

ASHEBORO CITY BOARD OF EDUCATION

January 21, 2016

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 – Jazmin Flores, 5th Grade, Donna Lee Loflin Elementary School
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. Community Spotlight – Vintage Church
- B. Board Spotlight – Donna Lee Loflin Elementary School
- C. Comet Creative Classroom – Board Appreciation Presentation

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 – December 10, 2015
- B. City Schools Consortium Acknowledgement and Commitment
- C. Signature Cards – Donna Lee Loflin Elementary School and South Asheboro Middle School
- D. Field Trip Request – South Asheboro Middle School, Basset, Virginia
- E. Budget Amendments S-01 and F-01
- F. Personnel

V. Information, Reports and Recommendations

- A. North Carolina Schools Report Card Process
- B. Policies
 - Policy 1010 – Board Authority and Duties
 - Policy 1100 – Governing Principles
 - Policy 1200 – Governing Principle – Student Success
 - Policy 2120 – Code of Ethics for School Board Members
 - Policy 2121 – Board Member Conflict of Interest
 - Policy 2123 – Board Member Opportunities for Development
 - Policy 2341 – Quorum
 - Policy 2400 – Board Policies
 - Policy 3405 – Students at Risk of Academic Failure
 - Policy 3430 – School Improvement Plan
 - Policy 4000 – Focus on Students

VI. Action Items

- *A. Policies
 - Policy 5027/7275 – Weapons and Explosives Prohibited
 - Policy 5030 – Community Use of Facilities

- Policy 6125 – Administering Medicines to Students
- Policy 6140 – Student Wellness
- Policy 6300 – Goals of Student Transportation Services
- Policy 6305 – Safety and Student Transportation Services
- Policy 6310 – Organization of Student Transportation Services
- Policy 6315 – Drivers
- Policy 6330 – Insurance for Student Transportation Services
- Policy 7241 – Drug and Alcohol Testing of Commercial Motor Vehicle Operators

VII. Superintendent's Report/Calendar of Events

- A. Calendar of Events
- B. Points of Pride
- C. 2015-2016 Board Goals, January Update
- D. 2016-2021 Strategic Plan Update and Dual Language Immersion Program

VIII. Board Operations

- A. Committee Assignments - 2016
- B. Important Dates to Remember:
 - Thursday, January 21, 5:30 p.m., Board Appreciation Reception, Professional Development Center
 - Thursday, January 21, Board of Education Meeting
 - Saturday, January 30, Winter Board Retreat, Zoo School, 8:30 – 4:00 p.m.
 - February 7-10, AdvancED (Southern Association of Colleges and Schools) Five-year Reaccreditation Visit
 - February 10, AdvancED Exit Report, 4:00 p.m., Central Office Board Room
 - Thursday, February 11, 6:00 p.m., Board of Education Meeting, Joint Meeting with County Commissioners, followed by regularly scheduled meeting at 7:30 p.m.
 - Friday, February 12, Jennifer Smith Retirement Reception, 3:00-5:30 p.m., Professional Development Center
 - Tuesday, February 16, 7:00-9:00 p.m., Asheboro City Schools District Spelling Bee, Donna Lee Loflin Elementary
 - Thursday, March 10, Board of Education Meeting
 - Friday, March 18, 8:00 a.m., Legislative Breakfast, Professional Development Center
 - Wednesday, March 23, Digital Expo, Asheboro High School
 - April 8-11, 2016, National School Board Conference, Boston, MA
 - Thursday, April 21, Board of Education Meeting
 - May 2-6, 2016, Teacher Appreciation Week
 - Thursday, May 12, Board of Education Meeting
 - Wednesday, May 18, Teacher of the Year Banquet, 6:00 p.m., Pinewood Country Club
 - Wednesday, June 8, Last Day of School for Students
 - Wednesday, June 8, 7:00 p.m., Graduation, Lee J. Stone Stadium
 - Thursday, June 9, Retirement Breakfast, 7:30 a.m., Performing Arts Center
 - Thursday, June 9, Board of Education Meeting

IX. Adjournment

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

ASHEBORO CITY BOARD OF EDUCATION
January 21, 2016
7:30 p.m.
Asheboro High School
Professional Development Center

Addendum

- I. **Opening**

- IV. ***Consent Agenda**
 - B. Personnel

- IX. **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.

January 21, 2016



Community Spotlight:

We'd like to highlight Vintage Church as tonight's Community Spotlight for the donations they made over the holiday season to several of our families at McCrary and Donna Lee Loflin Elementary Schools. Pastor Smith and his congregation donated traditional Thanksgiving meals, including turkey, stuffing, potatoes, veggies, rolls, and pumpkin pies) to 20 families at McCrary and Loflin Elementary Schools. On behalf of ACS, we'd like to express our gratitude to Pastor Smith and his church community for their generosity.

Board Spotlight:

Tonight's Board Spotlight features students and teachers from Donna Lee Loflin Elementary School. Fourth grade teachers, Ella Kern and Tracy Foscue, utilize a math technique called Number Talks in order to teach students important lessons about making sense of numbers and computational fluency. Ms. Kern and Foscue teach Number Talks to students in each grade to help them better understand math. Please join me in welcoming Ms. Kern and Ms. Focus who will show a few examples of Number Talks.

Special Recognition:

Ms. Wood's class at Asheboro High School has handmade picture frames and small planters in honor of tonight's Board Appreciation recognition. Terry Richmond, an AHS senior is here tonight to discuss how the frames were made. Please join me in welcoming Mr. Richmond.

Minutes of the Asheboro City Board of Education

December 10, 2015

Policy Committee

The Policy Committee convened at 6:45 p.m. in the Professional Development Center with the following members present:

| | |
|-----------------|------------------|
| Phillip Cheek | Linda Cranford |
| Gidget Kidd | Kyle Lamb |
| Archie Priest | Joyce Harrington |
| Gustavo Agudelo | |

Wilson Alexander, Attorney

Also present were Baxter Hammer, Dr. Beth Knott, and Jeni Martin.

Staff members present were: Dr. Terry Worrell and Dr. Drew Maerz.

The meeting was called to order and Dr. Maerz began review of the agenda.

Policy 1010 – Board Authority and Duties

- Policy updated based on legal precedent (Leandro v. the State of North Carolina: Sound basic education for every child).

Policy 1100 – Governing Principles

- Policy updated based on legal precedent.
- Legal references updated.

Policy 1200 - Governing Principle – Student Success

- Policy updated based on legal precedent.
- Updated list of policies to reflect current policies.

Policy 2120 - Code of Ethics for School Board Members

- Policy updated based on legal precedent.
- Training requirements updated.

Policy 2121 - Board Member Conflict of Interest

- Updated section to include gifts and soliciting gifts and E-Rate vendors.
- Updated legal references.
- Dr. Maerz and Dr. Worrell explained E-Rate and reimbursements to Policy Committee members.

Policy 2123 - Board Member Opportunities for Development

- Updated annual training requirements.

Policy 2341 - Quorum

- Minor language and legal reference updates.

Policy 2400 - Board Policies

- Policy updated to align with current state law.
- Noted that Asheboro City Schools will include review of state regulations in addition to policies.

Policy 3405 - Students at Risk of Academic Failure

- Statement added to include ensuring support for all students, including those identified as at risk of academic failure.

- Language updates to include at-risk students and MTSS (Multi-Tiered System of Support).
- Updated legal references, cross references, and resources.

Policy 3430 - School Improvement Plan

- Updated course name.
- Updated legal references and cross references.

Policy 4000 - Focus on Students

- Policy updated based on legal precedent.
- Updated legal references and cross references.

All policies will go to the Board for 30-day review at the January Board meeting.

