

ASHEBORO CITY BOARD OF EDUCATION
Professional Development Center (change of location)
December 10, 2020
7:30 p.m.

Addendum

5:45 p.m. – Title IX Training

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

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

Asheboro City 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

Virtual Meeting

December 10, 2020

7:30 p.m.

5:45 p.m. – Title IX Training

I. Opening

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

II. Special Recognition and Presentations

- A. Points of Pride – Ms. Leigh Anna Marbert, Public Information Officer
- B. Superintendent’s Holiday Card Contest Recognition – Ms. Leigh Anna Marbert, Public Information Officer

III. Public Comments

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

IV.* Consent Agenda - The following items are presented for Board approval:

- A. Approval of Minutes for November 12, 2020 Board of Education Meeting
- B. Policies Recommended for Approval:
 - Policy 3227/7322 – Web Page Development
 - Policy 4152 – Unsafe School Choice Transfer
 - Policy 4345 – Student Discipline Records
 - Policy 6306 – School Bus Idling
 - Policy 8350 – Fixed Assets Inventory
- C. Budget Amendment S-03
- D. Personnel Transactions
- E. Sodexo Contract Amendment

V. Information, Reports, and Recommendations

- A. Policies for 30-Day Review – Dr. Drew Maerz, Director of Testing and Accountability
 - Policy 3300 – School Calendar and Time for Learning
 - Policy 3460 – Graduation Requirements
 - Policy 4400 – Attendance
 - Policy 7130 – Licensure
 - Policy 8510 – School Finance Officer
- B. Advanced and Pre-Advanced Placement Curriculum - Ms. Deanna Wiles, K-12 Lead Curriculum Specialist, and Ms. Misty Hildreth, Asheboro High School Advanced Placement Lead Teacher

- C. Inclement Weather Policy – Dr. Aaron Woody, Superintendent
- D. Survey Results – Dr. Aaron Woody, Superintendent

VI.* Action Items

- A. Policy Waivers for Approval – Dr. Drew Maerz, Director of Testing and Accountability
 - Policy 1510/4200/7270 – School Safety
 - Policy 3300 – School Calendar and Time for Learning
 - Policy 4400 – Attendance
 - Policy 5020 – Visitors to the Schools
 - Policy 5030 – Community Use of Facilities
 - Policy 6305 – Safety and Student Transportation Services

VII. Superintendent's Report - Dr. Aaron Woody, Superintendent

- A. Board Goals Update

VIII. Board Operations

- *A. Board Leadership Decision – Dr. Aaron Woody, Superintendent
- B. Calendar of Events – Chairman Kidd

IX. Adjournment

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Points of Pride

December 10, 2020

National Board Recertifications

Three Asheboro City Schools teachers have earned recertification from the National Board of Professional Teaching Standards. They include Mr. John Beard from Balfour Elementary School; Cheryl Perkins from Charles W. McCrary Elementary School; and Ms. Nanette Wood from Asheboro High School. These teachers will be recognized at the January meeting of the Asheboro City Board of Education.

Special Thanks to Bossong Hosiery Mill

The district is immensely grateful for the generosity shown by Mr. Huntley Bossong and Bossong Hosiery Mills for providing custom instrument covers, which have allowed students in the Asheboro Band program to continue safely playing their instruments during in-person learning. Before students arrived at school this year (October 26), the district had been gifted enough covers for all musicians at Asheboro High School, North Asheboro Middle School, and South Asheboro Middle School.

Bus Driver Job Fairs

The district hosted the first ever Bus Driver Job Fair on Wednesday, November 18 from 10 a.m. to 12 p.m. in the parking lot of the Central Office in an effort to recruit bus drivers. We had several promising candidates in attendance. A second event was then held on Tuesday, December 1 at the same time in the ACS bus lot located off Highway 64. Several more candidates attended. We are hopeful these leads will result in new drivers.

School Nutrition Sends Home Additional Meals

Starting Friday, November 20, the Asheboro City Schools School Nutrition team began sending home five days' worth of meals in take home bags with all students. Prior to November 20, students were only taking three days' worth of meals home. We are grateful to our School Nutrition team for making this possible.

Superintendent's Holiday Card Contest Winner

The 2020 Superintendent's Holiday Card Contest winner is Miss Jennifer Gabriel. Miss Gabriel is a sixth-grader at North Asheboro Middle School. Her card features a peaceful landscape of barren trees and freshly fallen snow. She says she wanted her card to promote a sense of calm in the busyness of the holiday season. She used pencil and watercolor mediums to create her card. We are pleased to share this design with colleagues and friends across the state on behalf of the district.

National Career Development Month

The National Career Development Association (NCDA) recognizes November as National Career Development Month. This initiative strives to promote career awareness and development throughout the month. Asheboro High School celebrated Career Development Month by recognizing Ms. Courtney McGowan, Career Development Coordinator.

United Way Campaign

This year's United Way Campaign began on December 1 and will continue through Monday, December 14. While this year's campaign looks different from years past, we are still proud to support the United Way and the agencies in which it provides funding.

**Asheboro City Schools
Board of Education
Asheboro City Schools Professional Development Center
November 12, 2020**

Policy Committee

Policy Committee Members present:

Dr. Beth Knott, Chair
Art Martinez

Archie Priest, Jr.
Gidget Kidd, ex-officio

Michael Smith

Policy Committee Member absent:

Phillip Cheek, ex-officio

Staff Members present:

Dr. Aaron Woody
Carla Freemyer

Dr. Drew Maerz
Donna Gentry

Sandra Spivey

Dr. Knott called the meeting to order at 6:33 p.m. and referred to Dr. Maerz who presented the following policy amendments.

Policy 3300 – School Calendar and Time for Learning – Updated legal references.

Policy 3460 – Graduation Requirements

Item 1: Text error correction, added website reference, and added footnote clarify the founding principles courses.

Item 2: Updated language, updated change in social studies courses, and added website references and footnote regarding recommended course sequence.

Item 4: Updated language and removal of non-required assessment (Item B).

Policy 4400 – Attendance – Clarifying definition of school attendance and class participation.

Policy 7130 – Licensure – Updated policy with addition of CTED-004 Legal Reference.

Policy 8510 – School Finance Officer – Updated policy with addition of 135-8(f) (2) (f) Legal Reference.

The following temporary actions on policies are recommended by the state due to the current COVID-19 pandemic. These items, if approved by the board, can be rescinded later by a majority vote.

Policies 1510/4200/7270 – School Safety – Temporary requirements to prevent COVID-19 spread.

Policy 3300 – School Calendar and Time for Learning – Temporary requirements to prevent COVID-19 spread.

Policy 4400 – Attendance – Temporary rule for attendance on remote instruction days.

Policy 5020 – Visitors to the Schools – Temporary restrictions on nonessential visitors to school facilities.

Policy 5030 – Community Use of Facilities – Temporary restriction on community use of facilities.

Policy 6305 – Safety and Student Transportation Services – Temporary requirements for student transportation services.

Policy 7510 – Leave – Temporary requirement for employee health certificate.

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

Finance Committee

Finance Committee Members present:

| | | |
|-------------------------|----------------------|----------------|
| Gidget Kidd, ex-officio | Baxter Hammer, Chair | Linda Cranford |
| Gwen Williams | Gus Agudelo | |

Finance Committee Member absent:

| | |
|---------------------------|-------------|
| Phillip Cheek, ex-officio | Ryan Patton |
|---------------------------|-------------|

Staff Members present:

| | |
|-----------------|---------------|
| Dr. Aaron Woody | Sandra Spivey |
|-----------------|---------------|

Mr. Hammer called the meeting to order at 7:00 p.m. and referred to Ms. Spivey.

Ms. Spivey reviewed the state budget amendment, ST-02, which includes additional Coronavirus Relief Funds allocated by the state.

Ms. Spivey reviewed the Budget Transfer Report for 2019-2020. The Finance Department is still working on the 2019-2020 financial statements. Budget transfers may continue to take place until the audit is complete.

Ms. Spivey provided an update from Smith Sinnett Architecture on Phase III at Asheboro High School. The next step is to seek bids for the civil package for the mobile unit site. Smith Sinnett Architecture is trying to obtain the bids in time to award a contract at the December board meeting.

Ms. Spivey also provided an update on the current free and reduced meal percentages. We are currently at 65%. Last year we ended the school year at 77%. The School Nutrition Department and the school building administrators are working hard to encourage parents to complete the applications. Free and reduced percentages impact Title I funding, E-Rate funding, and school nutrition services.

There being no further business, Mr. Hammer adjourned the meeting at 7:12 p.m.

Board of Education Meeting

Board Members attending in person:

| | | |
|---------------------------------|---------------------------|-----------------|
| Gidget Kidd, Chair | Phillip Cheek, Vice Chair | Gustavo Agudelo |
| Linda Cranford | Baxter Hammer | Dr. Beth Knott |
| Art Martinez | Archie Priest, Jr. | Michael Smith |
| Gwen Williams | | |
| Scott Eggleston, Board Attorney | | |

Board Members absent:

Ryan Patton

Staff Members attending in person:

Dr. Aaron Woody
Sandra Spivey
Lee Clark
Jordi Roman
Ed Keller
Deanna Wiles

Dr. Wendy Rich
Anthony Woodyard
Leigh Anna Marbert
Dr. Drew Maerz
Suzanne Cash

Carla Freemyer
Donna Gentry
Sarah Beth Robbins
Ray Horton
Kimberly Clodfelter

Staff Member attending virtually:

Robin Harris

Opening

Chairman Kidd called the meeting to order at 7:30 p.m. and welcomed all in attendance. Mr. Baxter Hammer, Board member, led the Pledge of Allegiance.

