

ASHEBORO CITY BOARD OF EDUCATION
North Asheboro Middle School Theater
August 11, 2022
7:30 p.m.

No Policy Committee Meeting
6:00 p.m. Budget Meeting

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 July 14, 2022 Board of Education Meeting, and July 28, 2022 Special Called Meeting
- B.** Policies Recommended for Approval
 - 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
- C.** Personnel
- D.** Charter Bus Company Recommended for Use in 2022-2023

V. Information, Reports, and Recommendations

- A.** Policies for Review – Ms. Carla Freemyer, Executive Director of Human Resources
 - Policy 3102 – Online Instruction
 - Policy 3430 – School Improvement Plan
 - Policy 3460 – Graduation Requirements
 - Policy 6220 – Operation of School Nutrition Services
 - Policy 6560 – Disposal of Surplus Property
 - Policy 7620 – Payroll Deductions
 - Policy 7810 – Evaluation of Licensed Employees
 - Policy 7815 – Evaluation of Non-Licensed Employees

- Policy 8320 – Depositories
- B. Summer Programming Update – Ms. Deanna Wiles, Director of K-12 Education and Ms. Chandra Manning, BT Coordinator/Curriculum Specialist
- C. Naming of Facilities Request – Ms. Sandra Spivey Ayers, Finance Officer
- D. Facilities and Asheboro High School Phase III Updates – Mr. Christopher Scott, Director of Facilities & Maintenance

VI. *Action Items

- A. Approval of the 2022-2023 Budget – Ms. Sandra Spivey Ayers, Finance Officer
- B. Local Face Covering Policies – required by SL 2021-130 (Senate Bill 654).

VII. Board Operations – Chairman Michael Smith

- A. Calendar of Events

VIII. Closed Session

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

IX. Adjournment

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

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

ASHEBORO CITY BOARD OF EDUCATION
North Asheboro Middle School Theater
August 11, 2022
7:30 p.m.

Addendum

No Policy Committee Meeting
6:00 p.m. – Budget Meeting

- I. **Opening**
- II. **Superintendent's Report**
- III. **Public Comments**
- IV. **Consent Agenda**
 - C. Personnel (addendum added)
 - E. 2022-2023 Salary Schedules for Bus Drivers, Afterschool Workers and Substitutes
- V. **Information, Reports, and Recommendations**
- VI. **Action Items**
- VII. **Board Operations**
- VIII. **Closed Session**
- IX. **Adjournment**

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

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ASHEBORO CITY BOARD OF EDUCATION MINUTES

North Asheboro Middle School Theater

July 14, 2022

7:30 p.m.

Policy Committee

Policy Committee Members Present:

Chairman Michael Smith

Ryan Patton

Gidget Kidd

Vice-Chairman Baxter Hammer

Haliey Lee

Linda Cranford

Staff Members Present:

Dr. Aaron Woody, Superintendent

Carla Freemyer

The meeting was called to order at 6:06 p.m. and Mrs. Freemyer presented the following policy amendments:

Policy 3102 - Online Instruction

- Revises Section B to clarify that schools may temporarily transition to remote instruction only if permitted by law.

Policy 3430 - School Improvement Plan

- Updates some language at the beginning of Section B.
- Adds a provision in B.1 requiring that school improvement teams be familiar with state and local board requirements related to managing and using fiscal resources and comply with these requirements in developing and implementing school improvement plans
- Adds a new B.3.d to include innovative efforts to meet local educational goals.
- Changes the language in B.4 to match the statutory definition of low performing school.
- Removed the reference to board policy and state law because neither currently require school administrators to be evaluated on the school-based management process.
- Includes other minor editorial changes, updates to cross references, and adds other resources.
- Committee wants a follow up report in May or June on the success and/or progress of each of the school improvement initiatives.

Policy 3460 - Graduation Requirements

- Updates the hyperlinks.

Policy 6220 - Operation of School Nutrition Services

- In subsection A.8, increases the amount of School Nutrition Program operating balance required in order to assess indirect costs to the program.
- Includes minor editorial changes.

Policy 6560 - Disposal of Surplus Property

- Adds references to the North Carolina Constitution.
- In Section A, establishes notice rules for public sales conducted by the superintendent or designee.
- Includes minor editorial changes and updates legal references

Policy 7620 - Payroll Deductions

- Adds to the list of authorized salary deductions, including: other court-ordered payments; the NC 457 Plan; a new 12-month pay option for 10- and 11-month employees; and dues or contributions to employees' associations that meet the minimum membership requirements as described in G.S. 143B-426.40A(g)
- Combines the different group insurances into one.
- Includes minor editorial changes and updates legal references.

Policy 7810 - Evaluation of Licensed Employees

- Adds references to other applicable policies in number 9.
- Updates cross references.

Policy 7815 - Evaluation of Non-Licensed Employees

- Adds references to other applicable policies in number 5 and clarifies that employment decisions may be made regardless of whether evaluators have followed the evaluation system, so long as there is a legally sufficient basis for the decisions.
- Updates cross references.

Policy 8320 – Depositories

- Adds a statement requiring that the school system comply with legal requirements applicable to the deposit of funds into an official depository.
- Updates legal references.

There being no further business, the meeting was adjourned at 6:26 p.m.

Finance Committee**Board Members Present:**

Michael Smith
Gus Agudelo

Baxter Hammer
Dr. Beth Knott

Gwen Williams

Staff Members Present:

Dr. Aaron Woody
Anthony Woodyard

Sandra SpiveyAyers

Dr. Wendy Rich

Gwen Williams, Finance Committee Chairman, called the meeting to order at 6:47 p.m. and referred to Sandra Spivey Ayers.

Mrs. Spivey Ayers summarized some of the state budget highlights from the recently passed budget and how they will impact our local budget. The state legislature did include a minimum

\$15 per hour wage and a 4% raise for all non-certified staff. Certified staff will receive an average of a 4.2% raise.

Mrs. Spivey Ayers reviewed the School Fees for the 2022-2023 school year included in the Consent Agenda.

Mrs. Spivey Ayers reviewed the 2021-2022 Budget Transfer Report included in the Consent Agenda. This report is for information purposes only and contains a summary of budget transfer transactions between purpose codes within each fund.

Mrs. Spivey Ayers reviewed Requests for Authorization of Noncompetitive Procurement Proposal. There are two requests in the Consent Agenda and both have been approved by the Department of Public Instruction. The requests include contracts with Curriculum Associates to continue universal screening using IReady as well as a new contract with Paper to provide an on-demand tutor service for our students. Dr. Wendy Rich explained how the tutor service would help with providing help with homework including written papers with a quick turn around and feedback. The service will be available to students 24 hours a day/ 7 days a week.

Mrs. Spivey Ayers reviewed the process that Mr. Anthony Woodyard has followed to provide a recommendation at the board meeting for the award of a bid for Interactive Panels to replace all of our Smart Boards across the district. These panels will be funded through ESSER funds.

There being no further business, Gwen Williams adjourned the meeting at 7:15 pm.

Board of Education

Board Members present:

Chairman Michael Smith
Hailey Lee
Gidget Kidd
Ryan Patton

Vice-Chairman Baxter Hammer
Gwen Williams
Dr. Beth Knott

Adam Hurley
Linda Cranford
Gus Agudelo

Board Members Absent:

Phillip Cheek

Staff Members attending:

Dr. Aaron Woody
Carla Freemyer
Dr. Penny Crooks
Chris Scott
Chandra Manning
Angela Palmer
Luis Martinez, Student Tech Intern

Sandra Spivey Ayers
Dr. Wendy Rich
Dr. Robin Harris
Angel Etheridge
Deanna Wiles
Katherine Botchway, Student Tech Intern

Anthony Woodyard
Sarah Beth Robbins
Tracie Ross
Lee Clark
Tari Johnson

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. Following the moment of silence, Mr. Smith led the Pledge of Allegiance.

Upon motion by Vice-Chair Baxter Hammer and seconded by Gus Agudelo, the Board unanimously approved the meeting agenda.

Superintendent's Report

Dr. Aaron Woody, Superintendent, shared the following:

We had a fantastic Administrative Leadership Team (ALT) retreat Tuesday and Wednesday. We had a variety of presentations, which included data, curriculum, and Teacher Working Condition surveys. We experienced substantive team building during these meetings.

We have several great summer opportunities happening right now and we are pleased with student engagement.

We continue to work diligently to hire staff as needed.

Public Comments

There were no public comments.

Consent Agenda

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

- 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 (Please see the list below)
- D.** Rescind board action from March 2020 board meeting giving authority to Superintendent Dr. 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
- 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.

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

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

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

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
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

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

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

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
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**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
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**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
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.

Information and Reports

A. Ms. Carla Freemyer, Executive Director of Human Resources, presented the following policies for review:

- 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. Ms. Tari Johnson, Transportation Coordinator, and Ms. Angela Palmer, Transportation Supervisor, presented an update on student transportation. Mr. Tari Johnson shared the following:

- We have 16 bus drivers and two bus monitors.
- We have five bus driver vacancies and we are actively hiring bus drivers.
- We are contracted with JR's Transport to assist us with student transportation.
- We have ordered two activity buses that should arrive by October. Then we will have a total of nine activity buses.
- We also purchased a Chrysler van.

Ms. Palmer shared some statistical data regarding yellow bus use. She stated that we may need to combine up to five bus routes due to the bus driver vacancies.

