

# AGENDA

Special Joint Meeting  
of the  
Asheboro City Board of Education  
and the  
Randolph County Board of Commissioners  
5:15 p.m.  
February 13, 2020

5:15 p.m.  
(meet in front drive of Asheboro High School)

Tour of Original Asheboro High School Facility  
Dr. Aaron Woody, Superintendent  
Mr. Ed Keller, Maintenance Director  
Ms. Sandra Spivey, Finance Officer

6:00 p.m.  
(South Asheboro Middle School Media Center)

Welcome  
Ms. Gidget Kidd, Chair  
Asheboro City Board of Education

Call to Order  
Mr. Darrell Frye, Chair  
Randolph County Board of Commissioners

Information and Reports  
Dr. Aaron Woody, Superintendent  
Asheboro City Schools

- a. 10-Year Long-Range Facility Plan – Ed Keller, Maintenance Director*
- b. Asheboro High School Construction Proposal – Smith Sinnett Architecture*
- c. Discussion*

Adjournment  
Mr. Darrell Frye, Chair  
Randolph County Board of Commissioners



## **2020-2021 BUDGET CONSIDERATIONS**

Asheboro City Board of Education  
Meeting with Randolph County Commissioners  
*February 13, 2020*

**Asheboro City Schools**  
2020-2021 Budget Considerations  
*Local Current Expense*

<b>Estimated Continuation Costs</b>	<b>\$</b>	<b>675,000</b>
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- State Salary Increase
- Health Insurance Increase
- Retirement Rate Increase
- Utilities Increase
- Charter School Payments
- Technology Replacement Plan

**Asheboro City Schools**  
**2020-2021 Budget Considerations**  
*Capital Outlay Budget Considerations*  
*Year 5 of 10 Year Plan (2020-2021)*

Category	Location	Description	Amount
Mechanical	Balfour	<i>Replace Chiller # 2</i>	\$ 125,000
Mechanical	Donna Lee Loflin	<i>Building Controls</i>	\$ 150,000
Electrical	Donna Lee Loflin	<i>Install LED Lighting</i>	\$ 23,000
Mechanical	North Asheboro Middle	<i>Replace Heat Pump Units</i>	\$ 150,000
Mechanical	North Asheboro Middle	<i>Building Controls</i>	\$ 60,000
Building Envelope	North Asheboro Middle	<i>Replace Roof Sections A,C,H,I</i>	\$ 300,000
Mechanical	South Asheboro Middle	<i>Building Controls</i>	\$ 60,000
Electrical	South Asheboro Middle	<i>Install LED Lighting</i>	\$ 40,000
Life Safety	Charles W. McCrary	<i>Replace Fire Alarm</i>	\$ 65,000
Ingress/Egress	Central Office/Transportation	<i>Replace Deck</i>	\$ 13,000
<b>Total</b>			<b>\$ 986,000</b>



**Asheboro City Schools**  
**2020-2021 Budget Considerations**  
*Capital Outlay Budget Considerations*  
*Year 6 of 10 Year Plan (2021-2022)*

Category	Location	Description	Amount
Building Envelope	Central Office	<i>Replace Front Windows</i>	\$ 30,000
Building Envelope	Central Office	<i>Replace Roof</i>	\$ 50,000
Mechanical	Central Office	<i>HVAC 2nd Floor</i>	\$ 150,000
Ingress/Egress	Zoo School	<i>Repair Deck</i>	\$ 13,000
Mechanical	Lindley Park	<i>Building Controls</i>	\$ 150,000
Electrical	Lindley Park	<i>Install LED Lighting</i>	\$ 30,000
Mechanical	Guy B. Teachey	<i>Replace Chiller # 1</i>	\$ 110,000
Building Envelope	Guy B. Teachey	<i>Replace Roof Sections A,G</i>	\$ 275,000
Mechanical	Charles W. McCrary	<i>Replace Both Boilers</i>	\$ 150,000
Electrical	Charles W. McCrary	<i>Install LED Lighting</i>	\$ 30,000
<b>Total</b>			<b>\$ 988,000</b>

**Asheboro City Schools**  
**2020-2021 Budget Considerations**  
*Capital Outlay Budget Considerations*  
*Year 7 of 10 Year Plan (2022-2023)*

Category	Location	Description	Amount
Building Envelope	Central Office	Replace Rear Windows	\$ 100,000
Building Envelope	Early Childhood Dev. Center	Replace Roof Section A	\$ 75,000
Building Envelope	Donna Lee Loflin	Replace Roof Sections C,D,K,L,M	\$ 225,000
Mechanical	Donna Lee Loflin	Replace Both Boilers	\$ 150,000
Mechanical	Guy B. Teachey	Replace Boiler # 1	\$ 75,000
Interior	North Asheboro Middle	Paint Entire Interior	\$ 175,000
Electrical	North Asheboro Middle	Install LED Lighting	\$ 30,000
Interior	Balfour	Paint Entire Interior	\$ 145,000
Electrical	Balfour	Install LED Lighting	\$ 40,000
Total			\$ 1,015,000

**Asheboro City Schools**  
**2020-2021 Budget Considerations**  
*Capital Outlay Budget Considerations*  
*Year 8 of 10 Year Plan (2023-2024)*

Category	Location	Description	Amount
Mechanical	Balfour	<i>Replace Chiller # 1</i>	\$ 135,000
Mechanical	Balfour	<i>Replace Boiler # 1</i>	\$ 60,000
Electrical	North Asheboro Middle	<i>Entrance</i>	\$ 175,000
Mechanical	North Asheboro Middle	<i>Replace Roof Top Units</i>	\$ 60,000
Mechanical	South Asheboro Middle	<i>Replace Boiler # 1</i>	\$ 60,000
Mechanical	South Asheboro Middle	<i>Replace DX Units</i>	\$ 200,000
Mechanical	Guy B. Teachey	<i>Replace Boiler # 2</i>	\$ 60,000
Mechanical	Professional Dev. Center	<i>Replace DX Units</i>	\$ 75,000
Mechanical	Donna Lee Loflin	<i>Replace Fancoil Units</i>	\$ 175,000
<b>Total</b>			<b>\$ 1,000,000</b>

**Asheboro City Schools**  
**2020-2021 Budget Considerations**  
*Capital Outlay Budget Considerations*  
*Year 9 of 10 Year Plan (2024-2025)*

Category	Location	Description	Amount
Mechanical	Lindley Park	<i>Replace Chiller # 2</i>	\$ 125,000
Interior	Lindley Park	<i>Paint Entire Interior</i>	\$ 150,000
Mechanical	North Asheboro Middle	<i>Replace DX Units</i>	\$ 150,000
Flooring	North Asheboro Middle	<i>Media Center Carpet</i>	\$ 25,000
Mechanical	South Asheboro Middle	<i>Replace DX Units</i>	\$ 150,000
Interior	Guy B. Teachey	<i>Paint Entire Interior</i>	\$ 175,000
Electrical	Guy B. Teachey	<i>Install LED Lighting</i>	\$ 40,000
Building Envelope	Early Childhood De. Center	<i>Replace Windows</i>	\$ 175,000
Electrical	Charles W. McCrary	<i>Install LED Lighting</i>	\$ 30,000
Total			\$ 1,020,000

**Asheboro City Schools**  
**2020-2021 Budget Considerations**  
*Capital Outlay Budget Considerations*  
*Year 10 of 10 Year Plan (2025-2026)*

Category	Location	Description	Amount
Mechanical	Early Childhood De. Center	<i>Replace DX Units</i>	\$ 200,000
Interior	Early Childhood De. Center	<i>Paint Entire Interior</i>	\$ 150,000
Mechanical	Professional Dev. Center	<i>Replace DX Units</i>	\$ 150,000
Interior	Professional Dev. Center	<i>Paint Entire Interior</i>	\$ 150,000
Flooring	Professional Dev. Center	<i>Replace Carpet</i>	\$ 175,000
Mechanical	North Asheboro Middle	<i>Replace Chiller</i>	\$ 125,000
Mechanical	South Asheboro Middle	<i>Replace DX Units</i>	\$ 50,000
<b>Total</b>			<b>\$ 1,000,000</b>

# ASHEBORO HIGH SCHOOL PHASE III - SCOPE OF WORK

February 1, 2020

## **PROJECT TEAM**

### **ARCHITECTURE:**

Smith Sinnett Architecture  
4600 Lake Boone Trail, Suite 205  
Raleigh, NC 27607

### **MECHANICAL, ELECTRICAL, PLUMBING, & FIRE PROTECTION ENGINEERING:**

Progressive Design Collaborative, LTD  
3101 Poplarwood Court, Suite 320  
Raleigh, NC 27604

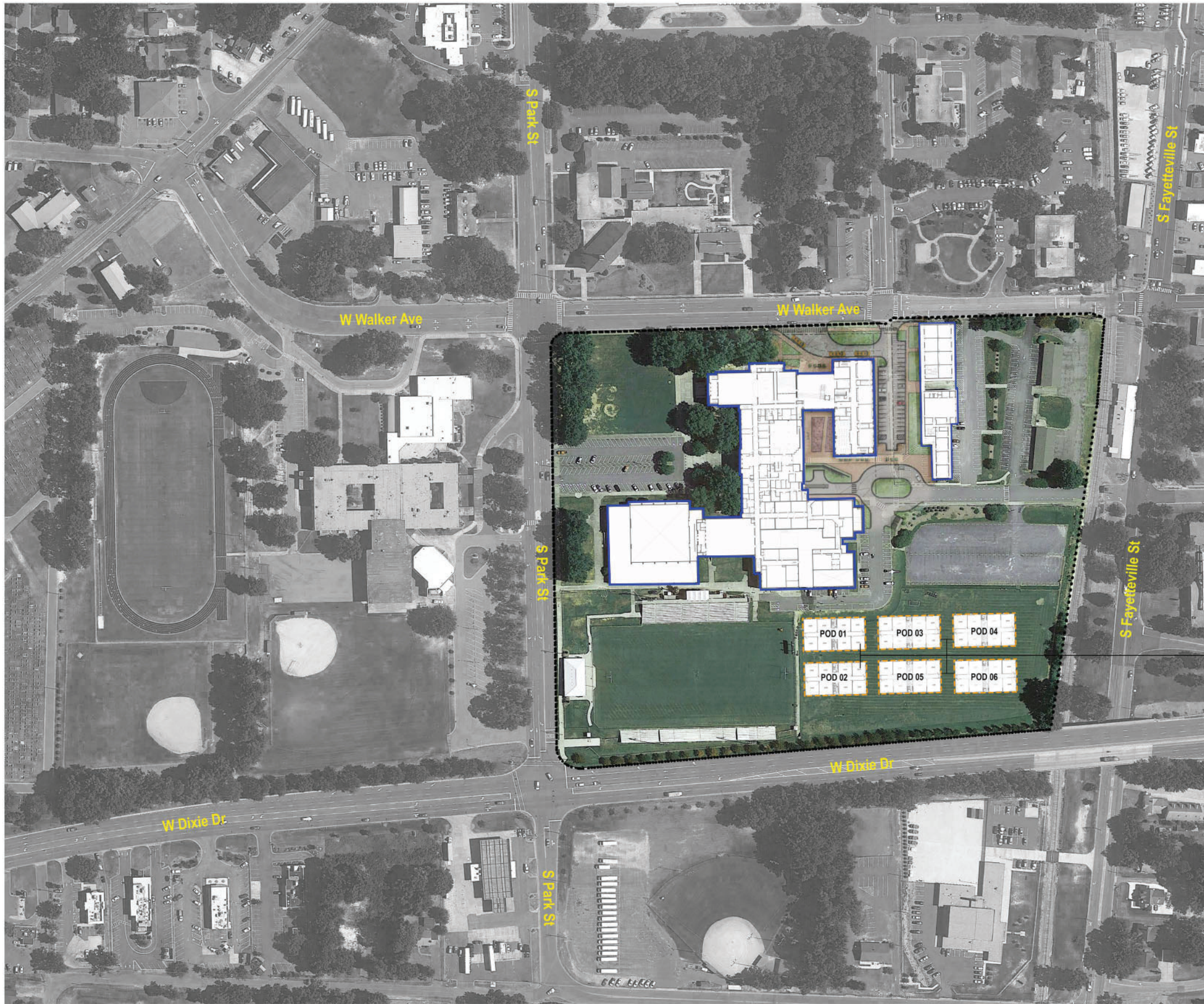
**smithsinnett**  
ARCHITECTURE

**pdc**







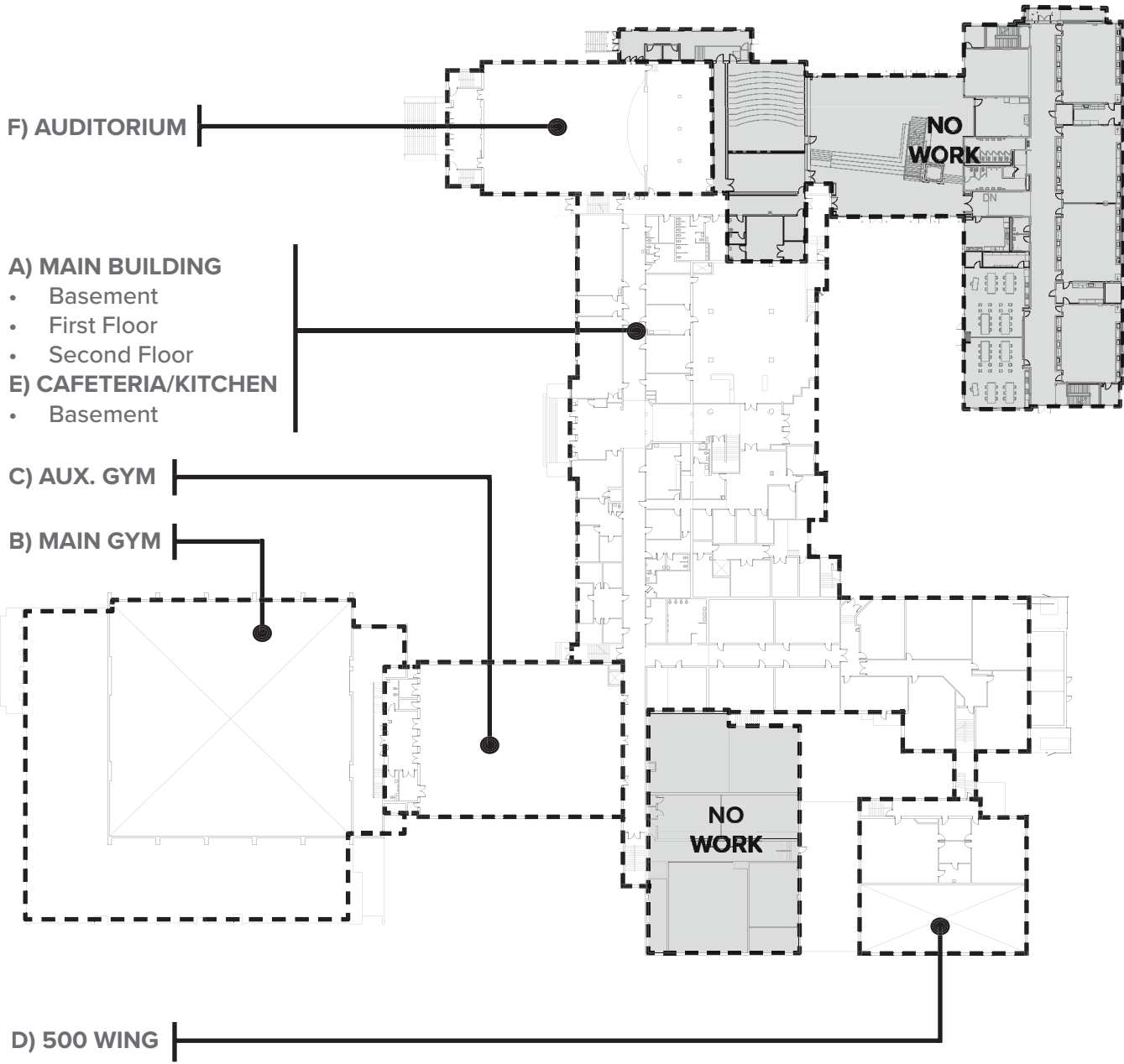


6 MOBILE CLASSROOM UNITS  
 5 FOR CLASSROOMS (40 CLASSROOMS)  
 1 FOR ADMINISTRATION

# SITE PLAN

February 1, 2020





\*OVERALL PLAN SHOWN FOR SCOPE OF WORK IS BASED ON FIRST FLOOR LAYOUT

# SCOPE OF WORK : OVERALL BUILDING

February 1, 2020

## SELECTIVE RENOVATION

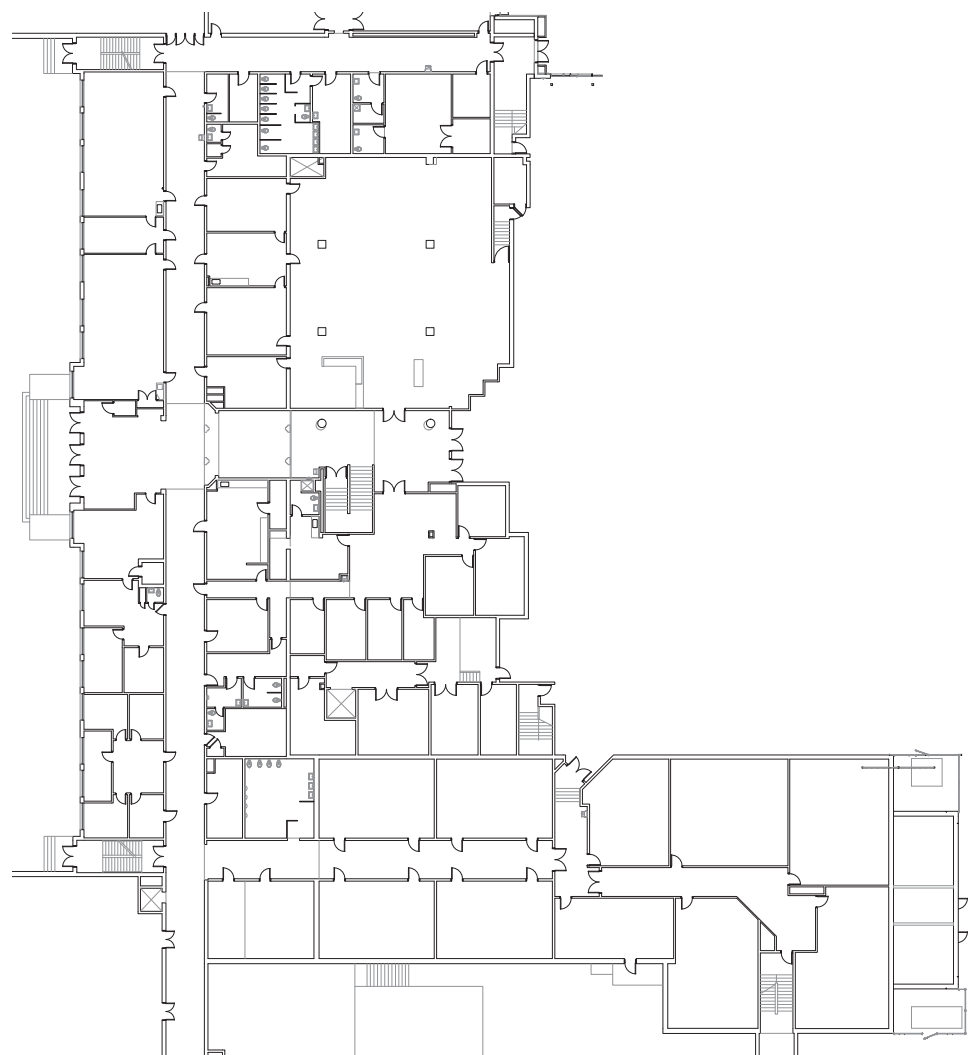
### OPINION OF PROBABLE COST

<b>MOBILE CLASSROOMS</b> (6 UNITS)	\$1,040,000
<b>A) MAIN BUILDING</b> (87,427 SF)	
• MEP+FP	\$7,431,295
• Architectural	\$4,993,792
<b>B) MAIN GYM</b> (28,150 SF)	
• MEP+FP	\$422,250
• Architectural	\$281,500
<b>C) AUX. GYM</b> (18,000 SF)	
• MEP+FP	\$180,000
• Architectural	\$450,000
<b>D) 500 WING</b> (10,350 SF)	
• MEP+FP	\$155,250
• Architectural	\$103,500
<b>E) CAFETERIA/KITCHEN</b> (12,200 SF)	
• MEP+FP	\$488,000
• Architectural	\$305,000
<b>F) AUDITORIUM</b> (11,950 SF)	
• MEP+FP	\$179,250
• Roof Top Unit	\$250,000
• Architectural	\$239,000
<b>POTENTIAL CONSTRUCTION COST:</b>	<b>\$16,518,837</b>
<b>PROJECT SOFT COSTS / FFE / EQ:</b>	<b>\$5,120,667</b>
<b>POTENTIAL PROJECT COSTS:</b>	<b>\$21,639,504</b>

## COMPREHENSIVE RENOVATION

### OPINION OF PROBABLE COST

<b>MOBILE CLASSROOMS</b> (6 UNITS)	\$1,040,000
<b>A) MAIN BUILDING</b> (87,427 SF)	
• MEP+FP	\$7,431,295
• Architectural	\$4,993,792
<b>B) MAIN GYM</b> (28,150 SF)	
• MEP+FP	\$1,000,000
• Architectural	\$557,000
<b>C) AUX. GYM</b> (18,000 SF)	
• MEP+FP	\$1,500,000
• Architectural	\$814,740
<b>D) 500 WING</b> (10,350 SF)	
• MEP+FP	\$155,250
• Architectural	\$103,500
<b>E) CAFETERIA/KITCHEN</b> (12,200 SF)	
• MEP+FP	\$1,037,000
• Architectural	\$1,290,600
<b>F) AUDITORIUM</b> (11,950 SF)	
• MEP+FP	\$550,000
• Roof Top Unit	\$250,000
• Architectural	\$1,022,030
<b>POTENTIAL CONSTRUCTION COST:</b>	<b>\$21,745,207</b>
<b>PROJECT SOFT COSTS / FFE / EQ:</b>	<b>\$6,526,351</b>
<b>POTENTIAL PROJECT COSTS:</b>	<b>\$28,271,558</b>



FIRST FLOOR 

\*OVERALL PLAN SHOWN FOR SCOPE OF WORK  
IS BASED ON FIRST FLOOR LAYOUT

**SELECTIVE RENOVATION**

**MAIN BUILDING**

- Asbestos Abatement
- Fire Alarm Upgrade
- Sprinkler Installation
- Mechanical Upgrades
  - New HVAC
  - New Ductwork
- Electrical Upgrades
  - New Panels
  - New Conduit
  - New Pathway
  - New Devices
- New Lighting
- Plumbing Upgrades
  - New Plumbing Fixtures
  - New Waste & Water Piping
- Overall Accessibility Improvements
- Restroom Upgrades
  - New Plumbing Fixtures
  - Revised Layouts (Accessibility)
  - New Finishes
- Elevator Replacement
  - (2) Passenger & Service
- Classroom Reconfiguration
  - Health Sciences
  - CTE
- Admin/Student Services Reconfiguration
  - Revised layout per Safe School Standards
- Roof Replacement
- Finishes
  - New Flooring
  - New Ceilings
  - New Wall Finishes

**OPINION OF PROBABLE COST**

<b>MAIN BUILDING (87,427 SF)</b>		
• MEP+FP		\$7,431,295
• Architectural		\$4,993,792
		<b>\$12,425,087</b>

