

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

April 7, 2020

7:30 p.m.

6:45 p.m.: Budget Adoption Meeting

I. Opening

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

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.)

III. Swearing In Ceremony

- A. Swearing In of Mr. Art Martinez – Mr. Darrell Frye, Chairman of the Randolph County Board of Commissioners

IV. 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.

V. *Consent Agenda

- A. Approval of Minutes – March 12, 2020 Board of Education and March 23, 2020 Legislative Committee
- B. Personnel
- C. Budget Amendment S-02

VI. *Action Items

- A. Legislative Platform – Mr. Michael Smith, Legislative Committee Chair
- B. Policy Waivers – Dr. Drew Maerz, Director of Testing and Accountability
 - Policy 3410 - Section B - High School and Middle School Final Exams and End-of-Course Testing - Waive the requirement for issuing exams and counting the exams as 20% of the final grade for 2019-2020 school year.
 - Policy 3420 - Section C 4 - Grade 6-8 End-of-Course, End-of-Grade, and North Carolina Final Exams - Waive the requirement for issuing exams and counting the exams as 20% of the final grade for 2019-2020 school year.
 - Policy 3420 - Section C 5 - High School End of Course Tests - Waive the requirement for issuing exams and counting the exams as 20% of the final grade for 2019-2020 school year.
 - Policy 3420 - Section G - Reading Camps - Waive the requirement to provide a reading camp for the 2020 summer.
 - Policy 3460 - Section A - Course Unit Requirements - Waive the local requirements for graduation (6 additional credits beyond the state mandated 22 credits) for students graduating in the Spring of

2020. [Already permitted for Early Graduation upon the recommendation of the superintendent.]

- Policy 3460 - Section B - High school Final Exams and End-of-Course Testing - Waive the requirement for issuing exams and counting the exams as 20% of the final grade for 2019-2020 school year.

VII. Information, Reports, and Recommendations

A. Policies for 30-Day Review – Dr. Drew Maerz

- 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

VIII. Superintendent's Report

A. Updates to COVID-19 – Dr. Aaron Woody, Superintendent

IV. Board Operations – Ms. Gidget Kidd, Chair

- A. Important Dates to Remember
- B. Revised Board Committee and School Assignments

X. Adjournment

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

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

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

April 7, 2020

7:30 p.m.

Addendum

6:45 p.m.: Budget Adoption Meeting

*Presentation Added (Last document of packet)

- I. Opening**
- II. Special Recognition and Presentations**
- III. Swearing In Ceremony**
- IV. Public Comments**
- V. *Consent Agenda**
 - B. Personnel Addendum (added)
- VI. *Action Items**
- VII. Information, Reports, and Recommendations**
- VIII. Superintendent's Report**
- IV. Board Operations**
- X. 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.



ACS Virtual Board Meeting Information and Procedures

- ACS Virtual Board Meetings are conducted using Google Meet. The technology department will ensure the Google Meet app is pushed out and installed on all board member iPads.
- Board members should log into Google Meet beforehand using their ACS credentials. If you need assistance with log-in credentials, please reach out to Donna Gentry.
- Donna Gentry will send a Google Meet calendar invite to all board members by email. All invited individuals should accept this invite when it arrives. This will add the virtual meeting to your Google Meet app and/or Google Calendar.
- The Budget Adoption Meeting will be held in Google Meet using the same calendar invite. Board members will log into Google Meet just prior to 6:45 p.m. (All board members are asked to participate in this meeting.)
- Board packets will be provided electronically by email and placed in the shared ACS Board Google drive. A second device is recommended for accessing the board packet. If board members need a physical packet, please reach out to Donna Gentry.
- The technology department will live stream the entire board meeting. A link will be provided for public access on the Asheboro City Schools website.
- ACS staff and guests who are on the agenda for the board meeting will be sent a Google Meet calendar invite by email so they may participate in the meeting as needed. All other staff and guests will be directed to the live stream on the ACS website for access to the meeting.
- Donna Gentry will start the virtual meeting with a roll call for attendance. Voting will be conducted by roll call as well.
- Citizens who signed up to address the Board will be called on to make comments. Individuals can sign up to address the Board using the linked [Google Form](#) and providing their phone number. Donna Gentry or technology staff will contact them at the appropriate time to provide them the opportunity to address the Board during the meeting.
- All presentations will be provided electronically as part of the board packet and placed in the shared ACS Board Google drive. Technology staff will participate in the virtual board meeting and will share the presentation with participants at the appropriate time during the meeting.



Points of Pride

Asheboro City Schools Responds to COVID-19

April 7, 2020

Child Nutrition

The district began serving meals to students remotely on Monday, March 16 in the wake of the novel coronavirus (COVID-19). It was determined the best way to ensure the maximum number of students would be served was to pack meals at two locations (Donna Lee Loflin Elementary and South Asheboro Middle schools), load them on yellow school buses, and have them delivered on regular bus routes and at hub stops throughout the Asheboro City Schools service area. To make this happen required a number of staff and volunteers. The district was overwhelmed by the support from classified and certified staff who volunteered to ride buses and deliver meals. We also received help from a number of board members including Ms. Linda Cranford, Mr. Michael Smith, Dr. Beth Knott, Mr. Gus Agudelo, and Mr. Baxter Hammer.

We also sent the Asheboro City Schools Food Truck to Lindley Park Elementary School on Monday, March 16 to feed students in the area surrounding the school. And starting Tuesday, March 17, meals were made available at each school's main office for students in the walk-zone or those who may have missed the bus stop. As of Monday, March 30, the district served **45,770** meals to students across Asheboro.

Curriculum and Instruction

In a matter days, the Asheboro City Schools Curriculum and Instruction Team (including teachers, Instructional Facilitators (IFs), and Media Specialists) revolutionized the way we deliver instruction to students across our service area. After Governor Cooper's announcement on March 14 to close schools effective March 16, teachers worked the following Sunday (1-5 p.m.) and on Monday (8 a.m. – 2 p.m.) to ensure remote learning packets would be available for each student to pick up between the hours of 2 and 6 p.m. on Monday, March 16. In addition to instructional packets, teachers have been teleconferencing with their students and coming up with creative ways to provide and support meaningful and engaging instruction.

The Curriculum and Instruction Team (C&I) has always worked diligently to provide access for students without home Internet service. The team has established eight Park and Learn locations throughout our community (most located in the parking lots of our schools, except for Balfour Elementary School). The Technology Team in partnership with C&I has also acquired a number of "hotspots" for Asheboro High School Seniors to use at home to ensure they meet the graduation course requirements as deemed necessary by the North Carolina State Board of Education.

Human Resources

With little guidance from state lawmakers, Dr. Woody and the Human Resources team have come up with creative ways for employees to remain working both in our buildings and remotely. Since the district's preliminary planning for COVID-19, staffing and remote work has been a major topic of discussion. With input from principals and directors, the team has found ways to ensure all staff are working and being paid.

Communications

Starting Monday, March 16, Dr. Woody has called families every day (with the exception of Saturdays and Sundays (March 21, 22, 28, 29, and April 4 and 5) in English and Spanish. Daily communications also included updating the district's website and social media by 7 p.m. daily. Every other day, Dr. Woody has created a video message for families that has been shared on social media. We have received positive feedback for the constant stream of information we are funneling to our families. Many have shared their appreciation for the flow of information. We will continue to provide daily updates for the foreseeable future.

**Asheboro City Board of Education
March 12, 2020
South Asheboro Middle School Media Center**

Budget Work Session

Board Members present:

Gidget Kidd, Chair
Baxter Hammer
Michael Smith

Gustavo Agudelo
Dr. Beth Knott
Gwen Williams

Linda Cranford
Archie Priest, Jr.

Board Members absent:

Phillip Cheek, Vice Chair

Ryan Patton

Staff Members present:

Dr. Aaron Woody
MacKenzie Palmer
Jordi Roman
Ed Keller
Nick Hall

Carla Freemyer
Leigh Anna Marbert
Anthony Woodyard
Ray Horton

Sandra Spivey
Dr. Drew Maerz
Dr. Wendy Rich
Donna Gentry

Chairman Kidd opened the meeting at 6:14 p.m. and deferred to Ms. Sandra Spivey, Finance Officer, who presented a review of the 2019-2020 total budget accomplishments and provided budget considerations for 2020-2021.

2020-2021 Opportunities for Consideration:

- Technology Updates:

820 Chromebooks	\$ 250,000
Staff Device Replacement	75,000
Smart Board Replacements	<u>50,000</u>
	\$ 375,000
- Benefit Rate Changes:

Retirement Rate Increase – up 8.8%
Health Insurance Cost – up 5.4%
- Local Supplement:

Minimum – 6.5%
Maximum – 7.5%
- Student Enrollment Anticipated for 2020-2021: 4,578
- Continue with year five of ten-year facilities plan in 2020-2021:

Category	Location	Description	Amount
Mechanical	Balfour	Replace Chiller # 2	\$125,000
Mechanical	Donna Lee Loflin	Building Controls	\$150,000

Electrical	Donna Lee Loflin	Install LED Lighting	\$23,000
Mechanical	North Asheboro Middle	Replace Heat Pump Units	\$150,000
Mechanical	North Asheboro Middle	Building Controls	\$60,000
Building Envelope	North Asheboro Middle	Replace Roof Sections	\$300,000
Mechanical	South Asheboro Middle	Building Controls	\$60,000
Electrical	South Asheboro Middle	Install LED Lighting	\$40,000
Life Safety	Charles W. McCrary	Replace Fire Alarm	\$65,000
Ingress/Egress	District-wide	Replace Decks	\$30,000
Vehicles	Central	Activity Bus	\$100,000
Vehicles	Central Office/Social	Cars	\$22,500
			<hr/>
			\$1,125,500

General discussion and questions followed the presentation.