Upon motion by Mr. Hammer and seconded by Mr. Smith, the Board unanimously approved to modify policy 2310 Public Participation at Board Meetings, Item B Public Comments, to allow all speakers who request to address the Board to speak for 3-5 minutes each foregoing the 30 minute total for this meeting only.

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

Special Recognitions:

The following Points of Pride were included in the meeting materials (no formal presentation was made during the meeting).

Secondary Students Return Under Plan B: On Monday, October 19, Asheboro City Schools officially had all K-12 students back in our school buildings, albeit under Plan B due to the ongoing global pandemic. With Plan B, students are able to socially-distance in classrooms and common areas, they are required to wear masks, and all students and staff are given a health screening before entering the building. The district has been extremely pleased with how our students, families, and staff are adhering to the guidance outlined in the North Carolina Department of Public Instruction's Public Health Toolkit. We are also grateful for the guidance provided by Randolph County Public Health. While we are ready for the day to welcome students full time, we are thankful for the face-to-face time we have with students and families.

NCCAT Beginning Teacher of the Year Award: Asheboro City Schools has nominated Mr. Tucker Smith, Assistant Director of Bands at Asheboro High School, for the North Carolina Center for the Advancement of Teaching (NCCAT) Beginning Teacher of the Year Award. The NCCAT Beginning Teacher of the Year Award serves to honor and recognize the hard work of first year teachers.

Field of Honor: In honor of Veteran's Day, Asheboro City Schools has again collaborated with the Asheboro-Randolph Chamber of Commerce and the Asheboro Rotary Club to host the annual Field of Honor at South Asheboro Middle School. The event featured 500 American flags displayed on the

baseball field at SAMS. All flag purchased benefitted the Asheboro Rotary Club Foundation and the Asheboro Randolph Chamber of Commerce Charitable Foundation.

SAMS Teacher Earns Doctorate Degree: Dr. Callie Everett, teacher at South Asheboro Middle School, recently earned her doctorate from Liberty University. She is an accomplished, highly skilled, multi-functional adult educator with extensive knowledge and experience in the field of education. Dr. Everett has excelled as an Adult Education Secondary Instructor, Middle School Teacher, and Community Support Specialist. She is always enthusiastic and prepared to contribute her knowledge to maximize student academic excellence in a leadership capacity. Dr. Everett was chosen to present at the North Carolina Middle School Association's Annual Conference on the topic: "Five Timely Tactics to School Turnaround." Her most recent study is titled: The Experiences of Sixth- Through Twelfth-Grade Students Identified as Having Autism Spectrum Disorder and Classified as Academically and Intellectually Gifted: A Multiple-Case Study. Congratulations Dr. Everett!

American Education Week: American Education Week will be hosted the week of November 16-20. This year, the district has purchased travel size hand sanitizers with the Asheboro City Schools logo imprinted on them for each staff member. This small token is just one way we wish to express our thanks and gratitude to our hard working teachers and staff across the district.

Community Partner Spotlight:

Ms. Leigh Anna Marbert, Public Information Officer, recognized the School Nutrition team and Asheboro City Schools bus drivers as this month's Community Partners. While both teams are essential to the everyday operations of the school district, they have been especially vital during the COVID-19 pandemic. Our School Nutrition team has been integral in helping to pack and distribute meals to children across Asheboro, and our bus drivers have provided the means in which to make these deliveries. Through these trying times, both teams have risen to the occasion to meet the needs of our students and families all while exhibiting a positive, can-do attitude.

Board Spotlight:

A video presentation entitled *Embracing Blended Learning* by Ms. Ann Evans, Principal of Guy B. Teachey Elementary School, highlighted several of the creative ways teachers have developed blended learning experiences for their students.

Public Comments: Seven parents, five from Guy B. Teachey Elementary School and two from Lindley Park Elementary School, addressed the Board to express their desire to have students return to school under Plan A.

Consent Agenda

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

- A. Minutes of the October 8, 2020 and October 22, 2020 Asheboro City Board of Education meetings.
- B. Personnel

***I. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

| LAST | FIRST | SCHOOL | SUBJECT | EFFECTIVE |
|---------|--------|--------|--------------------------------|------------|
| Gordon | Tresia | LP | Custodian | 2/26/2021* |
| Little | Tonya | LP | Kindergarten | 11/10/2020 |
| Pascual | Osmara | BAL | After-School Program Assistant | 10/30/2020 |
| Jackson | Melody | AHS | School Secretary | 2/26/2021 |
| Needham | Linda | CO | Bus Driver | 11/13/2020 |

***II. APPOINTMENTS**

| LAST | FIRST | SCHOOL | SUBJECT | EFFECTIVE |
|------------|--------------|--------|-----------------------------|------------|
| Alvarado | Alvaro "Al" | AHS | Custodian | 11/9/2020 |
| Clippenger | Dawn | CO | Substitute/\$80 per day | 10/5/2020 |
| Diggs | Ronnie | CO | Bus Driver | 10/26/2020 |
| Lester | Dewayne | AHS | Non-Faculty Coach; golf | 11/13/2020 |
| Papas | Thomas | AHS | Non-Faculty Coach; football | 10/26/2020 |
| Trogon | David "Matt" | CO | Computer Technician | 11/20/2020 |

***III. ADMINISTRATIVE APPOINTMENTS**

| LAST | FIRST | SCHOOL | SUBJECT | EFFECTIVE |
|--------|-------|--------|---|--------------------|
| Braica | Amy | LP | Interim Assistant Principal (part-time) | 11/2/20 - 6/4/2021 |

IV. LEAVES OF ABSENCE

| LAST | FIRST | SCHOOL | SUBJECT | EFFECTIVE |
|----------|-------|--------|-----------|----------------------|
| Shoffner | Keane | AHS | Custodian | 11/2/2020 - 5/3/2021 |

E. TRANSFERS

| LAST | FIRST | SCHOOL | SUBJECT | EFFECTIVE |
|--------|-------|-------------|-------------------------|------------|
| Causey | Staci | ECDC to LP | Instructional Assistant | 11/12/2020 |
| Chavez | Nico | AHS to SAMS | Custodian | 10/26/2020 |

*date change only

C.* Beginning Teacher Support Program Plan

D.* Policies Recommended for Approval:

- Policy 1200 - Governing Principle – Student Success
- Policy 1400 - Governing Principle – School Initiatives
- Policy 1610/7800 - Professional and Staff Development
- Policy 1700 - Governing Principle – Overcoming Barriers
- Policy 1800 - Governing Principle – Stewardship of Resources
- Policy 3410 - Testing and Assessment Program
- Policy 3420 - Student Promotion and Accountability
- Policy 7360/8225 - Crowdfunding on Behalf of the School System

E.* Career and Technical Education Course Addition Request for 2021-2022

F.* Asheboro High School Course Addition Request for 2021-2022 (Mathematics and AS-400 for JOTC)

G.* Budget Amendment S-02

H.* Budget Transfer Report

*A copy is made a part of these minutes.

Information, Reports, and Recommendations

A. Policies recommended for 30-day review were presented by Dr. Drew Maerz, Director of Testing and Accountability:

- Policy 3227/7322 – Web Page Development
- Policy 4152 – Unsafe School Choice Transfer
- Policy 4345 – Student Discipline Records
- Policy 6306 – School Bus Idling
- Policy 8350 – Fixed Assets Inventory

B.* Ms. Suzanne Cash and Ms. Kimberly Clodfelter, Mental Health Specialists, made a presentation on social/emotional learning for our students.

C.* An Equity Team update was provided by Ms. Robin Harris, Director of Equity and Inclusion.

D.* COVID-19 Update – Ms. Carla Freemyer, Executive Director of Human Resources, presented the latest area COVID-19 information. Ms. Freemyer reported that 9.3% of tested cases were positive for COVID-19 between 11-1-20 and 11-7-20.

*A copy is made a part of these minutes.

Superintendent's Report: Dr. Aaron Woody, Superintendent, provided an update on board goals. He noted all schools now have equity teams and monthly equity sessions are held at the Administrative Leadership Team meetings. He reported that staff has been provided with numerous staff development opportunities regarding a variety of different instructional tools.

Dr. Woody reported there will be policy changes regarding Title IX. Due to the scope of changes in Title IX, a training session for board members is being organized and will be held prior to the next board meeting on December 10, 2020. This training is to provide updates about the multiple changes that will be presented to the Board for approval consideration.

Board Operations: Chairman Kidd noted the next board meeting is December 10, 2020.

Chairman Kidd encouraged board members who have an interest in board leadership roles to contact her prior to the December meeting.

Adjournment

There being no further business and upon motion by Mr. Cheek, seconded by Dr. Knott, the Board unanimously approved to adjourn at 10:05 p.m.

Chairman

Secretary

Policies For Approval

Consistent with policy 3225/4312/7320, Technology Responsible Use, and in an effort to further the school system's objectives, the board of education encourages the use of the Internet as a means of providing accessible, accurate, and timely information for employees, students, parents, and others in the larger community. The Internet affords the school system the opportunity to communicate with its communities by posting pertinent system and school information online. The school system has established its system website online at www.asheboro.k12.nc.us. The school system website is the official website of the school system. In addition to this website, individual schools and departments may create system-related school websites. This policy provides the standards that must be followed for development of all system-related websites. Failure to comply with this policy may result in the removal of a web page or website from the Internet.