C. Mr. Christopher Scott, Director of Facilities & Maintenance, shared an update on the Asheboro High School renovations. He stated that we are still on schedule.

D. Dr. Wendy Rich, Assistant Superintendent of Curriculum & Instruction presented Strategic Plan Action Steps for the 2022-2023 school year for Goals 1-3 of the Strategic Plan. Our next steps include creating metrics to measure success of the action steps, align action steps in school improvement plans, report on mid-year progress of the action steps, report on achievement of 2022-2023 action steps next July, and present a 2023-2024 Action Steps next July.

Action Items:

A. Ms. Sarah Beth Robbins, Director of Career & Technical Education (CTE), presented the following CTE Honors Courses: CompTIA IT Fundamentals, Computer Engineering Technology I, and Computer Engineering Technology II. Mr. Anthony Woodyard, Director of Technology & Innovation, shared a presentation that explained the NC Student Connect grant that we received and allowed us to hire eight student techs. The student techs are paid \$15 per hour. He introduced the members of the Student Tech Team and described their responsibilities. He shared that the students are working towards obtaining their Comp-TIA IT Fundamental credential. We received alternate funding to hire Mr.

Michael Fleming to teach the classroom piece for the credential. Upon motion by Linda Cranford and seconded by Gwen Williams, the CTE Honors Courses were unanimously approved as presented.

- B. 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.
- C. Mr. Anthony Woodyard, Director of Technology & Innovation requested approval of the bid selected from the RFP 147-ACSINTERACT for Interactive Flat Panels. Mr. Woodyard shared that Trafera, LLC was the lowest bid most aligned to the RFP request. Trafera has been a long time partner with our district. Upon motion by Gidget Kidd and seconded by Dr. Beth Knott, the request was unanimously approved as presented.

Chairman Smith stated that we approved a contract with Paper Education Company in the Consent Agenda. Chairman Smith asked Dr. Wendy Rich to come back to the podium and share what we are contracting with Paper Education Company to do for us. Dr. Rich shared that we are purchasing a 24/7 tutoring service from Paper Education Company for grades 3-12. Students will have access to personal tutoring any time of the day or night for as long as they need. This will be a game changer for our students. We are very excited that students will have this tutoring access.

Board Operations:

Chairman Smith reviewed information regarding upcoming events.

There will be a special called Board meeting on July 28, 2022 at 5:30 p.m. in the Central Office boardroom.

The next regularly scheduled Board meeting will be on August 11, 2022 at 7:30 p.m. in the North Asheboro Middle School Theater.

Adjournment:

There being no further business and upon motion by Gus Agudelo and seconded by Gwen Williams, the Board unanimously approved to adjourn at 8:47 p.m.

Chairman

Secretary

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

Board of Education

Board Members Present:

Michael Smith, Chairman
Adam Hurley
Dr. Beth Knott

Hailey Lee
Gus Agudelo

Linda Cranford
Ryan Patton

Board Members Absent:

Vice-Chair Baxter Hammer
Scott Eggleston, Attorney

Phillip Cheek
Gidget Kidd

Gwen Williams

Staff Members Present:

Sandra Spivey Ayers
Angel Etheridge

Anthony Woodyard

Carla Freemyer

Opening

Chairman Smith called the meeting to order at 5:33 p.m. and welcomed all in attendance.

Upon motion by Ryan Patton and seconded by Gus Agudelo, the Board unanimously approved the meeting agenda.

Consent Agenda

Upon motion by Linda Cranford and seconded by Dr. Beth Knott, the following items were unanimously approved by the Board:

A. Personnel (see personnel list below)

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

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Downey	Sarah	AHS	Chorus	7/19/2022
Dunn	Tina	AHS	Exceptional Children	7/1/2022
Hopkins	Steven	NAMS	Art	7/19/2022
Lamonds	Lisa	DLL	Instructional Assistant	7/18/2022

Little	Tracy	ECDC	Pre-K Exceptional Children	7/27/2022
Luther	Jessica	BAL	5th Grade	7/13/2022
Ottokhan	Terri	BAL	School Nurse	7/18/2022
Sheppard	Lea	NAMS	English Language Arts	7/27/2022
York	Rhiannon	ECDC	Instructional Assistant	7/27/2022

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Devilbiss	Mia	GBT	1st Grade	8/12/2022
Dozier	Griffin	AHS	Instructional Assistant/ISS	8/18/2022
Kivett	Elisha	CO	EC Program Facilitator (part-time)	8/18/2022
Lardiere	Daniele	CWM	4th grade	8/18/2022
McCall	Mary Jo	CO	EC Program Facilitator (part-time)	8/2/2022
Pope	Diara	SAMS	Exceptional Children	8/12/2022
Proctor	Carmen	CO	EC Program Facilitator (part-time)	8/18/2022
Riggans	Caesar	AHS	Non-Faculty Coach, Football	8/1/2022
Scherer	Katie	NAMS	Science	8/18/2022
Tonkin	Sarah	BAL	5th grade	8/18/2022

***C. ADMINISTRATIVE APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Burress	Karen	CO	Interim Director of Support Services (part-time)	8/8/22 - 12/31/22

D. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Berrier	Jacob	GBT to AHS	Exceptional Children	8/18/2022
Lassiter	Adam	GBT to CO	Inst. Asst./EC to Inst. Asst./EC Behavior	8/18/2022

Upon motion by Gus Agudelo and seconded by Ryan Patton, the Board unanimously approved to move to Closed Session at 5:42 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 entered 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 Linda Cranford, the Board unanimously approved to close the Closed Session at 7:36 p.m.

Adjournment:

There being no further business and upon motion by Linda Cranford and seconded by Gus Agudelo, the Board unanimously approved to adjourn at 7:38 p.m.

Chairman

Secretary

Policies For Approval

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;

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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

**Asheboro City Schools
Personnel Transactions
August 11, 2022**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Roberts	Linda	ECDC	Instructional Assistant	8/31/2022
Lawrence	Reid	NAMS	Instructional Assistant	8/1/2022
Rabon	Francia	SAMS	Instructional Assistant/EC	8/2/2022

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Arroyo	Edward "Joe"	AHS	Mathematics	8/18/2022
Dubis	Mike	AHS	Non-Faculty Coach - Football	8/1/2022

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
August 11, 2022**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Arroyo, Edward "Joe"	NC A&T University B: Health and Physical Education	Physical Education Mathematics, 9-12

Mr. Joe Arroyo is recommended to teach mathematics at Asheboro High School for the 2022-2023 school year. Mr. Arroyo previously taught health and physical education at South Asheboro Middle School for ten years before transitioning into the private sector. His real-world experience and problem-solving skills will be as asset to the mathematics team at AHS. As a Blue Comet, Mr. Arroyo is excited to return to teaching at his alma mater. Welcome home Mr. Arroyo!

**Asheboro City Schools
Personnel Addendum
August 11, 2022**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Covington	Selena	BAL	Custodian	7/21/2022
Dunn	Derek	GBT	Instructional Assistant/EC	8/9/2022
Hunt	Susan	AHS	Instructional Assistant/EC	6/16/2022
McCain	Onica	GBT	Certified Nurse Assistant (CNA)	8/8/2022

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Bias	Raven	NAMS	Art	8/18/2022
Charles	Chasity	NAMS	Social Studies	8/12/2022
Clawson	Hallie	NAMS	English Language Arts	8/12/2022
Hall	Chris	SAMS	EC Behavior Assistant	8/18/2022
Hanson	Matthew	AHS	Chorus	9/6/2022
Hatcher	Brackey	CO	Bus Driver	8/22/2022
Prince	Lane	GBT	School Counselor	8/18/2022
Robinson	Leslie	AHS	EC Program Facilitator (part-time)	9/12/2022
Rogers	Aimee	SAMS	Health Science	9/12/2022
Waddle	Amy	ECDC	Pre-K	8/18/2022
Winans	Kathryn	NAMS	English Language Arts	8/12/2022

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
August 11, 2022**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Bias, Raven	UNC Greensboro B: Art Education	Art Grades K-12

Ms. Bias is recommended as the art teacher for the 2022-2023 school year at North Asheboro Middle School. Raven comes to us from The Experiential School of Greensboro. She has a passion for working with children and wants to motivate them by making connections to real world experiences through art. Her belief is that any student can be successful in the art classroom and that even mistakes can be turned into masterpieces! We are pleased to welcome Ms. Bias to Asheboro City Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Charles, Chasity	UNC Greensboro B: Political Science	Social Studies 6-9

Ms. Chasity Charles is recommended to teach social studies at North Asheboro Middle School for the 2022-2023 school year. Ms. Charles is excited to begin her teaching career at North Asheboro Middle School under the leadership of Mr. Groseclose, one of her previous teachers. Ms. Charles believes in building strong relationships with students is the foundation of student success. We are pleased to welcome another Blue Comet back to Asheboro City Schools. Welcome Ms. Charles!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Clawson, Harlie	UNC Greensboro B: Psychology	English Language Arts, 6-9

Ms. Harlie Clawson is recommended as an English language arts teacher for the 2022-2023 school year at North Asheboro Middle School. Ms. Clawson graduated from Asheboro High School and attended North Asheboro Middle so she feels as if she is coming home to begin her teaching career. Most recently Ms. Clawson served as the nursery director and party coordinator at the Randolph County YMCA. We welcome Ms. Clawson back to her roots with Asheboro City Schools. Welcome, Ms. Clawson!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Hanson, Matthew	UNC Greensboro B: Music Education	Music Grades K-12