Dr. Worrell updated committee members on the following items:

- Asheboro City Schools would like to pilot a dual language immersion program for school year 2016-2017 at Balfour Elementary School. The goal is to begin with two kindergarten classes, approximately 48 students, and parents would “opt in” for their child to be in the program. The goal is for our students to be bi-literate and bilingual. If successful, we would add more classes/schools for years two and three. Information for parents will be shared in early 2016.
- Asheboro City Schools has been approached to join a lawsuit against the state to recoup improper equipment fines that are designated to go to public school systems. Wilson Alexander, Board Attorney, advises that because Randolph County Schools has joined the lawsuit, Asheboro City Schools does not need to join since we fall in the same county. Randolph County receives approximately 80% of improper equipment fines and Asheboro City Schools receives approximately 20%.
- Asheboro City Schools will advertise for a part-time Community/Family Engagement staff member to begin work in early 2016.

With no further business, the meeting was adjourned at 7:30 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:

| | |
|----------------------------|-----------------|
| Kyle Lamb, Vice-Chairman | Gustavo Agudelo |
| Phillip Cheek | Linda Cranford |
| Joyce Harrington | Gidget Kidd |
| Archie Priest, Jr. | |
| Wilson Alexander, Attorney | |

Staff members present were Dr. Terry Worrell, Jennifer Smith, Harold Blair, Carla Freemyer, Dr. Cayce McCamish, Dr. Brad Rice, Wendy Rich, Dr. Julie Pack, Dr. Drew Maerz, Leigh Anna Marbert, Mike Mize, and Andrew Hurley.

Vice-Chairman Lamb called the meeting order and welcomed all in attendance.

Following a moment of silence led by Vice-Chairman Lamb, Josue Escalante Torres, 5th grade student at Lindley Park Elementary, led the Pledge of Allegiance.

Ms. Harrington made a motion to approve the agenda, seconded by Mr. Agudelo, and the agenda was unanimously approved by the Board.

Swearing in Ceremony

Clerk of Court, Pamela Hill, administered the Board of Education oath of office to Archie Priest, Joyce Harrington, Jeni Martin, Michael B. Smith, Baxter H. Hammer, and Dr. Beth Knott. Mr. Priest, Ms. Harrington, Mr. Hammer, and Dr. Knott will serve a six year term as elected members to the Asheboro City Board of Education. Appointed by the Board, Mr. Smith and Ms. Martin will serve two years until the 2017 general election. Mr. Smith, Mr. Hammer, Dr. Knott, and Ms. Martin were seated with the Board.

Special Recognition and Presentations

Dr. Worrell announced the 2015 Holiday Art Award winner, Alexa Sandoval, a third grade student at Balfour Elementary School. Alexa received a Visa gift card along with her original framed artwork.

The Community Partner Spotlight was the Reading Buddies Program at Lindley Park Elementary School. Mrs. Jean Bligen is the coordinator and driving force of this partnership. Mrs. Bligen and volunteers collaborate with the staff and teachers at Lindley Park to read and work with students in 3rd through 5th grades who have been identified as needing extra reading practice with a caring adult. Mr. Lennit Bligen accepted a certificate of appreciation on behalf of the East Side Local Development Corporation.

The Board of Education's spotlight featured Lindley Park Elementary School. The Second Grade Writing Celebration was highlighted and a short video was shown of students presenting their work to parents and peers. Students use the computer lab to edit and publish their writing after revising their initial drafts. The writing celebrations have been excellent opportunities for students to sharpen their speaking and listening skills and learn about presenting a formal presentation.

Public Comments

Vice-Chairman Lamb opened the floor to public comments. Five community members, Jane Gant, Rev. James Burroughs, III, Harold Anderson, Susie Scott, and Clyde Foust, Jr., addressed the board expressing their concern regarding two recent appointments to fill positions on the Board due to resignations. They questioned whether the Board of Education followed proper policy in appointing Ms. Martin and Mr. Smith.

Upon motion by Mr. Cheek seconded by Ms. Kidd, the Consent Agenda was unanimously approved by the Board.

Consent Agenda

The following Consent Agenda items were approved:

**Approval of Minutes – November 12, 2015*

**Personnel*

RESIGNATIONS/RETIREMENTS/SEPARATIONS

| <u>NAME</u> | <u>SCHOOL/SUBJECT</u> | <u>EFFECTIVE</u> |
|--------------------|--|-------------------------|
| Adams, Ellen | AHS/Math | 1/1/16 |
| Coble, Chandra | NAMS/Science | 1/1/16 |
| Smith, Jennifer | CO/Asst. Superintendent for Curriculum & Inst. | 2/29/16 |
| Wright, Elsie | ECDC/Instructional Assistant | 1/29/16 |

APPOINTMENTS

| <u>NAME</u> | <u>SCHOOL/SUBJECT</u> | <u>EFFECTIVE</u> |
|--------------------------|----------------------------------|-------------------------|
| Austin, Stephanie | CO/EC Program Specialist | 12/17/15 |
| Briggs, William "Taylor" | AHS/Social Studies (PT) | 12/16/15* |
| Dowdy, Michael | AHS/Instructional Assistant EC | 11/18/15 |
| Freeman, Michelle | AHS-NAMS/Health Science | 12/14/15* |
| Edwards, Matthew | AHS/English as a Second Language | 1/19/16 |
| Vamospercsi, Stephen | NAMS/Science | 1/4/16 |

APPOINTMENTS cont'd

| <u>NAME</u> | <u>SCHOOL/SUBJECT</u> | <u>EFFECTIVE</u> |
|----------------------|------------------------------|-------------------------|
| Giles, Russell | CO/Sub. \$80 per day | 12/11/15 |
| Paige, Josephine | CO/Sub. \$80 per day | 12/11/15 |
| Sanseverino, Alicia | CO/Sub. \$80 per day | 12/11/15 |
| Vamospercsi, Stephen | CO/Sub. \$80 per day | 12/7/15 |
| White, Robert | CO/Sub. \$80 per day | 12/11/15 |

**reflects a change to the start date previously approved*

Information, Reports and Recommendations

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

- Policy 5027/7275 – Weapons and Explosives Prohibited
- Policy 5030 – Community Use of Facilities
- Policy 6125 – Administering Medicines to Students
- Policy 6140 – Student Wellness
- Policy 6300 – Goals of Student Transportation Services
- Policy 6305 – Safety and Student Transportation Services
- Policy 6310 – Organization of Student Transportation Services
- Policy 6315 – Drivers
- Policy 6330 – Insurance for Student Transportation Services
- Policy 7241 – Drug and Alcohol Testing of Commercial Motor Vehicle Operators

Action Items

Following a 30-day review, a motion was made by Ms. Harrington and seconded by Ms. Cranford, to approve the following policies:

- Policy 5010 – Parent Organizations
- Policy 5025 – Prohibition of Alcoholic Beverage
- Policy 6325 – Parking Areas for Students
- Policy 6540 – Hazardous Materials
- Policy 6550 – Vandalism
- Policy 7210 – Staff Involvement in Decision Making

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

Dr. Brad Rice shared the 2016-2017 and 2017-2018 school year calendars that have been under 30-day review. Ms. Kidd motioned to approve the calendars as submitted, with Mr. Agudelo seconding. Board members unanimously approved the calendars as presented.

Dr. Julie Pack presented a proposal for 3 new high school courses that will prepare Asheboro High School students for college and set their high school experience apart from their age-alike peers. Upon motion by Ms. Cranford with Ms. Harrington seconding, the Board unanimously approved Essentials for College Math (SREB Math Ready), AP Seminar, and AP Research to be added to Asheboro High School curriculum for school year 2016-2017. AP Seminar and AP Research are part of the AP Capstone® Program that allows students to receive an Advanced Placement diploma.

