

ASHEBORO CITY BOARD OF EDUCATION

July 9, 2015

7:30 p.m.

Asheboro High School

Professional Development Center

***6:00 p.m. – Policy Committee**

***6:45 p.m. – Finance Committee Meeting**

I. Opening

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

II. Special Recognition and Presentations

- A.** Bryan Santos

III. Public Comments

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

IV. *Consent Agenda

- A.** Approval of Minutes – June 11, 2015, and June 25, 2015
- B.** School Treasurers 2015-201
- C.** Signature Cards – Guy B. Teachey Elementary and South Asheboro Middle School
- D.** 2015-2016 Sodexo Amendment
- E.** Executive Summary for Title III Application 2015-2016
- F.** Personnel

V. Information, Reports and Recommendations

- A.** Summer Programs
- B.** Policies
 - Policy 5070/7350 – Public Records – Retention, Release, and Disposition
 - Policy 6410 – Organization of the Purchasing Function
 - Policy 6430 – State Purchasing Requirements for Equipment, Materials, and Supplies
 - Policy 8510 – School Finance Officer
 - Policy 9020 – Facility Design
 - Policy 9115 – Prequalification of Bidders for Construction Projects (New)
 - Policy 9120 – Bidding for Construction Work
 - Policy 9220 – Security of Facilities

VI. Action Items

- *A.** Policies
 - Policy 1610/7800 – Professional and Staff Development
 - Policy 2321 – Closed Sessions
 - Policy 3100 – Curriculum Development
 - Policy 3220 – Technology in the Educational Program
 - Policy 3320 – School Trips

- Policy 3450 – Class Rankings
- Policy 3470/4305 – Alternative Learning Programs/Schools
- Policy 3620 – Extracurricular Activities and Student Organizations
- Policy 4201/7271 – Injury and Loss Prevention (New)
- Policy 4400 – Attendance
- Policy 6000 – Support Services
- Policy 7635 – Return to Work (New)
- *B. Board Meeting Date Change from April 14 to April 21, 2016
- *C. Board of Education Goals 2015-2016
- *D. Strategic Plan 2016- 2021 Resolution

VII. Superintendent's Report/Calendar of Events

- A. Calendar of Events
- B. Preliminary Test Reports

VIII. Board Operations

- A. Important Dates to Remember:
 - July 20-22, Administrative Leadership Team Retreat
 - Thursday, August 13, Board of Education Meeting, Professional Development Center
 - August 19-20, Open Houses for Schools
 - Friday, August 21, 7:30 a.m., Convocation, Asheboro High School
 - Monday, August 24, First Day of School for Students
 - Monday, August 24, Pre-K Open House, Early Childhood Development Center

IX. Executive Session

- A. Superintendent's Annual Evaluation

X. Adjournment

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

ASHEBORO CITY BOARD OF EDUCATION
July 9, 2015
7:30 p.m.
Asheboro High School
Professional Development Center

Addendum

- I. **Opening**

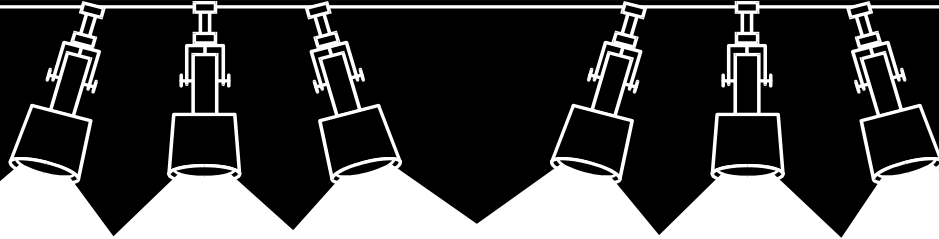
- IV. ***Consent Agenda**
 - F. Personnel

- VI. **Action Items**
 - *B. Board Meeting Date Change from January 14 to January 21, 2016
Board Meeting Date Change from April 14 to April 21, 2016

- X. **Adjournment**

Mission Statement

We are committed to providing quality learning opportunities for all students in a safe and inviting environment so that our students can become successful lifelong learners, prepared for 21st century global citizenship.



Presentation:

Bryan Santos is a recent high school graduate of Caldwell Academy. He attended Asheboro City Schools from kindergarten to 2012. Bryan was a student at McCrary, Guy B. Teachey, South Asheboro Middle School and Asheboro High School for his 9th and 10th grade years. He then transferred to Caldwell Academy, a private, Christian school located in Greensboro. He will be attending Wingate University in the fall and join their soccer team. His intended major is Political Science with the aspirations of immigration and/or civil rights advocacy. He also wants to pursue commercial property development.

Minutes of the Asheboro City Board of Education

June 11, 2015

Policy Committee

The Policy Committee convened at 6:00 p.m. in the Professional Development Center with the following members present:

Phillip Cheek, Committee Chair	Linda Cranford
Gidget Kidd	Kyle Lamb
Jane Redding	

Committee member absent was Chris Yow.

Staff members present were: Dr. Terry Worrell, Dr. Brad Rice, Jennifer Smith, Carla Freemyer, and Dr. Drew Maerz.

The meeting was called to order at 6:00 p.m. and Dr. Maerz began review of the agenda.

- Policy 5070/7350 – Public Records – Retention, Release and Disposition
 - Statements added to policy that excludes schematic diagrams, emergency response information and non-released testing information from what is considered public record
 - Updated legal references
- Policy 6410 – Organization of the Purchasing Function
 - Updated legal references
- Policy 6430 – State Purchasing Requirements for Equipment, Materials and Supplies
 - Minor language changes
 - Statement added that states eligible contractors and subcontractors must demonstrate compliance with General Statute including the use of E-Verify
 - E-Procurement section removed from policy
- Policy 8510 – School Finance Officer
 - Technical wording correction and legal references updated
- Policy 9020 – Facility Design
 - Statements added including the requirement of submitting new construction plans to the State Board for review and comment
 - Updated legal references
- Policy 9115 – Prequalification of Bidders for Construction Projects (NEW)
 - New policy that allows for prequalification of bidders for construction projects, the process, and the appeals process.
- Policy 9120 – Bidding for Construction Work
 - Statement added stating that contractors may be required to go through the prequalification process
 - Statement added that allows for the use of different types of advertising; this gives the district greater flexibility
- Policy 9220 – Security of Facilities
 - Minor edits based on North Carolina legislation
 - Dr. Worrell informed board members of new security system installed at Guy B. Teachey Elementary. This system is currently in the testing phase with hopes of installing at all elementary schools.

All policies will go to the full board in July for 30-day review.

Dr. Worrell updated committee members on the following topics:

- Exploring the possibility of opening 8-9 spots at the Early Childhood Development Center for a pay-for-service fee to Asheboro City Schools' employees. This is currently in the research phase. Staff members have shown initial interest.

With no further business, the meeting was adjourned at 6:20 p.m.

Finance Committee

The Finance Committee convened at 6:50 p.m. in the Professional Development Center conference room with the following board members present:

Gustavo Agudelo, Committee Chairman	Kyle Lamb
Joyce Harrington	Archie Priest
Dr. Kelly Harris	Jane Redding

Committee member absent was Steve Jones.

Staff members present were: Dr. Terry Worrell and Harold Blair.

Mr. Blair presented budget amendments CO-02 and F-05, the 2015-2016 Interim Budget Resolution, and 2015-2016 Pay Date schedule. He then reviewed the amended contract with Sodexo Management for the Summer Feeding Program and the bid awards for Child Nutrition Services for the following bids: Food and Non-vended Snacks Contracts, Supplies, Produce, and Water. Mr. Blair discussed the need to change the original recommendation for the Supplies contract. Sysco was the original recommended vendor, but declined the award. The second most responsive bidder was US Foods.

Dr. Worrell discussed offering a pay-for-service fee to allow children of Asheboro City Schools' employees to attend the district Pre-K program at the Early Childhood Development Center.

There being no further business, the meeting adjourned at 7:20 p.m.

Board of Education

Opening

The Asheboro City Board of Education met in regular session at 7:30 p.m. in the Professional Development Center with the following members present:

Jane Redding, Chairman	Gus Agudelo
Phillip Cheek	Linda Cranford
Joyce Harrington	Dr. Kelly Harris
Gidget Kidd	Kyle Lamb
Archie Priest	

Wilson Alexander, Jr., Attorney

Board members absent were Steve Jones and Chris Yow.

Staff members present were Dr. Terry Worrell, Jennifer Smith, Harold Blair, Dr. Cayce McCamish, Dr. Brad Rice, Dr. Drew Maerz, Wendy Rich, Nathan Craver, Carla Freemyer, Brett Crisp, Lee Clark, and Dr. Julie Pack.

Chairman Redding called the meeting to order and led the meeting with a moment of silence, followed by the Pledge of Allegiance.

Mr. Lamb made a motion to approve the agenda, seconded by Mr. Cheek, and the agenda was unanimously approved by the Board.

Special Recognition and Presentations

Mr. Kenneth Rhodes, parent volunteer at South Asheboro Middle School and Asheboro High School, was recognized by the Board for his invaluable guidance as a consultant with the Project Lead the Way Principles of Engineering class at Asheboro High School. Mr. Rhodes volunteers in many capacities at South Asheboro Middle and is planning to help with the district STEAM program this summer.

The Board Spotlight was state math team winners, Kevin Laur and Jeannette Graham, from Balfour Elementary School. They will be invited to attend the North Carolina Math Conference in the fall to present their project, "How bats use math to catch their prey."

Jennifer Smith presented Nena Callicutt from Asheboro High School who was selected as Asheboro City Schools' Instructional Assistant of the Year.

Carla Freemyer introduced Judy Ebanks from Lindley Park Elementary who was recognized as Asheboro City Schools' Classified Employee of the Year.

Jennifer Smith gave a review of the Teacher Leadership Academy Cohort 5 for school year 2014-2015. It was a very good academy with outstanding projects from the participants. Lynda O'Briant and Mistry Hildreth (Asheboro High School), Emmy Biaggi and Deanna Wiles (McCrary Elementary School), and Melanie Prohoniak and Joyce Ivan (Early Childhood Development Center) shared with the Board their projects and reflections on what they learned from participating in the Teacher Leadership Academy.

Public Comments

Chairman Redding opened the floor to public comments; no one signed up to address the Board.

Upon motion by Ms. Cranford, seconded by Dr. Harris, the Consent Agenda was unanimously approved by the Board.

Consent Agenda

The following Consent Agenda items were approved:

- *Approval of Minutes – May 14, 2015*
- *Career Technical Education Local Plan*
- *Budget Amendments CO-02 and F-05*
- *Interim Budget Resolution*
- *2015-2016 Pay Dates*
- *Seamless Summer Child Nutrition Contract*
- *2015-2016 Child Nutrition Food and Supplies Contracts*
- *HVAC Contract*
- *Personnel*

RESIGNATIONS/RETIREMENTS/SEPARATIONS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Aguero	Veronica	LP	English as a Second Language	6/12/15
Blankenship	Patrick	CO	Substitute Bus Driver	5/22/15
Covington	Ronald	CO	Bus Driver	6/10/15
Ferguson	Kristi	LP	4 th Grade	6/12/15
Hill	Ken	CO	EC Compliance Specialist	6/19/15
Kearns	Beth	LP	5 th Grade	6/12/15
McRae	Althea	CO	Bus Driver	6/10/15
Prohoniak	Melanie	GBT	Pre-K Teacher	6/12/15
Sandt	Celes	CWM	4 th Grade	6/12/15
Vang	Sheral	DLL	Instructional Technology Facilitator	6/30/15
Altadonna	Robert	SAMS	Science	6/12/15
Grindstaff	Benjamin	SAMS	Social Studies	6/12/15
Lyons	Charles	SAMS	Principal	6/30/15

APPOINTMENTS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Coble	Janna	BAL	Speech Language Pathology	8/17/15
Meney	Julie	AHS	English	8/17/15

TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Lilly	Amanda	BAL to GBT	2 nd Grade Teacher to Therapeutic Classroom Teacher	8/17/15
Phillips	Mari Beth	CWM to AHS	Exceptional Children	8/17/15
Borden	Kimberly	ECDC	Pre-K Coordinator to Pre-K Teacher	8/1/15
Wisnasky	Sheena	LP	Instructional Facilitator to Classroom Teacher	8/17/15

ADMINISTRATIVE TRANSFERS

LAST	FIRST	SCHOOL	POSITION	EFFECTIVE
Day	Amy	GBT	Assistant Principal to Principal	7/1/15
Saunders	Brian	GBT to SAMS	Principal	7/1/15
White	Holly	BAL to ECDC	Assistant Principal to Pre-K Coordinator	8/1/15

Information, Reports and Recommendations

Dr. Maerz presented, for 30-day review, the following policies:

- Policy 1610/7800 – Professional and Staff Development
- Policy 2321 – Closed Sessions
- Policy 3100 – Curriculum Development
- Policy 3220 – Technology in the Educational Program
- Policy 3320 – School Trips
- Policy 3450 – Class Rankings
- Policy 3470/4305 – Alternative Learning Programs/Schools
- Policy 3620 – Extracurricular Activities and Student Organizations

- Policy 4201/7271 – Injury and Loss Prevention (New)
- Policy 4400 – Attendance
- Policy 6000 – Support Services
- Policy 7635 – Return to Work (New)

Dr. Drew Maerz informed the Board of the change in the grading scale for school year 2015-2016. The State Board of Education adopted a 10-point grading scale for all high school students beginning in the fall of 2015. After conferring with administrators and teachers from all grade levels, Asheboro City Schools will move to a 10-point grading scale for students in grades 3-12.

Action Items

After 30-day review, a motion was made by Mr. Lamb, seconded by Ms. Cranford, to approve the following board policies:

- Policy 4202/5029/7272 – Service Animals in Schools
- Policy 4300 – Student Behavior Policies
- Policy 4361 – Appeals of Long-Term or 365 Day Suspensions
- Policy 5024/6127/7266 – Emergency Epinephrine Auto-Injector Devices
- Policy 6220 – Operation of School Nutrition Services
- Policy 6225 – Free and Reduced Price Meal Services
- Policy 6230 – School Meal and Competitive Foods Standards

Motion passed unanimously. (A copy of the above policies will become a part of these minutes.)

Carla Freemyer presented the 2015 Graduation Guarantee for board approval. A motion was made by Ms. Cranford, seconded by Ms. Harrington, to approve the 2015 Graduation Guarantee as presented. Motion passed unanimously. (A copy of the 2015 Graduation Guarantee will become a part of these minutes.)

Superintendent's Report/Calendar of Events

Carla Freemyer shared the Calendar of Events highlighting the following dates and events: Summer Board Retreat, June 25; 2015-2016 open house dates for schools; and Convocation, August 21.

Carla Freemyer reviewed the latest edition of *Points of Pride* highlighting several student and staff recognitions.

Superintendent Worrell presented an update on the 2014-2015 Asheboro City Schools' Strategic Plan goals. Asheboro had two students who were successful in achieving credit by demonstrated mastery. Mr. Bligen, with East Side Local Development Corporation, implemented Career Education Plans at North Asheboro and South Asheboro Middle Schools.

Superintendent Worrell acknowledged and thanked staff for the following:

- Congratulations to Ken Hill who is leaving us to become the Director of Exceptional Children in Thomasville City Schools.
- Jennifer Smith who has been instrumental in designing and implementing programs for our 21st Century Grant.
- Dr. Brad Rice and team for the way a serious situation was handled with our children and busses. Appreciation was also expressed for all the work and preparation for summer bus routes.
- Amy Day and Wendy Rich for planning the grades 3-5 summer school.
- Nathan Craver, Dr. Julie Pack, and Dr. Penny Crooks for preparing for grades 6-12 summer school.
- Brett Crisp and Carla Freemyer for their work on the Retirement Breakfast.
- Principals for all the wonderful award programs.
- Mike Mize and department for building the stage and managing graduation logistics.

Dr. Worrell also expressed her thanks and appreciation to Board of Education members for their support during her first year at Asheboro City Schools.

Board Operations

Chairman Redding shared the timeline and process for the Superintendent's annual performance evaluation.