The next budget work session will be held at 6 p.m. on April 7, 2020, prior to the regular Board of Education meeting.

There being no further business, the meeting was adjourned at 6:50 p.m.

Policy Committee

Board Members present:

Gidget Kidd
Michael Smith

Dr. Beth Knott, Chair
Archie Priest, Jr.

Gwen Williams

Staff Members present:

Dr. Aaron Woody

Dr. Drew Maerz

Carla Freemyer

Dr. Knott called the meeting to order at 6:53 p.m. and referred to Dr. Drew Maerz who began review of the agenda.

- 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

All policies will go to the Board for 30-day review in April. With no further business, the meeting adjourned at 6:55 p.m.

Finance Committee

Board Members present:

Gidget Kidd
Ryan Patton

Baxter Hammer, Chair
Linda Cranford

Gus Agudelo
Gwen Williams

Staff Members present:

Dr. Aaron Woody

Sandra Spivey

Mackenzie Palmer

Others present:

Eddie Burke and Albert Ong with Cherry Bekaert, LLP

Mr. Hammer called the meeting to order at 7:05 p.m. and referred to Ms. Sandra Spivey.

Ms. Spivey introduced Mr. Eddie Burke and Mr. Albert Ong with Cherry Bekaert, LLP, of the district's auditing firm. Mr. Burke, Partner with Cherry Bekaert, presented the 2018-19 financial audit results. Asheboro City Board of Education received an unmodified opinion, the highest level of assurance provided by auditors.

There being no further business, the meeting adjourned at 7:30 p.m.

*A copy is made a part of these minutes.

Board of Education Meeting

Board Members present:

Gidget Kidd, Chair
Baxter Hammer
Archie Priest, Jr.

Gustavo Agudelo
Dr. Beth Knott
Michael Smith

Linda Cranford
Ryan Patton
Gwen Williams

Board Members absent:

Phillip Cheek, Vice Chair

Asheboro City School Staff present:

Dr. Aaron Woody, Superintendent
Dr. Wendy Rich, Assistant Superintendent of Curriculum and Instruction
Ed Keller, Director of Maintenance and Facilities
Donna Gentry, Board Clerk
Sandra Spivey, Finance Officer
Anthony Woodyard, Director of Technology and Innovation
Carla Freemyer, Executive Director of Human Resources
Dr. Drew Maerz, Director of Testing and Accountability
Leigh Anna Marbert, Public Information Officer
Ray Horton, Exceptional Education Interim Director
Taylor Callicutt, School Attorney Representative

Opening

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

Upon motion by Ms. Williams and seconded by Mr. Agudelo, the Board unanimously approved the meeting agenda.

Community Spotlight

Ms. Leigh Anna Marbert, Public Information Officer, recognized Ms. Lisa Canoy, a librarian with the Randolph County Public Library, as this month's Community Partner. Ms. Canoy was selected by the Early Childhood Development Center for her commitment to ensuring our preschool students have access to developmentally-appropriate and engaging reading and literacy resources.

Board Spotlight

Ms. Holly White, Coordinator for Asheboro City Schools' five-star, nationally-accredited Early Childhood Development Center, and other staff members shared a presentation on working with students with Autism Spectrum Disorder (ASD).

Points of Pride

Ms. Leigh Anna Marbert, Public Information Officer, shared the following points of pride:

- Congratulations to South Asheboro Middle School student, Jaxon Jensen, for winning the Asheboro City Schools Spelling Bee! Jaxon advances to the regional competition on March 15.
- Congratulations to Logan Richardson, Teen Volunteer of the Year! Logan volunteers his time as a mentor at Guy B. Teachey Elementary School. He is an active participant in the youth ministry at Central United Methodist Church, and is a graduate of the 2018-2019 Student LIFT class through the Asheboro-Randolph Chamber of Commerce.
- The Asheboro High School Functional Skills Class participated in Randolph County's Special Olympics swimming competition on February 26. They took home first, second, and two third-place ribbons. While there, the group learned a number of Asheboro High School students represented the face of Randolph County Special Olympics.
- Youth Art Month is a celebration of the visual arts! Student exhibitions, public artworks, art festivals, and school events raise awareness and support of the visual arts to a number of local and statewide stakeholders. Asheboro City Schools again partnered with the Randolph County School System to host the art show and exhibit that will run the month of March at the Randolph Arts Guild.
- This year, district leadership chose Balfour Elementary School to represent Asheboro City Schools during the Piedmont Triad Education Consortium's Signature Schools Breakfast on Thursday, March 5. A one-minute video was shared at the breakfast to highlight the wonderful things happening at Balfour Elementary School.
- North Asheboro Middle School kicked off the 9th Annual Heritage Language Academy (HLA) in February. Adriana Paschal, Josie Roman, Jen Nelson, and Jill Hancock have chosen to teach families participating in this year's HLA. This year's theme is, "Oral Histories and Personal Narratives."

- On Monday, March 2, we celebrated Dr. Seuss's birthday during Read Across America throughout the district. We are grateful for the community supporters, board members, and staff who volunteered to read to students in our classrooms.

Special Recognitions:

Ms. Joyce Harrington, retiring Board of Education member, was honored for 34 years of service to Asheboro City Schools. Dr. Aaron Woody, Superintendent, lauded Ms. Harrington noting she has amassed a remarkable 1,243 hours of training, earning her place in the North Carolina School Boards Association Scholar's Circle. She was named to the North Carolina School Boards Association's All State Board in 1998. Ms. Harrington was presented flowers and a plaque honoring her service.

Mr. Jordi Roman, District Athletic Director, recognized Ms. Lindsey Otero, member of the Asheboro High School Girls Wrestling Team, for winning her division in the North Carolina State Wrestling Championship.

Public Comments:

There were no requests to address the board.

Consent Agenda

The following items under the Consent Agenda were approved as presented:

- A. Minutes of the February 13, 2020 Board of Education meeting and the February 24, 2020 Legislative Committee Meeting
- B. Personnel Transactions:

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Buck	Pat	CWM	First Grade	6/30/2020
Farmer	Charlene	LP	Exceptional Children	2/20/2020*
Funkhouser	Shari	ECDC	Pre-K	6/30/2020
Gillespie	R. Kevin	AHS	Physical Education	3/31/2020
Lardiere	Daniele	NAMS	English Language Arts	4/9/2020
Strickland	Krystyna	CO	Computer Technician	3/27/2020
Teague	Crystal	CO	Custodian	5/29/2020
Trogon	Denise	CWM	2nd grade	6/9/2020

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Cone	Liz	CO	Substitute \$85/per day	3/13/2020
Jones	Darian	CO	Substitute \$85/per day	2/20/2020
Mangold	Nichole	CO	Substitute \$85/per day	3/13/2020
Martin	Cheryl	AHS	Tutor (SAT/ACT Prep)	2/1/2020-4/18/2020
Shoffner	Keane	AHS	Custodian	3/2/2020
Williams	Robin	CO	Substitute \$85/per day	3/13/2020
Orozco	Maria	LP	1st grade Dual Language	8/12/2020
Smith	Edwin	SAMS	Non-faculty coach/Boys Soccer	3/13/2020
Sterling	"Jay"	GBT	Instructional Assistant/EC	3/9/2020
	Selena			

***TRANSFERS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Arnold	Karen	CO to CO/CWM	Lead EL Teacher/EL Teacher	3/2/2020
Dillion	Stacy	LP/CWM to LP	ESL Teacher to EC Teacher	3/2/2020
Elliott	Margaret	BAL	EL Teacher (part-time to full-time)	3/2/2020
Lawrence	Reid	NAMS to DLL	EC Instructional Assistant	3/9/2020

*date change only

C.* 2019 – 2020 Audit Report

D.* Policies Approved:

- Policy 1705 – Race and Equity
- Policy 2300 – Board Meetings
- Policy 6125 – Administering Medicines to Students
- Policy 7100 – Recruitment and Selection of Personnel
- Policy 7130 – Licensure
- Policy 7240 – Drug-Free and Alcohol-Free Workplace
- Policy 7410 – Teacher Contracts

E.* Bank Signature Card for North Asheboro Middle School

F.* Records Retention and Disposition Schedule

G.* Overnight Field Trip Request for Asheboro High School Wrestling Team, March 26-28, 2020, Virginia Beach, VA, High School Nationals Competition

H.* Overnight Field Trip Request for Asheboro High School DECA, April 29-May 2, 2020, Nashville, TN, International Career Development Conference

*A copy is made a part of these minutes.

Action Items

A.* Upon motion by Ms. Williams and seconded by Mr. Patton, the Board unanimously approved the revised 2020-2021 School Calendar as presented.

B.* Upon motion by Mr. Patton, seconded by Dr. Knott, the Board unanimously approved 2021-2022 School Calendar as presented (green draft).

C.* Dr. Wendy Rich, Assistant Superintendent of Curriculum and Instruction, presented Asheboro High School course proposals for the 2020-2021 school year. Upon motion by Ms. Cranford and seconded by Mr. Agudelo, the course proposals were unanimously approved as presented.