Mr. Matthew Hanson is recommended to serve as the Chorus Teacher at Asheboro High School for the 2022-2023 school year. Mr. Hanson is an experienced choral educator having taught chorus at Northwood High School in Chatham County for the last ten years. Mr. Hanson is excited to join the cultural arts team at Asheboro High School, and contribute to the rich tradition of supporting arts education. We are pleased to welcome to Mr. Matthew Hanson!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Prince, Lane	Meredith College B: Psychology Liberty University M: School Counseling	School Counselor Elementary K-6

Ms. Lane Prince is recommended to serve as the school counselor at Guy B. Teachey Elementary School for the 2022-2023 school year. Ms. Prince has been a school counselor with Montgomery County Schools for the last four years and is also a former elementary teacher. She has served on many school committees and has been trained in multiple programs to assist the emotional and behavioral development of children. Ms. Prince will be a valuable asset to Guy B. Teachey Elementary. We are pleased to welcome Ms. Prince to Asheboro City Schools!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Robinson, Leslie	Appalachian State University B: Cross Categorical	Cross Categorical K-12

Ms. Leslie Robinson is recommended as a part-time exceptional children's program facilitator for the 2022-2023 school year. Ms. Robinson taught in Asheboro City Schools for 29 years before retiring in 2015. Most recently she served in a similar capacity in Lexington City Schools. We are pleased to bring back a highly respected former employee to serve our families and staff in this role. Ms. Robinson is eager and excited to bring her expertise to the Exceptional Children's department. Welcome back, Ms. Robinson!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Rogers, Aimee	Brevard College B: Health Science Studies	Health Science 6-12

Ms. Aimee Rogers is recommended to teach Health Science at South Asheboro Middle School for the 2022-2023 school year. Ms. Rogers is currently employed by Moses Cone Hospital as a Physical Therapist Assistant in Acute Rehab. She has over ten years of experience in the medical field and is excited to start a new career as a teacher. Her experiences will help her to bring relevant experience into the classroom to engage students and build their interest in pursuing a health related career. We are pleased to welcome Ms. Rogers to Asheboro City Schools!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Waddle, Amy	Virginia Tech State University B: Human Development M: Curriculum and Instruction	Pre-K

Ms. Amy Waddle is recommended to teach Pre-K at the Early Childhood Development Center for the 2022-2023 school year. Ms. Waddle recently relocated to the area from Georgia and is excited to continue her teaching career in Asheboro City Schools. She most recently taught Pre-K and Kindergarten at North Aiken Elementary School in Aiken, South Carolina. Ms. Waddle shared she believes every student can succeed, especially when they are given the right resources to achieve their dreams. We are pleased to welcome Ms. Waddle to Asheboro City Schools!

NAME

Winans, Kathryn

COLLEGE/DEGREEOhio State University
B: English**LICENSURE**

English Language Arts

Ms. Winans is recommended as an English language arts teacher at North Asheboro Middle School for the 2022-2023 school year. Ms. Winans is a recent graduate of Ohio State University and is eager to become a member of the Asheboro City community and begin her teaching career. She understands the importance of differentiation in order to meet the needs of all students. We are excited to welcome Ms. Winans to Asheboro City Schools. Welcome, Ms. Winans!



Chartered in 1905

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

2022-2023 Charter Bus Approval

The listed charter bus company submitted the proper paperwork requirements for consideration for use by Asheboro City Schools for the 2022-2023 school year. Mrs. Tari Johnson completed a successful site inspection in August of this company.

At this time, Support Services recommends the Asheboro City Board of Education approve the following charter bus company for use in the 2022-2023 school year:

Holiday Tours Inc.
10367 Randleman Rd
Randleman, NC 27317

Approved:

Board Chair, signature

Date

An equal opportunity/affirmative action employer.

SALARY SCHEDULE

2022-2023

BUS DRIVER/BUS MONITOR

PAY GRADE	YRS of EXPERIENCE	HOURLY SALARY
51	0	15.00
51	1	15.00
51	2	15.00
51	3	15.00
51	4	15.00
51	5	15.25
51	6	15.25
51	7	15.25
51	8	15.25
51	9	15.25
51	10	15.25
51	11	15.46
51	12	15.46
51	13	15.46
51	14	15.46
51	15	15.46
51	16	16.29
51	17	16.29
51	18	16.29
51	19	16.29
51	20	16.29
51	21	17.64
51	22	17.64
51	23	17.64
51	24	17.64
51	25+	17.64

PLUS: Eligible for \$25.00 Safety Bonus per month

Substitute Driver Pay = 15.00

Classified Staff who drive a bus will receive an additional \$0.50 per hour.

**SALARY SCHEDULE
2022-2023**

AFTER SCHOOL CARE

	HOURLY SALARY
After School I	\$15.00
After School II	\$16.00

SUBSTITUTES

(For Teachers and Instructional Assistants)

	DAILY RATE
Non-certified	\$120.00
Certified	\$150.00

Policies For Review

A. ONLINE INSTRUCTION GENERALLY

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

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

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

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

B. REMOTE LEARNING

When warranted by exigent circumstances and approved by the superintendent, schools may temporarily transition to remote instruction if permitted by law. Board policies remain in effect during periods of remote learning, except that the board reserves the right to deviate from any policy when adherence is impossible or impractical under the circumstances and the deviation is not inconsistent with law. To the extent practicable or when required by law, affected employees, students, and parents or guardians will be notified of the change in advance.

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

Cross References: Dual Enrollment (policy 3101)

Adopted: December 12, 2013

Revised: August 10, 2017, August 13, 2020, September 9, 2021

A. PRINCIPLES

Principals, assistant principals, teachers, and other instructional staff at each school are responsible for designing and implementing strategies to reach the educational goals of the board. Input from the school community, including parents, students, and representatives from businesses and other agencies, is critical in developing an educational program that will meet the needs of the students and the community.

The board affirms the General Assembly's belief that all children can learn and that the mission of public schools is to challenge, with high expectations, each child to learn, achieve, and fulfill his or her potential.

Accordingly, the board has established in its policies its vision, standards, and means of accountability for the educational program. The superintendent shall provide guidance and establish any other standards necessary for effective implementation of the board's policies. Principals shall lead each school in implementing the policies. The school improvement plan is one tool that school administrators should use to draw upon the creativity and innovation of the staff and the community. This plan should identify the school's efforts to improve student performance and reach the educational goals of the board.

B. DEVELOPMENT OF THE SCHOOL IMPROVEMENT PLAN:

Each school must develop a school improvement plan that considers the goals set out in the mission statement for the public schools adopted by the State Board of Education ("State Board") and the annual performance goals for that school as established by the State Board under G.S. § 115C-105.35. In developing their school improvement plans, all schools should ensure, to the extent possible, that sufficient resources and curricula are directed toward meeting the goal of having all students performing at grade level or higher in the basic subject and skill areas identified by the State Board.

The board also expects schools to be guided by the educational goals of the board. The board encourages schools to consider innovative means of educating students to meet educational goals. Many board policies provide an opportunity for a school to incorporate innovative ideas into its school improvement plan; however, if a school would like to try an innovative method that requires deviation from board policy, the school may submit a request to the board for a waiver of the board policy. (See also policy 2400, Board Policies.) Any waiver request must identify the particular board policy that inhibits the school's ability to improve student performance, set out with specificity the circumstances under which the waiver may be used, and explain how the requested waiver will permit the school to improve student performance. The board will consider

such requests to the extent the waiver is permissible by law and likely to result in improved student performance at the school.

1. School Improvement Team

Each school must have a school improvement team that develops the school improvement plan. The school improvement team must follow all legal requirements for developing and obtaining school approval of the school improvement plan. School improvement teams also must be familiar with state and local board requirements related to managing and using fiscal resources and must comply with these requirements in developing and implementing school improvement plans.

The school improvement team will consist of the principal, representatives of the assistant principals, instructional personnel, instructional support personnel and instructional assistants assigned to the school building, and parents of students attending the school. Each group of school personnel shall elect representatives from their respective group by secret ballot. Parents are to be elected in accordance with G.S. 115C-105. 27(a). The school improvement team is encouraged to involve and seek assistance from central office personnel. The school improvement team, especially at the middle and high schools, also is encouraged to seek input from students. The superintendent shall provide guidance to principals to ensure that the principals establish and work together with school improvement teams to develop, review, and amend school improvement plans.

School improvement team meetings will be held at a convenient time to facilitate substantial parent participation. The principal shall ensure that the school improvement team, as a public body, complies with the Open Meetings Law in regard to its meetings. Deliberations on the school safety components of the plan must be in closed session in accordance with G.S. 143-318.11(a)(8).

2. Mandatory Components of the Plan

A school improvement plan must include the following components.

- a. The plan must specify the effective instructional practices and methods to be used to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school.
- b. The plan must take into consideration the minimum annual performance goal established by the State Board and the goals set out in the mission statement for public schools adopted by the State Board.

