ASHEVILLE CITY BOARD OF EDUCATION

Work and Closed Session Agenda
Administrative Offices - Board Room
85 Mountain Street, Asheville, North Carolina
Monday, November 4, 2024, 5:00 PM

Board of Education Members:
George Sieburg, Board Chair
Amy Ray, Vice-Chair
James C. Carter, Member
Liza Kelly, Member
Rebecca Strimer, Member
Sarah Thornburg, Member
Jesse Warren, Member

Superintendent: Dr. Maggie Fehrman

The Vision of Asheville City Schools is to Empower and Engage every child to Learn, Discover, Thrive.

Work and Closed Session Agenda

The meeting will be available for viewing via the
Asheville City Schools YouTube page.
Work, Regular, and Open Session Board Meetings will have a
Spanish Speaking Interpreter

Page

1. MEETING OPENING

1.1 CALL TO ORDER - Board Chair, George Sieburg

Equity Statement:*In Asheville City Schools we are committed to equity and anti-racist policies for all students and staff to learn and thrive. We recognize that our positions come with power, responsibility, and public service for the entire ACS community. We will model our commitment to equity through our practices and decisions. During this meeting, we invite a pause if harm has taken place, a moment to name the harm, and space to practice repair.*

1.2 QUORUM DETERMINATION - Board Chair, George Sieburg

1.3 APPROVAL OF AGENDA - Board Chair, George Sieburg

Motion to Approve the Agenda

2. POSSIBLE ACTION/CONSENT ITEMS FOR NEXT REGULAR BOARD

MEETING

2.1 Student Releases to Buncombe County 2024-2025 - Tanya Presha, Director of Enrollment, Student Records, and Alumni Relations
Consent

2.2 The naming of facilities at 90 Montford Ave. - Dr. Darwin Carter, Innovative Program Director 5 - 12
Consent

Presentation Renaming and logo for WRC.pdf

2.3 Helene Bonuses - Dr. Maggie Fehrman 13 - 14
Consent

Helene Bonus Memo Helene Bonus recommendation 11_4_2024.pdf

2.4 Contracts/MOUs - Dr. Dechant, Chief of Staff 15
Contracts List for Board Mtg 2024-11-04.pdf

Consent

Carley Stein

Young Transportation

3. INFORMATION ITEMS

3.1 Policies First Read - Dr. Dechant, Chief of Staff

Policy Code: 1025 District Organizational Plan

Policy Code: 1760 Prohibition Against Retaliation

Policy Code: 2110 Board Member Appointments

Policy Code: 2115 Unexpired Term Fulfillment **Revised 11.4.24**

Policy Code: 2200 Election of Officers/Organization of the Board

Policy Code: 3620 Extracurricular Activities and Student Organizations

Policy Code: 5030 Community Use of Facilities

Policy Code: 6140 Student Wellness

Information Only:

Procedure Code: 1730-P 504 Complaint Procedures

Procedure Code: 3320-P School Trips **Revised 11.4.24**

Procedure Code: 6315-P Drivers

4. DISCUSSION ITEMS

4.1 Reform Policies - Dr. Maggie Fehrman 16 - 29

Presentation Reform Policies 34003420.pdf

Grading Policy Policy-3400.pdf

Promotion Criteria Policy-3420.pdf

4.2 NC Teacher Working Conditions Survey Data -
Dr. Mark Dickerson, Assistant Superintendent of HR

NC Teacher Working Conditions Survey Data Review 2024

4.3 NCSBA - Legislative Agenda - George Sieburg, Board Chair

5. CLOSED SESSION - Board Chair, George Sieburg

The Chair will entertain a motion for the Board of Education to enter into a closed session pursuant to G.S. 143-318.11 for the following purposes:

- **Under subsection (a)(1) to prevent the disclosure of privileged and confidential personnel information pursuant to G.S. 115C-319-321;**
- **Under subsection (a) (3) to discuss matters protected by the attorney-client privilege.**

Motion to adjourn the meeting and go into a closed session.