D. Board Candidate Ad Hoc Committee Report – Dr. Beth Knott, Board Member and Ad Hoc Committee Chair, reported the committee interviewed two applicants for the board seat vacated by the retirement of Ms. Joyce Harrington. Dr. Knott reported the committee is recommending Mr. Art Martinez to fill the vacancy. Upon motion by Mr. Priest and seconded by Mr. Smith, the nominee was unanimously approved and is expected to be sworn in at the April meeting.

*A copy is made a part of these minutes.

Information, Reports and Recommendations

A.* Ms. Deanna Wiles, K-12 Lead Curriculum Specialist, presented the Read to Achieve Plan and the anticipated plan for summer reading enrichment for 2020.

B.* Ms. Leigh Anna Marbert, Public Information Officer, presented the new proposed Asheboro High School

Opportunities Tool. The pamphlet has been designed for students and parents as a guide to various education pathways available as they transition from middle school to high school.

*A copy is made a part of these minutes.

Superintendent's Report

Dr. Aaron Woody, Superintendent, reported on the preparation and planning being made in regards to the Coronavirus (COVID-19) situation for the safety of our students and staff. A three-tiered phase in plan has been established outlining steps to be taken if the virus continues to spread.

In response to the possible need for emergency board meetings relating to steps regarding the novel coronavirus, Chairman Kidd directed the board clerk to post notices that board meetings may be held on a daily basis, if needed. After further discussion, a motion was made by Chairman Kidd, seconded by Ms. Cranford, and unanimously passed giving Superintendent Aaron Woody the authority to take any lawful action and to temporarily waive Board policies as necessary in response to potential risks associated with COVID-19.

Board Operations

Chairman Kidd noted the next board meeting is scheduled for April 9, 2020, which is the evening before the beginning of Spring Break. The Board unanimously agreed to change the board meeting to Tuesday, April 7, 2020.

The board also discussed and elected to establish a scholarship in honor of Ms. Joyce Harrington. Information will be sent to board members about donating to the scholarship.

Adjournment

There being no further business and upon motion by Ms. Williams, seconded by Mr. Agudelo, and unanimously approved, the meeting was adjourned at 9:38 p.m.

Chairman

Secretary

Legislative Committee Meeting Minutes
Monday, March 23, 2020
Central Office Board Room

Board members in attendance included:

Michael Smith, Chair

Gwen Williams

Gidget Kidd, Ex-Officio

Linda Cranford (via telephone)

Staff members in attendance included:

Dr. Aaron Woody, Superintendent

Carla Freemyer

Leigh Anna Marbert

Sandra Spivey

Legislative Committee Chair, Michael Smith, opened the meeting at 5:00 p.m. and welcomed all in attendance. Dr. Woody shared updates since the last Legislative Committee meeting (Feb. 24). He shared the updated draft platform.

The committee agreed the top three focus areas include:

1. Increase funding for school safety.
2. Standardized accountability for all publicly-funded schools
 - a. Calendar flexibility
 - b. K-3 class size
3. Increase the weighting of student growth from 20-50 percent.

Committee members were asked to review the draft platform and share any edits with Mrs. Marbert prior to the April meeting of the Asheboro City Board of Education. At the April meeting, Mr. Smith will present the agreed upon platform for approval.

Mr. Smith then adjourned the meeting at 5:25 p.m.

**Asheboro City Schools
Personnel Transactions
April 7, 2020**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Confer	Lee Ann	ECDC	Instructional Assistant	6/30/2020

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Moser	Jennifer	AHS	Exceptional Children	8/17/2020

Asheboro City Schools
Personnel Transactions - ADDENDUM
April 7, 2020

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Jones	Darian	DLL	Exceptional Children	8/12/2020

***C. TRANSFERS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Coble	Robbie	CO	Sub Bus Driver to Bus Driver	3/16/2020
Gibson	LaKeia	CO	Sub Bus Driver to Bus Driver	3/16/2020

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
April 7, 2020**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Moser, Jennifer	North Carolina A&T University B: Exceptional Children	Exceptional Children

Ms. Jennifer Moser is recommended to teach Exceptional Children at Asheboro High School for the 2020-2021 school year. Ms. Moser currently teaches at Gillespie Park Elementary School, where she serves as the Lead Exceptional Children teacher. During her seven years at Gillespie Park Elementary School, she has taught in the resource setting, developed and implemented IEPs, managed a caseload of 13 to 35 students, served on the school leadership team and the Multi-Tiered System of Support (MTSS) team. Ms. Moser is looking forward to continuing her career with Asheboro City Schools and serving students at Asheboro High School. Welcome Ms. Moser!

ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS - ADDENDUM
April 7, 2020

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Jones, Darian	University of NC – Greensboro B: Dual Elementary and Special Education	Exceptional Children Elementary

Ms. Darian Jones is recommended to teach Exceptional Children at Donna Lee Loflin Elementary School for the 2020-2021 school year. Ms. Jones completed her internship and student teaching experience at Lindley Park Elementary School. She also completed internships at Hopewell and Liberty Elementary School, along with South Asheboro Middle School. Ms. Jones has served as an after-school and summer camp counselor at the Randolph-Asheboro YMCA, and summer staff at Victory Junction. Ms. Jones is excited to begin her teaching career in Asheboro City Schools and is looking forward to joining the Donna Lee Loflin team. Welcome Ms. Jones!

Budget Amendment
Asheboro City Schools Administrative Unit
State Public School Fund

The Asheboro City Board of Education at a regular meeting on the 9th day of April, 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	\$	249,231
		\$	<u>249,231</u>

EXPENDITURE

1.5400.003	School Leadership - Office Support	\$	2,130
1.6400.015	Technology Support - School Technology Fund		5,945
1.5350.016	Extended Day/Year Instruction - Summer Reading Camps		(42,265)
1.6550.056	Transportation Services - Transportation of Pupils		104,975
1.6540.154	Custodial Services - COVID-19 Supplemental Funding		<u>178,446</u>
		\$	<u>249,231</u>

Total Appropriation in Current Budget	\$	32,257,085
Total Increase/Decrease of above amendment		<u>249,231</u>
Total Appropriation in Current Amended Budget	\$	<u>32,506,316</u>

Passed by majority vote of the Board of Education of Asheboro City on the 9th day of April, 2020.

Chairman, Board of Education

Secretary

ASHEBORO CITY BOARD OF EDUCATION

2020 Legislative Platform

VISION STATEMENT

Asheboro City Schools will be a community of excellence where each student graduates globally competitive for careers, college, and citizenship.

MISSION STATEMENT

We are committed to providing rigorous, individualized, and engaging learning opportunities for all students in a safe and inviting environment to ensure our students become successful lifelong learners, prepared for global citizenship.

PURPOSE OF LEGISLATIVE COMMITTEE

- To educate, inform, and communicate the needs of the Asheboro City Schools with key legislative leaders at the local, state, and federal levels on a regular basis;
- To develop positive relationships with key legislative leaders; and
- To stay abreast of current legislative issues and develop awareness among key legislative leaders of their potential impact on the Asheboro City Schools.

GUIDING PRINCIPLES

1. **Local Control**—We believe that a system of excellent schools is governed by a local board of education representative of the community and vested in the interests of its students and citizens.
2. **Adequate funding**—We believe that a system of excellent schools provides quality learning opportunities for all students, and the state should provide sufficient funding and resources to meet the requirement of providing all children with the opportunity for a sound, basic education.
3. **Support for public schools**—We believe that public education in North Carolina offers the promise of equal educational opportunities no matter race, religion, or ability; high standards; public accountability; and is a benefit to society by teaching democratic principles and shared values.

Top Three Legislative Priorities for 2020

Increase funding for school safety – We would like to see continued support of the 2019 investment in school safety enhancements by providing recurring funds for grant initiatives that would allow school districts to hire additional school resource officers and student support personnel, especially mental health specialists. We believe it is critical to properly staff our schools with the necessary support structure for the social, emotional, and mental health needs of our students. It is imperative for the General Assembly to provide sufficient allotments to meet the nationally recommended staff to student ratios for these positions.

National recommendation for Mental Health Specialists to Students = **1: 1,000-1,500**

Asheboro City Schools Ratio = **1:4,500**

Asheboro City Schools Mental Health Referrals 2018-2019 = **102**

Standardized accountability for all publicly-funded schools – We believe all schools receiving tax-payer dollars should be held to the same accountability measures in terms of student performance, teacher qualifications, calendar flexibility, curriculum standards, school accreditation requirements, and reporting requirements. We strongly encourage the General Assembly to “level the playing field” so that families are able to make fair comparisons among all publicly-funded schools including private, religious, charter, and virtual schools.

Publicly-funded schools are NOT held to the same standards

Public schools must meet eight requirements to be in compliance with school calendar law.

100% of teachers teaching in public schools must be licensed.

Public schools have strict restrictions on class size.

Public schools must meet curriculum standards mandated by North Carolina.

Increase the weighting of student growth from 20% to 50% – We request an increase in the weighting of student growth from 20% to 50% in calculating the A-F North Carolina school performance grades. By increasing the weighting of student growth from 20% to 50%, a truer picture of the progress made by our schools in increasing student achievement would be presented. The current grading scale (20% growth, 80% proficiency) frames many of our schools and local communities in a negative light, thus affecting the economic climate. We strongly encourage making the 15-point grading scale for school performance grades permanent to ensure a fair comparison of annual grades, providing stability in accountability measures governing school operations. Additionally, we would appreciate a revision to the definition of a low-performing school. Schools that “meet expected growth” should not be labeled as “low-performing.” (ACS Strategic Plan Goal 2, Objective 2.)

