

**ASHEBORO CITY BOARD OF EDUCATION**  
**Asheboro City Schools Central Office Board Room / Virtual Meeting**

**June 11, 2020**

**7:30 p.m.**

6:45 p.m. - Policy Committee  
7:00 p.m. - Finance Committee

**I. Opening**

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

**II. Special Recognition and Presentations**

- A. Points of Pride – Ms. Leigh Anna Marbert, Public Information Officer (For informational purposes only. No presentation will be made.)
- B. Asheboro City Schools Teacher of the Year – Dr. Aaron Woody, Superintendent
- C. 2020 Apple of Excellence Outstanding First Year Teacher – Ms. Carla Freemyer, Executive Director of Human Resources

**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**

- A. Approval of Minutes – May 14, 2020 Board of Education
- B. Personnel Transactions
- C. 2020-2021 Interim Budget
- D. Budget Amendment F-03
- E. Budget Amendment S-03
- F. Budget Amendment CN-01
- G. 2020-2021 Food Service Management Contract
- H. Budget Transfer Report
  - I. Appointment of Mr. Christopher Yow to the Randolph Community College Board of Trustees – Period 7-1-2020 to 6-30-2024

**V. \*Action Items**

**VI. Information, Reports, and Recommendations**

- A. Policies for 30-Day Review – Dr. Drew Maerz, Director of Testing and Accountability
  - Policy 1320/3560 – Title I Parent and Family Engagement
  - Policy 2302 – Remote Participation in Board Meetings
  - Policy 3410 – Testing and Assessment Program
  - Policy 3460 – Graduation Requirements

- Policy 4328 – Gang-Related Activity
- Policy 5040 – News Media Relations
- Policy 5050 – Emergency Closings

**VII. Superintendent’s Report - Dr. Aaron Woody, Superintendent**

**VIII. Board Operations – Ms. Gidget Kidd, Chair**

- A. Important Dates to Remember
- B. Board of Education Meeting Dates for 2020-2021
- C. Superintendent’s Annual Evaluation

**IX. Adjournment**

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

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

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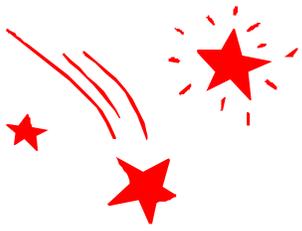
**Addendum**

6:45 p.m. - Policy Committee  
7:00 p.m. - Finance Committee

- I. Opening**
- II. Special Recognition and Presentations**
- III. Public Comments**
- IV. \*Consent Agenda**
  - B. Personnel Addendum (added)
  - F. Budget Amendment CN-01(added)
  - H. Budget Transfer Report (added)
- V. \*Action Items**
- VI. Information, Reports, and Recommendations**
- VII. Superintendent's Report**
- VIII. Board Operations**
- IX. Adjournment**

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

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## **Points of Pride**

**June 11, 2020**

### **Asheboro High School Class of 2020 Commencement Ceremony**

On Friday, June 5, Asheboro High School shared a virtual presentation showing each graduate as they received their diploma during the week of June 1. In accordance with Governor Cooper's executive orders, administrators at Asheboro High School devised a unique plan that allowed each graduate to be recognized in a personalized ceremony with family. Graduates received a picture of themselves with their diploma and district leadership that was then made into a presentation and shared online on Friday, June 5.

### **2020 Retirement and Service Award Celebration**

On Monday, June 8, we recognized this year's retirees and staff receiving years-of-service awards during a virtual presentation that was shared with our schools. Congratulations to our retirees: Lynda O'Briant and Gary Freeman (AHS); Pat Buck and Denise Trogdon (CWM); Lee Ann Confer (ECDC); Michael Mabe (SAMS); and Candace Call (NAMS) and Crystal Teague (CO).

### **Asheboro City Schools Education Foundation Awards Scholarships**

The Asheboro City Schools Education Foundation Board of Directors is proud to award the following scholarships to this year's deserving recipients. Award winners were announced during a virtual presentation on Wednesday, May 27:

**Chick-Fil-A/Asheboro Business Community Scholarship:** Samuel Roman

**Lee Phoenix Scholarship:** Evangelos Sistas

**Katie Bunch Servant Leadership Scholarship:** Jason Leville and Destini Marley

**Shann Redding Scholarship for Excellence:** Riley Smith

**Dr. Diana L. Frost Centennial Scholarship:** Kaili Yow

**Brooke Upchurch Phillips Scholarship:** Tatum Herrin

**Ruby B. Smith Memorial Scholarship:** Jesus Aguilar-Gutierrez

**Express Employment Professionals Scholarship:** Kaili Yow

**JB and Claire Davis Scholarship of Excellence:** Kelsey Nance

**Dr. Bob Gordon Scholarship:** Evangelos Sistas

**Derek Kesler Memorial Scholarship:** Jesus Aguilar-Gutierrez

**Lee J. Stone Scholarship:** Jason Leville

**Richard Harrington Scholarship:** Georgia Shipley

**Allen Tate Scholarship:** Jocelyn Valezquez-Luna

**Lisa Robertson Scholarship:** Jenna Thompson

**T. Henry Redding Scholarship:** Georgia Shipley

**William H. Redding Scholarship:** Samuel Roman

**Laura Lisk Memorial Scholarship:** Elaina Ramon

### **ACS WiFi on Wheels Initiative**

Since the May meeting of the Asheboro City Board of Education, the district has launched an additional way for families with internet accessibility barriers to have free access to internet services. The program, called WiFi on Wheels, began on Monday, May 22 utilizes ACS activity buses equipped with mobile hot spots. The buses can be found at a number of locations throughout our community Monday-Thursday. A full list of locations can be found [here](#).



- Policy 5040 - News Media Relations
  - Updated legal references
- Policy 5050 - Emergency Closings
  - Added members of the Board of Education to the list of those who will be notified of emergency closures
  - Updated legal references

All policies will go to the Board for 30-day review in June. With no further business, the meeting adjourned at 7:13 p.m.

**Finance Committee**

**Committee Members attending in person:**

Gidget Kidd, ex officio	Baxter Hammer, Chair
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**Committee Members attending virtually:**

Phillip Cheek, ex officio	Gus Agudelo	Linda Cranford
Gwen Williams		

**Other Board Members attending virtually:**

Dr. Beth Knott, Chair	Art Martinez	Archie Priest
Michael Smith		

**Committee Members absent:**

Ryan Patton

**Staff Members present:**

Dr. Aaron Woody	Sandra Spivey	Dr. Wendy Rich
Carla Freemyer	Donna Gentry	Jordi Roman
Leigh Anna Marbert	Vanessa Brooks	

Mr. Hammer called the meeting to order at 7:15 p.m. and referred to Ms. Spivey. Ms. Spivey conducted a verbal roll call.

Ms. Spivey reviewed the Audit Contract for 2019-2020 which is included under the Consent Agenda for this evening’s general meeting. The audit fees are increasing two percent this year. Mr. Hammer requested we seek other bids for the next school year. Ms. Spivey agreed that other bids will ensure we are getting a competitive price.

Ms. Spivey reviewed the federal budget amendment, F-02, included under the Consent Agenda. This amendment is to make adjustments to actual allotments received in federal programs.

There being no further business, Mr. Hammer adjourned the meeting at 7:22 p.m.

## Board of Education Meeting

### Board Members attending in person:

Gidget Kidd, Chair                      Baxter Hammer                      Scott Eggleston, Board Attorney

### Board Members attending virtually:

Phillip Cheek, Vice Chair              Linda Cranford                      Art Martinez  
Dr. Beth Knott                              Michael Smith                      Gustavo Agudelo  
Gwen Williams                              Archie Priest, Jr.

### Board Members absent:

Ryan Patton

### Staff Members attending in person:

Dr. Aaron Woody                      Anthony Woodyard                      Donna Gentry

### Staff Members attending virtually:

Carla Freemyer                              Leigh Anna Marbert                      Dr. Drew Maerz  
Jordi Roman                                      Dr. Wendy Rich                      Sandra Spivey

### Opening

Chairman Kidd called the meeting to order at 7:30 p.m. and welcomed all in attendance. Chairman Kidd opened the meeting with a moment of silence, followed by the Pledge of Allegiance.

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

Roll call was conducted by Ms. Donna Gentry, Board Clerk.

**Points of Pride** – Ms. Leigh Anna Marbert, Public Information Officer, shared the following points of pride in the board materials. No formal presentation was made.

**Curriculum and Instruction:** Since the last Board of Education meeting, the Curriculum and Instruction Team has continued providing remote learning guidance. Schools have hosted remote learning packet pick-up/drop-off days on Monday, April 20 and Monday, May 4. The Curriculum and Instruction Team is working with Technology to create additional Park and Learn locations and to host weekly STEAM challenges. Dr. Rich’s team has also provided guidance for the district in navigating the new grading policy recently passed (April 23) by the State Board of Education.

**Teacher Appreciation Week:** Teacher Appreciation Week was held May 4-8. This year, the district celebrated by sending a personalized note from Dr. Woody to each staff person’s home with a free Chick-fil-A sandwich card included. Our schools were creative with showing their appreciation. Administrators at South Asheboro Middle School made Teacher Appreciation banners and displayed them on the outside of their buildings. Ms. Holly White baked for each of her staff members and allowed them to pick up at our Early Childhood Development Center using staggered times throughout the week. Ms. Evans and Ms. McHenry created personalized word art for each staff member at Guy B. Teachey Elementary School.

**ACS Career and Technical Education (CTE) Partners to Combat COVID-19:** Prompted by a story on NPR, Asheboro High School Assistant Principal, Donnie Wright, contacted Asheboro Career and Technical Education administrator, Sarah Beth Robbins, about using classroom 3D printers to make face shields for staff at Randolph Health. Asheboro High School’s amazing tech teachers, Michael Fleming, Tony Garner, and Scott Smith jumped on board and developed three prototypes to present to the Randolph Health team. Following this meeting (and with a few modifications), the Asheboro CTE team was able to fulfill the hospital’s existing need for face shields, supplying 50 sustainable face shields and components for staff members. Special thanks to First United Methodist Church who agreed to sponsor this project (should it be needed), and Asheboro Elastics for helping with prototype development.