**COMPREHENSIVE RENOVATION**

**MAIN BUILDING**

- Asbestos Abatement
- Fire Alarm Upgrade
- Sprinkler Installation
- Mechanical Upgrades
  - New HVAC
  - New Ductwork
- Electrical Upgrades
  - New Panels
  - New Conduit
  - New Pathway
  - New Devices
- New Lighting
- Plumbing Upgrades
  - New Plumbing Fixtures
  - New Waste & Water Piping
- Overall Accessibility Improvements
- Restroom Upgrades
  - New Plumbing Fixtures
  - Revised Layouts (Accessibility)
  - New Finishes
- Elevator Replacement
  - (2) Passenger & Service
- Classroom Reconfiguration
  - Health Sciences
  - CTE
- Admin/Student Services Reconfiguration
  - Revised layout per Safe School Standards
- Roof Replacement
- Finishes
  - New Flooring
  - New Ceilings
  - New Wall Finishes

**OPINION OF PROBABLE COST**

<b>MAIN BUILDING (87,427 SF)</b>		
• MEP+FP		\$7,431,295
• Architectural		\$4,993,792
		<b>\$12,425,087</b>

\*SELECTIVE & COMPREHENSIVE RENOVATION SCOPE OF WORK FOR MAIN BUILDING IS IDENTICAL





**ADMIN/STUDENT SERVICES** - Secure Entry / Upgrade School Safety



**CORRIDOR** - Finishes



**CLASSROOMS** - HVAC Upgrades & Finishes



**RESTROOM** - Accessibility, Finishes, & Fixtures



**RESTROOM** - Accessibility, Finishes, & Fixtures

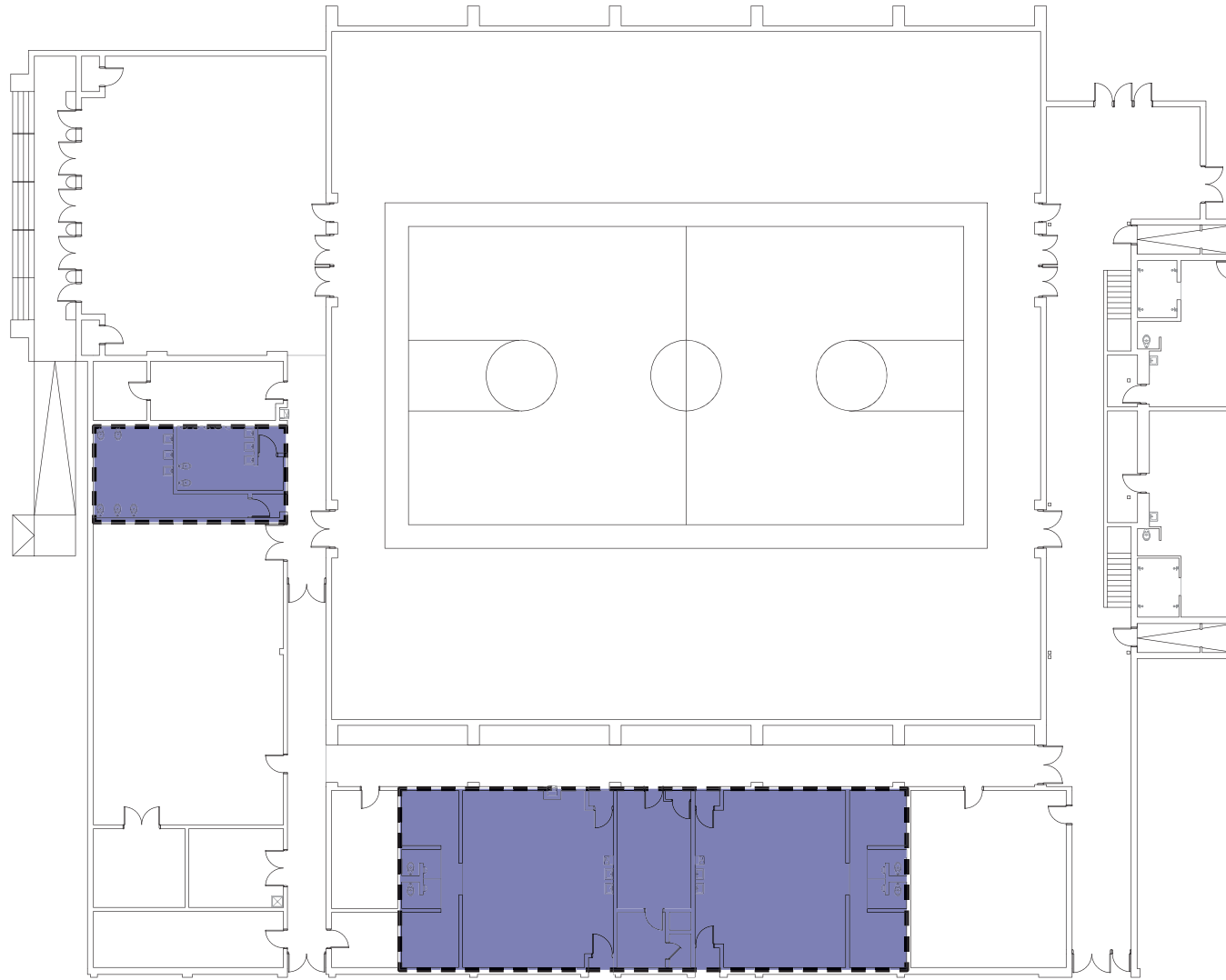


**CORRIDOR** - Accessibility, Finishes, & Lighting

# SCOPE OF WORK : A - MAIN BUILDING

February 1, 2020





BASEMENT 

### SELECTIVE RENOVATION

#### MAIN GYM & SUPPORT SPACES

- Fire Alarm Upgrade
- Sprinkler Installation
- Mechanical Upgrades (Support Spaces Only)
  - New HVAC
  - New Ductwork
- Patch, Repair & Paint

#### OPINION OF PROBABLE COST

##### **MAIN GYM** (28,150 SF)

• MEP+FP	\$422,250
• Architectural	\$281,500
	<b>\$703,750</b>

### COMPREHENSIVE RENOVATION

#### MAIN GYM & SUPPORT SPACES

- Fire Alarm Upgrade
- Sprinkler Installation
- Mechanical Upgrades (Support Spaces Only)
  - New HVAC
  - New Ductwork
- Patch, Repair & Paint
- Restroom Upgrades
  - New Plumbing Fixtures
  - Revised Layouts (Accessibility)
  - New Finishes
- Locker Room Upgrades
  - New Plumbing Fixtures
  - Revised Layouts (Accessibility)
  - New Finishes
- Electrical Upgrades (Support Spaces Only)
  - New Panels
  - New Conduit
  - New Pathways
  - New Devices

#### OPINION OF PROBABLE COST

##### **MAIN GYM** (28,150 SF)

• MEP+FP	\$1,000,000
• Architectural	\$557,000
	<b>\$1,557,000</b>

# SCOPE OF WORK : B - MAIN GYMNASIUM

February 1, 2020



**RESTROOMS** - Accessibility Upgrades



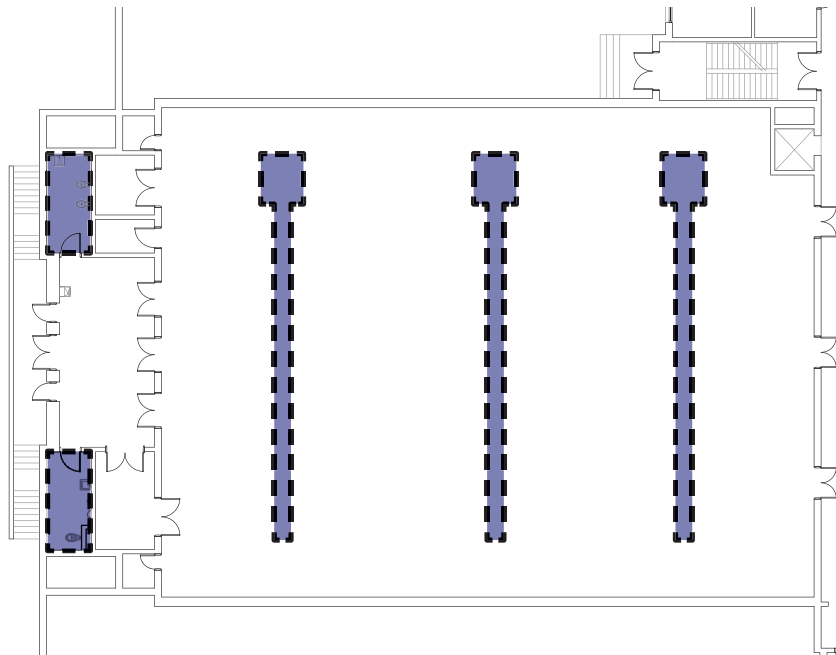
**RESTROOMS** - Accessibility Upgrades



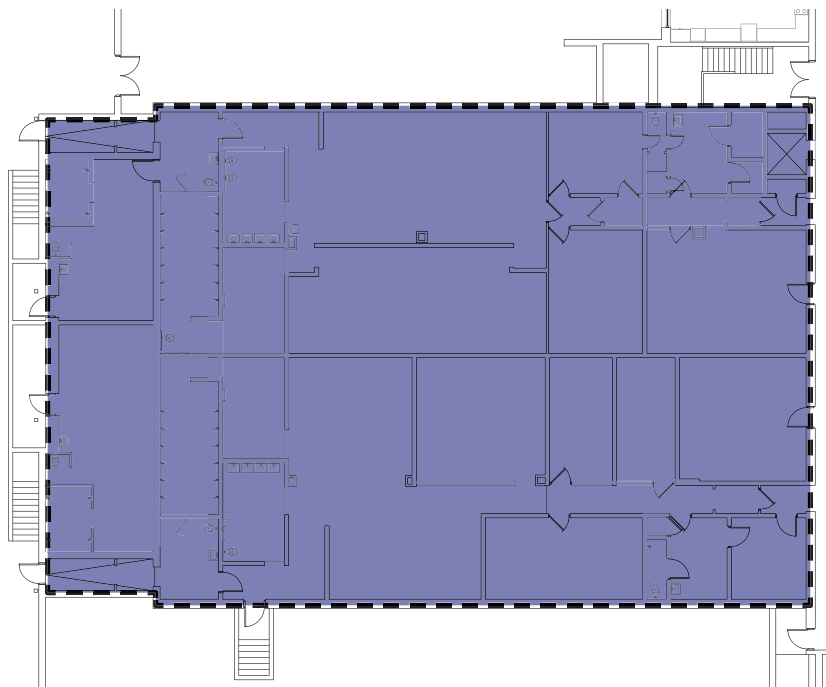
**SHOWERS** - Accessibility Upgrades

# SCOPE OF WORK : B - MAIN GYMNASIUM

February 1, 2020



FIRST FLOOR ↑



BASEMENT ↑

## SELECTIVE RENOVATION

### AUXILIARY GYM & LOCKER ROOMS

- Asbestos Abatement
- Fire Alarm Upgrade
- Sprinkler Installation
- Electrical Upgrades
  - New Panels
  - New Conduit
  - New Pathway
  - New Devices
- Roof Replacement
- Patch, Repair & Paint

### OPINION OF PROBABLE COST

#### AUX. GYM (18,000 SF)

• MEP+FP	\$180,000
• Architectural	\$450,000
	<b>\$630,000</b>

## COMPREHENSIVE RENOVATION

### AUXILIARY GYM & LOCKER ROOMS

- Asbestos Abatement
- Fire Alarm Upgrade
- Sprinkler Installation
- Electrical Upgrades
  - New Panels
  - New Conduit
  - New Pathway
  - New Devices
- Roof Replacement
- Patch, Repair & Paint
- Mechanical Upgrades
  - New HVAC
  - New Ductwork
- Plumbing Upgrades
  - New Plumbing Fixtures
  - New Waste & Water Piping
- Restroom Upgrades
  - New Plumbing Fixtures
  - Revised Layouts (Accessibility)
  - New Finishes
- Locker Room Upgrades
  - New Plumbing Fixtures
  - Revised Layouts (Accessibility)
  - New Finishes

### OPINION OF PROBABLE COST

#### AUX. GYM (18,000 SF)

• MEP+FP	\$1,500,00
• Architectural	\$814,740
	<b>\$2,314,740</b>





**GYMNASIUM**- HVAC Upgrades & Asbestos Abatement



**LOCKER ROOM**- HVAC Upgrades & Finishes



**SHOWERS** - Utility Upgrades & Finishes



**RESTROOM** - Accessibility & Finishes



**SHOWERS** - Accessibility & Finishes

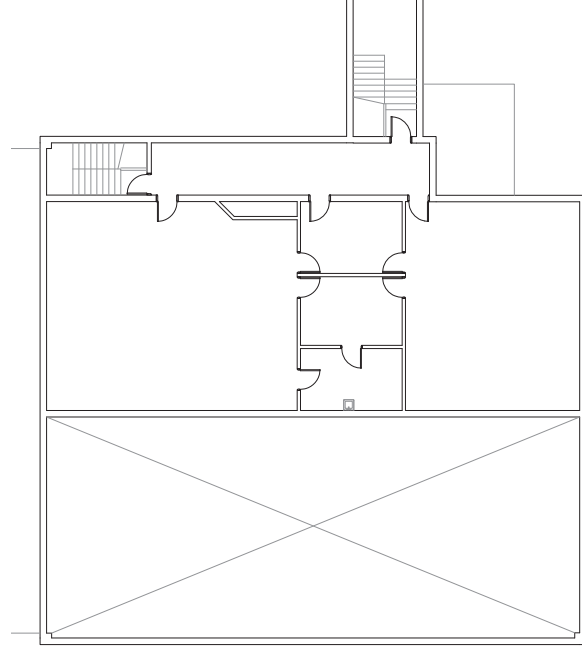


**SHOWER/OFFICE** - Accessibility & Finishes

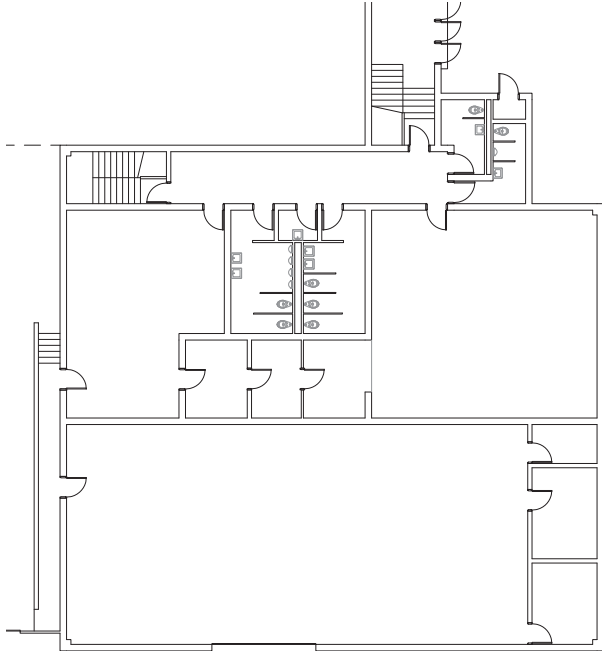
**SCOPE OF WORK : C - AUXILIARY GYMNASIUM**

February 1, 2020





FIRST FLOOR 



BASEMENT 

**SELECTIVE RENOVATION**

**500 WING**

- Fire Alarm Upgrades
- Sprinkler Installation
- Patch, Repair & Paint

**OPINION OF PROBABLE COST**

<b>500 WING (10,350 SF)</b>	
• MEP+FP	\$155,250
• Architectural	\$103,500
	<b>\$258,750</b>

**COMPREHENSIVE RENOVATION**

**500 WING**

- Fire Alarm Upgrades
- Sprinkler Installation
- Patch, Repair & Paint

**OPINION OF PROBABLE COST**

<b>500 WING (10,350 SF)</b>	
• MEP+FP	\$155,250
• Architectural	\$103,500
	<b>\$258,750</b>

\*SELECTIVE & COMPREHENSIVE RENOVATION SCOPE OF WORK FOR 500 WING IS IDENTICAL





**CLASSROOM**



**CLASSROOM/STORAGE**



**CORRIDOR**



**CLASSROOM**

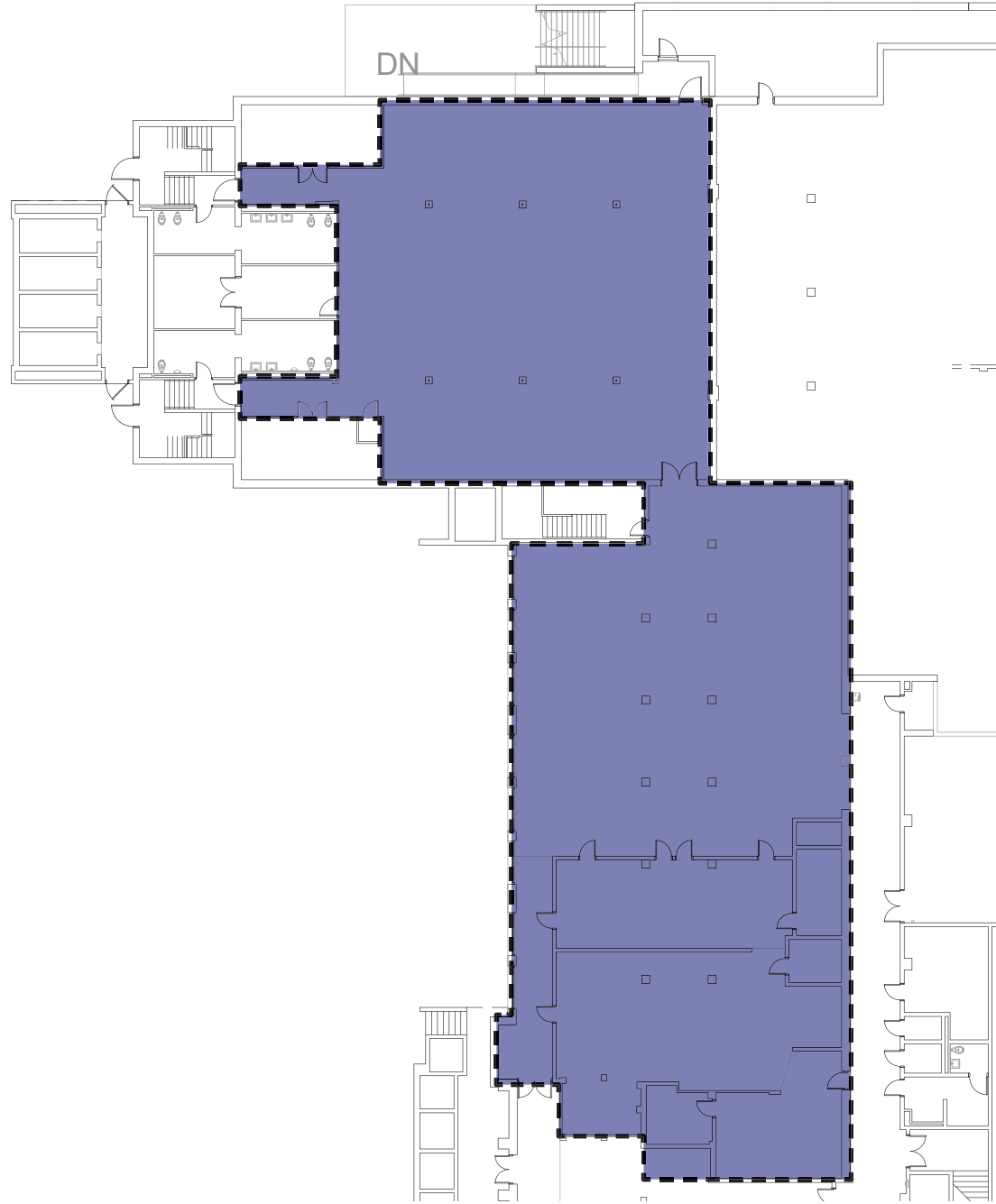


**WEIGHT TRAINING**



**VERTICAL CIRCULATION**





BASEMENT 

### SELECTIVE RENOVATION

#### CAFETERIA/KITCHEN

- Asbestos Abatement
- Fire Alarm Upgrades
- Sprinkler Installation
- Mechanical Upgrades
  - New HVAC
  - New Ductwork
- Electrical Upgrades
  - New Panels
  - New Conduit
  - New Pathways
  - New Devices
- Restroom Upgrades
  - New Plumbing Fixtures
  - Revised Layouts (Accessibility)
  - New Finishes
- Patch, Repair & Paint

#### OPINION OF PROBABLE COST

##### **CAFETERIA/KITCHEN (12,200 SF)**

• MEP+FP	\$488,000
• Architectural	\$305,000
	<b>\$793,000</b>

### COMPREHENSIVE RENOVATION

#### MAIN BUILDING - BASEMENT

- Asbestos Abatement
- Fire Alarm Upgrades
- Sprinkler Installation
- Mechanical Upgrades
  - New HVAC
  - New Ductwork
- Electrical Upgrades
  - New Panels
  - New Conduit
  - New Pathways
  - New Devices
- Restroom Upgrades
  - New Plumbing Fixtures
  - Revised Layouts (Accessibility)
  - New Finishes
- Patch, Repair & Paint
  
- Cafeteria Finishes
  - New Flooring
  - New Ceilings
  - New Wall Finishes
- Kitchen Finishes
  - New Flooring
- Kitchen Ventilation Upgrade
  - New Vent Hood & Suppression System
- Plumbing Upgrades
  - New Plumbing Fixtures
  - New Waste & Water Piping

#### OPINION OF PROBABLE COST

##### **CAFETERIA/KITCHEN (12,200 SF)**

• MEP+FP	\$1,037,000
• Architectural	\$1,290,600
	<b>\$2,327,600</b>

# SCOPE OF WORK : E - CAFETERIA/KITCHEN

February 1, 2020





**CAFETERIA** - Finish Upgrades



**CAFETERIA** - Finish & Utility Upgrades



**CAFETERIA/LOUNGE** - Finish Upgrades & HVAC

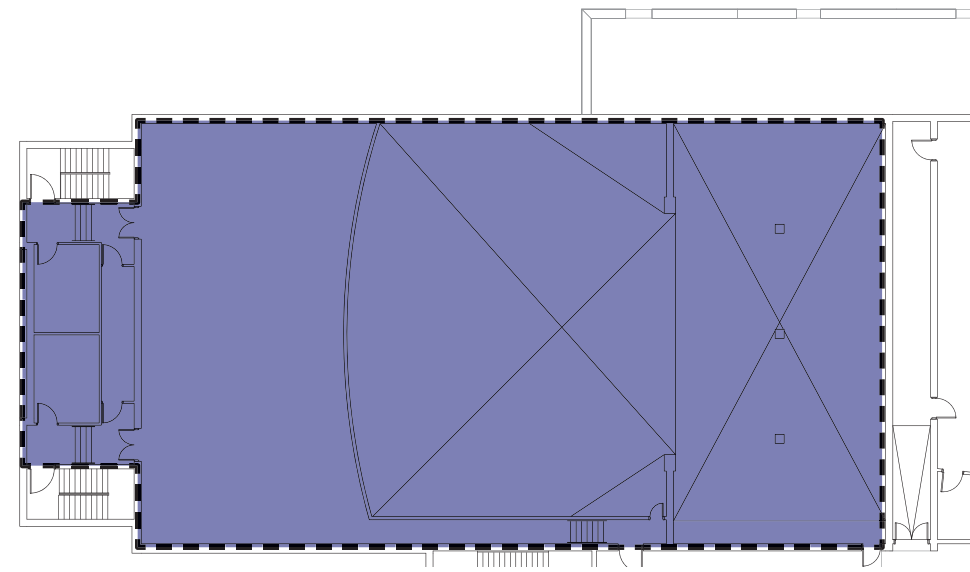


**KITCHEN** - Flooring & Utility Upgrades

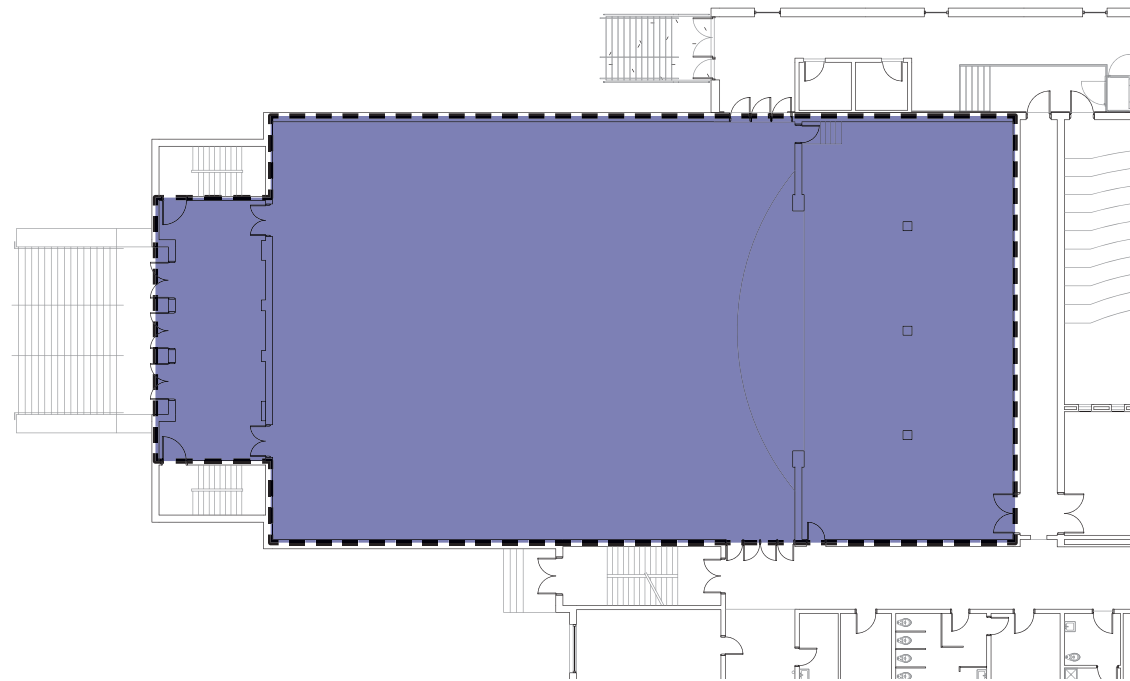
# SCOPE OF WORK : E - CAFETERIA/KITCHEN

February 1, 2020





SECOND FLOOR 



FIRST FLOOR 

## SELECTIVE RENOVATION

### AUDITORIUM

- Asbestos Abatement
- Fire Alarm Upgrades
- Sprinkler Installation
- Patch, Repair & Paint