Growth ranges in the weighting of student growth

Exceeded: 85-100

Met: 70-84.9

Not Met: 50-69.9

Asheboro High School	B	Met Growth	84.8	*Top 50% Statewide
Balfour Elementary School	C	Exceeded Growth	93.2	*Top 5% Statewide
McCrary Elementary School	C	Exceeded Growth	86.9	*Top 25% Statewide
Loflin Elementary School	C	Met Growth	79.6	
Teachey Elementary School	B	Met Growth	77	
Lindley Park Elementary School	C	Met Growth	75	
North Asheboro Middle School	C	Met Growth	84.7	*Top 50% Statewide
South Asheboro Middle School	C	Did Not Meet Growth	59.5	

Additional Legislative Priorities for 2020

Calendar flexibility — We ask our local legislators to consider an amendment to the calendar law that allows for the same calendar flexibility granted to charter and low-performing schools, so that we may schedule first semester exams before the winter break and align our calendars with community college and university calendars. We believe by amending the calendar law to provide more flexibility in the start and end dates, we will be able to optimize retention, minimize disruption, and allow concepts and ideas to be fully developed and absorbed.

(ACS Strategic Plan Goal 2; Objectives 2, 4, 5, and 6.)

Class size (K-3) – We appreciate the extension approved by our local legislators to phase in smaller class sizes over time and for the additional funding to support our enhancement teachers (art, music, and physical education). As we continue to navigate class sizes transitions, we also encourage our legislators to consider amending the law on class size caps in K-3 to eliminate the districtwide averages.

Adequate Funding *(ACS Strategic Plan Goals 4 and 5)*

NC Pre-K— We continue to support increased funding to serve additional three and four-year olds in five-star pre-kindergarten programs. The state-funded pre-kindergarten program – NC Pre-K – provides high-quality early education to North Carolina’s most at-risk children. Studies have consistently found that children who participate in the program emerge better prepared for school and more likely to read at grade-level by third grade than their at-risk peers. Lawmakers should continue to expand this program and move it back under the Department of Public Instruction.

Increase Pay for All North Carolina Educators – We ask our legislators to continue to increase the state’s investment in improving educator pay and benefits. We encourage pay increases for all North Carolina educators including teachers, principals, instructional support professionals, non-certified personnel and central office staff so that we may ensure attraction and retention of quality employees essential for student success. We support increases in educator compensation for the sake of recognizing our staff for their work, and also to position North Carolina as a competitive market for educators.

Approve a statewide school facility bond referendum – We support allowing North Carolinians to vote on a significant statewide bond to assist local counties with addressing the \$8.1 billion in school facility construction and renovation need identified through 2021.

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, 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.

B. HIGH SCHOOL AND MIDDLE SCHOOL FINAL EXAMS AND END-OF-COURSE TESTING

The End of Course (EOC), End of Grade (EOG) and North Carolina Final 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, North Carolina Final Exam 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.

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; 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: *NC Final Exams Test Administrators' Guides*, available at <http://www.dpi.state.nc.us/accountability/testing/common-exams/>; *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

A. PURPOSE

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

B. STUDENT PROMOTION STANDARDS

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

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

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

C. LOCAL PROMOTION STANDARDS**1. Grades Kindergarten, 1 and 2**

Students in grades K, 1 and 2 will be expected to demonstrate grade level proficiency on the current state instructional standards in reading, writing, and mathematics. Multiple measures are to be used to determine grade level proficiency on the current state instructional standards including, but not limited, to:

- a. K-5 Portfolio, including writing samples

- b. K-2 math benchmark assessments
- c. Demonstration of the current state grade level instructional standards
- d. Teacher observation and recommendation
- e. Reading 3D Diagnostic Data

Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's individual growth plan. Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection E of this policy.

2. Grades 3-5

Students in grades 3, 4 and 5 will be expected to demonstrate grade level proficiency in reading, writing, mathematics, science, and social studies. Multiple measures are to be used to determine grade level proficiency including, but not limited, to:

- a. Standardized test scores from the North Carolina End-of-Grade tests
- b. Demonstration of the current state grade level instructional standards
- c. K-5 portfolios, including writing samples
- d. Benchmark assessments
- e. Teacher observation and recommendation
- f. Reading 3D Diagnostic Data

Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's individual growth plan. Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection E of this policy.

3. Grades 6-8

Students in grades 6, 7 and 8 will be expected to demonstrate grade level proficiency in reading, writing, mathematics, science, and social studies. Multiple measures are to be used to determine grade level proficiency including, but not limited, to:

- a. Standardized test scores from the North Carolina End-of-Grade tests
- b. Pass five courses: one of which must be language arts, one of which must be mathematics, one of which must be science or social studies

- c. Grades
- d. Student work portfolios, including writing samples
- e. Benchmark assessments
- f. Teacher observation and recommendation

Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's individual growth plan. Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection E of this policy.

4. Grades 6-8 End of Course, End of Grade, and North Carolina Final Exams

The End of Course (EOC), End of Grade (EOG) and North Carolina Final Exam results shall 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.

5. High School End of Course Tests

The End of Course (EOC) assessment, North Carolina Final Exam and vocational post assessment results shall 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 Future Ready Occupational Course of Study 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. (State Board of Education Policy TEST-003, -011, -016) All other high school courses are also required to

administer a final exam that shall count as twenty percent (20%) of a student's final grade.

6. Diploma Standards

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

D. INTERVENTION FOR STUDENTS UNLIKELY TO MEET PROMOTION STANDARDS

The goal of Asheboro City Schools is to identify, as early as possible, students who are unlikely to meet the standards for progression to the next level of study so that the school can provide appropriate intervention. Intervention must be provided for any student who does not meet grade level proficiencies established by the State or who is determined to be at-risk of not meeting grade level proficiencies or making progress toward graduation established by the Local Board or State.

Every student who does not meet grade level proficiency, is at risk of academic failure, or is not making progress toward graduation shall have developed for them an individual growth plan constructed by the student's teacher(s) whether the student is promoted or retained. Each plan shall include student assessment data, intervention strategies, and progress monitoring strategies (Students At Risk of Academic Failure, policy 3405).

1. Intervention Plans

Each school must submit to the board the school's plan for intervention as part of the school's yearly improvement plan. Schools also must include in the school improvement plan the types of intervention strategies that will be offered at the school. At a minimum, the intervention plan must address the following elements:

- a. identification of and intervention for students at risk of failing the student accountability standards;
- b. differentiated instruction for students who have been retained; and
- c. meeting individual students' needs.

2. Intervention Strategies

Intervention involves identifying strategies specifically designed to increase grade level proficiency. Strategies may include, but are not limited to, alternative learning models, special homework, smaller classes, flexible grouping, tutorial sessions, extended school day, Saturday school, modified instructional programs, parental involvement, small or large group counseling sessions, summer school

instruction, participation in or restriction of participation in extracurricular activities, individualized instruction or goals, and remedial instruction or retention.

Extended instructional opportunities should be different from and supplemental to regular classroom instruction. The school will involve parents and the student in discussing intervention strategies. Students will participate in the intervention strategies and demonstrate acceptable growth and achievement.

E. REVIEW OF STUDENT PROMOTION STANDARDS

1. Previous retentions

Previous retentions may be a factor in waiving student promotion standards.

2. Review Process

In the case where a student's promotion is in question, the principal must consider the following before recommending promotion or retention.

Teachers shall provide documentation of the student's performance during a review process. Documentation may include but is not limited to:

1. Student work samples;
2. Other assessment data;
3. Information supplied by parents;
4. For student with disabilities, information that is included in the individualized education program; and
5. Other information that verifies that a student is at grade level or, is making adequate progress to meet grade level requirements.

Light's Retention Scale should be considered for deciding whether or not a student should be retained.

F. APPEALS OF PROMOTION DECISIONS

1. Appeal to the Superintendent

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

or was otherwise an abuse of discretion.

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

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

2. Appeal to the Board of Education

The superintendent's decision to promote or retain a student may be appealed to the board in accordance with the procedures set forth in subsection E.5 of policy 1740/4010, Student and Parent Grievance Procedure.

G. READING CAMPS

The board will provide reading camp opportunities as required by law at no fee for students who have not yet demonstrated reading proficiency on a third grade level at the end of third grade and for first and second grade students whose demonstrated reading comprehension is below grade level. The superintendent or designee shall encourage parents of eligible students to enroll their students in a reading camp. To the extent resources permit, the board may offer fee-based reading camp opportunities to students who have successfully demonstrated reading proficiency appropriate for a third grade student and to first and second grade students who have demonstrated appropriate developmental abilities in reading comprehension. Annually, the board may establish criteria for priority enrollment in its fee-based reading camps and may set the attendance fee at an amount not to exceed the statutory limit. If offered, the superintendent or designee shall notify interested parents of the application procedure for the fee-based reading camps.

H. PROMOTION AND ACCOUNTABILITY STANDARDS FOR STUDENTS WITH DISABILITIES

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

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

I. PROMOTION AND ACCOUNTABILITY STANDARDS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

To the extent possible, students with limited English proficiency will be held to the same standards as all other students.

All intervention and other opportunities, benefits, and resources that are made available to other students must be made available to students with limited English proficiency who participate in the student promotion standards.