**Public Comments:** There were no online requests to address the board.

**Consent Agenda**

Upon motion by Mr. Smith and seconded by Dr. Knott, the Board unanimously approved the following items under the Consent Agenda as presented:

- A. Minutes of the April 7, 2020 Board of Education meeting
- B. Personnel:

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

LAST	FIRST	SCHOOL	SUBJECT
BALOTA MOORE	AKINA-PAUL	AHS	EXCEPTIONAL CHILDREN
CAGLE	KIMBERLY	AHS	MATHEMATICS
DAVIS	KIMBERLY	AHS	SCIENCE
DUNN	TINA	AHS	EXCEPTIONAL CHILDREN
GALLAGHER	LINDSEY	AHS	CHORUS
GARNER	TONY	AHS	ADVANCED MANUFACTURING
HOFFMAN	KIMBERLY	AHS	BUSINESS/MARKETING EDUCATION
JESSUP	CHRISTOPHER	AHS	NOVA ACADEMY
KAO	HSUAN	AHS	CHINESE
MITCHELL	MELISSA	AHS	MATHEMATICS
SCHERER	WESLEY	AHS	SOCIAL STUDIES
SMITH	MICHAEL	AHS	MATHEMATICS
SMITH	TUCKER	AHS	BAND
WALKER	AMBER	AHS	SCHOOL COUNSELOR
YORK	CRAIG	AHS	JROTC
ALLMON	TERRY	BAL	EXCEPTIONAL CHILDREN (PART-TIME)
BANKS	KELLEY	BAL	2ND GRADE
BLOCKER	ALLISON	BAL	KINDERGARTEN
DAY	SHANNON	BAL	INSTRUCTIONAL FACILITIATOR
GREEN	ILONA	BAL	3RD GRADE
LYONS-LEHMAN	MEGAN	BAL	MEDIA SPECIALIST
PRICE	CALIN	BAL	5TH GRADE
SAUNDERS	COREY	BAL	PHYSICAL EDUCATION
VICKREY	LAUREN	BAL	SPEECH LANGUAGE PATHOLOGIST
WILSON	SHAMEEKA	BAL	EXCEPTIONAL CHILDREN

WODECKI	CASSANDRA	BAL	3RD GRADE
CASH	SUZANNE	CO	MENTAL HEALTH SPECIALIST
FAVASULI	JAMES	CO	SCHOOL PSYCHOLOGIST (PART-TIME)
JOHNSON	PAMELA	CO	EC PROGRAM FACILITATOR (PART-TIME)
SKELLY	BARBARA	CO	EC PROGRAM SPECIALIST LEAD
SMITH	CHERON	CO	EC PROGRAM FACILITATOR
SULA	TERESA	CO	EC PROGRAM FACILITATOR
WILES	DEANNA	CO	LEAD CURRICULUM SPECIALIST
AMBUEHL	STACI	CWM	SPEECH LANGUAGE PATHOLOGIST
CLARK	STEPHANIE	CWM	3RD GRADE
GOAD	ZARA	CWM	EXCEPTIONAL CHILDREN
MULKEY	BRANDY	CWM	ART
SHEPPARD	LEA	CWM	5TH GRADE
SMITH	KRISTEN	CWM	KINDERGARTEN
HUNT	ASHLEY	DLL	2ND GRADE
LEE	BEVERLY	DLL	EXCEPTIONAL CHILDREN
MARTINEZ	ESMERALDA	DLL	KINDERGARTEN
PUGH	ELIZABETH	DLL	EXCEPTIONAL CHILDREN (PART-TIME)
SWAILS	ELIZABETH	DLL	THIRD GRADE
WYSONG	BRANDON	DLL	THIRD GRADE
BROWN	OLIVIA	GBT	1ST GRADE
CLAYTON	LAUREN	GBT	2ND GRADE
HAGER	STEPHANIE	GBT	2ND GRADE
ICENHOUR	UDENIA	GBT	EXCEPTIONAL CHILDREN
KIDD	BETHANY	GBT	KINDERGARTEN
SCOGGINS	MARY	GBT	SPEECH LANGUAGE PATHOLOGIST
SEABOLT	EMILY	GBT	1ST GRADE
SHARP	ALLISON	GBT	EXCEPTIONAL CHILDREN
SHUE	ANGELA	GBT	2ND GRADE
WILLIAMS	DANIELLE	GBT	3RD GRADE
BANTY	ELIZABETH	LP	4TH GRADE
BINGHAM	MARI	LP	4TH GRADE
COOK	KATHRYN	LP	5TH GRADE
MACCLEAN	JAMI	LP	4TH GRADE
SCOTT	MERCENE	LP	KINDERGARTEN
VOGEL	CAITLIN	LP	ART
CALLAHAN	MATTISON	NAMS	MATHEMATICS/SOCIAL STUDIES
CARROLL	RYAN	NAMS	SCIENCE/SOCIAL STUDIES
COLUMBIA	LORI	NAMS	INSTRUCTIONAL FACILITATOR
HANKINS	MINDY	NAMS	MATHEMATICS
HUTTON	CARLY	NAMS	CHORUS
KELLER	EMILY	NAMS	SCIENCE
KIRKMAN	MORGANNE	NAMS	EXCEPTIONAL CHILDREN
LAWRENCE	PATRICK	NAMS	SOCIAL STUDIES

LONGERBEAM	JANET	NAMS	BAND
MCPHATTER	VERNON	NAMS	SCIENCE
NELSON	JENNIFER	NAMS	ENGLISH LANGUAGE ARTS/SOCIAL STUDIES
REEDY	KAREN	NAMS	SCIENCE
RITTER	LORA	NAMS	SCIENCE/SOCIAL STUDIES
ROUSE	RA'TASHA	NAMS	SCIENCE
SHEFFIELD	GARY	NAMS	MATHEMATICS/SCIENCE
CARR	SEAN	SAMS	MATHEMATICS
CURRIE	ZACHARII	SAMS	ENGLISH LANGUAGE ARTS
GREENE	JESSECA	SAMS	SOCIAL STUDIES
HAGOOD	DUSTIN	SAMS	SOCIAL STUDIES
HALKYER	HILTON	SAMS	EXCEPTIONAL CHILDREN
HONEYCUTT	ALEAH	SAMS	SOCIAL STUDIES
JORDAN	TAMEKA	SAMS	SCIENCE
KISER	BRIDGETTE	SAMS	MATHEMATICS
MOSBY	CANDACE	SAMS	SCIENCE
SPIVEY	JILL	SAMS	MATHEMATICS
TUCKER	LAKISHA	SAMS	EXCEPTIONAL CHILDREN

**\*II. NON-CAREER STATUS TEACHERS RECOMMENDED FOR CONTINUED EMPLOYMENT - 2 YEAR CONTRACT**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
AGUERO	VERONICA	AHS	SPANISH
BATES	JULIE	AHS	EXCEPTIONAL CHILDREN
BAXTER	BROOKE	AHS	ENGLISH
BLAKELY	ERICA	AHS	HEALTH SCIENCE
FRAZER	JOY	AHS	ART
HAYES	DAVID	AHS	PHYSICAL EDUCATION
HINSON	CHARLES	AHS	SPANISH
NEFF	MARGEAX	AHS	ENGLISH
PEREZ-CORTEZ	MIREIDA	AHS	MATHEMATICS
PHELPS	KARLA	AHS	ENGLISH
WESTMORELAND	JESSICA	AHS	ENGLISH
BEARD	JOHN	BAL	SCHOOL COUNSELOR
HARGER	MICHELLE	CO	EC PROGRAM FACILITATOR
BRADSHAW	EMILY	CWM	INSTRUCTIONAL FACILITATOR
BAKER	ROBBIN	DLL	ART
CARR	HEATHER	DLL	5TH GRADE
GORDY	RYAN	DLL	4TH GRADE
HOLLOWAY	CAITLIN	DLL	1ST GRADE
MARKS	JESSICA	DLL	MUSIC
DURGO	REBEKAH	GBT	KINDERGARTEN
LEROY	LAURA	GBT	EXCEPTIONAL CHILDREN
SMITH	LEAH	GBT	5TH GRADE
WOOD	STEPHANIE	GBT	3RD GRADE

TAYLOR	TARA	LP	ACADEMICALLY GIFTED
BERRIER	JACOB	NAMS	EXCEPTIONAL CHILDREN
DAVIS	CATHERINE	NAMS	ENGLISH LANGUAGE ARTS
HOPKINS	STEVEN	NAMS	ART
KIDD	MATTHEW	NAMS	AGRICULTURE EDUCATION
MCKEOWN	MELISSA	NAMS	ACADEMICALLY GIFTED
MCKINNON	LESLIE	NAMS	EXCEPTIONAL CHILDREN
PATRICK	LEIGHANN	NAMS	EXCEPTIONAL CHILDREN
ALTADONNA	ROBERT	SAMS	SCIENCE
CAMPBELL	TAYLOR	SAMS	AGRICULTURE EDUCATION
RUIZ	JANNETH	SAMS	SCIENCE
SMITH	CAREY	SAMS	SOCIAL STUDIES
VAMOSPERCSI	STEPHEN	SAMS	MATHEMATICS
WILEY	SHARON	SAMS	ENGLISH LEARNERS

**\*III. NON-CAREER STATUS TEACHERS RECOMMENDED FOR CONTINUED EMPLOYMENT - 4 YEAR CONTRACT**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
BECKWITH	ELIZABETH	AHS	INSTRUCTIONAL FACILITATOR
BERRIER	WESLEY	AHS	BUSINESS EDUCATION
BRADY	BELINDA	AHS	HEALTH SCIENCE
BREWER	JORDAN	AHS	PHYSICAL EDUCATION
BUMP	LUKE	AHS	ENGLISH
CAGLE	AMY	AHS	ENGLISH
CHURCH	LEIGH	AHS	FAMILY CONSUMER SCIENCE
DOZIER	ANGELA	AHS	ENGLISH
FAIRCLOTH	JOSHUA	AHS	HISTORY
HILDRETH	MISTY	AHS	SCIENCE
HORSLEY	TIMOTHY	AHS	SOCIAL STUDIES
HURLEY	LORI	AHS	FAMILY CONSUMER SCIENCE
KELLEY	KATHERINE	AHS	MATHEMATICS
LOWE	ANNA	AHS	EXCEPTIONAL CHILDREN
LYONS	MARY	AHS	ENGLISH
MAUNEY	WENDY	AHS	SCIENCE
MCGOWEN	COURTNEY	AHS	CAREER DEVELOPMENT COORDINATOR
PACK	ELIZABETH	AHS	AGRICULTURE EDUCATION
PETERS	NICOLE	AHS	SCIENCE
PHILLIPS	JOHN	AHS	MATHEMATICS
ROBBINS	JENNIFER	AHS	HEALTH SCIENCE
SMITH	SCOTT	AHS	COMPUTER TECHNOLOGY
THOMPSON	AMANDA	AHS	EXCEPTIONAL CHILDREN
WHITE	JENNIFER	AHS	EXCEPTIONAL CHILDREN
BECK	ILENA	BAL	KINDERGARTEN
CURRIN	ALLISON	BAL	CHORUS
DELGADO	IZAMAR	BAL	1ST GRADE DUAL LANGUAGE
ELLIOTT	MARGARET	BAL	ENGLISH LEARNERS