- c. The plan must be, to the greatest extent possible, data driven. The team shall use the Education Value Added Assessment System (EVAAS) or a compatible and comparable system approved by the State Board to analyze student data to identify root causes for problems and determine actions to address them and to appropriately place students in courses such as Math I. The plan must contain clear, unambiguous targets, explicit indicators and actual measures, and expeditious time frames for meeting measurement standards.
- d. The plan must identify how staff development funds allocated to the school will be used.
- e. The plan must provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team.
- f. The plan must provide duty-free instructional planning time for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week.
- g. The plan must attempt to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.
- h. As part of the school system's efforts to maintain safe and orderly schools, the plan must address safety and discipline concerns. These concerns include any special conditions at the school. The plan should include the components of any positive behavior management or positive behavior support programs that have been adopted at the school and should comply with the requirements of policy 1510/4200/7270, School Safety, and all protocols established by the superintendent or designee under that policy.
- i. In accordance with policy 1310/4002, Parental Involvement, the plan must identify the goals and strategies for parents to be involved in their child's education and in the educational program of the school.
- j. The plan must include a process by which the school improvement team will review the school improvement plan at least once a year. The annual review process must include (1) a review of student scores on all state- and board-mandated tests and (2) a means for the school improvement team to modify the plan, if necessary, when the school has not met the

expected growth score established by the state.

- k. The plan must require the principal to notify the superintendent if the school improvement team modifies a board-accepted school improvement plan.
- l. The plan must include strategies for meeting the educational objectives of the board (policy 3000, Goals and Objectives of the Educational Program).
- m. The plan must include intervention strategies for students who are not at grade-level proficiency or who are not likely to meet standards of promotion measured by other means (policy 3420, Student Promotion and Accountability).

3. Optional Components of the Plan

The plan may include any or all of the following components.

- a. The plan may include a request to transfer state funds from one allotment category to another, as permitted by state law. The request must identify the funding allotment categories involved in the transfer and identify how the transfer will facilitate improving student performance.
- b. The plan may include a comprehensive conflict resolution plan, as provided in G.S. 115C-81(a4), in order to help create a safe school.
- c. The plan may provide for the use of textbooks that have not been adopted by the State Board.
- d. The plan may include innovative efforts to meet local educational goals. The following are examples of innovative efforts identified in board policies that the plan may address:
 - i. modifying the school calendar (see policy 3300, School Calendar and Time for Learning);
 - ii. implementing alternative scheduling of classes or other strategies intended to reduce transitional time and limit interference from non-instructional activities (policy 3300);
 - iii. adding hours of instructional time (policy 3300);
 - iv. providing additional means for evaluating instructional programs

(policy 3140, Evaluation of Instructional Programs);

- v. developing and implementing pilot programs (policy 3110, Innovation in Curriculum and Instruction);
- vi. expanding the subject areas or objectives of the curriculum (policy 3100, Curriculum Development);
- vii. eliminating curricula on subject areas or objectives that are not state-required (policy 3100); and
- viii. modifying the system-wide instructional and curriculum guides (see policy 3115, Curriculum and Instructional Guides).

4. Development and Review of the Plan

School Leadership teams should review student performance data from the preceding school year in developing the school improvement plan. Based on the availability of data and when specific school standards are established by the State Board, the superintendent shall establish the date by which school improvement plans must be submitted.

The principal first shall present the proposed school improvement plan to all of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for their review and vote by secret ballot. The principal then shall submit the school improvement plan to the superintendent only if the proposed school improvement plan has the approval of a majority of the staff who voted on the plan.

The superintendent or designee shall review the plans and seek legal review as necessary prior to presenting the plans with written recommendations to the board. If the superintendent intends to recommend that a plan be rejected, the superintendent shall notify the principal of the school and explain the reasons for the decision. The school improvement team may then submit a modified plan, approved by staff vote, to the superintendent. The superintendent should submit all school improvement plans to the board at the earliest possible date.

The board will review the school improvement plans. The review of the school safety components of the plans must be in closed session. The board shall make findings on the safety components of the plan. Neither the safety components of the plans nor the board's findings on the safety components of the plans may be set out in the minutes of the board.

After review of the school improvement plans, the board will accept or reject

each school improvement plan. If a plan is rejected, the board will explain the specific reason (s) for the rejection.

Any plan modified by the school improvement team after being rejected by the board must be resubmitted to the school personnel for vote and, upon majority approval, resubmitted to the superintendent for review. The superintendent shall resubmit the modified plan to the board with his or her recommendations as soon as is practical. The board will review the modifications along with any recommendations from the superintendent and accept or reject the plan.

If the board and the school improvement team cannot reach agreement on the plan within 60 days after its initial submission, the board or school may request to use the dispute resolution process developed by the State Board under G.S. 115C-105.20(b)(5). Alternatively, if use of the dispute resolution process is not requested, the board may develop a school improvement plan for the school.

A school improvement plan may be in effect for no more than two years. The plan must be reviewed at least annually by the school improvement team in accordance with the review process established in the school's plan. If a school does not earn an overall performance grade of at least a C or does not meet its expected growth standard as established by the State Board, the principal must submit to the superintendent and the board a report of the school improvement team. The report must explain the reasons for the standard(s) not being met and describe any modifications that will be made in the school improvement plan. After considering any recommendations of the superintendent, if the board is not satisfied with the response of the school improvement team, the board may suggest modifications to the plan or may vacate those portions of the plan that impede student performance and require the school improvement team to revise the plan.

5. Elimination of Redundant or Unnecessary Reporting Requirements

If, at any time before or after the board approves the school improvement plan, the school improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report. The superintendent shall recommend to the board whether the reporting requirement should be eliminated for that school. If the superintendent does not recommend elimination of the reporting requirement, the school improvement team may request a hearing by the board as provided in policy 2500, Hearings Before the Board.

6. Compliance with Requirements

Any employee, parent, or other interested party is encouraged to notify the principal of any concerns regarding compliance with this policy or G.S. 115C-105.27. In addition, any employee, parent, or other interested party may submit in writing to the superintendent concerns regarding compliance with this policy or G.S. 115C-105.27. The superintendent shall make a good faith effort to investigate the concern and shall provide a written response upon request.

C. POSTING THE SCHOOL IMPROVEMENT PLAN ONLINE

The school improvement plan, except for its school safety components which are not public record, must be posted on the school's website. The names and positions of the members of the school improvement team, along with the date of each member's election to the team, must also be posted on the website.

D. STAFF DEVELOPMENT

The superintendent shall develop a process by which schools can learn from other schools' improvement plans. The superintendent and the schools are encouraged to use staff development resources to provide training to staff on the development, implementation, and evaluation of school improvement plans.

School administrators must be evaluated by their supervisors on the school-based management process and on the effectiveness of the school improvement plan.

Legal References: G.S. 115C-47(38), -81.15, -84.2, -98, -105.20, -105.21, -105.25, -105.26, -105.27, -105.32, -105.35, -105.37, -105.41(b), -301.1, -307(g); 143 art. 33C

Cross References: Parental Involvement (policy 1310/4002), School Safety (policy 1510/4200/7270), Compliance with the Open Meetings Law (policy 2320), Hearings Before the Board (policy 2500), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Innovation in Curriculum and Instruction (policy 3110), Lesson Planning (policy 3120), Evaluation of Instructional Programs (policy 3140), School Calendar and Time for Learning (policy 3300), Students at Risk of Academic Failure (policy 3405), Student Promotion and Accountability (policy 3420)

Adopted: April 11, 2013

Updated: October 9, 2014, February 11, 2016, December 13, 2018

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

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

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

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

A. COURSE UNITS REQUIRED

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

In accordance with policy 3101, Dual Enrollment, and State Board of Education requirements, students may earn certain high school credit for college courses completed. In addition, students may earn credit for certain high school courses in the Future-Ready Core Course of Study completed prior to grade 9, as authorized by the State Board of Education. Students also have the opportunity to meet course unit requirements without completing the regular period of classroom instruction by demonstrating mastery of the course material in accordance with policy 3420, Student Promotion and Accountability, and State Board of Education requirements.

All awards of high school course credit must be consistent with State Board of Education requirements. Any inconsistency between board policy and State Board graduation

requirements will be resolved by following the State Board requirements. While the board endeavors to keep its policy up to date with current State Board of Education graduation requirements, students should verify current requirements with their school counselors when planning course schedules or making other decisions based on graduation requirements.

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

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

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

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

*** Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics/standard-course-study-supporting-resource>

† The founding principles courses, American History: Founding Principles, Civics and Economics and Founding Principles of the United States of America and North Carolina: Civic Literacy, must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses. See SBE Policies CCRE-001 and GRAD-004.

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

language.

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

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

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

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

*** Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics/standard-course-study-supporting-resource>

† The founding principles courses, American History: Founding Principles, Civics and Economics and Founding Principles of the United States of America and North Carolina: Civic must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses, except as provided in SBE Policy GRAD-008. See also SBE Policies CCRE-001 and GRAD-004.

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

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

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

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

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

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

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

*** Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics/standard-course-study-supporting-resource>

This course must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses, except as provided in SBE Policy GRAD-008. See also SBE Policies CCRE-001 and GRAD-004.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

C. SPECIAL CIRCUMSTANCES

The board adopts the following policies with regard to graduation.

1. Honor Graduates

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

2. Students with Disabilities

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

3. Children of Military Families

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

a. Waiver Requirements

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

b. Testing Requirements for Graduation

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

c. Transfers During Senior Year

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

4. Early Graduation

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

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

5. Graduation Certificates

Graduation certificates will be awarded to eligible students in accordance with the standards set forth in State Board policy GRAD-010.

