

**ASHEBORO CITY BOARD OF EDUCATION**  
**North Asheboro Middle School Theater**  
**July 14, 2022**  
**7:30 p.m.**

**6:00 p.m.      Policy Committee**  
**6:45 p.m.      Finance Committee**

**I. Opening**

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

**II. Superintendent's Report – Dr. Aaron Woody, Superintendent**

**III. Public Comments**

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

**IV. \*Consent Agenda**

- A.** Approval of Minutes for June 2, 2022 Board of Education Meeting, June 22, 2022 Special Called Meeting, and June 28, 2022 Special Called Meeting
- B.** Policy Recommended for Approval
  - Policy 2123 – Board Member Opportunities For Development
- C.** Personnel
- D.** Rescind board action from March 2020 board meeting giving authority to Superintendent Aaron Woody to temporarily waive board policies as necessary in response to COVID-19
- E.** 2022-2023 School Fees
- F.** 2021-2022 Budget Transfer Report - Information Only

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

- A.** Policies for Review – Ms. Carla Freemyer, Executive Director of Human Resources
  - Policy 4110 – Immunization And Health Requirements for School Admissions
  - Policy 4240/7312 – Child Abuse And Related Threats To Child Safety
  - Policy 4260 – Student Sex Offenders
  - Policy 7340 – Employee Dress And Appearance
  - Policy 7430 – Substitute Teachers
  - Policy 7510 – Leave
  - Policy 7520 – Family And Medical Leave
  - Policy 7540 – Voluntary Shared Leave
  - Policy 7550 – Absences Due To Inclement Weather
  - Policy 7950 – Non-Career Status Teachers: Nonrenewal
- B.** Annual Review of Student Transportation – Ms. Tari Johnson, Transportation Coordinator, and Ms. Angela Palmer, Transportation Supervisor
- C.** Facilities and Asheboro High School Phase III Updates – Mr. Christopher Scott, Director of Facilities & Maintenance

- D. 2022-2023 Strategic Plan Action Steps – Dr. Wendy Rich, Assistant Superintendent of Curriculum & Instruction

**VI. \*Action Items**

- A. Approval of CTE Honors Courses for Student Tech Team – Ms. Sarah Beth Robbins, Director of Career & Technical Education (CTE), and Student Tech Team presentation by Mr. Anthony Woodyard, Director of Technology & Innovation
- B. Local Face Covering Policies – required by SL 2021-130 (Senate Bill 654).

**VII. Board Operations – Chairman Michael Smith**

- A. Calendar of Events

**VIII. Adjournment**

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

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

**ASHEBORO CITY BOARD OF EDUCATION**  
**North Asheboro Middle School Theater**  
**July 14, 2022**  
**7:30 p.m.**

**Addendum**

**6:00 p.m. – Policy Committee Meeting**  
**6:45 p.m. – Finance Committee Meeting**

- I.     Opening**
- II.    Superintendent's Report**
- III.   Public Comments**
- IV.    Consent Agenda**
  - C. Personnel (addendum added)
  - G. Approval of Request for Authorization of Noncompetitive Procurement Proposal Curriculum Associates
  - H. Approval of Request for Authorization of Noncompetitive Procurement Proposal Paper Education Company, Inc.
- V.     Information, Reports, and Recommendations**
  - B. Transportation Update Presentation added
- VI.    Action Items**
  - C. Award of RFP 147-ACSINTERACT Bid – Mr. Anthony Woodyard, Director of Technology & Innovation
- VII.   Board Operations**
- VIII. Adjournment**

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

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

# ASHEBORO CITY BOARD OF EDUCATION MINUTES

## North Asheboro Middle School Theater

June 2, 2022

7:30 p.m.

### Policy Committee

#### Board Members Present:

Chairman Michael Smith

Ryan Patton

Hailey Lee

Vice-Chairman Baxter Hammer

Linda Cranford

Adam Hurley

Gwen Williams

Gidget Kidd

#### Staff Members Present:

Dr. Drew Maerz

Carla Freemyer

Dr. Aaron Woody

The meeting was called to order at 6:10 p.m. and Dr. Maerz presented the following policy amendments:

#### **4110 - Immunization and Health Requirements for School Admission**

- Adds the pneumococcal conjugate vaccine to the list of vaccines required for initial entry to school (applicable only to children entering school before age 5).
- Removes unnecessary language from Section B.
- Updates the footnotes.

#### **4260 - Student Sex Offenders**

- Clarifies the language in Section A.
- Removes a statement from Section A because the information is already addressed in Section B.

#### **7340 - Employee Dress and Appearance**

- Committee asked for the word "additional" be added to first paragraph, #2.....specific dress or **additional** appearance requirements....
- Requires dress and appearance guidelines to be gender-neutral.
- Permits exceptions to the dress and appearance rules when warranted by an employee's special duties.
- Requires providing a process for offering reasonable accommodations when required by law.
- Clarifies language and expectations.
- Includes minor editorial changes.

#### **7430 - Substitute Teachers**

- Updates legal references.

#### **7510 - Leave**

- Updates the temporary requirement based on recent changes to the state public health guidance.

#### **7520 - Family and Medical Leave**

- Clarifies language in M.3.

#### **7540 - Voluntary Shared Leave**

- Clarifies the language in the first sentence.

#### **7550 - Absences Due to Inclement Weather**



- Adds a telework option.
- Identifies when time may be made up for different types of employees, including complying with the Fair Labor Standards Act.
- Updates legal references.
- Adds remote working to the cross references.

**7950 - Non-Career Status Teachers: Nonrenewal**

- Updated language to comply with general statutes.

**4240/7312 - Child Abuse and Related Threats to Child Safety**

- Moves information from the end of the policy to the introduction and to a new Section D.
- Adds a new Section H to address the new statutory requirement that child abuse and neglect information be provided to students in grades six through 12.
- Includes minor editorial changes.
- Updates the legal references.

There being no further business, the meeting was adjourned at 6:54 p.m.

**Finance Committee**

**Board Members Present:**

Chairman Michael Smith  
Gus Agudelo

Vice-Chairman Baxter Hammer  
Dr. Beth Knott

Gwen Williams

**Staff Members Present:**

Dr. Aaron Woody

Sandra Spivey Ayers

Gwen Williams, Finance Committee Chair, called the meeting to order at 6:57 p.m. and referred to Sandra Spivey Ayers.

Mrs. Spivey Ayers reviewed the School Nutrition Bid Recommendations for the 2022-2023 school year. Sysco was the only vendor to submit a bid for Groceries and Supplies. R&H Produce and Pet Dairy agreed to roll forward their bids.

Mrs. Spivey Ayers reviewed the resolution to increase the micro-purchase threshold for the 2022-2023 school year. This resolution extends the current resolution through July 2023 to increase the micro-purchase threshold from \$10,000 to \$30,000 for goods and services purchased with federal funds.

Mrs. Spivey Ayers reviewed the Pay Dates and the list of School Treasurers for the 2022-2023 school year.

Mrs. Spivey Ayers reviewed the Sodexo contract amendment for the 2022-2023 school year. The contract amendment has been approved by NCDPI. The amendment includes an increase of \$0.245 per meal equivalent to cover the minimum wage increase to \$15.00 per hour.

Mrs. Spivey Ayers reviewed the budget amendment OR-01. The Other Designated Accounts amendment includes the Chromebook replacements received from the Emergency Connectivity Fund Grant and the monetary donation from the McCrary Foundation to help with the piano tuning at Asheboro High School.

Mrs. Spivey Ayers reviewed the 2022-2023 Interim Budget. This will allow Asheboro City Schools to begin the new school year with the same budget as 2021-2022. Once the state has passed a budget, Mrs. Spivey Ayers will bring a Budget Resolution to the Board for 2022-2023.

Ms. Spivey Ayers reviewed the contract amendment for J.M. Thompson, our general contractor for the Asheboro High School Renovation project. This amendment includes the addition of the work in the new gym to remove and replace the floor and bleachers. The amendment also includes the removal of the line item for repairing the seating in the Performing Arts Center. We have received quotes for installation of new seating in the lower level of the PAC. We will be able to afford new lower level seating with the funds removed from the J.M Thompson contract along with some of our furniture allotment in the project budget.

There being no further business, Gwen Williams adjourned the meeting at 7:12 pm.

### **Board of Education**

#### **Board Members present:**

Chairman Michael Smith  
Hailey Lee  
Gidget Kidd  
Scott Eggleston, Attorney

Vice-Chairman Baxter Hammer  
Gwen Williams  
Dr. Beth Knott  
Ryan Patton

Adam Hurley  
Linda Cranford  
Gus Agudelo  
Phillip Cheek

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

Dr. Aaron Woody  
Carla Freemyer  
Dr. Drew Maerz  
Tracie Ross  
Angel Etheridge  
Lee Clark  
Chandra Manning

Sandra Spivey Ayers  
Leigh Anna Marbert  
Sarah Beth Robbins  
Chris Scott  
Sarah Downey  
Deanna Wiles  
Blake Brewer

Anthony Woodyard  
Dr. Wendy Rich  
Christina Kinley  
Kelly Thompson  
Melissa Belote  
Wes Berrier  
Bridgette Kiser

#### **Opening**

Chairman Smith called the meeting to order at 7:30 p.m. and welcomed all in attendance. Chairman Smith began with a moment of silence. Chairman Smith asked to remember the tremendous loss this past week with the sudden passing of two students who were part of the Donna Lee Loflin Elementary School community, Corey Miller, a third-grader, and Ceani Isley, a first-grader. Chairman Smith also asked to remember the victims of the shooting in Uvalde, Texas the week prior. Following the moment of silence, Mr. Smith led the Pledge of Allegiance.

Upon motion by Phillip Cheek and seconded by Linda Cranford, the Board unanimously

approved the meeting agenda.

**Special Recognitions & Presentations:**

**Ms. Sarah Downey, Asheboro High School Chorus Director**, led the Park Street Ensemble in a performance. They sang several songs that were performed the last week in May during their final concert of the 2021-2022 school year.

**Ms. Leigh Anna Marbert, Public Information Officer, presented the following Community Partner Spotlight:** Ms. Marbert recognized Energizer for their continued support of our schools through the donation of over 500,000 batteries and other supplies since the opening of the manufacturing plant in Asheboro in 2000.

**Ms. Deanna Wiles, Director of K-12 Education**, recognized NCCTM Outstanding Mathematics Educators, Ms. Bridgette Kiser (South Asheboro Middle School), and Ms. Melissa Belote (Charles W. McCrary Elementary School).

**Ms. Sarah Beth Robbins, Director of Career & Technical Education (CTE)**, recognized the CTE Teacher of the Year, Ms. Kelly Thompson, Health Science teacher at South Asheboro Middle School.

**Ms. Sarah Beth Robbins, Director of Career & Technical Education (CTE)**, recognized the following students who were accepted into the Apprenticeship Randolph Pre-Apprentice Program: Christian Gordon (ED Industries); Christian Glass (Post Consumer Brands); Miguel Lujano Flores (Technimark); and Alan Delgado (Energizer).

**Dr. Drew Maerz, Director of Support Services**, introduced Wes Berrier, Asheboro High School Athletic Director, and Asheboro High School Track and Field Coach Blake Brewer, who recognized Arianna Lovingood-Smith for placing fourth in the NCHSAA 3A State Track & Field Championships at NC A&T University. Ms. Lovingood-Smith has also signed to be a member of the cheerleading squad at the University of North Carolina Charlotte.

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

**Lady Blue Comets Advance**

As of Friday, May 20, the Asheboro High School Blue Comet Ladies Soccer Team had won the second round of playoffs. That win advanced them to the third round of playoffs on Monday, May 23 at East Lincoln High School at 7 p.m. The district extends special congrats to our girls.

**Lovingood-Smith Competes in NC Track and Field Competition**

Asheboro City Schools congratulates Asheboro High School senior Arianna Lovingood-Smith for taking second place in the high jump and third place in the triple jump at the NCHSAA 3A Midwest Regionals the weekend of May 14. These wins qualified Arianna to compete at the NCHSAA 3A State Track & Field Championships at NC A&T University where she placed fourth overall. She placed seventh in the high jump and she medaled in the triple jump! Way to go Ariana!

### **Randolph County Sports Council Awards Scholarships**

Madison Arroyo and Tramir Martin were recognized as the Asheboro High School recipients of the Randolph County Sports Council Scholarship. Along with recipients from other schools in the county, Madison and Tramir were recognized at the Council's annual Scholarship Banquet, hosted by Snyder Farms Restaurant. Way to go Blue Comets!

### **Seniors Earn Scholarships from the Asheboro City Schools Education Foundation**

Asheboro City Schools wishes to congratulate our students for receiving scholarships through from the ACS Education Foundation.

### **Middle School Soccer Recap**

The district congratulates the Girls Soccer Team from South Asheboro Middle School for an incredible season where they completed the season as tournament champions for all of Randolph County. They finished their undefeated season with an overall record of 16-0-1! Go Comets!

The Boys Soccer Team from North Asheboro Middle School were also named tournament champions! Congratulations to scorers Carlos Castaneda Gonzalez and Alexander Alarcon Perez. Great job team!