HANSON	SARAH	BAL	5TH GRADE
HINSHAW	AMANDA	BAL	EXCEPTIONAL CHILDREN
HOWELL	MYRA	BAL	1ST GRADE
JESSUP	MARY	BAL	3RD GRADE
LUTHER	JESSICA	BAL	4TH GRADE
PRZYBYLOWSKI	MARY JO	BAL	2ND GRADE DUAL LANGUAGE
RACE	MICHELLE	BAL	3RD GRADE
RIDGE	KRISTINE	BAL	4TH GRADE
ROBLES ALVAREZ	OMAYRA	BAL	ENGLISH LEARNERS
ROSS	MEREDITH	BAL	ART
SMITH	JENNIFER	BAL	3RD GRADE
WALKER	MARLENEA	BAL	1ST GRADE
WATSON	TOSHIA	BAL	2ND GRADE
WILLIAMS	VALENCIA	BAL	KINDERGARTEN
BENNETT	ELIZABETH	CWM	3RD GRADE
BIAGGI	MARY	CWM	ENGLISH LEARNERS
GATEWOOD	ALANNA	CWM	1ST GRADE
GEE	KATHLEEN	CWM	CHORUS
KING	LAURA	CWM	5TH GRADE
PUGH	FELICIA	CWM	4TH GRADE
ARNOLD	KAREN	CO/CWM	ENGLISH LEARNER LEAD/TEACHER
HOLLINGSWORTH	DANA	CO	EC PROGRAM FACILITATOR
BANNER	LEIGHA	DLL	5TH GRADE
FAIRCLOTH	KRISTEN	DLL	PHYSICAL EDUCATION
FORCINI	SUMMER	DLL	1ST GRADE
GOLDEN	CHRISTOPHER	DLL	2ND GRADE
GRADY	NATALIE	DLL	3RD GRADE
JOYCE	MEGHAN	DLL	4TH GRADE
MOORE	SARAH	DLL	2ND GRADE
STEWART	DENIA	DLL	5TH GRADE
TUFT	JENNIFER	DLL	KINDERGARTEN
BRUMLEY	JENNIFER	GBT	READING SPECIALIST
CAMPBELL	VALERIE	GBT	4TH GRADE
CHEEK	BRITTANY	GBT	5TH GRADE
COLTRANE	CRANDLE	GBT	PHYSICAL EDUCATON
DUNN	VIRGINIA	GBT	READING SPECIALIST
FAIRCLOTH	NICOLE	GBT	3RD GRADE
HANCOCK	JONAS	GBT	MUSIC
LAWTON	HANNAH	GBT	4TH GRADE
BROWN	JESSICA	LP	1ST GRADE
CHASE	LEAH	LP	1ST GRADE
CHEEK	HEATHER	LP	3RD GRADE
HOPKINS	HEATHER	LP	2ND GRADE
HUTTON	ASHLEY	LP	5TH GRADE

LAMURAGLIA	NANCY	LP	1ST GRADE
NEAL	HEATHER	LP	ENGLISH LEARNERS
NYE	MALLORY	LP	5TH GRADE
TOPONCE	KELLY	LP	2ND GRADE
ABERCROMBIE	CARLIE	NAMS	ENGLISH LANGUAGE ARTS
BERRIER	ANGIE	NAMS	SCHOOL COUNSELOR
GALLIMORE	BRYAN	NAMS	HEALTH AND PHYSICAL EDUCATION SOCIAL STUDIES/ENGLISH LANGUAGE ARTS
GIBBS	RYAN	NAMS	ARTS
GOLD	JENNIFER	NAMS	MEDIA SPECIALIST
HATCHETT	TRESA	NAMS	BUSINESS EDUCATION
HOLLAND	JENNIFER	NAMS	ENGLISH LANGUAGE ARTS
PASCHAL	ADRIANA	NAMS	ENGLISH LEARNERS
ROMAN	JOSIMAR	NAMS	SPANISH
WARD	CLYDE	NAMS	SOCIAL STUDIES
WHITE	ELIZABETH	NAMS	ENGLISH LEARNERS
CLARETT	ADRIANE	SAMS	SOCIAL STUDIES
DAWSON	JULIA	SAMS	MEDIA SPECIALIST
EVERETT	CALLIE	SAMS	MATHEMATICS
HAGOOD	KELLY	SAMS	ENGLISH LANGUAGE ARTS
HERRIN	KIRSTIN	SAMS	SCIENCE
LACKEY	KATHLEEN	SAMS	CHORUS
LAMB	KERRI	SAMS	ENGLISH LANGUAGE ARTS
NORTON	PATRICIA	SAMS	EXCEPTIONAL CHILDREN
PURKERSON	DONNA	SAMS	ENGLISH LANGUAGE ARTS
TOSCANO	KRISTEN	SAMS	EXCEPTIONAL CHILDREN

**\*IV. ADMINISTRATIVE CONTRACTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
HORTON	RAY	CO	DIRECTOR OF EXCEPTIOINAL CHILDREN	7/1/2020 - 6/30/2022
MCCOY	DEREK	NAMS	PRINCIPAL	7/1/2020 - 6/30/2024

**\*V. ADMINISTRATIVE CONTRACT RENEWALS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
BURIAN	CHRIS	DLL	ASSISTANT PRINCIPAL	8/1/2020 - 6/30/2024
DILLION	JONATHON	LP	ASSISTANT PRINCIPAL	8/1/2020 - 6/30/2022
DIXON	RONALD	SAMS	PRINCIPAL	7/1/2020 - 6/30/2024
FREEMYER	CARLA	CO	EXECUTIVE DIRECTOR OF HUMAN RESOURCES	7/1/2020 - 6/30/2024
GROSECLOSE	GRAHAM	CWM	ASSISTANT PRINCIPAL	8/1/2020 - 6/30/2024
HAYES	LISA	DLL	PRINCIPAL	7/1/2020 - 6/30/2024
MAERZ	DREW	CO	DIRECTOR OF TESTING AND ACCOUNTABILITY	7/1/2020 - 6/30/2024
WOOD	KASEY	NAMS	ASSISTANT PRINCIPAL	8/1/2020 - 6/30/2024
WOODYARD	ANTHONY	CO	DIRECTOR OF TECHNOLOGY AND INNOVATION	7/1/2020 - 6/30/2024

**\*VI. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
ALLEN	TIMOTHY	NAMS	SCIENCE/SOCIAL STUDIES	6/9/2020
DIAZ	ADRIAN	AHS	CUSTODIAN	5/12/2020
GARCIA	BEATRICE	SAMS	SPANISH	6/9/2020
HUGHES	JAMIE	GBT	2ND GRADE	6/9/2020
OLIVER	CATHY	SAMS	BUSINESS EDUCATION	6/9/2020
PARRY	ELIZABETH	DLL	4TH GRADE	6/9/2020
TOPONCE	PAUL	AHS	INSTRUCTIONAL ASSISTANT	4/1/2020
WEEKS	NORMAN	AHS	SOCIAL STUDIES	6/30/2020
SMITH	THOMAS	BAL	INSTRUCTIONAL ASSISTANT	6/9/2020

**\*VII. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
AGULAR	KAITLYN	NAMS	SCHOOL SECRETARY (TEMP./PART-TIME)	5/1/2020 - 6/30/2020
JOHNSON	CHRISTOPHER	AHS	NON-FACULTY COACH (FOOTBALL)	8/1/2020
PATTERSON	WILLIAM	AHS	NON-FACULTY COACH (SOCCER)	8/1/2020
REYNOSA	ROSA	BAL	2ND GRADE DUAL LANGUAGE	8/10/2020
DINGESS	TIFFANY	NAMS	SOCIAL STUDIES	8/10/2020
HALL	CARLE	AHS	JROTC (PART-TIME)	8/1/2020 – 1/20/2021

**VIII. TRANSFERS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
COX	CHARLOTTE	AHS	CUSTODIAN TO HEAD CUSTODIAN	4/1/2020
FAIRCLOTH	KRISTEN	DLL TO AHS	PHYSICAL EDUCATION	8/10/2020
NORTON	PATTI	SAMS TO AHS	EXCEPTIONAL CHILDREN TO MATHEMATICS	8/10/2020

\*Require Board Approval

C.\*Policies Recommended for Approval – Dr. Drew Maerz, Director of Testing and Accountability, presented the following policies:

- Policy 1500 – Governing Principle – Safe, Orderly, and Inviting Environment
  - Adding the policy regarding drones
- Policy 4040/7310 – Staff-Student Relations
  - Statements added to define staff and school employees
- Policy 5015 – School Volunteers
  - Added statement regarding training of volunteers and applicable topics for training
  - Updated legal and cross references

D.\*2019-2020 Audit Contract

E. \*Budget Amendment F-02

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

**Action Items**

A.\* Mr. Jordi Roman, Director of Support Services, presented the revised 2020-2021 School Calendar based on requirements outlined in Senate Bill 704 in response to COVID-19. Upon motion

by Ms. Cranford and seconded by Ms. Williams, the Board unanimously approved the 2020-2021 School Calendar as presented.

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

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

A.\* Honoring the Governor's request for social distancing due to the novel coronavirus, Asheboro High School's 2020 graduation plans had to be altered. Dr. Aaron Woody, Superintendent, stated the desire to honor our seniors and presented the plan designed by Asheboro High School administrators and the leadership team which meet the current socialization guidelines. It was noted that should these guidelines change prior to the graduation date, plans will be adjusted accordingly.