6. Diploma Endorsements

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

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

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

Adopted: January 9, 2014

Revised: August 14, 2014, May 12, 2016, March 9, 2017, March 8, 2018, July 9, 2020, January 14, 2021, July 15, 2021, March 10, 2022

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

A. OPERATIONAL STANDARDS

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

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

7. Preference will be given in purchasing contracts to high-calcium foods and beverages, as defined in G.S. 115C-264.1 and to foods grown or raised within North Carolina.
8. School Nutrition Program (SNP) funds will be used only for the purposes authorized by law. Indirect costs, as defined by law, will not be assessed to the SNP unless the program has an operating balance of at least two months.
9. The price for meals will be determined in accordance with federal law.
10. Nonprogram foods will be priced to generate sufficient revenues to cover the cost of those items. A nonprogram food is defined as a food or beverage, other than a reimbursable meal or snack, that is sold at the school and is purchased using funds from the child nutrition account.
11. All school nutrition services will be operated on a non-profit basis for the benefit of the SNP. School nutrition services are those that are operated from 12:01 a.m. until the end of the last lunch period.
12. All income from the sale of food and beverages that is required by law or regulation to be retained by the SNP will be deposited to the SNP account and will be used only for the purposes of the school's non-profit lunch and breakfast programs. All funds from food and beverage sales not otherwise required by law to be deposited to the SNP account will be deposited into the proper school account in accordance with guidelines developed by the superintendent or designee.
13. All competitive foods sold on school campuses will meet federal and state standards for nutrient content.
14. All employees whose job duties include procurement activities involving School Nutrition Program funds shall adhere to the conflict of interest rules and standards for ethical conduct established by the board in policies 6401/9100, Ethics and the Purchasing Function, and 8305, Federal Grant Administration. Failure to comply with these requirements will result in disciplinary action.

B. MEAL CHARGES

Students who are required to pay for meals are expected to provide payment in a timely manner. The board recognizes, however, that students occasionally may forget or lose

their meal money. To safeguard the dignity and confidentiality of students in the serving line, reasonable efforts must be used whenever possible to avoid calling attention to a student's inability to pay.

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

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

Legal References: Child Nutrition Act of 1966, 42 U.S.C. 1771 *et seq.*; National School Lunch Act, 42 U.S.C. 1751 *et seq.*, 2 C.F.R. pt. 200; 7 C.F.R. pt. 210; 7 C.F.R. pt. 215; 7 C.F.R. pt. 220; United States Department of Agriculture Policy Memos SP 46-2016, 47-2016, and 23-2017, available at

<https://www.dpi.nc.gov/districts-schools/district-operations/school-nutrition/regulation-and-policy>; G.S. 115C-47(7), 47(22), -263, -264, -264.1, -426, -450, -522; 16 N.C.A.C. 6H .0104

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

Adopted: January 9, 2014

Revised: June 11, 2015, August 16, 2018, June 13, 2019, July 15, 2021

When personal property becomes unnecessary and undesirable for public school purposes, the school district will sell or dispose of the property in order to provide additional revenue for educational purposes, in accordance with the requirements of Article IX, Section 7 of the North Carolina Constitution, G.S. 115C-518 and G.S. 160A, article 12. Equipment and supplies acquired under a federal award will be disposed of in accordance with the terms and conditions of the federal award, all applicable requirements of federal law and regulation, and the provisions of this policy not inconsistent with such requirements.

Contracts for the sale or disposal of surplus property must be consistent with G.S. 147, art. 6E and 6G. Before any property may be sold or disposed of, it must be removed from the appropriate fixed asset inventory.

The superintendent or designee shall ensure that any confidential, proprietary, or other identifying information is removed from surplus property prior to disposition. In addition, the disposal of any equipment or other property through waste management services must be done in a manner consistent with environmental or other relevant rules and regulations.

A. PROPERTY WORTH LESS THAN \$30,000

Pursuant to G.S. 160A-266(c), the board permits the superintendent or designee to dispose of personal property worth less than \$30,000 for a single item or group of similar items; to set the property's fair market value; and to convey title to the property for the board of education. Prior to disposition, the superintendent or designee must make a finding that the property is no longer necessary or desirable for school use.

Property covered by this section may be disposed of through a public or private exchange or sale. Pursuant to G.S. 160A-270(c), the board delegates to the superintendent or designee the authority to conduct electronic auctions of surplus property. The superintendent or designee shall choose or recommend a method of disposal that is designed to obtain a fair market value for the property in the most efficient and economical manner possible and is in the best interest of the school system, as determined by the superintendent or designee.

The superintendent shall provide a semiannual report to the board detailing such transactions. The report must include: (1) a general description of the property sold or exchanged; (2) the name of the person(s) to whom the property was sold or with whom it was exchanged; and (3) the amount of money or other consideration received for each sale or exchange.

B. PROPERTY WORTH \$30,000 OR MORE

Property worth at least \$30,000 will be disposed of pursuant to the requirements of G.S. 160A, article 12.

Property will be disposed of pursuant to the requirements of G.S. 160A, article 12.

Legal References: 2 C.F.R. 200.313-200.314; G.S. 115C-518; 160A, art. 12; 160A-226

Cross References: Inventory of Fixed Assets (policy 8350)

Adopted: May 10, 2007

Revised: March 14, 2019

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

1. federal income taxes;
2. state income taxes;
3. federal social security taxes;
4. North Carolina State Retirement contributions (required by G.S. 135-8);
5. child support or other court-ordered payments;
6. federal, state, and local garnishments;
7. tax sheltered (deferred) annuities, 403(b) (authorized by G.S. 115C-341);
8. Supplemental Retirement Income Plan of North Carolina, NC 401(k), NC 457 (authorized by G.S. 135-93);
9. North Carolina 457 Plan (authorized by G.S. 143B-426.24);
10. flexible benefits plan (authorized by G.S. 115C-341.1);
11. North Carolina State Employees Credit Union deductions (authorized by 115C-342);
12. group life insurance premiums (authorized by 115C-340, -342);
13. a 12-month pay option for 10 and 11- month employees (authorized by G.S. 115C-302 1(b) and -316(a)(2);
14. dues or contributions to employees' associations that meet the minimum membership requirements as described in G.S. 143B-426.40A(g);

15. other deductions as may be required by law approved by the board (additional possible deductions include dues for employees' associations not meeting the minimum membership requirements described in statute or donations charities); and
16. recoupment of advancement of overpayment of wages.

The superintendent or designee shall make information available to all employees regarding possible payroll deductions and any procedures or requirements for particular types of deductions. Any employee who would like the board to consider additional salary deductions should contact the superintendent or finance officer, who will review such requests and make recommendations to the board.

Legal References: G.S. 115C-302.1(b), -316(a)(2), -339 to -343~~2~~; 135-8; -93; 143B-426.24, -426.40A(g), (i).

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

Revised: March 12, 2009, August 16, 2018, September 10, 2020

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

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

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

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

annual evaluation of principals and assistant principals must include a mid-year review.

The evaluation system must incorporate the following directives.

1. Evaluators must clearly identify exemplary performance as well as deficiencies in performance.
2. Evaluators are encouraged to use supplementary means of assessing and documenting performance in addition to the state performance standards, assessment rubrics, and evaluation instruments, including, but not limited to, additional formal observations, informal observations, conferences, reviews of lesson plans and grade books, interactions with the employee, plans of growth or improvement, and any other accurate indicators of performance.
3. Student performance and growth data will be considered as a part of the evaluation of licensed personnel, as provided in the assessment rubric for the class of employees under evaluation. For teachers, such data shall include student performance as measured by the statewide growth model for educator effectiveness or as otherwise authorized by the State Board of Education and approved by the local board.
4. Peer observations of teachers with fewer than three consecutive years of experience must be conducted as required by law using the evaluation instrument and process established by the State Board and must be considered by the school administrator in evaluating teacher performance.
5. Supervisors and principals should facilitate open communication with employees about performance expectations.
6. An employee who is unclear about how performance is being assessed or who desires additional evaluation opportunities should address these issues with his or her immediate supervisor.
7. Evaluators will be held accountable for following the evaluation system and all applicable state guidelines on the evaluation of employees.
8. Evaluation data will be submitted to the central office personnel file in accordance with state law and policy 7820, Personnel Files.
9. Evaluation data may be used in making employment decisions, including decisions related to contract renewal (see policy 7410, Teacher Contracts, policy 7425, School Administrator Contracts, and policy 7950, Non-Career Status Teachers: Nonrenewal), reassignments or transfers (see policy 7440, Assignments/Reassignments/Transfers), professional and staff development (see policy 1610/7800, Professional and Staff Development), suspension, demotion, or dismissal (see policy 7930, Professional

Employees: Demotion and Dismissal and reduction in force (see policy 7920, Reduction in Force: Teachers and School Administrators). Employment decisions may be made by the board and administrators regardless of whether evaluators have followed the evaluation system, so long as there is a legally sufficient basis for the decisions.

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

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

Legal References: G.S. 115C-47(18), -286.1, -325, -333, -333.1; State Board of Education Policies TCP-C-004, -005, -006, -022

Cross References: Professional and Staff Development (policy 1610/7800), Teacher Contracts (policy 7410) School Administrator Contracts (policy 7425), Assignments/Reassignments/Transfers (policy 7440) Plans for Growth and Improvement of Licensed Employees (policy 7811), Personnel Files (policy 7820), Reduction in Force: Teachers and School Administrators (policy 7920) Professional Employees: Demotion and Dismissal (policy 7930), Non-Career Status Teachers: Non-Renewal (policy 7950).