Superintendent's Report/Calendar of Events

Leigh Anna Marbert shared the Calendar of Events highlighting the following dates and events: December 15, Superintendent's Holiday Luncheon; December 15, Advanced Placement Tea Reception; January 13, Middle School District Science Fair; January 21, Board Appreciation Reception; and January 30, Winter Board Retreat.

Ms. Marbert reviewed the latest edition of *Points of Pride* highlighting several student and staff recognitions.

Superintendent Worrell presented an update on the 2015-2016 Asheboro City Schools' Strategic Plan goals highlighting the Report to the Community; our collaboration with Randolph County Schools and Randolph Community College on Pathways to Prosperity; and Hour of Code on December 7.

Superintendent Worrell also presented an update on the development of the 2016-2021 Strategic Plan process. We are continuing to look at our data in preparing for our AdvancED Review visit in February and aligning our Strategic Plan with the State Board's plan.

Board Operations

Superintendent Worrell indicated the Board of Education would be reorganizing and the floor was opened to nominations for chairman. Mr. Cheek made a motion, seconded by Mr. Priest, to nominate Mr. Lamb as chairman. Motion passed unanimously and Mr. Lamb was elected as chairman.

Chairman Lamb opened the floor to nominations for vice chairman. Mr. Priest made a motion to nominate Mr. Cheek with Mr. Lamb seconding the motion. Mr. Cheek was unanimously elected as vice-chairman.

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

- Tuesday, December 15, Superintendent's Holiday Luncheon, 11:30 a.m., Professional Development Center
- Tuesday, December 15, 3:45 p.m., Advanced Placement Tea Reception, Asheboro High School Media Center
- Wednesday, January 13, Middle School District Science Fair, (Awards Ceremony at noon), North Asheboro Middle School
- January 14-15, 2016, School Board 101 for New Board of Education Members, NCSBA, Raleigh, NC
- Thursday, January 21, 5:30 p.m., Board Appreciation Reception, Professional Development Center
- Thursday, January 21, Board of Education Meeting
- Saturday, January 30, Winter Board Retreat, 8:00 a.m. – 4:00 p.m., Professional Development Center
- February 7-10, AdvancED (Southern Association of Colleges and Schools) Five-year Reaccreditation Visit
- February 10, AdvancED Exit Report, 4:00 p.m., Central Office Board Room
- Thursday, February 11, Board of Education Meeting
- Tuesday, February 16, 7:00 p.m., ACS District Spelling Bee, Donna Lee Loflin Elementary
- Thursday, March 10, Board of Education Meeting
- Wednesday, March 23, Digital Expo, Asheboro High School
- April 8-11, 2016, National School Board Conference, Boston, MA
- Thursday, April 21, Board of Education Meeting
- Thursday, May 12, Board of Education Meeting
- Wednesday, June 8, Last Day of School for Students
- Wednesday, June 8, 7:00 p.m., Graduation, Lee J. Stone Stadium
- Thursday, June 9, Board of Education Meeting

Adjournment

There being no further business, a motion was made by Mr. Agudelo, seconded by Mr. Cheek, and unanimously approved by the Board, to adjourn at 9:02 p.m.

Chairman

Secretary

CITY SCHOOLS CONSORTIUM

Acknowledgment and Commitment

The Asheboro City Schools is a member of the City Schools Consortium, an organization of North Carolina public school city administrative units that provides assistance to its members in regard to issues related to city administrative units in North Carolina. Elkin City Schools serves as the fiscal agent for the City Schools Consortium. The membership fee is Four Thousand Dollars (US \$4,034.00). By the execution hereof, the Asheboro City Schools acknowledges its membership in the City Schools Consortium shall be effective the first day of January 2016 and shall be in full force and effect for one year thereafter unless cancelled by either party and acknowledges its commitment to pay this membership fee to the aforesaid fiscal agent not later than February 29, 2016. The execution and the delivery of this Acknowledgement and Commitment have been duly authorized and approved by the Asheboro City Board of Education and the undersigned superintendent of the Asheboro City Schools has been duly authorized to execute and deliver this document on its behalf.

This the 21st day of January, 2016.

Superintendent, Dr. Terry W. Worrell

Board Chair, Kyle W. Lamb

RESOLUTION OF LODGE, ASSOCIATION OR OTHER SIMILAR ORGANIZATION

CommunityOne Bank, N.A.
 101 Sunset Avenue
 Asheboro, NC 27203

By: Donna Lee Loflin School
 405 S Park St
 Asheboro NC 27203-5629

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 01/07/16 (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>JORDI R ROMAN, PRINCIPAL</u> | X _____ | X _____ |
| B. <u>ANGELA D MCLELLAND, SECRETARY/TREASURER</u> | X _____ | X _____ |
| C. <u>B HAROLD BLAIR, DIR BUS & FINANCE</u> | X _____ | X _____ |
| D. _____ | X _____ | X _____ |
| E. _____ | X _____ | X _____ |
| F. _____ | X _____ | X _____ |

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>C</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 all previous. 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 56-600989, 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 01/12/16 (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> | X _____ | X _____ |
| B. <u>JASON BRIAN SAUNDERS-PRINCIPAL</u> | X _____ | X _____ |
| C. <u>DONNA BROWN HILL-TREASURER</u> | X _____ | X _____ |
| D. _____ | X _____ | X _____ |
| E. _____ | X _____ | X _____ |
| F. _____ | X _____ | X _____ |

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>A, B, C</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)

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

RECEIVED JAN - 8 2016

Group Making Request: 8th grad Science School: SAMS
Destination: Bassett, Va (2 locations w/in Bassett) Date of Trip: March 18, 2016
Number of Students Involved: 200 100 approximately Percent of Total Group: 100%

Reasons for Students Not Attending: Choice, though we strongly encourage all of our 8th graders to attend this very special opportunity
Charter Private

Transportation Method: Activity Bus Bus Automobile Other ()
If using a Charter Bus service, state name of Vendor here: —

Number of Vehicles Needed (to be secured by the Central Office): 2 buses

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

Departure Time: 8:00 am Return Time: 5:00 pm Round Trip Miles (estimated): 200

Estimated Cost to the Student: \$ 20.00

Purpose(s) of the Field Trip: to release brook trout raised in the classroom.
Trout in the Classroom, release. Also, students interact w/ the Biology on site. See attached.

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

Jenny Miller* Jamie Cope*

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

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

Jenny Miller 8th grade Science teacher 9/11/15
Sponsor (Group Responsible for Paying for the Trip) Date

Approved: [Signature] 1/7/16
Principal Date

Approved: [Signature] 1/8/16
Superintendent or Designee Date

Transportation Scheduled: _____ Date _____
Transportation Supervisor

Special Comments/ Response: _____

Budget Amendment
 Asheboro City Schools Administrative Unit
 State Public School Fund

The Asheboro City Board of Education at a regular meeting on the 21st day of January, 2016, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2016.

| | | |
|---|---|--------------------------------|
| <u>REVENUE</u> | | |
| 1.3100.000 | State Allocation | \$ <u>308,066.00</u> |
| | | \$ <u><u>308,066.00</u></u> |
| <u>EXPENDITURE</u> | | |
| 1.6620.002 | Central Office Administration | \$ 1,812.00 |
| 1.5400.003 | School Leadership - Office Support | (9,344.00) |
| 1.5110.012 | Regular Instruction - Driver Training | 67,253.00 |
| 1.5110.024 | Regular Instruction - DSSF Fund | 4,071.00 |
| 1.5110.027 | Regular Instruction - Teacher Assistants | 96,553.00 |
| 1.5210.029 | Special Instruction - Behavioral Support | (2,070.00) |
| 1.5110.031 | Regular Instruction - Low Wealth Fund | (60,195.00) |
| 1.5210.032 | Special Instruction - Children with Special Needs | 158,289.00 |
| 1.5260.034 | Academically/Intellectually Gifted - AIG | 2,695.00 |
| 1.5270.054 | Special Instruction - Limited English | 45,763.00 |
| 1.6550.056 | Transportation Services - Transportation of Pupils | (7,341.00) |
| 1.5110.061 | Regular Instruction - Classroom Materials | (28,648.00) |
| 1.5310.069 | Alternative Instruction - At-risk Student/Alternative Schools | 40,484.00 |
| 1.6400.073 | Technology Support - School Connectivity | (1,256.00) |
| | | \$ <u><u>308,066.00</u></u> |
| Total Appropriation in Current Budget | | \$ 27,861,268.00 |
| Total Increase/Decrease of above amendment | | <u>308,066.00</u> |
| Total Appropriation in Current Amended Budget | | \$ <u><u>28,169,334.00</u></u> |

Passed by majority vote of the Board of Education of Asheboro City on the 21st day of January, 2016.