J. CREDIT BY DEMONSTRATED MASTERY

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

K. CREDIT RECOVERY

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

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

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

L. REPEATING A COURSE FOR CREDIT

1. Repeating a Previously Failed Course

As provided in State Board of Education policy CCRE-001, high school students who fail a course for credit may repeat that course. To take advantage of this option, the student must repeat the entire course. When a student initially fails a high school course and successfully repeats the course for credit, the new course grade will replace the original failing grade for the course on the student's transcript and in

calculations of the student's GPA, class rank, and honor roll eligibility. The superintendent may develop procedures for students to indicate their intent to repeat a course for credit under this paragraph and may establish any other rules as necessary and consistent with State Board policy.

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

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

- a. the student must make a written request to repeat the course;
- b. the principal or designee must approve the request;
- c. there must be space available after seats have been assigned to students who are taking the course for the first time or repeating a previously failed course;
- d. the course to be repeated must be a duplicate of the original class and course number and must be taken during the regular school day at a high school in this school system or through the North Carolina Virtual Public School;
- e. upon completion of the repeated course, the higher course grade, current or original mark, will be used on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility;
- f. credit towards graduation for the repeated course will be given only once;
- g. a course may be repeated only one time; and
- h. students may repeat a maximum of four previously passed courses during their high school careers.

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

M. ACCELERATION

Some students may need less time to learn the curriculum. The Board recognizes our responsibility to provide an array of services that maximizes the potential of each of these students. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail or providing different types of educational experiences. Differentiated programs and services may be provided through

such strategies as appropriate classroom groupings, increased pace instruction, challenging subject classes, differentiated units, content modification, subject advancement, grade skipping, alternative products, enrichment opportunities, curriculum compacting, or individual projects and contracts. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options (see policy 3101, Dual Enrollment).

N. REPORTING REQUIREMENTS

1. Superintendent's Report to the Board

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

- a. aggregate student performance scores on state-mandated tests and any other standardized tests used by a school or the school system;
- b. the number and percentage of students retained and/or not meeting the standards for their grade level;
- c. the number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in state law; and
- d. remedial or additional educational opportunities provided by the school system and the success of these efforts in helping students meet promotion standards.

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

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

3. Publication on the School System Website

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

O. RESOURCES

Consistent with the objective of improving student performance, the board will provide schools with maximum flexibility in the allocation of state funds. School personnel are expected to budget financial resources in a manner that will meet the standards established in this policy. The board will consider requests to transfer funds from other funding allotment categories to intervention strategies as part of the school improvement

plan submitted by school officials. All funds will be used in a fiscally sound manner in accordance with policy 8300, Fiscal Management Standards.

P. NOTIFICATION TO PARENTS

The superintendent or designee shall provide information regarding promotion standards to all students and parents. In addition, if a kindergarten, first grade, second grade or third grade student (1) is demonstrating difficulty with reading development; (2) is not reading at grade level; or (3) has an individual growth plan under G.S. 115C-105.41, the student's teacher shall provide the student's parents timely written notice advising that if the student is not demonstrating reading proficiency by the end of third grade, the student will be retained, unless exempt from mandatory retention for good cause. Parents are encouraged to help their children meet the promotion standards and will have opportunities to discuss the promotion standards and procedures with teachers and the principal. Information provided to parents should be in the parents' native language when appropriate foreign language resources are readily available.

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

Q. CHILDREN OF MILITARY FAMILIES

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

Legal References: G.S. 115C-36, -45(c), -47, -81, -83.2, -83.3, -83.6, -83.7, -83.8, -83.9, 83.10, -83.11, -105.21, -174.11, -288(a), -407.5; State Board of Education Policy CCRE-001, KNEC-002, KNEC-003

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Goals and Objectives of the Educational Program (policy 3000), Dual Enrollment (policy 3101), Students At-Risk of Academic Failure (policy 3405), School Improvement Plan (policy 3430), Graduation Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620),

Children of Military Families (policy 4050), Assignment to Classes (policy 4155), Fiscal Management Standards (policy 8300)

Other Resources: *Guidelines for Testing Students Identified as English Learners*, (N.C. Department of Public Instruction) available at <http://www.dpi.state.nc.us/docs/accountability/policyoperations/lep/testinglep1314.pdf>; *North Carolina Read to Achieve: A Guide to Implementing House Bill 950/S.L. 2012-143 Section 7A* (N.C. Department of Public Instruction), available at <http://www.dpi.state.nc.us/docs/k-3literacy/resources/guidebook.pdf>

Adopted: August 11, 2011

Revised: August 8, 2013, January 9, 2014, October 9, 2014, March 12, 2015, July 14, 2016, July 13, 2017, May 10, 2018, December 13, 2018, September 12, 2019

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 table in subsection A.1 below lists the course unit requirement for the Future-Ready Core Course of Study applicable to students who entered ninth grade for the first time during the 2013-14 school year or thereafter. Students who entered the ninth grade for the first time before 2013-14 school year should consult their guidance counselor to determine applicable course unit requirements for graduation.

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 in 2013-2014 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 American History: Founding Principles, Civics & Economics; American History Parts I and II OR AP U.S. History and one additional social studies elective; 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.)*****	
Total Credits	22	28

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

** Students entering ninth grade for the first time prior to the 2014-15 school year have alternate math course options. See SBE policy GCS-N-004.

*** 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 <http://maccss.ncdpi.wikispaces.net/file/view/Math%20Options%20Chart%209.5.2014.pdf/522504358/Math%20Options%20Chart%209.5.2014.pdf>

**** American History: Founding Principles, Civics and Economics must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by an AP/AB course, dual enrollment, or any other course that does not fully address the NCSCOS.

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

2. Future-Ready Occupational Course of Study Credits Required (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: Founding Principles, Civics and Economics; and American History I and/or American History II)	
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	
Other Requirements	<ul style="list-style-type: none"> • Completion of IEP objectives • Career Portfolio 	
Total Credits	22	28

* 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 FINAL EXAMS AND END -OF-COURSE TESTING

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

The EOC test results will count as 20 percent of a student's final grade in each high school course for which an EOC test is available, except that this requirement does not apply to students following the Occupational Course of Study.

C. SPECIAL CIRCUMSTANCES

The board adopts the following policies with regard to graduation.

1. Honor Graduates

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

2. Students with Disabilities

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

3. Children of Military Families

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

a. Waiver Requirements

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

b. Testing Requirements for Graduation

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

c. Transfers During Senior Year

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

4. Early Graduation

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

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

5. Graduation Certificates

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

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)(1), -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), 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

Policies For 30-Day Review

GOVERNING PRINCIPLE – SAFE, ORDERLY AND INVITING ENVIRONMENT

Policy Code:

1500

A system of excellent schools creates and maintains a safe and orderly environment where staff and students are focused on and excited about learning. The board's vision for creating and maintaining a safe, orderly and inviting environment is expressed through the following board policies:

School Safety	(policy 1510/4200/7270)
Identification Card System	(policy 1520)
Prohibition Against Discrimination, Harassment and Bullying	(policy 1710/4021/7230)
Nondiscrimination on the Basis of Disabilities	(policy 1730/4022/7231)
School Trips	(policy 3320)
School Improvement Plan	(policy 3430)
Conflict Resolution	(policy 3431)
Alternative Learning Programs/Schools	(policy 3470/4305)
Citizenship and Character Education	(policy 3530)
Focus on Students	(policy 4000)
Service Animals in Schools	(policy 4202/5029/7272)
Release of Students from School	(policy 4210)
Communicable Diseases – Students	(policy 4230)
Student Sex Offenders	(policy 4260)
Student Behavior Policies	(policy 4300)
Authority of School Personnel	(policy 4301)
School Plan for Management of Student Behavior	(policy 4302)
Integrity and Civility	(policy 4310)
Disruptive Behavior	(policy 4315)
Tobacco Products – Students	(policy 4320)
Drugs and Alcohol	(policy 4325)
Theft, Trespass and Damage to Property	(policy 4330)
Assaults, Threats and Harassment	(policy 4331)
Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety	(policy 4333)
Use of Unmanned Aircraft (Drones)	(policy 4334/5035/7345)
Criminal Behavior	(policy 4335)
Student Searches	(policy 4342)
Student Discipline Records	(policy 4345)
Short-Term Suspension	(policy 4351)
Removal of Student During the Day	(policy 4352)
Long-Term Suspension, 365 Day Suspension, Expulsion	(policy 4353)
Requests for Readmission of Students Suspended for 365-Days or Expelled	(policy 4362)
Visitors to the Schools	(policy 5020)
Registered Sex Offenders	(policy 5022)
Smoking and Tobacco Products	(policy 5026/7250)

Weapons and Explosives Prohibited	(policy 5027/7275)
News Media Relations	(policy 5040)
Emergency Closings	(policy 5050)
Relationship with Other Governmental Agencies	(policy 5100)
Relationship with Law Enforcement	(policy 5120)
Collections and Solicitations	(policy 5220)
Operation of Student Food Services	(policy 6220)
Goals of Student Transportation Services	(policy 6300)
Safety and Student Transportation Services	(policy 6305)
Drivers	(policy 6315)
Bus Routes	(policy 6321)
Transportation Service/Vehicle Contracts	(policy 6340)
Organization of Equipment, Materials and Supplies Services	(policy 6510)
Hazardous Materials	(policy 6540)
Drug-Free and Alcohol-Free Workplace	(policy 7240)
Drug and Alcohol Testing of Commercial Motor Vehicle Operators	(policy 7241)
Staff Responsibilities	(policy 7300)
School Administrator Contracts	(policy 7425)
Planning to Address Facility Needs	(policy 9000)
Facility Design	(policy 9020)
Care and Maintenance of Facilities	(policy 9200)
Care and Maintenance of Grounds and Outdoor Equipment	(policy 9210)
Security of Facilities	(policy 9220)

Legal References: G.S. 115C-36

Cross References: Governing Principles (policy 1100), Board and Superintendent Relations (policy 2010), Adoption of Policies (policy 2420)

Adopted: March 12, 1998 to become effective July 1, 1998

Revised: July 12, 2012

The board expects all employees to maintain the highest professional, moral, and ethical standards in their interactions with students. Employees are required to provide an atmosphere conducive to learning through consistently and fairly applied discipline and established and maintained professional boundaries. Employees are expected to motivate each student to perform to his or her capacity while modeling the behavior expected of students in staff-student relationships.

