalaureate	TBD	AHS Performing Arts Center
Fri.	June 8	Last Day of School/Graduation	7:00 PM	Asheboro High School
Mon.	June 11	Retirement Breakfast	7:30 AM	Performing Arts Center
Thurs.	June 14	ACS Board of Education Meeting	7:30 PM	ACS Professional Development Center
Thurs. - Fri.	June 14-22	ACS Summer Academy (5 days instruction, 2 days testing)	8:00-12 pm	Asheboro High School & Elementary School
Mon. - Wed.	July 23-25	Asheboro High School Mar.ing Percussion Camp	12 - 5 pm	Asheboro High School
Mon. - Fri.	July 30 - Aug. 3	Asheboro High School Band Camp	10 am - 5 pm	Asheboro High School/ South Asheboro Middle School