Chairman Redding reminded members of the Board of the following important dates:

- Monday, June 15, 6:00 p.m., County Commissioner's Meeting - Adoption of Final Budget, Historic Courthouse
- Thursday, June 25, 5:30 p.m., Summer Board Retreat, Professional Development Center
- Thursday, July 9, Board of Education Meeting
- Thursday, August 13, Board of Education Meeting
- Friday, August 21, 7:30 a.m., Convocation, Asheboro High School
- Monday, August 24, First Day of School for Students

Adjournment

There being no further business, a motion was made by Mr. Lamb, seconded by Mr. Agudelo, and unanimously approved by the Board, to adjourn at 8:50 p.m.

Chairman

Secretary

Minutes of the Asheboro City Board of Education
June 25, 2015
Board Retreat
5:30 p.m.

The Asheboro City Board of Education met in a work session on Thursday, June 25, 2015, in the Professional Development Center with the following members present:

Jane Redding, Chairman	Gus Agudelo
Phillip Cheek	Linda Cranford
Joyce Harrington	Dr. Kelly Harris
Steve Jones	Kyle Lamb
Archie Priest, Jr.	Chris Yow

Board member absent Was Gidget Kidd.

Staff members present were Dr. Terry Worrell, Wendy Rich, Dr. Brad Rice, Harold Blair, Carla Freemyer, Mike Mize, Jennifer Smith, Dr. Cayce McCamish, Dr. Drew Maerz, Dr. Julie Pack, Nathan Craver, Lee Clark, and Brett Crisp. Additional staff present was Jaimie Coble, dietitian for Asheboro City Schools' Child Nutrition Department.

Chairman Redding opened the meeting and extended a welcome to meeting participants.

Dr. Worrell introduced Sam Varner who is the Wellness Coordinator with Randolph County Government. Mr. Varner shared the collaboration efforts between Healthy Communities A3, Randolph County Government, and McCrary Schools. Mr. Varner also shared his presentation, "Success Not Stress." Healthy Communities A3 desires to create a positive culture of wellness for Asheboro City Schools' faculty, staff, students, parents, and community.

Jaimie Coble, Asheboro City Schools' registered child nutrition dietitian, informed the board of her role in planning healthy, nutritious meals for the students and staff in our schools. She has also led after-school events with our students. Ms. Coble is a resource for our school nurses when a student is in need of nutrition advice and works with students one on one.

Dr. Drew Maerz presented an update on the 2015 8-day summer program. Following the 8-day summer school, students were given the end-of-grade or end-of-course assessments and the higher of the two scores will be included in accountability results for the 2014-2015 school year. There were a total of 577 students who attended the summer program in grades 3-12. Testing results are not available as all testing will not be completed until Friday, June 26. We plan to have results prepared for submission to NCDPI on Monday, June 29.

Board members and staff celebrated the accomplishments of school year 2014-2015. The proposed Board of Education Goals and strategies for school year 2015-2016 were also introduced. After review, the proposed goals will be on the agenda for approval at the July 9, 2015, Board Meeting

There being no further business, the meeting adjourned at 7:52 p.m.

Chairman

Secretary



Asheboro City Schools

...the subject is excellence

Office of the Superintendent

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

School Treasurers 2015-2016

Jamie H. Baker
Asheboro High School

Angela D. McLelland
South Asheboro Middle School

Lisa M. Rhodes
Balfour Elementary School

Tammy R. Davidson
Early Childhood Development Center

Renee B. Brewer
Charles W. McCrary Elementary School

Pamela N. Purvis
Donna Lee Loflin Elementary School

Tina E. Poole
Guy B. Teachey

Nicole L. Cox
Lindley Park Elementary School

Faye C. McLeod
North Asheboro Middle School

RESOLUTION OF LODGE, ASSOCIATION OR OTHER SIMILAR ORGANIZATION

CommunityOne Bank, N.A.
 106 E. Taft St.
 Asheboro, NC 27203

By: Guy B Teachey School
 294 Newbern Ave
 Asheboro NC 27205-7471

Referred to in this document as "Financial Institution"

Referred to in this document as "Association"

I, DR TERRY W WORRELL, certify that I am Secretary (clerk) of the above named association organized under the laws of NORTH CAROLINA, Federal Employer I.D. Number 56-6000989, and that the resolutions on this document are a correct copy of the resolutions adopted at a meeting of the Association duly and properly called and held on 07/09/15 (date). These resolutions appear in the minutes of this meeting and have not been rescinded or modified.

AGENTS Any Agent listed below, subject to any written limitations, is authorized to exercise the powers granted as indicated below:

Name and Title or Position	Signature	Facsimile Signature (if used)
A. <u>BARNEY HAROLD BLAIR JR-DIRECTOR OF FINAN</u>	<u>X</u>	<u>X</u>
B. <u>AMY WALSH DAY-PRINCIPAL</u>	<u>X</u>	<u>X</u>
C. <u>TINA EMMONS POOLE-TREASURER</u>	<u>X</u>	<u>X</u>
D. _____	<u>X</u>	<u>X</u>
E. _____	<u>X</u>	<u>X</u>
F. _____	<u>X</u>	<u>X</u>

POWERS GRANTED (Attach one or more Agents to each power by placing the letter corresponding to their name in the area before each power. Following each power indicate the number of Agent signatures required to exercise the power.)

Indicate A, B, C, D, E, and/or F	Description of Power	Indicate number of signatures required
_____	(1) Exercise all of the powers listed in this resolution.	_____
<u>A</u>	(2) Open any deposit or share account(s) in the name of the Association.	<u>1</u>
<u>ABC</u>	(3) Endorse checks and orders for the payment of money or otherwise withdraw or transfer funds on deposit with this Financial Institution.	<u>2</u>
_____	(4) Borrow money on behalf and in the name of the Association, sign, execute and deliver promissory notes or other evidences of indebtedness.	_____
_____	(5) Endorse, assign, transfer, mortgage or pledge bills receivable, warehouse receipts, bills of lading, stocks, bonds, real estate or other property now owned or hereafter owned or acquired by the Association as security for sums borrowed, and to discount the same, unconditionally guarantee payment of all bills received, negotiated or discounted and to waive demand, presentment, protest, notice of protest and notice of non-payment.	_____
_____	(6) Enter into a written lease for the purpose of renting, maintaining, accessing and terminating a Safe Deposit Box in this Financial Institution.	_____
_____	(7) Other _____	_____

LIMITATIONS ON POWERS The following are the Association's express limitations on the powers granted under this resolution.

EFFECT ON PREVIOUS RESOLUTIONS This resolution supersedes resolution dated _____. If not completed, all resolutions remain in effect.

CERTIFICATION OF AUTHORITY

I further certify that the Association has, and at the time of adoption of this resolution had, full power and lawful authority to adopt the resolutions on page 2 and to confer the powers granted above to the persons named who have full power and lawful authority to exercise the same. (Apply seal below where appropriate.)

If checked, the Association is a non-profit lodge, association or similar organization.

X _____ (Secretary)

X _____ (Attest by Other Officer)

X _____ (Attest by Other Officer)

RESOLUTION OF LODGE, ASSOCIATION OR OTHER SIMILAR ORGANIZATION

CommunityOne Bank, N.A.
 106 E. Taft St.
 Asheboro, NC 27203

By: South Asheboro Middle School
 523 W Walker Ave
 Asheboro NC 27203-6252

Referred to in this document as "Financial Institution"

Referred to in this document as "Association"

I, DR TERRY W WORRELL, certify that I am Secretary (clerk) of the above named association organized under the laws of NORTH CAROLINA, Federal Employer I.D. Number 56-6000989, and that the resolutions on this document are a correct copy of the resolutions adopted at a meeting of the Association duly and properly called and held on 07/09/15 (date). These resolutions appear in the minutes of this meeting and have not been rescinded or modified.

AGENTS Any Agent listed below, subject to any written limitations, is authorized to exercise the powers granted as indicated below:

Name and Title or Position	Signature	Facsimile Signature (if used)
A. <u>BARNEY HAROLD BLAIR JR-DIRECTOR OF FINAN</u>	<u>X</u>	<u>X</u>
B. <u>JASON BRIAN SAUNDERS- PRINCIPAL</u>	<u>X</u>	<u>X</u>
C. <u>ANGELA DAMRON MCLELLAND-TREASURER</u>	<u>X</u>	<u>X</u>
D. _____	<u>X</u>	<u>X</u>
E. _____	<u>X</u>	<u>X</u>
F. _____	<u>X</u>	<u>X</u>

POWERS GRANTED (Attach one or more Agents to each power by placing the letter corresponding to their name in the area before each power. Following each power indicate the number of Agent signatures required to exercise the power.)

Indicate A, B, C, D, E, and/or F	Description of Power	Indicate number of signatures required
_____	(1) Exercise all of the powers listed in this resolution.	_____
<u>A</u>	(2) Open any deposit or share account(s) in the name of the Association.	<u>1</u>
<u>ABC</u>	(3) Endorse checks and orders for the payment of money or otherwise withdraw or transfer funds on deposit with this Financial Institution.	<u>2</u>
_____	(4) Borrow money on behalf and in the name of the Association, sign, execute and deliver promissory notes or other evidences of indebtedness.	_____
_____	(5) Endorse, assign, transfer, mortgage or pledge bills receivable, warehouse receipts, bills of lading, stocks, bonds, real estate or other property now owned or hereafter owned or acquired by the Association as security for sums borrowed, and to discount the same, unconditionally guarantee payment of all bills received, negotiated or discounted and to waive demand, presentment, protest, notice of protest and notice of non-payment.	_____
_____	(6) Enter into a written lease for the purpose of renting, maintaining, accessing and terminating a Safe Deposit Box in this Financial Institution.	_____
_____	(7) Other _____	_____

LIMITATIONS ON POWERS The following are the Association's express limitations on the powers granted under this resolution.

EFFECT ON PREVIOUS RESOLUTIONS This resolution supersedes resolution dated _____. If not completed, all resolutions remain in effect.

CERTIFICATION OF AUTHORITY

I further certify that the Association has, and at the time of adoption of this resolution had, full power and lawful authority to adopt the resolutions on page 2 and to confer the powers granted above to the persons named who have full power and lawful authority to exercise the same. (Apply seal below where appropriate.)

If checked, the Association is a non-profit lodge, association or similar organization. X _____
(Secretary)

X _____
(Attest by Other Officer)

X _____
(Attest by Other Officer)

AMENDMENT

ASHEBORO CITY SCHOOL DISTRICT

AND

SODEXO MANAGEMENT, INC.

THIS AMENDMENT, dated July 1, 2015, 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 5, 2014 ("Proposal") in response to SFA's Request for Proposal ("RFP") dated March 17, 2014; and

WHEREAS, SFA and FSMC entered into a certain Management Agreement, dated July 1, 2014 as amended ("Agreement"), whereby FSMC manages and operates SFA's Food Services operation in Asheboro, North Carolina;

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

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

1. As per Section P.1 of the Request for Proposal and Contract, the Term of the Agreement is hereby extended to cover the period July 1, 2015 to June 30, 2016.

2. Attachment B is to reflect the following:

Maximum Allowable Charge per Meal	\$1.475
Management Fee per Meal	<u>\$0.050</u>
Total Firm, Fixed Price Cost	\$1.525

4. Break-even Guarantee: If Food Service program result in a Deficit during the 2015-2016 school year, the following shall apply:

(i) Sodexo shall reimburse District for the Food Service program Deficit in any amount.

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 2015-2016 academic year shall be as follows:

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

B) The projected number of full feeding days 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.

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, 2015, 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): _____

Title: _____

SODEXO MANAGEMENT, INC.

By: _____

Name (printed): _____

Title: _____

The No Child Left Behind Act of 2001 (P.L. 107-110)
Title III: Application 2015-16
Improving the Academic Achievement of the Disadvantaged
Executive Summary –July 9, 2015
Asheboro City Schools

Description:

Local Education Agencies eligible to receive Title III funds must agree to spend those funds to educate Limited English Proficient (LEP) students.

LEA plans are designed to meet federal and state requirements in order to ensure that LEP students acquire academic English language proficiency and achieve the challenging academic standards for all students in North Carolina.

The items in this application reflect the requirements of Title III of the No Child Left Behind Act of 2001 and correlate with the items on the NC Title III Self-Monitoring Instrument completed in December 2008.

The Plan:

LEP students are provided equitable access in the least segregative manner. Students are served through either transitional or intensive instructional services. The ACS Title III plan describes scientifically-based teaching methodologies and strategies that are used to support LEP learners. Instructional program types described in the plan include: English as a Second Language classes, ESL co-teaching, sheltered instruction, and content-based ESL/ExC-ELL instruction. Both ESL and content teachers are expected to participate in high quality professional development.

Decisions regarding placement of and instructional support for LEP students are based primarily on data from the WIDA/ACCESS test, which is administered annually to LEP students. EOG and EOC proficiency levels of LEP students provide summative data for LEP students. Regular education teachers, ESL teachers, administrators and parents work collaboratively to examine formative and summative data to determine the most appropriate placement in the least segregative manner for LEP students.

Parental and community involvement in the education of LEP students is critical. Parental and community participation in programs for LEP students include: ESL nights, Parent Advisory Council activities, and the use of interpreters.

Assurances included in our plan:

- The Title III Plan is developed in collaboration with various members of the administration, ESL staff members, and parents.
- Teachers of LEP students in language instruction educational programs are fluent in English.
- We provide ongoing, high quality professional development to school personnel and members of the community.
- We consult with non-public schools to identify their LEP students and provide equitable participation of eligible students within the LEAs attendance area
- Parents of LEP students will be informed in a language they understand of their child's eligibility for participation in a bilingual/ESL program within 30 days of the beginning of the school year or within 14 days of enrollment.
- Programs, strategies, and activities under the Title III grant will be scientifically-research based.
- The LEA will comply with the statutory mandate for reporting the adequate yearly progress made by LEP students in language and academic content.

Budget:

The 2015-16 Title III Planning Allotment of \$150,116.00 will be used to fund one district LEP Lead Teacher, extended learning opportunities for LEP students, LEP student identification and placement services, and professional development supplemental to the core ESL program services.

**Asheboro City Schools
Personnel Transactions
July 9, 2015**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Eidy	Julie	CWM	3rd grade	7/30/2015
Gravett	Jaclyn	DLL	1st grade	7/31/2015
Haney	Laura	BAL	Exceptional Children	6/18/2015
Moore	Beverly	GBT	Exceptional Children	6/12/2015
Owens	Paula	DLL	Principal	7/31/2015
Payne	Laura	CWM	Music	7/1/2015
Popp	Laura	DLL	Instructional Facilitator	6/30/2015
Pugh	Alyssa	LP	Speech Language Pathologist	6/30/2015
Mitchell	Rachael	GBT	1st grade	7/1/2015
Siebens	Eric	NAMS	Custodian	6/22/2015
Skeen	Helen	LP	2nd grade	7/1/2015
Toomes	Bailey	DLL	3rd grade	6/30/2015
Walker	William "Scott"	AHS	Mathematics	6/12/2015

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Gee	Kathleen	CWM	Music	8/3/2015
Hancock	Jonas	GBT	Music	8/3/2015
Hardin	Sandy	CWM	Reading (part-time)	8/17/2015
Owens	Jonathan	LP	Media	8/3/2015

***C. ADMINISTRATIVE APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Evans	Ann	TBD	Assistant Principal	8/1/2015

D. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Blanco	Raziel	SAMS to DLL	Custodian (PT to FT)	7/1/2015
Brown	Greg	DLL to SAMS	Custodian	7/20/2015
Coleman	Billie	CWM to BAL	Reading to ESL	8/17/2015
Dillion	Stacy	BAL to LP	2nd grade to ESL	8/17/2015
Graham	Wendy	BAL	Instruction Technology to STEM Facilitator	8/17/2015
Hall	Donna	LP	Media Specialist to 4th grade	8/17/2015
Hinshaw	Denee	CWM to GBT	Reading to 1st grade	8/17/2015
Johnson	Laurie	DLL	Reading to Instructional Facilitator	8/17/2015
Landis	Kathleen	SAMS to CWM	Science (LOA) to 3rd grade	8/17/2015

D. TRANSFERS, con't.

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
McKinnon	Leslie	NAMS to GBT	Exceptional Children	8/17/2015
Nulty-Brown	Jennifer	SAMS to DLL	Math to Exceptional Children	8/17/2015
Rosencrans	Erica	DLL to ECDC	K to Pre-K	8/17/2015
Rush	Caroline	LP	Reading to Instructional Facilitator	8/17/2015
Wisnasky	Sheena	LP to GBT	Instructional Facilitator to 1st grade	8/17/2015

**Asheboro City Schools
Certified Appointments
July 9, 2015**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Gee, Kathleen	UNC-Greensboro B: Music Education M: Music Education	Music

Ms. Kathleen Gee is recommended to teach music at Charles W. McCrary Elementary School for the 2015-2016 school year. Ms. Gee is the choral director at Providence Grove High School, where she also teaches theater. Under her leadership, her students earned superior ratings for the past five years at the NC Music Performance Adjudication. Mrs. Gee is an accomplished musician, and was a North Carolina Teaching Fellow. We are excited to welcome Mrs. Kathleen Gee to Asheboro City Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Hancock, Jonas	UNC-Chapel Hill B: Music and Information Science M: Education	Music

Mr. Hancock is recommended to teach music at Guy B. Teachey Elementary School for the 2015-16 school year. Mr. Hancock is coming to Asheboro City Schools from Randolph County Schools where he teaches music at Franklinville and Liberty Elementary Schools. Prior to relocating back to the area, he taught music at Creedmoor Elementary School in Granville County. We are very pleased to welcome Mr. Hancock to Asheboro City Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Owens, Jonathan	NC Central University M: Library Science Pfeiffer University B: Art History High Point University B: Psychology	Media

Mr. Jonathan Owens is recommended as the Media Specialist for Lindley Park Elementary School for the 2015-2016 school year. Mr. Owens previously taught Exceptional Children for five years at Asheboro High School before accepting a position at Oak View Elementary School in High Point as their media specialist. Mr. Owens has a passion for reading and looks forward to the opportunity to instill a love of reading in the students at Lindley Park. We are pleased to welcome back Mr. Owens to Asheboro City Schools.