The interactions and relationships between staff and students must be based upon cooperation, mutual respect, and an understanding of the appropriate boundaries between adults and students inside and outside of the educational setting. Employees are expected to demonstrate good judgment and to avoid the appearance of impropriety in their interactions with students. Employees must consult their supervisor any time they suspect or are unsure whether conduct is inappropriate or otherwise constitutes a violation of this or other board policy.

For the purposes of this policy, the terms “staff” and “employees” include independent contractors and school safety officers, and volunteers, but do not include student employees or student volunteers.

A. ROMANTIC RELATIONSHIPS AND SEXUAL CONTACT PROHIBITED

All employees are prohibited from dating, courting or entering into a romantic relationship or having sexual contact with any student enrolled in the school district regardless of the student's age. Employees engaging in such inappropriate conduct will be subject to disciplinary action, up to and including dismissal and may be subject to criminal action as provided in G.S. 14-202.4 and 14-27.32.

B. RESTRICTIONS OF ELECTRONIC COMMUNICATIONS

1. In accordance with policy 7335, Employee Use of Social Media, employees are prohibited from communicating with current students through non-school-controlled social media without parental permission except to the extent that the employee and student have an appropriate relationship which originated outside of the school setting. Any communication through social media authorized under policy 7335 must meet the professional standards established in this policy and must otherwise be consistent with law and all other board policy.
2. Instant messages will be treated as a form of communication through social media subject to the terms of policy 7335 and subsection B.1 above, regardless of whether the messaging service is actually provided through a social media service or otherwise.

3. Employees are prohibited from engaging in other forms of one-to-one electronic communications (e.g., voice, voice mail, email, texting, and photo or video transmission) with students without written prior approval of the employee's supervisor and the student's parent. This rule shall not apply, however, if one or more of the following circumstances exist:
 - a. the communication (1) is for an educational purpose, (2) is conducted through a school system-provided platform which archives all such communications for a period of at least three years (this requirement does not apply to telephone or voice mail communications), and (3) occurs after the employee has given prior notice to his or her supervisor or designee that such communications will occur;
 - b. the communication serves an educational purpose and is simultaneously copied or transmitted to the employee's supervisor or designee and, upon request, to the parent or guardian;
 - c. the communication is necessary in a bona fide emergency, provided the communication is disclosed to the supervisor and parent or guardian as soon as reasonably possible; or
 - d. the communication derives from a relationship or association outside of the school setting and occurs with the consent of the parent or guardian, provided such communication does not otherwise violate this or other board policy.

Any one-to-one electronic communication permitted by this subsection must meet the professional standards established in this policy and must otherwise be consistent with law and all other board policies.

4. It is the duty of every employee to notify his or her supervisor of any unsolicited one-to-one communication, in any form, electronic or otherwise, received from a student when the communication lacks a clear educational purpose. School counselors are excluded from this requirement only to the extent that it conflicts with their professional duties.
5. Violations of this section will be considered unprofessional behavior subject to discipline, up to and including dismissal. Factors that may be relevant to the determination of an appropriate disciplinary response to unauthorized communications with students include, but are not limited to:
 - a. the content, frequency, subject, and timing of the communication(s);

- b. whether the communication(s) was appropriate to the student's age and maturity level;
- c. whether the communication(s) could reasonably be viewed as a solicitation of sexual contact or the courting of a romantic relationship, including sexual grooming;
- d. whether there was an attempt to conceal the communication(s) from the employee's supervisor and/or the student's parent or guardian;
- e. whether the communication(s) created a disruption of the educational environment; and
- f. whether the communication(s) harmed the student in any manner.

C. REPORTING INAPPROPRIATE CONDUCT

1. Reporting by Employees

Any employee who has reason to believe any of the following shall immediately report that information to the superintendent or designee:

- a. that another employee is involved in a romantic or other inappropriate relationship or has had sexual contact with a student;
- b. that another employee has engaged in other behavior prohibited by this policy;
- c. that the employee has witnessed behavior by another employee that has the appearance of impropriety, whether or not the behavior may have a valid purpose.

An employee who fails to inform the superintendent or designee as provided in this section may be subject to disciplinary action, up to and including dismissal.

2. Reporting by Students

Any student who believes that he or she or another student has been subject to misconduct that violates this policy should immediately report the situation to the principal, school counselor, or the Title IX coordinator designated in policy 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure.

3. Report of Criminal Misconduct

Any principal who has reason to believe that a student has been the victim of criminal conduct shall immediately report the incident in accordance with policy 4335, Criminal Behavior.

4. Report to State Superintendent of Public Instruction

Any administrator, including the superintendent, a deputy/associate/assistant superintendent, a personnel administrator, or a principal, who knows or has reason to believe that a licensed employee has engaged in conduct which involves physical or sexual abuse of a child shall report that information to the State Superintendent of Public Instruction within five working days of any disciplinary action, dismissal, or resignation based on the conduct. For purposes of this subsection, physical abuse is the infliction of physical injury other than by accidental means or in self-defense, and sexual abuse is the commission of any sexual act upon a child or causing a child to commit a sexual act, regardless of consent and the age of the child. Failure to report such conduct may result in the suspension or revocation of an administrator's license by the State Board of Education.

This reporting requirement applies in addition to any duty to report suspected child abuse in accordance with state law and policy 4240/7312, Child Abuse – Reports and Investigations, as applicable.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 7926; Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 *et seq.*, 34 C.F.R. pt. 106; G.S. 14-23.32, -202.4; 115C-47(18); 16 N.C.A.C. 6C.0312, .0601, .0602; State Board of Education Policies EVAL-014, LICN-007, NCAC-039

Cross References: Governing Principal - Removal of Barriers (policy 1700), Prohibition Against Discrimination, Harassment, and Bullying (policy 1710/4021/7230), Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), Student and Parent Grievance Procedure (policy 1740/4010), Child Abuse – Reports and Investigations (policy 4240/7312), Criminal Behavior (policy 4335), School Volunteers (policy 5015), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335)

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

Revised: December 11, 2008, March 11, 2016, September 14, 2017, February 8, 2018

The board recognizes the valuable contributions that school volunteers make to the learning process and educational goals of the school system. Instructional programs are enhanced through the contributions of student's parents and families, community members, and local business and industry. These volunteers contribute time, resources, and expertise that assist the school system to reach the goal of providing a sound basic education to all children.

The superintendent shall provide for parents to be notified of their right to take four hours of unpaid leave from their jobs every year in order to volunteer in their child's schools as stated in G.S. 95-28.3.

The board encourages schools administrators to develop and implement plans for utilizing school volunteers. The superintendent and designees will be responsible for implementing and supervising school volunteer programs. School volunteer programs must provide the following:

1. adequate screening of volunteers based upon the amount of contact they will have with students;
2. the requirement that volunteers comply with policy 5020, Visitors to the Schools;
3. reasonable supervision of volunteers based at least in part upon the amount of contact they will have with students; and
4. adequate training of volunteers, including familiarizing volunteers with applicable laws, board policies (including policy 4040/7310, Staff-Student Relations), administrative procedures and school rules.

Volunteers may be subject to background, criminal record and reference checks to the same extent as school system employees. Principals may limit or terminate the activities of a volunteer in the best interest of the school.

All school volunteers will be expected to be professional and dependable in their volunteer activities.

Legal References: G.S. 95-28.3; 115C-36, -47; -203 to -209.1

Cross References: Parental Involvement (policy 1310/4002), Staff-Student Relations (policy 4040/7310), Visitors to the Schools (policy 5020)

Administrative Procedure: Yes

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

Revised: November 8, 2007, March 12, 2009, December 14, 2017

Upcoming Events As Of April 2, 2020				
	DATE	MEETING	TIME	LOCATION
2019-2020				
Thursday	April 9	Asheboro City Board of Education meeting	7:30 p.m.	TBD
Friday	April 10	Good Friday holiday	All day	All sites
Monday - Friday	April 13 - 17	Annual Leave for teachers (Spring Break)	All day	All sites
Thursday	May 21	McCrary AFTT/Title I Night	5:30-7:30 p.m.	McCrary
Monday	May 25	Memorial Day holiday	All day	All sites
Tuesday	May 26	Projected Finish Date for AHS Addition	All Day	AHS
Tuesday	June 2	TOY Banquet (postponed date)	6 p.m.	Pinewood Country Club
Friday	June 5	Last Day for students/Early Release/Graduation	Graduation at 7 p.m.	Graduation at Lee J. Stone Stadium
Monday	June 8	ACS Retirement Breakfast	Breakfast at 7:30 a.m., Program at 8 a.m.	TBD
Monday - Tuesday	June 8-9	Teacher Workdays		
Thursday	June 11	Asheboro City Board of Education meeting	7:30 p.m.	TBD

Asheboro City Board of Education
April 7, 2020

Finance

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

Policy

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

Gidget Kidd, ex-officio
Phillip Cheek, ex-officio

Legislative

Michael Smith, Chair
Linda Cranford
Gwen Williams

Gidget Kidd, ex-officio
Phillip Cheek, ex-officio

Calendar Committee: Ryan Patton, Gwen Williams, Baxter Hammer

School Assignments 2020

Asheboro High School
South Asheboro Middle School

North Asheboro Middle School

Balfour Elementary School

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

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

ASHEBORO CITY BOARD OF EDUCATION

April 7, 2020

6:45 p.m.