### **Ramon – 2022 Regional Coach of the Year for Girls Soccer**

Asheboro High School Coach Emily Ramon was named the 2022 Regional Coach of the Year for high school girls' soccer in Region 7. Coach Ramon led the Lady Comets to a win in the second round of NCHSAA 3A Girls Soccer State Playoffs.

### **Berrier Announced as AHS Athletic Director**

Asheboro High School teacher and former wrestling coach, Wes Berrier, was named the new Athletic Director for the school. In his first several weeks as Athletic Director, Coach Berrier did a great job of communicating athletic updates across our school communities. Coach Berrier's son, Jake Berrier, has been named the new wrestling coach for the Blue Comets.

**Dr. Aaron Woody, Superintendent**, recognized Dr. Drew Maerz, Director of Support Services and Ms. Leigh Anna Marbert, Public Information Officer for their dedicated service to Asheboro City Schools.

### **Superintendent's Report**

Dr. Aaron Woody, Superintendent, shared the following:

- On Thursday, June 9, Asheboro City Schools will celebrate the Asheboro High School Class of 2022 at the annual commencement ceremony to take place at Lee J. Stone Stadium (weather-permitting).
- The Asheboro High School Class of 2022 had a remarkable year. Our senior class has earned over \$2,000,000 and counting in academic/athletic scholarships, grants, and other monetary awards given by community clubs and organizations, corporations, colleges/universities, and various branches of the military. Of the 243 graduates, there are 34 Distinguished graduates and 38 Honor graduates. The class of 2022 has reported their intentions to attend over 32 colleges and universities, including Columbia University, Johns Hopkins University, the United States Air Force Academy, the University of Oklahoma, the University of Evansville, and a number of others throughout North Carolina.

We are so proud of each and every one of our seniors and wish them well on their post-secondary journeys!

- Dr. Woody gave instructions to the Board regarding graduation.
- Dr. Woody presented the 2021-2022 Asheboro High School yearbook to the Board members.
- Dr. Woody lifted up various accomplishments of Asheboro City Schools students across the district, including summer opportunities for students.

### **Public Comments**

Mr. Reynolds Lisk and Mr. Chris Yow thanked the Board for the honor of being appointed to the Randolph Community College Board of Trustees by the Asheboro City Board of Education. Mr. Yow and Mr. Lisk gave an update on opportunities at Randolph Community College and discussed the process of finding a new president for Randolph Community College.

### **Consent Agenda**

Upon motion by Gidget Kidd and seconded by Linda Cranford, the following items were unanimously approved by the Board:

- A. Approval of Minutes – May 12, 2022 Board of Education Meeting
- B. Policies Recommended for Approval
  - Policy 2220 – Official School Spokesperson
  - Policy 2341 – Quorum
  - Policy 3431 – Conflict Resolution
  - Policy 5100 – Relationships with Other Governmental Agencies
  - Policy 5110 – Relationship with County Commissioners
  - Policy 6140 – Student Wellness
  - Policy 9210 – Care and Maintenance of Grounds
- C. Personnel – Please see the list below.
- D. Overnight Field Trip – NAMS 8<sup>th</sup> Grade Trip to Washington DC
- E. School Nutrition Bid Recommendations 2022-2023
- F. Resolution to Increase Micro-Purchase Threshold for 2022-2023
- G. 2022-2023 Pay Dates
- H. 2022-2023 Treasurers
- I. Asheboro City Schools-Sodexo Contract Amendment 2022-2023
- J. CTE Articulation Agreement
- K. Randolph Community College Memorandum of Understanding
- L. Overnight Field Trip Request – AHS FFA Convention, Raleigh
- M. Appointment of Mr. Reynolds Lisk to the Randolph Community College Board of Trustees – Period 7-1-2022 to 6-30-2026
- N. Budget Amendment OR-01
- O. 2022-2023 Interim Budget

**Asheboro City Schools  
Personnel Transactions  
June 2, 2022**

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

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Lassiter	Reginald	AHS	Social Studies	8/18/2022
Muse	Brian	AHS	Mathematics	8/18/2022
Williams	Laura	SAMS	School Nurse	8/18/2022

**C. TRANSFERS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Caviness	Sharon	GBT to NAMS	3rd Grade to 8th Grade ELA	8/18/2022
Hopkins	Heather	LP to CWM	1st Grade	8/18/2022

**Asheboro City Schools  
Personnel Transactions  
ADDENDUM June 2, 2022**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Duncan	Adam	AHS	School Counselor	6/13/2022
Maerz	Drew	CO	Director of Support Services	6/30/2022

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Diener	Mary Lou	NAMS	Testing Support (temporary; part-time)	5/31-6/9/2022
Ferguson	Krista	LP	3rd Grade	8/12/2022
Pruitt	Erin	BAL	1st Grade	8/18/2022
Lopienski	John	NAMS	Instructional Assistant/ISS	8/18/2022
Miranda	Obed	AHS	Non-Faculty Coach - Boys Varsity Soccer	8/1/2022

**C. TRANSFERS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Baird	Ashley	GBT to LP	2nd grade to 1st grade	8/18/2022
Crooks	Penny	AHS to CO	Principal to Special Projects	TBD
Hartong	Jessica	CWM to GBT	Interventionist to Instructional	8/18/2022
Sheppard	Lea	CWM to NAMS	4th Grade to 6th Grade ELA	8/18/2022

**D. CERTIFIED APPOINTMENTS CONTRACTED THROUGH EPI (Educational Partners International)**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Diaz Nieto	Nataly Lucia	LP	Kindergarten Dual Language	8/12/2022
Rodriguez Sibaja	Alejandra	BAL	Kindergarten Dual Language	8/12/2022
Silva Serrato	Ana Maria	GBT	Kindergarten Dual Language	8/12/2022
Torres Paz	Melba Isbela	LP	5th Grade Dual Language	8/12/2022
Valladares Teruel	Kelvin	LP	4th Grade Dual Language	8/12/2022

### **Information and Reports**

- A. Dr. Drew Maerz, Director of Support Services, presented the policy for review
  - Policy 2123 – Board Member Opportunities For Development
- B. Student Dress Code – Dr. Maerz, Director of Support Services, presented the newly drafted Student Dress Code. Dr. Maerz explained the process for the Student Dress Code review. He shared the results of the survey conducted and summarized the core beliefs and expectations of the Student Dress Code. He provided a timeline for potential adjustments and assured the Board that if this is the consensus of the Student Dress Code Team, changes could be in place by the 2022-2023 school year.
- C. Mr. Chris Scott, Director of Facilities & Maintenance, shared an update on the Asheboro High School renovations. We are on still on schedule.

### **Action Items:**

- A. Ms. Sarah Beth Robbins, Director of Career & Technical Education (CTE), presented the 2022-2024 CTE Local Plan and requested approval by the Board. Ms. Robbins explained how the CTE program is funded, discussed the different programs in the CTE program, and shared the planning steps and the goals in the 2022-2024 CTE Local Plan. Upon motion by Phillip Cheek and seconded by Ryan Patton, the plan was unanimously approved as presented.
- B. Ms. Deanna Wiles, Director of K-12 Education, requested approval of the 2022-2025 AIG Plan as presented at the May Board meeting. Upon motion by Gidget Kidd and seconded by Phillip Cheek, the plan was unanimously approved by the Board.
- C. Ms. Sandra Spivey Ayers, Finance Officer, requested approval of the J.M. Thompson Contract Change Order for the Asheboro High School Phase III construction project. The change is needed for additional work in the gymnasium and seating for the Performance Arts Center in the Phase III construction at Asheboro High School. Upon motion by Linda Cranford and seconded by Vice-Chairman Baxter Hammer, the plan was unanimously approved by the Board.
- D. Per Session Law 2021-130 (Senate Bill 654), local boards of education are required to conduct a monthly vote on Local Face Covering Policies. The Board conducted a roll call vote, which resulted in a unanimous decision to continue mask optional for staff and students.

### **Board Operations:**

Chairman Smith reviewed information regarding upcoming events including various end-of-year events at our schools and the Asheboro High School graduation is on June 9 at 7:00 p.m.

The ACS Retirement and Service Awards Celebration is to be held on June 10 at 8:00 a.m. in the South Asheboro Middle School gym.

There will be two special called Board meetings: June 28 and July 28 at 5:30 p.m. in the Central Office boardroom.

The next regularly scheduled Board meeting will be on July 14, 2022 at 7:30 p.m.

Chairman Smith reviewed the Board of Education Meeting Dates for 2022-2023.

**Adjournment:**

There being no further business and upon motion by Gus Agudelo and seconded by Dr. Beth Knott the Board unanimously approved to adjourn at 9:39 p.m.

---

Chairman

---

Secretary



**Asheboro City Board of Education  
Special Called Meeting  
Central Office Boardroom  
June 22, 2022  
5:30 p.m.**

**Board Members Present:**

Gus Agudelo	Linda Cranford	Gidget Kidd	Ryan Patton
Phillip Cheek	Adam Hurley	Hailey Lee	

**Staff Members Present:**

Dr. Aaron Woody	Chandra Manning	Sandra Spivey Ayers	Anthony Woodyard
Carla Freemyer	Sarah Beth Robbins	Dr. Wendy Rich	

**Opening**

Dr. Aaron Woody opened the meeting at 5:30 p.m. and welcomed those in attendance. Dr. Woody noted that Chairman Michael Smith, and Vice-Chairman Baxter Hammer were not available to attend the meeting. Therefore, Dr. Woody requested a nomination for a temporary ad hoc Board Chair for the purpose of this meeting.

Upon motion by Ryan Patton to nominate Gidget Kidd as temporary ad hoc Board Chair, and seconded by Linda Cranford, the Board unanimously approved the motion.

Gidget Kidd officially opened the meeting at 5:35 p.m. and asked for a motion to approve the agenda. Upon motion by Phillip Cheek, and seconded by Gus Agudelo, the Board unanimously approved the agenda.

**Consent Agenda**

Upon motion by Ryan Patton, and second by Linda Cranford, the Board unanimously approved the following items:

- A. Personnel – see personnel list below
- B. 2021-2022 Student Intern Salary Schedule
- C. Approval of Request for Authorization of Noncompetitive Procurement Proposal – Kidd's Connect OT, LLC
- D. Approval of Request for Authorization of Noncompetitive Procurement Proposal – Engaging Schools

**Asheboro City Schools Personnel Transactions June 22, 2022**

**\*ADMINISTRATIVE APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Andrews	Amber	BAL	Assistant Principal	08/01/2022-06/30/2024
Moody	Ryan	AHS	Principal	07/11/2022-06/30/2026

**Adjournment**

There being no further business and upon motion of Gus Agudelo, and seconded by Phillip Cheek, the Board unanimously approved to adjourn at 5:39 p.m.

---

Chairman

---

Secretary

**Asheboro City Board of Education  
Special Called Meeting  
Central Office Boardroom  
June 28, 2022  
5:30 p.m.**

**Board of Education**

**Board Members Present:**

Michael Smith, Chairman  
Linda Cranford  
Gus Agudelo  
Scott Eggleston, Attorney

Phillip Cheek  
Gidget Kidd  
Ryan Patton

Hailey Lee  
Adam Hurley  
Gwen Williams

**Board Members Absent:**

Dr. Beth Knott

Vice-Chair Baxter Hammer

**Staff Members Present:**

Dr. Aaron Woody, Superintendent  
Carla Freemyer

Sandra Spivey Ayers  
Angel Etheridge

Anthony Woodyard

**Opening**

Chairman Smith called the meeting to order at 5:29 p.m. and welcomed all in attendance.

Upon motion by Phillip Cheek and seconded by Hailey Lee, the Board unanimously approved the meeting agenda.