**Asheboro City Schools
Administrative Appointments
July 9, 2015**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Evans, Ann	Niagara University B: Secondary Math Education Bowling Green State University M: Mathematics UNC-Greensboro M: School Administration	Math School Administration

Mrs. Ann Evans is recommended as an Assistant Principal for Asheboro City Schools. Mrs. Evans just completed the North Carolina Principal Fellow program, having been on a two-year leave of absence from her teaching position at Asheboro High School. Mrs. Evans participated in the inaugural ACS Teacher Leadership Class, as well as developed and presented district and school-wide professional development for Common Core implementation. Through the Principal Fellows program, Mrs. Evans completed her administrative internship at Julius I. Foust Elementary School, Guilford County Schools. We are excited to welcome back Mrs. Evans in this new leadership role.

**Asheboro City Schools
Personnel Transactions - Addendum
July 9, 2015**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Chervenak	Katilin	LP	3rd grade	7/9/2015
Feary	Colleen	DLL	1st grade	7/31/2015
McHenry	Cord	CWM	Globetrotter Assistant (PT)	8/6/2015
Rice	Keasha	BAL	Instructional Assistant	7/1/2015
Grosch	Shea	AHS	Career Development Coordinator	7/8/2015

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Coltrane	Crandel	GBT	PE	8/3/2015
Gordy	Ryan	DLL	3rd grade	8/3/2015
Hatchett	Tresa	NAMS	Business Education	8/3/2015
Havens	Jesse	AHS	Non-Faculty Coach (football)	8/1/2015
McGee	Christianne	AHS	Non-Faculty Coach (Ladies Soccer)	8/1/2015
Meyer	Gail	BAL	4th grade	8/3/2015
Smith	Meredith	BAL	Art	8/3/2015
Toponce	Kelly	LP	grade level TBD	8/3/2015
Zhang	Ying	AHS	Chinese	8/3/2015

***C. ADMINISTRATIVE APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Roman	Jordi	DLL	Principal	TBD
Tuft	Christopher	TBD	Assistant Principal	8/1/2015 - 6/30/2017
Watkins	Herschelle	TBD	Assistant Principal	8/1/2015 - 6/30/2017

D. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Moore	Sarah	LP to DLL	5th grade to 1st grade	8/17/2015
Webster	Tina	AHS	NOVA to Digital Media	8/17/2015

E. LEAVE OF ABSENCE

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Small	Stephanie	DLL	4th grade	8/17/2015 - 8/15/2016

Asheboro City Schools
Certified Appointments - Addendum
July 9, 2015

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Coltrane, Crandel	UNC – Chapel Hill B: Physical Education	Physical Education

Mr. Crandel Coltrane is recommended to teach Physical Education at Guy B. Teachey Elementary School for the 2015-2016 school year. While Mr. Coltrane has spent several years in the private sector, he has focused his love of teaching through coaching opportunities throughout the community. Mr. Coltrane was inducted into the AHS Athletic Hall of Fame in 2012 and is very excited to share his love for sports, health and wellness with the students at Guy B. Teachey. We are pleased to welcome Mr. Coltrane to Asheboro City Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Gordy, Ryan	Guilford College B: English Certification Program: Elementary Education	Elementary

Mr. Ryan Gordy is recommended to teach third grade at Donna Lee Loflin Elementary School for the 2015-2016 school year. Mr. Gordy is a May 2015 graduate who completed his student teaching experience in a 5th grade classroom at Joyner Elementary in Greensboro. He also completed an internship in a 3rd grade classroom at Guilford Elementary last fall. Mr. Gordy is looking forward to beginning his teaching career in Asheboro City Schools and creating an environment where students are excited to come and learn. We are excited to welcome Mr. Gordy to ACS and Loflin Elementary School.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Hatchett, Tresa	Pfeiffer University B: Business Administration	Business Education

Ms. Tresa Hatchett is recommended to teach Business Education at North Asheboro Middle School for the 2015-2016 school year. Ms. Hatchett has a passion for teaching and motivating students to learn. She is coming to ACS from Randolph County Schools where she has served for many years as a data manager. Her business background will be a benefit students, as she will be able to integrate relevant experiences into the curriculum. Ms. Hatchett is excited to begin her teaching career in Asheboro City Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Meyer, Gail	High Point University B: Elementary Education	Elementary

Ms. Gail Meyer is recommended to teach 4th grade at Balfour Elementary School for the 2015-2016 school year. Ms. Meyer is returning to the classroom, after a brief one-year retirement, because she loves to teach. Ms. Meyer is a national board certified teacher and experienced leader in delivering professional development at the district and regional level. Prior to her retirement, she taught twelve years at Lindley Park, and was selected as their Teacher of the Year in 2010-2011. We are pleased to welcome back Ms. Gail Meyer to Asheboro City Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Smith, Meredith	Elon University B: Theatre Studies (minor – vocal performance)	Art

Ms. Meredith Smith is recommended to teach Art at Balfour Elementary School for the 2015-2016 school year. Ms. Smith is a former Blue Comet and has been a member of the Balfour staff as an instructional assistant since 2008. Ms. Smith is looking forward to moving into the teacher role and is excited to make a difference in students' lives through creative learning opportunities. We are pleased to welcome Ms. Smith in this new role as she begins her teaching career at Balfour.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Toponce, Kelly	Pensacola Christian College B: Elementary Education M: Education Administration Liberty University M: Elementary Education	Elementary

Ms. Kelly Toponce is recommended to teach at Lindley Park Elementary School for the 2015-2016 school year. Ms. Toponce is an experienced educator in the private school sector, who is looking forward to beginning her public school teaching with Asheboro City Schools. Ms. Toponce completed her observation hours and student teaching at Guy B. Teachey Elementary School in second grade. We are very excited to welcome Ms. Toponce to Asheboro City Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Zhang, Ying	Heilongjiang University B: English M: English Linguistics and Literature	English

Ms. Ying Zhang is recommended to teach Chinese at Asheboro High School for the 2015-2016 school year. Through our partnership with the College Board, Ms. Zhang will be our guest teacher. Ms. Zhang has taught the past nine years at Harbin University of Commerce, freshman and sophomore English. Ms. Zhang is excited to teach in the US and experiencing the American culture, while teaching our students about her culture and native language. Welcome Ms. Zhang to Asheboro City Schools.

Asheboro City Schools
Administrative Appointments - Addendum
July 9, 2015

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Roman, Jordi	Southeastern University (FL) B: Secondary English Education The College of New Jersey M: Education UNC – Chapel Hill M: School Administration	Principal

Mr. Jordi Roman is recommended as principal at Donna Lee Loflin Elementary School. Mr. Roman is a veteran educator who most recently served as principal at Liberty Elementary School. Prior to this, Mr. Roman was the Assistant Principal at North Asheboro Middle School, Lead ESL teacher for the district, and ESL teacher at Asheboro High School. Mr. Roman is a North Carolina Principal Fellow and completed his internship at North Asheboro Middle School. Mr. Roman's experience and familiarity with the Loflin school family will make him an asset to Asheboro City Schools. We are pleased to welcome Mr. Roman back to Asheboro City Schools.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Tuft, Christopher	Grove City College (PA) B: Elementary and Early Childhood Education Western Carolina University M: School Administration	Principal

Mr. Christopher Tuft is recommended as an assistant principal for Asheboro City Schools. Mr. Tuft is a national board certified teacher with twelve years classroom experience at the elementary level. Mr. Tuft completed his principal internship at Archdale Elementary Schools where he has taught third and fourth grades since 2006. This summer he served as a summer school site administrator for Randolph County Schools. Mr. Tuft is excited to begin his administrative career in Asheboro City Schools where he plans to foster a student-centered professional learning community. Welcome Mr. Tuft.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Watkins, Herschelle	University of California Los Angeles B: Sociology UNC – Greensboro M: School Administration	Principal

Ms. Herschelle Watkins is recommended as an assistant principal for Asheboro City Schools. Ms. Watkins is presently a school and district transformation coach for the NC Department of Public Instruction. She spent two years as a curriculum facilitator at Union Hill Elementary, and her administrative intern and teacher leader at Sedalia Elementary. Ms. Watkins' strong curriculum background and coaching experience will be an asset in Asheboro City Schools. We are pleased to come Ms. Watkins to our district.



Asheboro City Schools

Summer Opportunities to Continue to Learn

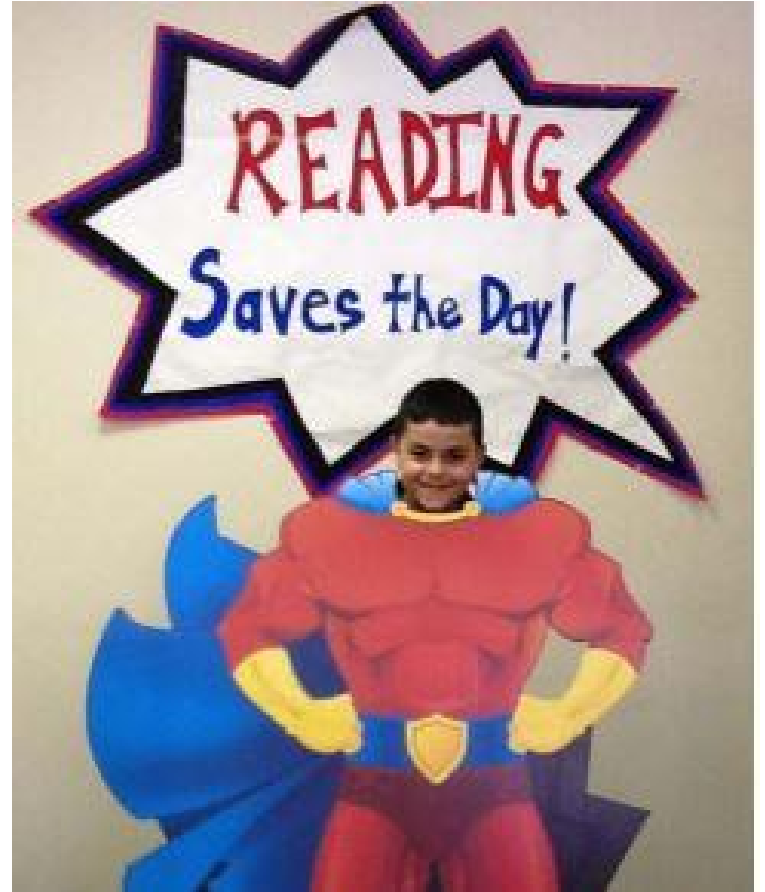


ACS Summer Learning Portal



Elementary Reading

- Suggested Reading Lists
- Reading Logs
- Connected with Public Library, “Every Hero Has a Story”
- Some locations will have summer check-ins



Secondary Reading



- Book Drives at NAMS and AHS
- SAMS Media Center Open on Wednesdays
- Literacy Learning Drop-Ins at AHS in July
- Lists and Logs/Choice Boards for Incentives

STEAM Summer Program

- Get Techy
- Write It, Do It
- STEAM Makers
- Robotics
- Outdoor Learning Center



Policies for 30-Day Review

PUBLIC RECORDS – RETENTION, RELEASE, AND DISPOSITION

Policy Code: **5070/7350**

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

A. PUBLIC RECORD DEFINED

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

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

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

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

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

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

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

B. DESIGNATION OF RECORDS OFFICER

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

1. Duties of the Records Officer

The duties of the records officer include the following:

- a. determining whether records are public or confidential by law, with assistance from the local board attorney as necessary;
- b. determining the most cost-effective means of storing and retrieving public records that include confidential information;
- c. providing training, consultation, and guidelines to school officials who respond to or are otherwise involved in public records requests;

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

2. Other Duties

Other duties to be performed by the records officer, a designated electronic records officer, or other employees as determined by the superintendent include the following:

- a. reviewing all electronic data processing systems being considered for lease or purchase to ensure that they will not impede the school system's ability to permit public inspection and examination of records;
- b. ensuring that databases are indexed as required by law; and
- c. conducting an inventory of electronic databases maintained by the school system on a regular basis.

C. INDEXING OF COMPUTER DATABASES

All computer databases compiled or created after June 30, 1998 must be indexed as required by law. The form and content of the indexes must conform to the guidelines issued by the North Carolina Division of Archives and History.

Any computer database that is being considered for purchase or lease by the school system and that will be subject to the indexing requirements should include the statutorily required index provided by the vendor at no additional cost to the school system.

In addition, the school system will voluntarily index databases created or compiled prior to July 1, 1998, so long as the process is not unreasonably burdensome or costly. Any voluntary indexing does not have to meet statutory requirements or the guidelines issued by the North Carolina Division of Archives and History.

D. REQUESTS FOR PUBLIC RECORDS

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

information regarding any computer database indexes must be made available to individuals requesting public records.

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

E. FEES FOR COPIES OF PUBLIC RECORDS

Persons requesting copies of public records will be charged any applicable fees as determined by the records officer (see subsections B.1.d and B.1.e above). The school system shall not charge any fees for separating confidential information that is commingled with public records.

F. ELECTRONIC MAIL LISTS

A school employee may be authorized by the superintendent or designee to maintain an electronic mail list of individual subscribers. Such a list may be used only: (1) for the purpose for which the subscribers subscribed to it; (2) to notify subscribers of an emergency to public health or public safety; or (3) in the event of deletion of the list, to notify subscribers of the existence of any similar lists. Although such electronic mail lists of individual subscribers shall be available for public inspection in either printed or electronic format, school officials shall not provide anyone with copies of such lists.