A. SYSTEM-RELATED WEBSITE

A "system-related website" is any Internet website that is established in one of the following ways:

1. by school system employees or students on behalf of the system;
2. by any school within the system;
3. by any school-sponsored club or organization within the system; or
4. by students as part of an educational assignment.

Only those websites that are created pursuant to this policy are considered system-related websites. The board does not endorse and is not responsible for websites created by employees, students, or others outside of the standards and guidelines of this policy. Students or employees who create personal websites that result in a substantial and material disruption to the school environment may be subject to disciplinary action.

B. STANDARDS FOR WEB PAGE DEVELOPMENT

1. Non-Public or Closed Forums for Expression

All system-related websites are "non-public" or "closed" forums for expression. This means that the system has control over information on such websites and is not required to allow students, teachers, or others to place material on system-related websites. The purpose of system-related websites is to disseminate curriculum-related information; to present the public with information about the

system, its schools, and its programs; and to provide the community with each school or department's mission, contact information, activities, organizational format, and instructional program. System-related websites are analogous to newsletters from the administration or the individual school. System-related websites are not analogous to a student newspaper or a non-school publication.

2. Administration and Editorial Control

All employees responsible for creating, developing, maintaining, editing, or approving a system-related website shall act legally, responsibly, and ethically in providing educational resources and information to support the mission and curriculum of the school system. Such persons shall abide by the generally accepted rules of website etiquette, board policy, and regulations established by the superintendent.

a. Superintendent Final Authority

The superintendent or designee may delegate authority to place information on a system-related website; however, the superintendent has the final authority to approve or disapprove any information in whatever form on any such system-related websites.

b. School System Official Website

The superintendent or designee has editorial control and responsibility for the content of the school system official website. The superintendent shall appoint a staff member to serve as the web manager/editor of the system website.

c. Individual School Websites

Each school will be provided with a web address, web design software, and disk space on the system server. All system-related websites will be housed on the system web server. Each principal has editorial control and responsibility for the content of his or her individual school's official website, subject to review of the superintendent or designee. The principal may appoint a staff member to serve as the web manager of the school's website and a website committee to advise the web manager and principal regarding the content of the school's website. Individual school websites must comply with the additional guidelines provided below.

d. Teacher and Student Websites

Each teacher has editorial control over and responsibility for the content of his or her official website and for the content of his or her students' authorized websites, subject to review by the principal, the superintendent, and the board. With the knowledge and written consent of a student's parent or guardian, a teacher may allow a student to create a website within or linked from a school's or teacher's website only for the following instructional purposes: (1) to teach a student how to create or maintain a website or (2) to facilitate a student's work on school assignments or research projects. No student pages may be posted or made accessible to the general public until approved by the principal or designee.

e. Personal Websites

The school system is not responsible for personal websites or web pages created or maintained by students, employees, parents, groups, or organizations. Personal websites or web pages are not considered system-related websites or web pages and are not covered by the provisions of this policy. (For further information regarding personal websites, see policy 7335, Employee Use of Social Media, and ~~section F of~~ policy 3225/4312/7320, Technology Responsible Use.)

The superintendent may use any means available to request the removal of personal websites or web pages that substantially disrupt the school environment or that utilize school system or individual school names, logos, or trademarks without permission.

3. Website Appearance and Evaluation

Web page content must be kept current and be maintained regularly. All system-related websites must include the name of the web page author, the date produced or revised, and the e-mail address of the author. The superintendent or designee (for the official system website) or the principal or designee (for individual school websites) must regularly review, proof, and evaluate all system-related websites.

4. Copyright Laws

No information or graphics may be posted on websites in violation of any copyright laws or policy 3230/7330, Copyright Compliance. Copyright permission must be obtained for the use of any copyrighted material unless use is permitted as "fair use" under federal law. The superintendent or designee and each principal

or designee is responsible for maintaining copies of permission granted for the use of copyrighted material.

5. Links

a. Internal Links

Each page of a system-related website must include a reference and hyperlink to the school system official website home page. In addition, all system-related websites must include a link to this policy and to policy 3225/4312/7320, Technology Responsible Use.

b. External Links

The superintendent and designee have editorial control over and responsibility for the linking of a system-related website to other sites on the Internet that are appropriate to the mission of the school system. Links to external sites (including externally hosted teacher classroom sites) must be approved by the principal. If required, web managers must obtain permission from external websites before links are established from any system-related website to external websites. To the extent possible, school personnel shall determine the extent to which a secondary site is linked to other sites on the Internet and whether such sites are appropriate for access through the school system websites. Web managers shall periodically check external links for accuracy and appropriateness of content. School employees must report any inappropriate links to the web manager.

Since the school system cannot control the content of other sites on the Internet and their linkages, the following disclaimer statement must be inserted in a prominent position on the official system website, on each school's web page and on other system-related websites that contain links to other websites or web pages that are not system-related websites:

Asheboro City Schools retains control over what links will be placed on system-related websites; however, the linked sites themselves are not under the control of the school system, its agents, or its employees. Asheboro City Schools is not responsible for the contents of any linked site, any link contained in a linked site, or any changes or updates to such sites. Asheboro City Schools provides links as a convenience, and the inclusion of any link does not imply endorsement of the site by the school system. Asheboro City Schools reserves the right to remove or restrict any links.

c. Links to Personal Pages

School websites or web pages may not contain links to personal web pages of students or employees or lists of personal web pages.

6. Behavior Standards

When using the Internet, employees and students are responsible for understanding and complying with board policies and administrative regulations, including policy 3225/4312/7320, Technology Responsible Use; student behavior policies in the 4300 series; and policy 7300, Staff Responsibilities.

7. Accessibility of Website

The web manager/editor, in consultation with the technology director, shall ensure that the school system website meets required standards to ensure accessibility for persons with disabilities.

C. GUIDELINES FOR INDIVIDUAL SCHOOL WEBSITES

Each school may promote itself by publishing an official school web page on the Internet only via the official school system website. In addition to the standards above, the following standards apply to individual school websites.

1. The content of school web pages must be approved by the school principal.
2. The safety of students and employees must be considered when constructing school web pages. To protect the safety of students and employees, the following precautions must be taken:
 - a. home addresses or telephone numbers will not be listed;
 - b. student e-mail addresses will not be listed;
 - c. photographs of students and student work will be used only with appropriate parental permission and/or as approved for release as directory information under policy 4700, Student Records, and will include only the student's first name, with no other information about the student.

The principal or designee is responsible for maintaining records of permission granted for the release of information. The principal should implement other safety precautions, as necessary, to be followed when constructing web pages.

3. To protect a student's rights in his or her intellectual property, if a school or teacher publishes a student's work, a disclaimer should be provided indicating the terms of redistribution or reuse.
4. Schools must provide contact information and other general information about the school on the school website, including the school's name, phone number, fax number, grade levels, and address, the principal's name, and the e-mail addresses of the school administrative team.
5. Graphics used on school websites must be appropriate to the school and should be of a size that will download quickly into a web browser.
6. Schools must keep information presented on their school's web page current, accurate, and grammatically correct.
7. The principal or designee must approve all revisions and additions to the school website.
8. Failure to comply with these guidelines or the standards of this policy, as determined by the superintendent or designee, may result in the removal of a school's web page from the Internet.

Legal References: U.S. Const. Amend. I; Electronic Communications Privacy Act, 18 U.S.C. 2510-2522; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; 17 U.S.C. 101 *et seq.*; G.S. 115C-325(e) (applicable to career status teachers), -325.4 (applicable to non-career status teachers)

Cross References: Curriculum and Instructional Guides (policy 3115), Technology in the Educational Program (policy 3220), Technology Responsible Use (policy 3225/4312/7320), Copyright Compliance (policy 3230/7330), Student Behavior Policies (4300 series), Student Records (policy 4700), Public Records – Retention, Release, and Disposition (policy 5070/7350), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335), Personnel Files (policy 7820)

Adopted: May 7, 2004

Revised: July 15, 2005, January 20, 2009, August 29, 2012, December 12, 2013, March 12, 2015

The board is committed to providing an environment at each school that is safe, orderly, and inviting. The board believes that in most cases, a student should attend the school that serves his or her domicile. Under certain circumstances or conditions, however, the board provides parents the opportunity to request that their child attend a school outside of his or her attendance area (see policy 4150, School Assignment).

Pursuant to federal and State Board of Education requirements, the board will allow a student who attends a school designated as a persistently dangerous school or a student who becomes the victim of a violent criminal offense at his or her school to attend another school that the superintendent has identified as an eligible transfer school, if a transfer school is available.

A. DEFINITIONS

For purposes of this policy, the following definitions apply:

1. Violent Criminal Offenses

Violent criminal offenses are the following crimes, which must be reported to the State Board of Education in accordance with State Board of Education Policy SSCH-000:

- a. homicide as defined in G.S. 14-17 and 14-18;
- b. assault resulting in serious bodily injury as defined in G.S. 14-32.4;
- c. assault involving use of a weapon as defined in G.S. 14-32 through 14-34.10;
- d. rape as defined in G.S. 14-27.21, 14-27.22, 14-27.24, and 14-27.25;
- e. sexual offense as defined in G.S. 14-27.26, 14-27.27, 14-27.29, and 14-27.30;
- f. sexual assault as defined in G.S. 14-27.33 and 14-33(c)(2);
- g. kidnapping as defined in G.S. 14-39;
- h. robbery with a dangerous weapon as defined in G.S. 14-87; and

- i. taking indecent liberties with a minor as defined in G.S. 14-202.1, 14-202.2, and 14-202.4.