Adopted: February 9, 2012

Revised: January 9, 2014, March 11, 2016, August 11, 2016, June 8, 2017, February 8, 2018

The board attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their growth and development throughout their careers. Evaluations of non-licensed employees' performance must conform to the following board directives.

1. Exemplary performance as well as deficiencies in performance should be clearly identified.
2. Supervisors and principals should facilitate open communication with employees about performance expectations.
3. An employee who is unclear about how performance is being assessed or desires additional evaluation opportunities should address these issues with his or her immediate supervisor.
4. Evaluation data will be submitted to the central office personnel file in accordance with state law and policy 7820, Personnel Files.
5. Evaluation data may be used in making employment decisions, including decisions related to promotions, reassignments, or transfers (see policy 7440, Assignments/Reassignments/Transfers), suspensions or dismissals (see policy 7940, Classified Personnel: Suspension and Dismissal), and reductions in force (see policy 7921, Classified Personnel Reduction). Employment decisions may be made by the board and administrators regardless of whether evaluators have followed the evaluation system, so long as there is a legally sufficient basis for the decisions.
6. The superintendent and all evaluators are encouraged to develop ways to recognize exemplary employees and to capitalize on the abilities of exemplary employees in helping other employees.

The superintendent will develop any other necessary procedures and shall provide training, as necessary, to carry out the board directives.

Legal Reference: G.S. 115C-47(18), -333.1

Cross Reference: Assignments/Reassignments/Transfers (policy 7440), Personnel Files (policy 7820), Classified Personnel Reduction (policy 7921), Classified Personnel: Suspension and Dismissal (policy 7940)

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

Revised: April 8, 1999, December 9, 2010, December 12, 2019

The board will designate as official depositories of the school district, one or more banks, savings and loan associations, or trust companies in North Carolina. The school system will comply with all legal requirements applicable to the deposit of funds into the school system's official depository(ies). No money will be deposited in any place other than an official depository, except as permitted by G.S. 115C-443(b), which exception relates only to certificates of deposits or such other forms of time deposits approved by the Local Government Commission.

Legal References: G.S. 115C-443, -444; 147-86.11, -86.12

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

Administrative Procedure: None

Reviewed by Policy Committee on October 10, 2013

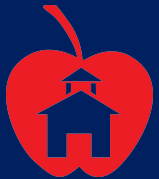


Summer Recap

Chandra Manning

Deanna Wiles

August 11, 2022



Summer Bridge (PRC 176)

Objective from NCDPI:

The Summer Bridge Academy program will help fund high-quality, in-person learning and enrichment summer programs for students identified, by the public school unit, as having been disproportionately impacted by the COVID-19 pandemic. The program will respond to the academic, social, emotional, and mental health needs of students.



ACS Summer Bridge Priorities

- Provide an opportunity for students to begin building community peers and adults in their new school building
- Help students increase ability to succeed in academic settings through literacy, math, and study skills support
- Engage students in a preview of 6th grade and 9th grade curriculum with hands-on activities and project-based learning



Relationships | Literacy | STEAM

Week Themes



July 11-14

Identity

Who am I?
What are my strengths?
What are my core values?



July 18-21

Collaboration

How do I effectively work in a team?
How do I respectfully speak and listen?



July 25-28

Connection

How is my present connecting to the future?
What are some short- and long-term goals?



Social Emotional Learning

Social Emotional Learning (SEL) includes five core competencies:

1. Self-awareness
2. Self-management
3. Social awareness
4. Relationship skills
5. Responsible decision-making



Vision Boards



Navigating the Building



Morning Meetings

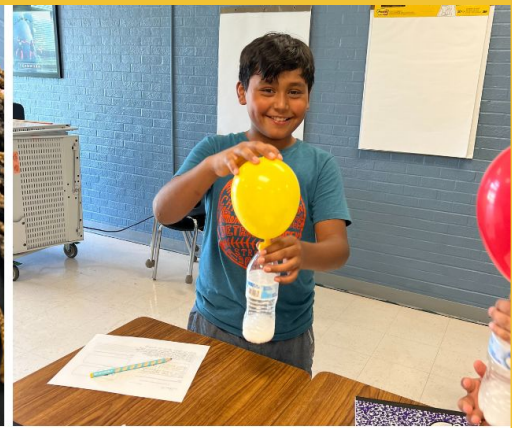
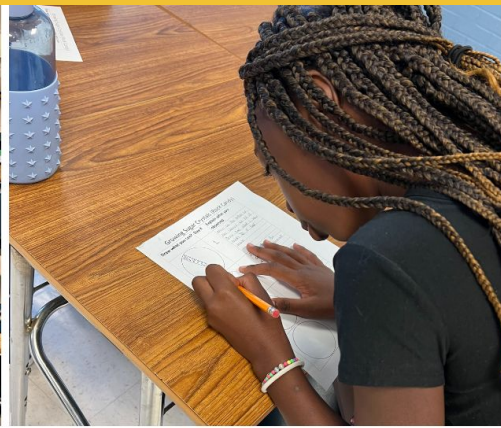


Team Building

AHS



NAMS



SAMS





We Have Crossed the Bridge!

**PROUD BLUE
COMETS** 

Summer 2022

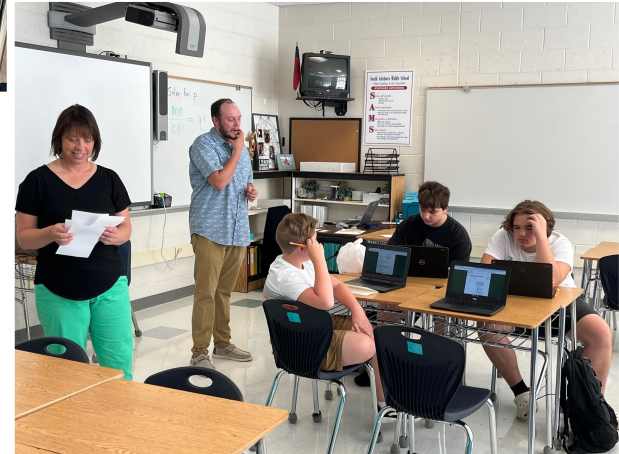
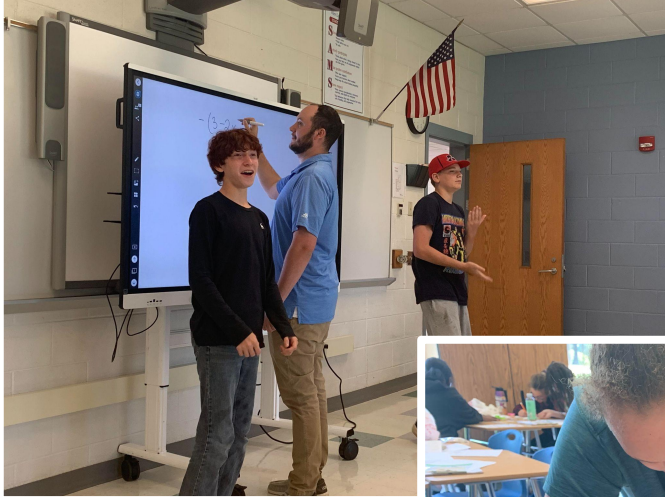


Spark Camp

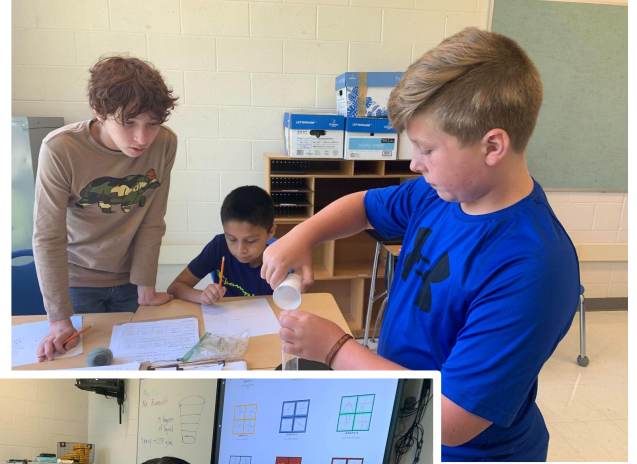
- Held July 11th-14th and 18th-21st
- Rising 7th and 8th graders from both middle schools
- Breakfast and lunch served daily
- Focus on math concepts that are foundational for Math I through a STEM and critical thinking lens



Spark Camp Fun!



Spark Camp Fun!