Chairman, Board of Education

Secretary

Budget Amendment
 Asheboro City Schools Administrative Unit
 Federal Funds

The Asheboro City Board of Education at a regular meeting on the 21st day of January, 2016, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2016.

Revenue

| | | |
|------------|---|----------------------|
| 3.3600.017 | VOC ED Program Improvement | \$ 2,241.04 |
| 3.3600.049 | IDEA Pre-School Handicapped | 535.37 |
| 3.3600.104 | Language Acquisition | 3,318.10 |
| 3.3600.110 | 21st Century Community Learning Center | 156,799.01 |
| 3.3600.118 | IDEA-Part B Targeted Assistance | 10,500.00 |
| 3.3600.119 | IDEA Preschool Part B Targeted Assistance | 5,752.00 |
| | | <u>\$ 179,145.52</u> |

Expenditure

| | | |
|------------|--|----------------------|
| 3.5120.017 | CTE Curricular Services | \$ 2,241.04 |
| 3.5230.049 | Pre-K Children w/ Disabilities Curricular Services | 535.37 |
| 3.5270.104 | Limited English Proficiency Services | 3,318.10 |
| 3.5350.110 | Extended Day/Year Instructional Services | 156,799.01 |
| 3.5210.118 | Children w/ Disabilities Curricular Services | 10,500.00 |
| 3.5230.119 | Pre-K Children w/ Disabilities Curricular Services | 5,752.00 |
| | | <u>\$ 179,145.52</u> |

| | |
|---|-----------------|
| Total Appropriation in Current Budget | \$ 3,658,721.31 |
| Total Increase/Decrease of above amendment | 179,145.52 |
| Total Appropriation in Current Amended Budget | \$ 3,837,866.83 |

Passed by majority vote of the Board of Education of Asheboro City on the 21st day of January, 2016.

Chairman, Board of Education

Secretary

**Asheboro City Schools
Personnel Transactions
January 21, 2016**

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

| LAST | FIRST | SCHOOL | SUBJECT | EFFECTIVE |
|-------------|--------------|---------------|---|------------------|
| Allmond | Andrea | SAMS | Instructional Assistant | 1/1/2016 |
| Arellano | Amanda | BAL | EC Instructional Assistant | 1/13/2016 |
| Brewer | Gale | CO | Child Nutrition Secretary | 4/30/2016 |
| Freeman | Michelle | AHS/NAMS | Health Science Education (CTE) | 1/3/2016 |
| Nichols | Patsy | CO | Executive Assistant to the Superintendent | 4/30/2016 |
| Wells | Virginia | ECDC | Pre-K Teacher | 1/15/2016 |

***B. APPOINTMENTS**

| LAST | FIRST | SCHOOL | SUBJECT | EFFECTIVE |
|-------------|-----------------|---------------|---|------------------|
| Arellano | Amanda | BAL | Instructional Assistant (PT) | 1/14/2016 |
| Britt | Kimberly | DLL | Instructional Assistant (PT; temporary) | 1/4/2016 |
| Brooks | Vanessa | CO | Family Engagement/Volunteer Coord. (PT) | 1/19/2016 |
| Brooks | Vanessa | NAMS | Afterschool Tutor (PT) | 1/25/2016 |
| Burr | Alicia | AHS | Non-Faculty Coach (Girl's Basketball) | 12/18/2015 |
| Davidson | Pat | DLL | Instructional Assistant (PT; temporary) | 1/4/2016 |
| Edmundson | Kory | CO | Substitute Bus Driver | 1/11/2016 |
| Gilliam | Tamisha | BAL | Instructional Assistant (temporary) | 1/4/2016 |
| Hall | Carle | CO | Substitute (\$103 per day) | 1/13/2016 |
| Hill | Denise | GBT | Head Custodian | 1/19/2016 |
| Johnson | Pam | NAMS | Afterschool Tutor (PT) | 1/25/2016 |
| Johnson | Pam | TBD | EC Program Facilitator (PT) | 1/25/2016 |
| Martinez | Emmanuel | DLL | Instructional Assistant (PT; temporary) | 1/4/2016 |
| McCaffery | Catherine "Loy" | NAMS | Reading Tutor (PT) | 1/19/2016 |
| Shumaker | Sue | NAMS | Afterschool Tutor (PT) | 1/25/2016 |
| Vickrey | Lauren | LP | Instructional Assistant (temporary) | 1/4/2016 |

C. TRANSFERS

| LAST | FIRST | SCHOOL | SUBJECT | EFFECTIVE |
|-------------|--------------|---------------|---|------------------|
| Hill | Donna | SAMS | Secretary to Data Manager/Treasurer | 1/19/16 |
| McLelland | Angela | SAMS to DLL | Data Manager/Treasurer | 1/19/16 |
| Nichols | Nancy | GBT to ECDC | EC Instructional to Instructional Assistant | 2/1/2016 |

**Asheboro City Schools
Personnel Transactions - Addendum
January 21, 2016**

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

| LAST | FIRST | SCHOOL | SUBJECT | EFFECTIVE |
|-------------|--------------|---------------|------------------|------------------|
| Ralph | Sara | BAL | Media Specialist | 2/29/2016 |

***B. APPOINTMENTS**

| LAST | FIRST | SCHOOL | SUBJECT | EFFECTIVE |
|-------------|--------------|---------------|----------------------------|------------------|
| Brakefield | Whendy | AHS | Mathematics | 2/22/2016 |
| Dunton | Candice | LP | 2nd Grade | 2/22/2016 |
| Marcum | Sonia | SAMS | Instructional Assistant/EC | 2/22/2016 |

Asheboro City Schools
Certified Appointments - Addendum
January 21, 2016

| <u>NAME</u> | <u>COLLEGE/DEGREE</u> | <u>LICENSURE</u> |
|--------------------|---|-------------------------------|
| Brakefield, Whendy | Walsh University (OH) B: Middle Grades Education | Mathematics Social Studies |

Mrs. Whendy Brakefield is recommended to teach mathematics at Asheboro High School for the remainder of the 2015-2016 school year. Mrs. Brakefield is a veteran educator who is relocating to Asheboro due to her husband's job transfer. She currently teaches math at Northeast High School in Elizabeth City-Pasquotank County Schools, and has taught in Gates County Schools and Perquimans County Schools. We are very pleased to welcome Mrs. Brakefield to Asheboro City Schools.

| <u>NAME</u> | <u>COLLEGE/DEGREE</u> | <u>LICENSURE</u> |
|--------------------|--|-------------------------|
| Dunton, Candice | UNC-Charlotte B: Elementary Education Pfeiffer University M: Elementary Education | Elementary |

Ms. Candice Dunton is recommended to teach second grade at Lindley Park Elementary School for the remainder of the 2015-2016 school year. Ms. Dunton currently teaches at Mount Gilead Elementary School and is experienced teaching at the second and third grade level. Her strong literacy pedagogy will be an asset to her new Lindley Park team. Ms. Dunton is excited to continue her teaching career in Asheboro. Welcome Ms. Dunton.