2. Persistently Dangerous School

A persistently dangerous school is a school in which:

- a. at least two violent criminal offenses were committed with a rate of five or more such offenses per 1000 students during each of the two most recent school years; and
- b. the conditions that contributed to the commission of such offenses are determined by the State Board of Education as being likely to continue into another school year.

3. Eligible Transfer School

An eligible transfer school is a school that is not designated as a persistently dangerous school, that offers instruction at the student's grade level, and that the superintendent has identified as eligible for unsafe school choice transfer.

B. IDENTIFICATION OF SCHOOLS AS PERSISTENTLY DANGEROUS

1. Conditions Contributing to the Commission of Violent Criminal Offenses

For any school in which at least two violent criminal offenses and five or more such offenses per 1000 students were committed on school property during each of the two most recent school years, the superintendent or designee will determine whether any changes need to be made in the school- or system-level school safety procedures. The superintendent shall report to the State Board of Education any conditions in the school that may have contributed to the commission of the violent criminal offenses and any plans that the board has to eliminate such conditions.

2. Probationary Schools

If the State Board of Education determines that a school should be placed on probation, during the probationary year the principal and school improvement team shall implement strategies to protect students from violent criminal offenses and to deter future offenses from occurring. Such strategies must be incorporated into the school improvement plan. As necessary, the superintendent may request assistance from the Department of Public Instruction to help identify strategies for implementation.

3. Persistently Dangerous Schools

The superintendent shall assign a central office team to assist a school, designated a persistently dangerous, with creating and implementing a corrective action plan for the school. The corrective action plan should be based on an analysis of the problems at the school, should include strategies to improve safety at the school, and should identify any system-level policies and procedures that need to be modified. Any strategies identified for the corrective action plan should be incorporated into the school improvement plan.

Pursuant to the unsafe school choice transfer procedures provided below, a student who attends a persistently dangerous school will be allowed to transfer to another school that the superintendent has designated as an eligible transfer school.

As deemed appropriate, the board will pursue any appeals process available for review of a school's designation as probationary or persistently dangerous.

C. VICTIM OF A VIOLENT CRIMINAL OFFENSE

A student shall be considered the victim of a violent criminal offense when the following criteria are met:

1. the principal determines, based upon reasonable evidence, that the student has been the victim of any of the applicable offenses identified in this policy; and
2. the offense occurred while the student was on the grounds of the public school that he or she attends.

Pursuant to the unsafe school choice transfer procedures provided below, a student who is a victim of a violent criminal offense shall be allowed to transfer to another school that the superintendent has designated as eligible for transfer.

D. TRANSPORTATION

Parents who decide to transfer their child pursuant to this policy are responsible for transportation of their child to the receiving school.

Legal References: Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA), 20 U.S.C. 7912; *Unsafe School Choice Option Non-Regulatory Guidance*, U.S. Department of Education (May 2004), available at <https://www2.ed.gov/policy/elsec/guid/unsafeschoolchoice.doc>; G.S. 14-17, -18, -27.21, -27.22, -27.24 through -27.27, -27.29, -27.30, -27.33, -32 through -34.10, -39, -87, -202.1, -202.2, -202.4; 115C-36, -105.27, -366, -367; State Board of Education Policies SSCH-000, -006

Cross References: School Safety (policy 1510/4200/7270), School Improvement Plan (policy 3430), Conflict Resolution (policy 3431), School Assignment (policy 4150)

Adopted:

A. RETENTION OF RECORDS AND REPORT OF DATA

The principal shall retain in each student's file, either in paper or electronic form, all records related to violations of board policies, the Code of Student Conduct, school standards, or school rules.

As required by law, the superintendent shall maintain the following data on each student who was suspended for more than 10 days, reassigned for disciplinary reasons, expelled, or to whom corporal punishment was administered: race, gender, age, grade level, ethnicity, disability status, type of incident or offense, duration of the suspension, whether alternative education services were provided, and whether the student had multiple suspensions in that academic year.

As secretary to the board, the superintendent also shall maintain records from the board's considerations of 365-day suspensions and expulsions and any readmission reconsiderations of 365-day suspensions and expulsions.

The superintendent shall ensure that data on disciplinary incidents is reported using the state student information system application in accordance with State Board of Education policies and procedures.

B. DISCLOSURE OF RECORDS

Confidential student records concerning conduct that posed a significant safety risk to the student or others in the school community may be disclosed to teachers and school officials, including teachers and school officials in other schools, who have legitimate educational interests in the behavior of the student.

C. REMOVAL OF RECORDS**1. End of Year Removal**

The following types of discipline records may not be removed from student records, electronic files, and databases at the end of the school year:

- a. notice of any suspension for a period of more than 10 days and the record of the conduct for which the student was suspended;
- b. notice of any expulsion under G.S. 115C-390.11 and the record of the conduct for which the student was expelled; and

- c. any records (including of in-school suspensions or short-term suspensions) that need to be maintained in order to be able to serve the student appropriately or to protect the safety of others.

2. Expunging Records

The superintendent or designee shall expunge any record of suspension for a period of more than 10 days or expulsion if the following criteria are met:

- a. a request that the record be expunged is made to the superintendent or designee by the student's parent or guardian, or by the student if the student is at least 16 years old or is emancipated;
- b. the student either graduates from high school or is not suspended or expelled again during the two-year period commencing on the date of the student's return to school after the expulsion or suspension; and
- c. the superintendent or designee determines that the maintenance of the record is no longer needed to adequately serve the child or to maintain safe and orderly schools.

In addition, the superintendent may expunge any notice of suspension or expulsion from a student's official record provided that criteria b. and c. above are met.

This section is not intended to limit parents' right to request removal of information from a student's record under policy 4700, Student Records.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g(h), 34 C.F.R. 99.31, 99.36; G.S. 115C-47, -276(r), -390.4, -390.7, -390.8, -390.10, -390.11, -390.12, -402

Cross References: 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), Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353), Student Records (policy 4700)

Other Resources: *North Carolina Discipline Data Reporting Procedures*, N.C. Department of Public Instruction Safe and Healthy Schools Support Division, available at <https://www.dpi.nc.gov/data-reports/discipline-alp-and-dropout-data>

Adopted: October 13, 2011

Updated: June 12, 2014

The board recognizes that emissions that accumulate from school buses can be harmful to students and bus drivers. The board further recognizes that unnecessary bus idling wastes fuel and financial resources. The board is committed to transporting students on school buses in a manner that is safe and consistent with the board's goal of resource conservation. To this end, the board prohibits all unnecessary school bus idling on school grounds. In addition, the board prohibits the warming up of buses for longer than five minutes, except in extraordinary circumstances or circumstances beyond the bus driver's control.

This policy applies to school buses and activity buses when these buses are used to transport students to or from school, extracurricular activities, field trips, and other school-related activities.

The superintendent shall develop procedures consistent with this policy. The superintendent or designee shall ensure that school bus drivers and appropriate school personnel receive training to implement this policy.

Legal References: G.S. 115C-12(34)(b), -36, -47(50); State Board of Education Policy ALOT-003; *N.C. Public School Allotment Policy Manual*, State Allotment Formulas – Transportation of Pupils, Program Report Code 056, available at <https://www.dpi.nc.gov/districts-schools/district-operations/financial-and-business-services/allotments-%E2%80%94-funding-public-school-units>

Cross References: Resource Conservation (policy 6530)

Adopted: January 12, 2006

Revised: September 14, 2017

Fixed asset accounting is an important part of the stewardship responsibility of school officials. It allows school officials to properly account for the financial and economic resources of the school system. An inventory control system will be established for all tangible fixed assets owned or possessed by the board of education. The superintendent or finance officer shall ensure that a physical account of fixed assets is taken on an annual basis.

A. DEFINITION OF FIXED ASSETS

Fixed assets are items of tangible property, both real and personal, having a value of \$5000 or more and an estimated useful life of three years or more. Fixed assets are distinguishable from intangible property, such as money or securities, and consumable tangible property, such as office supplies.

B. CATEGORIES OF FIXED ASSETS

For the purposes of accounting and inventorying fixed assets, they will be divided into the following categories.

1. Land: Real property owned in fee simple, easements, rights-of-way and leases, and other interests in land.
2. Land Improvements: Permanent improvements (excluding buildings as defined in Section 3 below) that add value to the land or improve the use of land, such as sidewalks, parking lots, driveways, fences, and drainage systems.
3. Buildings: Any permanent or portable, man-made structure owned by the board of education and used to house or shelter persons or property, including schools, offices, warehouses, garages, sheds, and similar structures.
4. Equipment: Any portable, tangible personal property not permanently affixed to real property that is owned, leased or used by the school system, including such items as machinery, tools, furniture, computers, and motor vehicles.

C. RECORDKEEPING

The superintendent or finance officer shall develop an appropriate record keeping and inventory system for the school system's fixed assets.

Legal References: G.S. 58-31A-35; 115C-36, -47, -102.6A(c)(5), -529

Adopted:

Budget Amendment
Asheboro City Schools Administrative Unit
State Public School Fund

The Asheboro City Board of Education at a regular meeting on the 10th day of December, 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, 2021.