**Consent Agenda**

Upon motion by Gwen Williams and seconded by Linda Cranford, the following items were unanimously approved by the Board:

- A.** Personnel (see personnel list below)
- B.** Budget Amendment CO-02
- C.** Budget Amendment F-05
- D.** Bank Signature Card - North Asheboro Middle School
- E.** Bank Signature Card - Asheboro High School
- F.** Budget Amendment OR-02

**Asheboro City Schools**  
**Personnel Transactions**  
**June 28, 2022**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Ambuehl	Staci	CWM	Speech	6/13/2022
Banner	LcBrandon	NAMS	Physical Education	6/30/2022
Biaggi	Mary	CWM	1st Grade	6/13/2022
Campbell	Valerie	GBT	4th Grade	6/13/2022
Gordy	Ryan	DLL	4th Grade	6/13/2022
Marley	Melvin	AHS	Instructional Assistant/EC	6/13/2022
Marshall	Rebecca	CO	Child Nutrition Accountant	6/30/2022
Pugh	Felicia	CWM	2nd Grade	6/13/2022
Sula	Teresa	AHS	Exceptional Children	6/30/2022

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Cable	Vincent	AHS	English	8/12/2022
Fierro	Fanny	GBT	4th Grade	8/18/2022
Hatcher	Brackey	CO	Bus Driver (part-time)	7/1/2022
Johnson	Michaela	LP	1st Grade	8/18/2022
Julian	Amanda	CWM	Exceptional Children	8/18/2022
Leonard	Janeice	SAMS	Agriculture Science	8/18/2022
Pinales-Frutos	Perla	AHS	English as a Second Language	8/12/2022
Poole	Alyson	CWM	3rd Grade	8/12/2022
Reza-Jaimes	Myranda	BAL	1st Grade	8/18/2022
Sanchez	Nicole	CWM	4th Grade	8/12/2022
Warren	Sara	CWM	Exceptional Children	8/18/2022

**C. TRANSFERS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Clodfelter	Bryan	AHS to SAMS	LTIP to Instructional Assistant	8/18/2022
Conville	Tiffany	NAMS to TBD	Mathematics to Academically Gifted	8/18/2022
Hollingsworth	Dana	CO to GBT	EC Program Facilitator to EC Teacher	8/18/2022
Moore	Sarah	DLL to CWM	2nd Grade to Instructional Facilitator	8/18/2022
Neal	Heather	LP	English as a Second Language - FT to PT	8/18/2022
Smitherman	Kayla	CWM/LP to LP	English as a Second Language	8/18/2022

**Asheboro City Schools**  
**Personnel Transactions - ADDENDUM**  
**June 28, 2022**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Clark	Stephanie	CWM	3rd Grade	6/13/2022
Everette	Callie	SAMS	6th Grade Math	6/22/2022
Richardson	Kristin	CWM	4th Grade	6/13/2022

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Cooper	Michelle	NAMS	Exceptional Children	8/18/2022
Cagle	Ashley	GBT	School Nurse	8/18/2022
Lamb	Christie	CO	Child Nutrition Accountant	7/18/2022
McKenzie	Natalie	DLL	4th Grade	8/12/2022

**C. TRANSFERS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Forcini	Summer	DLL to CWM	2nd Grade to 1st Grade	8/18/2022
Williams	Danielle	GBT to SAMS	4th Grade to 6th Grade Mathematics	8/18/2022

**\*D. NON-CAREER STATUS TEACHERS RECOMMENDED FOR CONTINUED EMPLOYMENT - 1 YEAR CONTRACT**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Green	Ilona	DLL	2nd Grade
Przybylowski	Ann	CWM	English as a Second Language

Linda Cranford recused herself from voting on the Action Item below pursuant to NCGS 14-234.3 due to a conflict of interest.

**Action Items**

- A. Ms. Sandra Spivey Ayers, Finance Officer, presented Insurance Recommendations for the 2022-2023 year and requested approval by the Board. The insurance recommendations included Worker's Compensation, Automobile/Inland Marine, Property and Cyber. Upon motion by Gidget Kidd and seconded by Gus Agudelo, the recommendations were approved as presented.

Upon motion by Linda Cranford and seconded by Phillip Cheek, the Board unanimously approved to move to Closed Session at 5:40 p.m.

**Closed Session**

Under NC General Statute 143-318.11.A1 and A4, to prevent disclosure of information that is privileged or confidential pursuant to the law of this State or of the United States, or not considered a public record within the Meaning of Chapter 132 of the General Statutes, the Board will enter closed session to discuss the Superintendent's annual evaluation and matters relating to the expansion of industries or other businesses in the area served by the public body.

Upon motion by Ryan Patton and seconded by Phillip Cheek, the Board unanimously approved to close the closed session at 7:55 p.m.

**Adjournment:**

There being no further business and upon motion by Gwen Williams and seconded by Ryan Patton, the Board unanimously approved to adjourn at 7:56 p.m.

---

Chairman

---

Secretary

## **BOARD MEMBER OPPORTUNITIES FOR DEVELOPMENT**

*Policy Code:* **2123**

---

Board members are encouraged to participate in school board professional development activities designed for them. New board members will have the opportunity and will be encouraged to attend orientation programs for new board members sponsored by the state and national school boards associations. It is the responsibility of the board to provide new board members a thorough orientation to board policies, practices and duties.

Each board member must fulfill the legal requirement to receive a minimum of 12 hours of training every two years.

All board members must receive a minimum of two hours of ethics education within 12 months after initial election or appointment to office and again within 12 months after each subsequent election or appointment to office. This education must address the laws and principles that govern conflicts of interest and ethical standards for local government officials. The superintendent shall maintain records verifying that each board member has participated in the required ethics education. The ethics education required under this paragraph may be counted towards the 12-hour training requirement.

Unless otherwise approved by the board, such training must be provided by the following entities: the school system, the North Carolina School Boards Association; the National School Boards Association; the School of Government; or the Department of Public Instruction. If a board member wishes to receive training credit for or be reimbursed for attending training offered by another entity, he/she must obtain approval from the board.

Funds for participation will be budgeted annually, and reimbursement for expenses will be made in accordance with law and applicable board policy.

Legal References: G.S. 115C-50; 160A-86, -87

Cross References: Code of Ethics for School Board Members (policy 2120)

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

Revised: November 14, 2002, June 10, 2010, August 9, 2012, February 11, 2016

**Asheboro City Schools  
Personnel Transactions  
July 14, 2022**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Neilson	Doris	GBT	After School Lead Program Assistant	6/8/2022
Ridge	Kristine	BAL	5th Grade	7/7/2022

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Pierce	Holly	GBT	2nd Grade	8/12/2022
Robles	Lymari	DLL	3rd Grade	8/18/2022
Seagraves	Taylor	DLL	Exceptional Children	8/18/2022
Smith	Kelly	NAMS	Health and Physical Education	8/18/2022

**C. TRANSFERS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Mullins	Cynthia	LP to NAMS	2nd Grade to English Language Arts	8/18/2022



**ASHEBORO CITY SCHOOLS  
CERTIFIED APPOINTMENTS  
July 14, 2022**

\

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Pierce, Holly	Edinboro University (PA) B: Early Childhood Education	Elementary, K-6

Ms. Holly Pierce is recommended to teach 2<sup>nd</sup> grade at Guy B. Teachey Elementary School for the 2022-2023 school year. Ms. Pierce is a recent graduate, eager to begin her teaching career. She completed two student teaching experiences, one in the second grade at Fairview Elementary in Fairview, PA. The second was at Springfield Elementary in East Springfield, PA in the first grade. Ms. Pierce is described as an enthusiastic educator who is student focused and strives to build strong relationships with her students. We are pleased to welcome Ms. Pierce to North Carolina and Asheboro City Schools! Welcome Ms. Pierce!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Robles, Lymari	University of Puerto Rico B: Elementary Education Interamerican University, Puerto Rico M: Elementary Teaching	Elementary, K-6

Ms. Lymari Robles is recommended to teach 3<sup>rd</sup> grade at Donna Lee Loflin Elementary School for the 2022-2023 school year. Ms. Robles is a veteran educator who recently relocated to the area from South Dakota, where she taught fourth grade for the past six years at Sonia Sotomayor Spanish Immersion Elementary School. Prior to moving to South Dakota, Ms. Robles taught for several years in Puerto Rico, in first, second, fifth and sixth grades. As a bilingual educator, Ms. Robles brings a wealth of experiences that will be an asset to her students and the Loflin school community. We are pleased to welcome Ms. Robles to North Carolina and Asheboro City Schools! Welcome Ms. Robles.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Seagraves, Taylor	UNC-Greensboro B: Human Development and Family Studies	Birth – Kindergarten Exceptional Children

Ms. Taylor Seagraves is recommended to teach exceptional children at Donna Lee Loflin Elementary School for the 2022-2023 school year. Ms. Seagraves has taught kindergarten the past five years at Johnson Street Global Studies School, where she also served on the teacher advisory council and completed LETRS training. She is excited to transition and serve as an exceptional children's teacher, as she is motivated by the belief that all children can be successful learners. We are pleased to welcome Ms. Seagraves to Asheboro City Schools. Welcome Ms. Seagraves!

**NAME**

Smith, Kelly

**COLLEGE/DEGREE**East Carolina University  
B: Interpersonal and  
Organizational Communications**LICENSURE**Health and Physical Education  
Business

Ms. Kelly Smith is recommended to teach Health and Physical Education at North Asheboro Middle School for the 2022-2023. Ms. Smith has served as Business teacher at Eastern Randolph High School for the past two year. Prior to this, she taught Health and Physical Education at Southern Guilford and Eastern Randolph High Schools. Outside the classroom, Ms. Smith has served as a women's head JV and varsity basketball coach, along with JV and varsity volleyball coach. Ms. Smith is excited to return to teaching health and physical education at North Asheboro Middle School. Welcome Ms. Smith!

**Asheboro City Schools  
Personnel Addendum  
July 14, 2022**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Brown	Olivia	GBT	1st Grade	7/7/2022
Carroll	Ryan	NAMS	Science	7/12/2022
Robbins	Jennifer	AHS	Health Science	8/17/2022
Thompson	Kelly	SAMS	Health Science	8/11/2022

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Butts	Julita	LP	Kindergarten	8/18/2022
Key	Allyson	AHS	School Counselor	8/18/2022
Ross*	Hannah	DLL	Exceptional Children	8/18/2022

**\*D. LEAVES OF ABSENCE**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Cheek	Brenda	CO	Bus Monitor	08/01/2022 -2/28/2023

\*In accordance with Board Policy 7100, Recruitment and Selection of Personnel, this person is an immediate family member of a Central Office Administrator.

**ASHEBORO CITY SCHOOLS  
CERTIFIED APPOINTMENTS  
July 14, 2022**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Butts, Julita	Liberty University B: Interdisciplinary Studies Greensboro College B-K Licensure Program	Birth-K

Ms. Julita Butts is recommended to teach Kindergarten at Lindley Park Elementary School for the 2022-2023 school year. Ms. Butts comes to Asheboro City Schools from Randolph County where she has been teaching Kindergarten since 2019. Ms. Butts has served on ACS' Calendar Committee, Black Advisory Committee, and on various parent and community committees, as her children attend Asheboro City Schools. Before teaching, she served as a family service advocate at Smith Homes in Greensboro. She is enthusiastic and forward thinking and will be a great addition to Asheboro City Schools. Welcome Ms. Butts!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Key, Allyson	UNC-Wilmington B: Psychology Appalachian State M: Professional School Counseling	School Counselor

Ms. Allyson Key is recommended to serve as a School Counselor at Asheboro High School for the 2022-2023 school year. Ms. Key currently serves as a School Counselor at Morehead High School in Rockingham County. She believes that the most important characteristic of her role is to build genuine, trusting relationships with students and their parents. That creating a culture where all students feel heard will motivate them to engage and focus on their education and school community. Ms. Key has experience serving as 504 Coordinator, AIG Advisor, working with EC students, and serving on various committees such as PBIS and MTSS. We are pleased to welcome Ms. Key to Asheboro City Schools!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Ross, Hannah	UNC-Wilmington B: Special Education	Exceptional Children

Ms. Hannah Ross is recommended to teach exceptional students at Donna Lee Loflin Elementary School for the 2022-2023 school year. Ms. Ross has served as an exceptional children's teacher for the past four years at the middle school level in Randolph County Schools. Ms. Ross is well versed in writing and conducting IEP meetings and has served on the school-based Autism team. She has also served as a mentor teacher and on-site teacher educator for UNCG students needing field experience. Ms. Ross is excited to move to the elementary level and is looking forward to contributing to the Loflin team. We are pleased to welcome Ms. Ross to Asheboro City Schools!

[illegible]

**Asheboro City Schools**  
**Budget Transfer Report**  
**Information Only**  
**2021-2022**

<b>Fiscal Period</b>	<b>Fund</b>	<b>Purpose</b>	<b>Description</b>	<b>Sum of Amount</b>
6	2	5100	Regular Instructional Services	\$ (16,300.00)
	2	5400	School Leadership Services	\$ 16,300.00
<hr/>				
8	1	5200	Alternative Programs and Services	\$ (2,240.00)
	1	5800	School-Based Support Services	\$ 2,240.00
<hr/>				
	3	5100	Regular Instructional Services	\$ (9,554.14)
	3	5300	Alternative Programs and Services	\$ 7,737.14
	3	6100	Support and Development Services	\$ 1,112.00
	3	6200	Special Population Support and Development Services	\$ 638.40
	3	6500	Operational Support Services	\$ 66.60
<hr/>				
10	3	5100	Regular Instructional Services	\$ (61,470.84)
	3	5200	Special Population Services	\$ (5,623.23)
	3	5300	Alternative Programs and Services	\$ 31,623.21
	3	5800	School-Based Support Services	\$ 77,331.89
	3	6200	Special Population Support and Development Services	\$ (30,494.81)
	3	6500	Operational Support Services	\$ (9,554.46)
	3	8100	Payments to Other Governmental Units	\$ 2,878.15
	3	8200	Unbudgeted Funds	\$ (4,689.91)
<hr/>				
11	1	5100	Regular Instructional Services	\$ 742,945.00
	1	5200	Special Population Services	\$ (20,080.00)
	1	5300	Alternative Programs and Services	\$ (239,002.00)
	1	5400	School Leadership Services	\$ (12,933.00)
	1	5800	School-Based Support Services	\$ (158,128.00)
	1	6100	Support and Development Services	\$ (312,802.00)
	<hr/>			
	3	5100	Regular Instructional Services	\$ (77,531.13)
	3	5200	Special Population Services	\$ 25,836.00
	3	5300	Alternative Programs and Services	\$ 25,836.00
	3	5800	School-Based Support Services	\$ 25,836.00
	3	8200	Unbudgeted Funds	\$ 23.13
<hr/>				