**North Carolina School Report Card Update
Board of Education Meeting
January 21, 2016**

1st Data Release

- Initial release of the North Carolina School Report Cards was in Early December.
- Report cards, including letters from each school principal, were printed and shared with all school families.
- Copies of the North Carolina School Report Cards and District Report Card are available on the Asheboro City Schools Website at (http://www.asheboro.k12.nc.us/district_info/about_a_c_s/2014_statistical_profile)

2nd Data Release

- Not all of the North Carolina School Report Card data were ready for publication at the first public release in December. The second and final data release will include data for the following sections:
 1. College Course Completion
 2. Digital Access/Library Media
 3. Highly Qualified Teachers
 4. National Assessment of Educational Progress (NAEP) – this is a state-level indicator, no school-level reports
 5. Teacher and Administrator Effectiveness
- The release of the final North Carolina School Report Cards will be **Tuesday, February 2, 2016.**

Policies for 30-Day Review

The board of education is a body corporate and has general control and supervision of all matters pertaining to the public schools of the school district and the authority to enforce the school law. All powers and duties conferred and imposed by law respecting public schools, which are not expressly conferred and imposed upon some other official, are conferred and imposed by law upon the board.

The board will provide a system of schools and establish general policies in keeping with the needs of the community and the requirements of state law and perform all specific duties imposed by law. The board considers some of its most significant duties to be the following:

1. providing every student with the opportunity to receive a sound basic education as defined by the North Carolina Supreme Court in *Leandro v. State*;
2. providing leadership and direction through the formulation of goals and objectives, especially in defining and setting high academic standards for student success;
3. creating policies that establish standards, accountability and evaluation of essential operations of the school district;
4. taking steps necessary to help ensure legal compliance of board and school district functions;
5. performing judicial functions by conducting hearings as appropriate or required by law regarding decisions of school district personnel or the board;
6. hiring a superintendent, supporting the superintendent in his or her administration, and evaluating and responding to recommendations made by the superintendent, including recommendations pertaining to the educational program and facility needs;
7. considering the budget recommended by the superintendent, presenting the budget to the county commissioners, and adopting a budget after evaluating whether the county commissioners' appropriation is sufficient to support a system of free public schools; and
8. being an advocate for the school district, staff and especially for students, in all interactions with other governmental entities and the public.

Legal References: G.S. 115C-36, -40, -44, -47; *Leandro v. State*, 346 N.C. 336 (1997)

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

Updated: June 14, 2012

The mission statement of the Asheboro City Schools is as follows: We are committed to providing high 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.

Policies are the primary means by which the board expresses its vision for the school district. In formulating specific policies, the board is guided by its duty to provide students with the opportunity to receive a sound basic education as defined by the North Carolina Supreme Court in *Leandro v. State*. It is further guided by governing principles it considers critical to meet that obligation by providing a system of excellent schools where students can succeed. These governing principles are referenced frequently in the board policies and also are set out below.

1. Student success. As its top priority, a system of excellent schools provides opportunities for individual students to succeed and overall student performance to improve.
2. Parental involvement. A system of excellent schools involves parents in decisions regarding their own children, the educational program and the schools.
3. Safe, orderly and inviting environment. A system of excellent schools creates and maintains a safe and orderly environment where staff and students are focused on and excited about learning.
4. School initiatives. In a system of excellent schools, each school initiates improvements to the educational program and services for students in alignment with system-wide goals and involves staff, parents and students in the school level decision-making processes.
5. Professional development. A system of excellent schools provides continuous professional development and training to help personnel gain the skills and knowledge needed to meet State Board and local board expectations, especially as they relate to improving student performance.
6. Removal of barriers. A system of excellent schools prohibits illegal discrimination and harassment of staff and students, encourages tolerance and respect, and seeks to eliminate or lessen other barriers that may impede a student's ability or opportunity to learn, including economic disadvantages, poor nutrition, ill-health and lack of transportation.
7. Stewardship of resources. A system of excellent schools conserves financial and environmental resources and operates in an efficient manner.

Legal References: G.S. 115C-36, -47; *Leandro v. State*, 346 N.C. 336 (1997)

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

Revised: July 12, 2012

A system of excellent schools in which every student has an opportunity to receive a sound basic education has as its first priority to provide opportunities for individual students to succeed and overall student performance to improve. Through its policies, the board has made student success a priority for the school system. Student success is addressed in the following policies:

| | |
|--|--------------------|
| Board Authority and Duties | (policy 1010) |
| Parental Involvement | (policy 1310/4002) |
| Title I Parent Involvement | (policy 1320/3560) |
| Professional and Staff Development..... | (policy 1610/7800) |
| Goals and Objectives of the Educational Program | (policy 3000) |
| Curriculum Development | (policy 3100) |
| Innovation in Curriculum and Instruction..... | (policy 3110) |
| Lesson Planning | (policy 3120) |
| Grouping for Instruction | (policy 3130) |
| Evaluation of Instructional Programs | (policy 3140) |
| Selection of Instructional Materials | (policy 3200) |
| Technology in the Educational Program..... | (policy 3220) |
| School Calendar and Time for Learning..... | (policy 3300) |
| Evaluation of Student Progress..... | (policy 3400) |
| Students at Risk of Academic Failure..... | (policy 3405) |
| Testing and Assessment Program | (policy 3410) |
| Student Promotion and Accountability..... | (policy 3420) |
| School Improvement Plan..... | (policy 3430) |
| Recognizing Excellence..... | (policy 3440) |
| Graduation Requirements | (policy 3460) |
| Alternative Learning Programs/Schools..... | (policy 3470/4305) |
| Counseling Program..... | (policy 3610) |
| Extracurricular Activities and Student Organizations | (policy 3620) |
| Staff-Student Relations | (policy 4040/7310) |
| Student Behavior Policies | (policy 4300) |
| School Plan for Management of Student Behavior..... | (policy 4302) |
| Attendance | (policy 4400) |
| Schools and the Community | (policy 5000) |
| Parent Organizations | (policy 5010) |
| News Media Relations | (policy 5040) |
| Use of Student Transportation Services..... | (policy 6320) |
| Goals of Equipment, Materials, and Supplies Services | (policy 6500) |
| Staff Responsibilities | (policy 7300) |
| Job Descriptions..... | (policy 7400) |
| Teacher Contracts | (policy 7410) |
| Superintendent Contract..... | (policy 7420) |
| School Administrator Contracts..... | (policy 7425) |
| Assignments/Reassignments/Transfers..... | (policy 7440) |
| Evaluation of Licensed Employees..... | (policy 7810) |

- Professional Employees: Demotion and Dismissal(policy 7930)
- Budget Planning and Adoption.....(policy 8100)
- Budget Resolution.....(policy 8110)
- Planning to Address Facility Needs(policy 9000)

Legal References: G.S. 115C-36, -47; Leandro v. State, 346 N.C. 336 (1997)

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

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

Updated: September 12, 2013, February 12, 2015

The board recognizes that, collectively and individually, all members of the board must adhere to a code of ethics as required by G.S. 160A-86 and G.S. 115C-47(57).

A. BOARD MEMBER ETHICAL REQUIREMENTS

The following standards will guide each board member in the performance of his or her official duties:

1. the need to obey all applicable state and federal laws regarding official actions taken as a board member;
2. the need to uphold the integrity and independence of the board member's office;
3. the need to avoid impropriety in the exercise of the board's and board member's official duties;
4. the need to perform faithfully the duties of the office; and
5. the need to conduct the affairs of the board in an open and public manner, complying with all applicable laws governing open meetings and public records.