G. DESTRUCTION OF PUBLIC RECORDS

School personnel shall comply with the Records Retention and Disposition Schedule for Local Education Agencies adopted by the N.C. Department of Cultural Resources, Division of Archives and History, unless otherwise required by statute, regulation, or other legal authority. The superintendent may establish regulations for the destruction of records in accordance with the approved schedule.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 14-113.8(6); 115C-105.27(a2); -105.53, -105.54,; - 109.3, -174.13, -319 to -321, -402; 132-1 to -9; Public Database Indexing: Guidelines and Recommendations, N.C. Department of Cultural Resources, Division of Archives and History (1996); Records Retention and Disposition Schedule for Local Education Agencies, N.C. Department of Cultural Resources, Division of Archives and History (1999), available at <http://www.ncdcr.gov/Portals/26/PDF/schedules/schoolschedulefinal.pdf>; N.C. Attorney General Advisory Opinion, letter to Elizabeth Buford, February 26, 1996, available at <http://www.ncdoj.gov/About-DOJ/Legal-Services/Legal-Opinions/Opinions/Public-Records;-Computer-Database-Index.aspx>

Cross References: North Carolina Address Confidentiality Program (policy 4250/5075/7316), Student Records (policy 4700), Confidentiality of Personal Identifying Information (policy

4705/7825), News Media Relations (policy 5040), Electronically Stored Information Retention (policy 5071/7351), Personnel Files (policy 7820)

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

Administrative Procedure: None

Updated: October 11, 2007, January 9, 2014

ORGANIZATION OF THE PURCHASING FUNCTION

Policy Code:

6410

The superintendent shall organize the purchasing function in a manner intended to meet the purchasing goals of the board. The purchasing function includes the following responsibilities:

1. making purchases for all departments in accordance with applicable laws and regulations, including the requirements of the State Division of Purchase and Contract when applicable, board policy, the superintendent's directives, good purchasing practices, and ethical principles;
2. establishing and enforcing a system for approving and accounting for purchases;
3. maintaining appropriate records on price quotations of supplies most frequently purchased;
4. maintaining other supplemental data to assist in making purchases at the most economical prices possible;
5. maintaining NC E-Procurement compliance and making purchases through the E-Procurement Service to the extent appropriate to maximize savings and efficiency in the purchasing function;
6. establishing a practical degree of standardization of equipment, supplies, and materials with sufficient flexibility to meet unique needs of schools and departments;
7. operating a central inventory warehouse;
8. supervising the receiving of all materials, including establishing procedures to ensure received goods are properly inspected, counted, and documented;
9. maintaining lists of potential bidders for various types of materials, equipment, and supplies;
10. providing information regarding bidding opportunities to vendors;
11. providing information and service to schools and departments that wish to make purchases; and
12. maintaining current information on all applicable laws, regulations, board policies, and administrative procedures.

Legal References: G.S. 143-49, -52, -52.3; 115C-522; N.C. Session Law 2003-147; N.C. Procurement Manual, Department of Administration, Division of Purchase and Contract, <http://www.pandc.nc.gov/Default.aspx>

Cross References:

Adopted:

STATE PURCHASING REQUIREMENTS FOR EQUIPMENT, MATERIALS, AND SUPPLIES

Policy Code:

6430

All purchases of apparatus, supplies, materials, and equipment will be made in accordance with all applicable laws and regulations, including Chapter 143 Article 8 of the North Carolina General Statutes, board policy, and school system purchasing procedures. All employees involved in purchasing must be familiar with these requirements.

The finance officer or designee shall ensure that written specifications for desired products are descriptive and clear and incorporate the quality requirements and service needs of the school system. There is no minimum number of bids, proposals, or quotes required for the purchase of apparatus, supplies, materials, and equipment (whether formally or informally bid); however, the board encourages the finance officer or designee to obtain at least two (2) bids, proposals, or quotes when feasible.

Except as otherwise required by law or specified by the board, the board delegates to the superintendent or finance officer the authority to award contracts for the purchase of apparatus, equipment, materials, and supplied. The finance officer or designee and any additional staff deemed appropriate by the superintendent shall review submissions of bids, proposals, or quotes to determine if they are responsive to the system's specifications and will make recommendations to the superintendent or finance officer. The superintendent or finance officer may award the contract based upon such recommendations or will make a recommendation to the board for award of the contract by the board.

Apparatus, equipment, materials, and supplies must be purchased in accordance with the following requirements.

A. FORMAL BIDS (EQUAL TO OR MORE THAN \$90,000)

The purchase of apparatus, supplies, materials, or equipment for expenditures equal to or more than \$90,000 must be secured through the competitive bid process governed by G.S. 143-129. The superintendent or finance officer is authorized to determine the best method for formally bidding a product or, as appropriate, utilizing one of the exceptions to formal bidding as provided below in section E. The finance officer or designee shall oversee the use of any purchasing method and ensure that all state requirements are met, including advertisement, sealed bids, maintaining records, and public opening of bids. The board authorizes the use of newspaper advertisement, electronic advertisement, or both for formal bids; however, the superintendent has the authority to determine which method will be used for a specific purchase or categories of purchases.

Awards will be made to the lowest responsible bidder(s) whose bid or proposal meets the requirements and criteria set forth by the school system, taking into consideration quality, performance, and the time specified in the proposal for the performance of the contract. To be eligible for an award of a contract subject to G.S. 143-129, the contractor and its subcontractors, if any, must demonstrate compliance with all applicable provisions of

G.S. Chapter 64, Article 2, including the responsibility to use E-Verify. All contracts awarded must be in writing.

The board permits the use of the following processes for contracts that require formal bidding.

1. Competitive Sealed Bids

A competitive sealed bid (or invitation to bid) may be used to request the cost of particular goods by providing detailed specifications in advance.

2. Reverse Auction

Pursuant to G.S. 143-129.9(a)(1), the school system may use reverse auctions as an alternative to sealed bid procedures. For purposes of this policy, “reverse auction” means a real-time purchasing process in which bidders compete to provide goods at the lowest selling price in an open and interactive environment. The superintendent or finance officer shall determine whether reverse auctions are appropriate for a specific purchase or category of purchases. To conduct a reverse auction, the finance officer may use a third party, may use the state’s electronic procurement system, or, if appropriate equipment is available, may conduct the auction using school system equipment.

3. Exceptions to Formal Bids

Any of the processes outlined below in section E may be used in lieu of formal bidding, so long as all requirements of state law are met.

B. INFORMAL BIDS (\$30,000 TO \$90,000)

The purchase of apparatus, supplies, materials, or equipment for expenditures of at least \$30,000 but less than \$90,000 must be secured through the informal bidding process governed by G.S. 143-131. The superintendent or finance officer is authorized to determine the best method for securing informal bids on a product. The finance officer or designee shall oversee the use of any purchasing method and ensure that all state requirements are met, including maintaining records of all bids submitted. Awards will be made to the lowest responsible, responsive bidder(s) whose bid or proposal meets the requirements and criteria set forth by the school system, taking into consideration quality, performance, and the time specified in the proposal for the performance of the contract.

1. Competitive Sealed Bids

Informal bid requirements may be met by the use of sealed bids. The finance officer or designee may utilize the methods for formal competitive bids provided in section A or may determine other appropriate methods for soliciting sealed bids. The bid specifications must include the time, date, and place for opening

bids. No advertisement for bids is necessary (unless the formal bid process is used); however, the finance officer or designee may advertise for bids as he or she deems appropriate.

2. Quotations

Informal bid requirements may be met by the solicitation of quotes from prospective vendors. Quotations may be solicited and submitted via telephone, fax, e-mail, or the North Carolina E-Procurement system. Telephone quotes must be placed in writing before a final contract will be awarded. Written quotations must be on the vendor's letterhead or an official quotation form.

3. Reverse Auction

A reverse auction may be used to solicit informal bids, consistent with the process provided in section A.2.

4. Exceptions to Informal Bids

Any of the processes outlined below in section E may be used in lieu of informal bidding, so long as all requirements of state law are met.

C. PURCHASES FOR LESS THAN \$30,000

Purchases for apparatus, supplies, materials, and equipment costing less than \$30,000 will be awarded pursuant to the standards provided in policy 6440, Local Purchasing Requirements for Equipment, Materials, and Supplies.

D. ELECTRONIC BIDDING

Pursuant to G.S. 143-129.9(a)(2), the school system may receive bids electronically in addition to or instead of paper bids. If electronic bids are used for purchases that must be formally bid, procedures for receipt of electronic bids must be designed to ensure the security, authenticity, and confidentiality of the bids to at least the same extent as provided with paper bids. The superintendent or finance officer shall determine whether electronic bidding is appropriate for a specific purchase or category of purchases.

E. EXCEPTIONS TO THE FORMAL AND INFORMAL BIDDING REQUIREMENTS

The school system may utilize the following purchasing options instead of pursuing competitive bidding. Formal or informal bidding is not required if any of these processes are used. The finance officer or designee shall gather information to document the basis for the use of any exceptions to the competitive bidding requirements. The superintendent or finance officer will determine that using one of the following exceptions is appropriate for a specific purchase or group of purchases.

1. Purchases from Other Governmental Agencies

Pursuant to G.S. 143-129(e)(1), the school system may contract for the purchase, lease, or other acquisition of apparatus, supplies, materials, or equipment from any other federal, state, or local governmental agency.

2. Special Emergencies

Pursuant to G.S. 143-129(e)(2), competitive bidding is not required in cases of special emergencies involving the health and safety of people or their property. For an emergency to exist under the statute, the following factors must exist: (1) the emergency is present, immediate, and existing; (2) the harm cannot be averted through temporary measures; and (3) the emergency was not self-created by the school system.

3. Competitive Group Purchasing

Pursuant to G.S. 143-129(e)(3), the school system may make purchases through a competitive bidding group purchasing program, through which another entity uses a competitive process to establish contracts on behalf of multiple entities at discount prices.

4. State Term Contract

Pursuant to G.S. 143-129(e)(9), the school system may purchase products included in state term contracts with the state vendor for the price stipulated in the state contract, if the vendor is willing to extend to the school system the same or more favorable prices, terms, and conditions as established in the state contract.

5. Sole Source Items

Pursuant to G.S. 143-129(e)(6), upon approval of the board of education, the school system may purchase an item through a single or sole source contract under the following circumstances: (1) when performance or price competition is not available; (2) when a needed product is available from only one source of supply; or (3) when standardization or compatibility is the overriding consideration. When requesting a purchase under the sole source exception, the finance officer or designee shall provide the board with documentation that justifies the use of the exception.

6. “Piggybacking” or Previously Bid Contracts

Pursuant to G.S. 143-129(g), upon approval of the board of education, the school system may purchase from any supplier that, within the previous 12 months, has contracted to furnish the needed item to the federal government, to any state government, or to any agency or political subdivision of the federal government

or any state government. Before recommending a purchase using the piggybacking exception, the finance officer or designee shall ensure that the following requirements are met: (1) the price and other terms and conditions of the contract are at least as favorable as the prior contract; (2) the contract was entered into following a public, formal bidding process substantially similar to that required by North Carolina General Statutes; (3) the same vendor is used; and (4) notice of intent to award the contract without bidding is publicly advertised at least 10 days prior to the regularly-scheduled board meeting at which the contract will be approved. Before approving the contract, the board must determine that using the contract is in the best interest of the school system.

7. Purchases of Information Technology Goods and Services

Pursuant to G.S. 143-129(e)(7), the school system may purchase or lease information technology through contracts established by the State Office of Information Technology Services. The finance officer or designee shall work with the information technology department to ensure that any such purchases meet the needs of the school system.

In addition, the school system also may purchase information technology goods and services by using a request for proposal (RFP) pursuant to G.S. 143-129.8, provided that the following requirements are met: (1) notice of the request is provided consistent with the formal bidding notice requirements and (2) contracts are awarded to the person or entity that submits the best overall proposal as determined by the superintendent and finance officer. The RFP should describe the scope of work, general terms and conditions, specifications of the product needed by the school system, and the application process. The information technology supervisor shall assist the finance officer or designee in reviewing the responsiveness of any RFP submitted pursuant to this subsection. RFPs will be evaluated using the “best value” method as defined in G.S. 143-135.9(a)(1) so that the system may select the most appropriate technological solution to meet the school system’s objectives. However, if the finance officer or designee considers the purchase to be highly complex or is unable to clearly determine what the optimal solution for the school system is, the “solution-based solicitation” or “government-vendor partnership” method may be used. The finance officer or designee may negotiate with the proposer to obtain a final contract that meets the best needs of the school system, so long as the alterations based on such negotiations do not deprive proposers or potential proposers of the opportunity to compete for the contract and do not result in the award of the contract to a different person or entity than would have received it if the alterations had been included in the RFP.

8. Gasoline, Fuel, and Oil Purchases

Pursuant to G.S. 143-129(e)(5), the school system may purchase gasoline, fuel, and oil products without using formal competitive bidding. However, such

purchases are subject to the informal bidding requirements provided above.

9. Used Products

Pursuant to G.S. 143-129(e)(10), the school system may purchase previously used apparatus, supplies, materials, or equipment without using formal competitive bidding. Before purchasing used products, the finance officer or designee shall ensure that the products are in good, usable condition and will be sufficient to meet the school system's needs for a reasonable period of time.

F. LEASE PURCHASE CONTRACTS AND OTHER CONTRACTS FINANCED OVER TIME

Lease purchase contracts, contracts that include options to purchase, and leases for the life of equipment all must be bid consistent with the requirements of G.S. 143-129 and 143-131. The finance officer shall ensure that such contracts meet the legal requirements and the provisions of policy 6420, Contracts with the Board.

G. USE OF SCHOOL SYSTEM TERM CONTRACTS

The school system may create and use term contracts for items that are routinely purchased by the school system. If the estimated expenditure for a routine item under the term contract is equal to or exceeds \$90,000, the contract must be formally bid. If the estimated expenditure is at least \$30,000 but less than \$90,000, the contract must be informally bid. The finance officer or his designee may incorporate the use of a term contract in the bidding specifications. If term contracts are used, the contracts will be created and/or reviewed by the board attorney, in consultation with the finance officer or designee.

H. HISTORICALLY UNDERUTILIZED BUSINESSES

The board affirms the state's commitment to encouraging the participation of historically underutilized businesses in purchasing functions. The board will comply with all legal requirements and the standards in policy 6402, Participation by Historically Underutilized Businesses.

Legal References: G.S. 115C-522; 143, art. 8; 143-129, -129.9, -131, -135.9; Sess. Law 2013-128

Cross References: Participation by Historically Underutilized Businesses (policy 6402), Organization of the Purchasing Function (policy 6410), Contracts with the Board (policy 6420), Local Purchasing Requirements for Equipment, Materials and Supplies (policy 6440)

Adopted:

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. giving the preaudit certificate required by G.S. 115C-441 and establishing procedures to assure compliance;
3. signing and issuing all checks, drafts and state warrants by the school system;
4. investing the cash balance of any funds, subject to board policy 8110, Budget Resolution;
5. receiving and depositing all moneys accruing to the school system;
6. preparing and filing a statement of the financial condition of the school system as often as requested by the superintendent;
7. 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;
8. 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;
9. submitting reports to the Secretary of the Local Government Commission as required by law;
10. receiving and accounting for all clear proceeds of fines, penalties and forfeitures and notifying the superintendent and board of such funds;

11. reviewing school improvement plans as they relate to the transfer of funds between funding allotments or lease purchase contracts;
12. 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;
13. assisting the superintendent in the development of the budget;
14. prescribing the form and detail of records maintained by the school treasurer;
15. making salary deductions as provided in policy 7620, Payroll Deductions;
16. maintaining custody of the facsimile signature device as provided in policy 8330, Facsimile Signatures; and
17. 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

Cross References: 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

The board is committed to designing new and renovated facilities in a manner that maximizes the use of space, conserves environmental resources and produces structurally sound and safe buildings. All school buildings should be designed to create safe, orderly and inviting learning environments where students can succeed. School buildings also will be planned to the extent feasible for maximum use by the community and for providing extended services to students.

The superintendent is responsible for overseeing the design of facilities that have been identified in the long-range facility needs plan and have been approved for funding. New or renovated facilities must be designed to meet all legal requirements, including legal standards for accessibility and use of facilities by persons with disabilities. Plans also must take into consideration the facilities guidelines developed by the North Carolina Department of Public Instruction. The superintendent will utilize services of outside professionals, including architects and other consultants, in the facility design and construction. Any contract for professional services meet any applicable board policies. (See policy 9110, Selection and Use of Architects and Engineers) The superintendent also should involve school staff, parents and students in the design of school buildings.

Before investing any money in the construction of any new building, or when using any state money for the erection, repair, or equipping of any building, the superintendent must submit the plans to the State Board for review and comment and must review the plans based upon a consideration of the comments received.

Plans for science facilities in middle and high schools are subject to approval by the State Board of Education in accordance with G.S. 115C-521(c1) and State Board of Education policy.

The superintendent shall report periodically to the board on the development of facility plans. The superintendent also will report on the State Board's review of facility plans conducted pursuant to G.S. 115C-521(c) and this policy and must specifically address any concerns noted by the State Board. The board will give final approval of facility plans before any money may be spent on new buildings or renovations.

Legal Reference: 29 U.S.C. § 794(b); 34 C.F.R. pt. 104 (subpt. C); 42 U.S.C. §12101 *et seq.*; 28 C.F.R. pt. 35 (subpt. D); G.S. 115C-204, -521; 133, arts. 1 and 3; State Board of Education Policies TCS-O-003, *North Carolina Public School Facilities Guidelines*, and TCS-P-006.