**Asheboro City Schools  
Budget Transfer Report  
Information Only  
2021-2022**

<b>Fiscal Period</b>	<b>Fund</b>	<b>Purpose</b>	<b>Description</b>	<b>Sum of Amount</b>
12	1	5100	Regular Instructional Services	\$ (955,336.74)
	1	5200	Special Population Services	\$ (218,172.05)
	1	5300	Alternative Programs and Services	\$ (27,960.51)
	1	5400	School Leadership Services	\$ 335,895.96
	1	5800	School-Based Support Services	\$ 536,869.38
	1	6100	Support and Development Services	\$ 122,991.18
	1	6200	Special Population Support and Development Services	\$ 2,691.25
	1	6300	Alternative Programs and Services Support	\$ (4,088.31)
	1	6400	Technology Support Services	\$ (53,822.17)
	1	6500	Operational Support Services	\$ (407,586.21)
	1	6600	Financial and Human Resource Services	\$ 311,562.27
	1	6700	Accountability Services	\$ 68,165.53
	1	6800	System-wide Pupil Support Services	\$ 95,450.70
	1	6900	Policy, Leadership and Public Relations Services	\$ 190,110.22
	1	7200	Nutrition Services	\$ 3,229.50
	3	5100	Regular Instructional Services	\$ 100,187.83
	3	5200	Special Population Services	\$ 15,245.90
	3	5300	Alternative Programs and Services	\$ (223,006.05)
	3	5400	School Leadership Services	\$ (12,315.16)
	3	5800	School-Based Support Services	\$ (16,654.08)
	3	6100	Support and Development Services	\$ (136,691.48)
	3	6200	Special Population Support and Development Services	\$ 2,309.03
	3	6400	Technology Support Services	\$ (66,248.70)
	3	6500	Operational Support Services	\$ (13,172.10)
	3	6600	Financial and Human Resource Services	\$ 107.65
	3	6800	System-wide Pupil Support Services	\$ 1,076.50
	3	7200	Nutrition Services	\$ (37,115.00)
	3	8100	Payments to Other Governmental Units	\$ 386,396.77
	3	8200	Unbudgeted Funds	\$ (121.11)
	8	44	Local Sources - Unrestricted	\$ 415,000.00
	8	48	Local Sources - Restricted	\$ (415,000.00)



# PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION Eric C. Davis, Chairman

DEPARTMENT OF PUBLIC INSTRUCTION Mark Johnson, Superintendent of Public Instruction

WWW.DPI.NC.GOV

**TO** Mackenzie Palmer  
Asheboro City Schools-761

**FROM** Krystie Terry, Procurement Specialist  
NC Department of Public Instruction

**DATE** July 6, 2022

## **APPROVAL OF REQUEST FOR AUTHORIZATION OF NONCOMPETITIVE PROCUREMENT PROPOSAL – Curriculum Associates**

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

Based on information provided by Asheboro City Schools, the Federal Program Monitoring and Support (FPMS) Division and the Monitoring and Compliance section approves the request for authorization of the noncompetitive proposal for the vendor **Curriculum Associates** for the period of availability of grant funds used to obtain this procurement. This was approved for Asheboro City Schools for curriculum continuity. The expected cost of this contract is **\$189,854.34** and is related to ESSER II (PRC 171).

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

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

c: Tina Letchworth, Assistant Director, Federal Programs Monitoring and Support

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

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

An Equal Opportunity/Affirmative Action Employer



## FEDERAL FUNDS NONCOMPETITIVE PROCUREMENT REQUEST

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

**LEA Name and Unit Number:** Asheboro City Schools, 761

**Name and Title of Individual Submitting Request:**

Dr. Wendy Rich, Assistant Superintendent of Curriculum and Instruction

**Vendor Name:**

Curriculum Associates

**Federal Funding Source (including PRC):**

ESSER II funds (PRC 171)

**Scope of Work:**

Curriculum Associates is the creator of iReady, an online assessment and instruction platform that integrates powerful assessments with engaging instruction to help teachers provide all students a path to proficiency in reading and mathematics. In Asheboro City Schools, iReady will be used by students in Kindergarten through Grade 9 to address learning loss as a result of COVID-19. The high-quality assessments will be administered to students during 3 benchmark windows throughout the year, then students will receive lessons and/or an individual learning path to address the skills and content they have not yet mastered. Teachers use the data from students' benchmark assessments and from their learning path achievement to help meet the individual needs of students.

**Deliverables:**

These resources provide our schools with:

- professional development on the iReady platform for new users, and professional development on digging deeper into the data for returning users
- an online educator learning platform
- a Teacher Toolbox with additional lessons to meet students' needs
- implementation support, provisioning, tech support, hosting, data management, implementation planning, data reviews with district and school leaders
- adaptive diagnostic assessments that help teachers determine how to best meet students learning needs on specific skills and standards
- personalized learning pathways based on readiness for reading and math
- engagement in motivating, personalized instruction, learning games, and other resources that fill learning gaps

**Cost:**

\$189,854.34

**Noncompetitive Justification:** Select one or more of the procurement policy provisions below that best describes the exception to the Uniform Guidance bidding requirements for procuring goods or services valued \$10,000 or greater with federal funds.

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

X	<p><b>Other (Please Explain in Detail):</b></p> <p>iReady provides our schools with a continuous assessment and personalized learning system from Kindergarten through Ninth grade, which isn't available from other vendors at the scale and quality we find from iReady. Our principals and instructional facilitators are able to share data across schools and speak the same language in terms of meeting students' needs with the materials provided in the iReady platform. This is an important part of our MTSS universal screening system across our district, as well. Please find attached the iReady Sole Source letter.</p>
---	---

**2022–2023**

Curriculum Associates, LLC is pleased to confirm that we are the sole publisher and vendor of materials as shown in our current catalog and website [CurriculumAssociates.com](https://CurriculumAssociates.com) with the following exception:

- *Ready®* Grades K and 1 Reading Teacher Support Packages include trade books for which Curriculum Associates, LLC is not the sole publisher. However, Curriculum Associates, LLC is the exclusive distributor of this package configuration.

Our materials are not sold to resellers and are available for purchase only through Curriculum Associates, LLC. If you need additional information, please contact our Customer Service Department at 1 (800) 225-0248.

Thank you for your interest and support of our materials.

Sincerely,



Woody Paik  
Executive Vice President, Sales





# PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Catherine Truitt, *Superintendent of Public Instruction*

WWW.DPI.NC.GOV

**TO** Mackenzie Palmer  
Asheboro City Schools-761

**FROM** Krystie Terry, Procurement Specialist  
NC Department of Public Instruction

**DATE** July 13, 2022

## **APPROVAL OF REQUEST FOR AUTHORIZATION OF NONCOMPETITIVE PROCUREMENT PROPOSAL – Paper Education Company INC.**

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

Based on information provided by Asheboro City Schools, the Federal Program Monitoring and Support (FPMS) Division and the Monitoring and Compliance section approves the request for authorization of the noncompetitive proposal for the vendor **Paper Education Company INC.** for the period of availability of grant funds used to obtain this procurement. This was approved for Asheboro City Schools for highly specialized professional services. The expected cost of this contract is **\$240,000.00** and is related to ESSER III (PRC 181).

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

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

c: Tina Letchworth, Assistant Director, Federal Programs Monitoring and Support

### **FEDERAL PROGRAM MONITORING AND SUPPORT DIVISION**

6307 Mail Service Center, Raleigh, North Carolina 27699-6307 | (984) 236-2786 | Fax (984) 236-2099

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

## FEDERAL FUNDS NONCOMPETITIVE PROCUREMENT REQUEST

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

<b>LEA Name and Unit Number:</b> Asheboro City Schools - 761
<b>Name and Title of Individual Submitting Request:</b> Wendy Rich, Ph. D, Assistant Superintendent of Curriculum and Instruction
<b>Vendor Name:</b> Paper Education Company, INC.
<b>Federal Funding Source (including PRC):</b> ESSER II PRC 181
<b>Scope of Work:</b> Paper Education 24/7 Tutoring Platform will provide access for students in grades 3-12 to unlimited 24/7 on-demand live help from Paper Tutors in English, Spanish and French. All tutors are certified teachers with a minimum of two years teaching experience. Access to Paper's platform is accessible through its integrations with the district's LMS and rostering. The platform offers the following for ACS students: <ul style="list-style-type: none"><li>• Live chat tutoring with whiteboard capability and a facility to submit and receive detailed feedback on written assignments.</li><li>• Personalized teacher portal providing access to their students' usage history and tutoring transcripts.</li><li>• Dedicated administrator console where they view student and teacher adoption statistics offering insights on several metrics.</li></ul> The Paper tutors deliver homework help, writing feedback and study support. Students are intelligently paired with specialized tutors based on the topic area of inquiry. Paper has the solution to equitably deliver academic support to all students. Students with after-school jobs or family obligations, long bus rides home, athletics or other commitments can access the help they deserve exactly where, when, and how they need it.  Paper's multilingual tutors support English learners who prefer working in Spanish, Mandarin or French while seeking help with concepts across any academic subject area.
<b>Deliverables:</b> Paper will provide: <ul style="list-style-type: none"><li>• Platform for students to log-in and easily ask questions about homework and assignments and upload papers/assignments for assistance and/or feedback.</li><li>• One-on-one tutoring assistance 24 hours a day/7 days a week via the platform, in multiple languages</li><li>• Teacher and administrator accounts</li><li>• Technical assistance to students and teachers as needed</li><li>• Staff training through webinars, recordings, and others as requested by the district</li><li>• Implementation (including onboarding of students, parents, guardians, teachers, and administrators)</li></ul> Onboarding consists of proprietary change management best practices, promotion & adoption techniques, proven deployment frameworks, project plans and benchmarks—all hardened in the field and regularly updated based on the company's latest learnings.
<b>Cost:</b> \$240,000.00

<b>Noncompetitive Justification:</b> Select one or more of the procurement policy provisions below that best describes the exception to the Uniform Guidance bidding requirements for procuring goods or services valued \$10,000 or greater with federal funds.	
	<b>Inadequate Competition:</b> After solicitation of a number of potential sources, competition is determined to be inadequate. Bids were solicited and, no responsive bid is received, or only a single responsive bid is received and is rejected. Provide a copy of RFP or informal bid request, non-responsive answers, and, if one bid was received copy of the bid and reason for why it was rejected.
	<b>Public Exigency:</b> When life, safety or health of the public must be sustained through the immediate delivery of products or performance of services or a critical agency mandate, statutory or operational requirement must be fulfilled immediately. Please use the “other” box below to provide a narrative to support the selection of this justification.
X	<b>Highly Specialized Professional Services:</b> The procurement of professional services should be conducted through a bid process, the requesting unit can demonstrate that such services, due to unique or special circumstances, can’t be procured in this manner. A resume or other details about the unique qualifications of this supplier must be attached. In addition, please use the “other” box below to provide a narrative to support the selection of this justification.
	<b>Highly Specialized Technical Services:</b> Another supplier cannot be chosen because the supplier provides services in connection with the assembly, installation or servicing of equipment of a highly technical or specialized nature. In addition, please use the “other” box below to provide a narrative to support the selection of this justification.
	<b>Proprietary Software / Hardware:</b> The requested upgrade to proprietary software or hardware is available only from this supplier, which performs the service only on a direct basis. Attach documentation supporting that the hardware or software is proprietary and that only this supplier and can perform the requested upgrade.
	<b>Equipment Continuity:</b> The requesting unit seeks equipment that must be compatible with existing equipment and/or standardizing on equipment which is necessary to assure interchangeability of parts. Please use the “other” box below to provide a narrative to support the selection of this justification.
	<b>Curriculum Continuity:</b> The requesting unit seeks curriculum that must be compatible with existing materials. Please provide a narrative in the “other” box below to explain how the existing materials are compatible with the requested material/services and how putting out for bid would cause a financial or significant hardship. You must also demonstrate that the Supplement vs Supplant compliance is being met for existing materials.
	<b>Amendment/Change Order:</b> Requests, not covered under existing contract, where current supplier is best positioned based on skill, knowledge, familiarity with the project to provide the extra work resulting in a cost savings to the unit over the cost of a new supplier. This also includes amendments that result in an extension of the term due to the successor contract or bidding process being incomplete prior to expiration of the current contract.
X	<b>Other (Please Explain in Detail):</b> Paper provides access to highly-qualified tutors on any academic subject 24/7. This service is needed because we are unable to secure interventionists, due to shortage of applicants, to help serve our students and meet their needs of learning loss since the pandemic. Their ability to provide tutoring in Spanish is particularly helpful to our students since over 51% of our population is Hispanic. Over 75% of our population is free and reduced and do not have the support at home to provide tutoring or homework assistance due to many factors. This service will be the tool our students need to get them back on track academically and provide the support our students need since we are unable to find the qualified people resources near of schools.