B. SPECIFIC BOARD MEMBER COMMITMENTS

In order to implement the above standards, each member of the board commits to do the following:

1. attend all regularly scheduled board meetings insofar as possible and become informed concerning the issues to be considered at those meetings;
2. endeavor to make policy decisions while always keeping in mind the objective of providing students the opportunity to receive a sound basic education and only after full discussion at publicly held board meetings;
3. render all decisions based on the available facts and independent judgment and refuse to surrender that judgment to individuals or special interest groups;
4. model civility to students, employees and all elements of the community by encouraging the free expression of opinion by all board members and engaging in respectful dialogue with fellow board members on matters being considered by the board;
5. respect the confidentiality of information that is privileged under applicable law

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- and refrain from unauthorized disclosure of matters discussed in closed session;
6. work with other board members to establish effective board policies and to delegate authority for the administration of the schools to the superintendent;
 7. communicate to other board members and the superintendent expressions of public reaction to board policies and school programs;
 8. learn about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by the state and national school boards associations;
 9. comply with North Carolina General Statute 115C-50 by earning the required 12 hours of training every two years;
 10. comply with G.S. 160A-87 by earning two hours of ethics education within 12 months of election or appointment to the board;
 11. support the employment of those persons best qualified to serve as school employees and avoid allowing personal relationships and biases to influence decision making;
 12. refrain from investigating or attempting to resolve complaints received personally, but instead direct the complainant to follow the board's complaint or grievance process to resolve concerns;
 13. avoid being placed in a position of conflict of interest and refrain from using the board member's position on the board for personal or partisan gain;
 14. take no private action that will compromise the board or administration; and
 15. remember always that a board member's first and greatest concern must be the educational welfare of the students attending the public schools.

All newly elected board members are expected to sign a code of ethics statement that includes these provisions at the organizational meeting of the board.

Legal References: G.S. 115C-36, -47(1), -47(57), -50; 160A-86, -87; *Leandro v. State*, 346 N.C. 336 (1997)

Cross References: Board Member Opportunities for Development (policy 2123)

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

Updated: March 11, 2010, June 10, 2010

Reviewed by Policy Committee on June 14, 2012

All board members are subject to the criminal laws related to conflicts of interest in public office, including strict restrictions against having a pecuniary interest in any business of the board. In addition, board members will not let any personal or business interest interfere with their duties as public officials, including ethical duties as specified in policy 2120, Code of Ethics for School Board Members.

A member of the board will not do any of the following:

1. obtain a direct benefit from a contract that he or she is involved in making or administering on behalf of the board, unless an exception is allowed pursuant to G.S. 14-234 or other law;
2. influence or attempt to influence anyone who is involved in making or administering a contract on behalf of the board when the board member will obtain a direct benefit from the contract; or
3. solicit or receive any gift, favor, reward, service, or promise of reward, including a promise of future employment, in exchange for recommending, influencing, or attempting to influence the award of a contract;
4. accept a gift or favor from any person or group desiring to do or doing business with the school system, unless such gifts are instructional products or advertising items of nominal value that are widely distributed; or
5. solicit or accept any gifts from any potential provider of E-rate services or products in violation of federal gifting rules.

A board member is involved in administering a contract if he or she oversees the performance of the contract or has authority to interpret or make decisions regarding the contract. A board member is involved in making a contract if he or she participates in the development of the specifications or terms of the contract or participates in the preparation or award of the contract.

A board member derives a direct benefit from a contract if the board member or his or her spouse does any of the following: (1) has more than a 10 percent ownership or other interest in an entity that is a party to the contract; (2) derives any income or commission directly from the contract; or (3) acquires property under the contract. An exception is allowed for employment contracts between the board of education and the spouse of a board member. However, the board member involved will not deliberate or vote on the spouse's employment contract or attempt to influence any other person who is involved in making or administering the contract.

Legal References: G.S. 14-234, -234.1; 133-32; 47 C.F.R. 54.503; FCC Sixth Report and Order 10-175

Cross References: Code of Ethics for School Board Members (policy 2120), Employee Conflict

of Interest (policy 7730)

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

Revised: July 14, 2011, June 12, 2014

BOARD MEMBER OPPORTUNITIES FOR DEVELOPMENT

Policy Code:

2123

Board members are encouraged to participate in professional development activities designed for them. New board members will have the opportunity and will be encouraged to attend orientation programs for new board members sponsored by the state and national school boards associations. It is the responsibility of the board to provide new board members a thorough orientation to board policies, practices and duties.

Each board member must fulfill the legal requirement to receive a minimum of 12 hours of training every two years.

All board members must receive a minimum of two hours of ethics education within 12 months after initial election or appointment to office and again within 12 months after each subsequent election or appointment to office. This education must address the laws and principles that govern conflicts of interest and ethical standards for local government officials. The superintendent shall maintain records verifying that each board member has participated in the required ethics education. The ethics education required under this paragraph may be counted towards the 12-hour training requirement.

Unless otherwise approved by the board, such training must be provided by the following entities: the school district; the North Carolina School Boards Association; the National School Boards Association; the School/Institute of Government; or the Department of Public Instruction. If a board member wishes to receive training credit for or be reimbursed for attending training offered by another entity, he/she must obtain approval from the board.

Funds for participation will be budgeted annually and reimbursement for expenses will be made in accordance with law and applicable board policy.

Legal References: G.S. 115C-50; 160A-86, -87

Cross References: Code of Ethics for School Board Members (policy 2120)

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

Revised: November 14, 2002, June 10, 2010, August 9, 2012

Reviewed by Policy Committee on June 14, 2012

In order to conduct official business at a regular or special meeting, a quorum of the board must be present.

A quorum is defined as a majority of the members of the board. If a quorum is not present at any meeting, the chairperson will postpone the meeting until such time as a quorum can be present, provided adequate notice is given pursuant to the Open Meetings Law. Proxy voting will not be recognized by the board.

Legal References: G.S. 143-318.12; Iredell County Bd. of Educ. v. Dickson, 235 N.C. 359 (1952), Edwards v. Yancey County Bd. of Educ., 235 N.C. 345 (1952)

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

Reviewed by Policy Committee on July 12, 2012

The board of education reserves to itself the functions of developing and revising policies for the school district. The formation and adoption of policies will constitute the primary method through which the board exercises its leadership in the operation of the school district. All policy decisions will be made while keeping in mind the board's objective to provide students with the opportunity to receive a sound basic education

The superintendent is responsible for implementing the policies established by the board of education. He/she is empowered to issue administrative regulations necessary for the implementation of board policies with such regulations subject to review by the board.

The superintendent will interpret to the board the reactions of school personnel and the public to the board's policies.

All staff members will be responsible for abiding by the policies of the board and the administrative regulations of the superintendent.

Legal References: G.S. 115C-36-47, Leandro v. State, 346 N.C. 336 (1997)

Cross References: Board Authority and Duties (policy 1010)

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

Reviewed by Policy Committee on August 9, 2012

It is the goal of the board that all students will make adequate academic progress each year and thereby acquire the skills necessary for secondary education and career success. To realize this goal, students who are at risk of academic failure and who are not successfully progressing toward grade promotion and graduation must be identified and provided additional assistance. The principal or designee is responsible for ensuring that students at risk are identified and that the school improvement team develops a plan to include successful transition between grade spans for such students in compliance with G.S. 115C-105.41.

A. IDENTIFICATION OF AND ASSISTANCE TO STUDENTS AT RISK

The superintendent shall organize available resources to implement a multi-tiered system of support (MTSS) that uses data-driven problem-solving and research-based instructional practices for all students. The superintendent shall establish processes and standards for addressing concerns about student performance and for documenting student responses to research-based instruction and interventions within the MTSS.