REVENUE

| | | |
|------------|------------------|--------------------------|
| 1.3100.000 | State Allocation | \$ <u>105,685</u> |
| | | \$ <u><u>105,685</u></u> |

EXPENDITURE

| | | |
|------------|--|--------------------------|
| 1.6540.003 | Custodial/Housekeeping - Non-Instructional Support | \$ 579 |
| 1.5120.014 | CTE - Career Technical Education | 1,740 |
| 1.6400.015 | Technology Support - School Technology Fund | 380 |
| 1.5230.063 | Pre-K Children With Disabilities - Children With Special Needs | 15,043 |
| 1.5860.128 | Instructional Technology - Home & Community WiFi | 36,000 |
| 1.5210.132 | Special Instruction - CRF Exceptional Children | <u>51,943</u> |
| | | \$ <u><u>105,685</u></u> |

| | |
|---|-----------------------------|
| Total Appropriation in Current Budget | \$ 33,831,086 |
| Total Increase/Decrease of above amendment | <u>105,685</u> |
| Total Appropriation in Current Amended Budget | \$ <u><u>33,936,771</u></u> |

Passed by majority vote of the Board of Education of Asheboro City on the 10th day of December, 2020.

Chairman, Board of Education

Secretary

**Asheboro City Schools
Personnel Transactions
December 10, 2020**

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

| LAST | FIRST | SCHOOL | SUBJECT | EFFECTIVE |
|-------------|--------------|---------------|----------------|------------------|
| Funkhouser | Shari | ECDC | Pre-K | 1/31/2021 |
| Grady | Natalie | DLL | 3rd Grade | 1/1/2021 |
| Powell | Glenn | AHS | Science | 1/29/2021 |

***B. APPOINTMENTS**

| LAST | FIRST | SCHOOL | SUBJECT | EFFECTIVE |
|-------------|--------------|---------------|----------------|------------------|
|-------------|--------------|---------------|----------------|------------------|

***C. ADMINISTRATIVE APPOINTMENTS**

| LAST | FIRST | SCHOOL | SUBJECT | EFFECTIVE |
|-------------|--------------|---------------|-----------------------------|-----------------------|
| Wiles | Deanna | CO | Director of K-12 Curriculum | 12/01/2020-06/30/2022 |

**Asheboro City Schools
Personnel Transactions - ADDENDUM
December 10, 2020**

***B. APPOINTMENTS**

| LAST | FIRST | SCHOOL | SUBJECT | EFFECTIVE |
|-------------|--------------|---------------|----------------|------------------|
| Gray | Gary | CO | Bus Driver | 12/9/2020 |
| King | Melinda | LP | Kindergarten | 1/4/2021 |

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

| LAST | FIRST | SCHOOL | SUBJECT | EFFECTIVE |
|----------------|--------------|---------------|------------------|------------------|
| Ivan | Joyce | ECDC | Pre-Kindergarten | 7/1/2020 |
| Lawrence-Smith | Venise | ECDC | Pre-Kindergarten | 7/1/2020 |
| Marie | Peele | ECDC | Pre-Kindergarten | 7/1/2020 |
| Phillips | Mari | ECDC | Pre-Kindergarten | 7/1/2020 |
| Roberts | Laura | ECDC | Pre-Kindergarten | 7/1/2020 |
| Watts | Amber | ECDC | Pre-Kindergarten | 7/1/2020 |

**ASHEBORO CITY SCHOOLS
ADMINISTRATIVE APPOINTMENTS
December 10, 2020**

| <u>NAME</u> | <u>COLLEGE/DEGREE</u> | <u>LICENSURE</u> |
|--------------------|---|-------------------------------------|
| Wiles, Deanna | Appalachian State University B: Elementary Education East Carolina University M: Education with K-8 Math Specialist add on | Elementary, K-6 Mathematics, 6-9 |

Ms. Deanna Wiles is recommended to serve the district as the Director of K-12 Curriculum. Ms. Wiles has been serving as the district K-12 Curriculum Specialist for the past year, where she played a key role in leading professional development efforts and implementation of remote learning. Her leadership during the pandemic has been invaluable. Mrs. Wiles led the Summer Jumpstart program and the development of the ACS Remote Learning Plan. She was also instrumental in re-visioning curriculum maps and pacing for the district. She previously worked for Randolph County Schools as a district lead teacher for literacy, where she provided professional development and model lessons for teachers. Ms. Wiles played an instrumental role in launching online learning modules, implementation of Istation, and led teachers in data analysis and instructional planning. Ms. Wiles is a national board certified teacher who taught eleven years in Asheboro City Schools, five of those years as an Instructional Facilitator at Charles W. McCrary Elementary School. We are excited to congratulate Ms. Wiles on this well-deserved promotion!

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS - ADDENDUM
December 10, 2020**

| <u>NAME</u> | <u>COLLEGE/DEGREE</u> | <u>LICENSURE</u> |
|--------------------|--|-------------------------|
| King, Melinda | Western Kentucky University B: Elementary Education | K-6 |

Ms. King is recommended to teach Kindergarten at Lindley Park Elementary School for the remainder of the 2020-2021 school year. Ms. King is a veteran teacher with a passion for young students. The majority of her career has been teaching at the K-2 level, most recently Kindergarten at Randleman Elementary School. Prior to relocating to the area, Ms. King taught second grade at Parker Bennett Curry in Bowling Green, Kentucky. Ms. King is known for her enthusiasm and high-energy classroom where she uses interactive, hands on activities. She has high expectations and strives to meet the needs of all students. We are pleased to welcome Ms. King to Asheboro City Schools and the Lindley Park team. Welcome Ms. King!

AMENDMENT

ASHEBORO CITY SCHOOL DISTRICT

AND

SODEXO MANAGEMENT, INC.

THIS AMENDMENT, dated November 12, 2020, is between ASHEBORO CITY SCHOOL DISTRICT ("SFA" or "District") and SODEXO MANAGEMENT, INC. ("FSMC" or "Sodexo").

W I T N E S S E T H:

WHEREAS, FSMC submitted a proposal on May 28, 2019 ("Proposal") in response to SFA's Request for Proposal ("RFP") dated April 15, 2019; and

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

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

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

1. As per Section B.1 of the Request for Proposal and Contract, the Term of the Agreement is hereby extended to cover the period July 1, 2020 to June 30, 2021, and may be renewed for three (3) additional terms of one year each upon mutual agreement between SFA and FSMC.

2. Pursuant to Section L.12, the fixed-price per meal equivalent and the fixed price for management services (based upon meal equivalency) shall be increased based on the Food Away from Home Series of the Consumer Price Index or CPI – South Size D – all nonmetropolitan areas; however, such South-Size D – all nonmetropolitan area CPI index has been retired. Therefore, commencing July 1, 2020, the CPI Index to be used for increases to the fixed-price per meal equivalent and the fixed price for management services (based upon meal equivalency) shall be increased based on Food Away from Home, CPI for All Urban Consumers. Based on this new CPI Index, the prices, effective July 1, 2020, shall be increased by a maximum of 2.93%.

3. Attachment B of FSMC's Proposal is to reflect the following:

| | |
|--|----------------|
| Maximum Allowable Charge per Meal Equivalent | \$1.595 |
| Management Fee per Meal | <u>\$0.051</u> |
| Total Firm, Fixed Price Cost | \$1.646 |

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

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

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

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

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

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

A) Prices to be charged for meals during the 2020-2021 academic year under the National School Lunch Program shall be as follows:

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

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

| | |
|-------------|-----|
| Elementary | 179 |
| Middle | 179 |
| High School | 178 |

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

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

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

- F) Meal Definition – meals are defined for our fixed price based on the following:
 - a. 1 Lunch = 1 Meal
 - b. 2 Breakfasts = 1 Meal
 - c. 4 Snacks = 1 Meal
 - d. 1 Dinner = 1 Meal
- G) District Enrollment – Average Daily Attendance (ADA) is estimated as 95% of the projected enrollment provided in the RFP.
- H) Meal Equivalents – Derived from all other revenue, excluding federal/state reimbursements, student snack/breakfast/lunch reimbursable sales and childcare program meals. The meal equivalency shall be equal to \$3.50, as stated in the RFP.

6. Sodexo agrees to operate the Summer Food Service Program during the COVID-19 Pandemic in order to address the unique meal service and distribution delivery flexibilities required to support student access to meals in various settings. Operation of the program shall be consistent with all federal waivers and guidance from the State agency and specific instructions from the district.

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

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

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

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

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

ASHEBORO CITY SCHOOL DISTRICT

By: _____

Name (printed): Sandra Spivey

Title: Finance Officer

SODEXO MANAGEMENT, INC.

By: _____

Name (printed): Deborah Whitmire

Title: Vice President

Policies For 30-Day Review

The board believes that time is a variable in the educational process and that children may need different amounts of instructional time in order to fulfill the educational goals and objectives of the board. The board also recognizes that the school day and school year should be planned in such a manner as to facilitate student learning and to permit an accurate assessment of student achievement in scheduled testing periods.

A. INSTRUCTIONAL TIME

Interruptions of instructional time and time off task must be kept to a minimum. The principal is responsible for ensuring that instructional time is maintained and protected in the school schedule. Each teacher is responsible for ensuring optimal use of instructional time in his or her classes. School personnel are encouraged to seek creative means of reducing transitional time and scheduling non-instructional activities. A proposal for alternative scheduling of classes or other such strategies may be a part of a school improvement plan.

B. SCHOOL DAY

The length of the school day may vary from school to school. The “instructional” day includes only those hours a student is assigned to a teacher for the primary purpose of instruction. Breaks in the instructional day for changing classes, homeroom, lunch, pep rallies and similar non-instructional activities are not part of the instructional day and may not be counted towards the minimum instructional hours requirement established in Section D, below.