July 5, 2022

**Asheboro City Schools  
1126 South Park Street  
Asheboro, NC 27203**

Dear Wendy Rich,

This letter is to inform you that PAPER EDUCATION COMPANY INC. is the Sole Source of the following item(s) and/or service(s):

Paper Education 24/7 Tutoring Platform, which gives access for students to unlimited 24/7 on-demand live help from Paper Tutors in English, Spanish and French. Access to Paper's platform is accessible through its integrations with the district's LMS and rostering. The platform offers the following:

- Live chat tutoring with whiteboard capability and a facility to submit and receive detailed feedback on written assignments.
- Personalized teacher portal providing access to their students' usage history and tutoring transcripts.
- Dedicated administrator console where they view student and teacher adoption statistics offering insights on several metrics.

The above named company or firm is the Sole Source of the item(s) and/or service(s) listed above, and no other company or firm sells or distributes such item(s) and/or service(s). Competition in providing the above named item(s) and/or service(s) is precluded by the existence of a patent, copyright, secret process, or monopoly.

There is/are no other item(s) and/or service(s) available for purchase that would serve the same purpose or function.

Sincerely,

Jacob Geller, VP Sales

A handwritten signature in black ink, appearing to read "Jacob Geller", is positioned above the printed name.



## **IMMUNIZATION AND HEALTH REQUIREMENTS FOR SCHOOL ADMISSION**

*Policy Code:*     **4110**

---

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

### **A.     IMMUNIZATION**

#### **1. Requirements for Initial Entry**

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

- a.     DTaP (diphtheria, tetanus, and pertussis);
- b.     poliomyelitis (polio);
- c.     measles (rubeola);
- d.     rubella (German measles);
- e.     mumps;
- f.     Haemophilus influenzae, type b (Hib);
- g.     hepatitis B;
- h.     varicella (chickenpox);
- i.     pneumococcal conjugate (only for children entering school before age 5);  
and
- j.     any other vaccine as may be required by law or regulation.

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

2. Additional Requirements

- a. All students entering seventh grade or who have reached age 12, whichever comes first, are required to receive the following:
  - i. a booster dose of Tdap (tetanus, diphtheria, and pertussis vaccine), if they have not previously received it; and
  - ii. the meningococcal conjugate vaccine (MCV).
- b. All students entering the twelfth grade or who have reached age 17 are required to receive a booster dose of MCV.

3. Certificate of Immunization

- a. Evidence of immunizations must be shown in the form of a certificate furnished by a licensed physician or by the health department. A student who received immunizations in a state other than North Carolina must present an official certificate that meets the immunizations requirements of G.S. 130A-154(b).
- b. Principals are required to refuse admittance to any child whose parent or guardian does not present a medical certification of proper immunizations within the allotted time. If, following approved medical practice, the administration of a vaccine requires more than 30 calendar days to complete, upon certification of this fact by a physician, additional days may be allowed in order to obtain the required immunizations.
- c. Exceptions to the immunization requirements will be made only for religious reasons or for medical reasons approved by a physician pursuant to state law and regulation.

**B. HEALTH ASSESSMENT/VISION SCREENING**

Within 30 calendar days of the first day of school entry, all students entering public schools for the first time, regardless of grade level, must furnish to the principal a form that meets the requirements of state law indicating that the student has received a health assessment pursuant to G.S. 130A-440. A student who fails to meet this requirement will not be permitted to attend school until the required health assessment form has been

presented. Such absences will not be considered suspensions, and the student will be given an opportunity to make up work missed during the absence as described below. The principal or designee shall, at the time of enrollment, notify the parent, guardian, or person standing in loco parentis that the completed health assessment form is needed on or before the child's first day of attendance. The date the student's health assessment form is received will be recorded in the student's official record, and the form will be maintained on file in the school.

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

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

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

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

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

of the absence and shall permit the student to take any quarterly, semester, or grading period examinations missed during the absence period.

**C. HOMELESS STUDENTS**

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

**D. FOSTER CHILDREN**

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

**E. CHILDREN OF MILITARY FAMILIES**

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

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

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

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

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

Revised: May 11, 2000, January 10, 2008, May 10, 2012, October 8, 2015, July 14, 2016, April 6, 2017, August 13, 2020

## **CHILD ABUSE AND RELATED THREATS TO CHILD SAFETY**

*Policy Code:* **4240/7312**

---

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

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

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

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

The superintendent shall develop any necessary procedures for making a report or otherwise implementing this policy.

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

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

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

the child by nonaccidental means;

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

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

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

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

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

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

law

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

A school employee, contractor, or volunteer who has cause to suspect that a child in a child care facility has been maltreated by a caregiver or has died as a result of maltreatment occurring in a child care facility is legally required to report the case to DCDEE.

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

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

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

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

**D. DUTY TO REPORT LICENSED EMPLOYEES TO THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION**

In addition to the other reporting requirements of this policy, any administrator who knows or has reason to believe that a licensed employee has engaged in conduct that would justify automatic revocation of the employee’s license pursuant to G.S. 115C-270.35(b) or involves physical or sexual abuse of a child shall report that information to the State Superintendent of Public Instruction in accordance with subsection C.4 of policy 4040/7310, Staff-Student Relations.



**E. COOPERATION WITH STATE AND LOCAL AGENCIES**

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

**E.F. SHARING INFORMATION WITH OTHER AGENCIES**

Upon request and to the extent permitted by law, school system officials shall share with other agencies designated in G.S. 7B-3100(a) information that is relevant to (1) any assessment by the department of social services of a report of child abuse, neglect, dependency, or death as a result of maltreatment; (2) the provision or arrangement of protective services in a child abuse, neglect, or dependency case by the department of social services; or (3) any case in which a petition is filed alleging that a juvenile is abused, neglected, dependent, undisciplined, or delinquent. School system officials and the designated agencies must continue to share such information until the protective services case is closed by the department of social services or, if a petition is filed, until the juvenile

is no longer subject to the jurisdiction of juvenile court.

**F.G. CHILD SEXUAL ABUSE AND SEX TRAFFICKING TRAINING PROGRAM**

In even numbered years, the school system will provide a child sexual abuse and sex trafficking education and awareness training program for teachers, instructional support personnel, principals, and assistant principals. The program will include at least two hours of training related to best practices from the field of prevention, the grooming process of sexual predators, the warning signs of sexual abuse and sex trafficking, how to intervene when sexual abuse or sex trafficking is suspected or disclosed, legal responsibilities for reporting sexual abuse or sex trafficking, and available resources for assistance. Designated school personnel shall participate in such training as required by law and board policy.

**H. CHILD ABUSE AND NEGLECT INFORMATION AND RESOURCES FOR STUDENTS**

In accordance with G.S. 115C-47(65) and State Board of Education Policy SHLT-003, the school system will provide information on child abuse and neglect, including age-appropriate information on sexual abuse, to students in grades 6 through 12. Such information will be provided in the form of (1) a document given to all students in grades 6 through 12 at the beginning of each school year and (2) a display posted in visible, high-traffic areas throughout each secondary school.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 7B-101, -301, -302, -309, -3100; 8-53.4; 14-208.6, -318.2, -318.4, -318.6; 110-90.2, -105.3, -105.4, -105.5; 115C-47(65), -270.35(b), -375.20, -400, -402; 126-5; 16 N.C.A.C. 6C .0373; State Board of Education Policy SHLT-003

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

Adopted: September 10, 2020, September 12, 2021

The board is committed to the safety of students, employees and other persons on school property. In order to create and maintain a safe school environment and comply with G.S. 14-208.18, the board establishes the following policy provisions.

**A. STUDENT SEX OFFENDER ON SCHOOL PROPERTY**

A student who is enrolled in the school system and is a registered sex offender subject to policy 5022, Registered Sex Offenders, is expressly forbidden from (1) to knowingly being present on any school grounds or any property owned or operated by the school system where minors frequently congregate and (2) attending school-sponsored or school-related activities, except to the extent the student is permitted to be on school property to receive educational services.

**B. EDUCATIONAL SERVICES FOR STUDENT SEX OFFENDERS**

1. If permitted by the board, a student who is subject to Section A of this policy and is eligible to attend public school under G.S. 115C-378 may be present on school property subject to any conditions and restrictions imposed by the board.
2. The board will hold a hearing to determine whether to expel the student or provide the student with educational services in accordance with subsection B.4.b. of policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion.
3. Prior to expelling a student pursuant to G.S. 115C-390.11(a)(2), the board will consider whether there are alternative educational services that may be offered to the student.
4. If the board of education determines that a student will be provided educational services on school property, the student must be under the supervision of school personnel at all times.
5. If a student subject to this policy violates the conditions and restrictions placed upon the student by the board, school officials will impose disciplinary consequences consistent with the terms of the conditions and restrictions placed on the student's admission or as otherwise provided in Section D of policy 4300, Student Behavior Policies, and any applicable provisions of the Code of Student Conduct.
6. If a student subject to this policy is a child with disabilities, he or she will be provided educational services in compliance with federal and state law.

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. part 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; G.S. 14-208.18, -208.19; 115C art. 9; 115C-378, -390.2, -390.11(a)(2)

Cross References: School Safety (policy 1510/4200/7270), Alternative Learning Programs/Schools (policy 3470/4305), Student Behavior Policies (policy 4300), Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety (policy 4333), Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353), Registered Sex Offenders (policy 5022)

Adopted: January 8, 2009

Revised: November 10, 2011, November 14, 2019

The board believes that the appearance and the conduct of its employees are of supreme importance in establishing a positive climate for learning and for presenting a good example for students. Therefore, the board affirms its expectations that all personnel shall be cleanly, neatly, and appropriately attired for the work to be done. An employee's dress and appearance must not disrupt or distract from the educational process and must be in accordance with health and safety standards. The superintendent shall develop and communicate to employees the guidelines for appropriate dress and appearance. Such guidelines (1) must be gender-neutral; (2) may authorize the principal or department supervisors to develop specific dress or additional appearance requirements for each school or department; (3) may authorize exemptions from the guidelines for employees performing specialized duties that require a different form of dress; and (4) must provide a process for offering reasonable accommodations when required by law.

Administrative and supervisory personnel shall set a good example in personal appearance and good manners and shall encourage and expect employees to dress in accordance with the board's expectations. An employee's supervisor will make an initial determination of whether an employee's dress or appearance is inappropriate. In making this determination, the supervisor will consider the following factors:

1. the nature and environment of the work;
2. whether the dress is consistent with a professional environment;
3. health and safety factors;
4. the nature of the employee's public contact and the normal expectations for outside parties with whom the employee will work;
5. the employee's interaction with students;
6. the prevailing practices of other workers in similar jobs; and
7. any properly established guidelines for dress or appearance.

Based on these factors, the following requirements are established for all employees:

1. Employees shall be clean, neat, and appropriately attired. An employee's dress and appearance shall not disrupt the educational process or distract from a positive school climate.

2. The dress and appearance of employees should be appropriate to the type of work performed, with reasonable accommodation when the nature of an employee's work is unique.
3. Reasonable accommodations will be considered in accordance with all federal, state and local regulations.
4. Uniform dress may be required for certain categories of employees such as: food service and maintenance personnel.

The following are considered inappropriate for employees:

- a. Clothing that is inappropriately revealing, regardless of the activity or movement of the employee;
- b. Shirts with spaghetti straps, low-cut tops, or shorts or skirts that are shorter than mid-thigh in length;
- c. Flip-flops;
- d. Sweatpants;
- e. Clothing, jewelry, or body art which displays inappropriate images, ~~or~~ words, or is obscene;
- f. Clothing which reveals undergarments;
- g. Clothing which is tattered or ragged; or
- h. Hats worn inside the building.

An employee's immediate supervisor shall make an initial determination of whether an employee's dress or appearance is a violation of this policy. If the supervisor determines that the employee's dress or appearance is inappropriate, detrimental to the work or learning environment, or hazardous to the health and safety of the employee or students, the supervisor shall counsel the employee regarding appropriate attire that is consistent with this policy and shall determine whether the employee is allowed to remain at work or must leave work to change his/her dress. Any failure to follow the supervisor's directive and/or blatant violation or repeated violations of this policy may subject the employee to disciplinary action.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 et seq.; Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e et seq.; Bostock v. Clayton County, 590 U.S., 140 S. Ct. 1731 (2020); G. S. 115 – C (36), (47)

Adopted: March 13, 2003

Administrative Procedure: None

Updated: October 8, 2009, July 14, 2016

**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; North Carolina Public Schools Benefits and Employment Policy Manual (N.C. Dept. of Public Instruction, current version), available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/employee-policy>

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

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

Revised: April 7, 2008; April 28, 2009; March 28, 2013, September 12, 2013, June 8, 2017, October 5, 2017, August 12, 2021



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

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

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

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

**TEMPORARY REQUIREMENT RELATED TO COVID-19**

In order to secure the health and safety of school system students and employees during the COVID-19 pandemic, employees who test positive for COVID-19 or have COVID-19 symptoms shall not return to work until they meet the criteria set forth in the most recent guidance from the North Carolina Department of Health and Human Services. This temporary requirement shall remain in effect for as long as the state guidance remains in effect.

**A. MINIMUM LEAVE TIME**

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

**B. CONTINUOUS LEAVE OF MORE THAN 10 DAYS**

An employee must comply with the notice and verification requirements provided in policy 7520, Family and Medical Leave, for any continuous leave of more than 10 days if:  
(1) the leave also is eligible for leave under the Family and Medical Leave Act (FMLA),

defined in policy 7520, and (2) the leave is designated as FMLA-eligible at the time it is taken or as soon as is feasible thereafter. See policy 7520, Family and Medical Leave.