Cross Reference: Selection and Use of Architects and Engineers (policy 9110)

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

Updated: July 10, 2014

PREQUALIFICATION OF BIDDERS FOR CONSTRUCTION PROJECTS

Policy Code:

9115

A. GENERAL

1. The purpose of this prequalification process is to impartially evaluate a contractor, and to properly determine by its responsible business practices, work experience, manpower, and equipment that it is qualified to bid on a board construction project, including prime contracts awarded by construction managers pursuant to the Construction Manager at Risk (“CM at Risk”) process. The award of contracts should be the result of open competition in bidding; impartiality in the selection of contractors; integrity in business practices; and skillful performance of public contracts.
2. The administration shall be responsible for prequalifying individual contractors to bid on board construction projects when the administration believes prequalification is preferred. The administration is not required to prequalify contractors for any particular project or projects. However, a contractor shall not be allowed to submit a bid on a construction project subject to prequalification, unless it has been prequalified in accordance with board policy.
3. The construction manager and the administration shall jointly develop the assessment tool and criteria for each CM at Risk project, including the prequalification scoring values and minimum requirement score. The construction manager shall use the process outlined in this policy for the prequalification of contractors on CM at Risk projects.
4. Notwithstanding the fact that a contractor was prequalified, the board, administration, and construction manager reserve the right to reject a contractor’s bid if it is determined that the contractor has not submitted the lowest responsible and responsive bid. The prequalification of the contractor shall not preclude the board, administration, or construction manager from subsequently concluding that the contractor is not a responsible bidder pursuant to G.S. 143-129. The prequalification of a contract for a project shall only apply to the individual project. All construction and repair contracts shall be awarded to the lowest responsive and responsible bidder, taking into consideration quality, performance, and the time specified in the proposals for the performance of the contract.

B. APPLICATION PROCESS

1. The superintendent or designee shall designate a school official to oversee the prequalification process for each individual project (“School Prequalification Official”).

2. Each prospective bidder on contracts identified for prequalification by the administration and all CM at Risk projects shall submit an application on the approved prequalification application form in order to become prequalified. The approved prequalification application form will require information to be provided on the ownership of the firm, experience of the firm's personnel, any affiliations with other construction firms, bonding capacity, financial resources, the type of work performed by the firm, and other objective criteria rationally related to the contract to be awarded.
3. The administration shall ensure that applications prepared for the projects comply with this policy and State law. The application is to be submitted by the deadline established in the notice of prequalification. The act of submitting the application does not permit the firm to submit a bid. Incomplete applications will be rejected or returned for further detail or correction in the sole discretion of the school system or construction manager.

C. APPLICATION

1. The application used by the school system or the construction manager must be approved by the School Prequalification Official and shall, at a minimum, address the following items:
 - a. Organizational Structure – The firm shall provide a list of all owners, officers, partners, or individuals authorized to represent or conduct business for or sign legal documents for the firm. This list must include the full legal name, typed or printed in a clear legible form. Firms experiencing changes in ownership, organizational structure, or material changes in assets must inform the school system prior to the award of a contract. Failure of the firm to comply with this requirement may result in the termination of any contract awarded by the school system or construction manager.
 - b. Classification – The firm shall indicate the type(s) of work the firm's workforce and equipment normally perform, licensure, and other pertinent information. The firm shall provide its MWSBE (Minority, Women, Small Business Enterprise) status.
 - c. Experience – The firm shall furnish information that documents the ability of the firm to undertake a project involving the type(s) of work for which prequalification is requested.
 - d. Financial – Firms will be required to provide a complete current annual financial statement (current within the previous 12-month period).
 - e. Litigation/Claims – Firms must provide information on its success at completing projects on time, including the payment of liquidated damages.

The firm will be required to submit information regarding its litigation history, including litigation with owners.

- f. Capacity – Firms shall demonstrate sufficient bonding capacity, insurance, and resources for the project. Firms must provide relevant information on the personnel that will be directly responsible for the work, including the location of the office that will be primarily responsible for work. Firms shall also demonstrate an acceptable safety history for construction projects.
- g. Legal Authorization – All firms must show that they are legally authorized to conduct business in the State of North Carolina and have all required licensure for the work to be performed.

D. REVIEW OF APPLICATION – SCHOOL SYSTEM BID PROJECTS

- 1. Prequalification Committee – The School Prequalification Official shall establish a committee to review and score applications, including approving and denying prequalification (“Prequalification Committee”). The superintendent or designee shall not be a member of the Prequalification Committee.
- 2. Review of Applications – The school system’s Prequalification Committee shall use the school system’s objective assessment process. The prequalification criteria shall not require the firm to have previously been awarded a construction or repair project by the school system. The prequalification criteria used by the Prequalification Committee shall include prequalification scoring values and the minimum required score to be prequalified for the project. The school system’s Prequalification Committee shall approve or deny the applications in accordance with the prequalification criteria and scoring system.
- 3. Notice of Decision – The firms shall be promptly notified of the school system’s Prequalification Committee’s decision, including the reason for denial, via e-mail. Notice shall be provided prior to the opening of bids for the project and with sufficient time for the firm to appeal the denial of prequalification.

E. REVIEW OF APPLICATION – CM AT RISK PROJECTS

- 1. Prequalification Committee – The construction manager and the School Prequalification Official shall agree upon the members of the construction manager’s Prequalification Committee. The superintendent or designee shall not be on the Prequalification Committee. The construction manager’s Prequalification Committee will review prequalification applications submitted by the firms and will determine the firm’s prequalification eligibility for the CM at Risk project.

2. Review of Applications – The construction manager’s Prequalification Committee and the School Prequalification Official shall agree upon an objective assessment process. The construction manager and the School Prequalification Official shall develop prequalification criteria, including prequalification scoring values and the minimum required score to be prequalified for the project. The prequalification criteria shall not require the firm to have previously been awarded a construction or repair project by the construction manager or the school system. The construction manager’s Prequalification Committee shall approve or deny the applications in accordance with the prequalification criteria and scoring system.
3. Notice of Decision – The firms shall be promptly notified of the construction manager’s Prequalification Committee’s decision, including the reason for denial, via e-mail. Notice shall be provided prior to the opening of bids for the project and with sufficient time for the firm to appeal the denial of prequalification.

F. APPEALS PROCEDURE

1. The firm may appeal from the denial of prequalification as noted below:
 - a. Written Appeal – A written appeal may be filed via hand-delivery or e-mail to the applicable Prequalification Committee within three business days of receipt of notice that the firm has been denied prequalification. The written appeal shall clearly articulate the reasons why the firm is contesting the denial and attach all documents and additional information supporting the firm’s position. The Prequalification Committee may contact the firm regarding the information provided prior to ruling on the appeal. If the Prequalification Committee is satisfied that the firm should be prequalified, the firm shall be notified that it is prequalified to bid on the project and allowed to participate in the bid process. If the Prequalification Committee upholds its denial, the firm shall be promptly notified in writing via e-mail.
 - b. Hearing – The firm may appeal the Prequalification Committee’s decision on the written appeal by requesting a hearing before the superintendent or designee via hand-delivery or e-mail within three (3) business days of the receipt of the Prequalification Committee’s decision. The hearing shall be held within five (5) business days. The firm shall not be allowed to submit additional information without the written consent of the superintendent or designee. The firm shall be allowed thirty (30) minutes for the hearing. In the event the superintendent or designee is unable to hold a hearing in a timely manner, he/she may designate a school official to handle the appeal.
 - c. Decision – For projects bid by the school system, the decision of the superintendent or designee or designee shall be final, and the firm shall be promptly notified of the decision via e-mail. For CM at Risk projects, the

superintendent or designee shall notify the construction manager of its recommended decision. The construction manager shall review the recommended decision and issue a final decision to the school system and firm. In the event the construction manager rejects a recommendation from the superintendent or designee to prequalify the firm, the construction manager shall provide a written explanation of the denial to both the superintendent or designee and the firm.

- d. General Rules for Appeals – Firms submitting applications shall be provided an e-mail address for communication with the construction manager or school system during the appeal process. The firm shall provide at least two e-mail addresses for use by the school system or construction manager in communicating with the firm. All appeals shall be completed prior to the date and time for the receipt and opening of bids.

Legal References: G.S. 143-128.1 and 135.8

Cross References:

Adopted:

The board strives to obtain high quality services at a reasonable price through the bidding process employed by the school system.

A. STANDARDS FOR PARTICIPATION IN CONSTRUCTION CONTRACTS

All contracts formally or informally bid will be awarded to the lowest responsible bidder, taking into consideration quality, performance, reliability and the time specified in the bids for performance of the contract. To be eligible for an award of a formally bid contract subject to G.S. 143-129, the contractor and its subcontractors, if any, must demonstrate compliance with all applicable provisions of G.S. Chapter 64, Article 2, including the responsibility to use E-Verify. Prior to bidding, contractors may be required to prequalify if the board has elected to use this process.

The board prohibits discrimination against any person or business on the basis of race, color, ethnic origin, sex, disability or religion. In addition, in accordance with G.S. 143-133.5, the board prohibits discrimination against a bidder or contractor for being party to, refusing to be party to, adhering to, or refusing to adhere to an agreement with a labor organization. The superintendent is required to conduct contracting and purchasing programs so as to prevent such discrimination.

The superintendent, on behalf of the board, must certify that good faith efforts have been made to increase the participation in construction contracts by minority-owned and female-owned businesses, as required by policy 9125, Participation by Women- and Minority-Owned Businesses.

The board will grant a North Carolina resident firm providing architectural, engineering, surveying, construction management at-risk service, design-build services, or public-private construction services a preference over a nonresident firm, if the home state of the nonresident firm has a practice of granting a preference to its resident firms over North Carolina resident firms. Any preference granted to a resident firm will be in the same manner, on the same basis, and to the same extent as the preference granted by the nonresident firm's home state. The school system's bid documents will require that nonresident firms disclose and describe any construction contract preferences granted by the firm's home state.

B. BIDDING METHODS

The board may request bids for contracts for building projects using either single prime, multi-prime (separate prime), construction management at-risk, dual bidding, design-build, design-build bridging, and public-private partnership methods, as permitted by law. The superintendent shall make a recommendation to the board as to the method(s) that should be used for a particular project.

If the superintendent believes the project cannot be reasonably completed under the methods authorized by G.S. 143-128, the superintendent shall so inform the board and make the recommendation to the board that it approve the use of alternative methods. Upon board approval, the superintendent shall submit to the State Building Commission a request to use an alternative contracting method along with supporting documentation.

C. FORMAL BIDDING

Construction and repair work requiring the estimated expenditure of \$500,000 or more will be advertised for bid and will be awarded through formal bidding procedures. Dividing contracts to lower the expenditure amounts so as to evade these requirements is prohibited. The board authorizes the use of newspaper advertisement, electronic advertisement, or both for formal bids; however, the superintendent has the authority to determine which method will be used for a specific purchase or categories of purchases. The superintendent shall establish formal bidding procedures consistent with this policy and applicable law and make the procedures available to all bidders or potential bidders.

D. INFORMAL BIDDING

Informal bids will be obtained for construction and repair contracts between \$30,000 and \$500,000. Quotations from contractors may be solicited by telephone or in writing. Informal bids are recommended, but not required, for construction and repair work costing less than \$30,000.

Dividing contracts to lower the expenditure amounts so as to evade the informal bidding requirements is prohibited. The superintendent shall develop informal bidding procedures consistent with this policy and applicable law and make the procedures available to all bidders and potential bidders.

E. APPROVAL

All formally bid construction contracts must be reviewed by the board attorney and submitted by the superintendent to the board for approval.

The superintendent shall consult with the board attorney in developing standard form contracts for informally bid construction projects. Board approval of informally bid projects is not required, unless otherwise directed by the board on specific projects.

F. RECORDS AND REPORTING REQUIREMENTS

Records of all informal or formal bids received will be maintained and will be available for public inspection. Such records should include the date the bid is received, from whom it is received, and what project it is for. The records will document why the selected contractor was the lowest responsive, responsible bidder if the contractor was not the low bidder.

The superintendent must submit required reports to the State and provide reports to the board on the progress being made towards reaching the board's goals.

G. DISPUTE RESOLUTION PROCESS

The board establishes the following dispute resolution process to resolve issues arising out of construction and repair projects or contracts related to such projects. The dispute resolution process may be used by any party involved in the construction project for those disputes in which the amount in controversy is at least \$15,000.

Prior to initiating litigation concerning a dispute, parties to the dispute must do the following: (1) submit the dispute for review by the superintendent or other designated school official and the project architect, as appropriate, and (2) participate in mediation, if the matter cannot be resolved by school officials and the architect. The cost of the dispute resolution process will be divided between the parties to the dispute. If the board is a party to the dispute, the board will pay at least one-third of the cost.

Legal References: G.S. 115C-521, -522; 143-64.31 and -128 to -135

Cross References: Prequalification of Bidders for Construction Projects, (policy 9115), Participation by Women- and Minority-Owned Businesses (policy 9125)

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

Revised: May 8, 2014

Security of school district facilities is an important part of maintaining a safe learning environment for students and staff and for protecting the investments of the school district. The superintendent or his or her designee will develop and implement programs or procedures as necessary to meet, at a minimum, the following board requirements for security of facilities.

1. All school system buildings must use a security control system that will limit access to keys or other building entry devices to authorized personnel and will safeguard against unauthorized individuals gaining entry to buildings.
2. The superintendent is responsible for determining the need for and responsibilities of security personnel and shall make recommendations as appropriate to the board for funding security personnel positions or contracts.
3. The superintendent must provide local law enforcement and emergency management agencies with schematic diagrams of all school facilities and provide them updates of the schematic diagrams when the school system makes substantial facility modifications, such as the addition of new facilities or modifications to doors or windows. The superintendent must provide local law enforcement agencies with keys to the main entrance of all school facilities.
4. Principals will make reasonable efforts to secure buildings and other valuable property on school grounds when the school is closed or vacated.
5. Teachers will make reasonable efforts to secure their assigned classrooms or other designated space when the school is closed or vacated or when the classroom or other designated space is not in use.
6. Principals are encouraged to involve teachers, other school staff, parents, students and law enforcement in identifying the security needs of the school.
7. Principals will implement programs or make recommendations to the superintendent and board as appropriate to address the security needs of the school.

Other board policies regarding the maintenance of facilities, safety and visitors to the school also are important to maintaining the security of the school environment. All professional employees and other employees with job duties related to the security of the facilities are responsible for being familiar with these policies and carrying out duties specified by board policies or the superintendent or his or her designee.

Legal References: G.S. 115C-276(c), -288(f), -307(h), -523, -524; S.L. 2013-360

Cross References: Student Safety (policy 1510/4200), Visitors to the Schools (policy 5020), Relationship with Law Enforcement (policy 5120), Use of Equipment, Materials and Supplies (policy 6520), Vandalism (policy 6550), Care and Maintenance of Facilities (policy 9200)

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

Updated: July 10, 2014

Policies for Approval

The board believes a strong relationship exists between the quality of education provided to students and the competency and training of all personnel employed by the school system. The board places a high priority on securing the most competent personnel available and, once they are employed, providing them with opportunities for professional growth and development throughout their careers. The goal of professional and staff development programs and opportunities for licensed professional employees and support staff is to improve the instructional program and create a safe learning environment for all students by improving and expanding the skills of the professional staff and support personnel.

A. PROFESSIONAL AND STAFF DEVELOPMENT

The superintendent shall provide ongoing development opportunities for licensed and support staff and shall require participation by such personnel as appropriate. The superintendent shall seek input from employees when developing system-wide programs. The principal shall seek input from school personnel when planning professional and staff development programs for his or her school.

Professional and staff development must be provided, at the system or school level, on the effective delivery of the required curriculum. In addition, as required by policy 3220, Technology in the Educational Program, the superintendent shall plan and provide a program of technology-related professional development to prepare the instructional staff to integrate technology into the student learning process and to address other relevant issues related to the use of digital tools and resources in the instructional program.

B. SELF-IMPROVEMENT

Licensed employees are expected to engage in self-directed activities to improve their professional skills. These employees are encouraged to seek information and training through professional development programs as well as other opportunities in order to meet this responsibility.

C. PLANS FOR GROWTH AND IMPROVEMENT

Supervisors and principals also may require licensed employees to enter into plans, including mandatory improvement plans established by state law and individual, monitored and/or directed growth plans established by the State Board of Education, for professional growth and improving performance. (See policy 7811, Plans for Growth and Improvement of Licensed Employees.) A performance improvement plan could involve participation in a professional development program or encompass a variety of strategies that are related to professional growth or improving performance.