B.\* Asheboro City Schools' Procedure for Finalizing 2019-2020 Grades: Dr. Wendy Rich, Assistant Superintendent of Curriculum and Instruction, presented the guidelines which will be used for the 2019-2020 school year for determining student grades. This adjustment is based on the North Carolina Department of Public Instruction's guidelines and is being used because of classes being suspended for students as of March 13, 2020, due to the novel coronavirus pandemic.

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

### **Superintendent's Report**

Dr. Aaron Woody, Superintendent, presented the following summary of events and accomplishments over the last month.

- Asheboro City Schools now has Park and Learn locations with free Wi-Fi access for students at eight schools and nine community facilities. The district will launch Wi-Fi on Wheels on Monday, May 18, in which five activity buses with hotspots will be strategically placed around our community to better serve students and families needing access to internet services.
- Over 250,000 meals have been provided to children aged birth to 18 years of age within our district. Mobile meal deliveries and food distribution at our schools are now taking place on Tuesdays and Fridays only, with multiple meals provided with each meal bag. We are grateful to our Child Nutrition and Transportation staff, and volunteers who are working to ensure students continue to receive meals during these unprecedented times.
- The Asheboro City Schools Education Foundation student scholarship interviews were held virtually. Award winners will be named on May 27 in the virtual presentation at AHS.
- The annual Teacher of the Year Banquet has been postponed until September 1, 2020. However, Asheboro City Schools will recognize all of its individual site recipients prior to the close of the 2020 school year.
- Dr. Wendy Rich, Assistant Superintendent of Curriculum and Instruction, has been providing STEAM challenges for students which have been distributed through social media.
- Team planning is now in process for closing out the current school year and making re-entry plans for the beginning of the 2020-2021 school year.

Dr. Woody acknowledged the hard work and dedication of the ACS faculty and staff for their continued commitment to providing valuable educational opportunities for all students.

### **Board Operations**

Chairman Kidd noted the June board meeting is scheduled for June 11, 2020.

**Adjournment**

There being no further business and upon motion by Mr. Agudelo and seconded by Ms. Williams, the meeting was adjourned at 8:45 p.m.

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Chairman

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Secretary

**Asheboro City Schools  
Personnel Transactions  
June 11, 2020**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Currie	Zacharii	SAMS	English Language Arts	6/9/2020
Daye	Shannon	BAL	Instructional Facilitator	6/9/2020
Gallagher	Lindsey	AHS	Chorus	6/9/2020
Halkyer	Todd	SAMS	Exceptional Children	6/9/2020
Marks	Jessica	DLL	Music	6/9/2020
McNeill	Ray	CO	Warehouse Delivery	6/30/2020
Smith	Adrian	CO	Bus Driver	5/28/2020
Tuttle	Charlotte	CO	Secretary (Facilities/Maintenance)	5/29/2020

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Davis	Lydia	SAMS/AHS	Speech Language Pathologist

**\*C. NON-CAREER STATUS TEACHERS RECOMMENDED FOR CONTINUED EMPLOYMENT - 2 YEAR CONTRACT**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Norton*	Patti	SAMS	Exceptional Children

**\*D. NON-CAREER STATUS TEACHERS RECOMMENDED FOR CONTINUED EMPLOYMENT - 4 YEAR CONTRACT**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Wiley*	Sharon	SAMS	English Learners

**\*D. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Agular	Kaitlyn	NAMS	School Secretary	7/1/2020
Funkhouser	Shari	ECDC	Pre-K	Rescinded Retirement
Goard	Nicholas	AHS	Social Studies	8/3/2020
Hamilton	Kathleen	BAL	Exceptional Children	8/10/2020
Harris	Centerra	SAMS	Exceptional Children	8/10/2020

**\*E. LEAVE OF ABSENCE**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Zepeda	Maricela	NAMS	School Secretary	7/1/2020 - 6/30/2021

**F. TRANSFERS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Banks	Kelley	BAL to DLL	2nd Grade	8/10/2020
Berrier	Jacob	NAMS to GBT	Therapeutic Classroom	8/10/2020
Johnson	Joe	CWM to ECDC	Instructional Assistant/EC	8/10/2020
Manning	Chandra	SAMS to CO	IF to BT Coord./Curriculum Specialist	7/1/2020
Shue	Angela	GBT to SAMS	2nd Grade to Exceptional Children	8/10/2020

\*Contract approved at the May 2020 meeting for the incorrect term.

**Asheboro City Schools  
Personnel Transactions - ADDENDUM  
June 11, 2020**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Balota Moore	Alina	AHS	Exceptional Children	6/9/2020
Hayes	David	AHS	Physical Education	6/9/2020

**\*D. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Bennett	Cody	NAMS	Mathematics	8/3/2020
Corry	Don	AHS	Non-Faculty Coach; Girl's Basketball	6/15/2020
Hollifield	Jacob	NAMS	English Language Arts	8/3/2020
Jobe	Natalie	DLL	Music	8/10/2020

**F. TRANSFERS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Cox	Sarahi	DLL to CO	Head Custodian to District Lead Custodian	6/29/2020
Dunn	Virginia	GBT to BAL	Reading Specialist	8/10/2020
Kilby	Keith	NAMS to SAMS	Instructional Assistant/EC	8/10/2020

**ASHEBORO CITY SCHOOLS  
CERTIFIED APPOINTMENTS  
June 11, 2020**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Goard, Nicholas	Appalachian State University B: History, Secondary Education	9-12 Social Studies

Mr. Nicolas Goard is recommended to teach Social Studies at Asheboro High School for the 2020-2021 school year. He completed his student teaching experience at Northeast Guilford High School, teaching American History II and AP U.S. History. Last month, Appalachian State University awarded Mr. Goard with the Myra Pennell Award of Excellence in Teaching History/Social Studies Education. In addition to teaching, Mr. Goard has served as the baseball coach for Greensboro Post 53 Red Wings since May 2018. Mr. Goard is excited to begin his teaching career in Asheboro City Schools and join the Blue Comet tradition of excellence. Welcome Mr. Goard!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Hamilton, Kathleen	UNC – Greensboro B: Elementary Education	Elementary K-6 Exceptional Children

Ms. Kathleen Hamilton is recommended to teach Exceptional Children at Balfour Elementary School for the 2020-2021 school year. Ms. Hamilton most recently taught EC Resource at Hanford-Dole Elementary School (Rowan Salisbury Schools). Prior to teaching EC, she taught upper grades at Fair Grove Elementary School (Davidson County Schools). Outside of the classroom, Ms. Hamilton has also served as a mentor for beginning teachers. She is described as someone who builds strong relationships with students and communicates well with parents. As a native of Randolph County, Ms. Hamilton is excited to continue her career in Asheboro City Schools and join the Balfour Bulldog team. Welcome Ms. Hamilton!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Harris, Centerra	Gardner-Webb University B: Human Services Counseling NC A&T State University M: Special Education (graduation expected December 2020)	Exceptional Children

Ms. Centerra Harris is recommended to teach Exceptional Children at South Asheboro Middle School for the 2020-2021 school year. Ms. Harris currently teaches at The Experiential School of Greensboro. Previously she taught Physical Education in Randolph County Schools, and spent two years as a Student Advocate and Testing Coordinator. Ms. Harris spent four years as a program specialist at the Central Boys and Girls Club, serving and supporting many Asheboro City Schools students. She served seven years as a substitute for Asheboro City Schools, and as a non-faculty coach at Asheboro High School. Ms. Harris is a proud Blue Comet and is excited to return to Asheboro City Schools in this new role. Welcome Ms. Harris!

**ASHEBORO CITY SCHOOLS**  
**CERTIFIED APPOINTMENTS - ADDENDUM**  
**June 11, 2020**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Bennett, Cody	Catawba College B: Computer Science B: Mathematics	6-9 Mathematics

Mr. Cody Bennett is recommended to teach mathematics at North Asheboro Middle School for the 2020-2021 school year. While in college, Mr. Bennett served as a mathematics tutor and this experience led him to pursue a career in teaching. He is described as outgoing and self-motivated, and holds certifications in Microsoft Excel, Access, Word and PowerPoint. He is excited to return to the middle school he attended to begin his teaching career. We are pleased to welcome Mr. Bennett, Blue Comet Class of 2015, to Asheboro City Schools. Welcome Mr. Bennett!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Hollifield, Jacob	Davidson Community College A: English Education UNC-Greensboro B: English Education	6-9 English Language Arts

Mr. Jacob Hollifield is recommended to teach English Language Arts at North Asheboro Middle School for the 2020-2021 school year. Mr. Hollifield recently completed his student teaching at Ragsdale High School, where he taught the 9<sup>th</sup> and 10<sup>th</sup> grade standard course of study. Prior to pursuing his education degree, Mr. Hollifield served in the U.S. Army as a Multiple Launch Rocket Systems Fire Direction Specialist. Mr. Hollifield is excited to begin his teaching career in Asheboro City Schools. Welcome Mr. Hollifield!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Jobe, Natalie	UNC-Greensboro B: Music Education	K-12 Music

Ms. Natalie Jobe is recommended to teach music at Donna Lee Loflin Elementary School for the 2020-2021 school year. Ms. Jobe is a veteran educator who is coming to Asheboro from Davidson County Schools. While in Davidson, she organized a ukulele club and the D.E.M.P. (Denton Elementary Musical Players). She also taught in Rockingham County Schools for seven years. During her time in Rockingham, she served on the Cultural Arts Leadership Team and was named Teacher of the Year for the 2016-2017 school year. We are pleased to welcome Ms. Jobe to Asheboro City Schools and the Loflin team! Welcome Ms. Jobe!

## **Asheboro City Schools 2020 - 2021 Interim Budget**

The Board has approved the 2020-2021 budget request which was submitted to the Randolph County Board of Commissioners.

In accordance with G.S.115C-434, we recommend that the Board approve an amount equal to the 2019-2020 ending budget as an Interim Budget for 2020-2021.

Budget Amendment  
 Asheboro City Schools Administrative Unit  
 Federal Funds

The Asheboro City Board of Education at a regular meeting on the 11th day of June, 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.