**C. SICK LEAVE**

The superintendent or designee may require a statement from a medical doctor or other acceptable proof that the employee was unable to work due to illness or injury. Employees who anticipate using sick leave for more than a single day must inform their immediate supervisor in advance so that arrangements may be made to reassign the employee's duties during the period of absence.

**D. PERSONAL LEAVE**

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

**E. VACATION LEAVE**

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

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

**F. COMPENSATORY LEAVE**

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

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

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

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

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

**F. LEAVE OF ABSENCE WITHOUT PAY**

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

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

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

**I. OTHER LEAVE**

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

Legal References: G.S. 95-28.3; 115C-12, -36, -47, -84.2, -218.90(a)(3), -238.68(3), -285, -302.1, -316, -336, -336.1; 116-239.10(4); 16 N.C.A.C. 6C .0405; State Board of Education Policy BENF-001, *North Carolina Public Schools Benefits and Employment Policy Manual* (N.C. Dept. of Public Instruction, current version), available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/employee-policy>

Cross References: Workday and Overtime (policy 7500), Compliance with State Board of Education Employment Policies (policy 7505), Family and Medical Leave (policy 7520), Military Leave (policy 7530), Voluntary Shared Leave (policy 7540), Absences Due to Inclement Weather (policy 7550)

Adopted: May 9, 2013

Revised: January 9, 2014, February 12, 2015, February 8, 2018, September 10, 2020

All eligible employees will be provided leave as required by the federal Family and Medical Leave Act of 1993 (FMLA), as amended, and applicable state laws and State Board of Education policies. The FMLA allows eligible employees to take job-protected, unpaid leave, or to substitute appropriate paid leave if the employee has earned or accrued it, for up to a total of 12 work weeks (or 26 work weeks in certain cases) in any 12-month period for certain qualifying conditions or events. The employee may continue to participate in the school system's group insurance plan while on FMLA leave.

This policy is intended for guidance only and is not intended to alter or expand the school system's responsibilities beyond the requirements of law. If any provision of this policy is inconsistent with federal law or regulation, the federal rule must take precedence. The superintendent is authorized to develop additional regulations for FMLA leave consistent with the requirements of the law and this policy. Employees can find more information about FMLA leave in the North Carolina Public Schools *Benefits and Employment Policy Manual*.

The board strictly prohibits interfering with, restraining or denying the ability of any employee to exercise any right provided by the FMLA. The board also strictly prohibits any type of discrimination against or discharge of an employee who has filed a complaint in regard to the FMLA. A copy of this policy will be provided to each employee upon hiring.

**A. DEFINITIONS****1. Serious Health Condition**

A serious health condition is an illness, injury, impairment or physical or mental condition that involves either an overnight stay in a medical care facility or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job or prevents the qualified family member from participating in school or other daily activities.

**2. Continuing Treatment**

Subject to certain conditions, the continuing treatment requirement in the above definition of "serious health condition" may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment or incapacity due to pregnancy or a chronic condition. Other conditions may meet the definition of continuing treatment.

**3. Other Terms**

Unless otherwise noted, all terms in this policy must be defined in accordance

---

with 29 C.F.R. pt. 825.

**B. ELIGIBILITY**

Generally, employees are eligible for unpaid FMLA leave if they have:

1. been employed by the school system for at least 12 months (not necessarily consecutively); and
2. worked at least 1,250 hours during the previous 12 months.

Further information about these requirements can be found in the Code of Federal Regulations at 29 C.F.R. 825.110.

**C. QUALIFYING CONDITIONS**

Except in cases of leave to care for a covered servicemember with a serious illness or injury, an eligible employee is entitled to a total of 12 workweeks of FMLA leave during any 12-month period for any one or more of the following reasons:

1. the birth and first-year care of the employee's child;
2. adoption or foster placement of a child with the employee;
3. a serious health condition of the employee or the employee's spouse, child or parent;
4. a qualifying exigency (see Section F) arising out of the fact that the spouse or a son, daughter or parent of the employee has been deployed, or is on notice of an impending deployment to a foreign country as a member of the regular Armed Forces on active duty or as a member of the Reserve components of the Armed Forces under a federal call or order to active duty in support of a contingency operation; or
5. to care for a covered servicemember with a serious illness or injury ("covered servicemember" and "serious injury or illness" are defined in federal regulation 29 C.F.R. 825. An employee who is a spouse, son, daughter, parent or next of kin of the servicemember may take leave for a period of up to 26 workweeks under this provision.

**D. DETERMINING THE 12-MONTH PERIOD**

The 12-month period during which an employee is eligible for FMLA leave will be a 12-month period, rolled forward from the date the employee's first FMLA leave begins except that the period for leave to care for a covered servicemember with a serious injury

---

or illness begins on the first day the employee takes leave for this reason and ends 12 months later.

#### E. ENTITLEMENT TO LEAVE

Eligible employees may take leave as follows:

1. **Medical leave for serious health conditions:** A combined total of 12 workweeks during a 12-month period. The leave may be taken intermittently or on a reduced leave schedule as is medically necessary.
2. **Family leave for pregnancy, birth of a child, or placement of a child for foster care or adoption:** A combined total of 12 consecutive workweeks during a 12-month period. Eligibility for FMLA leave expires 12 months from the birth, foster care placement, or adoption of the child. Leave must be used in a single block of time unless the board agrees to another arrangement.
3. **Military service exigency:** A combined total of 12 workweeks during a 12-month period. The leave may be taken intermittently or on a reduced leave schedule.
4. **Leave to care for injured service member:** A combined total of no more than 26 workweeks during a single 12-month period. The leave may be taken intermittently or on a reduced leave schedule. If combined with other types of FMLA leave, the total leave taken in a single 12-month period still may not exceed 26 weeks.
5. **Spouses employed by the school system:** Spouses who are both employed by the school system and eligible for FMLA leave are limited in the amount of family leave they may take for the birth and care of a newborn child, for the placement of a child for adoption or foster care, or to care for a parent who has a serious health condition to a combined total of 12 weeks (or 26 weeks if leave to care for a covered service member with a serious injury or illness is also used).

#### F. QUALIFIED MILITARY SERVICE EXIGENCIES

A military service exigency that qualifies for FMLA leave must be defined in accordance with federal regulations. Qualified exigencies may include:

1. short-notice deployment;
2. military events and related activities;
3. school and childcare activities;

- 
4. financial and legal arrangements;
  5. counseling;
  6. rest and recuperation leave;
  7. post-deployment activities;
  8. parental care; and
  9. additional activities agreed upon by the board and employee.

**G. INTERMITTENT OR REDUCES WORK SCHEDULE**

1. An employee may take FMLA leave on an intermittent or reduced leave schedule as required for the health of the employee or family member, due to a qualifying exigency, or as otherwise approved by the superintendent. The employee must make a reasonable effort to schedule treatment so as not to disrupt unduly the operations of the school. Whenever possible, the employee should discuss scheduling with his or her immediate supervisor prior to scheduling any medical treatment in order to accommodate the work schedule.
2. An employee who requests intermittent or reduced leave time for medical treatment of a serious health condition may be required to give the reasons for the intermittent or reduced leave schedule and the schedule for treatment.
3. To better accommodate an employee's need for intermittent or reduced leave for a serious health condition, the school system may require an employee to take an alternative position during the period of leave. The alternative position must have equal pay and benefits, but it does not have to have equivalent duties.
4. Employees may take intermittent leave in increments of one hour.
5. Instructional personnel are subject to special rules for taking intermittent or reduced leave. (See Section H.)

**H. INSTRUCTIONAL PERSONNEL**

The following special rules apply to instructional personnel only. For the purposes of this policy, instructional personnel are teachers, athletic coaches, driving instructors, special education assistants and any other employees whose principal function is to teach and instruct students.

1. Use of Intermittent or Reduced Schedule Leave



- a. Instructional employees may use intermittent or reduced schedule leave only when the employee and the school system have reached an agreement on how the leave will be used.
  - b. If an instructional employee requests intermittent or reduced schedule leave for more than 20 percent of the workdays of the duration of a leave due to medical treatment, the school system may require the employee to take continuous leave for up to the entire duration of the scheduled leave or to transfer to an alternative position with equivalent pay and benefits for the period of leave.
  - c. Instructional employees who take intermittent or reduced schedule leave that constitutes 20 percent or less of the workdays during the leave period are not subject to transfer to an alternative position.
2. Extension of FMLA Leave at School System Discretion

The school system may require instructional personnel to continue leave through the end of the school semester if any of the following conditions exist:

- a. the leave will begin more than five weeks before the end of the term; the leave will last at least three weeks; and the employee would return to work in the last three weeks of the academic term;
- b. the leave is for a purpose other than the employee's own serious health condition or for a military exigency; the leave will begin in the last five weeks of the term; the leave will last more than two weeks; and the employee would return to work during the last two weeks of the academic term; or
- c. the leave is for a purpose other than the employee's own serious health condition or for a military exigency; the leave will begin in the last three weeks of the term; and the leave will last at least five days.

If the school system requires an instructional employee to take leave until the end of the academic term, only the period of leave until the employee is ready and able to return to work will be charged against the employee's FMLA entitlement.

#### **I. EMPLOYEE'S RESPONSIBILITY WHEN REQUESTING LEAVE**

To ensure that employees receive proper notification of their rights and responsibilities and that leave is properly designated, all employees requesting any type of leave must make the request to the human resources officer or designee.

1. Employee's Responsibilities When Leave is Foreseeable

- a. The employee must provide 30 days' advance notice of the need to take FMLA leave when the need is foreseeable. If this amount of notice is not possible, then notice must be given as soon as practicable, taking into account all of the facts and circumstances.
- b. The employee must provide sufficient information for the school system reasonably to determine (1) whether the FMLA may apply to the leave request and (2) the anticipated timing and duration of the leave. This information would include, for example, notice that the employee is unable to perform job functions, notice that the family member is unable to perform daily activities, notice of the need for hospitalization or continuing treatment by a health care provider or notice of circumstances supporting the need for military family leave.
- c. If the employee does not provide 30 days' notice and there is no reasonable justification for the delay, the school system may delay the FMLA leave until at least 30 days after the employee provides notice of the need for FMLA leave.
- d. If an instructional employee fails to give the required notice of foreseeable leave for an intermittent or reduced leave schedule, the school system may require the employee to take continuous leave for the duration of his or her treatment or may temporarily transfer the employee to an alternative position for which the employee is qualified and that has the same benefits. (See Section H.)

2. Employee's Responsibilities When Leave is Not Foreseeable

- a. When leave is not foreseeable, the employee must comply with the usual school system procedures for notifying his or her supervisor of the absence and requesting leave, including any applicable requirements established by policy 7510, Leave. If the employee fails to do so, the leave may be delayed or denied.
- b. When giving notice of an absence, the employee must inform the supervisor if the requested leave is for a reason for which FMLA leave was previously taken or certified.
- c. The employee also must notify human resources officer or designee of the need for FMLA leave as soon as practicable.

- d. All employee responsibilities in the FMLA for notice, medical certification, fitness for duty certification and notice of intent to return to work apply as specified in this policy and policy 7510.

**J. SCHOOL SYSTEM'S DESIGNATION AND NOTICE TO EMPLOYEE**

1. Whether or not the employee specifically requests FMLA leave, the human resources officer or designee is responsible for asking any questions of the employee necessary to make a determination of whether the leave is FMLA-eligible, unless the employee has already requested and received FMLA leave or certification for the same condition or event. The human resources officer may require the employee to provide notice of the need and the reason for leave.
2. The human resources officer or designee shall provide all legally-required notices to the employee within five days of receiving this information or otherwise learning that an employee's leave may be for an FMLA-qualifying reason, unless there is a justifiable delay, such as a delay for documentation.

The required notices must indicate whether the employee is eligible under the FMLA. If the employee is eligible, the notice must specify any additional information required from the employee and must explain the employee's rights and responsibilities under the FMLA. If the employee is not eligible, the notice must provide a reason for the ineligibility. The required notices also must state whether the leave will be designated as FMLA-protected and, if so, the amount of leave that will be counted against the employee's leave entitlement.

3. Leave may be designated as both FMLA-eligible and as leave under the school system's paid leave policy if paid leave has been substituted. Such leave would be counted toward the employee's 12-week FMLA entitlement. In addition, the human resources officer may designate an absence (taken as paid or unpaid leave) that meets the criteria for an FMLA-qualifying absence as part of the employee's total FMLA entitlement, whether or not the employee has requested FMLA leave. (See Section M.)
4. Leave that has been taken for an FMLA-qualifying reason may be retroactively designated as FMLA leave with appropriate notice to the employee, provided that such designation does not cause harm or injury to the employee.

**K. CERTIFICATION**

The school system reserves the right to require employees to provide certification of any FMLA-qualifying event or condition of the employee or the employee's spouse, child, parent or next of kin, including certification for military exigency leave. The school system will not request more medical certification information than that allowed by the FMLA and the Americans with Disabilities Act. The human resource officer may request a

---

second or third opinion at the school system's expense if reason to doubt the validity of a medical certification exists. The school system may require periodic recertification to support the leave, as permitted by law.