Using information about the student's response to instruction and/or interventions and other student performance data, school personnel must identify students at risk of academic failure as early as reasonably may be done beginning in kindergarten. School administrators and teachers shall address the needs of students identified as at risk of academic failure through the supports available in the MTSS and/or other processes established by the superintendent. The parents or guardians of such students should be included, through oral or written communication or other means, in the implementation and review of academic and/or behavioral interventions for their children.

B. TRANSITION PLANS

Transitions in the school environment can be stressful experiences that pose academic, social, and emotional challenges for students. Addressing students' academic, social, and emotional needs to create successful transitions provides students with a better chance of academic success. A comprehensive and coordinated transition plan will be implemented for students who are at risk of academic failure in order to facilitate their educational transitions between elementary school and middle school and between middle school and high school.

The superintendent shall appoint a transition team to design, implement, and evaluate a school system transition plan. This team will be comprised of stakeholders who can identify the needs of students at the different developmental levels and implement plans that produce positive results for students at risk of academic failure. Such stakeholders may include principals, teachers, support staff and other school system employees, parents of students in the school system, and local business and community leaders such as civic group leaders, health department personnel, preschool and Head Start program personnel, faith community leaders, and personnel from local colleges, universities, and

community colleges. At each school, the school improvement team shall use the school system transition plan to design a school-based transition plan tailored to meet the specific needs of that school's population. The transition plan may be included in the school improvement plan. See policy 3430, School Improvement Plan.

The transition plans should be designed to encourage successful transitions that foster respect for individual differences, encourage understanding of the whole child, create a sense of trust and belonging, and reduce child and family anxiety about school. The plans must include an on-going evaluation process to verify that the outcomes established for the different transition levels are being accomplished and that these goals are updated as student data and environmental changes occur.

Legal References: G.S. 115C-105.41; State Board of Education Policy GCS-Q-001

Cross References: School Improvement Plan (policy 3430)

Other Resources: NC DPI Memorandum to LEAs *Re: Session Law 2015-46*, (August 11, 2015), available at <http://www.ncpublicschools.org/docs/superintendents/messages/2015/08/education-plans-memo.pdf>; NC DPI Multi-Tiered System of Support resource page, available at <http://www.ncpublicschools.org/curriculum/responsiveness/>; *Transition Planning for 21st Century Schools*, N.C. State Board of Education/Department of Public Instruction, available at <http://www.dpi.state.nc.us/docs/curriculum/home/transitions.pdf>

Adopted: May 9, 2013

Revised: March 13, 2014

A. PRINCIPLES

Principals, assistant principals, teachers, and other instructional staff at each school are responsible for designing and implementing strategies to reach the educational goals of the board. Input from the school community, including parents, students, and representatives from businesses and other agencies, is critical in developing an educational program that will meet the needs of the students and the community.

The board affirms the General Assembly's belief that all children can learn and that the mission of public schools is to challenge, with high expectations, each child to learn, achieve, and fulfill his or her potential.

Accordingly, the board has established in its policies its vision, standards, and means of accountability for the educational program. The superintendent shall provide guidance and establish any other standards necessary for effective implementation of the board's policies. Principals shall lead each school in implementing the policies. The school improvement plan is one tool that school administrators should use to draw upon the creativity and innovation of the staff and the community. This plan, in its two parts, should identify the school's efforts to improve student performance and reach the educational goals of the board.

B. PART ONE OF THE SCHOOL IMPROVEMENT PLAN: STATE PROGRAM FOR SCHOOL-BASED MANAGEMENT AND ACCOUNTABILITY

The board endorses the principles set forth by the State Board of Education that all children need to master basic skills and knowledge and build upon this foundation for lifelong learning. Therefore, in developing their school improvement plans, all schools should ensure, to the extent possible, that sufficient resources and curricula are directed toward meeting the goal of having all students performing at grade level or higher in the basic subject and skill areas identified by the State Board.

1. School Improvement Team

Each school must have a school improvement team that develops the school improvement plan. The school improvement team will consist of the principal, representatives of the assistant principals, instructional personnel, instructional support personnel and instructional assistants assigned to the school building, and parents of students attending the school. Each group of school personnel shall elect representatives from their respective group by secret ballot. Parents are to be elected in accordance with G.S. 115C-105. 27(a). The school improvement team is encouraged to involve and seek assistance from central office personnel. The school improvement team, especially at the middle and high schools, also is encouraged to seek input from students. The superintendent shall provide

guidance to principals to ensure that the principals establish and work together with school improvement teams to develop, review, and amend school improvement plans.

The school improvement team shall follow all legal requirements in developing and obtaining school approval of the school improvement plan. School improvement team meetings will be held at a convenient time to facilitate substantial parent participation. The principal shall ensure that the school improvement team, as a public body, complies with the Open Meetings Law in regard to its meetings. Deliberations on the school safety components of the plan must be in closed session in accordance with G.S. 143-318.11(a)(8).

2. Mandatory Components of the State Plan

A school improvement plan must include the following components.

- a. The plan must specify the effective instructional practices and methods to be used to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school.
- b. The plan must take into consideration the minimum annual performance goal established by the State Board and the goals set out in the mission statement for public schools adopted by the State Board of Education.
- c. The plan must be, to the greatest extent possible, data driven. The team shall use the Education Value Added Assessment System (EVAAS) or a compatible and comparable system approved by the State Board of Education to analyze student data to identify root causes for problems and determine actions to address them and to appropriately place students in courses such as Math I. The plan must contain clear, unambiguous targets, explicit indicators and actual measures, and expeditious time frames for meeting measurement standards.
- d. The plan must identify how staff development funds allocated to the school will be used.
- e. The plan must provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team.
- f. The plan must provide duty-free instructional planning time for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week.
- g. The plan must attempt to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures,

including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.

- h. As part of the school system's efforts to maintain safe and orderly schools, the plan must address safety and discipline concerns. These concerns include any special conditions at the school. The plan should include the components of any positive behavior management or positive behavior support programs that have been adopted at the school and should comply with the requirements of policy 1510/4200/7270, School Safety, and all protocols established by the superintendent or designee under that policy.
- i. For schools identified by the Department of Public Instruction as Focus or Priority schools, the plan must identify the interventions the school will implement to address students' academic needs. Such interventions must include strategies to address the needs of all children, particularly the lowest-achieving, and how those needs will be met in a timely and effective manner. If the school is identified as a Focus school as a result of not meeting participation rates in the state assessment program, the plan must include interventions to improve participation.
- j. In accordance with policy 1310/4002, Parental Involvement, the plan must identify the goals and strategies for parents to be involved in their child's education and in the educational program of the school.
- k. The plan must include a process by which the school improvement team will review the school improvement plan at least once a year. The annual review process must include (1) a review of student scores on all state- and board-mandated tests and (2) a means for the school improvement team to modify the plan, if necessary, when the school has not met the expected growth score established by the state.
- l. The plan must require the principal to notify the superintendent if the school improvement team modifies a board-accepted school improvement plan.

3. Optional Components of the State Plan

Part One of the school improvement plan may include any or all of the following components.

- a. The plan may include a request to transfer state funds from one allotment category to another, as permitted by state law. The request must identify the funding allotment categories involved in the transfer and identify how the transfer will facilitate improving student performance.

- b. The plan may include a comprehensive conflict resolution plan, as provided in G.S. 115C-81(a4), in order to help create a safe school.
- c. The plan may provide for the use of textbooks that have not been adopted by the State Board.

1. Development and Review of the Plan

School Leadership teams should review student performance data from the preceding school year in developing the school improvement plan. Based on the availability of data and when specific school standards are established by the State Board, the superintendent shall establish the date by which school improvement plans must be submitted.