5.1 Personnel Report - November

5.2 Superintendent Evaluation

6. FUTURE MEETINGS/ANNOUNCEMENTS -

Board Chair, George Sieburg

Election Day - Optional Teacher Workday - No School for Students

Tuesday, November 5, 2024

Veterans Day Holiday

Monday, November 11, 2024

No school for students and staff

Regular Meeting

Tuesday, November 12, 2024

Administrative Offices - Board Room

Thanksgiving Break

Wednesday, November 27th - No School for Students

Annual Leave Day for Staff

Thursday and Friday, November 28th-29th - No School for Students

Holiday for Staff

Work Session Meeting

Monday, December 2, 2024

Administrative Offices - Board Room

Regular Meeting

Monday, December 9, 2024

Administrative Offices - Board Room

2024-2025 ACS Board of Education Meeting Schedule

7. ADJOURNMENT - Board Chair, George Sieburg

7.1 Adjourn Meeting

Motion to adjourn the meeting.

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Renaming of 90 Montford Ave.

2024-2025 School Year

Innovative Education, Limitless Possibilties.



Background information:

Montford Avenue School, later William Randolph Elementary School at 80 Montford Avenue Built ca 1891, condemed in 1949. Renamed in the early 1930s for William F. Randolph, was the first Secretary of the Asheville School Board. Published Asheville Citizen.

Who is

WILLIAM RANDOLPH ?

WILLIAM F. RANDOLPH

In the death of William F. Randolph Asheville loses a citizen who for fifty years has been one of the most useful and likewise one of the most beloved men in this community.

Born in Bethlehem, Pennsylvania, eighty-one years ago, Mr. Randolph moved to Asheville in 1885. Almost from the time he arrived he was a leader in the upbuilding of the place. Asheville at that time was a mountain village of perhaps 3,500 population. There was not a white public school in the town and the movement for establishing a public school system had stout opposition, winning eventually by a single vote. Mr. Randolph, who had fought for public schools, was named as one of the first trustees.

As in the matter of schools, so also in many other matters Mr. Randolph was vigorously active in that early period. He helped to carry the plan for the development of a city water supply, in the creation of a sewerage system, in the paving of streets, and proved himself in all such undertakings courageous, progressive and farseeing. A man just turned thirty when he came here, he was identified from that time on with the business and civic life of Asheville, knowing every one and known by every one. If any one thing was closer to his heart than the rest it was Masonry, which had his ardent devotion until the end of his days and in which the highest honors came to him. The Masons idolized him.

They were not alone, however, in the affection which Mr. Randolph drew from those who knew him. He was essentially a lovable man. "I never heard an unkind thing said about him," declared one who had known him for more than forty years. Upright, honorable, straightforward, civic-minded, full of fun, kindly, loyal, William F. Randolph was trusted, liked, respected, looked up to and leaned upon by older men in his youth and by young men in his old age. His passing is the passing of a landmark.







Pass to the Present with the help of the community

Names given:

William Randolph Campus

Cougar Academy of Excellence

ACE (Achieving Cougars of Excellence) Academy

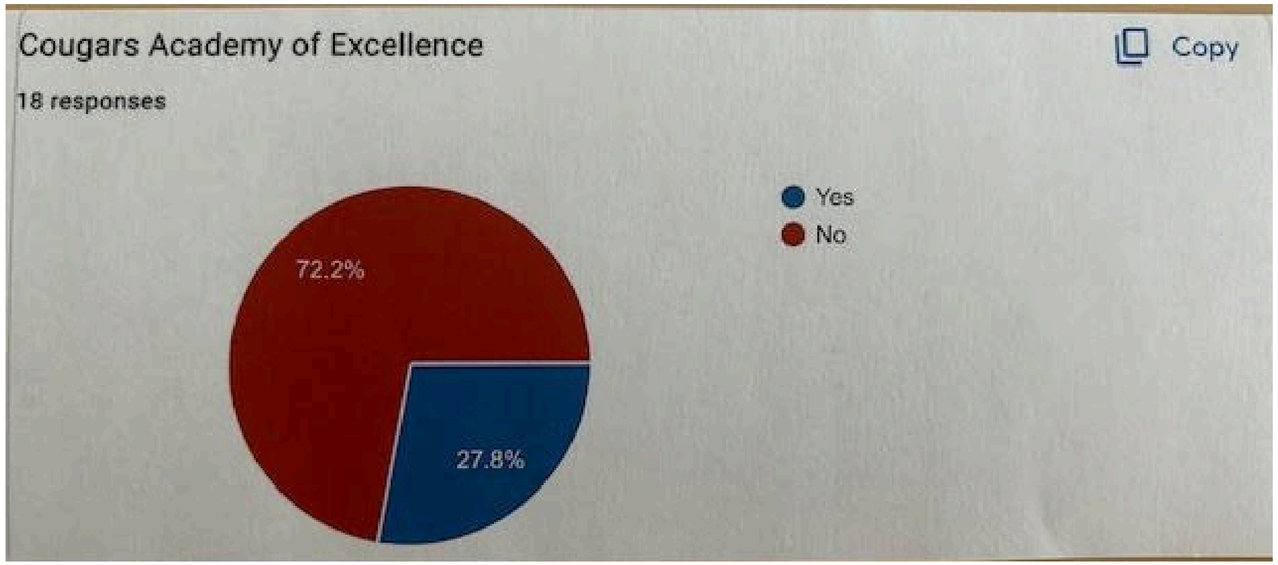
William Randolph Academy

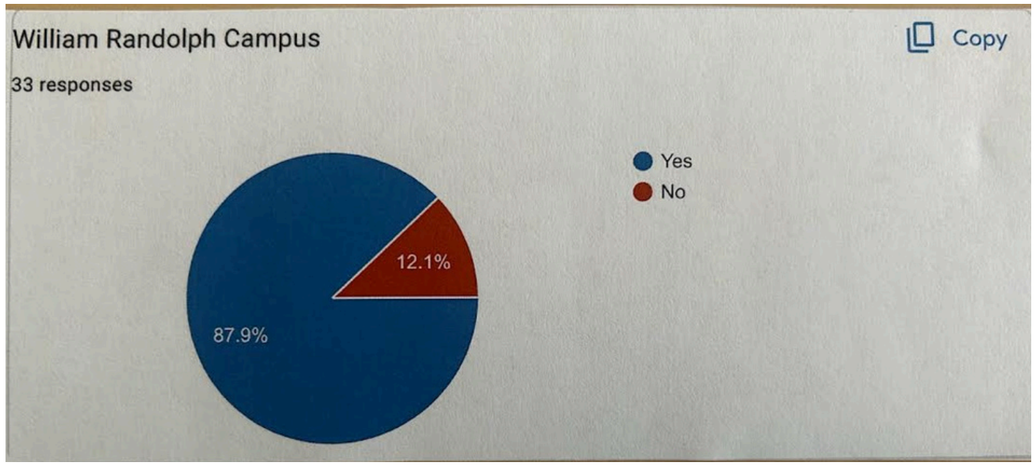
Asheville City Schools Academy of Excellence (ACSAE)

Stafford Academy- Lillian Exum Clement Stafford, Dykeman Academy- Wilma Dykeman, Montford Academy

Asheville Academy of Excellence

The two with the high numbers:







WILLIAM RANDOLPH WINS 87.9%

ASHEVILLE CITY SCHOOLS

#ChallengingAndRelevantInACS

Letter to the Board for the Proposed name for 90 Montford Ave. and the Logo agreement.



Click on logo for letter.

Questions?

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#YouBelongInACS

#ChallengingAndRelevantInACS



#EverySecondCountsInACS

ASHEVILLE CITY SCHOOLS

Learn. Discover. Thrive.