### OPINION OF PROBABLE COST

#### **AUDITORIUM (11,950 SF)**

• MEP+FP	\$179,250
• Roof Top Unit	\$250,000
• Architectural	\$239,000
	<b>\$668,250</b>

## COMPREHENSIVE RENOVATION

### AUDITORIUM

- Asbestos Abatement
- Fire Alarm Upgrades
- Sprinkler Installation
- Patch, Repair & Paint
- Mechanical Upgrades
  - New HVAC
  - New Ductwork
- Electrical Upgrades
  - New Panels
  - New Conduit
  - New Pathways
  - New Devices
- Seating Upgrades
- Audio/Visual Upgrades
- Curtain Replacement
- Finishes
  - New Floorings
  - New Ceilings
  - New Wall Finishes
- New Lighting

### OPINION OF PROBABLE COST

#### **AUDITORIUM (11,950 SF)**

• MEP+FP	\$550,000
• Roof Top Unit	\$250,000
• Architectural	\$1,022,030
	<b>\$1,822,030</b>



**AUDITORIUM** - Seating, Lighting, A/V, & Finishes



**STAGE** - Lighting, A/V, & Curtains

# SCOPE OF WORK : F - AUDITORIUM

February 1, 2020

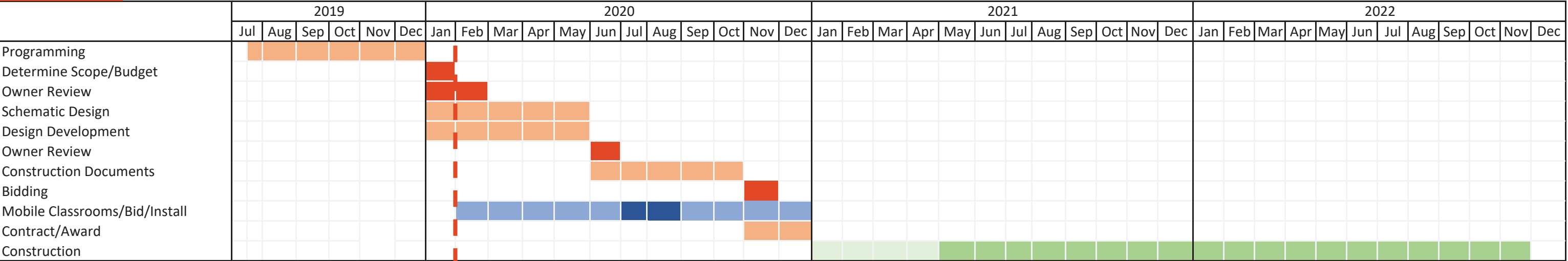
Asheboro High School- Phase III		smithsinnett ARCHITECTURE
Opinion of Probable Cost- Selective Renovation		
1-Feb-20		
ITEM	COST	
1	DEVELOPMENT AND CONSTRUCTION	
	Construction Phase III hard costs	\$15,478,837.00
	Mobile Units	
	Units (lease 18 month)*	\$390,000.00
	Set Units*	\$425,000.00
	Demobilize Units*	\$75,000.00
	Site Improvements	\$100,000.00
	Site Restoration	\$50,000.00
	Total Item 1	\$16,518,837.00
2	CONSTRUCTION SOFT COSTS*	
	Materials Testing/ SI	\$38,000.00
	Commissioning	\$40,000.00
	Air Monitoring (abatement)	\$35,000.00
	Survey (Mobile Units)	\$20,000.00
	Total Item 2	\$133,000.00
3	PROFESSIONAL FEES	
	A/E (12%)	\$1,875,460.44
	Reimbursables	\$12,000.00
	Total Item 3	\$1,887,460.44
4	FF&E*	\$350,000.00
5	TECHNOLOGY*	\$210,000.00
6	KITCHEN EQUIPMENT*	\$0.00
7	CONTINGENCY (10%)	\$1,909,929.74
8	ESCALATION (3.5%)	\$630,276.82
9	TOTAL	\$21,639,504.00
*Excluded from A/E fee calc.		
Note: Finance charges not included in total		

Asheboro High School- Phase III		smithsinnett ARCHITECTURE
Opinion of Probable Cost- Comprehensive Renovation 1-Feb-20		
ITEM	COST	
1 DEVELOPMENT AND CONSTRUCTION		
Construction Phase III hard costs	\$20,705,207.00	
Mobile Units		
Units (lease 18 month)*	\$390,000.00	
Set Units*	\$425,000.00	
Demobilize Units*	\$75,000.00	
Site Improvements	\$100,000.00	
Site Restoration	\$50,000.00	
Total Item 1	\$21,745,207.00	
2 CONSTRUCTION SOFT COSTS*		
Materials Testing/ SI	\$38,000.00	
Commissioning	\$40,000.00	
Air Monitoring (abatement)	\$35,000.00	
Survey (Mobile Units)	\$20,000.00	
Total Item 2	\$133,000.00	
3 PROFESSIONAL FEES		
A/E (12%)	\$2,502,624.84	
Reimbursables	\$12,000.00	
Total Item 3	\$2,514,624.84	
4 FF&E*	\$350,000.00	
5 TECHNOLOGY*	\$210,000.00	
6 KITCHEN EQUIPMENT*	\$0.00	
7 CONTINGENCY (10%)	\$2,495,283.18	
8 ESCALATION (3.5%)	\$823,443.45	
9 TOTAL	\$28,271,558.47	
*Excluded from A/E fee calc.		
Note: Finance charges not included in total		



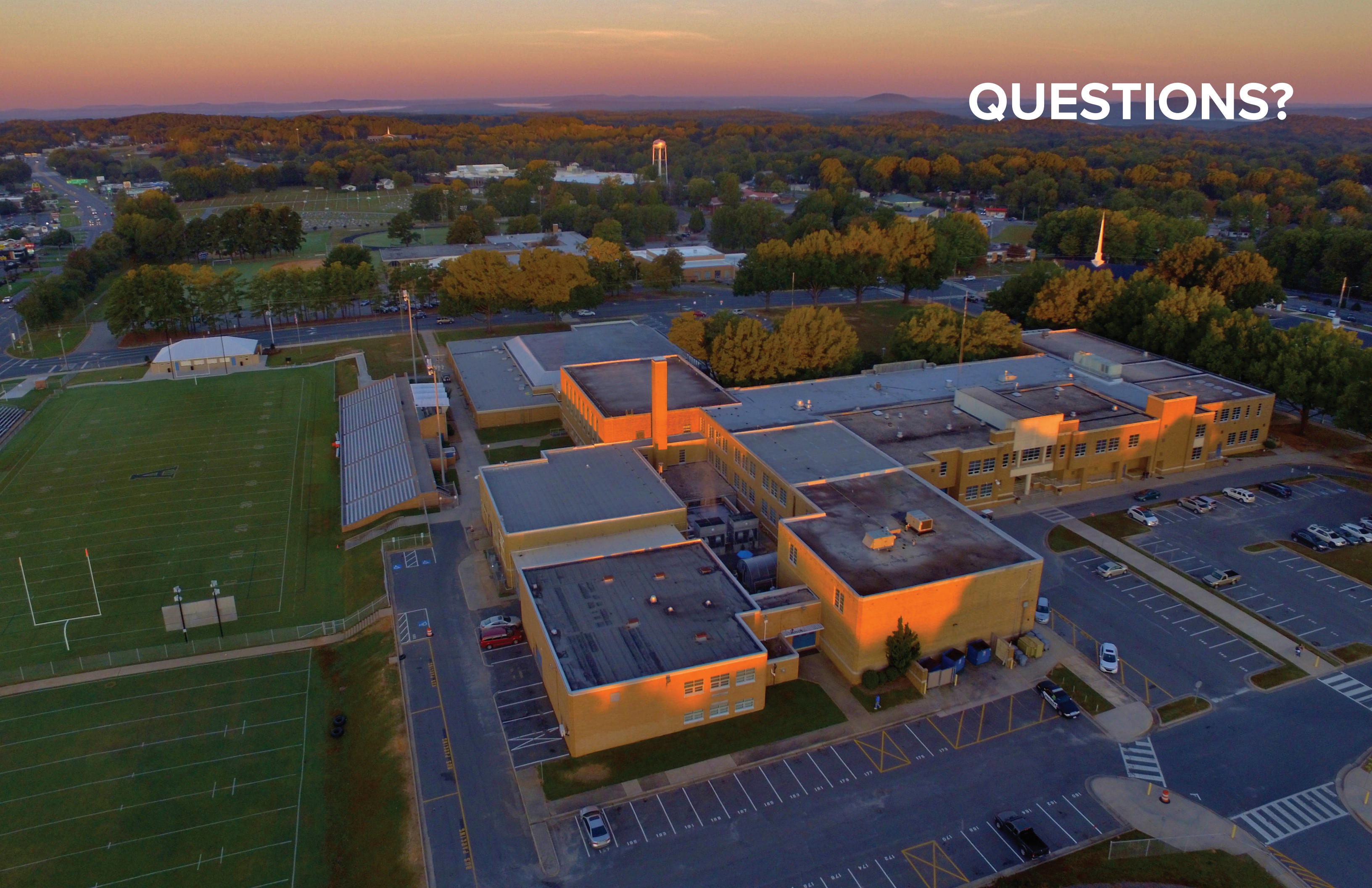
# Project Timeline

Asheboro High School Renovation (Phase III)  
1/31/2020





QUESTIONS?





**ASHEBORO CITY SCHOOLS  
BOARD OF EDUCATION  
February 13, 2020  
7:30 p.m.  
South Asheboro Middle School Media Center**

5:15 p.m. – Asheboro High School Facility Tour with the Randolph County Board of Commissioners  
6:00 p.m. – Meeting with the Randolph County Board of Commissioners – South Asheboro Middle School  
7:30 p.m. – Board of Education Meeting – South Asheboro Middle School

**I. Opening**

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

**II. Special Recognition and Presentations**

- A. Community Partner Spotlight – Mr. Hervenly Jean, Sunset Avenue Church of God – Ms. Leigh Anna Marbert, Public Information Officer
- B. Board Spotlight – Check and Connect Program – Mr. Ron Dixon, Principal, South Asheboro Middle School
- C. Points of Pride – Ms. Leigh Anna Marbert, Public Information Officer

**III. Public Comments**

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

**IV. \*Consent Agenda**

The following items are presented for Board approval:

- A. Approval of Minutes for January 9, 2020 Board of Education Meeting and January 31-February 2, 2020 Board of Education Retreat
- B. Policies Recommended for Approval:
  - Policy 3620 - Extracurricular Activities and Student Organizations
  - Policy 4325 - Drugs and Alcohol
  - Policy 4333 - Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety
  - Policy 5070/7350 - Public Records – Retention, Release, and Disposition
  - Policy 5210 - Distribution and Display of Non-School Material
  - Policy 6305 - Safety and Student Transportation Services
  - Policy 7241 - Drug and Alcohol Testing of Commercial Motor Vehicle Operators
- C. Personnel
- D. Overnight Field Trip Request, Guy B. Teachey Fifth Grade, Camp Hanes, King, NC, March 16-17, 2020
- E. Overnight Field Trip Request, Asheboro High School Wrestling Team, Kannapolis, NC, February 14-15, 2020
- F. Public School Building Capital Fund – NC Education Lottery Application
- G. Budget Amendment F-01
- H. Budget Amendment S-01
- I. Required Courses for High School Graduation Requirements

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

- A.** Policies for 30-Day Review – Dr. Drew Maerz, Director of Testing and Accountability
  - Policy 2300 – Board Meetings
  - Policy 6125 – Administering Medicines to Students
  - Policy 7100 – Recruitment and Selection of Personnel
  - Policy 7130 – Licensure
  - Policy 7240 – Drug-Free and Alcohol-Free Workplace
  - Policy 7410 – Teacher Contracts
- B.** Summer Academy Planning – Dr. Wendy Rich, Assistant Superintendent of Curriculum and Instruction
- C.** Proposed 2020-2021 School Calendar Revisions for 30-Day Review – Mr. Jordi Roman, Director of Support Services
- D.** Proposed 2021-2022 School Calendars for 30-Day Review – Mr. Jordi Roman, Director of Support Services

**VI. Action Items**

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

- A.** 2019-2020 Board Goals, February Update – Dr. Aaron Woody, Superintendent

**VIII. Board Operations**

- A.** Calendar of Events – Ms. Gidget Kidd, Chairman

**IX. Adjournment**

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

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

**ASHEBORO CITY SCHOOLS  
BOARD OF EDUCATION  
February 13, 2020  
7:30 p.m.  
South Asheboro Middle School Media Center  
Addendum**

5:15 p.m. – Asheboro High School Facility Tour with the Randolph County Board of Commissioners  
6:00 p.m. – Meeting with the Randolph County Board of Commissioners – South Asheboro Middle School  
7:30 p.m. – Board of Education Meeting – South Asheboro Middle School

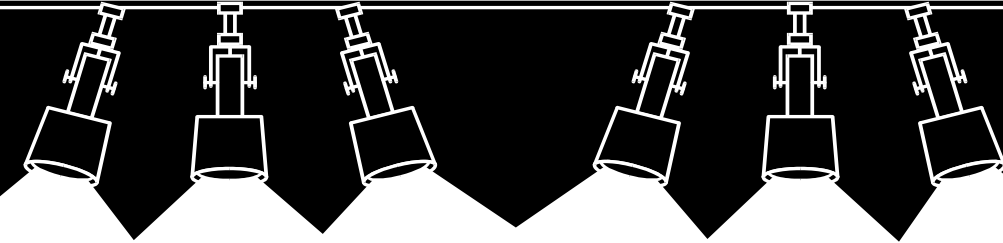
- I. Opening**
- II. Special Recognition and Presentations**
  - D. National Board Certification Recognition – Chairman Gidget Kidd (Added)
- III. Public Comments**
- IV. Consent Agenda**
  - C. Personnel (Addendum Added)
- V. Information, Reports, and Recommendations**
  - A. Policies for 30-Day Review
    - Policy 1705 – Race and Equity (Added)
- VI. Action Items**
  - A. Summer Academy Planning – Dr. Wendy Rich, Assistant Superintendent of Curriculum and Instruction (Moved from Information, Reports, and Recommendations)
  - B. Nomination of Board Member to the 2020 North Carolina School Boards Association Legislative Committee (Added)
- VII. Superintendent’s Report/Calendar of Events**
- VIII. Board Operations**
  - B. Board Member Committee and School Assignments (Added)
- IX. Closed Session (Added)**

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 mid-year evaluation.
- X. Adjournment**

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

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

**February 13, 2020**



**Community Partner Spotlight:**

Asheboro City Schools will recognize Mr. Hervenly Jean with Sunset Avenue Church of God as this month's Community Partner. Mr. Jean was selected by the South Asheboro Middle School administration for the countless hours and resources he shares with students at the school.

**Board Spotlight:**

The board will hear from South Asheboro Middle School Principal, Mr. Ron Dixon, about the Check and Connect program at the school. The Check and Connect program was created by the SAMS team to help students struggling in the classroom – academically and/or behaviorally – to connect and establish positive mentor relationships with trusted adults.

**Points of Pride:**

Ms. Leigh Anna Marbert will share several Points of Pride since the January meeting of the Asheboro City Board of Education.



## **Points of Pride Update**

February 13, 2020

### **School-Level Spelling Bee Winners**

Congratulations to our school-level spelling bee winners! These students will compete in the Asheboro City Schools Spelling Bee on Tuesday, February 18 at 7 p.m. in the auditorium at South Asheboro Middle School.

BAL – Alishba Dilshad

DLL – Kellana Dunn

SAMS – Jaxon Jensen

NAMS – Alexis Acuna

LP – Tyler White

CWM – Takai Todoroki

GBT – Mikey Browy

### **Raleigh Brady Wins National Competition**

Congratulations Raleigh Brady! Raleigh wrote a fictional story for a national contest in the October/November issue of Scholastic StoryWorks Magazine. Raleigh's story was chosen as a winner! As a prize, she received a copy of *Blood on the River* by Elisa Carbone.

### **AHS Football Coach**

On Jan. 28, Dr. Penny Crooks announced Mr. Blake Brewer as the new head football coach of the Blue Comet Varsity Football team. Coach Brewer has a heart for our students and a passion for AHS athletics. We are confident in his abilities to lead the team to success.

### **National School Counselors Week**

National School Counseling Week 2020 highlights the tremendous impact school counselors can have in helping students achieve school success and plan for a career. Thank you to our amazing Asheboro City Schools school counselors!

### **NAMS Students Place in the Regional Science Fair**

Congratulations to North Asheboro Middle School students Kevin Resendiz-Garcia and Ashton Morton for placing second in the Regional Science Fair. They now move to the state level competition. Also, congratulations to Jaycoll Reyes and Ryan Vazquez for receiving honorable mentions.

### **NAMS Earns Sportsmanship Award**

North Asheboro Middle School Athletic Director, Tresa Hatchett, received the Randolph County Middle School Sportsmanship Award from Randolph County Athletic Director Edwina Ashworth on Saturday, Feb. 1. Asheboro City Schools and Randolph County School System coaches vote on the award each year. North Asheboro student-athletes and coaches have earned the Sportsmanship Award eight out of the last nine years.

### **AHS Wrestling Competes in 3A Wrestling Dual Team Playoffs**

As of Tuesday, Feb. 4, the Blue Comet Wrestling team was one of four qualifying teams to compete in the first and second rounds of the 3A Wrestling dual team playoffs. Congrats to our Blue Comet wrestlers!

**Asheboro City Board of Education Meeting  
January 9, 2020  
Early Childhood Development Center**

**Policy Committee**

Policy Committee members present:

Dr. Beth Knott  
Ms. Gidget Kidd

Ms. Gwen Williams

Mr. Michael Smith

Staff members present:

Dr. Aaron Woody

Dr. Drew Maerz

Ms. Carla Freemyer

Dr. Knott called the meeting to order at 6:05 p.m. and referred to Dr. Maerz who began review of the agenda.

- Policy 2300 – Board Meetings
  - Added specifics regarding emergency meetings.
- Policy 6125 – Administering Medicines to Students
  - Addition to policy including the definitions of the terms “medication” and “medicine” and the restriction of any cannabidiol (CBD) or tetrahydrocannabinol (THC) substances.
  - Updated conditions and procedures for administering medications.
  - Updated legal references.
- Policy 7100 – Recruitment and Selection of Personnel
  - Updated section regarding criminal history.
  - Updated legal references.
- Policy 7130 – Licensure
  - Updated hours for adjunct CTE (Career/Technical Education) instructors.
  - Updated license conversion requirements.
  - Updated legal references.
- Policy 7240 – Drug-Free and Alcohol-Free Workplace
  - Updated policy to include prohibition of cannabidiol (CBD) or tetrahydrocannabinol (THC).
- Policy 7410 – Teacher Contracts
  - Updated to include details on determining a teacher’s years of employment.

All policies will go to the Board for 30-day review in February. With no further business, the meeting adjourned at 6:20 p.m.

**Work Session**

Smith Sinnett Architecture  
Asheboro High School Renovation  
Phase III Presentation

Board Members Present:

Mr. Michael Smith  
Ms. Linda Cranford  
Mr. Gus Agudelo  
Ms. Joyce Harrington

Ms. Gidget Kidd  
Mr. Archie Priest, Jr.  
Mr. Baxter Hammer  
Mr. Phillip Cheek

Dr. Beth Knott  
Ms. Gwen Williams  
Mr. Ryan Patton

Staff Members Present:

Dr. Penny Crooks	Dr. Aaron Woody	Mr. Anthony Woodyard
Ms. Sandra Spivey	Mr. Ed Keller	Ms. Carla Freemyer
Ms. Kristen Wright	Ms. McKenzie Palmer	Dr. Drew Maerz
Ms. Leigh Anna Marbert	Ms. Donna Gentry	Dr. Wendy Rich

Smith Sinnett Architecture Representatives present:

Ms. Rhonda Angerio	Mr. Fred Jernigan	Mr. Les Parker
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Smith Sinnett presented an update on the design for renovation of the main building at Asheboro High School, also referred to as “Phase III”. Smith Sinnett detailed two different options for construction. Mr. Parker explained that Smith Sinnett had assessed renovation needs for Asheboro High School, and due to the complexity of the infrastructure in the original high school building, every area except for those already renovated during Phase I of construction would need to be closed to students at various times during renovation. Mr. Parker further explained that in order to minimize use of modular units and keep students in the original high school building during Phase III, students would have to be shifted from one area to another while renovation takes place. In order to accomplish this, renovation would need to be completed in segments and the duration would be 44 months. Smith Sinnett termed this plan Option 1. Mr. Parker then presented an alternative, Option 2, where more modular units would be utilized and the timeline for renovation decreased to 18 months.

Mr. Parker explained costs associated with both renovation options and presented two different models – “selective” and “comprehensive”. Under the selective model, the original portion of the high school would receive infrastructure and life/safety upgrades. Under the comprehensive model, there would be further upgrades in addition to all the infrastructure and life/safety updates. At the conclusion of the presentation, members of the Board discussed the two options and how each would impact staff and students at Asheboro High School. Members of the Board also discussed expenses, expressing concern over the Smith Sinnett’s opinion of anticipated expenses for Phase III. Fred Jernigan and Rhonda Angerio both explained that materials and contractor rates are currently at a premium due to inflation and tariffs. At the conclusion of the presentation, board members asked Smith Sinnett to provide a breakdown of all expenses in both the selective and comprehensive renovation plans.

It was discussed that the Board needs additional time to digest this information. Dr. Woody noted that additional discussion time could be included in the upcoming February board retreat. It was emphasized that transparency is vital (in terms of taxpayer accountability).

The session ended at 7:25 p.m.