D. PAYMENT OF COSTS

The school system will consider paying reasonable costs, within budget limits, for any courses, workshops, seminars, conferences, in-service training sessions, or other sessions an employee is required to attend by the local administration. The employee must seek prior approval for payments.

The school system will not bear the responsibility of the cost of training taken solely for the purposes of licensure renewal.

Legal References: Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; G.S. 115C-333, -333.1; State Board of Education Policy TCP-C-004

Cross References: Technology in the Educational Program (policy 3220), Plans for Growth and Improvement of Licensed Employees (policy 7811)

Adopted:

Closed sessions will be held only when required to permit the board to act in the public interest as provided by law.

A. PERMITTED PURPOSES

By majority vote of its members present, the board and other groups subject to the state open meetings law and board policy 2320, Compliance with the Open Meetings Law, may hold or retire to a closed session as permitted by law for the deliberation of the following:

1. to prevent the disclosure of information that is privileged or confidential pursuant to the law of this state or of the United States, or that is not considered a public record within the meaning of Chapter 132 of the General Statutes;
2. to prevent the premature disclosure of an honorary degree, scholarship, prize, or similar awards;
3. to consult with an attorney employed or retained by the board in order to preserve the attorney-client privilege between the attorney and the board, including discussions on the handling or settlement of a claim, judicial action, mediation, arbitration, or administrative procedure;
4. to discuss matters relating to the location or expansion of industries or other businesses in the area served by the board;
5. to establish, or to instruct the board's staff or negotiating agents concerning the position to be taken by or on behalf of the board in negotiating (a) the price and other material terms of a contract or proposed contract for the acquisition of real property by purchase, option, exchange, or lease; or (b) the amount of compensation and other material terms of an employment contract or proposed employment contract;
6. to consider the qualifications, competence, performance, character, fitness, conditions of appointment, or conditions of initial employment of an individual employed or considered for employment with the school system; or to hear or investigate a complaint, charge, or grievance by or against any individual employee;
7. to plan, conduct, or hear reports concerning investigations of alleged criminal misconduct;
8. to formulate plans relating to emergency responses to incidents of school violence or to formulate and adopt the school safety components of school improvement

plans by the board or a school improvement team; and

9. to discuss and take action regarding plans to protect public safety as it relates to existing or potential terrorist activity and to receive briefings by staff members, legal counsel, or law enforcement or emergency service officials concerning actions taken or to be taken to respond to such activity.

B. ACTIONS THAT MUST BE REPORTED OR TAKEN IN OPEN SESSION

While deliberations may occur in closed session, the following board actions must be taken or reported in open session:

1. if the board has approved or considered a settlement in closed session, the terms of that settlement will be reported to the public body and entered into its minutes as soon as possible within a reasonable time after the settlement is concluded. The report should be made in open session unless there is a basis for the report to be heard only in closed session; and
2. final action making an appointment or discharge or removal by the board having final authority for the appointment or discharge or removal.

C. REASONS EXPRESSLY PROHIBITED FOR CLOSED SESSIONS

The following are expressly prohibited by law as a basis for closed sessions:

1. to discuss general policy matters or other issues that would be open merely because an attorney employed or retained by the board is a participant; and
2. to consider the qualifications, competence, performance, character, fitness, appointment, or removal of a member of the board or another body, or to consider or fill a vacancy among its own membership.

D. PROCEDURE

The board of education will meet in closed session only upon a motion duly made and adopted in public pursuant to G.S. 143-318.11(c). Every motion will cite one or more of the permissible purposes as provided in G.S. 143-318.11(a) and in this board policy. A motion based on the need to prevent the disclosure of information that is confidential or privileged will also cite or name the law that renders the information confidential or privileged. A motion based on the need consult with an attorney employed by the board regarding the handling or settlement of a lawsuit will identify the parties in the lawsuit.

E. MINUTES

The board will keep minutes of all closed sessions. The minutes of the board must include a general account of the closed sessions so that a person not in attendance will

have a reasonable understanding of what transpired.

Legal References: G.S. 115C-105.27(c1); ch.143, art. 33C

Cross References: Board Committees (policy 2230), Compliance with the Open Meetings Law (policy 2320), Public Records – Retention, Release, and Disposition (policy 5070/7350)

Adopted:

The board recognizes that curriculum development must be an ongoing process in order to address continually the changing needs and diversity of all students and to fulfill the educational goals of the board. The board further recognizes that while educators must be responsible for developing the curriculum, parents, other governmental agencies, businesses, and members of the public have valuable insights in the type of curriculum needed.

A. CURRICULUM DEVELOPMENT

The curriculum must be developed to meet state and board requirements, using the current statewide instructional standards as a foundation. The superintendent shall establish a curriculum committee to coordinate curriculum planning and ensure that the curriculum is aligned with the current statewide instructional standards and includes subject-area competencies for each grade level. The committee must include central office administrators, teachers, and school administrators representing the various schools and grade levels. Teachers should receive appropriate training so that they may participate in curriculum development. The committee also must seek input from parents, the community, and experts in order to make fully informed decisions.

The superintendent or designee shall direct the committee to review periodically the curriculum content used in courses addressing the founding principles of our nation to ensure compliance with G.S. 115C-81(g).

The committee may recommend that the board expand subject areas and objectives of the curriculum to meet the educational goals of the board and state and federal laws. The committee also may recommend eliminating subject areas or objectives that are not state-required or related to the educational goals of the board.

B. CURRICULUM MODIFICATION BY INDIVIDUAL SCHOOLS

The principal is the instructional leader of the school and is responsible for determining whether the curriculum meets the needs of the students of the school. Accordingly, the principal or designee may consider modifying the curriculum.

If a school official wishes to modify the curriculum, he or she may submit a proposal to the central curriculum committee. Unless the curriculum committee has significant concerns about the proposal, the committee will approve the changes so long as the curriculum maintains continuity. After being approved by the curriculum committee, the proposal must be submitted to the board for approval as a part of the school improvement plan process if the modifications include: (1) expanding or reducing the subject areas or objectives; (2) eliminating subject areas or objectives not required by the state; or (3) waiving local board policies. The curriculum committee shall ensure that the curriculum continues to be aligned with the current statewide instructional standards.

C. EVALUATION

The superintendent shall ensure that the methods for meeting curriculum objectives are regularly evaluated for their effectiveness. The board also encourages external curriculum audits by professional curriculum assessors.

Legal References: G.S. 115C-47, -81

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

Adopted:

TECHNOLOGY IN THE EDUCATIONAL PROGRAM

Policy Code:

3220

In alliance with state school technology goals, the board is committed to establishing and supporting 21st century information and communications technology systems to foster globally competitive, healthy, and responsible students. The board recognizes the benefits of digital and technology-enabled teaching and learning resources that provide the ability to easily customize curriculum, provide access to current information, and enable access to quality materials at a lower cost than traditional materials. To that end, the board intends to move to classroom digital and technology-enabled teaching and learning resources that are aligned with the current statewide instructional standards as they become available. In addition, to the extent funding permits, the board will endeavor to ensure that all students have access to personal digital and technology-enabled teaching and learning devices to foster the 21st century skills necessary for future-ready learners.

The board expects that information and communications technologies will be integrated across the curriculum and used to support student achievement. Such technologies will also be used to support programs and activities that promote safe schools and healthy and responsible students. The curriculum committee should provide suggestions in the curriculum guides referenced in policy 3115, Curriculum and Instructional Guides, for integrating technological resources (as defined in Section A below) into the educational program. School administrators and teachers are encouraged to develop additional strategies for integrating technological resources across the curriculum and utilizing the power of technology to improve learning outcomes while making more efficient use of resources. The strategies should be included in the school improvement plan if they require the transfer of funds or otherwise relate to any mandatory or optional components of the school improvement plan.

The superintendent shall integrate digital planning to support teaching and learning needs into school system strategic planning efforts and include various stakeholders such as curriculum leaders, teachers, administrators, and representatives from technology services, instructional technology, finance, and other departments as required.

The superintendent shall establish relationships with businesses and seek grants and other funding sources in an effort to acquire technological resources for the educational program.

A. SELECTION OF TECHNOLOGICAL RESOURCES

Technological resources include, but are not limited to, the following: (1) hardware, including both fixed and mobile technologies and devices such as desktop computers, laptops, netbooks, tablets, e-readers, PDAs, smartphones, and gaming devices; (2) software; (3) network and telecommunications systems and services; (4) Internet access; (5) multimedia equipped classrooms; (6) computer classrooms and laboratories; and (7) other existing or emerging mobile communications systems. All technological resources must be purchased and used in a manner consistent with applicable law and board policy, including laws and policies related to copyright, public records, bidding, and other

purchase requirements, accessibility for students with disabilities, staff duties, and standards for student behavior.

Technological resources must meet or exceed the following standards before they may be considered for implementation.

1. Technological resources must support the current statewide instructional standards or the programs of the school system.
2. Technological resources must support the current use of learning and instructional management technologies in the school.
3. Technological resources must be compatible with the condition of the network and other infrastructure resources. The technology director shall set minimum standards for technological resources that are purchased or donated. Upgrading, hardware conditions, and similar requirements must be maintained to the highest standards.
4. There must be sufficient staff to operate and maintain the technological equipment, programs, and systems.
5. There must be adequate funds budgeted to implement and support the technological resources and to train instructional staff to use the resources to improve educational outcomes.

B. DEPLOYMENT OF TECHNOLOGY TO SCHOOLS

The superintendent shall oversee the development of the school system's technology deployment plan. The plan will be designed to ensure organized, effective, and efficient means of deploying new information and communications technologies. The superintendent shall develop procedures that outline the strategy of the technology deployment plan.

C. BRING YOUR OWN TECHNOLOGY (BYOT) INITIATIVE

Teachers and staff may bring personal computing devices for instructional use in the classroom. Staff members are personally and solely responsible for the security of their personal devices. The school system is not responsible for the theft, loss, damage, maintenance of a personal computing device or any costs relating to the use of personal devices. Staff may connect personal devices, which meet the technological minimum requirements, to the network using their school issued user account, after a written agreement for the use of personal technology devices is approved by the superintendent or designee. Asheboro City Schools reserves the right to suspend use of the network by personal devices during periods of high use, including online testing windows. Access will be subject to content filtering as deployed by Asheboro City Schools.

To connect to the Asheboro City Schools Network, personal devices must meet the following minimum requirements: a 5.0 GHZ wireless card and malware free. Software purchased with district or school funds may not be installed on personal computing devices. Teachers and staff shall comply with the requirements of policy 3225/4312/7320, Technology Responsible Use, when using a personal computing device.

The superintendent is authorized to investigate and develop a plan to allow staff and students the option to use their personal electronic devices in place of or along with their school system assigned devices. The plan should address, at a minimum, the instructional use of personal devices, compatibility requirements, access limitations or requirements, content filtering, security and other issues as recommended by the technology director. The plan should assign personal responsibility to the user for repair and replacement of damaged or stolen devices and for any data or other charges arising from use of a personal device. The plan should require a written agreement for the use of personal technology devices from each student who wishes to participate in the BYOT initiative. The plan should ensure that students who are unable to bring in outside technology will be able to access and utilize school equipment so that no student is excluded from instruction due to lack of access to technology.

D. ELECTRONIC COMMUNICATION AND OTHER COLLABORATIVE TOOLS

The superintendent is authorized to permit instructional personnel to incorporate email, social networking sites, blogs, wikis, video sharing sites, podcasts, video conferencing, online collaborations, PDAs, IMing, texting, virtual learning environments, and/or other forms of direct electronic communications or Web 2.0 applications for educational purposes to the extent the superintendent deems appropriate and in accordance with policy 7335, Employee Use of Social Media. The superintendent shall establish parameters and rules for use of these tools and shall require instruction for students in how to use such tools in a safe, effective, and appropriate way. Instructional personnel shall make all reasonable attempts to monitor student online activity and shall otherwise comply with the requirements of policy 3225/4312/7320, Technology Responsible Use, when using these tools.

E. TECHNOLOGY-RELATED PROFESSIONAL DEVELOPMENT

The superintendent shall plan a program of technology-enabled professional development that prepares the instructional staff for utilizing digital tools and resources. Professional development shall emphasize technology integration and continuous improvement, including the use of ongoing technology-integrated online-learning activities throughout the course of study. Professional development shall also address the ethical, legal, and practical issues related to social networking and mobile devices in the classroom and other topics deemed necessary by the superintendent or technology director. School improvement teams should identify any staff development appropriations for technology-related professional development in their school improvement plans. The superintendent and technology director should assist schools in coordinating staff development needs as provided in policy 1610/7800, Professional and Staff Development.

Legal References: G.S. 115C-522; 147-33.111; State Board of Education Policy TCS-C-018

Cross References: Professional and Staff Development (policy 1610/7800), Curriculum and Instructional Guides (policy 3115), Technology Responsible Use (policy 3225/4312/7320), Internet Safety (policy 3226/4205), Copyright Compliance (policy 3230/7330), School Improvement Plan (policy 3430), Integrity and Civility (policy 4310), Public Records – Retention, Release, and Disposition (policy 5070/7350), Network Security (policy 6524), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335), Gifts and Bequests (policy 8220)

Other References: North Carolina State School Technology Plan (Division of Instructional Technology) (current version)

Adopted:

School trips designed to stimulate student interest and inquiry may be appropriate classroom extensions and may enhance learning in the classroom. School trips may help meet educational goals and objectives by connecting learning with experiences outside of the classroom environment.

All eligible students will be given an opportunity to participate in school trips. No student will be denied participation because of economic hardship or because the student has a disability.

A. AUTHORIZATION OF SCHOOL TRIPS

A school trip occurs when a student or group of students leaves a school campus under the sponsorship of the school and under the supervision of school employees to extend the educational experiences of that student or group. This includes such trips taken by extracurricular groups but does not include trips by athletic teams to participate in athletic events or competitions that are part of the team's regular season or playoffs. The principal must approve all school trips in advance. School trips that involve travel out of state and/or an overnight stay must also receive prior approval from the superintendent or designee and the board. School trips that require travel outside of the continental United States are prohibited.

To be approved, a school trip must:

- (1) provide an effective method for accomplishing curriculum objectives;
- (2) be consistent with the educational goals of the board; and
- (3) keep to a minimum any disruptions of other educational programs and/or loss of instructional time.

The superintendent shall develop procedures for the request and approval of school trips.

B. PARENTAL NOTICE AND CONSENT

All students who participate in a school trip must provide signed parental consent forms to participate, unless a student is officially emancipated, in which case the student can consent on his or her own behalf. A student who fails to provide a signed consent form may be denied participation in the trip. No student's grade may be lowered or raised based on parental consent to participate in the school trip. The superintendent or designee shall develop procedures to ensure parents are given proper notice of trip details and that parents provide signed authorization and consent regarding their child's participation and care during the trip.

C. COSTS

Students must not be charged a fee for any required school trip for which credit is granted or that is necessary for participation in interscholastic sports. The board may impose fees for other non-required school trips. Pursuant to policy 4600, Student Fees, and any corresponding fee waiver or reduction procedures, any fees imposed for school trips will be waived or reduced for students who demonstrate real economic hardship. The superintendent shall establish procedures to review requests for fee waivers or reductions and to notify students and parents of the availability of and the process for requesting a waiver or reduction of fees.

D. STUDENT SAFETY AND DISCIPLINE

Policy 1510/4200/7270, School Safety, applies to all students, school employees, and volunteers while they are taking part in school trips. Students are also subject to the student behavior policies in the 4300 series, the Code of Student Conduct, and all school rules while participating in a school trip. The superintendent shall develop any additional regulations necessary to ensure student safety, provide adequate supervision, and clarify student behavior standards.

E. TRANSPORTATION AND OTHER ACCOMMODATIONS

Policy 6320, Use of Student Transportation Services, applies to the use of vehicles for all school trips. Policy 6315, Drivers, applies to all drivers of school buses and activity buses but does not apply to drivers of charter buses who are not subject to school board authority, aside from any agreed upon provisions in the contract with the charter company.

Any contracts with outside companies to provide transportation, lodging, or other accommodations related to a school trip must be approved in accordance with policy 6420, Contracts with the Board.

The superintendent or designee shall develop any necessary additional regulations governing transportation on school trips.