C. OPENING AND CLOSING DATES

Except for year-round schools or schools operating under a modified calendar, the opening date for students will be no earlier than the Monday closest to August 26, and the closing date for students will be no later than the Friday closest to June 11.

The school board may offer supplemental or additional educational programs or activities outside the adopted school calendar.

Upon a showing of good cause, as defined by G.S. 115C-84.2(d), the board will seek a waiver of the opening dates from the State Board of Education.

The board will revise the closing date only if necessary to comply with the minimum requirements for instructional days or instructional time.

D. SCHOOL CALENDAR

The school calendar in all schools will be for 215 days and will provide for a minimum of 185 days or 1025 hours of instruction covering at least nine months. A school “month” is defined as 20 days of instruction. If school is closed early due to inclement weather, the day and the number of instructional hours originally scheduled may count towards the required minimum number of instructional days or hours. As funding permits, the board may pursue increasing the number of instructional hours or days, at least for those students who need more time to learn the curriculum.

The board may initiate or review recommendations from the superintendent or a school improvement team for modifying the traditional school calendar to a year-round calendar. The superintendent and individual schools are encouraged to obtain input from teachers and other personnel as well as from the community in developing proposals for modifying the school calendar. A year-round school may be included as a part of a school improvement plan.

Any calendar adopted by the board will be consistent with the following requirements.

1. The calendar will consist of 215 days and shall meet state requirements for the minimum instructional days and/or the minimum instructional hours.
2. At least 10 of the days on the calendar will be designated as annual vacation leave days.
3. The calendar will include the same or an equivalent number of legal holidays as those designated by the State Human Resources Commission for State employees, including Veteran’s Day if it falls on a weekday.
4. Schools will not be scheduled on Sundays.
5. The total number of workdays for teachers employed for a 10-month term will not exceed 195 days.
6. The Calendar will designate “instructional” days when students must be present.
7. The remaining days will be scheduled by the board, in consultation with school principals, as “flexible” days, for use as teacher workdays, additional instructional days or other lawful purposes. Before scheduling these “flexible” days, each principal shall work with the school improvement team to determine the days to be scheduled and the purposes for which they should be scheduled.
8. Of the 10 “flexible” days described in subsection D.7, the board will designate at least two days as protected days on which teachers may take accumulated

vacation leave. All other “flexible” days may be designated as days on which teachers may take accumulated leave, but the board will give teachers at least 14 calendar days’ notice before requiring a teacher to work instead of taking vacation leave on any of these days. A teacher may elect to waive this notice requirement for one or more of these days.

9. The board may, due to school closings because of inclement weather or other reasons, use any of the “flexible” days designated in subsection D.7 above as make-up days for those instructional days that were missed. If necessary, these make-up days may be scheduled after the last day of student attendance. If either of the two protected days described in subsection D.8 above are scheduled as a make-up day, teachers may take accumulated vacation leave on the make-up day and will not be required to work.
10. If the school calendar requires students to attend on Memorial Day, each principal shall ensure that students are instructed on the significance of Memorial Day on that day. If students are not scheduled to attend school on Memorial Day, instruction on the significance of Memorial Day will be provided at another time.
11. If the school calendar requires students to attend school on September 17, which is Constitution Day and Citizenship Day, each principal shall ensure that an educational program about the United States Constitution is held in the school on that day. If students are not required to attend school on September 17, the principal shall ensure that such a program is held during the week preceding or following Constitution Day and Citizenship Day.
12. The month of November shall be designated “Veterans’ History Awareness Month”

Legal References: P.L. 108-447, div. J, title I, sec. 111 (codified as a statutory note to 36 U.S.C. 106(d); G.S. 115C-12(33), -36, -47, -84.2, -105.21(b)(2), -238.31, -288; State Board of Education Policy GCS-G-001; North Carolina Public Schools Benefits and Employment Policy Manual (most current version), North Carolina Department of Public Instruction, available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/employee-policy>

Cross References: Goals and Objectives of the Educational Program (policy 3000), School Improvement Plan (policy 3430), Citizenship and Character Education (policy 3530)

Adopted: January 12, 2012

Revised: April 11, 2013, September 10, 2015, March 8, 2018, August 13, 2020

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

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

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

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

A. COURSE UNITS REQUIRED

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

C. SPECIAL CIRCUMSTANCES

The board adopts the following policies with regard to graduation.

1. Honor Graduates

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

2. Students with Disabilities

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

3. Children of Military Families

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

a. Waiver Requirements

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

b. Testing Requirements for Graduation

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

c. Transfers During Senior Year

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

4. Early Graduation

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

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

5. Graduation Certificates

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

6. Diploma Endorsements

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

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

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

Adopted: January 9, 2014

Revised: August 14, 2014, May 12, 2016, March 9, 2017, March 8, 2018, July 9, 2020

School attendance and class participation are an integral part of academic achievement and the teaching-learning process. Regular attendance develops patterns of behavior essential to professional and personal success in life. Regular attendance by every student is mandatory: the State of North Carolina requires that every child in the State between the ages of seven (or younger if enrolled) and 16 years attend school. Parents or legal guardians have the responsibility for ensuring that students attend and remain at school daily.

A. ATTENDANCE RECORDS

School officials will keep an accurate record of attendance, including accurate attendance records in each class. Attendance records will be used to enforce the Compulsory Attendance Law of North Carolina.

B. EXCUSED ABSENCES

When a student must miss school, a written excuse signed by a parent or guardian must be presented to the teacher or principal designee within 2 days after returning from an absence. Absences due to extended illness may also require a statement from a physician. An absence may be excused for any of the following reasons:

1. personal illness or injury that makes the student physically unable to attend school;
2. isolation ordered by the local health officer or by the State Board of Health;
3. death in the immediate family;
4. medical or dental appointment;
5. participation under subpoena as a witness in a court proceeding;
6. observance of an event required or suggested by the religion of the students or the student's parent(s);
7. participation in a valid educational opportunity, such as travel or service as a legislative or Governor's page, with prior approval from the principal;
8. pregnancy and related conditions or parenting, when medically necessary;

9. a minimum of two days each academic year for visitation with the student's parent or legal guardian if the student is not identified as at risk of academic failure because of unexcused absences and the student's parent or legal guardian (a) is an active duty member of the uniformed services as defined by policy 4050, Children of Military Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.

Extended illnesses generally require a statement from a physician. Once a student has accumulated more than 15 absences in a school year (or more than five consecutive absences), a doctor's note, or other documentation approved by the principal, will be needed to excuse further absences. This standard does not apply to medically fragile students as defined in the North Carolina School Attendance and Student Accounting Manual and approved by the principal.

In the case of excused or unexcused absences, short-term out-of-school suspensions, and absences under G.S. 130A-440 (for failure to submit a school health assessment form within 30 days of entering school), the student will be permitted to make up his or her school work. (See also policies 4110, Immunization and Health Requirements for School Admission, and 4351, Short-Term Suspension.) The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

C. SCHOOL-RELATED ACTIVITIES

All classroom activities are important and difficult, if not impossible, to replace if missed. It is the intention of the board of education that classes missed be kept to an absolute minimum through close scrutiny and a monitoring system on the part of the principal. The following school-related activities will not be counted as absences from either class or school:

1. field trips sponsored by the school;
2. job shadows and other work-based learning opportunities, as described in G.S.115C-47(34a);
3. school-initiated and scheduled activities;
4. athletic events requiring early dismissal from school;

5. Career and Technical Education student organization activities approved in advance by the principal; and
6. in-school suspension.

Assignments missed for these reasons will be completed by students. The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

D. EXCESSIVE ABSENCES

Class attendance and participation are critical elements of the educational process and may be taken into account in assessing academic achievement. Students are expected to be at school on time and to be present at the scheduled starting time for each class.

The principal will notify parents and take all other steps required by G.S. 115C-378 for excessive absences.

If a student is absent from school for five or more days in a semester, the principal or a committee established by the principal shall consider whether the student's grades should be reduced because of the absences. The principal or committee shall review other measures of academic achievement, the circumstances of the absences, the number of absences, and the extent to which the student completed missed work. A committee may recommend to the principal and the principal may make any of the following determinations:

1. the student will not receive a passing grade for the semester;
2. the student's grade will be reduced;
3. the student will receive the grade otherwise earned; or
4. the student will be given additional time to complete the missed work before a determination of the appropriate grade is made.

Students with excused absences due to documented chronic health problems are exempt from this policy. In addition, for students experiencing homelessness (see board policy 4125, Homeless Students), school officials must consider issues related to the student's homelessness, such as a change of caregivers or nighttime residence, before taking

disciplinary action or imposing other barriers to school attendance based on excessive absences or tardies.

Excessive absences may impact eligibility for participation in interscholastic athletics. See policy 3620, Extracurricular Activities and Student Organizations.

E. TARDIES

The principal is responsible for handling tardies and for establishing relevant school procedures that are in compliance with the NC School Attendance and Student Accounting Manual. Students are expected to be at school on time and to be present at the scheduled starting time for each class and be present for the entire school day.