<u>Revenue</u>		
3.3600.163	Federal Cares Act 2020	\$ <u>1,154,381.00</u>
		\$ <u><u>1,154,381.00</u></u>
 <u>Expenditure</u>		
3.5110.163	Regular Curricular Services	\$ <u>1,154,381.00</u>
		\$ <u><u>1,154,381.00</u></u>
Total Appropriation in Current Budget		\$ 3,807,270.57
Total Increase/Decrease of above amendment		<u>1,154,381.00</u>
Total Appropriation in Current Amended Budget		\$ <u><u>4,961,651.57</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 11th day of June, 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 11th day of June, 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	\$	314,913
1.3211.130	State Allocation		193,306
		\$	508,219

EXPENDITURE

1.5400.003	School Leadership - Office Support	\$	2,111
1.7200.125	Nutrition Services - Coronavirus Relief Fund		312,802
1.5110.130	Regular Instruction - Textbooks		193,306
		\$	508,219

Total Appropriation in Current Budget	\$	32,506,316
Total Increase/Decrease of above amendment		508,219
Total Appropriation in Current Amended Budget	\$	33,014,535

Passed by majority vote of the Board of Education of Asheboro City on the 11th day of June, 2020.

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Chairman, Board of Education

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Secretary

Budget Amendment  
 Asheboro City Schools Administrative Unit  
 School Nutrition Fund

The Asheboro City Board of Education at a regular meeting on the 11th day of June, 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.

<u>REVENUE</u>		
5.3811.035	USDA Grants	\$ <u>275,000</u>
		\$ <u><u>275,000</u></u>
 <u>EXPENDITURE</u>		
5.7200.035	Nutrition Services	\$ <u>275,000</u>
		\$ <u><u>275,000</u></u>
 Total Appropriation in Current Budget		 \$ 3,725,000
Total Increase/Decrease of above amendment		<u>275,000</u>
Total Appropriation in Current Amended Budget		\$ <u><u>4,000,000</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 11th day of June, 2020.

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Chairman, Board of Education

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Secretary

AMENDMENT

ASHEBORO CITY SCHOOL DISTRICT

AND

SODEXO MANAGEMENT, INC.

THIS AMENDMENT, dated June 11, 2020, is between ASHEBORO CITY SCHOOL DISTRICT ("SFA" or "District") and SODEXO MANAGEMENT, INC. ("FSMC" or "Sodexo").

W I T N E S S E T H:

WHEREAS, FSMC submitted a proposal on May 23, 2019 ("Proposal") in response to SFA's Request for Proposal ("RFP") dated April 15, 2019; and

WHEREAS, SFA and FSMC entered into a certain Management Agreement, dated July 1, 2019 as amended ("Agreement"), whereby FSMC manages and operates SFA's Food Services operation in Asheboro, North Carolina;

WHEREAS, the parties now desire to further amend the aforesaid Agreement;

NOW, THEREFORE, in consideration of the promises herein contained and for other good and valuable consideration, the parties hereto agree as follows:

1. As per Section P.1 of the Request for Proposal and Contract, the Term of the Agreement is hereby extended to cover the period July 1, 2020 to June 30, 2021.

2. Attachment B is to reflect the following:

Maximum Allowable Charge per Meal Equivalent	\$1.550
Management Fee per Meal	<u>\$0.050</u>
Total Firm, Fixed Price Cost	\$1.600

3. Break-even Guarantee: If Food Service program result in a Deficit during the 2020-2021 school year, the following shall apply:

(i) Sodexo shall reimburse District for the Food Service program Deficit in any amount not to exceed \$50,000.

Amounts pursuant to this Section, shall be paid within thirty (30) days after the final audited Surplus/Deficit is released.

For purposes of calculating the Surplus/Deficit as it relates to the Break-even Guarantee the following definition shall apply:

Surplus/Deficit. The Surplus/Deficit shall be defined in accordance with the Audited financial Statements as Income/(Loss) before transfers plus transfers in from the State Public School Fund.

4. Assumptions. Financial terms of the Agreement are based upon existing conditions and the following assumptions. If there is a change in conditions, including, without limitation, changes to the following assumptions, the financial terms of the Agreement, including the Guarantee, shall be adjusted to compensate for such change at the District's discretion.

A) Prices to be charged for meals during the 2020-2021 academic year shall be as follows:

	Elementary	Middle	High
Breakfast:			
Paid:	\$ .80	\$ .80	\$ .80
Reduced:	\$ .30	\$ .30	\$ .30
Lunch:			
Paid:	\$2.00	\$2.10	\$2.10
Reduced:	\$ .40	\$ .40	\$ .40

B) The projected number of full feeding days for the academic year shall remain at

Elementary	179
Middle	179
High School	178

C) There shall be no competitive sales during all service hours.

D) A la Carte sales shall be permitted at all locations for the term of the contract.

E) The District shall not inhibit Sodexo from being able to serve hot breakfasts.

5. Sodexo agrees to comply with the final rule, "Nutrition Standards in the National School Lunch and School Breakfast Programs" issued by the US Department of Agriculture on January 26, 2012.

7. Sodexo will comply with all requirements pertaining to the meal pattern and dietary standards for reimbursable meals served in the NSLP as prescribed in 7 CFR 210 and the SBP as prescribed in 7 CFR 220.

8. Sodexo will comply with the nutrient content of a la carte and snack items under its purview as indicated in the Smart Snacks Interim Final Rule issued June 25, 2013.

9. This Amendment is effective July 1, 2020, and thereafter, unless amended. All other terms and conditions contained in the Agreement shall remain unchanged and in full force and effect, except by necessary implication.

IN WITNESS WHEREOF, the duly authorized officers of the parties have executed this Amendment, as of the date indicated in the first paragraph of this Amendment.

ASHEBORO CITY SCHOOL DISTRICT

By: \_\_\_\_\_

Name (printed): Sandra Spivey

Title: Finance Officer

SODEXO MANAGEMENT, INC.

By: \_\_\_\_\_

Name (printed): \_\_\_\_\_

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

**Asheboro City Schools  
Budget Transfer Report  
Information Only  
2019-2020**

Fiscal				
Period	Fund	Purpose	Description	Sum of Amount
12	3	5100	Regular Instructional Services	\$ (6,916.12)
	3	5200	Special Populations Services	\$ (33,295.77)
	3	5300	School-Based Support Services	\$ (36,437.43)
	3	5400	School Leadership Services	\$ (2,000.00)
	3	5800	School-Based Support Services	\$ 87,443.14
	3	6200	Special Population Support and Development Services	\$ (7,046.35)
	3	6500	Operational Support Services	\$ (1,620.86)
	3	8100	Payments to Other Governmental Units	\$ (126.61)
	4	9100	Site Improvements	\$ (356,690.00)
	4	9200	Equipment	\$ 356,690.00

Policies  
For  
30-Day Review

The board of education recognizes the value of family engagement in a child's academic success and believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents and other family members are their children's first teachers; therefore, the continued involvement of parents and family members in the educational process is most important in fostering and improving educational achievement. School system officials shall strive to support parents and provide parents and family members with meaningful opportunities to become involved in the programs offered by the Title I schools. The board encourages parents and family members to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the school system's Title I program in helping students meet state and local achievement standards.

**A. DEFINITION OF PARENT AND FAMILY ENGAGEMENT**

For the purposes of this policy, the term "parent and family engagement" means the participation of parents, guardians, other family members, and, when appropriate, students in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring the following:

1. that parents and family members play an integral role in assisting their child's learning;
2. that parents and family members are encouraged to be actively involved in their child's education at school;
3. that parents are full partners in their child's education and parents and family members are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
4. that the school system utilizes activities to support parent and family engagement in the Title I programs.

**B. PURPOSE AND OPERATION OF TITLE I PROGRAM**

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they receive an equitable, high-quality, well-rounded education and meet the school system's challenging academic standards. The Title I program provides instructional activities and supportive services to eligible students over and above those provided by the regular school program.

Qualified Title I schools will operate as school-wide programs or targeted assistance programs based upon federal eligibility criteria. School-wide programs will provide comprehensive support to offer improved opportunities for all students in the school to meet the school system's academic standards. Targeted assistance programs will provide services to eligible students most in need of assistance in the school as determined by objective criteria established by the superintendent or designee. Eligibility criteria may include, for example, standardized test scores, teacher judgment, and results of preschool screening and home-school surveys.

Both school-wide and targeted assistance programs shall be based on effective means of improving student achievement and shall include evidence-based strategies to support parental and family engagement.

**C. ANNUAL MEETING AND PROGRAM EVALUATION**

Each year, school officials must invite parents of students participating in Title I programs to a meeting to explain parental rights, discuss the programs and activities to be provided with Title I funds, and solicit input on the Title I Program and this policy. In addition, school officials must provide parents and family members a meaningful opportunity annually to evaluate the content and effectiveness of the Title I programs and the parent and family engagement policies and plans. Information collected from these proceedings will be used to revise Title I programs and parent-and family engagement plans.

**D. PARENT AND FAMILY ENGAGEMENT EFFORTS**

The board believes that the involvement of Title I parents and family members in the design and implementation of the Title I program will increase the effectiveness of the program and contribute significantly to the success of the children. The Title I staff and all school system personnel shall strive to conduct outreach to parents and family members and involve them in activities throughout the school year.

The superintendent shall ensure that this system-level parent and family engagement policy and plan is developed with, agreed upon with, and annually distributed to parents and family members of participating students. In addition to the system-level parent and family engagement plan, each school participating in the Title I program shall jointly develop and annually distribute to parents and family members a school-level written parent and family engagement plan. This plan describes the means for carrying out school-level practices, sharing responsibility for student academic achievement, building the capacity of school staff and parents for engagement, and increasing accessibility for participation of all parents and family members of children participating in Title I programs, including parents and family members who have limited English proficiency, who have disabilities, and who are migratory. School-level plans must involve parents in the planning and improvement of Title I activities and must provide for the distribution to parents of information on expected student achievement levels and the school's

academic performance.

School officials shall invite appropriate school personnel from private schools to consult on the design and development of its programs in order to provide equitable services to students enrolled in private schools. The superintendent or designee shall establish any additional procedures necessary to achieve timely and meaningful consultation with private school officials in accordance with federal law.