Read to Achieve Summer Reading Camp

- 72 hours of reading instruction
- Focused on essential components of reading
- Held July 11th-14th, 18th-21st, and 25th-28th from 7:45-2:45
- All 5 elementary sites
- Breakfast and lunch served daily

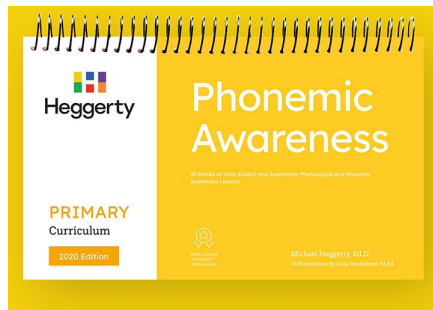


Curricular Components



iReady

Individual Learning Path
for Literacy



Heggerty

Phonemic Awareness



***Benchmark
Advance***

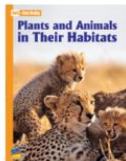
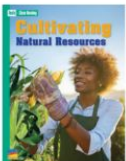
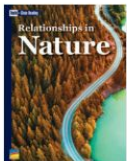
Phonics & Word Study,
Vocabulary & Grammar,
Comprehension &
Knowledge Building



Benchmark Advance

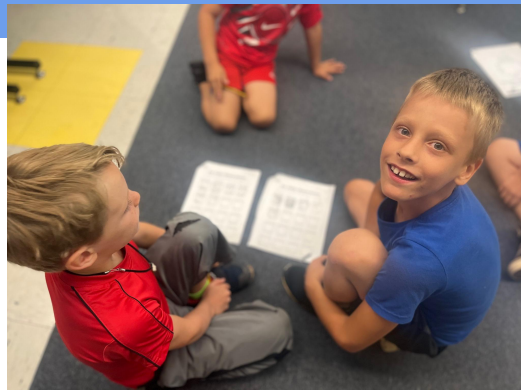
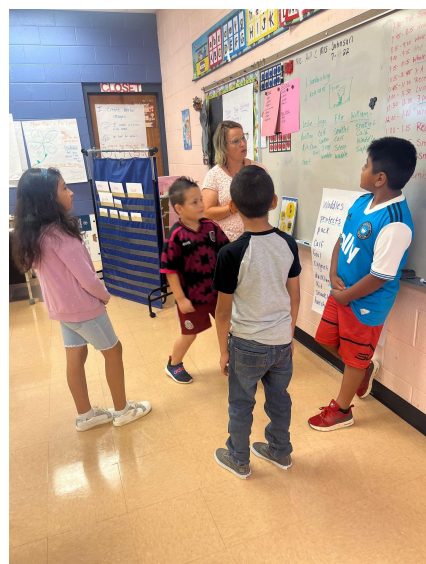
Content Knowledge Alignment

Knowledge strands are consistently mapped across all grade levels, which supports combined classrooms.

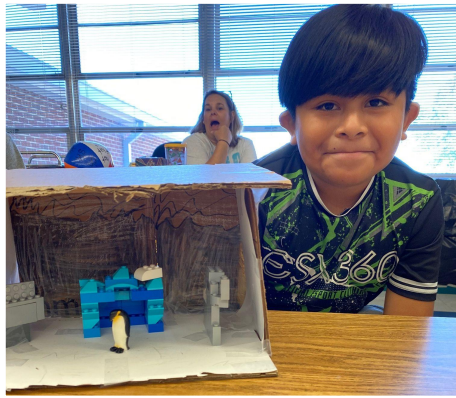
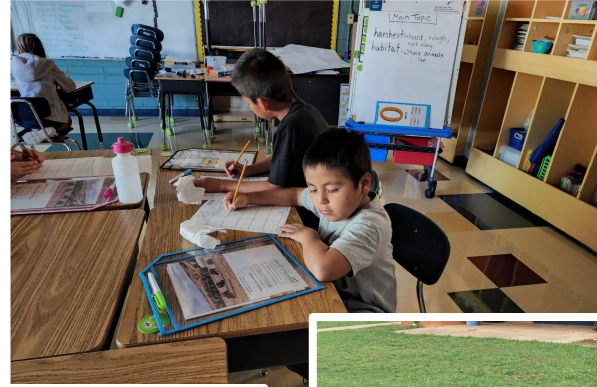
Unit	Knowledge Strand	GRADES						
		K	1	2	3	4	5	6
1	Life Science							



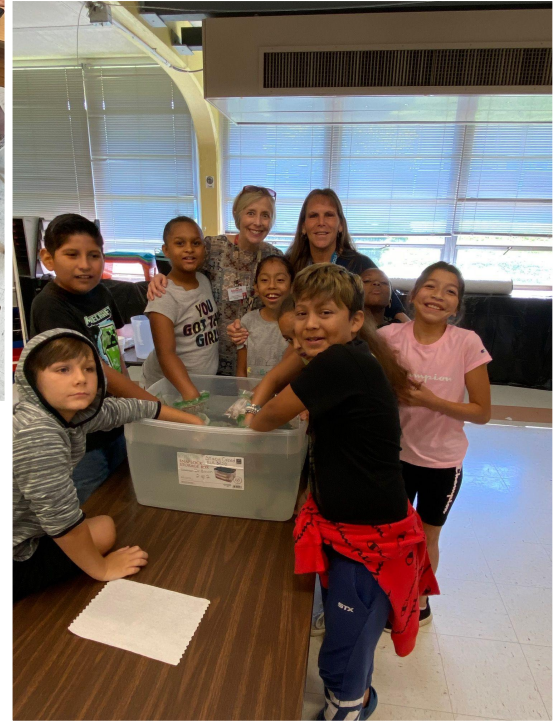
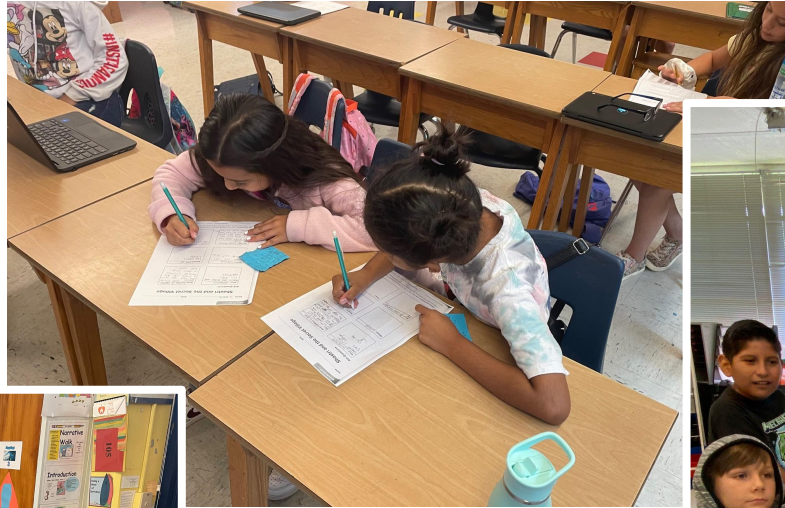
First Grade



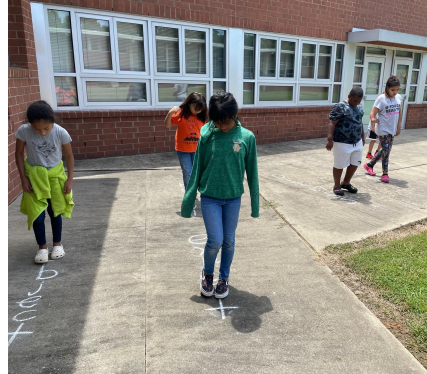
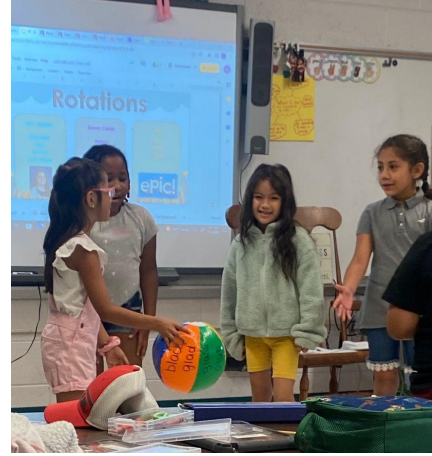
Second Grade



Third Grade



Literacy Movement Activities



RTA Camp Results

- Attendance rate of around 70% (175 students)
- Preliminary results show growth in early literacy skills
- 17 students demonstrated proficiency on Comprehensive Camp Assessments
- 2 Third Grade students passed the Read to Achieve test

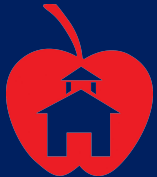


RTA Camp Results- Staff

- Students were highly engaged having their own text to read and mark up and they enjoyed learning about different habitats. Students were able to use the vocabulary they learned in the correct context and loved being able to use the materials that were provided as learning tools, especially using the Legos to build habitats.
- The teachers that we had working RTA camp were phenomenal. They stepped up to cover for one another, were engaged and actively teaching literacy all day every day, and made it fun for the kids. The hands-on activities and movement activities that were given were fun and educational. It was nice that students had the books to write in.
- The students were really engaged in the Benchmark Advance units and were eager to participate in the small group instructions/lessons. The students seemed to have a good time while learning.
- I saw good growth in the students in a short amount of time.
- I feel like this was one of the best curriculums/ I have seen at RTA camp. It was full of resources and ideas. The kids really enjoyed the Lego building and writing. We used the strategies from Benchmark, but actually used the Lego building for writing. I also continue to enjoy working the RTA camps so I can see how what is being done here transitions to what I see at the middle school level. I would love to do this again next year!!
- The students loved the active learning games- Jenga, cup stack, reading words in eggs that were hidden, etc. We also did some quick science activities that tied into plants (which was what Benchmark was studying during week 3.) The kids were amazed by these. We did our writing connected with our science- I only used the Benchmark writing once. I also did more traditional reading groups- I didn't use the Benchmark small group plans. I pulled leveled books that were connected to plant and animals and life cycles. Having a small group was AMAZING. I feel like I actually accomplished something since my group was so small, but the needs were so great.
- The students were so highly engaged and had rich literacy experiences. Many made significant growth from their EOY to camp assessments. I felt that the organization of materials and information was a strength. I think that teachers had more than enough curriculum materials to pull from and the extra materials made the learning fun for the students.



Questions?