**L. RETURN TO WORK**

The school system may require an employee to periodically report on his or her status and intent to return to work. Any employee who is taking leave through the end of an academic semester must report on his or her intent to return to work no later than four weeks before the end of the academic semester. In addition, the school system may require the employee to report on his or her intent to return to work on a regular basis while on FMLA leave.

Before an employee returns to work from FMLA leave taken for the employee's own serious health condition, the employee must present a "fitness-for-duty" certification that states that the employee is able to return to work. This requirement does not apply to an employee taking intermittent leave unless the employee's condition presents a reasonable safety concern.

**M. SUBSTITUTION OF PAID LEAVE**

1. The school system will substitute appropriate paid leave, including sick leave, personal leave and vacation time for unpaid, FMLA leave to the extent allowed by law and policy, giving proper notice to the employee that the leave is designated as FMLA. If an employee has exhausted his or her accrued paid leave but an FMLA-qualifying reason for absence continues, the school system will designate resulting absences as protected FMLA leave until the employee has used all allowable FMLA leave. Such absences will be unpaid.
2. When an employee has an absence (taken as paid or unpaid leave) that meets the criteria for an FMLA-qualified absence, the school system may, with proper notice to the employee, designate the absence as part of the employee's total annual FMLA entitlement. If the absence continues for more than 10 days, all employee responsibilities in the FMLA to provide notice for foreseeable and unforeseeable leave, medical certification, fitness for duty certification and notice of intent to return to work apply as specified in this policy and policy 7510.
3. An employee must not be permitted to use paid leave before beginning FMLA leave if it has been determined that the employee's reason for using paid leave meets the FMLA eligibility requirements.

**N. RESTORATION TO EQUIVALENT POSITION**

1. Generally

Employees, except "key" employees, will be restored to the same or an equivalent

---

position upon return from FMLA leave.

The equivalent position will have virtually identical pay, benefits and working conditions, including privileges, perquisites and status, as the position the employee held prior to the leave. The position also must involve substantially similar duties and responsibilities, which must entail substantially equivalent skill, effort, responsibility and authority. All positions within the same job classification are considered “equivalent positions” for the purposes of this policy, so long as these conditions are met. For licensed employees, all positions with the same salary and licensure requirements also will be considered equivalent positions, so long as these conditions are met.

## 2. Key Employees

Key employees do not have the right to be restored to the same or an equivalent position upon their return from FMLA leave. Key employees are salaried FMLA-eligible employees who are among the highest paid 10 percent of all employees. If restoring a key employee would result in substantial and grievous economic injury to the school system, then the school system has no obligation to restore the employee to the same or an equivalent position.

An employee will be informed at the time leave is taken if he or she is considered a key employee and will be informed once a determination is made that the employee will not be restored to the same or an equivalent position upon return from FMLA leave. A key employee who has been informed that he or she will not be restored still has the right to health benefits for the full period in which he or she is eligible for FMLA leave.

## O. CONTINUATION OF HEALTH BENEFITS

Health care coverage and benefits will be continued for the duration of an employee’s FMLA leave on the same conditions as would have been provided if the employee had continued working. Employees do not have the right to the accrual of earned benefits during FMLA leave. If an employee takes intermittent or reduced leave, he or she has the right to maintain the same health care benefits, but earned benefits may be reduced in proportion to hours worked when such a reduction is normally based upon hours worked.

The school system may recover from the employee the cost of health insurance premiums paid on behalf of the employee while the employee was on unpaid FMLA leave if the employee does not return to work after the leave, so long as the reason for not returning does not relate to a serious health condition or to circumstances beyond his or her control.

## P. POSTING REQUIREMENT

---

The superintendent or designee shall ensure that notices of FMLA provisions and information on procedures for filing complaints are posted in places that are readily accessible to employees and applicants.

**Q. RECORDKEEPING REQUIREMENT**

The human resources office shall maintain records of the following information for at least three years: basic payroll and identifying employee data, the dates (or hours) of FMLA leave taken by each employee, and premium payments of employee benefits. Medical information, such as that relating to medical certifications, also will be maintained in the human resources office in confidential medical records.

The human resources officer will maintain for at least three years copies of employee notices, including general and specific notices, any other documents describing employee benefits or policies and records of disputes between the school system and any employee regarding designation of FMLA leave.

**R. ENFORCEMENT**

An employee may file a complaint with the U.S. Department of Labor or bring a private lawsuit against the school system for violations of the FMLA.

FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law that provides greater family or medical leave rights.

**S. OUTSIDE EMPLOYMENT/FALSIFICATION OF RECORDS**

The school system may deny FMLA benefits to an employee who engages in self-employment or employment for any employer while on continuous leave if the employee fraudulently obtained FMLA leave. Falsification of records and failure to correct records known to be false are violations of this policy and will result in discipline, which may include termination from employment.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*; Family and Medical Leave Act of 1993, as amended, 29 U.S.C. 2601 *et seq.*; 29 C.F.R. pt. 825; National Defense Authorization Act for 2008, Pub. L. 110-181 sec. 585; *North Carolina Public Schools Benefits and Employment Policy Manual*, N.C. Department of Public Instruction (current version)

Cross References: Leave (policy 7510)

Adopted: May 13, 2010

Revised: June 30, 2009; September 30, 2010; March 28, 2013, September 12, 2013, February 10, 2022

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

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

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

Legal References: G.S. 115C-12.2, -47, -325 (applicable to career status teachers), -325.1 et seq. (applicable to non-career status teachers), -336; 16 N.C.A.C. 6C .0402; North Carolina Public Schools Benefits and Employment Policy Manual (N.C. Dept. of Public Instruction, current version), available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/employee-policy>

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

Revised: June 14, 2012, February 12, 2015, September 10, 2020

On a day that employees have the option to report for a workday, but pupils are not required to attend school due to inclement weather, employees have the following options:

1. report to work;
2. take accumulated annual (vacation) leave;
3. take accumulated personal leave, if available (teachers only);
4. take leave without pay;
5. use compensatory leave already accumulated (classified only);
6. telework in accordance with policy 7503, Remote Working; or
7. make up the time missed (only with supervisor's approval). The employee and immediate supervisor must mutually agree upon a makeup time. Employees who are non-exempt under the Fair Labor Standards Act may make up missed time only if the time will be made up within the work week established by the board (see policy 7500, Workday and Overtime). Teachers and other employees who are classified as exempt under the Fair Labor Standards Act must make up the time within 120 days or before the end of their employment contract, whichever is sooner.

When the school district is closed to staff and students due to inclement weather, the board will consider options within the requirements of law for addressing the missed days, giving the greatest weight to how to best maintain the opportunity and environment for student learning.

Legal References: The Fair Labor Standards Act of 1938, as amended, 29 U.S.C. 201 et seq.; G.S. 115C-84.2, -302.1, -316

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

Revised: May 13, 2010, February 8, 2018



## **NON-CAREER STATUS TEACHERS: NONRENEWAL**

Policy Code:

**7950**

---

The board, upon recommendation of the superintendent, may refuse to renew the contract of any non-career status teacher for any cause it deems sufficient, so long as the cause is not arbitrary, capricious, discriminatory, prohibited by state or federal law, or for personal or political reasons.

If the superintendent decides to recommend nonrenewal of a non-career status teacher, the superintendent shall provide written notice of the recommendation no later than June 1.

A non-career status teacher has the right to petition the board for a hearing no later than 10 days after receiving notice of the superintendent's recommendation for nonrenewal. If the teacher requests a hearing, the board chair and vice chair will confer and determine whether such a hearing will be granted. If the chair and vice chair cannot agree, a hearing will be granted. The board will notify the teacher of its decision whether to grant a hearing.

The board will notify the non-career status teacher whose contract will not be renewed for the next school year of its decision by June 15. If, however, a teacher is granted a hearing, the board will provide the nonrenewal notification within 10 days of the hearing or such later date upon the written consent of the superintendent and teacher.

In considering a recommendation of the superintendent to offer a teacher a new, renewed, or extended contract, the board may review any information that was in the teacher's personnel file at the time of the superintendent's recommendation. If the board determines that it needs additional information to reach a decision, it will notify the teacher of the board's concerns and of the additional information that it is considering and provide an opportunity for the teacher to respond to the additional information.

The board will notify the non-career status teacher whose contract will not be renewed for the next school year of its decision by June 15. If, however, a teacher is granted a hearing, the board will provide the nonrenewal notification within 10 days of the hearing or such later date upon the written consent of the superintendent and teacher.

Non-career status teachers may be demoted or dismissed during the terms of their contracts only in accordance with policy 7930, Professional Employees: Demotion and Dismissal.

Legal References: G.S. 115C-45(c), -325.1 *et seq.*

Cross References: Hearings Before the Board (policy 2500), Teacher Contracts (policy 7410), Reduction in Force: Teachers and School Administrators (policy 7920), Professional Employees: Demotion and Dismissal (policy 7930)

Adopted: March 8, 2012

Revised: January 9, 2014, June 12, 2014, February 12, 2015, August 11, 2016



## Transportation Updates

Tari Johnson, Transportation Coordinator  
Angela Palmer, Transportation Supervisor  
July 14, 2022



## Personnel

- 16 Drivers/2 Monitors
- 3 Sub Drivers
- 5 Vacant Positions

## Contracted Service

- JR'S Transportation



# Statistical Data

18 out of 21 Yellow Buses Utilized, including 1 EC Bus

<b>2021-2022 School Year:</b>	<b>Pre- Pandemic:</b>
Ridership Count: 1972	Ridership Count: 2547
Miles: 1251.06	Miles: 1328.97
Earliest Pick up: 6:30am	Earliest Pick up: 6:15am
Latest Drop off: 4:40pm	Latest Drop off: 4:47pm

## 2022-2023 Projection

Due to current driver positions, we anticipate up to 5 routes may need to be combined with other routes.

## Fleet Update

2 New Activity Buses Purchased  
9 Total Activity Buses

# Questions?



## 2022-2023 Strategic Plan Action Steps

### Goal 1 - Focusing Direction:

**Asheboro City Schools will create a process of continuous improvement with clear, focused direction.**

<b>GOAL 1.1: ACS will eliminate barriers to success and ensure equitable opportunities for all students.</b>
Conduct facilitated student focus groups to identify barriers for academic success or educational opportunities.
Establish a task force to study discipline disproportionality causes and develop a plan to reduce disproportionality in discipline data.
Provide teachers with instructional strategies to meet the needs of each student.

<b>GOAL 1.2: ACS will provide leadership coaching &amp; development for school and district leaders.</b>
Provide executive coaching to building level administrators.
Explore options to develop school and district leadership opportunities.
Continue building school and district professional resources for leadership development.

<b>GOAL 1.3: ACS will invest in the recruitment, retention, and professional growth of our staff to create a workforce that is representative of our district.</b>
Develop a plan to support the professional growth and development of teachers exiting the beginning teacher program.
Create a comprehensive recruitment and retention plan.

<b>GOAL 1.4: ACS will commit to working collaboratively with all stakeholders to enhance strategic communications that build trust, confidence, and support transparency.</b>
Establish a district communication plan that integrates consistent expectations across all schools/departments.
Develop a communications advisory group to guide and monitor the effectiveness of internal and external communications.



<b>GOAL 1.5: ACS will maintain and update facilities and learning spaces throughout the district.</b>
Enhance/create additional outdoor learning spaces on each school campus.
Expand makerspaces at each school to include a wider variety of high tech and no tech tools.
Review and update 10-year facilities plan.

**Goal 2 - Cultivating Collaborative Cultures:**  
**Asheboro City Schools will cultivate the expertise of stakeholders to be focused on a collective purpose.**

**GOAL 2.1: ACS will increase community partnerships to provide enrichment support for all students during school, after school and during the summer.**

Evaluate and expand district-sponsored enrichment opportunities.

Evaluate and expand community partnerships.

Create in-district grant opportunities for ACS staff to expand extracurricular and co-curricular opportunities.

**GOAL 2.2: ACS will commit to enhancing the organizational culture of the district so that all employees feel valued, supported, and trusted.**

Develop and begin implementation of a staff recognition program.

Develop metrics to evaluate our organizational health and inform future initiatives.

**GOAL 2.3: ACS will work collaboratively within schools and across the district with families, communities, and public organizations to establish schools as hubs of our community, providing space for outreach and collectively creating opportunities for student success.**

Establish a district-sponsored family engagement center.

Establish a taskforce to develop a plan for addressing the needs of our families and school community.

### **Goal 3 - Deepening Learning:**

**Asheboro City Schools will improve the learning-teaching process by establishing clear learning goals, building precise pedagogies, and strengthening resources and academic programming.**

<b>GOAL 3.1: ACS will provide professional growth opportunities for staff with clear instructional expectations.</b>
Provide LETRS professional learning in literacy to K-5 classroom teachers and monitor fidelity of classroom implementation.
Provide Engaged Classrooms professional learning to all 6-12 certified staff and monitor fidelity of classroom implementation.
Promote opportunities to staff for out-of-district professional learning.

<b>GOAL 3.2: ACS will provide all students relevant, engaging instruction with clear learning goals.</b>
Communicate consistent expectations for creating learning goals to be implemented district-wide.
Monitor the fidelity of implementation of the ACS Core Instructional Values.