In addition, school system officials and Title I school personnel shall do the following:

1. involve parents and family members in the joint development of the Title I program and school support and improvement plan and the process of school review and improvement by including parents on the school advisory committee and any committees that review the Title I program;
2. provide coordination, technical assistance, and other support from various central office departments necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities that are designed to improve student academic achievement and school performance;
3. coordinate and integrate parent and family engagement strategies in the Title I program to the extent feasible and appropriate with parental engagement strategies established in other federal, state, and local laws and programs;
4. with the meaningful involvement of parents, conduct an annual evaluation of the content and effectiveness of the school system parent and family engagement policies and program in improving the academic quality of the school and assisting student to meet the school system's academic standards;
5. strive to eliminate barriers to parental participation by assisting parents who have disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;
6. provide outreach and assistance to parents and family members of children who are participating in Title I programs in understanding the state's testing standards, the assessments used, Title I requirements, and all national, state, and local standards and expectations through such efforts as community-based meetings, posting information on school websites, sending information home, newsletters, workshops, and newspaper articles;
7. design a parent–student–school staff compact that sets out respective responsibilities in striving to raise student achievement and explains how an

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effective home/school partnership will be developed and maintained;

8. with the assistance of parents, ensure that teachers, specialized instructional support personnel, principals, and other staff are educated in the value of parents as partners in the educational process and understand how to work with, communicate with, and reach out to parents as equal partners in education;
9. distribute to parents information on expected student proficiency levels for their child and the school's academic performance, and provide materials and training to help parents monitor their child's progress and work with educators to improve achievement through such methods as literacy training or using technology, which may include education about the harms of copyright piracy;
10. coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with federal, state, and local programs, including public pre-school programs, and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child;
11. strengthen the partnership with agencies, businesses, and programs that operate in the community, especially those with expertise in effectively engaging parents and family members in education;
12. ensure that parents are involved in the school's Title I activities; and
13. provide such other reasonable support for Title I parental involvement activities as requested by parents.

**E. NOTICE REQUIREMENTS**

School system officials and Title I school personnel shall provide effective notice of the following information as required by law. The notice must be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

1. Program for English Learners
  - a. Each year the principal or designee shall provide notice of the following to parents of English learners identified for participation in a Title I, Part A or Title III funded language instruction educational program:
    - a. the reasons for the child's identification;
    - b. the child's level of English proficiency and how such level was assessed;

- c. methods of instruction;
- d. how the program will help the child;
- e. the exit requirements for the program;
- f. if the child has a disability, how the language instruction educational program meets the objectives of the child's individualized educational program (IEP); and
- g. any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal, and selection of a program for English learner; and
- h. notice of regular meetings for the purpose of formulating and responding to recommendations from parents.

2. System Report Card

Each year, school system officials shall disseminate to all parents, schools, and the public a school system report card containing information about the school system and each school, including, but not limited to:

- a. the following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;
- b. the performance of the school system on academic assessments as compared to the state as a whole and the performance of each school on academic assessments as compared to the state and school system as a whole;
- c. the percentage and number of students who are:
  - i. assessed,
  - ii. assessed using alternate assessments,
  - iii. involved in preschool and accelerated coursework programs, and
  - iv. English Learners achieving proficiency;

- d. the per pupil expenditures of federal, state, and local funds; and
- e. teacher qualifications.

3. Teacher Qualifications

- a. At the beginning of each year, school system officials shall notify parents of students who are participating in Title I programs (1) of the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child and (2) that such information will be provided in a timely manner (see policy 7820, Personnel Files).
- b. The principal or designee of a Title I school shall provide timely notice informing parents that their student has been assigned to or has been taught for at least four consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level or subject area in which the teacher had been assigned.

4. Student's Academic Growth and Achievement

School officials shall provide to each parent of a student who is participating in a Title I program information on the level of achievement and academic growth, if applicable and available, of the student on each of the state's academic assessments.

5. Parental Rights and Opportunities for Involvement

- a. Each year, the principal or designee of a Title I school shall provide notice to parents of the school's written parent and family engagement policy, parents' right to be involved in their child's school, and opportunities for parents and family members to be involved in the school.
- b. At the beginning of each school year, the principal or designee of a Title I school shall provide notice to parents of (1) their right to request information regarding student participation in state-required assessments and (2) that such information will be provided in a timely manner.

**F. WEBSITE DISTRIBUTION OF INFORMATION**

Each year, school system officials shall publicize on the school system website and, where practicable, on the website of each school:

1. the report card described in subsection E.2, above; and
2. information on each assessment required by the state and, where feasible, by the school system, organized by grade level. The information must include:
  - a. the subject matter assessed;
  - b. the purpose for which the assessment is designed and used;
  - c. the source of the requirement for the assessment;
  - d. if available, the amount of time students will spend taking the assessments and the schedule of the assessments; and
  - e. if available, the time and format for distributing results.

The superintendent shall develop any administrative procedures necessary to implement the requirements of this policy.

Legal References: Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200

Cross References: Parental Involvement (policy 1310/4002), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Personnel Files (policy 7820)

Adopted: March 14, 2013

Revised: August 14, 2014, May 12, 2016, March 9, 2017, July 13, 2017, September 12, 2019

The board acknowledges that attendance at board meetings is essential for its members to perform their official duties and to add to the diversity of thought and opinion in the board's deliberations. The board strongly encourages its members to be physically present for all board meetings. The board recognizes, however, that extenuating circumstances may occasionally prevent one or more members from being physically present at a meeting. It further recognizes that advances in technology, such as audio and video conferencing, have made it possible for members to communicate and deliberate with each other from remote locations. Therefore, to promote full participation of board members while ensuring access and transparency for the public as required by the Open Meetings Law, G.S. 143-318.9 *et seq.*, the board authorizes remote participation in board meetings subject existing board operational policies, state law, and to the following procedures and requirements.

**A. DEFINITIONS**

The following definitions apply in this policy:

**1. Official Meeting of the Board**

An official meeting of the board is an official meeting as defined by G.S. 143-318.10 and policy 2300, Board Meetings, and includes a board meeting, board committee meeting, public hearing, quasi-judicial hearing, or any other gathering that constitutes an official meeting subject to the open meetings law. References to "meeting" in this policy mean an official meeting of the board.

**2. Remote Participation**

Remote participation occurs when a member participates in an official meeting of the board or any part thereof via electronic means from a place other than the physical location of the meeting designated in the public notice for the meeting.

**3. Wholly Remote Meeting**

A wholly remote meeting is an official meeting of the board or any part thereof in which all members participate remotely by simultaneous communication via conference telephone, conference video, or other electronic means. A wholly remote meeting has no physical location.

**4. State-Declared Emergency**

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A state-declared emergency exists when there has been a declaration of a state of emergency by the Governor or resolution of the General Assembly pursuant to G.S. 166A-19.20 that is applicable to the area under the board's jurisdiction.

5. Locally-Declared Emergency

A locally-declared emergency exists when there has been a declaration of a local state of emergency by the governing body of a municipality or county in accordance with G.S. 166A-19.22 that is applicable to area under the board's jurisdiction.

**B. AUTHORIZED CIRCUMSTANCES FOR REMOTE PARTICIPATION**

1. Meetings During a Declared Emergency

The board acknowledges that in-person meetings are strongly preferred and that a quorum of the board should be physically present for the meeting when reasonably possible. However, in times of emergency, including natural disasters and health emergencies, the board may find it necessary to have some or all of its members participate in meetings remotely.

a. State-Declared Emergency

During a state-declared emergency, wholly remote meetings or meetings with remote participation by individual member(s) will comply with G.S. 166A-19.24 and the requirements of this policy, including the special rules for meetings held during emergencies described in Section E, below.

b. Locally-Declared Emergency

During a locally-declared emergency, wholly remote meetings and meetings with remote participation by individual member(s) will comply with the requirements of the open meetings law, Sections C and D below, and to the extent not inconsistent with G.S. 143-318.13, the procedures established by G.S. 166A-19.24 as described in Section E, below.

2. Meetings Not During a Declared Emergency

a. Wholly Remote Meetings.

The board will not hold wholly remote meetings in the absence of a state- or locally-declared emergency.

b. Remote Participation by Individual Members

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The board authorizes remote participation by individual members consistent with the requirements of this policy in any meeting of the board that is not a hearing as described in policy 2500, Hearings Before the Board, or other quasi-judicial proceeding.

**C. CONDITIONS AND REQUIREMENTS FOR REMOTE PARTICIPATION**

1. A member may attend a meeting and participate in board deliberations and decisions by remote participation if the member is prevented from physically attending the meeting due to:
  - a. personal illness, disability, order of quarantine or isolation, or government-issued “stay-at-home” mandate, or recommendation of medical provider or public health officials to limit public interaction;
  - b. out-of-town travel;
  - c. unexpected lack of child-care;
  - d. family member illness or emergency;
  - e. weather conditions;
  - f. military service;
  - g. employment obligations; ~~or~~
  - h. a scheduling conflict; or
  - i. a state or local declaration of a state of emergency that makes in-person attendance at a meeting a violation of an order to reduce social contact or to stay at home for reasons of public health.
2. Remote participation is not to be used solely for a board member’s convenience or to avoid attending a particular meeting in person.
3. No board member may participate remotely more than three times during a calendar year for a reason other than order of quarantine or isolation, “stay-at-home” mandate, or recommendation to limit public interaction, as described in subsection C.1, above; however, in other justifiable circumstances, the board may, by two-thirds vote, agree to waive this limitation.

4. Acceptable means of remote participation include telephone-, Internet-, or satellite-enabled audio or video conferencing, or any other technology that enables the remote participant and all persons present at the meeting location to be clearly audible to one another. Text messaging, instant messaging, email, and web chat without audio are not acceptable means of remote participation.
5. A board member participating in a meeting remotely shall use his or her best efforts to participate in all or as much of the meeting as circumstances permit and not merely for the closed session portion of the meeting or a limited number of agenda items.
6. A board member participating remotely will be considered present at the meeting for purposes of establishing and maintaining a meeting quorum and will be entitled to participate in open session deliberations at the meeting if, and while:
  - a. the member is able to hear other members of the board and any individuals addressing the board, including members of the public who are recognized by the board during public comment;
  - b. all persons present at the meeting location are able to hear the board member who is participating remotely; and
  - c. when video technology is used, the remote participant is visible to all persons present at the meeting location.
7. A board member considered present through remote participation will be permitted to vote on any action item at the meeting except:
  - a. any item for which the member was not participating remotely during the entire discussion and deliberation of the matter preceding the vote; and
  - b. any item that was being discussed when an interruption to the electronic communication occurred, if the board's discussion was not suspended during the interruption. A brief loss of simultaneous communication, such as a few seconds, will not disqualify the member from voting on the matter under discussion.