Naming Facilities Request

Sandra Spivey Ayers

August 11, 2022



Naming Request

Dr. Aaron Woody received a request from Brian Nance, boys varsity basketball coach at Asheboro High School, to name the gym floor at AHS after retired educator and coach, Mr. Martin Smith.

Per Board Policy 9300, Naming Facilities, Dr. Woody appointed a Naming Facilities Committee that consisted of the following individuals:

Dr. Tim Allgood

Mr. Chris Burian

Mr. Steve Luck

Mrs. Leigh Anna Marbert

Mr. Tim Moody

Mr. Christopher Scott

Mrs. Sandra Spivey Ayers



Naming Facilities Committee Meets

Wednesday, June 15 - The purpose of this meeting to was to explain the process and procedure as outlined in Board Policy 9300, Naming Facilities.

Board Policy 9300, Naming Facilities, says:

- the name may be in honor or memory of an individual who has helped students in this school district succeed through financial contributions or educational leadership.
- the name may be that of an education leader of prominence and reputation beyond the school district; however priority will be given to names of educational leaders who have directly or indirectly helped students in this school district succeed.
- requests shall be considered on a case-by-case basis only when supported by ***extraordinary justification*** for the naming.
- proposals made be made: a.) two years after the retirement or other separation from the district or elected or appointed office; or b.) two years after the person's death.
- the Board will not take action on the request for a minimum of 20 days for a period of public review.



Naming Facilities Hears Proposal

Tuesday, June 28 - The team met for a second time for a formal request and presentation by Brian Nance to name the gym/gym floor in honor of Coach Martin Smith.

Mr. Nance noted Coach Smith was a well-respected coach for his **33 years** in the Asheboro City Schools district. Mr. Nance also noted Coach Smith:

- **Was a student athlete and graduate of Asheboro High School where he lettered in baseball and basketball;**
- **Is a member of the Asheboro High School Sports Hall of Fame;**
- **Coached Cross Country for 17 years with 17 consecutive Conference Championships with 4 time State runner up teams and was the Conference Coach of the Year for 14 years;**



Naming Facilities Hears Proposal

- Coached JV baseball 5 years and Varsity baseball 11 years with teams in the State Playoffs 9 years and Conference Championship 6 years as well as Conference Coach of the Year 5 years and a State Championship in 1986;
- Coached JV basketball 3 years, Assistant Varsity basketball and Varsity coach 23 years with Conference Championship 8 years, Conference Tournament Championship 5 years and the State Championship in 1976 – Western NC Champions.



Committee Recommendation

Upon conclusion of Mr. Nance's presentation and after healthy discussion, the Naming Facilities Committee voted to recommend to the Superintendent the request to name the main gymnasium at Asheboro High School after Coach Martin Smith.



Questions



ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2022-2023
Adopted August 11, 2022

Be it resolved by the Board of the Asheboro City Schools Administrative Unit that for the fiscal year beginning July 1, 2022 and ending June 30, 2023:

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

Instructional Services	
5100 - Regular Instructional Services	2,488,804
5200 - Special Populations Services	770,000
5300 - Alternative Programs and Services	335,000
5400 - School Leadership Services	559,300
5500 - Co-Curricular Services	225,000
5800 - School-Based Support Services	700,000
System-wide Support Services	
6100 - Support and Development Services	120,000
6200 - Special Population Support and Development Services	140,000
6300 - Alternative Programs and Services	24,760
6400 - Technology Support Services	187,240
6500 - Operational Support Services	2,552,115
6600 - Financial and Human Resource Services	850,000
6700 - Accountability Services	195,000
6800 - System-wide Pupil Support Services	150,000
6900 - Policy, Leadership and Public Relations Services	980,000
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	650,000
8400 - Interfund Transfers	11,000
Total Local Current Expense Fund Appropriation	10,938,219

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

County Appropriation	6,387,719
Supplemental Taxes	3,500,000
Local Revenues	300,500
Fund Balance Appropriated	750,000
Total Local Current Expense Fund Revenue	10,938,219

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2022-2023
Adopted August 11, 2022**

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

Instructional Services	
5100 - Regular Instructional Services	84,000
5200 - Special Populations Services	72,000
5300 - Alternative Programs and Services	637,780
5800 - School-Based Support Services	361,000
System-wide Support Services	
6200 - Special Population Support and Development Services	48,000
6500 - Operational Support Services	502,500
Total Other Designated Accounts Fund Appropriation	1,705,280

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

State and Federal Funds	1,130,780
Local Revenues	574,500
Total Other Designated Accounts Fund Revenue	1,705,280

ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2022-2023
Adopted August 11, 2022

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

Instructional Services	
5100 - Regular Instructional Services	20,437,758
5200 - Special Populations Services	5,209,318
5300 - Alternative Programs and Services	627,087
5400 - School Leadership Services	3,241,368
5800 - School-Based Support Services	2,653,513
System-wide Support Services	
6100 - Support and Development Services	355,094
6200 - Special Population Support and Development Services	5,550
6300 - Alternative Programs and Services	105,221
6400 - Technology Support Services	368,162
6500 - Operational Support Services	2,029,512
6600 - Financial and Human Resource Services	547,550
6700 - Accountability Services	70,400
6800 - System-wide Pupil Support Services	220,348
6900 - Policy, Leadership and Public Relations Services	461,851
Non-Programmed Charges	
8400 - Interfund Transfers	45,000
Total State Public School Fund Appropriation	36,377,732

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

Total State Public School Fund Allocation	36,377,732
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Section 7: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Federal Grants Fund**.

Instructional Services	
5100 - Regular Instructional Services	6,756,781.19
5200 - Special Populations Services	1,520,462.06
5300 - Alternative Programs and Services	2,951,541.68
5400 - School Leadership Services	140,873.80
5800 - School-Based Support Services	662,371.64
System-wide Support Services	
6100 - Support and Development Services	94,449.47
6200 - Special Population Support and Development Services	8,228.13
6400 - Technology Support Services	49,848.60
6500 - Operational Support Services	313,016.51
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	239,222.29
8200 - Unbudgeted Reserve	110,435.63
Total Federal Grants Fund Appropriation	12,847,231.00

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

Total Federal Grants Fund Allocation	12,847,231.00
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Section 9: The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **School Nutrition Fund**.

Ancillary Services	
7200 - Nutrition Services	4,252,500
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	247,500
Total School Nutrition Fund Appropriation	4,500,000

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

Federal Allocation	3,820,500
Local School Nutrition Fund	679,500
Total School Nutrition Fund Revenue	4,500,000

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

Instructional Services	
5100 - Regular Instructional Services	150,000
5300 - Alternative Programs and Services	250,000
Total Enterprise Fund Appropriation	400,000

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

Local Revenues	250,000
Fund Balance Appropriated	150,000
Total Enterprise Fund Revenue	400,000

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

9000 - Capital Outlay	11,862,689
Total Capital Outlay Projects	11,862,689

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

County Appropriation	1,071,830
Limited Obligation Bond Proceeds	10,380,885
Fund Balance Appropriated	409,974
Total Capital Outlay Fund Revenue	11,862,689

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

Local Current Expense Fund	10,938,219
Other Designated Accounts Fund	1,705,280
State Public School Fund	36,377,732
Federal Grants Fund	12,847,231
Child Nutrition Fund	4,500,000
Enterprise Fund	400,000
Capital Outlay Fund	11,862,689
	78,631,151

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

Adopted the 11th day of August, 2022

ASHEBORO CITY BOARD OF EDUCATION

CHAIRMAN

SECRETARY

CALENDAR OF UPCOMING EVENTS

August 11, 2022

DATE	TIME	EVENT	LOCATION
Monday, August 15-Wednesday, August 17		Kindergarten Transition Camp	Donna Lee Loflin Elementary School
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
Monday September 5	All Day	HOLIDAY	All Schools
Thursday, September 8	7:30 p.m.	Board of Education Meeting	North Asheboro Middle School Theater
Tuesday, September 13	6:00 p.m.	Teacher of the Year Banquet	Pinewood Country Club
Wednesday, September 14	12:30 p.m.	Early Release Day for Professional Development	All Schools
Wednesday, October 12	12:30 p.m.	Early Release Day for Professional Development	All Schools
Thursday, October 13	7:30 p.m.	Board of Education Meeting	North Asheboro Middle School Theater
Thursday, October 20	7:00 p.m.	Choral Concert	Central United Methodist Church, Asheboro
Tuesday, October 25	7:30 p.m.	BANDORAMA	South Asheboro Middle School Gym
Tuesday, November 1	All Day	Required Teacher Workday	All Schools
Thursday, November 10	7:30 p.m.	Board of Education Meeting	North Asheboro Middle School Theater
Friday, November 11	All Day	HOLIDAY	All Schools
Wednesday, November 23	All Day	Optional Teacher Workday	All Schools
Thursday, November 24-Friday, November 25	All Day	HOLIDAY	All Schools
Thursday, December 1	7:30 p.m.	Jazz/Percussion Concert	Asheboro High School Walker Commons
Thursday, December 8	7:30 p.m.	Board of Education Meeting	North Asheboro Middle School Theater
Thursday, December 15	7:00 p.m.	Winter Choral Concert	TBA
Tuesday, December 20-Thursday, December 22	All Day	Annual Leave/Vacation	All Schools
Friday, December 23	All Day	Holiday	All Schools
Monday, December 26-Tuesday, December 27	All Day	Holiday	All Schools
Wednesday, December 28-Friday, December 30	All Day	Annual Leave/Vacation	All Schools