**Board Meeting**

Board Members Present:

Ms. Gidget Kidd, Chair	Mr. Phillip Cheek, Vice Chair	Mr. Gus Agudelo
Ms. Linda Cranford	Mr. Baxter Hammer	Ms. Joyce Harrington
Dr. Beth Knott	Mr. Ryan Patton	Mr. Archie Priest, Jr.
Mr. Michael Smith	Ms. Gwen Williams	

Staff Members Present:

Dr. Aaron Woody  
Mr. Ed Keller  
Ms. Leigh Anna Marbert  
Ms. Donna Gentry

Dr. Wendy Rich  
Ms. Sandra Spivey  
Mr. Anthony Woodyard

Dr. Drew Maerz  
Ms. Carla Freemeyer  
Mr. Lee Clark

### **Opening**

Chairman Kidd called the meeting to order at 7:35 p.m. and welcomed all in attendance. Chairman Kidd opened the meeting with a moment of silence, followed by the Pledge of Allegiance led by Donna Lee Loflin Elementary School students.

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

### **Special Recognitions**

- **Community Partner Spotlight** – Ms. Leigh Anna Marbert, Public Information Officer, recognized Ms. Joanne Corsbie with Communities in Schools of Randolph County for the countless hours and resources she shares with Asheboro City Schools students, teachers, and families.
- **Board Spotlight** – Ms. Lisa Hayes, Principal of Donna Lee Loflin Elementary School, introduced the A+ Program used at the school. The A+ Program is a national program focused on integrating various forms of art into classroom instruction.
- **Points of Pride** – Ms. Leigh Anna Marbert, Public Information Officer, shared the following points of pride:
  - **District Science Fair:** Asheboro City Schools hosted the annual District Science and Engineering Fair at North Asheboro Middle School on Wednesday, Dec. 11, 2019. Congratulations to all our winning teams! First-place winners move on to compete in the regional competition at the University of North Carolina - Greensboro on Feb. 1, 2020.
  - **Courier-Tribune Christmas Tournament:** Congratulations to the Asheboro Women's Basketball Team for taking third place and the Asheboro Men's Basketball Team for taking fifth place in the 29<sup>th</sup> Annual Courier-Tribune Christmas Invitational. Student-athletes from Asheboro High School making the 2019 All-Tournament Team include Diamond McDowell and Tanaesha Ellison (Women's), and Thomas McIntosh (Men's).
  - **Board Appreciation Month:** In honor of Board Appreciation Month, the Occupational Course of Study/Functional Skills class at Asheboro High School provided personalized gifts for each board member. We thank the Board for their time, energy, and support of Asheboro City Schools.
- **Board Appreciation** – Dr. Aaron Woody, Superintendent, expressed his thanks to our current Board of Education members for their dedication to our students. He also read a letter which is to be published in the Courier-Tribune thanking all current and past board members for their service. Dr. Woody announced the recent passing of Chaplain Charles Tyson, former board member, who served 1991-2001.
- **National Board Certification Recognition** – Dr. Wendy Rich, Assistant Superintendent of Curriculum and Instruction, recognized the following teachers who successfully achieved or renewed their National Board Certification.

Keri Hill, SAMS (newly certified)  
Carey Smith, SAMS (newly certified)

Laura Johnson, BAL (re-certified)  
Kerri Lamb, SAMS (re-certified)  
Courtney McGowan, AHS (re-certified)  
Melissa McKeown, BAL (re-certified)  
Megan Smith, SAMS (re-certified)  
Leslie Smith-Moore, SAMS (re-certified)



### **Public Comments**

Mr. Chris Yow, Asheboro City Schools appointee to the Randolph Community College Board of Trustees, thanked the board for selecting him to fulfill the term of the late Mr. Curt Lorimer. Mr. Yow expressed his deep desire to represent Asheboro City Schools and its students.

### **Consent Agenda**

Upon motion by Mr. Hammer, and seconded by Ms. Harrington, the Board unanimously approved the following items under the Consent Agenda:

- A. Minutes of December 12, 2019 Board of Education meeting
- B. Policies Recommended for Approval:
  - Policy 1310/4002 – Parental Involvement
  - Policy 2010 – Board and Superintendent Relations
  - Policy 3221 – Student Information Acceptable Use – Removal
  - Policy 4400 – Attendance
  - Policy 4700 – Student Records
  - Policy 6420 – Contracts With The Board
- C. Personnel:

#### **\*I. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Brain	Steven	LP	After-School Program Assistant (part-time)	1/3/2020
Silva	Zulema	AHS	Spanish	1/16/2020
Allen	William	GBT	Instructional Assistant/EC	1/10/2020

#### **\*II. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Lovell	Stephanie	ECDC	Instructional Assistant	1/2/2020
Burcardo	Jennyfer	NAMS	Secretary (temporary)	12/16/2019-3/31/20
Hall	Carle	AHS	ROTC (part-time; temporary)	1/24/2020 – 6/30/2020
Marley	Melvin	AHS	Instructional Assistant (Temporary)	1/13/2020 – 6/9/2020
Nichols	Patsy	CO	Clerical Support (part-time;temporary)	1/2/2020 – 6/30/2020
Palumbo	Richard	CO	Substitute (\$85 per day)	1/10/2020
Spainhour	Sandra	CO	Substitute (\$85 per day)	1/10/2020

#### **\*III. ADMINTRATIVE APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Burress	Karen	NAMS	Interim Principal	3-1-2020 – 6-30-2020

#### **\*IV: TRANSFERS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Sharp	Allison	CWM to GBT	Exceptional Children	1/2/2020

- D.\*** Application for NC Career Coach Funding for 2020-2021
- E.\*** Asheboro High School DECA Overnight Field Trip Request, February 27-29, 2020, Greensboro, NC, State Competition
- F.\*** Sole Source Waiver for DRIVE
- \*A copy is made a part of these minutes.

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

- A.** Policies recommended for 30-day review were presented by Dr. Drew Maerz:
- Policy 3620 - Extracurricular Activities and Student Organizations
  - Policy 4325 - Drugs and Alcohol
  - Policy 4333 - Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety
  - Policy 5070/7350 - Public Records – Retention, Release, and Disposition
  - Policy 5210 - Distribution and Display of Non-School Material
  - Policy 6305 - Safety and Student Transportation Services
  - Policy 7241 - Drug and Alcohol Testing of Commercial Motor Vehicle Operators

### **Action Items**

- A.\*** Dr. Penny Crooks, Principal of Asheboro High School, and Ms. Sarah Beth Robbins, Career and Technical Education Program Administrator, presented new course proposals for Asheboro High School. Upon motion by Mr. Patton, and seconded by Mr. Agudelo, the courses were approved as presented.
- B.\*** Proposed Amendment to the 2020-2021 Calendar – Dr. Wendy Rich, Assistant Superintendent of Curriculum and Instruction, and Mr. Anthony Woodyard, Director of Technology and Innovation, presented proposed changes to the 2020-2021 school calendar to include three early student release days to accommodate system-wide staff development. Upon motion by Mr. Priest and seconded by Ms. Harrington, the Board unanimously approved the proposals as presented.
- \*A copy is made a part of these minutes.

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

- A.** Dr. Aaron Woody, Superintendent, gave an update on the Strategic Plan goals, as follows:
- Asheboro City Schools assisted in hosting an ACT/SAT Preparation Program at the George Washington Carver Community Center.
  - The district hosted Dr. Richard Milner, educator and author, who provided professional development on culturally responsive teaching and learning methods on Dec. 18, 2019.
  - Secondary schools have enrolled to participate in the Say Something Anonymous App. This program allows students to provide anonymous reporting of safety concerns to help identify and intervene upon situations in which the safety of a person or group is in danger or at at-risk. (This program was developed by the Sandy Hook Promise and adopted by the state.)

### **Board Operations**

- A.\*** Chairman Kidd presented Board Committee Assignments for 2020.
- B.** Chairman Kidd reminded the group of upcoming events.

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, upon motion by Ms. Harrington, seconded by Mr. Agudelo, the board unanimously approved to move to Closed Session at 8:35 p.m.

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

### **Closed Session**

The board moved to Closed Session to discuss various personnel issues.

**Adjournment**

The board returned to Open Session at 9:50 p.m. There being no further business, and upon motion by Dr. Knott, seconded by Mr. Agudelo, the Board unanimously approved to adjourn.

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Chair

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Secretary

**Asheboro City Board of Education  
Winter Board Retreat  
Graylyn International Conference Center  
January 31 – February 2, 2020**

Board Members in Attendance:

Ms. Gidget Kidd, Chair	Mr. Phillip Cheek, Vice Chair	Mr. Gustavo Agudelo
Ms. Linda Cranford	Mr. Baxter Hammer	Dr. Beth Knott
Mr. Ryan Patton	Mr. Archie Priest, Jr.	Mr. Michael Smith
Ms. Gwen Williams		

Board Members Not Attending:

Ms. Joyce Harrington

Staff Members in Attendance:

Dr. Wendy Rich	Dr. Drew Maerz	Ms. Carla Freemyer
Mr. Ed Keller	Ms. Leigh Anna Marbert	Mr. Anthony Woodyard
Ms. Donna Gentry	Ms. Sandra Spivey	Dr. Aaron Woody, Superintendent
Ms. Vanessa Brooks		

Friday, January 31, 2020

Chairman Kidd called the meeting to order at 7 p.m.

Dr. Wendy Rich, Assistant Superintendent of Curriculum and Instruction, and Mr. Anthony Woodyard, Director of Technology and Innovation, led board members and staff in a discussion regarding “visioning” for Asheboro City Schools for the next five years. Attendees were divided into groups and provided quotes and concepts to inspire ideas for discussion around innovation. Ideas were written and collected for use by staff as directives in composing/guiding the next Strategic Plan.

Saturday, February 1, 2020

**Session One: Equity and Equality in Asheboro City Schools**

Beginning at 8:15 a.m., Dr. Aaron Woody, Superintendent, addressed the group regarding Asheboro City Schools necessity to address equity and equality in education for all students. Ms. Leigh Anna Marbert, Public Information Officer, and Ms. Vanessa Brooks, Family Engagement Specialist, presented the proposed Race and Equity policy which will help guide Asheboro City Schools next steps in ensuring equitable practices across our district for all students.

\*A copy of the presentation and draft policy are made a part of these minutes.

### **Session Two: Phase III Renovations at Asheboro High School**

Ms. Rhonda Angerio, Mr. Fred Jernigan, and Mr. Steve Campbell of Smith Sinnett Architecture presented the selective and comprehensive renovation plans for Asheboro High School which are to be addressed in Phase III.

It was noted that the selective renovation cost is estimated to be \$21,639,504 versus the comprehensive renovation cost of \$28,271,558. The group discussed in detail the need to pursue the comprehensive renovation.

The Board will meet with the Randolph County Board of Commissioners on February 13, 2020, to request funding for Phase III.

\*A copy of the Smith Sinnett presentation is made a part of these minutes.

### **Session Three: Ten-Year Facilities Plan**

Mr. Ed Keller, Asheboro City Schools Maintenance Director, presented projected facility needs over the next ten years. The plan includes electrical updates, boiler and chiller replacements, roof and window replacements, upgrading and replacing fire alarm systems, etc.

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

### **Afternoon Session:**

Staff Members Present:

Dr. Aaron Woody                      Ms. Donna Gentry

\*Other staff members were dismissed.

Chairman Kidd welcomed everyone in attendance at 1:30 p.m.

Dr. Tom Benton, Consultant with the North Carolina School Boards Association, conducted a Master Board Certification session entitled *Understanding School Boards in a Democracy*. In this session, Dr. Benton covered the role and responsibilities of board members. It was noted that the board's job is to set policy while the superintendent's position is administering the schools.

This session ended at 4:25 p.m.

\*A copy of materials related to this presentation is made a part of these minutes.

Sunday, February 2, 2020

**Session One:** Affirming Board and Superintendent Responsibilities (8:15 a.m.)

Dr. Tom Benton led this Master Board session which clarified board/superintendent roles and responsibilities and established guidelines on what the board can expect from the superintendent and what the superintendent can expect from the board.

This session ended at 11:55 a.m.

\*A copy of materials related to this presentation is made a part of these minutes.

**Session Two:** Superintendent's Evaluation Process and Mid-Year Review

The Board and Superintendent met to discuss and determine the evaluation process which will be used to evaluate the superintendent's job performance. This session continued with the superintendent's mid-year review.

This session ended at 3:00 p.m. The retreat was adjourned at this time.

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Chair

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Secretary

# Policies For Approval

## **EXTRACURRICULAR ACTIVITIES AND STUDENT ORGANIZATIONS**

*Policy Code:*

**3620**

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

### **A. EXTRACURRICULAR ACTIVITY REQUIREMENTS**

#### **1. General Requirements**

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

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

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

#### **2. Additional Requirements for Interscholastic Athletics Participation**

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



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

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

**B. SPECIAL CIRCUMSTANCES**

**1. Students with Disabilities**

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

**2. Transitioning Military Students**

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

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

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

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

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

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

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

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

**A. DEFINITIONS**

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

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

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- 8) **Unauthorized Prescription Drug:** any drug or medication that has not been prescribed for the student.

**B. PROHIBITED BEHAVIOR**

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

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

### **C. CONSEQUENCES**

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

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

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

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

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

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

## **WEAPONS, BOMB THREATS, TERRORIST THREATS, AND CLEAR THREATS TO SAFETY**

*Policy Code:*

**4333**

The board will not tolerate the presence of weapons or destructive devices, bomb or terrorist threats, or actions that constitute a clear threat to the safety of students or employees. Any student who violates this policy will be removed from the classroom or school environment for as long as is necessary to provide a safe and orderly environment for learning.

### **A. PROHIBITED BEHAVIOR**

#### **1. Weapons and Weapon-Like Items**

Students are prohibited from possessing, handling, using or transmitting, whether concealed or open, any weapon or any instrument that reasonably looks like a weapon or could be used as a weapon. Weapons include, but are not limited to the following:

- a. loaded and unloaded firearms, including guns, pistols, and rifles;
- b. destructive devices, as described in subsection B.2 of this policy, including explosives, such as dynamite cartridges, bombs, grenades, and mines;
- c. nuclear, biological, or chemical weapons of mass destruction as defined in G.S. 14-288.21(c);
- d. knives, including pocket knives, bowie knives, switchblades, dirks, and daggers;
- e. slingshots and slungshots;
- f. leaded canes;
- g. blackjacks;
- h. metal knuckles;
- i. BB guns;
- j. air rifles and air pistols;
- k. stun guns and other electric shock weapons, such as tasers;
- l. icepicks;

- m. razors and razor blades (except those designed and used solely for personal shaving);
- n. fireworks;
- o. gun powder, ammunition, or bullets;
- p. any sharp pointed or edged instruments except unaltered nail files and clips and tools used solely for preparation of food, instruction, and maintenance; and
- q. mace, pepper spray, and other personal defense spray that is (1) used for a purpose other than self-defense, as defined under G.S. 14-51.3., or (2) the principal or designee determines that the student intended to use it to harm, threaten harm, or create a disturbance.

Examples of other objects that may be considered weapons are box cutters and other types of utility blades and blowguns.

No student may knowingly or willfully cause, encourage, or aid another student to possess, handle, or use any of the weapons or weapon-like items listed above. A student who finds a weapon or weapon-like item, who witnesses another student or other person with such an item, or who becomes aware that another student or other person intends to possess, handle, or use such an item must notify a teacher or the principal immediately. Middle and high school students may also utilize the anonymous safety tip line for reporting risks to the school population.

This section does not apply to board-approved and -authorized activities for which the board has adopted appropriate safeguards to protect student safety.

## 2. Bomb Threats

Students are prohibited from

- a. making a bomb threat, regardless of whether the student intends to or has the means to carry out the threat;
- b. ~~or~~ ~~perpetrating~~ a bomb hoax against school system property by making a ~~false~~ report, knowing or having reason to know the report is false, that a bomb or other device designed to cause damage or destruction by explosion, blasting, or burning is located on school system property or at a school system event;-
- c. perpetrating a bomb hoax by concealing, placing, or displaying any device

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on school system property or at a school system event, so as to cause any person reasonably to believe the same to be a bomb or similar device intended to cause injury to persons or property; and

- d. knowingly or willfully causing, encouraging, or aiding another student to make a bomb threat or perpetrate a bomb hoax. Any student who becomes aware that another student or other person intends to use a bomb, make a bomb threat, or perpetrate a bomb hoax must notify a teacher or the principal immediately.

### 3. Terrorist Threats

Students are prohibited from making a terrorist threat or perpetrating a terrorist hoax by:

- a. threatening to commit an act of mass violence on school property or at a school system event, regardless of whether the student intends to or has the means to carry out the threat;
- b. making a report, knowing or having reason to know the report is false, that an act of mass violence is going to occur on school property or at a school system event;
- c. making a report knowing or having reason to know the report is false, that a device, substance, or material designed to cause harmful or life-threatening injury to another person is located on school system property or at a school system event; or
- d. concealing, placing, disseminating, or displaying on school system property or at a school system event any device, substance, or material, so as to cause a reasonable person to believe the same to be a weapon of mass destruction or to be intended to cause harmful or life-threatening illness or injury to another person

No student may knowingly or willfully cause, encourage, or aid another student to make a terrorist threat or perpetrate a terrorist hoax. Any student who becomes aware that another student or other person intends to use a device, substance, or material designed to cause harmful or life-threatening illness or injury to another person, make a terrorist threat, or perpetrate a terrorist hoax must notify a teacher or the principal immediately.

### 4. Clear Threats to Student and Employee Safety

Students are prohibited from engaging in behavior that constitutes a clear threat



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to the safety of other students or employees. Behavior constituting a clear threat to the safety of others includes, but is not limited to:

- a. theft or attempted theft by a student from another person by using or threatening to use a weapon;
- b. the intentional and malicious burning of any structure or personal property, including any vehicle;
- c. an attack or threatened attack by a student against another person wherein the student uses a weapon or displays a weapon in a manner found threatening to that person;
- d. an attack by a student on any employee, adult volunteer, or other student that does not result in serious injury but that is intended to cause or reasonably could cause serious injury;
- e. an attack by a student on another person whereby the victim suffers obvious severe or aggravated bodily injury, such as broken bones, loss of teeth, possible internal injuries, laceration requiring stitches, loss of consciousness, or significant bruising or pain; or whereby the victim requires hospitalization or treatment in a hospital emergency room as a result of the attack;
- f. any intentional, highly reckless, or negligent act that results in the death of another person;
- g. confining, restraining, or removing another person from one place to another, without the victim's consent or the consent of the victim's parent, for the purpose of committing a felony or for the purpose of holding the victim as a hostage, for ransom, or for use as a shield;
- h. the possession of a weapon on any school property, including in a vehicle, with the intent to use or transmit for another's use or possession in a reckless manner so that harm is reasonably foreseeable;
- i. taking or attempting to take anything of value from the care, custody, or control of another person or persons, by force, threat of force, or violence, or by putting the victim in fear;
- j. any unauthorized and unwanted intentional touching, or attempt to touch, by one person of the sex organ of another, including the breasts of the female and the genital areas of the male and female;

- k. the possession, manufacture, sale, or delivery, or any attempted sale or delivery, of a controlled substance in violation of Chapter 90 of the North Carolina General Statutes;
- l. any behavior resulting in a felony conviction on a weapons, drug, assault, or other charge that implicates the safety of other persons; and
- m. any other behavior that demonstrates a clear threat to the safety of others in the school environment.

## **B. CONSEQUENCES**

### **1. General Consequences**

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

### **2. Specific Consequences Mandated by Law**

As required by law, a student who brings or possesses a firearm or destructive device on school property or at a school-sponsored event must be suspended for 365 days, unless the superintendent modifies, in writing, the required 365-day suspension for an individual student on a case-by-case basis. The superintendent shall not impose a 365-day suspension if the superintendent determines that the student (1) took or received the firearm or destructive device from another person at school or found the firearm or destructive device at school, (2) delivered or reported the firearm or destructive device as soon as practicable to a law enforcement officer or school personnel, and (3) had no intent to use the firearm or destructive device in a harmful or threatening way.

For the purpose of this subsection, a firearm is (1) a weapon, including a starter gun that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive, (2) the frame or receiver of any such weapon, or (3) any firearm muffler or firearm silencer. A firearm does not include an inoperable antique firearm, a BB gun, a stun gun, an air rifle, or an air pistol. For the purposes of this subsection, a destructive device is an explosive, incendiary, or poison gas (1) bomb, (2) grenade, (3) rocket having a propellant charge of more than four ounces, (4) missile having an explosive or incendiary charge of more than one-quarter ounce, (5) mine, or (6) similar device.

A student may not be suspended for 365 days for a weapons violation except in accordance with this subsection.

Legal References: Gun-Free Schools Act, 20 U.S.C. 7961; G.S. 14-17, -18, -27.21 through -27.30, -32, -33, -34 through -34.2, -41, -49, -49.1, -60, -69.1, -69.2, -87, -87.1, -132, -132.2, -202.1, -202.2, -208.18, -269.2, -277.5, -277.6, -283, -288.8, -288.21 -288.22, -288.23, -288.24; ch. 90 art. 5; 115C-47, -105.51, -276(r), -288, -307, -390.1, -390.2, -390.10

Cross References: Student Sex Offenders (policy 4260), Student Behavior Policies (policy 4300), Integrity and Civility (policy 4310), Disruptive Behavior (policy 4315), Theft, Trespass, and Damage to Property (policy 4330), Assaults, Threats, and Harassment (policy 4331), Criminal Behavior (policy 4335)

Adopted: May 11, 2000

Revised: April 8, 2004, November 8, 2007, December 10, 2009, October 13, 2011, May 14, 2015, July 14, 2016, May 11, 2017, June 13, 2019

## **PUBLIC RECORDS – RETENTION, RELEASE, AND DISPOSITION**

*Policy Code:* **5070/7350**

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The board is committed to providing access to public records and public information. All employees shall comply with the public records law and this policy.

### **A. PUBLIC RECORD DEFINED**

Any record, in any form, that is made or received by the board or its employees in connection with the transaction of public business is a public record that must be made available to the public, unless such record is protected from disclosure by federal or state law or is otherwise exempted from the public records law, G.S. 132-1 through 132-9. (See policy 5071/7351, Electronically Stored Information Retention, for specific information regarding public records in electronic form.)

Though the school improvement plan is a public record, the school safety components of the plan are not public records subject to public records law. Schematic diagrams, as described in G.S. 115C-105.53 and -105.54, and emergency response information, as described in G.S. 115C-47(40) and -105.54, are also not considered public records subject to public records law.

The official records of students are not public records subject to inspection and examination. (For additional information regarding the release of information about students, see policy 4700, Student Records.) Further, any written material containing the identifiable scores of individual students on any test taken pursuant to the state testing program described in Chapter 115C, Article 10A of the North Carolina General Statutes is not a public record. Any test that is developed, adopted, or provided as part of the state testing program is not a public record until the State Board of Education designates that the test is released.

Information in school system employee personnel files is protected from disclosure in accordance with G.S. 115C-319, except that the following employee information is public record.

1. Name.
2. Age.
3. The date of original employment or appointment.
4. The terms of any past or current contract by which the employee is employed, whether written or oral, to the extent that the board has the written contract or a record of the oral contract in its possession.

5. Current position.
6. Title.
7. Current salary (includes pay, benefits, incentives, bonuses, deferred compensation, and all other forms of compensation paid to the employee).
8. The date and amount of each increase or decrease in salary with the board.
9. The date and type of each promotion, demotion, transfer, suspension, separation, or other change in position classification with the board.
10. The date and general description of the reasons for each promotion with the board.
11. The date and type of each dismissal, suspension, or demotion for disciplinary reasons taken by the board. If the disciplinary action was a dismissal, a copy of the written notice of the final decision of the board setting forth the specific acts or omissions that are the basis of the dismissal.
12. The office or station to which the employee is currently assigned.