F. CHAPERONES AND VOLUNTEERS

All chaperones and volunteers accompanying students on school trips must meet the standards established by policy 5015, School Volunteers. The superintendent or designee shall develop any necessary additional regulations governing chaperones and volunteers on school trips.

G. NON-SCHOOL SPONSORED TRIPS

A non-school sponsored trip is a trip or tour organized and sponsored by (1) an individual teacher or group of teachers acting as private citizens and not as school employees, (2) a

travel agency, or (3) any other individual or association not employed by, sponsored by, or under contract with the board. The board and the school system assume no responsibility or liability for non-school sponsored trips.

Non-school sponsored trips may be promoted or advertised in the schools only in accordance with policy 5240, Advertising in the Schools. Promotional materials may be displayed or distributed in the schools only in accordance with policy 5210, Distribution and Display of Non-School Material. All promotional materials for non-school sponsored trips must prominently state that the trip is not sponsored or endorsed by the school or school system. Moreover, any employee who sponsors or recruits students for a non-school sponsored trip shall notify the students and their parents or guardians that the trip is not sponsored or endorsed by the school or school system and shall obtain a signed acknowledgement from each parent that the trip is not school-sponsored.

School employees shall not engage in any planning or administrative tasks associated with a non-school sponsored trip during the employee workday. School employees who want to use school facilities to hold a meeting concerning a non-school sponsored trip must follow the process set forth in policy 5030, Community Use of Facilities, and any corresponding regulations. School employees must use eligible leave for any time missed from work during a non-school sponsored trip.

School employees are prohibited from participating in non-school sponsored trips that conflict with instructional school days or are scheduled fewer than 10 school days prior to final exams or other state-mandated assessments.

Students will not be required to participate in any non-school sponsored trip. Students are discouraged from participating in non-school sponsored trips that conflict with instructional school days or are scheduled fewer than 10 school days prior to final exams or other state-mandated assessments. Absences for non-school sponsored trips will be designated as excused or unexcused in accordance with policy 4400, Attendance.

Legal References: G.S. 115C-47, -288, -307

Cross References: School Safety (policy 1510/4200/7270), Goals and Objectives of the Educational Program (policy 3000), Student Behavior Policies (4300 series), Attendance (policy 4400), Student Fees (policy 4600), School Volunteers (policy 5015), Community Use of Facilities (policy 5030), Distribution and Display of Non-School Material (policy 5210), Advertising in the Schools (policy 5240), Use of Student Transportation Services (policy 6320), Contracts with the Board (policy 6420)

Adopted:

Class rankings are one method of measuring academic performance. The board also recognizes other means of evaluating student achievement, including grade point average, courses completed, rigorousness of curriculum, results of tests and assessments, and recommendation letters.

The Asheboro High School Principal shall provide for the compilation of class rankings to be listed on student transcripts and may make class rank information available periodically to students and their parents or guardians, and to other institutions, at the request of the student or the student's parents or guardians. While the Asheboro High School principal may designate a valedictorian and salutatorian, the board encourages principals, with input from teachers, parents and students, to develop alternative or additional means of recognizing academic achievement.

The principal of Asheboro High School shall ensure that class ranking is computed in a fair and consistent manner as provided in State Board of Education Policy GCS-L-004. The superintendent and principal shall ensure that students and parents receive adequate notice as to how class rank is calculated and shall provide written procedures on how students with equal grades, or grades that may be perceived as equal, will be treated. Nothing in this policy provides a student with any legal entitlement to a particular class rank or title. Although the student grievance procedure provided in policy 1740/4010, Student and Parent Grievance Procedure, may be utilized to resolve disputes formally, the board encourages parents, students and principals to reach a resolution informally on any matters related to class rank.

Legal References: G.S. 115C-47, -81, -276, -288; 116-11(10a); State Board of Education Policy GCS-L-004

Cross References: Parental Involvement (policy 1310/4002), Student and Parent Grievance Procedure (policy 1740/4010), Goals and Objectives of the Educational Program (policy 3000), Recognizing Excellence (policy 3440)

Adopted:

ALTERNATIVE LEARNING PROGRAMS/SCHOOLS

Policy Code: **3470/4305**

A. PURPOSES

The board is committed to the goal of providing a safe and orderly learning environment in each school. The educational program and the student behavior management plan developed at each school, in addition to numerous other strategies identified in board policy, are intended to create such an environment and to help each student be a successful and contributing member of the school community.

Alternative learning programs or schools are provided as an option for those instances in which a student's behavior management or academic performance needs cannot be met in a regular educational setting. The purposes of an alternative learning program or school are: (1) to intervene and address problems that prevent a student from achieving success in the regular educational setting; (2) to reduce the risk that a student will drop out of school by providing resources to help the student resolve issues affecting his or her performance at school; (3) to return a student, if and when it is practicable, to the regular educational setting with the skills necessary to succeed in that environment; and (4) to preserve a safe and orderly learning environment in the regular educational setting.

B. ALTERNATIVE LEARNING PROGRAMS/SCHOOLS

Alternative learning programs and schools should serve the purposes described above. Such alternative education programs are expected to meet all board policy and state requirements. In addition, alternative education programs and support services should be designed to facilitate students' transition back to the regular educational setting when appropriate.

All school personnel at alternative learning program or school should receive training ~~to~~ so that students enrolled in such programs or schools receive appropriate educational services.

The superintendent or designee shall direct school officials at each alternative learning program or school to develop a behavior management plan, an academic student learning plan, and a parental involvement plan in accordance with board policy. A conflict resolution plan, as provided in policy 3431, Conflict Resolution, may be included in the school improvement plan. The board encourages the principal and other school personnel, in developing these plans, to review successful alternative education programs and make effective use of the resources provided by the superintendent.

The superintendent and board will review these plans in accordance with board policy. While providing flexibility at the school level to develop the plans, the superintendent and board will only approve plans that are reasonably likely to meet the purposes of an alternative learning program or school.

Prior to implementing a new alternative learning program or school, the board will develop program proposal that is consistent with the State Board of Education standards for alternative learning programs. The board then will submit the proposal to the State Board for its review. After the proposal has been reviewed by the State Board, the board will consider any recommendations from the State Board to modify the proposal before implementing the alternative learning program or school.

The board will review on a regular basis whether the school system's alternative learning programs and schools comply with State Board standards.

C. TRANSFER TO ALTERNATIVE LEARNING PROGRAMS OR SCHOOLS

Students generally are assigned to a school based on attendance area. However, as provided by law, the board may assign any student to a school outside of his or her attendance area in order for the student to attend a specialized school or for any other reason the board, in its sole discretion, deems sufficient. The assignment or transfer of a student with a disability will comply with applicable federal and/or state requirements for students with disabilities.

Students may be transferred to an alternative learning program or school on a voluntary or involuntary basis, or pursuant to a disciplinary suspension. The transfer process is provided below.

1. Responsibilities of Personnel at Referring School

In addition to any other procedures required by this policy, prior to referring a student to an alternative learning program or school, the principal of the referring school must:

- a. document the procedures that were used to identify the student as being at risk of academic failure or as being disruptive or disorderly;
- b. provide the reasons for referring the student to an alternative learning program or school; and
- c. provide to the alternative learning program or school all relevant student records, including anecdotal information.

2. Responsibilities of School Personnel at the Alternative Learning Program or School

In addition to any other procedures required by this policy, once a student is placed in an alternative learning program or school, the appropriate school personnel of the program or school must meet to review the student's records and any other documentation forwarded by the referring school. Based on these

records and any input provided by the parent concerning the student's needs, the personnel at the alternative program or school shall determine the support services and intervention strategies that are recommended for the student.

If a student who is subject to G.S. 14-208.18 is assigned to an alternative school, the student must be supervised by school personnel at all times.

3. Voluntary Referral

The board encourages parental involvement in decisions regarding the child's education and in identifying effective options for addressing concerns regarding the child's behavior or academic performance.

Voluntary transfers are encouraged whenever possible. A voluntary transfer is an agreement by the parent, the principal, and the disciplinary review committee that transfer is an appropriate option for the particular student. After agreement has been reached, the principal of the regular educational setting and the principal of the alternative learning program or school shall arrange the process and time for the transfer. The principal of the regular educational setting shall notify the superintendent of the transfer.

4. Referral as Option to Long-Term Suspensions, 365 Days Suspensions and Expulsion

A student may be given the option or may be required to attend alternative learning program or school for violation of board policies, school standards or rules that could result in a long-term suspension, 365 days suspension or expulsion.

Board policies will be followed for any student who may have engaged in behavior that could result in long-term suspension, 365 days suspension or expulsion. Alternative learning program or school may be considered as an option for a portion or the full duration of the period of suspension or expulsion. The alternative learning program or school may be an option to a long-term suspension or 365 days suspension if approved by the superintendent. In order to consider the alternative learning program or school as an option to expulsion, the superintendent must make a recommendation and the board must choose to approve the alternative learning program or school as a modification to the expulsion.

At any stage in the proceedings, a parent may request that alternative learning program or school be considered as an option to long-term suspension or expulsion. The superintendent will maintain records as required by board policy 4345, Student Discipline Records.

Once approved, the student may be transferred to the alternative learning program

or school. If the alternative learning program or school does not have the capacity to accept the student immediately, the student may be suspended from school until the alternative learning program or school can accept the student.

5. Involuntary Referral

A student may be required to be transferred from the regular educational setting to an alternative learning program or school under any of the following circumstances:

- a. the student presents a clear threat to the safety of other students or personnel;
- b. the student presents a significant disruption to the educational environment in the regular educational setting;
- c. the student is at risk of dropping out or not meeting standards for promotion, and resources in addition to or different from those available in the regular educational setting are needed to address the issue;
- d. the student has been charged with a felony or a crime that allegedly endangered the safety of others, and it is reasonably foreseeable that the educational environment in the regular educational setting will be significantly disrupted if the student remains; or
- e. if the Code of Student Conduct provides for a transfer as a consequence of the student's behavior.

Prior to an involuntary transfer in circumstances where a student is experiencing academic or developmental difficulties or chronic social/behavioral problems, the principal or disciplinary committee of the referring school shall document the student's behavior and academic performance and efforts to assist the student in the regular educational environment as provided in Section C.1. . School administrators are encouraged to meet with the student's parents to try to reach a consensus how to address the student's difficulties at school.

The preceding steps are encouraged, but not required in the case of an involuntary transfer arising from a disciplinary reassignment or when the student's behavior immediately endangers other students or personnel.

If an agreement for voluntary transfer is not reached and a basis for involuntary transfer exists, the principal may recommend to the superintendent that the student be transferred to an alternative school. The principal must provide in writing: (1) an explanation of the student's behavior or academic performance that is at issue; (2) documentation or a summary of the documentation of the efforts to assist the student in the student's regular educational setting, if

applicable; and (3) documentation of the circumstances that support an involuntary transfer.

A copy of the recommendation and other documentation must be provided to the parents by certified mail or in person. The parent may request an informal meeting with the superintendent to discuss the transfer. The superintendent has the authority to determine who may be present at the meeting.

If the superintendent approves the transfer, the principal of the regular educational setting and the principal of the alternative school shall make all necessary arrangements.

The parent may appeal the superintendent's decision to the board. The board will hear the appeal in closed session and will follow its procedures as provided in policy 2500, Hearings Before the Board. During the period of the appeal, the student may be transferred to the alternative learning program or school.

6. Assignment During a Long-Term or 365-Day Suspension

A student who receives a long-term or 365-day suspension may be offered services in the alternative learning program or school for a portion or the full duration of the suspension. See policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion. Any student who receives a long-term or 365-day suspension must be offered alternative education services unless the superintendent provides a significant or important reason for declining to offer such services. Alternative education services include, but are not limited to, the alternative programs or schools established in this policy in accordance with G.S. 115C-105.47A.

7. Assignment of Student Sex Offenders

The board may decide, pursuant to G.S. 115C-390.11(a)(2), to assign a student who is subject to G.S. 14-208.18 to an alternative learning program or school.

D. TRANSITION FROM ALTERNATIVE LEARNING PROGRAMS OR SCHOOLS

In most instances, the goal of the alternative learning program or school is to return the student to the regular educational setting with the skills necessary to succeed in that environment as soon as practicable. The personnel of the alternative learning program or school and those of the regular educational setting shall work together to help create a successful transition for the student.

If the student is not or will not be returned to the regular educational setting, the alternative learning program or school will assist in the student's transition to other educational settings, including other programs offered by the school system or a community college or vocational school.

E. ASSIGNMENT OF PROFESSIONAL PERSONNEL TO ALTERNATIVE LEARNING PROGRAMS OR SCHOOLS

When assigning professional personnel to an alternative learning program or school, the superintendent shall consider the experience and evaluation ratings of the professional employee who may be assigned to the program or school. As school system resources allow, the superintendent shall strive to avoid assigning to an alternative school or program less experienced professional personnel or professional personnel who have received an evaluation rating of less than “accomplished” within the last three years.

F. EVALUATION OF ALTERNATIVE LEARNING PROGRAMS OR SCHOOLS

1. State Accountability

The board will determine annually how each alternative school will participate in the State Alternative Schools’ Accountability Model. The superintendent shall provide for this information to be reported to the North Carolina Department of Public Instruction by August 1 of each year.

2. Information to be Reported to the Board of Education

Each year, the board will evaluate each alternative learning program or school based upon reports provided by the superintendent and any other information the board wishes to consider. In addition to data required by policy 3430, School Improvement Plan, each alternative learning program or school must report the following information annually to the board:

- a. referral patterns from the regular educational setting, including age, race, gender, and method of transfer (voluntary, as an alternative to suspension or expulsion, or involuntary, or pursuant to suspension);
- b. drop-out rates;
- c. how long students stay at the alternative learning program or school and where they go (including the regular educational setting, community college/technical schools or dropping out) when they leave the alternative program or school;
- d. the training and development of professional employees assigned to the alternative learning program or school;
- e. a list of services or programs that the alternative learning program or school coordinates with other governmental agencies; ~~and~~
- f. the school’s results under the state’s alternative school’s accountability model, as applicable; and
- g. any other information the superintendent requires.

To assist the board in evaluating an alternative learning program or school, each alternative school or program’s school improvement plan must include measures

of the effectiveness of the alternative program or school.

2. Items to be Considered

In addition to any other outcomes the board deems important, the board will determine whether:

- a. a diverse group of students is referred to the alternative learning program or school;
- b. the alternative learning program or school complies with State Board standards;
- c. the alternative learning program or school incorporates best practices for improving student academic performance and reducing disruptive behavior;
- d. school personnel at the alternative learning program or school are well-trained and provided with appropriate professional development;
- e. the alternative learning program or school is organized to provide coordinated services;
- f. students at the alternative learning program or school receive high quality and rigorous academic instruction; and
- g. the alternative learning program or school assists students in transitioning back to the regular educational setting or to other educational settings.

Legal References: G.S. 14-208.18; 115C-47(32a), -105.27, -105.47A, -105.48, -276(r), -288, -367, -369, -390.7, -390.9, -390.10, -390.11; State Board of Education Policy GCS-Q-001, GCS-Q-002; *Policies and Procedures for Alternative Learning Programs and Schools* (NC Dept. of Public Instruction, October 2014), available at <https://eboard.eboardsolutions.com/Meetings/Attachment.aspx?S=10399&AID=31595&MID=1590>

Cross References: Parental Involvement (policy 1310/4002), Hearings Before the Board (policy 2500), School Improvement Plan (policy 3430), Conflict Resolution (policy 3431), Student Sex Offenders (policy 4260), School Plan for Management of Student Behavior (policy 4302), Student Discipline Records (policy 4345), Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353), Assignments/Reassignments/Transfers (policy 7440)

Adopted:

EXTRACURRICULAR ACTIVITIES AND STUDENT ORGANIZATIONS

Policy Code:

3620

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

A. EXTRACURRICULAR ACTIVITY REQUIREMENTS

Participation in extracurricular activities, including student organizations and interscholastic athletics, is a privilege, not a right, and may be reserved for students in good academic standing who meet behavior standards established by the board and the school. Participation in extracurricular activities may be restricted if a student (1) is not performing at grade level as provided in policy 3400, Evaluation of Student Progress; (2) has exceeded the number of absences allowed by policy 4400, Attendance; (3) has violated the student conduct standards found in the 4300 series of policies; or (4) has violated school rules for conduct or (5) has not passed the required physical examination. In addition, in order to be eligible for interscholastic athletics participation, students must have been in daily attendance 85 percent of the previous semester and must meet all eligibility standards of the North Carolina High School Athletic Association, the North Carolina Department of Public Instruction, and any locally established requirements for interscholastic athletics participation.