**D. PROCEDURE FOR REMOTE PARTICIPATION**

1. A member of the board who desires to participate in a meeting remotely shall notify the board chair and the superintendent at least four hours in advance of the meeting so that necessary arrangements can be made. If the member has not already received all documents to be considered at the meeting, the

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- superintendent shall arrange for delivery of the materials in a manner that is practicable under the circumstances.
2. The chair or designee at the meeting location shall initiate contact with the member prior to the start of the meeting to secure participation.
  3. The chair shall announce the remote participant and the means of remote participation at the beginning of the meeting.
  4. The chair shall remind all members that all chats, instant messages, texts, or other written communications between members of the board regarding the transaction of board business during the meeting, including such communications between or among members participating remotely, are a public record.
  5. If the remote participant cannot be physically seen by other members of the board and members of the public present at the meeting, the remote participant must identify himself or herself in each of the following situations:
    - a. when the meeting begins or the roll is taken;
    - b. prior to participating in the deliberations, including making motions, proposing amendments, and raising points of order; and
    - c. prior to voting
  6. The meeting chair may decide how to address technical difficulties that arise when utilizing remote participation, but whenever possible, the chair should suspend discussion while reasonable efforts are made to correct any problem that interferes with a remote participant's ability to hear or be heard clearly by all persons present at the meeting location. If, however, the technical difficulties distract from or impede the orderly progress of the meeting, a majority of the members physically present may vote to end the remote participation.
  7. A member participating remotely shall notify the chair if leaving the meeting before it is adjourned or rejoining the meeting after a period of absence.
  8. All votes taken will be by voice vote (rather than by a show of hands).
  9. The minutes of the meeting will reflect that the meeting was conducted by use of simultaneous electronic communication, which members were in attendance by simultaneous communication, and when such member(s) joined or left the meeting. Any interruption to or discontinuation of a member's participation will also be noted in the minutes.

10. Any costs associated with remote participation other than normal telephone or Internet connection shall be borne by the remote participant.

**D. SPECIAL RULES FOR MEETINGS DURING A DECLARED EMERGENCY**

The following modifications and additions to the requirements of this policy apply to meetings held during a declared emergency.

1. Quasi-judicial hearings may be held with consent of the parties and in conformance with the requirements of G.S. 166A-19.24(f)25 and this section.
2. Notice of meetings will be provided as required by G.S. 143-318.12 and will specify (1) the means by which the public can access the simultaneous live stream of the meeting and (2) any other means by which the public can access the meeting as it occurs.
3. The board need not provide a location for members of the public to listen to the meeting; however, in accordance with G.S. 143-318.13(d), this provision applies only to meetings conducted in accordance with G.S. 166A-19.24 when a state-declared emergency exists.
4. All documents to be considered during the meeting shall be provided to each member.
5. The means for simultaneous communication specified in subsection C.4 of the policy must allow for any member to do all of the following:
  - a. hear what is said by the other members;
  - b. hear what is said by any individual addressing the board; and
  - c. to be heard by the other members when speaking to the public body.
6. A member participating by simultaneous communication will be counted as present for quorum purposes only during the period that simultaneous communication is maintained for that member in accordance with subsection C.5, above.
7. The board will refrain from acting by reference to a document or other materials so as to conceal from public understanding what is being deliberated, voted, or acted upon at the meeting.
8. Except when the board is meeting in closed session, the meeting will be simultaneously streamed live online to the public, or if the meeting is conducted

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by conference call, the public will be provided an opportunity to dial in or stream the audio live and listen to the meeting.

9. If the meeting is a public hearing, the board will allow for written comments on the subject of the hearing to be submitted up to 24 hours after the public hearing takes place, however, in accordance with G.S. 143-318.13(d), this flexibility applies only to meetings conducted in accordance with G.S. 166A-19.24 when a state-declared emergency exists.
10. Subsection C.3 of this policy will not apply to meetings held during a state or local emergency.

The superintendent is directed to provide the technology sufficient to implement this policy in accordance with all applicable laws.

Legal References: G.S. 166A-19.20, -19.22, -19.24; G.S. ch. 143, art. 33C; N.C. Attorney General Advisory Letter to McCloud, (March 26, 2020), copy available at <https://www.ncsba.org/wp-content/uploads/2020/03/Open-Meetings-advisory-letter.pdf>

Cross References: Board Meetings (policy 2300), Compliance with the Open Meetings Law (policy 2320), Closed Sessions (policy 2321), Board Meeting News Coverage (policy 2325), Quorum (policy 2341), Hearings Before the Board (policy 2500), Public Records – Retention, Release, and Disposition (policy 5070/7350)

Adopted: November 10, 2016

The board believes that an effective testing and assessment program evaluates the progress of individual students and helps ensure that educational goals and objectives are being met for every child. A testing program also assists in the continued refinement of the instructional program. In addition, data from tests and assessments provide measures of student learning that are useful for evaluating educator effectiveness.

Every effort will be made to ensure that the testing program contributes to the learning process rather than detracts from it. Efforts also will be made to use only culture-free or culture-fair tests in order to ensure that measurements are reasonably accurate.

**A. ADMINISTRATION OF TESTS, SCREENINGS, AND OTHER ASSESSMENTS**

The superintendent shall provide for the proper administration of all state-required tests, screenings, and other assessments and any state-required remedial instruction and/or retesting in accordance with all requirements established by law or the State Board of Education.

Results from the North Carolina End of Course, and End of Grade, and North Carolina Final Exams will be used in determining students' final grades in accordance with policy 3420, Student Promotion and Accountability.

The superintendent shall provide for the online administration of state-required tests to the extent required by the State Board of Education or the Department of Public Instruction, and otherwise as feasible within available resources. The superintendent shall keep the board informed of any resources or other measures needed to support online test administration.

Students may participate in field testing and other sample testing as designated by the State Board or the Department of Public Instruction.

The superintendent shall develop security and administration procedures for the state testing program and other assessments that are consistent with State Board of Education requirements and relevant law. The superintendent shall ensure that all relevant personnel are instructed in such procedures. All testing personnel, teachers, and school administrators are required to be familiar with and adhere to all applicable testing manuals, handbooks, and guides, including the Testing Code of Ethics, for state and locally-required Failure to follow procedures may result in disciplinary sanctions, including termination or revocation of administrative and/or teaching licenses.

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**B. HIGH SCHOOL AND MIDDLE SCHOOL END-OF-COURSE TESTING**

The End of Course (EOC) and End of Grade (EOG) Exam results will count as twenty percent (20%) of a student's final grade in each middle school course for which such a test is administered. However, the results of such assessments will not factor into a student's final grade in a course during the initial implementation year of a new assessment for that course where scores are not immediately available due to standard setting. Middle school students requiring multiple final assessments, within a single subject, should have the assessments averaged for the final exam score. This requirement does not apply for students assessed on the Extended Content Standards or English Learner students in their first year in the United States.

The End of Course (EOC) assessment and Career and Technical Education State Assessments results will count as twenty percent (20%) of a student's final grade in each high school course for which such a test is administered. However, the results of such assessments will not factor into a student's final grade in a course during the initial implementation year of a new assessment for that course where scores are not immediately available due to standard setting. This requirement does not apply for students following the Occupational Course of Study Pathway Standards or English Learner students in their first year in the United States. This applies to English/Language Arts/Reading, Mathematics, Science, and Social Studies EOC and NCFE assessments. All other high school courses are also required to administer a final exam which shall count as twenty percent (20%) of a student's final grade. Further, CTE students who earn a credential that is approved under Department of Public Instruction guidelines as evidence of technical skill attainment will not be required to take the CTE Post-Assessment in the course.

**C. MINIMIZING TIME SPENT TESTING**

The superintendent or designee shall ensure that the time students spend taking standardized state and local tests and the frequency of field testing at a particular school are minimized. Specifically, the superintendent shall ensure the following.

1. Schools will devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning.
2. Students will not be subject to field tests or national tests during the two-week period preceding their school's administration of end-of-grade tests, end-of-course tests, or regularly scheduled final exams.
3. No school will participate in more than two field tests at any one grade level during a school year.

4. All annual assessments of student achievement adopted by the State Board of Education pursuant to G.S. 115C-174.11(c)(1) and (3) and all final exams for courses will be administered within the final ten instructional days of the school year for year-long courses and within the final five instructional days of the semester for semester courses. Exceptions will be permitted on an individual basis to accommodate a student's individualized education program or Section 504 plans; for the administration of final exams for courses with national or international curricula required to be held at designated times; for make-up testing; and as otherwise permitted by the Department of Public Instruction.
5. A report of local standardized testing is provided to the board for review in even-numbered years and, if required, a plan for reducing the time spent on such testing is subsequently prepared and submitted to the State Board of Education in compliance with state law.

Legal References: The Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, -h; 34 C.F.R. pt. 99; G.S. 115C, art. 10A; 115C-47, -81, -83.5, -83.6, -174.11, -174.12(a), -174.22, -174.25, -276, -288, 307, -402.5; S.L. 2019-212, Sec. 1; State Board of Education Policy Series TEST and GRAD; EVAL-006; EVAL-006, EVAL-025 through -31

Cross References: Professional and Staff Development (policy 1610/7800), Goals and Objectives of the Educational Program (policy 3000), Student Promotion and Accountability (policy 3420), Student Records (policy 4700), Public Records – Retention, Release, and Disposition (policy 5070/7350)

Other References: *North Carolina Test Coordinators' Policies and Procedures Handbook*, available at <http://www.dpi.state.nc.us/accountability/policies/generalinfo>

Adopted: January 9, 2014

Revised: June 12, 2014, January 8, 2015, September 8, 2016, August 10, 2017, May 10, 2018, December 13, 2018

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

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

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

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

**A. COURSE UNITS REQUIRED**

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

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

All awards of high school course credit must be consistent with State Board of Education requirements. Any inconsistency between board policy and State Board graduation requirements will be resolved by following the State Board requirements. While the board endeavors to keep its policy up to date with current State Board of Education graduation

requirements, students should verify current requirements with their school counselors when planning course schedules or making other decisions based on graduation requirements.