Board of Education

George Sieburg, *Chair*
Amy Ray, *Vice Chair*
Sarah Thornburg
Jesse Warren
Liza Kelly
Rebecca Strimer
James Carter

Office of the Superintendent

Dr. Maggie Fehrman, *Superintendent*

Kimberly Jones, *Executive Assistant to the Superintendent*

November 4, 2024

To: Asheville City Board of Education

From: Dr. Maggie Fehrman, Superintendent

Heidi Kerns, CFO

April Dockery, COO

Re: Recommendation for Employee Disaster Response Bonuses

What our region, county and district has had to deal with in recent weeks has been unprecedented. In response, the administration is recommending that in addition to the hurricane leave granted to all eligible employees during the closure, that a bonus be paid to employees who met the urgent needs of the district and reported to work in response to the crisis, many while still dealing with personal crises as well.

There was a potential of 27 days that employees could have reported to work during this time. Since this bonus is performance-based, it is not just subject to FICA, but it is also subject to retirement.

Principals and supervisors have reported that approximately 1478 days were worked. We respectfully request that you consider one of the following options:

$50/day – Salary $73,900, FICA $5,653, Retirement $17,765 – Total $97,318

$75/day – Salary $110,850, FICA $8,480, Retirement $26,648 – Total $145,978

$100/day – Salary $147,800 FICA $11,306, Retirement $35,531 – Total $194,637

$125/day – Salary $184,750, FICA $14,133, Retirement $44,414 – Total $243,297

It is the recommendation of the administration to pay employees at the level of $100/day. This will be a maximum local cost of approximately $194,637 as indicated above. (Salaried staff who do not require subs will be permitted to trade days in lieu of pay upon request which will reduce this total cost).

Respectfully,

Dr. Maggie Fehrman

Dr. Maggie Fehrman
Superintendent

CONTRACTS – For Approval

Carley Stein - Impact Literacy

TRY Inc DBA Young Transportation - Charter Bus, AMS 8th Grade Field Trip

CONTRACTS – Information only

AVID Center - AVID Partnership

Buncombe County Partnership for Children - Sustaining Facility Quality Grant

Discovery Education - Mystery Science Subscription

Erika Germer - Community Engagement Support

Excavation Specialist - Excavation Services

Lazel, Inc DBA Learning A-Z - Raz-Plus ELL Subscription

Lexia Learning - LETRS Online Subscription Additional

Parent Square - Engage 2023 Subscription

SUD Associates - Chiller Replacement Design at CLX

Tobii Dynavox - Boardmaker 7 Organization Subscription

TRY Inc DBA Young Transportation - Charter Bus, AHS AVID Field Trips

MOUs

Our Voice - Sexual Violence Prevention Education

Your Next Chapter - Mental Health Services

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Reform Policies

November 4, 2024

ACS School Board Work Session

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Agenda

1. Reform Policy Refresher
2. Overview of current policies
3. Recommended Next Steps

Reform Policies

- Drive transformational change
- Set the standard and provide for the establishment of structures and processes
- Rest on the foundation of the Board's core beliefs, commitments, and theory of action
- Wider reaching policies that extend beyond operational policies
- Developing reform policies is significant work that takes time and
- Set direction and drive high performance
- Make immediate improvement possible and drive long-term solutions

Policy 3400: Evaluation of Student Progress (Grading)

1. Current Policy Review (No accompanying procedure)
    a. Does the policy convey the Board's core beliefs?
    b. Does the policy set a standard and drive transformational change?
2. What the research says about best practices in grading
    a. Apply a sound mathematical approach
    b. Value demonstration of mastery of knowledge, not behavior
    c. Clear simple and transparent

Policy 3400 Next Steps

Convene Action Teams

- Invite teachers to serve
- Create subgroups
- Review data and research

Develop Master Plan

- Agree upon one or more grading practices based on research
- Map out implementation steps

Pilot

- Select grade levels and or curriculum areas to pilot
- Gather feedback and data