School administrators choosing to exercise the authority to restrict participation based upon any of the reasons provided in this paragraph shall provide this policy and any additional rules developed by the superintendent or the principal to all parents or guardians and students. The grievance procedure provided in policy 1740/4010, (Student and Parent Grievance Procedure), may be utilized by parents or students who believe that a student has been aggrieved by a decision made pursuant to this policy.

B. SPECIAL CIRCUMSTANCES

1. Extracurricular activities may be used as a component of an at-risk student's intervention plan. The intervention plan may include providing for or restricting the student's participation in extracurricular activities. If the plan restricts the student's participation, the plan must include other intervention strategies designed to improve student performance.
2. Students with disabilities must be accorded the legal rights required by federal and state law.

3. School administrators shall facilitate the inclusion and participation of transitioning military children in extracurricular activities, to the extent they are otherwise qualified, by:
 - a. providing information about extracurricular activities to transitioning military children; and
 - b. waiving application deadlines.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12132, 28 C.F.R. pt. 35; Equal Access Act, 20 U.S.C. 4071-4074; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; G.S. 115C art. 9, 115C-47(4), -391, -407.5; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy GCS-D-000; N.C. High School Athletic Association Handbook; Middle/Junior High School Athletic Manual, available at <http://www.ncpublicschools.org/curriculum/healthfulliving/athletics/>

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

Adopted:

The board directs the superintendent to implement a system-wide loss prevention/safety program with the goal of maintaining a safe working environment for employees and a safe learning environment for students. The program must be consistent with the requirements for school safety established in policy 1510/4200/7270, School Safety, and with applicable state and federal rules related to workplace safety and other safety issues in the school environment.

The superintendent shall establish a system-wide health and safety leadership team to oversee the school system's injury and loss prevention efforts. These efforts will include (1) accident and injury prevention and investigation; (2) hazard investigation and control; and (3) promotion of safe practices and safety awareness in the school environment. The team shall be responsible for developing processes for accident investigation and for the identification, reporting, and correction of hazards and other unsafe conditions within the school environment, as described below. The superintendent or designee shall lead the health and safety leadership team in carrying out its responsibilities.

A. ACCIDENT INVESTIGATION AND CORRECTION OF HAZARDS

The health and safety leadership team shall develop an accident investigation protocol, or improve existing protocols, for investigating all employee work-related injuries. The protocol may also address investigation of accidental injuries to students or visitors, as well as incidents of violence in the school environment.

The accident investigation protocol must include steps to identify in a timely manner the cause(s) of the accident and any underlying factors that may have contributed to it. It must also require the identification and implementation of actions to address unsafe conditions to prevent recurrence of the incident. Investigation steps may include, but are not limited to, interviews of the injured employee(s) and witnesses, examination of physical evidence, examination of the workplace, and data collection.

The protocol must provide for recording the findings of cause, recommendations for correction, and actions taken.

The health and safety leadership team shall develop additional protocols, or improve existing protocols, as necessary to investigate reports of hazards and other unsafe conditions within the school environment.

B. PREVENTATIVE MEASURES: IDENTIFICATION, EVALUATION, AND CONTROL OF HAZARDS

The health and safety leadership team shall establish or improve processes and strategies for the identification, investigation, and control of hazards and other unsafe conditions in the school environment, including those arising from safety hazards (e.g., slippery floors, cluttered work areas, overloaded electrical outlets); chemical and biological hazards (e.g.,

solvents, pesticides, lab chemicals, bloodborne pathogens); other health hazards (e.g., allergens and other indoor air pollution, noise), and ergonomic risk factors (e.g., repetition, use of excessive force, awkward posture).

The processes for identification, investigation, and control may include periodic worksite inspections to identify potential or actual safety hazards; job task safety analysis; employee safety surveys; analysis of ergonomic risk factors; review of injury data, accident reports, and workers' compensation records; hazard control analysis; and/or other standard means of hazard identification and control that are consistent with the goal of improving safety in the school environment. The superintendent or designee may appoint site-based safety teams to conduct these activities at each school system site that houses employees. If site-based teams are utilized, they shall report to the health and safety leadership team on a schedule to be established by the superintendent or designee.

C. CORRECTION OF IDENTIFIED HAZARDS

The processes and strategies for improving safety in the school environment required by this policy must include a system for correcting identified hazards and must require the immediate removal of employees from an area where there is an imminent danger that cannot be immediately corrected (e.g., a chemical spill).

The system for correcting hazards must give priority to solutions that actually remove the hazard. If the hazard cannot be removed altogether, procedures that limit exposure to the hazard should be implemented when practicable. In addition, personal protective equipment may be provided to protect the individual(s) from direct exposure to a hazard that cannot be eliminated. A combination of these methods should be used if needed to address the hazardous condition.

D. REPORTING HAZARDS OR OTHER UNSAFE CONDITIONS

The health and safety leadership team shall establish or improve processes for employees and others to report hazards and other unsafe conditions to supervisory or administrative personnel without fear of reprisal.

E. DEVELOPMENT OF SAFE WORK PRACTICES

The health and safety leadership team shall assist the superintendent or designee in the development of safety standards for facilities, equipment, machinery, tools, and work practices. The standards must be consistent with all applicable federal and state standards.

F. SAFETY EDUCATION AND TRAINING

The health and safety leadership team shall coordinate a system-wide safety education program to educate individuals in the school environment on safety practices. The program of education and training must be documented and must include instruction on

workplace-related safety practices, relevant job- or activity-specific safety practices, and site-specific safety and emergency procedures. It must also include instruction on measures for reporting any unsafe conditions, work practices, or injuries.

G. RECORDKEEPING

The health and safety leadership team shall establish uniform processes for recordkeeping that comply with the requirements of federal and state law.

H. EMPLOYEE RESPONSIBILITY FOR SAFETY

All employees are expected to follow safe work practices, use appropriate personal protective equipment as instructed by their supervisors, and attend safety education programs as assigned. Employees must report unsafe conditions or work practices, accidents, or injuries as soon as practicable, in accordance with established procedures.

Legal References: 29 C.F.R. Part 1910; 13 N.C.A.C. 07F.0101; State Board of Education Policy TCS-Q-003

Cross References: School Safety (policy 1510/4200/7270), Hazardous Materials (policy 6540), Occupational Exposure to Bloodborne Pathogens (policy 7260), Occupational Exposure to Hazardous Chemicals in Science Laboratories (policy 7265)

Adopted:

Attendance in school and participation in class 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. visitation with the student's parent or legal guardian, at the discretion of the superintendent or designee, if the 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 and short-term out-of-school suspensions, the student will be permitted to make up his or her school work. (See also policy 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.

Elementary, Middle, and High Schools

The principal will notify parents and take all other steps required by G.S. 115C-378 for excessive absences. Students may be suspended for up to two days for truancy.

High School only

Students who miss more than a total of 4 days (excused and/or unexcused) per course during a semester will not receive credit toward graduation except when one of the following conditions are met:

1. Students make-up absences: The high school will provide opportunities for students to make-up time missed from classes. The maximum number of days which a student can make-up per semester is 4; the maximum number of class periods which a student can make-up per semester is 16. All make-up time must be completed in the same semester as the absences.
2. The principal grants a waiver: Students whose academic standing is adversely affected by this standard have the right to appeal for a waiver. The appeal must be submitted to the principal in writing along with any appropriate and/or required documentation. Waivers of absences may be granted by the principal only when extenuating circumstances exist.

This standard does not apply to medically fragile students as defined in the NC School Attendance and Student Accounting Manual and approved by the principal.

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. Students who are excessively tardy to school or class may be suspended for up to two days for such offenses.

Legal References: G.S. 115C-47, -84.2, -288(a), -378 to -383, -407.5; 16 N.C.A.C. 6E.0102-.0103; State Board of Education Policies EEO-L-002, -003

Cross References: Extracurricular Activities and Student Organizations (policy 3620), Education for Pregnant and Parenting Students (policy 4023), Children of Military Families (policy 4050)

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

Administrative Procedure: None

Revised: April 10, 2008, May 14, 2009, September 10, 2009, November 10, 2011, June 13, 2013

The board recognizes that an effective educational program must be supported by services that assist students in taking advantage of educational opportunities. The board also recognizes the need for services that help the school system use resources necessary for an educational program in an effective and efficient manner.

The board and superintendent will strive to educate the board of county commissioners and other funding sources of the importance of support services.

Legal References: G.S. 115C-36

Cross References:

Adopted:

The board supports the practice of bringing employees back to work after a work-related injury or illness as soon as they are medically able in order to enhance the employees' recovery while minimizing the impact of work-related injuries on school system operations.

The superintendent or designee is directed to establish a return to work program that is consistent with federal and state law, board policy, and State Board of Education requirements. The objectives of the program will be to:

1. assist employees who are recovering from a work-related temporary injury or illness to safely return to full duty without restrictions at the earliest possible time;
2. assist recovering employees who have temporary work restrictions to return to a temporary, time-limited transitional work assignment of modified or alternate duties approved by the authorized health care provider, when practicable and in the best interests of the school system to do so;
3. assist employees with permanent work restrictions to find suitable employment; and
4. maintain close communication, coordination, and cooperation between the employee, school system representatives, and others working to expedite the employee's recovery and return to work.

The superintendent or designee shall provide specific procedures to guide all employees in carrying out the return-to-work program. All supervisory employees are expected to fully comply with the program procedures and to assist in meeting the program's objectives. Employees experiencing work-related injuries or illnesses shall fulfill all responsibilities assigned to them under the return-to-work program and shall fully comply with the applicable requirements of the North Carolina Workers Compensation Act.

If an employee refuses an approved transitional duty assignment or other suitable employment offered under this policy or under the return-to-work program required by this policy, the superintendent or designee shall direct the workers' compensation administrator to apply to terminate the employee's workers' compensation benefit payments in accordance with the North Carolina Workers' Compensation Act. In addition, the employee will be subject to disciplinary action to the extent consistent with law.

This policy and any procedures developed by the superintendent to implement this policy are not intended to, and do not, confer any additional employment rights on any employee, including any right to a transitional duty assignment, nor will they be construed as recognition by the school system that any employee who participates in the return-to-work program has a disability as defined by the Americans with Disabilities Act of 1990, the Rehabilitation Act of 1973, or the North Carolina Persons with Disabilities Protection Act.

Legal References: Americans with Disabilities Act of 1990, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. Part 35; Family and Medical Leave Act of 1993, 29 U.S.C. 2601 *et seq.*, 29 C.F.R. Part 825; Rehabilitation Act of 1973, 29 U.S.C. 701 *et seq.*, 34 C.F.R. Part 104; North Carolina Persons with Disabilities Protection Act, G.S. ch. 168A; North Carolina Workers' Compensation Act, G.S. 97, art. 1; 115C-12(43), -337; State Board of Education Policy TCS-Q-001

Cross References: Family and Medical Leave (policy 7520)

Adopted:

PROPOSED BOARD OF EDUCATION GOALS 2015-16

STRATEGIC GOAL:

By 2016, **90 percent** or more of Asheboro City Schools students will graduate with the skills needed as 21st century learners, workers, and citizens.

STRATEGIC OBJECTIVES:

1. Engage each student

- A. Teach the standards through the lens of the **4 C's (Critical Thinking, Collaboration, Communication, and Creativity)** using innovative teaching practices with community partner engagement.
- B. Implement **global awareness** recommendations.
- C. Evaluate and engage in strategic problem solving and coaching support to strengthen **Positive Behavior Instructional Support** implementation at each school.
- D. Implement district-wide program to prevent **bullying**.
- E. Implement updated lockdown and **crisis plan procedures**.
- F. Provide professional development on **digital teaching and learning** as directed from the ACS Professional Development Needs Survey.
- G. Implement support for the new **learning management system**, Canvas, in Grades 4-12 for students and for all staff.

2. Assess for learning

- A. **Align the core curriculum** with state testing specifications and **implement systematic progress monitoring system**.
- B. Encourage and support school based **data driven strategies** to inform instruction and intervention.

3. Improve achievement

- A. Utilize the ACS Literacy Plan as a road map to **improve writing** K-12.
- B. Expand implementation of **Letterland** as a **consistent phonics instructional approach** in pre-kindergarten and kindergarten classrooms at each school site.
- C. Expand **Reading Foundations professional development** to secondary level teachers to increase reading content knowledge and enhance instructional skills as funding is available.

- D. Develop and expand opportunities for students to **recover and enrich learning** beyond regular school hours.
- E. Increase opportunities for students to **earn college credits and industry credentials**.
- F. Develop district-wide implementation plan for **Multi-Tiered System of Supports [MTSS]** by assessing current implementation, readiness, developing timelines, coaching supports, professional development plans, and other district supports in order to ensure schools can implement with fidelity.

4. Create opportunities

- A. Increase opportunities for **parental involvement** through resources and events.
- B. Provide opportunities for **stakeholder engagement and improved communication** through social media, digital communications, and community partner events.
- C. Actively seek **partnerships with the community, industry, and institutions of higher education** to create opportunities for students.

5. Build capacity

- A. **Develop and promote professional development** options through Canvas learning management system and North Carolina Educator Effectiveness System.
- B. Implement **Teacher Leadership Academy 2.0**.
- C. Maximize programs and initiatives to **recruit and retain high quality teachers and administrators**.

Resolution for Strategic Planning
Asheboro City Board of Education
Asheboro City Schools

WHEREAS, the Asheboro City Board of Education recognizes that one of its primary authorities and duties, as stated in Asheboro City Schools policy 1010, is to provide “leadership and direction through the formulation of goals and objectives, especially in defining and setting high academic standards for student success;” and

WHEREAS, the board of education desires that stakeholders and members of our community participate in the development of long-range plans for the growth and success of our school system; and

WHEREAS, strategic planning is a process which collaboratively defines a vision, mission, belief statements, goals, and strategies to attain those goals; and

WHEREAS, high student achievement is dependent not only on school staffs and leadership but on a clear vision of school excellence shared by the entire school community, with goals and strategies that stress high expectations and shared responsibility for student success;

NOW THEREFORE BE IT RESOLVED, the Asheboro City Board of Education embarks on a strategic planning process with the following parameters:

- The time frame for the study and development of the strategic plan will be approximately eight to twelve months;
- The process will provide for broad community participation;
- The strategic plan will outline goals and strategies for five years, including a proposed timeline for implementation; and
- Appropriate resources to facilitate the strategic planning process will be determined and engaged.

This the 9th day of July, 2015.

Jane H. Redding
Chairman

Terry W. Worrell, Ed.D.
Superintendent

School/Location	Date	Event	Time
PDC	Thursday, July 9	Board of Education Meeting	7:30 p.m.
PDC	Thursday, August 13	Board of Education Meeting	7:30 p.m.
AHS Zoo School	Wed, August 19	AHS Zoo School Open House	9 - 11:00 a.m.
AHS	Wed, August 19	Grades 10-12 Open House	5 - 7:00 p.m.
NAMS	Wed, August 19	NAMS Grades 7-8 Open House	6:30 - 8:00 p.m.
SAMS	Wed, August 19	SAMS Grades 7-8 Open House	6:30 - 8:00 p.m.
AHS	Thursday, August 20	AHS 9th Grade Open House	9 - 11:30 a.m.
All Elementary Schools	Thursday, August 20	K-5 Open Houses	4 - 6:00 p.m.
NAMS	Thursday, August 20	NAMS 6th Grade Open House	6:30 - 8:00 p.m.
SAMS	Thursday, August 20	SAMS 6th Grade Open House	6:30 - 8:00 p.m.
AHS	Friday, August 21	Convocation	7:30 a.m.
All Schools	Monday, August 24	First Day for Students	All Day
ECDC	Monday, August 24	Pre-K Open House	6 - 7:00 p.m.
All Schools	Monday, September 7	Holiday; schools closed	All Day
PDC	Thursday, September 10	Board of Education Meeting	7:30 p.m.
All Schools	Thursday, October 8	Mandatory Prof. Development Day; no school for students	All Day
PDC	Thursday, October 8	Board of Education Meeting	7:30 p.m.
All Schools	Friday, October 9	Teacher Workday; no school for students	All Day