Central Office Board Room / Virtual Meeting

I. Opening

A. Call to Order

II. Action Items

A. Budget Request

III. Adjournment



2020-21 BUDGET REQUEST
Asheboro City Board of Education

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

Continuation Costs	\$	331,850
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- Salary Increase
- Insurance Increase
- Retirement Increase
- Technology Replacement Plan

Total Increase Requested	\$	331,850
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Asheboro City Schools

2020-2021 Budget Information

Local Current Expense County Appropriation

Year	Amount	Difference
2008-09	\$ 4,006,130	\$ 245,888
2009-10	\$ 4,419,906	\$ 413,776
2010-11	\$ 4,291,642	\$ (128,264)
2011-12	\$ 4,367,466	\$ 75,824
2012-13	\$ 4,506,116	\$ 138,650
2013-14	\$ 4,490,951	\$ (15,165)
2014-15	\$ 4,552,805	\$ 61,854
2015-16	\$ 4,667,005	\$ 114,200
2016-17	\$ 4,827,759	\$ 160,754
2017-18	\$ 5,071,869	\$ 244,110
2018-19	\$ 5,366,169	\$ 294,300
2019-20	\$ 5,730,285	\$ 364,116
2020-21 Request	\$ 6,137,135	\$ 406,850

Asheboro City Schools

2020-2021 Budget Information

Supplemental Tax Rate and Revenue

Year	Rate	Actual Revenue		Difference	
2008-09	13.85	\$	2,950,694	\$	31,761
2009-10	13.85	\$	2,929,124	\$	(21,570)
2010-11	13.85	\$	2,869,018	\$	(60,106)
2011-12	13.85	\$	3,009,779	\$	140,761
2012-13	13.85	\$	2,988,236	\$	(21,543)
2013-14	13.85	\$	3,075,606	\$	87,370
2014-15	15.00	\$	3,302,183	\$	226,577
2015-16	15.00	\$	3,262,077	\$	(40,106)
2016-17	15.00	\$	3,257,656	\$	(4,421)
2017-18	15.00	\$	3,276,927	\$	19,271
2018-19	15.00	\$	3,305,451	\$	28,524
<i>2019-20 Projection</i>	14.39	\$	3,325,000	\$	19,549

Asheboro City Schools

2020-2021 Budget Information

Supplemental Tax Calculation

	2019-2020 Current Rate
Property Value (including vehicle tax)	\$ 2,343,691,000
Tax Rate \$.1439/100	0.001439
Total Tax	\$ 3,372,571
Collection Rate	99.72%
Projected Supplemental Taxes	\$ 3,363,100
Projected Current Year Supplemental Taxes	\$ 3,325,000
Increase (Decrease)	\$ 38,100

\$.01/100 increase in tax rate equals approximately \$230,000

Asheboro City Schools

2020-2021 Budget Information

Local Current Expense Budget - Revenues

	2019-20 Budget	Continuation Increases	2020-21 Projected Budget
County Appropriation	\$ 5,730,285	\$ 406,850	\$ 6,137,135
Supplemental Taxes	\$ 3,300,000	\$ 25,000	\$ 3,325,000
Fines & Forfeitures	\$ 325,000		\$ 325,000
Local revenues	\$ 26,000		\$ 26,000
Fund Balance-Appropriated	\$ 900,000	\$ (100,000)	\$ 800,000
Total Budgeted Revenues & Fund Balance-Appropriated	\$ 10,281,285	\$ 331,850	\$ 10,613,135

Asheboro City Schools

2020-2021 Budget Information

Local Current Expense Budget - Expenditures

Budget Purpose	2019-20 Projected Budget	Continuation Increases	2020-21 Projected Budget
Instructional			
<i>Regular</i>	\$ 1,882,911	\$ 182,850	\$ 2,065,761
<i>Special</i>	\$ 350,710	\$ 11,000	\$ 361,710
<i>Alternative/Supplemental</i>	\$ 444,300	\$ 6,000	\$ 450,300
<i>School Leadership</i>	\$ 597,103	\$ 8,500	\$ 605,603
<i>Co-Curricular</i>	\$ 238,000	\$ 2,500	\$ 240,500
<i>School-based Support</i>	\$ 674,740	\$ 5,500	\$ 680,240
Sub-total Instructional	\$ 4,187,764	\$ 216,350	\$ 4,404,114

(continued)

Asheboro City Schools

2020-2021 Budget Information

Local Current Expense Budget - Expenditures

Budget Purpose	2019-20 Projected Budget	Continuation Increases	2020-21 Projected Budget
System-wide Support			
<i>Regular</i>	\$ 162,000	\$ 3,000	\$ 165,000
<i>Special & Alternative</i>	\$ 242,600	\$ 5,000	\$ 247,600
<i>Technology</i>	\$ 461,577	\$ 78,000	\$ 539,577
<i>Operational</i>	\$ 2,584,854	\$ 17,000	\$ 2,601,854
<i>Financial & Human Resources</i>	\$ 748,652	\$ 5,500	\$ 754,152
<i>Accountability & Pupil Support</i>	\$ 387,700	\$ 3,000	\$ 390,700
<i>Policy & Leadership</i>	\$ 996,138	\$ 4,000	\$ 1,000,138
Total System-wide Support	\$ 5,583,521	\$ 115,500	\$ 5,699,021
Total Non-Programmed	\$ 510,000	\$ -	\$ 510,000
Total Local Current Expense	\$ 10,281,285	\$ 331,850	\$ 10,613,135

Asheboro City Schools

2020-2021 Budget Information

Capital Outlay Budget Considerations

Category	Location	Description	Amount
Roofing	North Asheboro Middle	<i>Sections A,C,H,I</i>	\$ 300,000
Electrical	South Asheboro Middle	<i>Install LED Lighting</i>	\$ 40,000
Electrical	Donna Lee Loflin	<i>Install LED Lighting</i>	\$ 23,000
Mechanical	Balfour	<i>Chiller # 2</i>	\$ 125,000
Mechanical	Donna Lee Loflin	<i>Building Controls</i>	\$ 150,000
Mechanical	North Asheboro Middle	<i>Replace Heat Pump Units</i>	\$ 150,000
Mechanical	North Asheboro Middle	<i>Building Controls</i>	\$ 60,000
Mechanical	South Asheboro Middle	<i>Building Controls</i>	\$ 60,000
Life Safety	Charles W. McCrary	<i>Replace Fire Alarm</i>	\$ 65,000
Ingress/Egress	District-wide	<i>Replace Decks</i>	\$ 30,000
Vehicles	Central Office/Transportation	<i>Activity Bus</i>	\$ 100,000
Vehicles	Central Office/Social Workers	<i>Cars</i>	\$ 22,500
Total			\$ 1,125,500

Asheboro City Schools
2020-2021 Budget Information
Capital Outlay County Appropriation

Year	Amount	Difference
2008-09	\$ 795,174	\$ (5,763)
2009-10	\$ 820,243	\$ 25,069
2010-11	\$ 803,694	\$ (16,549)
2011-12	\$ 813,477	\$ 9,783
2012-13	\$ 831,365	\$ 17,888
2013-14	\$ 829,408	\$ (1,957)
2014-15	\$ 831,085	\$ 1,677
2015-16	\$ 939,117	\$ 108,032
2016-17	\$ 941,634	\$ 2,517
2017-18	\$ 943,870	\$ 2,236
2018-19	\$ 965,120	\$ 2,236
2019-20	\$ 970,712	\$ 5,592
2020-21 Request	\$ 1,070,712	\$ 100,000

Asheboro City Schools
2020-2021 Budget Information
Capital Outlay Budget - Revenues

Description	Projected Budget
County Appropriation	\$ 1,070,712
Fund Balance Appropriated	\$ 289,788
Total Budgeted Revenues & Fund Balance	\$ 1,360,500

Asheboro City Schools
2020-2021 Budget Information
Capital Outlay Budget - Expenditures

Description	Projected Budget
Category I	
<i>Roofing</i>	\$ 300,000
<i>Mechanical Units</i>	\$ 545,000
<i>Electrical</i>	\$ 63,000
<i>Life Safety</i>	\$ 65,000
<i>Ingress/Egress</i>	\$ 30,000
Subtotal Category I	\$ 1,003,000

(continued)

Asheboro City Schools

2020-2021 Budget Information

Capital Outlay Budget - Expenditures (continued)

Description	Projected Budget
Category II	
<i>Equipment</i>	\$ 70,000
<i>Custodial Equipment</i>	\$ 15,000
<i>Furniture</i>	\$ 10,000
<i>Maintenance Equipment</i>	\$ 15,000
<i>Technology Equipment</i>	\$ 70,000
<i>Security Upgrades</i>	\$ 30,000
<i>Band Uniforms & Equipment</i>	\$ 25,000
Subtotal Category II	\$ 235,000
Category III	
<i>Vehicles</i>	\$ 122,500
Subtotal Category III	\$ 122,500
Total Budget All Categories	\$ 1,360,500