Approval and Training

- Evaluate data and feedback from pilot
- Recommend updates to policy and develop procedure

Policy 3420: Student Promotion and Accountability

1. Current Policy Review (No accompanying procedure)
    a. Does the policy convey the Board's core beliefs?
    b. Does the policy set a standard and drive transformational change?
2. What the research says about best practices in promotion / retention
    a. Students retained in 9th grade are 6x less likely to graduate on time when compared to their new 2nd 9th grade cohort
    b. Short term gains fade over time for retained students
    c. Students that have been retained are more likely to drop out

Policy 3420 Next Steps

Convene Action Teams

- Invite stakeholders to serve
- Review data and research
- Collect feedback on current policy

Draft Options

- Draft new promotion criteria
- Test new criteria

Communication / Feedback

- Present new promotion criteria to stakeholders and gather feedback

Approval and Implementation

- Final presentation to School Board for approval and set implementation date

Policy Code: 3400 Evaluation of Student Progress

An evaluation system of students' academic performance is necessary to help ensure that all students are succeeding within the framework of the educational goals and objectives of the board. The board believes that the formal issuance of student evaluations on a regular basis promotes continuous assessment of a student's performance; informs the student, his or her parents or guardians, and the school counselor about the student's performance and progress; and provides a system of notice that allows intervention strategies to be implemented if necessary to improve the student's performance. The board encourages teachers and principals to pursue innovative methods of evaluating progress.

The superintendent or designee shall establish an evaluation system for assessing an individual student's academic achievement and progress relative to benchmarks set for students at that instructional level. The evaluation system should provide for regular communication with parents so that they may be informed and involved in their child's education.

Teachers shall evaluate student performance and keep accurate records in order to substantiate a grade or assessment given in a course.

Legal References: G.S. 115C-47

Cross References: Parental Involvement (policy 1310/4002), Goals and Objectives of the Educational Program (policy 3000)

Adopted: December 14, 2020

Asheville City Board of Education

Policy Code: 3420 Student Promotion and Accountability

A. Purpose

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

B. Student Promotion Standards

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

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

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

C. Diploma Standards

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

D. Appeals of Promotion Decisions

1. Appeal to the Superintendent

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

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

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

2. Appeal to the Board of Education

The superintendent's decision to promote or retain a student may be appealed to the board in

accordance with the procedures set forth in subsection E.5 of policy 1740/4010, Student and Parent Grievance Procedure.

E. Literacy Interventions

1. Reading Camps

The board will provide reading camp opportunities as required by law at no fee for students who are entitled to this intervention under state law. The superintendent or designee shall encourage parents of eligible students to enroll their students in a reading camp. To the extent resources permit, the board will offer fee-based reading camp opportunities for students in eligible grades who are not entitled to attend at no cost. Annually, the board will establish criteria for priority enrollment in its fee-based reading camps and will set the attendance fee at an amount not to exceed the statutory limit. The superintendent or designee shall notify interested parents of the application procedure for the fee-based reading camps.

2. Individual Reading Plans

Beginning in the 2022-2023 school year, an Individual Reading Plan (IRP) will be developed in accordance with state law for any student in kindergarten through third grade demonstrating difficulty with reading development based on the results of either (1) the first diagnostic or formative assessment of the school year or (2) the first diagnostic or formative assessment of the second semester of the school year. The student's teacher shall notify the parent or guardian that the student has demonstrated difficulty with reading development and that an IRP has been developed for the student. The notice provided must include all other information required under G.S. 115C-83.6B(b) and should be in the parents' native language when appropriate foreign language resources are readily available.

3. Digital Children's Reading Initiative

The school system will provide access through the school system website to available resources from the Department of Public Instruction's Digital Children's Reading Initiative as required by law. Printable activities from those resources will be provided in hard copy to students who do not have digital access at home.