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, et seq.; G.S. 115C-47, -84.2, -288(a), -375.5, -378 to -383, -390.2(d), -390.2(l), -390.5, -407.5; 130A-440; 16 N.C.A.C. 6E .0102, .0103; State Board of Education Policies ATND-000, -003, NCAC-6E.0104

Cross References: Extracurricular Activities and Student Organizations (policy 3620), Education for Pregnant and Parenting Students (policy 4023), Children of Military Families (policy 4050), Immunization and Health Requirements for School Admission (policy 4110), Homeless Students (policy 4125), Short-Term Suspension (policy 4351)

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

Revised: April 10, 2008, May 14, 2009, September 10, 2009, November 10, 2011, June 13, 2013, July 9, 2015, July 14, 2016, September 14, 2017, August 16, 2018, February 14, 2019, January 9, 2020

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

A. LICENSURE AND OTHER QUALIFICATION REQUIREMENTS

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

B. EXCEPTIONS TO LICENSURE REQUIREMENTS

1. Adjunct CTE Instructors

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

2. Adjunct Instructors in Core Academic Subjects

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

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

3. Interim Principals

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

C. BEGINNING TEACHER SUPPORT PROGRAM

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

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

D. LICENSE CONVERSION

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

E. LICENSE RENEWAL

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

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

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

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

F. PARENTAL NOTIFICATION

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

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

G. EQUITABLE DISTRIBUTION OF TEACHERS

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

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

Adopted: June 1997

Revised: January 22, 1999; December 20, 2006; June 30, 2008; September 30, 2011; March 28, 2013, September 12, 2013, June 12, 2014, June 8, 2017, February 8, 2018, August 8, 2019, March 12, 2020

A. SELECTION AND EVALUATION

The superintendent will select and the board will approve a school finance officer. The finance officer serves at the pleasure of the superintendent. The superintendent shall evaluate the finance officer to help ensure that all duties as required by law, board policy and/or the superintendent are met.

B. DUTIES

The school finance officer provides critical services for the effective planning and use of fiscal resources. The school finance officer shall be responsible to the superintendent for:

1. keeping the accounts of the school system in accordance with generally accepted principles of governmental accounting, board policy, the rules and regulations of the State Board of Education, and the rules and regulations of the Local Government Commission;
2. utilizing an encumbrance system for tracking obligations;
3. giving the preaudit and disbursements certificates required by G.S. 115C-441(a1) and (d1), respectively, and establishing procedures to assure compliance with the preaudit requirements;
4. approving or disapproving a disbursement, in accordance with G.S. 115C-441(b), when a bill, invoice, or other claim is presented and establishing procedures to assure compliance with all applicable legal requirements for disbursements;
5. establishing procedures, as described in 20 N.C.A.C. 03.0409(a)(3) and 20 N.C.A.C. 03.0410(a)(2), for preauditing obligations that will be incurred by electronic payment and for disbursing funds by electronic transaction;
6. ensuring that school system personnel are adequately trained about the procedures to be followed for electronic transactions;
7. signing and issuing all checks, drafts and state warrants by the school system;
8. investing the cash balance of any funds, subject to board policy 8110, Budget Resolution;
9. receiving and depositing all moneys accruing to the school system;

10. preparing and filing a statement of the financial condition of the school system as often as requested by the superintendent;
11. preparing and filing a statement of the financial condition of the school system when requested by the board of education or the board of county commissioners, but only if such requests are in writing and copied to the superintendent;
12. providing the board a quarterly budget-to-actual statement that includes budgeted accounts; actual payments made; amounts encumbered, including electronic obligations; and the amount of the budget that is unobligated for all major funds;
13. providing a copy to the board and notice to the county commissioners of any report received from the Teachers' and State Employees' Retirement System containing a list of employees whose retirement in the upcoming year would likely result in an assessment to the board for additional employer contribution;
14. performing such other duties as may be assigned by law, by the superintendent, or by rules and regulations of the State Board of Education and the Local Government Commission;
15. submitting reports to the Secretary of the Local Government Commission as required by law;
16. receiving and accounting for all clear proceeds of fines, penalties, and forfeitures and notifying the superintendent and board of such funds;
17. reviewing school improvement plans as they relate to the transfer of funds between funding allotments or lease purchase contracts;
18. evaluating all continuing contracts, including the principal and interest to be paid, and making recommendations to the superintendent and reports to the superintendent and board as provided in board policy 6425, Continuing Contracts;
19. assisting the superintendent in the development of the budget;
20. prescribing the form and detail of records maintained by the school treasurer;
21. making salary deductions as provided in policy 7620, Payroll Deductions;
22. maintaining custody of the facsimile signature device as provided in policy 8330, Facsimile Signatures; and

23. maintaining custody of insurance policy and programs as provided in policy 8340, Insurance.

C. FIDELITY BOND

The finance officer will carry a true accounting and faithful performance bond as provided in board policy 8530, Fidelity Bonds.

Legal References: G.S. 115C-105.25, -435, -436, -441, -442, -443, -445, -446, -448, -452, -528; 135-8(f)(2)(f); 20 N.C.A.C. 03.0409, 20 N.C.A.C. 03.0410

Cross References: Preaudit and Disbursement Certifications (policy 6421), Continuing Contracts (policy 6425), Payroll Deductions (policy 7620), Budget Resolution (policy 8110), Facsimile Signatures (policy 8330), Insurance (policy 8340), Fidelity Bonds (policy 8530)

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

Revised: May 8, 2014, August 13, 2015, October 13, 2016, June 13, 2019

ACS AP Program

December 10, 2020



AP Scholars

Guadalupe Avalos-Castro

Andrew Bullins

Dalton Downer

Katherine Esponda

Zachary Green

Jonah Hydzyk

Sara Moya Figueroa

Kesley Nance

Caleb Perkins

Leah Reid

Makayla Santos

Georgia Shipley

Piper Shipley

Evangelos Sistasis

Ariana Tatum

Kiersten Yow

AP Scholars with Honor

Michael Britt

Olivia Elliott

Caleb Green

Ferdinand Kelley

AP Scholars with Distinction

Steven Roberson

Riley Smith

AP Capstone Certificates



Michelle Aguirre

Guadalupe Avalos-Castro

Andrew Bullins

Dalton Downer

Aliany Garcia

Jessica Paez Sanchez



AP Capstone Diploma



Zoe Carmac

Caleb Green

Riley Smith



AP Access for ALL



SpringBoard



Pre AP



AP Capstone



AP

AP CAPSTONE



AP Capstone
Diploma™

AP Seminar

Year 1

Earn score of 3 or higher

AP Research

Year 2

Earn score of 3 or higher

4 AP Exams

Throughout High School
Earn score of 3 or higher



AP Seminar
and Research
Certificate™

Why AP?

AP students have higher average college first-year GPAs than dual enrollment students, a strong predictor of longer-term outcomes.

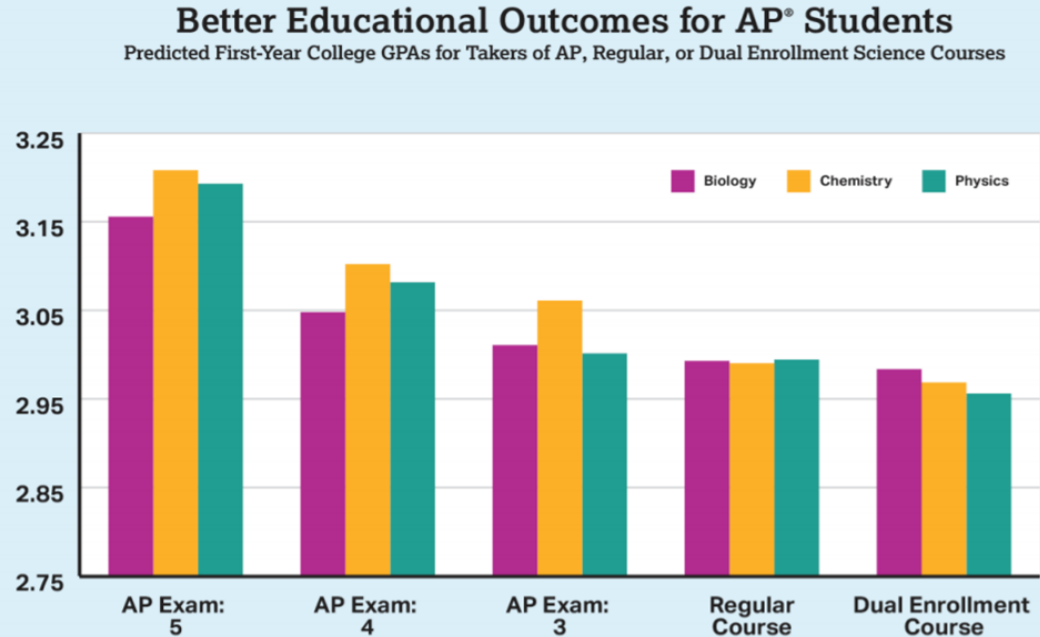
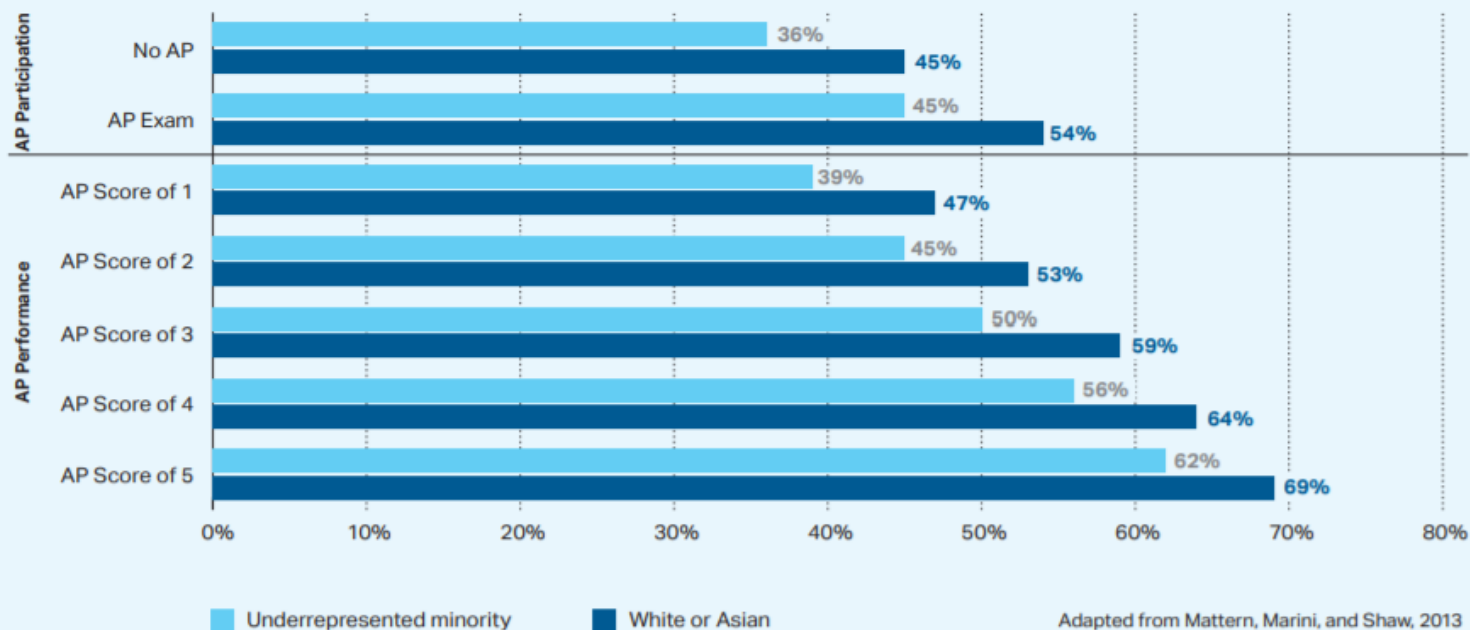