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

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

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

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

\*\*\* Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://www.dpi.nc.gov/documents/curriculum/mathematics/scos/nc-mathematics-graduation-requirement-options-charts>.

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

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

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

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

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

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

\*\*\* Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math III as a prerequisite. The math options chart is available at <https://www.dpi.nc.gov/documents/curriculum/mathematics/scos/nc-mathematics-graduation-requirement-options-charts>

† Founding Principles of the United States of America and North Carolina: Civic must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses. See SBE Policy GRAD-004.

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

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

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

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III, and IV)	
Mathematics	3 (including Introduction to Math, NC Math I, and Financial Management)	
Science	2 (including Applied Science and Biology)	
Social Studies	2 (including American History I <del>or</del> and American History II)* OR (1) American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy; and (2) American History I or American History II or American History**	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Occupational Preparation	6 (including Occupational Preparation I, II, III, and IV, which require 150 hours of school-based training, 225 hours of community-based training, and 225 hours of paid employment)***	
Electives	0	6
Other Requirements	<ul style="list-style-type: none"> <li>• Completion of IEP objectives</li> <li>• Career Portfolio</li> </ul>	
<b>Total Credits</b>	<b>22</b>	<b>28</b>

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

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

\*\*\* Paid employment is the expectation; however, when paid employment is not available, 225 hours of unpaid vocational training, unpaid internship experience, paid employment at community rehabilitation facilities, and volunteer and/or community service hours may substitute for 225 hours of paid employment.

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

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III, and IV)	
Mathematics	3 (including Introduction to Math, NC Math I, and Financial Management)	
Science	2 (including Applied Science and Biology)	
Social Studies	2 (including Founding Principles of the United States of America and North Carolina: Civic Literacy and Economics and Personal Finance)	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Occupational Preparation	6 (including Occupational Preparation I, II, III, and IV, which require 150 hours of school-based training, 225 hours of community-based training, and 225 hours of paid employment*)	
Electives	0	6
Other Requirements	<ul style="list-style-type: none"> <li>• Completion of IEP objectives</li> <li>• Career Portfolio</li> </ul>	
<b>Total Credits</b>	<b>22</b>	<b>28</b>

\* Paid employment is the expectation; however, when paid employment is not available, 225 hours of unpaid vocational training, unpaid internship experience, paid employment at community rehabilitation facilities, and volunteer and/or community service hours may substitute for 225 hours of paid employment.

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

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

#### C. SPECIAL CIRCUMSTANCES

The board adopts the following policies with regard to graduation.

##### 1. Honor Graduates

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

##### 2. Students with Disabilities

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

3. Children of Military Families

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

a. Waiver Requirements

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

b. Testing Requirements for Graduation

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

c. Transfers During Senior Year

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

4. Early Graduation

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

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

5. Graduation Certificates

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

6. Diploma Endorsements

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

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

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

Adopted: January 9, 2014

Revised: August 14, 2014, May 12, 2016, March 9, 2017, March 8, 2018

The board strives to create a safe, orderly, caring, and inviting school environment. Gangs and gang-related activities have proven contrary to that mission and are prohibited within the schools. A gang is any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts and having a common name or common identifying sign, colors, or symbols. The violence and crime that accompany gangs pose a serious threat to the safety of students and employees of the school system. Even absent acts of violence or crime, the existence of gang-related activity within the schools creates an atmosphere of fear and hostility that obstructs student learning and achievement. Thus, the board condemns the existence of gangs and will not tolerate gang-related activity in the school system.

**A. PROHIBITED BEHAVIOR**

Gang-related activity is strictly prohibited within the schools. For the purposes of this policy, “gang-related activity” means: (1) any conduct that is prohibited by another board policy and is engaged in by a student on behalf of an identified gang or as a result of the student’s gang membership; or (2) any conduct engaged in by a student to perpetuate, proliferate, or display the existence of any identified gang.

Conduct prohibited by this policy includes:

1. wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs, or other items with the intent to convey membership or affiliation in a gang;
2. communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) with the intent to convey membership or affiliation in a gang;
3. tagging, or otherwise defacing school or personal property with symbols or slogans intended to convey membership or affiliation in a gang (see policy 4330, Theft, Trespass, and Damage to Property);
4. requiring payment of protection or insurance or otherwise intimidating or threatening any person related to gang activity (see policy 4331, Assaults, Threats, and Harassment);
5. inciting others to intimidate or to act with physical violence upon any other person related to gang activity (see policy 4331);
6. soliciting others for gang membership; and

7. committing any other illegal act or other violation of school system policies in connection with gang-related activity.

**B. NOTICE**

The superintendent or designee shall regularly consult with law enforcement officials to maintain current examples of gang-related activities, including but not limited to gang names and particularized examples of potential gang indicators including symbols, hand signals, graffiti, clothing, accessories, and behaviors. Each principal shall maintain a list of current examples of gang-related activities to assist students, parents, and teachers in identifying gang symbols and practices. The list shall be available in an easily accessible location in the main office of the school. Parents, students, and school employees may, upon request, access the list, which shall include a warning that wearing or displaying clothing, hand signs, or symbols identified in the list with the intent to convey membership or affiliation in any gang may subject a student to discipline under this policy.

In addition, the Code of Student Conduct and all student handbooks (or such other similar materials distributed to parents and students in lieu of a student handbook) shall contain notice that (1) current information on gang-related activities is maintained in the main office at each school; (2) information on gang-related activities is subject to change and the principal should be consulted for updates; and (3) wearing or displaying clothing, hand signs, or symbols identified in the list with the intent to convey membership or affiliation in any gang may subject a student to discipline under this policy. The Code of Student Conduct and student handbook (or such other similar materials) also shall provide the addresses of websites that contain additional information identifying gang signs, symbols, clothing, and other gang indicators.

In providing this information for students and parents, the board acknowledges that not all potential gang indicators connote actual membership in a gang.

**C. CONSEQUENCES**

Before receiving disciplinary consequences for a violation of subsection A.1 or A.2, above, a student shall receive an individualized warning as to what item or conduct is in violation of this policy and shall be permitted to immediately change or remove any prohibited items. A student may be disciplined only if he or she previously received notice that the specific item or conduct is prohibited.

Disciplinary consequences for violations of subsections A.1, A.2 and A.6, above, 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 these subsections.

Violations of subsections A.3, A.4, A.5 and A.7, above, are violations of both this policy and other board policies. Disciplinary consequences for such violations shall be consistent with Section D of policy 4300 and the specific range of consequences listed in the Code of Student Conduct for the other board policy violated. That the violation was gang-related shall be an aggravating factor when determining the appropriate consequences.

In a situation where a student has violated this policy or is otherwise suspected of gang affiliation through other circumstantial evidence, the principal shall conduct an intervention involving the principal and/or assistant principal, the student and the student's parent. Such intervention also may include the school resource officer and others as appropriate. The purpose of an intervention is to discuss school officials' observations and concerns and to offer the student and his or her parents information and an opportunity to ask questions or provide other information to the school officials.

This policy shall be applied in a non-discriminatory manner based on the objective characteristics of the student's conduct in light of the surrounding circumstances.

Legal References: G.S. 115C-390.2

Cross References: Student Behavior Policies (policy 4300), Student Dress Code (policy 4316), Theft, Trespass, and Damage to Property (policy 4330), Assaults, Threats, and Harassment (policy 4331), Criminal Behavior (policy 4335)

Adopted:

The news media can be an important means of communicating information about the schools to the community. The superintendent is responsible for establishing an effective working relationship with the news media. The news media should be notified whenever necessary to relay information to the public, such as when there are emergency school closings. The superintendent also is expected to identify opportunities to educate the news media regarding the goals of the board and schools system, especially as they relate to student success and the educational program. The superintendent also should inform the news media of the results of the schools' efforts to improve student achievement.

The superintendent may designate a spokesperson to provide information to the news media. The school system will respond to the media's requests for information in compliance with the board policy on public records, policy 5070/7350, Public Records – Retention, Release and Disposition.

Policy 5020, Visitors to the Schools, applies to news media. News media are expected to cooperate with the schools system in their efforts to provide a safe and orderly learning environment in which disruptions to instructional time are minimized. The principal or superintendent may require news media to leave or prevent news media from entering school grounds if the news media's presence interferes with these efforts.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 115C-47, -109.3, -319 to -321, -402; 132-1 to -9.

Cross References: Board Meeting News Coverage (policy 2325), Visitors to the Schools (policy 5020), Emergency Closings (policy 5050), Public Records – Retention, Release and Disposition (policy 5070/7350)

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

Updated: October 11, 2007, August 13, 2009, January 11, 2018

The superintendent shall develop procedures for the temporary closing of a school or all schools in the school system because of inclement weather or any other unforeseen occurrence that presents a threat to the safety of students and employees or causes major damage to school property. The superintendent shall notify parents, members of the board of education, the news media and other interested parties of a decision to close a school or schools as soon as it is feasible to do so under the circumstances.

Legal References: G.S. 115C-36, -47

Adopted: April 9, 1998

Revised: September 10, 2015

July and August 2020  
Calendar of Events

DATE		MEETING	TIME	LOCATION
<b>JULY</b>				
Thursday	9-Jul	Board of Education Meeting	7:30 p.m.	TBD
Thursday	30-Jul	Lindley Park Kindergarten Orientation		Lindley Park
<b>AUGUST</b>				
Wednesday	5-Aug	Balfour Kindergarten Orientation		Balfour
Thursday	6-Aug	Donna Lee Loflin Kindergarten Orientation		Donna Lee Loflin
Thursday	6-Aug	Guy B. Teachey Kindergarten Orientation		Guy B. Teachey
Wednesday	12-Aug	Charles W. McCrary Kindergarten Orientation		Charles W. McCrary
Thursday	13-Aug	Board of Education Meeting	7:30 p.m.	TBD

**2020-2021  
Board of Education  
Meeting Dates**

July 9, 2020  
August 13, 2020  
September 10, 2020  
October 8, 2020  
November 12, 2020  
December 10, 2020  
January 14, 2021  
February 11, 2021 – Meet with Commissioners  
March 11, 2021 – Budget Meeting  
April 15, 2021 - Budget Meeting (adjusted due to NSBA Conference)  
May 13, 2021  
June 10, 2021