4. Approval of Literacy Intervention Plan

By the established deadline each year, the superintendent or designee shall submit to the Department of Public Instruction for approval a plan for the literacy interventions the school system will offer in the following school year, as required by G.S. 115C-83.6A.

F. Promotion Standards for Students with Disabilities

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

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

G. Credit by Demonstrated Mastery

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

H. Credit Recovery

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

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

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

I. Repeating a Course for Credit

1. Repeating a Previously Failed Course

As provided in State Board of Education Policy CCRE-001, high school students who fail a course for credit may repeat that course. To take advantage of this option, the student must repeat the entire course. Beginning with the 2015-16 school year, when a student initially fails a high school course and successfully repeats the course for credit, the new course grade will replace the original failing grade for the course on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility. The superintendent may develop procedures for students to indicate their intent to repeat a course for credit under this paragraph and may establish any other rules as necessary and consistent with State Board policy.

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

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

a. the student must have earned a letter grade of C or lower in the course on the first attempt;

b. the student must make a written request to repeat the course;

c. the principal or designee must approve the request;

d. there must be space available after seats have been assigned to students who are taking the course for the first time or repeating a previously failed course;

e. the course to be repeated must be a duplicate of the original class and must be taken during the regular school day at a high school in this school system or through the North Carolina Virtual Public School;

f. upon completion of the repeated course, the new course grade will replace the student's original grade on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility, regardless of whether the later grade is higher or lower than the student's original mark;

g. credit towards graduation for the same course will be given only once;

h. a course may be repeated only one time; and

i. students may repeat a maximum of four previously passed courses during their high school careers.

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

J. Credit From Studying Abroad

The board encourages students to participate in foreign exchange student programs to enhance their high school academic experience and heighten their awareness and knowledge of global cultures. With careful planning, students may receive credit for courses taken abroad that have substantial equivalency to school system high school courses in content and in hours.

Students who wish to receive high school credit for courses taken during the school year in a foreign country should file a request for study abroad credit with the principal or designee by July 1 of the year preceding the proposed study. To receive credit, the student must submit a copy of the syllabus of the course with the hours of study and grading system described. The student should promptly notify the principal or designee of any course changes.

K. Acceleration

Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail, or providing different types of educational experiences. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options (see policy 3101, Dual Enrollment).

The principal, after consulting with the professional staff and the student's parents, may determine that skipping a grade level is appropriate.

Students also have the option of using an accelerated pathway to complete high school in three years rather than four (see policy 3460, Graduation Requirements).

L. Reporting Requirements

1. Superintendent's Report to the Board

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

a. aggregate student performance scores on state-mandated tests and any other standardized tests used by a school or the school system;

b. the number and percentage of students retained and/or not meeting the standards for their grade level;

c. the number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in state law; and

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

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

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

3. Publication on the School System Website

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

M. Resources

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

N. Notification to Parents

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

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

evaluation of a student's progress will be based upon the student's classroom work, observations, tests, assessments, and other relevant information.

O. Children of Military Families

As required by the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5), G.S. 115C-407.12, and policy 4155, Assignment to Classes, school administrators have the authority to exercise flexibility in waiving course or program prerequisites or other preconditions for the placement of children of military families, as defined in policy 4050, Children of Military Families, in courses or programs offered by the school system.

Legal References: G.S. 115C-36, -45(c), -47, -81.5, -83.2, -83.3, -83.6, -83.6A, -83.6B, -83.7, -83.7A, -83.8, -83.9, -83.10, -83.11, -83.31, -105.21, -174.11, -288(a), -407.5, -407.12; S.L. 2021-8; 16 N.C.A.C. 6D .0510; State Board of Education Policies CCRE-001, GRAD-001, GRAD-006, KNEC-002, KNEC-003

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

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

Adopted: May 11, 1998

Revised: August 7, 2000

April 15, 2002

August 7, 2006

May 3, 2010

October 4, 2010

March 3, 2014

June 2, 2014

February 3, 2020

March 11, 2024

June 27, 2024