FIGURE 4

Expected four-year graduation rate by AP participation and performance



Note: Expected graduation rates were computed based on Sample 1 models. These values are associated with non-first generation status females with an average PSAT/NMSQT score attending a public institution of average selectivity. Please see research report for all results.

2020 Vision... AHS AP Program

15% of AHS students in AP courses

**38% of AHS students attending 4-year
universities**

AP Program Focus



RELATIONSHIPS
Teachers, coaches,
and staff
recommending
college bound
students for AP



PRE AP/Springboard
Biology and English I AHS
English 6,7,8 NAMS/SAMS
2020-2021 school year
for all students



Conversations
Administrators,
counselors, teachers,
students, and
parents

Spring Board/ Pre AP

SPRINGBOARD ELA 6,7,8:

Grade-Level Content

Focus on Close Reading and Literary Analysis

PRE AP Biology & English 1



**Close Observation
and Analysis**



**SHARED
PRINCIPLES**



**Higher-Order
Questioning**



**Evidence-Based
Writing**



**Academic
Conversation**

SpringBoard

Pre AP

Not a funnel, but an open door for potential

When teachers set the level of potential...

Not fair, not just, not equitable.....not good for kids.

Rigorous, grade-level content, vertical and horizontal focus on critical thinking skills for ALL students

How does Springboard/Pre AP work for all students?

It allows teachers to be INTENTIONAL

- Grade-level lessons
- Built in rigor
- Scaffolding of skill building

It allows teachers to ANTICIPATE

- Where would our students have problems?
- How can we support them?
- What staff members can we reach out to who specialize in this area?

Who Wins?



All Students

- EC
- ESL
- AIG
- Students with a name, with a dream, with potential that has not yet been seen

Game Changer... Knowing our students, learning about their potential

SpringBoard, Pre AP...Possibly AP. We will let the STUDENT decide.



Thanks!

Do you have any question?
youremail@freepik.com
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December 10, 2020 - Temporary Actions on Policies

The North Carolina School Boards Association recommends that temporary action be taken on the following policies during the COVID-19 pandemic.

1510/4200/7270 School Safety

Temporary Requirements to Prevent COVID-19 Spread

In order to secure the health and safety of school system students and employees during the COVID-19 pandemic, the school system will enforce the requirements of the North Carolina Department of Health and Human Services (DHHS) applicable to individuals entering school grounds and facilities and will adhere to any requirements placed on the school system by DHHS. The superintendent or designee, in conjunction with appropriate health officials, shall develop protocols where necessary to implement DHHS requirements. These temporary requirements shall remain in effect until repealed by the board or until the applicable guidance from DHHS is rescinded, whichever occurs first.

3300 School Calendar and Time for Learning

Temporary Requirements to Prevent COVID-19 Spread

In order to secure the health and safety of school system students and employees during the COVID-19 pandemic, the school system will enforce the requirements of the North Carolina Department of Health and Human Services (DHHS) applicable to individuals entering school grounds and facilities and will adhere to any requirements placed on the school system by DHHS. The superintendent or designee, in conjunction with appropriate health officials, shall develop protocols where necessary to implement DHHS requirements. These temporary requirements shall remain in effect until repealed by the board or until the applicable guidance from DHHS is rescinded, whichever occurs first.

4400 Attendance

Temporary Rule for Attendance on Remote Instruction Days

To be counted present during remote instruction days, students must either: (1) complete their daily assignments, either online or offline; or (2) have a daily check-in through two-way communication with (a) the homeroom teacher for grades K-8 or (b) the course teacher for all other grade levels. This temporary rule will remain in effect until repealed by the board or until the applicable guidance from the North Carolina Department of Public Instruction is rescinded, whichever occurs first.

5020 Visitors to the Schools

Temporary Restrictions on Nonessential Visitors to School Facilities

In order to secure the health and safety of school system students and employees during the COVID-19 pandemic and in accordance with the requirements of the North Carolina Department of Health and Human Services (DHHS), nonessential visitors will not be allowed access to school buildings before, during, or after the school day when school is in session. This restriction will not apply to visitors or employees who need to access the school system central office in order to process paperwork, to attend meetings with school officials, or who

want to attend a meeting of the board of education or other public meetings being held at the central office.

Parents and guardians will be allowed to enter the main entrance of a school facility and access the lobby and/or front office in order to sign a student in or out or to drop off items such as lunches, medication, or items that will be needed during the school day. To the greatest extent possible, parents and school employees are encouraged to arrange conference calls or use other electronic means to conduct conferences and meetings about a student's educational program. However, parents may have access to other locations within a school facility, as needed, to attend scheduled conferences and meetings related to their child's educational needs.

School employees will conduct symptom screening of any person entering a school building, as required by DHHS, including parents, students, and all other visitors.

These temporary restrictions shall remain in effect until repealed by the board or until the applicable guidance from DHHS is rescinded, whichever occurs first.

5030 Community Use of Facilities

Temporary Restriction on Community Use of Facilities

In order to secure the health and safety of school system students and employees during the COVID-19 pandemic and in accordance with the requirements of the North Carolina Department of Health and Human Services (DHHS), school facilities will not be made available to community groups during or after the school day or on weekends in any week in which the school is holding in-person classes on the school campus. Issues regarding the parties' contractual obligations under long-term leases will be referred to the board attorney. This temporary restriction shall remain in effect until repealed by the board or until the applicable guidance from DHHS is rescinded, whichever occurs first.

6305 Safety and Student Transportation Services

Temporary Requirements for Student Transportation Services

In order to secure the health and safety of school system students and employees during the COVID-19 pandemic, school officials will enforce the restrictions put in place by the North Carolina Department of Health and Human Services (DHHS) on entering school transportation vehicles and will adhere to any requirements placed on the school system by DHHS related to student transportation services. The superintendent or designee, in conjunction with appropriate health officials, shall develop protocols where necessary to implement DHHS requirements. These temporary requirements shall remain in effect until repealed by the board or until the applicable guidance from DHHS is rescinded, whichever occurs first.

Calendar of Upcoming Events

| DATE | | MEETING | TIME | LOCATION |
|-----------------|-----------------|--|---------------------|------------------------|
| Thursday | December 10 | Board of Education Meeting | 7:30 p.m. | PDC |
| | Dec. 24, 25, 28 | Holiday | | |
| JANUARY | | | | |
| Thursday | January 14 | Board of Education Meeting | 7:30 p.m. | PDC |
| Saturday | January 30 | Board of Education Retreat | | TBD |
| FEBRUARY | | | | |
| Thursday | February 11 | Board of Education Meeting-Meeting w/Commissioners | 5:30 p.m. | PDC |
| MARCH | | | | |
| Thursday | March 11 | Board of Education Meeting-Budget Meeting | 7:30 p.m. | PDC |
| APRIL | | | | |
| Thursday | April 15 | Board of Education Meeting-Budget Meeting | 7:30 p.m. | PDC |
| Friday | April 30 | AHS CAP & GOWN RUNWAY DAY | ? | All Elementary Schools |
| MAY | | | | |
| Thursday | May 13 | Board of Education Meeting | 7:30 p.m. | PDC |
| JUNE | | | | |
| Thursday | June 10 | Board of Education Meeting | 7:30 p.m. | PDC |
| Thursday | June 17 | Administrative Leadership Team | 9:00 a.m.-3:00 p.m. | PDC |