Asheboro City Schools

2020-2021 Budget Information

Budget Request

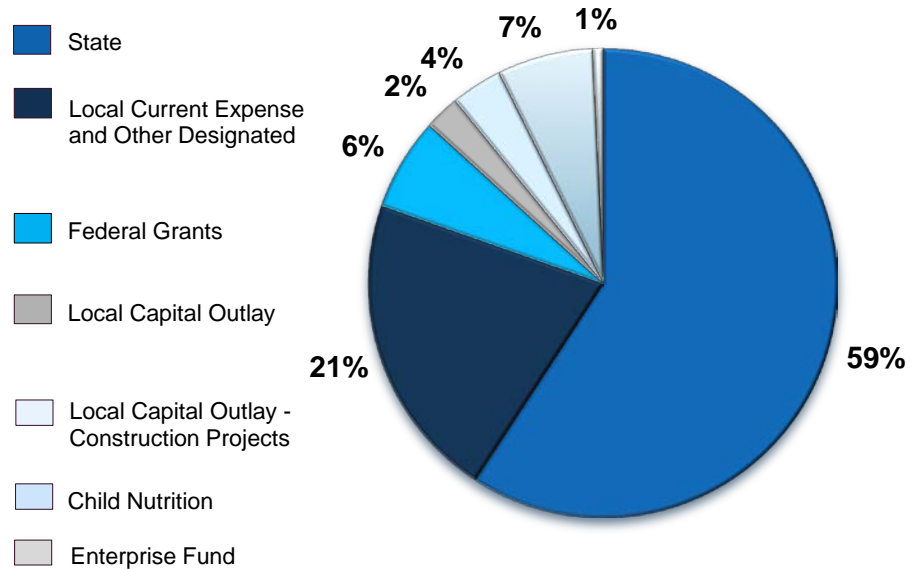
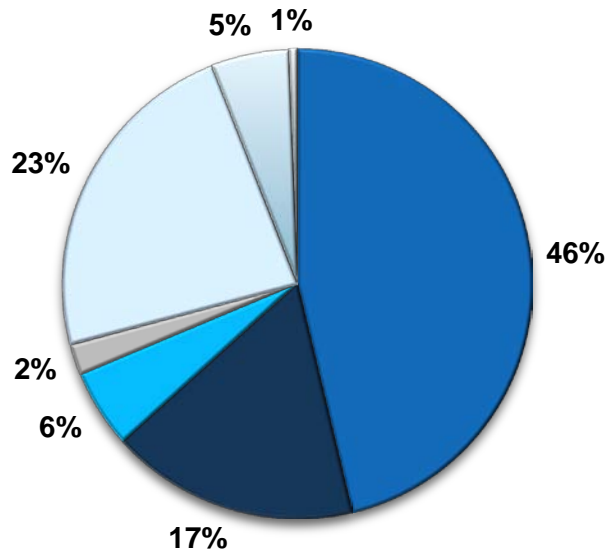
	Requested for 2020-2021	
Current Expense	\$	6,137,135
Capital Outlay	\$	1,070,712
Total Appropriation Requested	\$	7,207,847

Requested Supplemental Tax Rate \$.1439/100

Asheboro City Schools

2020-2021 Budget Information

	Current 2019-2020	Projected 2020-2021
State	\$ 32,257,085	\$ 33,372,000
Local Current Expense and Other Designated	\$ 11,875,600	\$ 11,951,635
Federal Grants	\$ 3,804,309	\$ 3,593,000
Local Capital Outlay	\$ 1,474,895	\$ 1,360,500
Local Capital Outlay - Construction Projects	\$ 16,196,209	\$ 2,000,000
Child Nutrition	\$ 3,725,000	\$ 3,725,000
Enterprise Fund	\$ 390,000	\$ 390,000
Total	\$ 69,723,098	\$ 56,392,135



Asheboro City Schools
2020-2021 Budget Information
State Public School Fund Budget - Revenues

Description	Projected Budget
State Public School Fund	\$ 33,372,000
Total Budget	\$ 33,372,000

Asheboro City Schools
2020-2021 Budget Information
State Public School Fund Budget - Expenditures

Description	Projected Budget
Instructional	
<i>Regular</i>	\$ 19,100,000
<i>Special</i>	\$ 4,750,000
<i>Alternative/Supplemental</i>	\$ 900,000
<i>School Leadership</i>	\$ 3,067,000
<i>School-Based Support</i>	\$ 2,200,000
Subtotal Instructional	\$ 30,017,000

(continued)

Asheboro City Schools

2020-2021 Budget Information

State Public School Fund Budget - Expenditures

Description	Projected Budget
System-Wide Support	
<i>Regular</i>	\$ 210,000
<i>Special</i>	\$ 135,000
<i>Technology</i>	\$ 370,000
<i>Operational</i>	\$ 1,985,000
<i>Financial & Human Resources</i>	\$ 270,000
<i>Policy & Leadership</i>	\$ 340,000
Total System-wide Support	\$ 3,310,000
Total Non-Programmed	\$ 45,000
<i>(Required transfer to Child Nutrition Fund)</i>	
Total State Public School Fund	\$ 33,372,000

Asheboro City Schools
2020-2021 Budget Information
Federal Grants Fund Budget - Revenues

Description	Projected Budget
CTE Program Improvement	\$ 78,000
IDEA, Part B	\$ 1,440,000
Title I, Part A	\$ 1,500,000
Title II - Teacher Quality	\$ 220,000
Title III - Language Acquisition	\$ 165,000
Title IV - Academic Enrichment	\$ 120,000
Other IDEA Federal Grants	\$ 70,000
Total Budgeted Revenues	\$ 3,593,000

Asheboro City Schools
2020-2021 Budget Information
Federal Grants Fund Budget - Expenditures

Description	Projected Budget
Instructional	
<i>Regular</i>	\$ 288,000
<i>Special</i>	\$ 1,130,000
<i>Alternative/Supplemental</i>	\$ 1,740,000
<i>School-Based Support</i>	\$ 220,000
Subtotal Instructional	\$ 3,378,000

(continued)

Asheboro City Schools
2020-2021 Budget Information
Federal Grants Fund Budget - Expenditures

Description		Projected Budget
System-Wide Support		
<i>Special</i>	\$	100,000
<i>Operational</i>	\$	35,000
Total System-wide Support	\$	135,000
Total Non-Programmed	\$	80,000
<i>(Indirect cost paid to Restricted Grant Funds)</i>		
Total Federal Grants Fund	\$	3,593,000

Asheboro City Schools
2020-2021 Budget Information
Child Nutrition Budget - Revenues

Description	Projected Budget	
USDA Grants - Regular	\$	2,900,000
USDA Grants - Commodities	\$	200,000
Total Federal Sources	\$	3,100,000
Sales - Breakfast	\$	25,000
Sales - Lunch	\$	205,000
Sales - Supplemental Sales	\$	250,000
Catered Meals and Other Revenues	\$	90,000
Transfer From Other Funds	\$	55,000
Total Local Sources	\$	625,000
Total Budget	\$	3,725,000

Asheboro City Schools
2020-2021 Budget Information
Child Nutrition Budget - Expenditures

Description	Projected Budget
Nutrition Services	\$ 3,500,000
Non-Programmed Charges	\$ 225,000
<i>(Indirect cost paid to Restricted Grant Funds)</i>	
Total Budget	\$ 3,725,000

Asheboro City Schools
2020-2021 Budget Information
Enterprise Fund Budget - Revenues

Description	Projected Budget
Afterschool Enrichment	\$ 350,000
Catering Operations	\$ 40,000
Total Budget	\$ 390,000

Asheboro City Schools
2020-2021 Budget Information
Enterprise Fund Budget - Expenditures

Description	Projected Budget
Afterschool Instructional Services	\$ 350,000
Catering Services	\$ 40,000
Total Budget	\$ 390,000

Asheboro City Schools

2020-2021 Budget Information

Other Designated Accounts Budget - Revenues

Description	Projected Budget
Federal & State Sources	
<i>Medicaid Administrative Outreach</i>	\$ 50,000
<i>Medicaid Direct Bill</i>	\$ 120,000
<i>Smart Start</i>	\$ 58,500
<i>NC PreK</i>	\$ 540,000
<i>ROTC</i>	\$ 30,000
<i>Department Of Health</i>	\$ 100,000
Subtotal Federal & State Sources	\$ 898,500

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Asheboro City Schools
2020-2021 Budget Information
Other Designated Accounts Budget - Revenues

Description	Projected Budget	
Local Sources		
Tuition & Fees	\$	35,000
Rental of School Property	\$	5,000
Indirect Cost	\$	250,000
Total Local Sources	\$	290,000
Fund Balance-Appropriated	\$	150,000
Total Budget	\$	1,338,500

Asheboro City Schools

2020-2021 Budget Information

Other Designated Accounts Budget - Expenditures

Description	Projected Budget
Instructional	
<i>Regular</i>	\$ 147,250
<i>Special</i>	\$ 150,100
<i>Alternative/Supplemental</i>	\$ 440,000
<i>Co-Curricular</i>	\$ 30,000
<i>School-based Support</i>	\$ 285,550
Total Instructional	\$ 1,052,900
System-wide Support	
<i>Special</i>	\$ 74,100
<i>Operational</i>	\$ 211,500
Total System-wide Support	\$ 285,600
Total Budget	\$ 1,338,500