<b>GOAL 3.3: ACS will expand academic and enrichment opportunities for all students.</b>
Evaluate the registration process for promotion of pathway and programming opportunities for all secondary students.
Expand career development activities for students in grades 5-12.
Create additional rigorous and meaningful academic enrichment opportunities for all students.

<b>GOAL 3.4: ACS will focus on the health and wellness for both students and staff in order to produce a safe learning environment where students and staff can thrive.</b>
Evaluate and revise school safety plans in cooperation with the Asheboro Police Department.
Expand use of restorative practices.
Expand use of the Employee Assistance Program.
Monitor fidelity of implementation of SEL Curriculum.



# **2022-2023 Strategic Plan Action Steps**

---

July 14, 2022

# Mission & Vision Statements

## Vision:

Every student will have equitable access to engaging learning that transforms life outcomes and prepares them to be collaborative, competitive, and successful in our global world.

## Mission:

Asheboro City Schools engages students in educational experiences and opportunities that elevate lifelong learning, cultivates exceptional thinkers, and empowers students to design their own futures.

# Strategic Plan 2022-2026

**Goal 1 - Focusing Direction:** Asheboro City Schools will create a process of continuous improvement with clear, focused direction.

**Goal 2 - Cultivating Collaborative Cultures:** Asheboro City Schools will cultivate the expertise of stakeholders to be focused on a collective purpose.

**Goal 3 - Deepening Learning:** Asheboro City Schools will improve the learning-teaching process by establishing clear learning goals, building precise professional expectations, and strengthening resources and academic programming.

# **Goal 1 - Focusing Direction: Asheboro City Schools will create a process of continuous improvement with clear, focused direction.**

## **2022-2023 Action Steps:**

- Conduct facilitated student focus groups to identify barriers for academic success or educational opportunities.
- Establish a task force to study discipline disproportionality causes and develop a plan to reduce disproportionality in discipline data.
- Provide teachers with instructional strategies to meet the needs of each student.
- Provide executive coaching to building level administrators.
- Create a comprehensive recruitment and retention plan.
- Develop a plan to support the professional growth and development of teachers exiting the beginning teacher program.
- Establish a district communication plan that integrates consistent expectations across all schools/departments.
- Develop a communications advisory group to guide and monitor the effectiveness of internal and external communications.
- Enhance/create additional outdoor learning spaces on each school campus.
- Expand makerspaces at each school to include a wider variety of high tech and no tech tools.
- Review and update 10-year facilities plan.

## **Goal 2 - Cultivating Collaborative Cultures: Asheboro City Schools will cultivate the expertise of stakeholders to be focused on a collective purpose.**

### **2022-2023 Action Steps:**

- Evaluate and expand district-sponsored enrichment opportunities.
- Evaluate and expand community partnerships.
- Create in-district grant opportunities for ACS staff to expand extracurricular and co-curricular opportunities.
- Develop and begin implementation of a staff recognition program.
- Develop metrics to evaluate our organizational health and inform future initiatives.
- Establish a district-sponsored family engagement center.
- Establish a taskforce to develop a plan for addressing the needs of our families and school community.



## **Goal 3 - Deepening Learning: Asheboro City Schools will improve the learning-teaching process by establishing clear learning goals, building precise professional expectations, and strengthening resources and academic programming.**

### **2022-2023 Action Steps:**

- Provide LETRS professional learning in literacy to K-5 classroom teachers and monitor fidelity of classroom implementation.
- Provide Engaged Classrooms professional learning to all 6-12 certified staff and monitor fidelity of classroom implementation.
- Communicate consistent expectations for creating learning goals to be implemented district-wide.
- Monitor the fidelity of implementation of the ACS Core Instructional Values.
- Evaluate the registration process for promotion of pathway and programming opportunities for all secondary students.
- Expand career development activities for students in grades 5-12.
- Create additional rigorous and meaningful academic enrichment opportunities for all students.
- Evaluate and revise school safety plans in cooperation with the Asheboro Police Department.
- Expand use of restorative practices.
- Expand use of the Employee Assistance Program.
- Monitor fidelity of implementation of SEL Curriculum.

## Next Steps

- Create metrics to measure success of the action steps.
- Align action steps in school improvement plans to meet goals and objectives of the 2022-2026 Strategic Plan.
- Report on mid-year progress for meeting the 2022-2023 action steps at the January 2023 BOE meeting.
- Report on achievement of 2022-2023 action steps at the July 2023 BOE meeting.
- Present 2023-2024 action steps at July BOE meeting.

# QUESTIONS

# CTE Honors Course Request

June 2022

Asheboro City Schools Career & Technical Education would like to present to following Asheboro High School course additions for approval by the Asheboro City Schools Board of Education:

## I. CompTIA IT Fundamentals

**Course Number:** BI12

**Recommended Maximum Enrollment:** 25

**Prerequisite:** None

**Aligned Career Technical Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

**Aligned Industry Credential:** CompTIA IT Fundamentals+

**CompTIA IT Fundamentals:** This course is designed for students to develop knowledge and skills required to identify and explain the basics of computing, IT infrastructure, application and software, software development, database fundamentals, and security. The course is also designed for students to develop the ability to demonstrate knowledge and skills to install software, establish basic network connectivity, identify or prevent basic security risks, explain troubleshooting theory, and provide preventative maintenance for devices. English language arts, mathematics, and science are reinforced.

**Honors CompTIA IT Fundamentals:** This course is designed for students to develop knowledge and skills required to identify and explain the basics of computing, IT infrastructure, application and software, software development, database fundamentals, and security. The course is also designed for students to develop the ability to demonstrate knowledge and skills to install software, establish basic network connectivity, identify or prevent basic security risks, explain troubleshooting theory, and provide preventative maintenance for devices. English language arts, mathematics, and science are reinforced.

## II. Computer Engineering Technology I

**Course Number:** I12

**Recommended Maximum Enrollment:** 25

**Hours of Instruction:** 135 (block) 150 (regular)

**Prerequisite:** BI12 CompTIA IT Fundamentals

**Aligned Career Technical Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

**Aligned Industry Credential:** CompTIA A+ 220-1101 CompTIA IT Fundamentals+

**Computer Engineering Technology I:** This course is the first in a two-course series that introduces the skills required for entry level PC technicians. It includes objectives in the following four domains, a) PC Hardware, b) Networking c) Mobile devices d) Hardware and networking troubleshooting. English language arts, mathematics, and science are reinforced. This course is inherently honors.

### **III. Computer Engineering Technology II**

**Course Number:** II22

**Recommended Maximum Enrollment:** 25 Hours of Instruction: 135 (block) 150 (regular)

**Prerequisite:** II21 Computer Engineering Technology I

**Aligned Career Technical Student Organization:** Future Business Leaders of America (FBLA), SkillsUSA, Technology Student Association (TSA)

**Aligned Industry Credential:** CompTIA A+ 220-1102

**Computer Engineering Technology II:** This course is the second in a two-course series that introduces the skills required for entry level PC technicians. It includes objectives in the following five domains, a) Windows operating system, b) Other operating systems and technologies c) Security, d) Software troubleshooting, e) Operational procedures. English language arts, mathematics, and science are reinforced. This course is inherently honors.



# **NC Student Connect Tech Team**

**July 14, 2022**



# NC Student Connect

*Building the IT force of the future!*

**#NCStudentTech**

- Our technology, media, and CTE departments collaborated to apply and received a grant from the North Carolina Business Committee for Education.
- The grant is funding compensation, supplies, and materials for 8 student summer internships through August 26, 2022.

The logo features the words "TECH TEAM" in a large, bold, dark blue sans-serif font. An orange star with three curved lines above it, resembling a Wi-Fi signal, is positioned between the words. Below "TECH TEAM", the words "NC STUDENT CONNECT" are written in a smaller, orange, all-caps sans-serif font.

# TECH TEAM

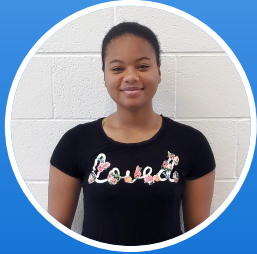
## NC STUDENT CONNECT

- NC Student Connect developed during the Remote Learning Working Group in 2020.
- Current funding is from the Governor's GEER Funds. Funds expire in September 2023.
- We have applied and hope to receive funding for internships continuing through Fall 2022, Spring 2023 and Summer 2023.





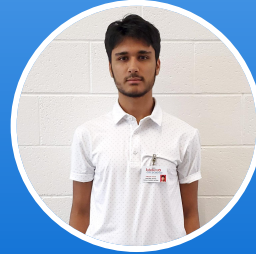
# Meet our Interns!



**Katherine Botchway**



**Jean Brou**



**Ameer Khan**



**Daniel Maldonado**



**Luis Martinez**



**Marshall Monroe**



**Arnulfo Perdomo**



**Damontra Sutton**

Interns are working this summer elbow to elbow with our computer technicians. They are processing and configuring chromebooks & laptops, installing access points, running cable and learning valuable workplace skills.



In addition, are are all working towards their Comp-TIA IT Fundamentals credential with coaching from Mr. Michael Fleming. Credentialing is a focus of the program. This entry level credential is highly valued among tech professionals and companies.





Interns are earning \$15 / hour and can sit for the Comp-TIA exam when they feel they are adequately prepared. Exam fees are funded through the grant and/or our CTE program.



**Questions?**



P.O. Box 1103, Asheboro, NC 27204-1103 ■ 1126 S. Park St. ■ (336) 625-5104 ■ (336) 625-9238, fax  
An equal opportunity/affirmative action employer.

July 14, 2022

## **Response to RFP 147-ACSINTERACT for Interactive Flat Panels**

After a thorough review of all bids and options for **RFP 147-ACSINTERACT** a summary of the lowest bids most aligned to the RFP request and priority features are listed below for consideration. Each bid proposal below includes the cost for equipment (400 Interactive Flat Panels with mounts and stands as required), installation, de-installation of existing equipment, trash disposal, and selected other costs as specified by the vendor. The bid proposal does not reflect optional costs or equipment from the bid not selected by ACS technology staff.

### **1. Trafera, LLC**

**75" Newline Q Series IFP** **\$993,430.80**

- Secure Android 11 OS & Oktopus Interactive Software
- Unlimited Professional Development
- Wireless casting / broadcasting
- Perpetual software and MDM licensing

### **2. CDW**

**75" Viewsonic IFP 7552** **\$1,141,907.41**

- Integrated Viewboard software
- Wireless and web-based casting / broadcasting
- Google Integration
- USB-C connectivity & built-in microphone

### **3. Trafera, LLC**

**86" Newline Q Series IFP** **\$1,241,670.80**

- Secure Android 11 OS & Oktopus Interactive Software
- Unlimited Professional Development
- Wireless casting and broadcasting
- Perpetual software and MDM licensing

### **4. Camcor**

**75" SMART MX2750 Series IFP** **\$1,282,426.24**

- Smart Notebook & Lumio software
- Teacher profiles
- Google Integration
- Wireless and web-based casting / broadcasting

## CALENDAR OF UPCOMING EVENTS

July 14, 2022

DATE	TIME	EVENT	LOCATION
Week of July 18	Various Times	Asheboro Fire Department Training	Early Childhood Development Center (ECDC)
Thursday, July 28	5:30 p.m.	Special Called Board of Education Meeting	ACS Central Office Boardroom
Monday, August 1	6:00 p.m.	Randolph County Commissioners Meeting	Old Historic Courthouse
Monday, August 1	11:30 a.m.-6:00 p.m. by appointment	Donna Lee Loflin Elementary Kindergarten Orientation	Donna Lee Loflin Elementary School
Wednesday, August 3	12:00-6:00 p.m.	Guy B. Teachey Kindergarten Screening	Guy B. Teachey Elementary School
Thursday, August 4	4:00 p.m.	Asheboro High School Summer Graduation	Asheboro High School Walker Commons
Monday, August 8	2:00-3:00 p.m. 4:00-5:00 p.m.	Charles W. McCrary Elementary Kindergarten Orientation	Charles W. McCrary Elementary School
Tuesday, August 9	TBD	Apprenticeship Randolph Signing Ceremony	Randolph Community College
Wednesday, August 10	8:30-11:30 a.m. 12:30-3:30 p.m.	Guy B. Teachey Kindergarten Orientation	Guy B. Teachey Elementary School
Thursday, August 11	8:30-11:30 a.m. 12:30-3:30 p.m.	Guy B. Teachey Kindergarten Orientation	Guy B. Teachey Elementary School
Thursday, August 11	7:30 p.m.	ACS Board of Education Meeting	North Asheboro Middle School - Theater
Thursday, August 18	All Day	First Day for 10 Month Staff for 2022-2023	All Schools
Thursday, August 18	1:00-3:00 p.m.	Balfour Elementary Kindergarten Orientation	Balfour Elementary School
Friday, August 19	9:00-11:00 a.m. 1:00-3:00 p.m.	Balfour Elementary Kindergarten Orientation	Balfour Elementary School
Thursday, August 25	8:00 a.m.	ACS Convocation	South Asheboro Middle School Gym
Thursday, August 25	2:00-6:00 p.m.	ACS Open House	All Schools
Monday, August 29	All Day	First Day for Students for 2022-2023	All Schools