The name of a participant in the North Carolina Address Confidentiality Program is not a public record and must be redacted from any records released. As necessary, school personnel may combine public and confidential records to meet the business needs of the system. However, if a record contains confidential information as well as public information, school officials must provide the requested public record with the confidential information removed or redacted.

**B. DESIGNATION OF RECORDS OFFICER**

The superintendent shall designate a records officer or otherwise ensure that the duties of a records officer are met.

**1. Duties of the Records Officer**

The duties of the records officer include the following:

- a. determining whether records are public or confidential by law, with assistance from the local board attorney as necessary;
- b. determining the most cost-effective means of storing and retrieving public records that include confidential information;

- c. providing training, consultation, and guidelines to school officials who respond to or are otherwise involved in public records requests;
- d. determining the actual cost of providing copies of public records in various forms, such as paper or electronic media, in which the school system is capable of providing the records;
- e. determining the cost of a request for copies of public records when a special service charge is applicable or when the school system is voluntarily creating or compiling a record as a service to the requester; and
- f. reviewing appeals of any denial of a request for public records.

2. Other Duties

A designated electronic records officer, or other employees as determined by the superintendent shall review all electronic data-processing systems created by the school system or being considered for acquisition through lease, purchase, or other means, to ensure they are designed and maintained in a manner that:

- a. will not impede the school system's ability to permit public inspection and examination of public records; and
- b. provides a means of obtaining copies of such records.

**C. REQUESTS FOR PUBLIC RECORDS**

All requests for examining or obtaining copies of public records should be in writing or recorded by school system personnel. This policy, administrative guidelines, information on the actual cost of producing public records, information on how to reach the records officer, information about how to appeal a denial of a public records request, and information regarding any computer database indexes must be made available to individuals requesting public records.

Public records must be released in accordance with the law. Any denial of a public records request must be made in writing and must include the basis for the denial. The superintendent or designee may issue additional guidelines consistent with this policy to further clarify the process for requesting public records.

**D. FEES FOR COPIES OF PUBLIC RECORDS**

Persons requesting copies of public records will be charged any applicable fees as determined by the records officer (see subsections B.1.d and B.1.e above). The school

system shall not charge any fees for separating confidential information that is commingled with public records.

**E. ELECTRONIC MAIL LISTS**

A school employee may be authorized by the superintendent or designee to maintain an electronic mail list of individual subscribers. Such a list may be used only: (1) for the purpose for which the subscribers subscribed to it; (2) to notify subscribers of an emergency to public health or public safety; or (3) in the event of deletion of the list, to notify subscribers of the existence of any similar lists. Although such electronic mail lists of individual subscribers shall be available for public inspection in either printed or electronic format to the extent permitted by law, school officials shall not provide anyone with copies of such lists. Release for public inspection of any subscriber list must be consistent with the Family Education Rights and Privacy Act (FERPA) if the list contains personally identifiable information from student education records. See policy 4700, Student Records.

**F. DESTRUCTION OF PUBLIC RECORDS**

To the extent required by law, school personnel shall maintain public records in accordance with the applicable records retention and disposition schedule(s) issued by the North Carolina Department of Natural and Cultural Resources. The superintendent may establish regulations for the destruction of records in accordance with the approved schedule.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 14-113.8(6); 115C-47(40), -105.27(a2); -105.53, -105.54, -109.3, -174.13, -319 to -321, -402; 132-1 to -9; *Records Retention and Disposition Schedule for Local Education Agencies*, N.C. Department of Natural and Cultural Resources (1999), available at <https://archives.ncdcr.gov/government/retention-schedules/local-government-schedules#localschedules>

Cross References: North Carolina Address Confidentiality Program (policy 4250/5075/7316), Student Records (policy 4700), Confidentiality of Personal Identifying Information (policy 4705/7825), News Media Relations (policy 5040), Electronically Stored Information Retention (policy 5071/7351), Personnel Files (policy 7820)

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

Revised: October 11, 2007, January 9, 2014, August 13, 2015, May 12, 2016, July 12, 2018



## **DISTRIBUTION AND DISPLAY OF NON-SCHOOL MATERIAL**

*Policy Code:*

**5210**

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Students and the educational program must be the focus of the school system. In order to maintain an educational environment conducive to learning and to minimize intrusions upon instructional time, distribution and display of non-school material shall be limited in accordance with this policy and policy 5240, Advertising in the Schools. School officials shall screen and approve the distribution or display of non-school material on school property. (The term “non-school material” is defined in Section E below.)

This policy applies to the distribution and display of non-school material by students and school-related groups (as defined in Section E below) and by governmental agencies, educational institutions, and non-profit entities as permitted in Section B below. Except as provided in Section A below, this policy will not be construed as applying to or prohibiting the display of compliant political signs permitted by G.S. 136-32.

### **A. DISPLAY OF COMPLIANT POLITICAL SIGNS IN THE RIGHT-OF-WAY DURING DESIGNATED PERIODS**

Any person may display compliant political signs in the right-of-way of the state highway system or in municipal street rights-of-way in accordance with the standards established in G.S. 136-32, even if such right-of-way constitutes school grounds. Compliant political signs may be displayed in such right-of-way from 30 days before the first day of “one-stop” early voting to 10 days after the primary or election day. School officials may remove and dispose of any political sign remaining in the right-of-way more than 40 days after the primary or election day. School officials shall observe any different rules established by applicable local ordinance for placement and removal of political signs on municipal street right-of-way.

School officials shall not remove any political sign lawfully placed except as provided in this section but may request the Department of Transportation to remove a sign that is not in compliance with G.S. 136-32.

### **B. DISTRIBUTION AND DISPLAY BY STUDENTS**

Students wishing to distribute or display on campus any publication, leaflet or other written material that is not school-sponsored must submit the publication or material to the principal for review prior to distribution. The principal shall prohibit distribution or display when the publication or material contains speech that is prohibited as specified in Section C below but otherwise shall not discriminate on the basis of viewpoint in granting or denying a student permission to distribute or display non-school publications or materials. If permission to distribute or display a publication or material is denied, the student may request review of the principal’s decision as specified in Section D below.

**C. DISTRIBUTION AND DISPLAY BY NON-STUDENTS**

1. Distribution and display of “school-sponsored or curriculum-related publications and materials” as defined in Section E are permitted during the school day, on school grounds and at school activities.
2. Distribution and display of publications and materials from school-related groups that have received prior approval of the principal pursuant to the standards in Section C below and the standards for review of the decision in Section D below are permitted at reasonable times and places as designated by the principal. The term “school-related group” is defined in Section E. The principal shall not discriminate on the basis of viewpoint in granting or denying permitted school-related groups permission to distribute or display non –school material.
3. The following agencies and organizations are permitted to distribute or display educational information or information about programs and activities of interest to students:
  - a. local, state and federal government agencies and departments;
  - b. non-profit organizations that offer educational, recreational, cultural or character development activities or programs for school-aged children, including but not limited to scouts, YMCA or YWCA, organized youth sport leagues, etc.);
  - c. school/business partnerships or incentive programs that directly enhance or support the school’s educational program; and
  - d. community colleges, universities, and other non-profit institutions of higher education.

All publications and materials that one of the permitted agencies or organizations would like to distribute or display must be submitted to the superintendent or designee for approval prior to distribution or display. Approval for distribution or display shall be granted pursuant to the standards in Section C below and the standards for review of decisions in Section D below. If approved, the publications and materials shall be distributed or displayed at reasonable times and places as designated by the superintendent or designee.

4. The superintendent or designee shall not discriminate on the basis of viewpoint in granting or denying permitted agencies and organizations permission to distribute or display non-school materials.

5. The superintendent is authorized to adopt regulations regarding approval forms, how many times a year groups may distribute or display publications or materials, delivery and bundling requirements, etc.
6. Nothing in this policy shall be construed to create a public forum that would allow non-students unrestricted access to school property for the purpose of distributing or displaying publications or materials.

**D. DISTRIBUTION AND DISPLAY STANDARDS FOR NON-SCHOOL MATERIALS**

School officials shall apply the following standards to approve the distribution or display of all non-school material by individuals or groups authorized by this policy on school property:

1. While materials shall not be screened for viewpoint, the reviewer shall prohibit the distribution or display of any publication or material that (a) is vulgar, indecent or obscene; (b) contains libelous statements, personal attacks or abusive language such as language defaming a person's character, race, religion, ethnic origin, gender, family status, or disability; (c) causes or clearly threatens to cause a material and substantial disruption of a school activity; (d) encourages the commission of unlawful acts or the violation of lawful school regulations; (e) is inappropriate considering the age of the students in the school; (f) contains information that is inaccurate, misleading or false; or (g) advertises any product or service not permitted to minors by law.

The principal or superintendent's designee, depending on who makes the initial decision shall notify the superintendent before approving or prohibiting distribution or display of any publications or materials that raise a question as to whether a specific action by school officials might violate the Establishment of Religion Clause, the Free Exercise of Religion Clause, or the free speech rights guaranteed by the First Amendment of the U.S. Constitution. The superintendent shall consult with the board attorney to determine the legally appropriate course of action.

2. The distribution of non-school material shall not interfere with instructional time.
3. Non-school publications and materials distributed or displayed to students must be clearly identified, through the method of distribution or otherwise, as non-school materials that are neither endorsed nor necessarily reflective of the views of the school board or the school system.
4. In order to minimize disruption to the learning environment, political campaign materials may not be distributed to students or employees (including through employee mailboxes and e-mail) or made available on school grounds during

school time or at school events. However, on election days, posters and printed materials are permitted for viewing and distribution to the public at school buildings used as polling places in accordance with state law and board of elections requirements.

This provision does not prohibit a teacher from using political literature or campaign material for instructional purposes. However, any teacher using these materials for instructional purposes shall not use his or her position to promote a particular candidate, party or position on a specific issue. The teacher also shall attempt to use a variety of materials that represent balanced and diverse viewpoints on the political spectrum.

**E. PROCEDURES FOR REQUESTING DISTRIBUTION OR DISPLAY OF NON-SCHOOL MATERIALS**

1. Any individual or organization wishing to distribute or display non-school-sponsored publications or materials must first submit for approval a copy of the publication or material to the principal or superintendent or designee at least five school days in advance of the distribution or display time, along with the following information: (a) the name and phone number of the individual submitting the request; (b) the date(s) of intended distribution or display; (c) the desired location for distribution or display of material; and (d) if the distribution or display is intended for students, the grade(s) of students for whom the distribution or display is intended.
2. Within five school days, the principal or superintendent or designee shall review the request and render a decision. In the event permission to distribute or display the material is denied or restricted, the individual submitting the request shall be informed in writing of the reasons for the denial or restriction.
3. Any request denied or restricted by the principal or superintendent or designee may be appealed in writing to the superintendent or designee or board, depending on who made the initial decision. If the principal made the initial decision, the superintendent or designee shall review the decision and render a decision within 10 school days. Any request denied by the superintendent or designee may be appealed to the board of education. The board will review the request at its next regularly scheduled meeting. As appropriate, the superintendent or the board will consult with the board attorney concerning a request to distribute or display non-school literature.
4. Permission or denial of permission to distribute or display material does not imply approval or disapproval of its contents by school system administrators, the school board or the individual reviewing the material submitted.

**F. DEFINITIONS**

The following terms used in this policy are defined as follows:

1.     Obscene

“Obscene” describes any speech or work that the average person, applying contemporary community standards (as opposed to “national standards”), would find, taken as a whole, appeals to prurient interest; or that depicts or describes, in a patently offensive way, sexual conduct specifically defined by applicable law; and that, taken as a whole, lacks serious literary, artistic, political or scientific value.

2.     Libelous Statement

Libelous statements are false and unprivileged statements about a specific person that injure that person’s reputation in the community.

3.     Non-School Material

Non-school material includes any publication or other written information that is not a school-sponsored or curriculum-related publication or material.

4.     Material and Substantial Disruption

A material and substantial disruption is any conduct that for any reason, including inappropriateness of time, place or type of behavior, significantly interferes with school functions, classroom instruction or with the rights of other students or school employees. Examples of material and substantial disruption include, but are not limited to, demonstrations, destruction of property, injury to students or other persons, shouting or boisterous conduct, and anything that significantly distracts students from instruction or prevents school personnel from performing their educational responsibilities.

5.     School-Sponsored or Curriculum-Related Publications and Materials

School-related materials or publications are: (a) materials published by the school system for distribution (i.e. school calendars, menus, school newsletters, etc.); (b) materials that are approved by school officials and related to activities or events that are officially sponsored by the school (i.e. announcements for sports teams, clubs, field trips, school plays and concerts); or (c) materials that are directly related to instruction.

6.     School-Related Group

School-related groups are organizations formed to support the school in an area of recognized need, such as the PTA, PTO, teachers' and principals' organizations and booster clubs.

The superintendent shall adopt necessary regulations to ensure that this policy is implemented throughout the school system.

Legal References: U.S. Const. amend. I; *Peck v. Upshur*, 155 F.3d 274 (1998); G.S. 115C-36, -47; 136-32; 163A-1046; 163A-1134

Cross References: Collections and Solicitations (policy 5220), Advertising in the Schools (policy 5240)

Adopted: April 14, 2011, June 13, 2013

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

**A. STUDENT BEHAVIOR**

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

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

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

**C. MAINTENANCE**

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

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

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

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



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

**E. TRAINING**

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

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

**F. ACCIDENT REPORTING**

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

Legal References: G.S. 115C-239, -240, -245, -248, -249.1; *Preventive Maintenance and Vehicle Replacement Manual (NC Bus Fleet Manual)*, State Board of Education Policy TRAN-005, available at [www.ncbussafety.org/documents/Buses/NCBusFleetManual.pdf](http://www.ncbussafety.org/documents/Buses/NCBusFleetManual.pdf); State Board of Education Policies TRAN-006, TRAN-011; *North Carolina School Bus Driver Handout*, Department of Transportation, Division of Motor Vehicles, available at <https://www.ncdot.gov/dmv/license-id/driver-licenses/new-drivers/Documents/school-bus-handbook.pdf>

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

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

Revised: January 21, 2016 , September 14, 2017, February 14, 2019

## **DRUG AND ALCOHOL TESTING OF COMMERCIAL MOTOR VEHICLE OPERATORS**

*Policy Code:*

**7241**

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

### **A. APPLICABILITY**

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

### **B. PROHIBITED ACTS**

No driver may:

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

with the driver's medical history and has advised the driver that use of the substance will not adversely affect the driver's ability to safely operate a commercial motor vehicle.

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

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

#### **C. TESTING**

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

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

#### **D. EMPLOYEE AND APPLICANT INQUIRES**

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

##### **1. Pre-Employment Inquiry**

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

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

**2. Training and Education**

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

**E. TRAINING AND EDUCATION**

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

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

**F. REFERRALS**

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

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

**G. CONSEQUENCES**

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

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

**H. PROCEDURES**

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

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

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

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

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

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

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Bucardo	Jennyfer	NAMS	Secretary (temporary)	1/31/2020
Farmer	Charlene	LP	Exceptional Children	2/28/2020
Marsh	Michelle	NAMS	Social Studies	2/11/2020
O'Briant	Lynda	AHS	Business (CTE)	6/30/2020

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Aguilar	Kaitlyn	NAMS	Secretary (temporary)	2/5/2020 - 5/1/2020
Allen	William	CO	Substitute (\$85 per day)	1/16/2020
Arroyo	Nicholas	AHS	Non-Faculty Coach; Boys Soccer	2/14/2020
Baber	Dena	CO	Substitute (\$103 per day)	1/9/2020
Carroll	Aileen	SAMS	Tutor (temporary; part-time)	2/3/2020-5/31/2020
Johnson	Cody	LP	After-School Program Assistant	1/15/2020
Lee	Hailey	CO	Substitute (\$85 per day)	1/18/2020
Ridge	Tarha	CO	Substitute (\$85 per day)	1/18/2020
Sabobgal	Jafeth	CO	Substitute (\$85 per day)	1/9/2020
Spinks	James	CO	Substitute Bus Monitor	2/6/2020
Urban	Deborah	ECDC	After-School Program Assistant	1/14/2020
Wirt	Taylor	CO	Substitute (\$85 per day)	12/11/2019

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

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Duggins	Lourdes	SAMS	Head Custodian	2/10/2020
Goley	Lynsi "Rhianna"	CO	Substitute (\$85.00 per day)	2/14/2020
Grant	Cathie	GBT	Tutor (temporary; part-time)	2/18/2020 - 5/29/2020
Lowery	Kyosha	AHS	Non-Faculty Coach/Track and Field	2/14/2020
Phipps	Zachary	AHS	Non-Faculty Coach/Lacrosse	2/14/2020
Ratliff	Tony	AHS	Non-Faculty Coach/Football	3/1/2020
Rawson	Jacob	AHS	Non-Faculty Coach/Baseball	2/14/2020



☒ **Overnight Trip**

**ASHEBORO CITY SCHOOLS  
FIELD TRIP / TRANSPORTATION REQUEST  
SEND TO SUPERINTENDENT - CENTRAL OFFICE**

Form 8  
Procedure No. 3320.01  
5/2017

Group Making Request: Ms. Bidwell, Mrs. Wood School: Guy B. Teachey  
Destination: Camp Hanes, King, NC Date of Trip: March 16 + 17 2020  
Number of Students Involved: 40 Percent of Total Group: 100%

Reasons for Students Not Attending: N/A  
Transportation Method: ☒ Activity Bus ☐ Charter Bus ☐ Private Automobile ☐ Other:

Charter Bus Service, state name of vendor here: \_\_\_\_\_

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

**\*\*The Travel Company must use an approved ACS Charter Bus Company**

Number of Vehicles Needed (to be secured by the Central Office): 1

Number of Drivers Needed (to be secured by the Central Office): 1

Departure Time: 3/16 @ 9 AM Return Time: 3/17 @ 2:00 Round Trip Miles (estimated) 134

Estimated Cost to the Student: \$0.00

Purpose(s) of the Field Trip: To enhance the 5<sup>th</sup> grade Science curriculum by providing hands on experiments and real world examples.

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

Stephanie Wood \*as well as approved parent volunteers  
Tyler Bidwell  
Jonas Hancock

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

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

Stephan Wood / Terrestrial Tigers (Title IV Enrichment) 1/28/20  
Sponsor (Group Responsible for Paying for the Trip) Date

Approved:

City Evans  
Principal

Date

1-28-20

Date

Approved:

Alan M. Y  
Superintendent or Designee

Date

1/28/20

Transportation  
Scheduled:

Transportation Supervisor

Date

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

ASHEBORO CITY SCHOOLS  
FIELD TRIP / TRANSPORTATION REQUEST  
SEND TO SUPERINTENDENT - CENTRAL OFFICE

☒ Overnight Trip

Group Making Request: AHS Wrestling Team School: AHS  
Destination: AL Brown Kannapolis, NC Date of Trip: 2-14 thru 2-15-20  
Number of Students Involved: 18 Percent of Total Group: 50%  
Reasons for Students Not Attending: Only starting 14 weight classes qualify  
Transportation Method: ☒ Activity Bus ☐ Charter Bus ☐ Private Automobile ☐ Other:  
Charter Bus Service, state name of vendor here: \_\_\_\_\_  
If using Travel Company, state name of Vendor here: \_\_\_\_\_

\*\*The Travel Company must use an approved ACS Charter Bus Company

Number of Vehicles Needed (to be secured by the Central Office): \_\_\_\_\_  
Number of Drivers Needed (to be secured by the Central Office): \_\_\_\_\_  
Departure Time: 2-14 1:00pm Return Time: 2-15 8:00pm Round Trip Miles (estimated) 116 miles  
Estimated Cost to the Student: \$0  
Purpose(s) of the Field Trip: 3A Midwest Regionals Wrestling Tournament

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

\*Wes Berrier\*, Jake Berrier, Allen Grimsley, Bryan Clodtetter, Stan Hicks

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

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

Wes Berrier  
Sponsor (Group Responsible for Paying for the Trip)

2-5-20

Date

Approved:

Gail E. Hagg

Principal

2/5/2020

Date

Approved:

Superintendent or Designee

Date

Transportation

Scheduled:

Transportation Supervisor

Date

Special Comments/Response:

Steve Luck has already secured a bus with Mo. Palmer.

**APPLICATION  
PUBLIC SCHOOL BUILDING CAPITAL FUND  
NORTH CAROLINA EDUCATION LOTTERY**

Approved: \_\_\_\_\_

Date: \_\_\_\_\_

County: \_\_\_\_\_

Contact Person: \_\_\_\_\_

LEA: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Project Title: \_\_\_\_\_

Location: \_\_\_\_\_

Type of Facility: \_\_\_\_\_

North Carolina General Statutes, Chapter 18C, provides that a portion of the proceeds of the North Carolina State Lottery Fund be transferred to the Public School Building Capital Fund in accordance with G.S. 115C-546.2. Further, G.S. 115C-546.2 (d) has been amended to include the following:

(3) No county shall have to provide matching funds...

(4) A county may use monies in this Fund to pay for school construction projects in local school administrative units and to retire indebtedness incurred for school construction projects.

(5) A county may not use monies in this Fund to pay for school technology needs.

As used in this section, "Public School Buildings" shall include only facilities for individual schools that are used for instructional and related purposes, and does not include central administration, maintenance, or other facilities. ***Applications must be submitted within one year following the date of final payment to the Contractor or Vendor.***

Short description of Construction Project: \_\_\_\_\_

Estimated Costs:

Purchase of Land \_\_\_\_\_ \$ \_\_\_\_\_

Planning and Design Services \_\_\_\_\_

New Construction \_\_\_\_\_

Additions / Renovations \_\_\_\_\_

Repair \_\_\_\_\_

Debt Payment / Bond Payment \_\_\_\_\_

TOTAL \_\_\_\_\_ \$ \_\_\_\_\_

Estimated Project Beginning Date: \_\_\_\_\_ Est. Project Completion Date: \_\_\_\_\_

We, the undersigned, agree to submit a statement of state monies expended for this project within 60 days following completion of the project.

The County Commissioners and the Board of Education do hereby jointly request approval of the above project, and request release of \$\_\_\_\_\_ from the Public School Building Capital Fund (Lottery Distribution). We certify that the project herein described is within the parameters of G.S. 115C-546.

\_\_\_\_\_  
(Signature — Chair, County Commissioners)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature — Chair, Board of Education)

\_\_\_\_\_  
(Date)

Budget Amendment  
Asheboro City Schools Administrative Unit  
Federal Funds

The Asheboro City Board of Education at a regular meeting on the 13th day of February, 2020, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2020.

Revenue

3.3600.049	IDEA Pre-School Handicapped	\$ 246.00
3.3600.060	IDEA VI-B Handicapped	38,751.86
3.3600.082	IDEA VI-B State Improvement	7,000.00
3.3600.111	Title III - Language Acquisition	2,339.00
		\$ 48,336.86

Expenditure

3.5230.049	Pre-K Children w/ Disabilities Curricular Services	\$ 246.00
3.5210.060	Children w/ Disabilities Curricular Services	38,751.86
3.5210.082	Children w/ Disabilities Curricular Services	7,000.00
3.5330.111	Remedial and Supplemental K-12 Services	2,339.00
		\$ 48,336.86

Total Appropriation in Current Budget	\$ 3,755,972.13
Total Increase/Decrease of above amendment	48,336.86
Total Appropriation in Current Amended Budget	\$ 3,804,308.99

Passed by majority vote of the Board of Education of Asheboro City on the 13th day of February, 2020.

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Chairman, Board of Education

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Secretary



Budget Amendment  
Asheboro City Schools Administrative Unit  
State Public School Fund

The Asheboro City Board of Education at a regular meeting on the 13th day of February, 2020, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2020.

REVENUE

1.3100.000	State Allocation	\$ 303,341
		<u>\$ 303,341</u>

EXPENDITURE

1.5120.014	CTE - Career Technical Education	\$ 685
1.6400.015	Technology Support - School Technology Fund	5,571
1.5110.046	Instructional Bonus Pay - 3rd Grade Reading	31,185
1.5110.048	Instructional Bonus Pay - Other Performance Bonuses	100,223
1.5230.063	Pre-K Children With Disabilities - Children With Special Needs	<u>165,677</u>
		<u>\$ 303,341</u>

Total Appropriation in Current Budget	\$ 31,953,744
Total Increase/Decrease of above amendment	<u>303,341</u>
Total Appropriation in Current Amended Budget	<u>\$ 32,257,085</u>

Passed by majority vote of the Board of Education of Asheboro City on the 13th day of February, 2020.

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Chairman, Board of Education

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Secretary

### **New Courses for the 2020-2021 School Year**

**Course Title: Founding Principles USA & NC: Civic Literacy &  
Founding Principles USA & NC: Civic Literacy Honors**

**Credit: 1**

**Course Code: Standard - 43182X0, Honors - 43185X0**

**Grade: 9-12**

**Prerequisites: None**

Civic Literacy is the study and understanding of citizenship and government. This one-semester course provides students with a sound understanding of civic life, politics, and government, including a short history of government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home.

**Course Title: American History & American History Honors**

**Credit: 1**

**Course Code: Standard - 43112X0, Honors - 43115X0**

**Grade: 9-12**

**Prerequisites: None**

This course is designed to be a survey of American History. Students in this course will be asked to investigate major turning points in American History to develop an understanding of multiple causation, to determine patterns of change and continuity, and to be able to compare multiple perspectives of the past. The essential standards of American History have been designed to provide a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society over time. Students will continue to build upon previous studies of American History, the fundamental concepts in civics and government, economics, behavioral science (culture) and geography taught in grades kindergarten through eight as they examine American history. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations.

**Course Title: Economics and Personal Finance &  
Economics and Personal Finance Honors**

**Credit: 1**

**Course Codes: Standard - 43192X0, Honors - 43195X0**

**Grade: 11-12**

The EPF course shall provide instruction on economic principles and shall provide personal financial literacy instruction that shall include, at a minimum, the following:

- (1) The true cost of credit.
- (2) Choosing and managing a credit card.
- (3) Borrowing money for an automobile or other large purchase.
- (4) Home mortgages.
- (5) Credit scoring and credit reports.
- (5a) Planning and paying for postsecondary education.
- (6) Other relevant financial literacy issues.

# Policies For 30-Day Review



The Asheboro City Schools Board of Education acknowledges that complex societal and historical factors contribute to inequities within our school district. The board believes in confronting the institutional bias that results in predictability of student performance based on race, background, and/or culture. The board will address opportunity gaps at every level of our organization through policy, procedure, and practice in order to eliminate persistent achievement gaps. Race continues to be a persistent predictor of student performance. Consequently, the superintendent shall prioritize efforts and resources on strategies that eliminate institutional racism.

Asheboro City Schools will nurture the potential in each student so that she or he is well equipped for a world of infinite possibilities. We are committed to creating and sustaining great schools where every student—without exception—learns at high levels. In light of this purpose, Asheboro City Schools prioritizes closing achievement and opportunity gaps, while raising achievement for all students. Educational equity benefits all students and our entire community. The diversity of our student body, our staff, and our community is a strength of this district and should be celebrated.

The Asheboro City Schools Board of Education believes the responsibility for student success is broadly shared by district staff, families, our community, and our students' own efforts. We will empower leaders and learners to embrace diversity and ensure equity. In order to address opportunity and achievement gaps, Asheboro City Schools will develop equity tools and procedures as strategies to eliminate systemic disparities and ensure systemic equity for students, staff, and families. Asheboro City Schools staff commit to:

**A. ELIMINATE SYSTEMIC INEQUITIES**

To interrupt factors that perpetuate inequities, Asheboro City Schools will:

1. invite and include people from all races and ethnicities, inclusive of our families, and community partners, to examine issues, and find adaptive solutions which address the root causes and systems;
2. develop the personal, professional, and organizational skills and knowledge of its employees to enable them to address the role and presence of bias, prejudice, and racism; and
3. identify and eliminate any practices that interfere with academic achievement for any students' racial or ethnic group compared to peers.

**B. ENSURE SYSTEMIC EQUITY**

Asheboro City Schools will implement and lead from a system-wide racial equity plan that stands on three critical pillars: Policy and Practice; Relationships and Engagement; and Teaching and Learning.

1. Policy and Practice

District leaders will ensure racial equity guides employee actions and leads to improved academic results by:

- a. instituting a district equity team to prioritize and develop equity policies, procedures, professional development, and a district plan to respond to inequitable outcomes for students occurring on the basis of race;
- b. recruiting, developing, employing, supporting, and retaining a diverse workforce;
- c. replacing any inequitable operational practices with systems that support implementation of this policy;
- d. focusing accountability systems and metrics on equitable results;
- e. identifying and eliminating practices that lead to the over- or under-representation of any student's racial or ethnic group compared to peers; and
- f. developing alternative practices that lead to equitable representation of any student's racial or ethnic group compared to peers.

2. Relationships and Engagement

District employees will develop and implement equitable practices for and with our students, their families, and other community members to:

- a. ensure student voice is viewed as critical and incorporated routinely in decision making;
- b. intentionally seek and include students' multiple racial and ethnic perspectives in the development and implementation of culturally responsive teaching and learning practices and curriculum;
- c. assess and implement efforts to strengthen school culture and climate, specifically addressing race as a factor;
- d. engage family and community members with staff and students, district-wide and at school and program sites, in the development and implementation of culturally appropriate and effective partnerships between home and school; and

- e. bring multiple cultural perspectives to examining and solving issues that arise.

3. Teaching and Learning

District employees will work together to increase their individual and collective capacity to effectively teach a racially and ethnically diverse and changing student population:

- a. ensuring a positive and academically rigorous school environment that engages each and every student;
- b. providing access to culturally responsive tools and resources;
- c. enhancing school capacity to collaborate in the development and implementation of culturally-responsive instructional practices and curriculum; and
- d. providing continuous professional development to ensure a workforce of culturally responsive administrative, instructional, and support personnel.

**C. IMPLEMENTATION AND MONITORING**

The board directs the superintendent and/or designee to develop and implement a system-wide racial equity plan with clear accountability and metrics, which will result in measurable academic improvements for Asheboro City Schools students. The superintendent shall report progress on the plan and outcomes to the board annually.

Adopted Date:

The board, as a corporate body, may transact business only at official meetings of the board. An individual board member has no authority to act absent the delegation of authority by the board at an official meeting.

As defined by law, an official meeting of the board includes any meeting, assembly or gathering together at any time or place or the simultaneous communication by conference telephone or other electronic means of a majority of the members of a public body for the purpose of conducting hearings, participating in deliberations, or voting upon or otherwise transacting the public business of the public body. However, a social meeting or other informal assembly or gathering together of the members of a public body does not constitute an official meeting unless called or held to evade the spirit and purposes of the open meetings law.

**A. TYPES OF MEETINGS**

While the board is determined to operate efficiently, it also is mindful of the importance of thoughtful planning and discussion prior to taking formal action. Regular meetings will be held at a predetermined time and place to conduct the business of the board. In addition, the board may hold specially-called meetings and emergency meetings as it deems necessary to act in a timely manner and provide its members and executive staff with the opportunity to have an exchange of ideas and receive input from other staff, parents, students and the community.

**B. REGULAR MEETINGS**

The superintendent will keep on file the schedule of regular meetings with the predetermined time and place. The schedule will be revised only in accordance with legal requirements for notice.

**C. EMERGENCY MEETINGS**

An emergency meeting may be called in order to address generally unexpected circumstances that require immediate consideration by the board. The chairperson, or the vice-chairperson, if the chairperson is unable to act, or the superintendent shall call an emergency meeting when it is determined the meeting is necessary and cannot be delayed until 48 hours' notice is provided for a special meeting as described below in Section D.

**D. SPECIALLY-CALLED MEETINGS**

**1. Specially-Called Meetings Generally**

Specially-called meetings may be scheduled in between regular meetings of the board. Work sessions, retreats, and public hearings are specific types of specially-



called meetings. The board chairperson (or the vice-chairperson, if the chairperson is not available) or the superintendent may call special meetings when necessary to conduct business that cannot reasonably be handled at regular meetings. The board chairperson or superintendent shall call a special meeting if a majority of the members of the board so requests.

2. Retreats and Workshops

Retreats and workshops are specially-called meetings that may be scheduled in order to give the board more time to deliberate or evaluate issues.

3. Public Hearings

Public hearings are official proceedings during which members of the public are given an opportunity to be heard. Public hearings may be required by law or deemed advisable by the board. Public hearings that are not required by law may be scheduled when the chairperson or superintendent determines that the public hearing is advisable or when a majority of the members of the board so requests. Notice of all public hearings will be provided as required by law and will include the subject, date, place and time of the hearing as well as any rules regarding participation, such as the length of time for each speaker. The purpose of a public hearing is to gather information and hear opinions from the community. Generally, board members will respond only to seek clarification. At the appointed time, the chairperson or designee shall call the hearing to order and preside over it in accordance with any rules regarding participation adopted by the board. When the allotted time expires or when no one wishes to speak, the chairperson or designee shall declare the hearing ended.

**E. OPEN MEETINGS LAW COMPLIANCE**

The board will comply with the open meeting law, including notice of meetings.

Legal References: G.S. 115C-41; 143-318.9, -318.10, -318.12, -318.14

Cross References: Compliance with the Open Meetings Law (policy 2320)

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

Updated: February 12, 2009, December 13, 2012, January 10, 2013, November 10, 2016

The board recognizes that students may need to take medication during school hours. School personnel may administer medication prescribed by a health care practitioner upon the written request of a student's parents. In limited circumstances, a student may be authorized to self-administer medications. To minimize disruptions to the school day, students should take medications at home rather than at school whenever feasible. School officials may deny a request to administer any medication that could be taken at home or when, in the opinion of the superintendent or designee in consultation with school nursing personnel, other treatment options exist and the administration of the medication by school personnel would pose a substantial risk of harm to the student or others.

For purposes of this policy, all references to "parent" include parents, legal guardians, and legal custodians. In addition, for purposes of this policy, the term "health care practitioner" is limited to licensed medical professionals who are legally authorized to prescribe medications under North Carolina law, such as doctors of medicine, doctors of osteopathic medicine, physician assistants, and nurse practitioners

Unless otherwise indicated, the terms "medication" and "medicine" include any substance intended for use in the diagnosis, cure, mitigation, treatment, or prevention of any disease. The term includes all prescription medications and all such substances available over-the-counter without a prescription, such as drugs, herbs, alternative medicines, and supplements (hereinafter "over-the-counter drugs"). The administration of any prescription or over-the-counter drug to students by school employees is prohibited except when performed in accordance with Section A. The self-administration of any prescription or over-the-counter drug by students at school is prohibited and constitutes a violation of policy 4325, Drugs and Alcohol, except in the limited circumstances described in Section C.

The administration, including by parents, school employees, or self-administration, of any substance containing cannabidiol (CBD) or tetrahydrocannabinol (THC) at school is prohibited unless (1) authorized by and administered by a caregiver in accordance with G.S. 90-94.1 and G.S. 90-113.101 for the treatment of intractable epilepsy, or (2) the CBD or THC product is available by prescription only and has been approved by the U.S. Food & Drug Administration (FDA); and all requirements of this policy are met.

**A. MEDICATION ADMINISTRATION BY SCHOOL EMPLOYEES**

**1. Conditions for Administering Medication**

Authorized school employees may administer medication to students when all of the following conditions are met. These conditions apply to all medications, including those available over-the-counter without a prescription.

- a. Parental Consent: The student's parent must make a signed written request that authorizes school personnel to administer the medication to the student.
- b. Medication Authorization/Order: A health care practitioner must prescribe the medication for use by the student and provide explicit written instructions for administering the medication; including the name of medicine, dose, frequency, route, purpose, and side effects. Unless otherwise noted, all medication orders will expire in one year.
- c. Certification of Necessity: The student's health care practitioner must ~~has~~ certify that administration of the medication to the student during the school day is necessary to maintain and support the student's continued presence in school.
- d. Proper Container/Labeling: If the medication to be administered is available by prescription only, the parent must provide the medication in a pharmacy-labeled container with directions for how and when the medicine is to be given. If the medication is available over-the-counter, it must be provided in the original container or packaging, labeled with the student's name.
- e. Proper Administration: The employee must administers the medication pursuant to the health care practitioner's written instructions provided to the school by the student's parent and in accordance with professional standards. The medication dispenser much be provided by the parent.

The board of education and its employees assume no liability for complications or side effects of medication when administered in accordance with the instructions provided by the parent and health care practitioner.

## 2. Procedures for Administering Medications

The superintendent shall develop procedures for the implementation of this policy. The procedures and a copy of this policy must be made available to all students and parents each school year. The superintendent's procedures should be developed according to the guidelines listed below.

- a. The health and welfare of the student must be of paramount concern in all decisions regarding the administration of medicine.
- b. Procedures for medication administration must be consistent with recommendations of the School Health Unit of the Children & Youth

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Branch of the N.C. Division of Public Health, as described in the North Carolina School Health Program Manual.

- c. Students with special needs are to be afforded all rights provided by federal and state law as enumerated in the *Policies Governing Services for Children with Disabilities*. Students with disabilities also are to be afforded all rights provided by anti-discrimination laws, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
- d. Except as permitted by this policy, no student may possess, use, sell, deliver, or manufacture any drug or counterfeit drug prohibited by policy 4325, Drugs and Alcohol, nor be under the influence of any drug in violation of that policy.
- e. The board generally encourages school personnel to administer medication from a centralized location. However, in all instances, whether administered from a centralized location or multiple locations, any medications kept at school for a student must be kept in a locked and secure place. An exception to the requirement for locked storage may be made for emergency medications that must be immediately accessible.
- f. All school personnel who will be administering medicines must receive appropriate training.
- g. Only medications clearly prescribed for the student may be administered by school personnel. At the time a parent or guardian brings a medication to school for administration, if school personnel have concerns regarding the appropriateness of the medication or dosage for a student, a confirmation should be obtained from the student's health care practitioner or another health care practitioner prior to administering the medication or allowing a student to self-administer the medication.
- h. Although efforts should be made not to disrupt instructional time, a parent has the right to administer medication to his or her child at any time while the child is on school property, unless otherwise prohibited by this policy.
- i. Written information maintained by school personnel regarding a student's medicinal and health needs is confidential. Parents and students must be accorded all rights provided by the Family Educational Rights and Privacy Act and state confidentiality laws. Any employee who violates the confidentiality of the records may be subject to disciplinary action.
- j. The first dose of any new medication should be administered at school.

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**B. EMERGENCY MEDICATION**

Students who are at risk for medical emergencies, such as those with diabetes, seizures, asthma or severe allergies, must have an emergency health care plan developed for them to address emergency administration of medication. Students must meet the requirements of subsection A.1, above, including providing authorization and instructions from the health care practitioner and written consent of the parent, in order for emergency medication to be administered by school personnel while the student is at school, at a school-sponsored activity, and/or while in transit to or from school or a school-sponsored event.

**C. STUDENT SELF-ADMINISTERING EMERGENCY MEDICATIONS**

The board recognizes that students with certain health conditions like diabetes or asthma, or an allergy that could result in an anaphylactic reaction, may need to possess and self-administer medication on school property in accordance with their approved individual health care plan or emergency health care plan.

Students are prohibited from self-administering medication at school unless (1) the medicine has been prescribed for the treatment of diabetes, asthma, or anaphylactic reactions, including insulin or a source of glucose, a prescribed asthma inhaler, or a prescribed epinephrine auto-injector; (2) the medicine is administered in accordance with the student's individualized health care plan or emergency health care plan and any relevant administrative regulations; and (3) the requirements of this section are met. The superintendent or designee shall develop procedures for the possession and self-administration of such medication by students on school property, during the school day, at school-sponsored activities, and/or while in transit to or from school or school-sponsored events.

**1. Authorization to Self-Administer Medication**

Before a student will be allowed to self-administer medication pursuant to this section, the student's parent must provide to the principal or designee all of the documents listed below:

- a. written authorization from the student's parent for the student to possess and self-administer the medication;
- b. a written statement from the student's health care practitioner verifying that:
  - 1) the student has asthma, diabetes, and/or an allergy that could result in anaphylactic reaction;



- 2) health care practitioner prescribed the medication for use on school property during the school day, at school-sponsored activities, or while in transit to or from school or school-sponsored events; and
  - 3) the student understands, has been instructed in self-administration of the medication, and has demonstrated the skill level necessary to use the medication and any accompanying device;
- c. a written treatment plan and written emergency protocol formulated by the prescribing health care practitioner for managing the student's asthma, diabetes, or anaphylaxis episodes and for medication use by the student;
  - d. a statement provided by the school system and signed by the student's parent acknowledging that the board of education and its employees and agents are not liable for injury arising from the student's possession and self-administration of the medication; and
  - e. any other documents or items necessary to comply with state and federal laws.

Prior to being permitted to self-administer medication at school, the student also must demonstrate to the school nurse, or the nurse's designee, the skill level necessary to use the medication and any accompanying device.

The student's parent shall provide to the school backup medication that school personnel are to keep in a location to which the student has immediate access in the event the student does not have the required medication.

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

## 2. Responsibilities of the Student

A student who is authorized in accordance with this policy to carry medication for self-administration must carry the medication in the original labeled container with the student's name on the label.

## 3. Consequences for Improper Use

A student who uses his or her medication in a manner other than as prescribed or who permits another person to use the medication may be subject to disciplinary action pursuant to the school disciplinary policy. However, school officials shall not impose disciplinary action on the student that limits or restricts the student's immediate access to the diabetes, asthma, or anaphylactic medication.

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

Legal References: Americans with Disabilities Act, 42 U.S.C. 12134, 28 C.F.R. pt. 35; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. -705(20), -794, 34 C.F.R. pt. 104; G.S. 90-94.1, -113.101, -115C-36, -307(c), -375.1, - 375.2, -375.2A, -375.3; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000

Cross References: Parental Involvement (policy 1310/4002), Drugs and Alcohol (policy 4325), Emergency Epinephrine Auto-Injector Devices (policy 5024/6127/7266)

Other References: North Carolina School Health Program Manual (N.C. Dept. of Health and Human Services, Div. of Public Health, School Health Unit, 6th ed. 2014), available at <https://www2.ncdhhs.gov/dph/wch/lhd/manuals.htm>

Revised: July 14, 2005, January 21, 2016, June 9, 2016, September 14, 2017, May 10, 2018, February 14, 2019

**A. GENERAL PRINCIPLES**

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

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

**B. RECRUITMENT**

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

All vacancies must be adequately publicized within the school system so that employees will be informed of opportunities for promotion or transfer to new jobs; however, the superintendent or designee may forgo publicizing a vacancy if the position will be filled through a lateral assignment, reassignment, or promotion of a current employee or if exigent circumstances necessitate that the position be filled immediately. Vacancies also may be publicized externally to attract qualified applicants.

**C. CRIMINAL HISTORY**

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

A criminal history check and a check of sex offender registries must be conducted on all final candidates for employment with the school system. Criminal history checks must be conducted in accordance with state law and any procedures established by the superintendent. School officials shall not require candidates to disclose expunged arrests, charges, or convictions and shall not ask candidates to voluntarily disclose such information without first advising that disclosure is not required. The superintendent or designee shall report to the State Board of Education any licensed individual who is found to have a criminal history, as required by State Board policy. Special requirements are described in Section D of this policy for criminal history checks of candidates for certain positions working with pre-school children or working in afterschool or developmental day programs.

A final candidate for employment or for hiring as an independent contractor will be excluded from hiring on the basis of criminal conduct only when doing so is job-related and consistent with business necessity. If a final candidate is found to have been convicted (including entering a plea of guilty or nolo contendere) of a criminal offense, other than a minor traffic violation, the superintendent shall determine whether the individual is qualified for employment despite the criminal history by considering, among other things, whether the individual poses a threat to the safety of students or personnel or has demonstrated that he or she does not have the integrity or honesty to fulfill the duties of the position. The following factors will be considered in making this determination: (1) the nature and gravity of the offense or conduct; (2) the time that has passed since the offense or conduct and/or completion of the sentence; and (3) the nature of the job sought. Before the superintendent may exclude a final candidate based on his or her past criminal convictions, the superintendent must give the candidate the opportunity to demonstrate that the exclusion does not properly apply to him or her. The requirements of this paragraph do not apply to a child care provider who is determined to be disqualified by the Division of Child Development and Early Education on the basis of a criminal history check conducted pursuant to G.S. 110-90.2, 42 U.S.C. 9858f, and 45 C.F.R. 98.43. (See Section D of this policy).

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

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

#### **D. CRIMINAL HISTORY CHECKS OF CHILD CARE PROVIDERS**

For purposes of this section, a "child care provider" is:

1. any person who works or is a final candidate seeking to work in a classroom or program licensed by the Department of Health and Human Services, Division of Child Development and Early Education (DCDEE); and
2. any person, including a volunteer, who has unsupervised contact with children enrolled in such classrooms or programs.

Before beginning initial employment or volunteer service and at least every three years thereafter, each child care provider must complete a criminal background check that meets the requirements of G.S. 110-90.2, 42 U.S.C. 9858f, and 45 C.F.R. 98.43 and present a letter issued by DCDEE indicating that the individual is qualified to have responsibility for the safety and well-being of children based on the individual's criminal history.

After September 30, 2019, no person shall (1) be employed, continue to be employed, or be permitted to volunteer as a child care provider, or to otherwise have unsupervised contact with students enrolled in a licensed classroom or program operated by the school system or (2) be counted in the staff/child ratio of such classroom or program, unless the person holds a current valid qualification letter issued by DCDEE. However, a child care provider with provisional status may be employed pending final results of the criminal background check but shall be subject to the restrictions established by 10A N.C.A.C. 09 .2703(f).

The application fee and cost of fingerprinting associated with the DCDEE criminal history check process shall be borne by the board.

A child care provider who has incurred any pending charges, indictments, or convictions (other than minor traffic offenses) since the last qualification letter was issued by DCDEE shall notify the Executive director of human resources in writing of such charges no later than the next scheduled business day following the arrest, charge, or conviction, unless the applicant is hospitalized or incarcerated, in which case the applicant must report the alleged violation within 24 hours after his or her release. The executive director of human resources shall notify DCDEE within one business day of being notified.

The superintendent or designee shall include the criminal history mandatory reporting requirement in all new employee orientation information for child care providers. The superintendent shall also be responsible for establishing effective recordkeeping methods and other processes as necessary to ensure compliance with all legal requirements pertaining to criminal history record checks of child care providers.

#### **E. SELECTION**

1. Qualifications



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

- a. application;
- b. education and training;
- c. licensure and certification (when applicable);
- d. relevant experience;
- e. personal interviews; and
- f. references and/or background checks.

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

2. Nepotism

- a. For purposes of this subsection, the following definitions apply.
  - i. “Immediate family” means spouse, parent, child, brother, sister, grandparent, or grandchild. The term includes the step, half, and in-law relationships.
  - ii. “Central office staff administrator” includes principals, directors, supervisors, specialists, assistant superintendents, and superintendent.
- b. Before any immediate family of any board of education member or central office staff administrator is employed by the board or engaged in any capacity as an employee, independent contractor, or otherwise, (1) the board member or central office staff administrator must disclose the familial relationship to the board and (2) the prospective employment or engagement must be approved by the board in a duly called open session meeting.
  - i. An employee who knowingly fails to disclose a familial relationship to the board as required will be subject to disciplinary action up to and including dismissal.

- ii. Notification by the employee to human resources will be deemed disclosure to the board. The human resources department is responsible for conveying the disclosure to the board before the board takes action on the prospective employment or engagement.
  - c. When making recommendations for the selection and assignment of personnel, the superintendent shall attempt to avoid situations in which one employee occupies a position in which he or she has influence over the employment status, including hiring, salary, and promotion, of another employee who is a member of the first employee's immediate family.
  - d. No administrative or supervisory personnel may directly supervise a member of his or her immediate family.
3. Employment Procedures

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

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

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

Legal References: Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 *et seq.*; Americans with Disabilities Act of 1990, 42 U.S.C. 12101 *et seq.*; Equal Educational Opportunities Act of 1974, 20 U.S.C. 1703; Equal Pay Act of 1963, 29 U.S.C. 206; Fair Credit Reporting Act, 15 U.S.C. 1681 *et seq.*; Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. 2000ff *et seq.*; Military Selective Service Act, 50 U.S.C. Appx. 453; Rehabilitation Act of 1973, 29 U.S.C. 794; Title VII of the Civil Rights Acts of 1964, 42 U.S.C. 2000e *et seq.*; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*; Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. 4301 *et seq.*; 8 U.S.C. 1101 *et seq.*; 42 U.S.C. 9858f; 45 C.F.R. 98.43; *Green v. Missouri Pacific Railroad* (8<sup>th</sup> Cir. 1975); *Enforcement Guidance on the Consideration of Arrest and Conviction Records in Employment Decisions Under Title VII of the Civil Rights Act of 1964*, U.S. Equal Employment Opportunity Commission (April 25, 2012), available at [http://www.eeoc.gov/laws/guidance/arrest\\_conviction.cfm](http://www.eeoc.gov/laws/guidance/arrest_conviction.cfm); G.S. 14-208.18; 15A-153; 110-90.2; 115C-12.2, -36, -47, -276(j), -332; 126-7.1(i), -16; 127A-202.1 *et seq.*; 127B-10, -12, -14; 143B-421.1, -931; *Leandro v. State*. 346 N.C. 336 (1997); 10A N.C.A.C. 09.0102, -2701, -2702, -2703;

16 N.C.A.C. 6C .0313; State Board of Education Policies BENF-009 and NCAC-019

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

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

Administrative Procedure: Yes

Revised: April 8, 1998, August 14, 2008, June 14, 2012, February 13, 2015, March 11, 2016, October 5, 2017, August 16, 2018, August 8, 2019

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

**A. LICENSURE AND OTHER QUALIFICATION REQUIREMENTS**

1. Except as otherwise permitted by the State Board of Education or state law, a person employed in a professional educator position must hold at all times a valid North Carolina professional educator's license appropriate to his or her position.
2. To the extent possible, all professional teaching assignments will be in the area of the professional employee's license except as may be otherwise allowed by state and federal law and State Board policy. In addition, all professional teachers employed to teach core academic subjects must be "highly qualified" as required by the State Board of Education. Core academic subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
3. The board encourages alternative pathways into the teaching profession by skilled individuals from the private sector who meet state licensing requirements.
4. In extenuating circumstances when no other appropriately licensed professionals or persons who are eligible for a residency license are available to fill a position, the board may employ for up to one year an individual who holds a permit to teach or an emergency license to practice issued by the State Board of Education. A permit to teach or an emergency permit is not renewable.

**B. EXCEPTIONS TO LICENSURE REQUIREMENTS**

1. Adjunct CTE Instructors

An unlicensed individual who meets the adjunct hiring criteria established by the State Board of Education for a specific career and technical education (CTE) career cluster may be employed as an adjunct CTE instructor for up to 20 hours per week or up to five full consecutive months of employment, provided the individual first completes preservice training and meets all other statutory requirements for serving as an adjunct instructor established by G.S. 115C-157.1.

2. Adjunct Instructors in Core Academic Subjects

In accordance with G.S. 115C-298.5, an unlicensed faculty member of a higher

education institution who meets the adjunct hiring criteria established by the State Board of Education may be employed as a temporary adjunct instructor for specific core academic subjects, provided the individual first completes preservice training and meets all other statutory and State Board of Education requirements.

3. Interim Principals

A retired former principal or assistant principal may be employed as an interim principal for the remainder of any school year, regardless of licensure status. Return to Work After Retirement rules in the Teachers' and State Employee's Retirement System Handbook must be followed.

**C. BEGINNING TEACHER SUPPORT PROGRAM**

The superintendent or designee shall develop a plan and a comprehensive program for beginning teacher support. The plan must be approved by the board and the Department of Public Instruction and kept on file for review. The plan must be aligned to the State Board of Education's beginning teacher support program standards and, when monitored, must demonstrate proficiency. The school system will also participate in implementing a regionally-based annual peer review and support system.

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

**D. LICENSE CONVERSION**

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

**E. LICENSE RENEWAL**

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

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

Decisions regarding the employment of teachers who fail to meet the required proficiency



standard for renewal of a continuing professional license will be made in accordance with state law G.S. 115C-270.30(b)(4) and applicable State Board of Education requirements. The superintendent or designee shall determine the professional development required of a teacher whose continuing license has reverted to an initial license and/or has expired due to performance issues. The superintendent or designee may authorize or direct principals to prescribe professional development to such employees in accordance with the employee's demonstrated deficiencies.

**F. PARENTAL NOTIFICATION**

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

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

**G. EQUITABLE DISTRIBUTION OF TEACHERS**

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

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6301 *et seq.*; 34 C.F.R. 200.55-57, 200.61; G.S. 115C art. 17E; 115C-270.21, -284, -295, -298.5, -325(e)(1)(m) (applicable to career status teachers), -325.4(a)(12) (applicable to non-career status teachers), -333, -333.1; State Board of Education Policies DRIV-003, DRIV-004, EVAL-004, EVAL-023, EVAL-034, LICN-001, LICN-005, LICN-021, LICN-022, NCAC-028, NCAC-035, NCAC-037, TCED-016; *Beginning Teacher Support Program Handbook* (NCDPI) available at <https://sites.google.com/dpi.nc.gov/ncref/bt-support-program-resources>

Adopted: June 1997

Revised: January 22, 1999; December 20, 2006; June 30, 2008; September 30, 2011; March 28, 2013, September 12, 2013, June 12, 2014, June 8, 2017, February 8, 2018, August 8, 2019

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

**A. PROHIBITED ACTIVITIES**

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

**B. APPLICABILITY**

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

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

**C. REASONABLE SUSPICION TO SEARCH**

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

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

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

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

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

**D. DUTY TO REPORT**

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

**E. CONSEQUENCES**

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

All employees shall receive a copy of this policy.

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

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

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

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

The board recognizes the importance of establishing a clear contractual relationship with teachers employed by the school system. All teacher employment contracts entered into by the board will meet the requirements of state law and State Board of Education policy. Nothing in this policy is intended to grant or confer any employment rights beyond those existing in law.

For the purposes of this policy, the term “teacher” is defined as a person who meets the requirements of G.S. 115C-325.1(6). An individual who is employed under a part-time teacher contract or employed under a temporary teacher contract does not meet this definition of teacher; however, the board’s performance expectations established in this policy apply to such individuals.

**A. TEACHER PERFORMANCE EXPECTATIONS**

Teachers are responsible for facilitating student learning in a safe and orderly environment in which students become college and career ready. Teachers must be familiar with the current statewide instructional standards for their teaching assignment and able to teach the curriculum effectively. The board expects teachers to meet all performance standards established by the board, the superintendent or designee, state law, and State Board of Education policy and to pursue professional development as provided in policy 1610/7800, Professional and Staff Development. Employment contracts for teaching will be granted or renewed only for individuals of proven ability who strive for excellence.

**B. SUPERINTENDENT’S RECOMMENDATION**

The board will employ teachers upon the recommendation of the superintendent. The superintendent is expected to be able to substantiate with supporting information any recommendation for a new or renewed contract for an applicant or current teacher. The superintendent’s recommendation for a new or renewed contract must include the length of the term of the contract, which must be consistent with state law and board requirements as described in Section C, below. The board will follow a recommendation of the superintendent regarding the length of the contract that is consistent with law and this policy unless specific circumstances justify offering the teacher a contract of a different term. In considering the superintendent’s recommendation, the board may review any information that was in the teacher’s personnel file at the time of the superintendent’s recommendation or was added to the teacher’s file, with the proper notice to the teacher, prior to the board’s decision.

**C. DETERMINATION OF CONTRACT LENGTH**

This section applies when the superintendent has decided to recommend that the board



offer a teacher a new or renewed contract. For information regarding a decision by the superintendent not to recommend that the board offer a teacher a renewed contract, see policy 7950, Non-Career Status Teachers: Nonrenewal.

For purposes of determining a teacher's years of employment by the board in this section, a year is at least 120 workdays performed as a teacher in a full-time permanent position. If a teacher in a full-time permanent position did not work for at least 120 workdays as a teacher in a year for any reason, including because the teacher was on approved or legally entitled leave, that year will not be deemed to constitute a year of employment for the teacher unless required by law. Furthermore, a year in which a teacher in a full-time permanent position did not work for at least 120 workdays as a teacher because the teacher was on approved or legally entitled leave will not be considered a break in the continuity of employment for the teacher. A suspension will not constitute approved or legally entitled leave for purposes of this policy.

A new or renewed contract will be for a term of one school year for teachers who have been employed by the board as a teacher for less than three consecutive years.

For teachers who have been employed by the board as a teacher for three or more consecutive years and who are in good standing, a new or renewed contract will be for a term of two school years. After a teacher has completed a two-year contract, subsequent contracts will be for a term of four school years if the teacher is in good standing at the time of the contract offer. A teacher will be considered in good standing for purposes of this policy if:

- (1) the teacher received a rating of at least "proficient" on all standards of the teacher evaluation instrument on the two most recent annual evaluations;
- (2) the teacher is not currently on a monitored or directed growth plan, mandatory improvement plan, or corrective action plan and has not been on any such plan at any time during the current or previous school year;
- (3) the teacher has not received any of the following during the current or previous school year: a demotion, a suspension without pay, or a written reprimand, warning, or other disciplinary action that is documented in the teacher's official personnel file; and
- (4) there is no other relevant performance or conduct information in the personnel file that would support a decision to disqualify the teacher from a multi-year contract.

If renewed, a contract for a teacher who is not in good standing may be for a term of one year only.

**D. DISMISSAL AND NONRENEWAL**

This policy is not intended to limit the superintendent's discretion to recommend dismissal, demotion, a shorter contract length, or nonrenewal of any teacher for any basis allowed by law, including but not limited to reduction in force due to school system reorganization, decreased enrollment, reduced funding, or other budgetary issues as described in board policy 7920, Reduction in Force: Teachers and School Administrators.

Any employee who does not meet the performance or other standards of the board, the standards of state law or the State Board of Education, or the terms of the employment contract may be subject to demotion or dismissal, as provided in policy 7930, Professional Employees: Demotion and Dismissal, or to nonrenewal, as provided in policy 7950, Non-Career Status Teachers: Nonrenewal.

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

Cross References: Professional and Staff Development (policy 1610/7800), Hearings Before the Board (policy 2500), Recruitment and Selection of Personnel (policy 7100), Evaluation of Licensed Employees (policy 7810), Reduction in Force: Teachers and School Administrators (policy 7920), Professional Employees: Demotion and Dismissal (policy 7930), Non-Career Status Teachers: Nonrenewal (policy 7950)

Adopted: June 12, 2014

Revised: October 5, 2017, April 12, 2018

# Asheboro City Schools Calendar 2020-2021 **DRAFT**

July 2020						
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September 2020						
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November 2020						
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December 2020						
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July	
3	Holiday
August	
17-20	Required Teacher Workday
21	Required Prof. Development
24	Required Teacher Workday
25	First Day for Students
September	
7	Holiday
16	Early Release Professional Dev.
October	
7	Early Release Professional Dev.
26	Last day of First Quarter (44)
November	
3	Optional Teacher Workday
11	Holiday
25	Optional Teacher Workday
26-27	Holidays
December	
21-23,29-31	Vacation/Annual Leave
24,25,28	Holidays
January	
1	Holiday
15	End of Second Quarter (44)
18	Holiday
19-20	Optional Teacher Workdays
February	
15	Required Teacher Workday
24	Early Release Professional Dev.
March	
26	End of Third Quarter (46)
29-31	Vacation/Annual Leave
April	
1	Vacation/Annual Leave
2	Holiday
5	Optional Teacher Workday
May	
31	Holiday
June	
9	End of Fourth Quarter (46)
9	Early Release
10	Required Teacher Workday
11	Optional Teacher Workday

Holiday
Optional Teacher Workday
Required Teacher Workday
Vacation/Annual Leave
Required Prof. Development
Early Release
Early Release Professional Development

January 2021						
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June 2021						
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# Draft Asheboro City Schools Calendar 2021-2022 Draft

July 2021						
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August 2021						
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September 2021						
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November 2021						
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December 2021						
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July	
5	Holiday
August	
17-19	Required Teacher Workdays
20	Required Prof. Development
23	Required Teacher Workdays
24	First day for students
September	
6	Holiday
15	Early Release (Prof. Development)
October	
13	Early Release (Prof. Development)
25	End of 1st Quarter (44)
November	
2	Required Teacher Workdays
11	Holiday
24	Optional Teacher Workday
25, 26	Holiday
December	
20-22, 28-30	Vacation/Annual Leave
23, 24, 27, 31	Holiday
January	
14	End of 2nd Quarter (44)
17	Holiday
18	Optional Teacher Workday
19	Required Prof. Development
February	
21	Required Teacher Workdays
March	
2	Early Release (Prof. Development)
24	End of 3rd Quarter (45)
25	Optional Teacher Workday
April	
11-14	Vacation/Annual Leave
15	Holiday
18	Optional Teacher Workday
May	
11	Early Release (Prof. Development)
30	Holiday
June	
9	End of Fourth Quarter (47)
10	Required Teacher Workdays
13	Optional Teacher Workday
Holiday	
Optional Teacher Workday	
Required Teacher Workday	
Vacation/Annual Leave	
Required Prof. Development	
Early Release	
Early Release Professional Development	

January 2022						
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# Draft Asheboro City Schools Calendar 2021-2022 Draft

July 2021						
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August 2021						
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September 2021						
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October 2021						
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November 2021						
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December 2021						
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July	
5	Holiday
August	
16,17,18,19	Required Teacher Workdays
20	Required Prof. Development
23	First Day for Students
September	
6	Holiday
15	Early Release Prof. Development
October	
13	Early Release Prof. Development
22	End of 1st Quarter (44)
November	
2	Required Teacher Workday
11	Holiday
24	Optional Teacher Workday
25, 26	Holidays
December	
20-22,28-30	Vacation/Annual Leave
23,24,27,31	Holidays
January	
14	End of 2nd Quarter (46)
17	Holiday
18	Optional Teacher Workday
19	Required Prof. Development
February	
21	Required Prof. Dev.
March	
2	Early Release Prof. Development
24	End of 3rd Quarter (45)
25	Optional Teacher Workday
April	
11-14	Vacation/Annual Leave
15	Holiday
18	Optional Teacher Workday
May	
11	Early Release Prof. Development
30	Holiday
June	
8	End of Fourth Quarter (45)
9	Required Teacher Workdays
10	Optional Teacher Workday
	Holiday
	Optional Teacher Workday
	Required Teacher Workday
	Vacation/Annual Leave
	Required Professional Development
	Early Release
	Early Release Professional Development

January 2022						
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March 2022						
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April 2022						
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May 2022						
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**2020**  
**End of Grade/End of Course**  
**Summer Academy**

**General Plan:**

Per guidance from the North Carolina Department of Public Instruction (NCDPI), this year End of Grade (EOG)/End of Course (EOC) enrichment opportunities and additional test administration is an option for students who passed a course/subject but scored Not Proficient on the associated EOC or EOG assessment, excluding EOG English/Language Arts (ELA)/Reading. (All EOG/EOC ELA tests will be delayed due to re-norming. Therefore, NO test administrations are allowed in the areas of English/Language Arts/Reading this summer.) Districts may administer the EOG or EOC tests during a summer program that occurs after the academic year. These test scores will not be included in growth analysis for school accountability or for educator effectiveness. However, the higher score will be included in proficiency calculations for school accountability and performance letter grades for the 2019-2020 accountability year.

NCDPI is not specifying the number of days the summer program must be conducted or whether transportation is required. Student participation is voluntary so parents or guardians must make the final decision regarding their student's Summer Academy attendance. Students will be held harmless if they do not participate. Additionally, for the 2019–2020 school year, schools offering a summer program must have it approved by their local Board of Education. Schools must notify parents of the summer program including, but not limited to, the dates it will occur, its purpose, and who is eligible to attend. All EOC and EOG assessments must be administered during the NCDPI designated testing windows.

**“Proposed”**  
**Asheboro City Schools**  
**End of Grade/End of Course**  
**Summer Enrichment Plan**

- **Dates:**
  - June 9<sup>th</sup> – June 12<sup>th</sup> = Enrichment and Test Administration (Math and Science Only)
- **Purpose:**
  - To provide opportunities for students to increase their skills and demonstrate mastery of grade-level content in the areas of:
    - Grades 3 – 8 mathematics
    - Grades 5 – 8 science
    - NC Math I & III
    - Biology
- **Eligibility:**
  - Students who demonstrated mastery of the subject matter on multiple measures throughout the school year and did not demonstrate mastery on the EOG/EOC.



**District Plan:**

Summer Academy will be held at each school site with highly-qualified teachers providing instruction. Once test scores are received, schools will begin the process of enrichment during the remaining days of the school year. Parents will be notified of the Summer Academy opportunity through a personalized letter of invitation.

Once invitations have been accepted, schools will report the names of participating students to the Transportation Department and attendance numbers will be shared with Child Nutrition. Teacher allotments will be based on the number of eligible students in each content area.

**Asheboro City Schools**  
**End of Grade/End of Course**  
**Summer Academy Plan**

**Date:** June 9-12, 2020

**Location:** Students attend Summer Academy at their home schools

**Time:** 8:00 a.m. - 1:00 p.m.

**Transportation:** Provided

**Meals:** Daily breakfast and lunch provided

**Subjects:**

EOG Math Grades 3 - 8  
EOG Science Grades 5 & 8  
EOC Math I & III  
EOC Biology



Leanne E. Winner  
Director of Governmental Relations

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#### MEMORANDUM

To: Board Chairs

From: Leanne E. Winner  
NCSBA Director of Governmental Relations

Date: January 22, 2020

Re: 2020 NCSBA Legislative Committee Service

Cc: Superintendents, Board Assistants

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The North Carolina School Boards Association's Board of Directors is now inviting each local school board to nominate one of its members to serve on NCSBA's Legislative Committee. This is the Committee tasked with developing a draft legislative agenda for NCSBA for consideration and adoption by the Delegate Assembly. The Committee also reviews ongoing legislative activity and provides guidance to the Board of Directors on legislative matters. It is comprised of a subset of the NCSBA BOD, the eight education district presidents, and eight "at-large" local school board members **nominated** by their local board and selected by the NCSBA President. This "at-large" nomination and selection process provides an opportunity for the larger membership to become more directly involved in NCSBA's decision-making process.

Each board is invited to **nominate one** board member to serve on the committee. This individual should be nominated through a vote of the full board taken in open session. The person who is nominated must be able to **commit to attending both meetings**. Once nominated, the person should complete the attached application form and return it to NCSBA Attn: Rebekah Howard via mail, email, or fax by **12:00 pm on Thursday, March 5** (mailing address and fax number are below). Brenda Stephens, NCSBA President, will appoint one applicant from each education district. Both scheduled Committee meetings this year will be held at the NCSBA office building in Raleigh; NCSBA will reimburse for mileage to Raleigh and provide lunch for each meeting.

The Committee's two scheduled meetings this year will focus on the essential work of developing the draft NCSBA Legislative Agenda for 2021-22. Again, it is imperative that each "at-large" member be in attendance for both of these meetings, except for an emergency. The dates, times, and topics for these two meetings are as follows:

- Monday, July 20, 2020, from 12:00 pm to 3:00 pm. At this meeting the Committee will assemble the survey instrument to be used to establish the 2021-22 agenda.
- Monday, September 14, 2020, from 12:00 pm to 3:00 pm. At this meeting the Committee will discuss the survey results and use those results to set the draft agenda that will be voted on by the delegate assembly at annual conference.

Again, please ensure that the individual your board nominates can commit to both of the above meeting dates.

There may also be specially called meetings dependent upon legislative developments.

If you have any questions, please contact Rebekah Howard at 919.747.6688 or [rhoward@ncsba.org](mailto:rhoward@ncsba.org).



**Board of Education Strategic Plan Goals  
2019-2020**

Goals and Objectives	
GOAL 1: Each student in Asheboro City Schools graduates prepared for further education, work and citizenship.	

Objective 1. Align instruction with a guaranteed and viable curriculum, so that students master grade/course standards for career and college readiness.

1. ACS Equity team will monitor, discuss and engage in school-wide problem solving related to equitable access to high-quality instruction.
  - Systemic equity data was compiled and shared with the Equity Team in October 2019. Data was disaggregated and used to establish priorities for future efforts.
  - The ACS Equity Team is drafting an Equity policy for presentation to the Board of Education Policy Committee.
  - Dr. Richard Milner's book has been provided to schools and is being used for equitable strategies to increase achievement.
2. Content Coaches will analyze assessment data to determine areas for improvement and standards requiring additional focus.
  - During September meetings, academic coaches were provided EOG data to analyze. During the vertical team meetings in October, analysis was shared and high need topics were discussed.
3. Instructional Facilitators are assigned an area of district focus. They will coordinate professional development and fidelity of implementation for these areas.
  - Instructional facilitators were assigned the following areas to lead for the year:
    - Istation - Chris Burian
    - aimswebPlus - Shannon Daye
    - RtA Legislation - Caroline Rush
    - KEA/LetterLand - Emily Bradshaw
    - RtA Summer Camp/K-2 Math Assessment - Sharon Andrews
    - Science Fair - Lori Columbia, Chandra Manning
  - Istation Professional Development: Chris Burian attended Southmont's rollout to see how Istation was being implemented and then helped ACS develop a rollout plan that addressed all foreseeable issues. Mr. Burian met with and emailed instructional facilitators numerous times and ensured a successful Istation rollout.
  - aimswebPlus Professional Development: District staff coordinated professional development on progress monitoring and reporting with aimswebPlus for all instructional facilitators and administrators.
  - Emily Bradshaw attended KEA training on January 16. She presented the information shared at the January 17 IF meeting, and worked with them to plan for a team to take to the March Train the Trainer meeting, where

	<p>logistics about changes to KEA will be shared.</p> <ol style="list-style-type: none"> <li>The CTE Coordinator will work with CTE to unpack the curriculum and focus on standards needing improvement, as evidenced by CTE Post assessment data. <ul style="list-style-type: none"> <li>At the CTE kickoff meeting, teachers identified lowest performing standards and analyzed their plans for instructional alignment, identifying where they can provide more equitable instruction and differentiation.</li> <li>Mid year updates for Fall 2019 testing</li> <li>Newly normed CTE state/regional/district benchmarks</li> </ul> </li> <li>Standardize pacing guides and unit plans for use in classrooms system-wide. <ul style="list-style-type: none"> <li>Academic coaches gathered feedback from 6-12 teachers on the scope and sequence of their courses at the October Vertical Planning meetings.</li> <li>Academic coaches worked with stakeholders to create draft versions of pacing guides for Math, ELA, Science, and SS courses.</li> </ul> </li> <li>Meet quarterly with each school to analyze data and plan for core and intervention efforts through MTSS. <ul style="list-style-type: none"> <li>Monthly meetings with schools have been scheduled for the fourth Wednesday (Secondary) and Thursday (Elementary) of each month.</li> <li>August - Review of Core, both Instruction and Social/Emotional/Behavioral.</li> <li>September - Using data to identify students for targeted interventions and defining the research-based interventions based upon our intervention matrix.</li> <li>October - Report on the use of targeted intervention and discussion of project monitoring.</li> <li>Additional meetings in January, February, March, April, and May.</li> </ul> </li> </ol>
Objective 2. Define and implement consistent grading practices, so that students and families have a clear understanding of performance.	<ol style="list-style-type: none"> <li>Create an electronic report card for use in grades K, 1, and 2, for use by all primary teachers. <ul style="list-style-type: none"> <li>Report Card documents were created and rolled out on October 18, 2019 to instructional facilitators to distribute electronically to teachers.</li> <li>K-2 teachers completed digital report cards for first quarter and sent home with students.</li> </ul> </li> <li>Align grading practices with grade level standards and skill, ensuring students are held accountable for a rigorous course of study.</li> <li>Establish grading standards and expectations for EC and EL students. <ul style="list-style-type: none"> <li>Annual Review and Reevaluation meetings were conducted to implement</li> </ul> </li> </ol>



	<p>accommodations and modifications to Individualized Education Plans based on the student's disability and present level of performance per IDEA.</p> <ul style="list-style-type: none"> <li>○ Modifications for EL grading will utilize WIDA Can-Do Descriptors.</li> </ul>
Objective 3. Enhance the integration of technology with instruction, so that students use digital resources as tools for learning.	<ol style="list-style-type: none"> <li>1. Media Specialist continue to serve as Digital Learning Coaches for their buildings and offer relevant digital learning professional development sessions to their staff. <ul style="list-style-type: none"> <li>○ Media specialists meet monthly to collaborate and plan digital learning professional development.</li> <li>○ Several media specialists attended the North Carolina School Library Media Association Conference held October 3-5 in Winston Salem, NC.</li> <li>○ On October 17th, media specialists participated in a full-day professional development session to compile and develop professional learning opportunities for staff.</li> <li>○ Laura Holland and Julia Dawson are recording various screencasts and sharing with staff in a series called "60 second PD."</li> <li>○ Loflin staff participated in a professional development session led by Ms. Amy Smith on Quizlet.</li> </ul> </li> <li>2. Digital resources (Discovery Techbook, Canvas, Crostini, Google Tools, etc.) are purchased and provided to students/staff for use as tools for learning. Additional resources are evaluated and added as needs arise. <ul style="list-style-type: none"> <li>○ Discovery Science Techbook has been purchased and provided to teachers and students in grades four, five, seven, and eight as requested.</li> <li>○ The Canvas Learning management platform has been renewed and continues to be a valuable learning tool for our teachers and students.</li> <li>○ New programs have been purchased and are being piloted at Balfour (Happy Numbers), Lindley Park (StarFall, PebbleGo), and South Asheboro Middle School (Read n Quiz).</li> </ul> </li> </ol>
Objective 4. Establish transition plans for the district and individual students, so that each student makes continual progress towards graduation.	<ol style="list-style-type: none"> <li>1. Procedures for developing and sharing student transition plans between grade levels and schools will be provided to all school counselors for distribution to teachers.</li> <li>2. EC Transition Procedures will be provided to all EC staff and school administrators to address the transition needs of EC Students.</li> </ol>

	<ul style="list-style-type: none"> <li>• <a href="#">EC Transition Procedures</a> have been developed with input from all EC chair representatives.</li> </ul>
Objective 5. Expand opportunities for each student to utilize critical thinking, collaboration, communication, and creativity so that students develop skills necessary for further education and careers.	<ol style="list-style-type: none"> <li>1. CTE initiative to embed Employability Skills into instruction. Professional Development provided throughout the year at monthly district level meetings. Identified Employability Skills: Communication, Teamwork, Problem Solving, Initiative and Enterprise, Planning and Organizing, Self-Management, Learning and Technology. <ul style="list-style-type: none"> <li>○ CTE teachers received professional development on employability skills and how to embed organically into daily instruction at the CTE kickoff meeting and at subsequent monthly district meeting.</li> </ul> </li> <li>2. Develop a plan for student preparation for the WorkKeys assessment. <ul style="list-style-type: none"> <li>○ The Career Development Coordinator has identified WorkKeys candidates from the senior class and provided those to the testing coordinator. The CDC will tag these students during Blue Comet Time for test prep prior to the test administration.</li> </ul> </li> </ol>
Objective 6. Provide each student service learning opportunities, so that all students will further develop their citizenship and contribute to their community.	<ul style="list-style-type: none"> <li>• Students across the district have a variety of learning opportunities to develop their citizenship: <ul style="list-style-type: none"> <li>○ CTE CTSOs (Career &amp; Technical Student Organizations) and the AHS Health Science Academy offer service-learning opportunities throughout the school year at both the middle and high school levels. A data tracking plan will be implemented to capture this information going forward.</li> <li>○ Media specialists at all schools have completed digital citizenship lessons with students in all grade levels. These lessons address: cyberbullying, digital etiquette, privacy and online safety, and the accuracy of digital information.</li> </ul> </li> </ul>
GOAL 2. Each student has a personalized education.	

<p>Objective 1. Implement a multi-tiered system of support (MTSS), so that all students are ensured equitable access to rigorous instruction aligned to their educational needs.</p>	<ol style="list-style-type: none"> <li>1. The District MTSS Team will host monthly professional development for secondary and elementary MTSS teams aligned with the three modules of MTSS implementation. <ul style="list-style-type: none"> <li>○ Monthly meetings have been attended by each school team. Monthly topics have been: August - Core Instruction; September- Introduction to Tiered Interventions; October - Data Gathering, Progress Monitoring, and Tiered Instruction, part II.</li> </ul> </li> <li>2. Guide schools in the evaluation and identification of students with potential Specific Learning Disabilities within a Multi-tiered System of Support. <ul style="list-style-type: none"> <li>○ EC program specialists will be trained on the MTSS model for identifying students with specific learning disabilities on November 26.</li> <li>○ EC Program specialists will train school-based EC referral teams on the SLD identification process in December.</li> </ul> </li> </ol>
<p>Objective 2. Increase the number of students who graduate with post-secondary credit, portable industry credentials, and work-based learning experiences, so that students are prepared for further education and/or employment.</p>	<ol style="list-style-type: none"> <li>1. Continued monitoring of post-secondary credit earned by students through enrollment in Randolph Community College courses, Advanced Placement courses, and North Carolina Virtual Public Schools. <ul style="list-style-type: none"> <li>○</li> </ul> </li> <li>2. The Career Technical Education team will continue to work on supporting students in earning industry credentials. <ul style="list-style-type: none"> <li>○</li> </ul> </li> <li>3. Support students engaging in internships while enrolled in high school. <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ol>
<p>Objective 3. Increase number of STEAM (science, technology, engineering, arts, and math) and global education experiences for all students, so that students are globally competitive.</p>	<ol style="list-style-type: none"> <li>2. Maintain, enhance, and promote our District STEAM events (Hour of Code &amp; STEAM Competition). <ul style="list-style-type: none"> <li>○ Anthony Woodyard, Chandra Manning, Kathy Malpass, and Lynn Fisher attended and presented on our STEAM initiatives at the North Carolina Middle Level Education Region 5 Fall STEAM Summit held in Winston Salem on Saturday, September 21.</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>○ Our district Hour of Code event is scheduled for December 9, 2019, 5-7 p.m. at the Asheboro High School Media Center. Media specialists are coordinating with instructional facilitators and teachers to provide students coding experiences prior to and after the district event.</li> </ul> <p>3. Engage with numerous community stakeholders including Institutions of Higher of Education (IHE) to offer an intermediate-age summer STEAM Camp focused on leadership and careers.</p> <ul style="list-style-type: none"> <li>○ A relationship has been established with Winston-Salem State University in order to develop curriculum, resources, and infrastructure for the program.</li> <li>○ Planning efforts are underway to establish connections for students to our community resources as well as embedded field trips throughout the camp.</li> </ul>
Objective 4. Expand opportunities for personalized learning and engagement during and beyond the regular school day, so that student needs are met and personal interests are encouraged.	<p>1. Collaborate with George Washington Carver Enrichment Community Center (GWCECC) and Arts Guild to expand after school programs.</p> <ul style="list-style-type: none"> <li>○ Saturday SAT/ACT Prep Classes began in September. 14 students have attended to date. Volunteers from the local community support this initiative.</li> <li>○ Vanessa Brooks has met with Chip Foust and a plan for additional after-school activities at GWCECC is in development.</li> <li>○ Mr. Foust has met with The Arts Guild. They will partner to offer after-school art classes at GWCECC. Dates will be announced soon.</li> </ul>
Objective 5. Cultivate partnerships with families and the community so that student learning experiences are enhanced.	<ul style="list-style-type: none"> <li>● Families are encouraged to become active leaders on district and school committees through relationship building. <ul style="list-style-type: none"> <li>○ District staff provided families volunteer information at the annual Back to School Bash held at Asheboro High School on August 30.</li> <li>○ Each school has a parent involvement group (PTA/PTO/Booster).</li> </ul> </li> <li>● Advisory Council members serve as ambassadors to others within the community. <ul style="list-style-type: none"> <li>○ An initial meeting has been held with each advisory council.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>■ Business Advisory- October 2</li> <li>■ Faith Based Advisory–October 3</li> <li>■ Latino Advisory- October 3</li> <li>■ PTA/PTO Advisory- October 11</li> <li>■ Black Advisory- October 30, December 11</li> </ul> <ul style="list-style-type: none"> <li>● Schools analyze feedback from evaluations after each family engagement event to better serve our communities. <ul style="list-style-type: none"> <li>○ South Asheboro Middle School has licensed Family Engagement on Demand (<a href="https://www.si4all.com/on-demand-video/">https://www.si4all.com/on-demand-video/</a>) as a resource for families. This resource provides video training for families with at-home activities parents can complete with their children.</li> </ul> </li> <li>● Meaningful parent engagement opportunities will be hosted at schools and at community sites that lead to better understanding as well as student progress. Topics will include: <ul style="list-style-type: none"> <li>○ Assessments</li> <li>○ Early Literacy (Dolly Parton Imagination Library) <ul style="list-style-type: none"> <li>■ Meredith Shields from the Randolph Partnership for Children arranged the recruitment materials at an AFTT event at Lindley Park on October 2 to increase parent understanding of program offerings as well as enrollment.</li> <li>■ She also met with the Black Advisory Council on December 11th to share statistics and brainstorm ways to canvas the community.</li> </ul> </li> <li>○ Five Transitions (Pre-K/K, 2nd/3rd, 5th/6th, 8th/9th, and Graduation)</li> <li>○ College and Career</li> <li>○ Social Media &amp; Technology</li> <li>○ Advocacy/Social Capital</li> <li>○ Conferencing</li> <li>○ Today's Math</li> <li>○ Early College</li> <li>○ Zoo School</li> </ul> </li> </ul>
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<p>Objective 6. Expand opportunities for each student to experience the cultural arts, so that all students strengthen and develop their creativity and collaboration.</p>	<ol style="list-style-type: none"> <li>1. Self-selected activities occur during school within and afterschool clubs in our elementary and middle schools ranging from foreign language to music. <ul style="list-style-type: none"> <li>○ NAMS School of Rock is a newly created musical club that meets once per week on Wednesday before and after school. Instruments were purchased using Title IV funds.</li> <li>○ The principals are meeting with School Leadership Team members to determine club offerings by December 6.</li> </ul> </li> </ol>
<p>GOAL 3. Each student has excellent educators every day.</p>	
<p>Objective 1. Recruit, develop, and retain high quality professionals, so that students continue to learn and grow.</p>	<ol style="list-style-type: none"> <li>1. The district will continue efforts to recruit, nurture, and retain a diverse teaching staff dedicated to excellence in education for all students with emphasis on students of color. <ul style="list-style-type: none"> <li>○ District staff is currently researching ways to expand IHE partnerships to attract more student teachers in the district.</li> <li>○ Asheboro City Schools signed a letter of participation with TeachNC. BEST NC and DPI are the lead partners of TeachNC. TeachNC will provide marketing and technology systems to power a digital teacher recruitment infrastructure to ignite interest in teaching and guides people into the profession.</li> <li>○ Considering options to move the district Teacher Fair to spring in an effort to attract more candidates closer to their graduation date.</li> </ul> </li> </ol>
<p>Objective 2. Foster a culture of professional growth, so that all employees are supported in achieving high standards and increased student performance.</p>	<ol style="list-style-type: none"> <li>1. The district will develop a comprehensive three-year professional development plan to assist teachers with content knowledge and best instructional practices for ALL students. <ul style="list-style-type: none"> <li>○ Books have been purchased and distributed for our district-wide book study of <b>Start Where You Are, But Don't Stay There: Understanding Diversity, Opportunity Gaps, and Teaching in Today's Classrooms</b> by all certified staff members.</li> </ul> </li> </ol>



	<ul style="list-style-type: none"> <li>○ Dr. Richard Milner provided professional development for district and school-based leaders on culturally responsive teaching and learning methods on December 18th.</li> </ul>
Objective 3. Celebrate, recognize, and cultivate excellence in the profession, so that faculty and staff feel supported, valued, and successful in order to maximize their full potential.	<ol style="list-style-type: none"> <li>1. The district will focus on sharing teacher stories via multiple platforms (feature articles, social media, etc.) <ul style="list-style-type: none"> <li>○ Articles written on Balfour Turn-Around, NAMS School of Rock, and our Individual Testimonial Campaign all have been extremely successful.</li> <li>○ We have had two Fox 8 Teacher of the Week selections in our first semester.</li> </ul> </li> </ol>
GOAL 4. Asheboro City Schools will have up-to-date business, technology, and communication systems to serve its students, families, and staff.	
Objective 1: Provide access and up-to-date training on the use of technology and communication systems, so that students, families, and/or staff can effectively use these resources to support student progress.	<ol style="list-style-type: none"> <li>1. ACS staff is currently working with the School Business Systems Modernization (SBSM) Team to transition our current on-premise system to a cloud based system. Newer up-to-date business systems are currently being evaluated.</li> </ol>
Objective 2: Utilize technology-based collection systems for data analysis, so that data-based decisions are made about instruction, programs, and operations to ensure continuous improvement throughout the district.	<ol style="list-style-type: none"> <li>1. Schools will encourage parents/guardians to sign-up for the PowerSchool Parent Portal at school events, allowing parents to stay abreast of student attendance, assignments, and grades. <ul style="list-style-type: none"> <li>○ During the first quarter of 2019-20, there have been 10,541 PowerSchool Parent Portal logins. This is more than double the PowerSchool Parent Portal logins from 2018-19 (4,448).</li> </ul> </li> <li>2. PowerSchool brochures will be updated and distributed to all schools for the start of the school year. <ul style="list-style-type: none"> <li>○ PowerSchool Parent Portal brochures were updated in August 2019.</li> <li>○ Copies were made and distributed to each school.</li> <li>○ Procedures for enrolling parents in the portal were reviewed at the data manager meeting in September.</li> </ul> </li> </ol>
Objective 3: Develop and execute a	<ol style="list-style-type: none"> <li>1. Continue to enhance the communications plan (AKA marketing plan) to continue</li> </ol>

<p>comprehensive marketing plan, so that our community is informed about student outcomes, opportunities, quality educators, and the benefit of the district to the community.</p>	<p>marketing and messaging Asheboro City Schools.</p> <ul style="list-style-type: none"> <li>○ Social media (increase page “Likes” by 20 percent over the school year)</li> <li>○ ACS Testimonial Campaign (at least three testimonials in each ACS location)</li> <li>○ Bi-weekly feature stories (feature stories released to media and social media) every two weeks</li> <li>○ Signage project (new banners and standardized signage throughout the district)</li> <li>○ ACS professional promotional video (to be released at Nov. BOE meeting)</li> </ul>
<p>GOAL 5. Each student is healthy, safe and responsible.</p>	
<p>Objective 1. Design, implement, and evaluate a system-wide process to ensure students are connected to an adult advocate, so that each student collaborates regularly with a mentor or trusted adult.</p>	<p>Using screener data, each school will be supported in the development of a system to ensure at-risk students have an assigned mentor.</p> <ul style="list-style-type: none"> <li>○ Schools have access to school specific SHAPE Student Needs Indicator spreadsheet. This spreadsheet is updated each semester.</li> </ul> <p>Using screener data and/or the SHAPE Student Summary data, school teams will review data quarterly to ensure relationship-related interventions have been implemented for students.</p> <ul style="list-style-type: none"> <li>● Schools have reviewed the data in the SHAPE Student Needs Indicator spreadsheets to identify areas of need for specific students.</li> </ul>
<p>Objective 2. Provide a system of support to ensure access to effective health and safety programs so that the physical, social, and emotional needs of students are met.</p>	<ol style="list-style-type: none"> <li>1. The ACS SHAPE team will develop a summary of data regarding safety, social emotional and mental health needs. <ul style="list-style-type: none"> <li>○ The team has met to begin the process of selecting and implementing a Universal Social Emotional screener.</li> </ul> </li> <li>2. The ACS SHAPE team will develop district-wide plans to ensure a full continuum of mental health and social emotional learning needs are addressed. <ul style="list-style-type: none"> <li>○ The team has met to discuss the response to results that will come from the implementation of a Universal Social Emotional screener.</li> </ul> </li> <li>3. The district will incorporate an anonymous reporting system to allow students an avenue to report safety and/or bullying issues. <ul style="list-style-type: none"> <li>○ ACS secondary schools have enrolled to participate in the January-February</li> </ul> </li> </ol>

	<p>2020 third-wave rollout of the state's Say Something Anonymous Reporting System.</p> <ul style="list-style-type: none"> <li>○ ACS principals were informed of the Say Something Anonymous Reporting System at the November ALT meeting.</li> </ul>
<p>Objective 3. Design, implement, and evaluate a comprehensive continuum of behavioral supports, so that students, families, and staff have clear expectations for appropriate behavior and resources are available to meet student needs.</p>	<ol style="list-style-type: none"> <li>1. Using resources from our Title IV grant, we will select and implement a Social-Emotional Learning screener and/or a mental health needs screener to identify students in need of additional supports or services. <ul style="list-style-type: none"> <li>● The SHAPE Committee is reviewing and vetting social emotional screening tools that can be utilized to identify needed interventions and supports at each school.</li> </ul> </li> <li>2. Using resources from our Title IV grant, we will provide additional professional support for our students with identified social, emotional, and/or behavioral needs. <ul style="list-style-type: none"> <li>● Title IV resources have been used to fund the position of a mental health specialist for the district. This position provides direct services to students with severe emotional and behavioral needs, provides support for the district's therapeutic classrooms, and is involved in the planning and implementation of district-wide mental health and SEL initiatives.</li> </ul> </li> </ol>
<p>Objective 4. Expand community partnerships that promote a healthy lifestyle, so that the wellness of our students, families, and staff is improved.</p>	<ol style="list-style-type: none"> <li>1. Review and update our current wellness policy. <ul style="list-style-type: none"> <li>● Lead Wellness Official and Lead Nurse reviewed the School Health Advisory Council (SHAC) roles, responsibilities, the functions of SHAC and discussion of next steps regarding professional development.</li> </ul> </li> </ol>

February 2020				
DAY	DATE	MEETING	TIME	LOCATION
Thursday	February 13	Asheboro City Board of Education meeting	7:30 p.m.	SAMS Media Center
Tuesday	February 18	District Spelling Bee	7 p.m.	SAMS Media Center
Thursday	February 20	McCrary AFTT/Title I Night	5:30-7:30	Charles W. McCray
Friday	February 21	All County Band--Concert	7:30 p.m.	Journey Church of Asheboro
Monday	February 24	Legislative Committee Meeting	5 - 6:30 p.m.	
Tuesday	February 25	AHS Family Engagement Night (Title I)	5 - 7 p.m.	AHS
Tuesday	February 25	RAIN-DATE: District Spelling Bee		
Thursday	February 27	Middle School Battle of the Books	10:00 a.m.	SAMS Theater
Tuesday	March 3	Youth Art Month Reception	Elem @ 4 p.m. Secondary @ 5:30 p.m.	The Randolph Arts Guild
Thursday	March 5	Kindergarten Registration/Information Session-ALL SCHOOLS	4:00-7:00 p.m.	ALL ELEMENTARY SCHOOLS
Tuesday	March 10	SAMS AFTT Night	5:30-7 p.m.	SAMS
Thursday	March 12	Asheboro City Board of Education meeting	7:30 p.m.	ECDC
Sunday	March 15	REGIONAL SPELLING BEE	1:00 p.m.	Reynolds Place Theatre, Winston-Salem
Thursday	March 19	Elementary School Battle of the Books	9:30 a.m.	Donna Lee Loflin
Friday	March 27	Professional Development Day for Teachers	All day	All sites
Monday	March 30	DLL AFTT Night	5:30 - 7 p.m.	DLL
Thursday	April 2	Balfour AFTT/Title I Night	5 - 7 p.m.	Balfour
Tuesday	April 7	CWM Kindergarten Orientation	8:30 a.m. - 1 p.m. and 3-6 p.m.	CWM
Wednesday	April 8	STEAM Competition-Elementary	8 a.m. - 4 p.m.	AHS Gym
Wednesday	April 8	STEAM Competition-Secondary	8 a.m. - 4 p.m.	AHS Media Center
Thursday	April 9	Asheboro City Board of Education meeting	7:30 p.m.	ECDC
Friday	April 10	Good Friday holiday	All day	All sites
Monday - Friday	April 13 - 17	Annual Leave for teachers (Spring Break)	All day	All sites
Tuesday	April 21	LP Kindergarten Orientation	8:30 a.m. - 1 p.m. and 3-6 p.m.	LP
Tuesday	April 21	NAMS Title 1 Night/AFTT	6-8 p.m.	NAMS
Wednesday	April 22	BAL Kindergarten Orientation AFTERNOON SESSION	12 - 6 p.m.	BAL
Thursday	April 23	BAL Kindergarten Orientation	8:30 a.m. - 1 p.m. and 3-6 p.m.	BAL
Tuesday	April 28	GBT Kindergarten Orientation AFTERNOON SESSION	12 - 6 p.m.	GBT
Thursday	April 30	GBT Kindergarten Orientation	8:30 a.m. - 1 p.m. and 3 - 6 p.m.	GBT
Thursday	April 30	Donna Lee Loflin AFTT/Title I Night	5 - 7 p.m.	Donna Lee Loflin
Tuesday	May 5	DLL Kindergarten Orientation	8:30 a.m. - 1 p.m. and 3-6 p.m.	DLL
Thursday	May 7	AIG Expert Fair	5-6 p.m.	Teachey
Thursday	May 14	Guy B. Teachey AFTT/Title I Night	5 - 7 p.m.	Teachey
Thursday	May 14	Asheboro City Board of Education meeting	7:30 p.m.	ECDC
Thursday	May 21	McCrary AFTT/Title I Night	5:30-7:30 p.m.	McCrary
Monday	May 25	Memorial Day holiday	All day	All sites
Tuesday	May 26	Projected Finish Date for AHS Addition	All Day	AHS
Friday	June 5	Last Day for students/Early Release/Graduation	Graduation at 7 p.m.	Graduation at Lee J. Stone Stadium
Monday	June 8	ACS Retirement Breakfast	Breakfast at 7:30 a.m., Program at 8 a.m.	TBD
Monday - Tuesday	June 8-9	Teacher Workdays		
Thursday	June 11	Asheboro City Board of Education meeting	7:30 p.m.	ECDC

**Asheboro City Board of Education  
February 13, 2020**

**Finance**

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

**Policy**

Dr. Beth Knott, Chair  
Archie Priest  
Michael Smith  
  
Gidget Kidd, ex-officio  
Phillip Cheek, ex-officio

**Legislative**

Michael Smith, Chair  
Linda Cranford  
Gwen Williams  
  
Gidget Kidd, ex-officio  
Phillip Cheek, ex-officio

**Calendar Committee:** Ryan Patton, Gwen Williams, Baxter Hammer

**School Assignments 2020**

Asheboro High School  
South Asheboro Middle School

North Asheboro Middle School

Balfour Elementary School

C.W. McCrary Elementary School  
Donna Lee Loflin Elementary School  
Guy B. Teachey Elementary School  
Lindley Park Elementary School  
Early Childhood Development Center

All members  
Gwen Williams, Linda Cranford,  
Gustavo Agudelo, Gidget Kidd,  
Phillip Cheek  
Baxter Hammer, Archie Priest, Jr.,  
Ryan Patton, Michael Smith  
Beth Knott, Linda Cranford,  
Gwen Williams  
Phillip Cheek, Gustavo Agudelo  
Michael Smith, Ryan Patton  
Gidget Kidd, Archie Priest, Jr.  
Baxter Hammer  
Ryan Patton