The principal first shall present the proposed school improvement plan to all of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for their review and vote by secret ballot. The principal then shall submit the school improvement plan to the superintendent only if the proposed school improvement plan has the approval of a majority of the staff who voted on the plan.

The superintendent or designee shall review the plans and seek legal review as necessary prior to presenting the plans with written recommendations to the board. If the superintendent intends to recommend that a plan be rejected, the superintendent shall notify the principal of the school and explain the reasons for the decision. The school improvement team may then submit a modified plan, approved by staff vote, to the superintendent. The superintendent should submit all school improvement plans to the board at the earliest possible date.

The board will review the school improvement plans. The review of the school safety components of the plans must be in closed session. The board shall make findings on the safety components of the plan. Neither the safety components of the plans nor the board's findings on the safety components of the plans may be set out in the minutes of the board.

After review of the school improvement plans, the board will accept or reject each school improvement plan. If a plan is rejected, the board will explain the specific reason (s) for the rejection.

Any plan modified by the school improvement team after being rejected by the board must be resubmitted to the school personnel for vote and, upon majority approval, resubmitted to the superintendent for review. The superintendent shall resubmit the modified plan to the board with his or her recommendations as soon as is practical. The board will review the modifications along with any recommendations from the superintendent and accept or reject the plan.

If the board and the school improvement team cannot reach agreement on the plan within

60 days after its initial submission, the board or school may request to use the dispute resolution process developed by the State Board under G.S. 115C-105.20(b)(5). Alternatively, if use of the dispute resolution process is not requested, the board may develop a school improvement plan for the school.

A school improvement plan may be in effect for no more than two years. The plan must be reviewed at least annually by the school improvement team in accordance with the review process established in the school's plan. If a school does not meet its expected growth standard as established by the State Board or if more than 25% of the students performed below grade level, the principal must submit to the superintendent and the board a report of the school improvement team. The report must explain the reasons for the standard(s) not being met and describe any modifications that will be made in the school improvement plan. After considering any recommendations of the superintendent, if the board is not satisfied with the response of the school improvement team, the board may suggest modifications to the plan or may vacate those portions of the plan that impede student performance and require the school improvement team to revise the plan.

5. Elimination of Redundant or Unnecessary Reporting Requirements

If, at any time before or after the board approves the school improvement plan, the school improvement team identifies a more expeditious manner of providing information to the board that will eliminate a redundant or unnecessary reporting requirement for teachers at its school, the team may make a written request to the superintendent to eliminate the redundant or unnecessary report. The superintendent shall recommend to the board whether the reporting requirement should be eliminated for that school. If the superintendent does not recommend elimination of the reporting requirement, the school improvement team may request a hearing by the board as provided in policy 2500, Hearings Before the Board.

6. Compliance with Requirements

Any employee, parent, or other interested party is encouraged to notify the principal of any concerns regarding compliance with this policy or G.S. 115C-105.27. In addition, any employee, parent, or other interested party may submit in writing to the superintendent concerns regarding compliance with this policy or G.S. 115C-105.27. The superintendent shall make a good faith effort to investigate the concern and shall provide a written response upon request.

D. POSTING THE SCHOOL IMPROVEMENT PLAN ONLINE

The school improvement plan, except for its school safety components which are not public record, must be posted on the school's website. The names and positions of the members of the school improvement team, along with the date of each member's election to the team, must also be posted on the website.

E. STAFF DEVELOPMENT

The superintendent shall develop a process by which schools can learn from other schools' improvement plans. The superintendent and the schools are encouraged to use staff development resources to provide training to staff on the development, implementation, and evaluation of school improvement plans.

School administrators must be evaluated by their supervisors on the school-based management process as required by board policy and state law and on the effectiveness of the school improvement plan.

Legal References: U.S. Department of Education approval of Elementary and Secondary Education Act (ESEA) Flexibility Request (May 29, 2012); G.S. 115C-47(38), -81, -84.2, -98, -105.20, -105.21, -105.25, -105.26, -105.27, -105.32, -105.35, -105.37, -105.41(b), -301.1, -307(g); 143 art. 33C

Cross References: Parental Involvement (policy 1310/4002), School Safety (policy 1510/4200/7270), Compliance with the Open Meetings Law (policy 2320), Hearings Before the Board (policy 2500), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Innovation in Curriculum and Instruction (policy 3110), Lesson Planning (policy 3120), Evaluation of Instructional Programs (policy 3140), School Calendar and Time for Learning (policy 3300), Students at Risk of Academic Failure (policy 3405), Student Promotion and Accountability (policy 3420)

Adopted: April 11, 2013

Updated: October 9, 2014

The board recognizes that providing students with the opportunity to receive a sound basic education must be the primary focus of each school, the school system and the board. To support students in their formal education, each school should strive for a learning environment in which:

1. school grounds, buildings and classrooms are safe, orderly, clean and inviting;
2. students learn and practice responsible behavior;
3. students are treated fairly; and
4. students have input in decisions affecting them when feasible.

Legal References: G.S. 115C-36, -47; Leandro v. State, 346 N.C. 336 (1997)

Cross References: Board Authority and Duties (policy 1010)

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

Updated: November 13, 2014

Policies for Action

The board of education is committed to providing a safe school environment that is free from violence, to the maximum extent possible. Employees, students, visitors, and other persons are prohibited from possessing, carrying, using, or threatening to use, or encouraging another person to possess, carry, use, or threaten to use, weapons or explosives on school property or while attending curricular or extracurricular activities sponsored by the school system. This policy applies to weapons or explosives carried openly or concealed.

Any employee who violates this policy will be subject to immediate termination. Any visitor or other person who violates this policy will be escorted from the premises and/or school activity immediately. The superintendent or principal shall immediately report any violation of this policy to law enforcement officials. Any employee who is aware that a weapon or explosive is present on school property or at a school event in violation of this policy must immediately report this information to the principal or designee or the school resource officer as appropriate.

Students who violate this policy are subject to discipline as provided in policy 4333, Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety.

A. WEAPONS AND EXPLOSIVES DEFINED

For purposes of this policy, a weapon includes, but is not limited to, any gun, rifle, pistol, or other firearm of any kind; any BB gun, stun gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors, and razor blades (except solely for personal shaving), or fireworks; and any sharp-pointed or -edged instrument, except instructional supplies, unaltered nail files, and clips and tools used solely for the preparation of food, instruction, and/or maintenance on educational property. For purposes of this policy, an explosive includes, but is not limited to, any dynamite cartridge, bomb, grenade, mine, or powerful explosive as defined in G.S. 14-284.1.

B. SCHOOL PROPERTY

For purposes of this policy, school property is any school building or bus, school campus, grounds, recreational area, athletic field, or other property owned, used, or operated by the board of education.

C. EXCLUSIONS

This policy does not apply to:

1. a weapon or explosive used solely for educational or school-sanctioned ceremonial purposes, or used in a school-approved program conducted under the supervision of an adult whose supervision has been approved by the school authority;

2. a person who has a concealed handgun permit that is valid under state law or who is exempted by state law from needing a permit to carry a concealed handgun, if any of the following conditions are met:
 - a. the person has a handgun in a closed compartment or container within the person's locked vehicle or in a locked container securely affixed to the person's vehicle (the person may unlock the vehicle to enter or exit the vehicle provided the handgun remains in the closed compartment at all times and the vehicle is locked immediately following the entrance or exit);
 - b. the person has a handgun concealed on the person and the person remains in a locked vehicle (the person may unlock the vehicle to allow another person to enter or exit); or
 - c. the person is within a locked vehicle and removes the handgun from concealment only for the amount of time reasonably necessary to move it to a closed compartment or container within the vehicle or to move it from the closed compartment or container to concealment on the person.
3. firefighters, emergency service personnel, North Carolina Forest Service personnel, and any private police employed by the board of education, when acting in the discharge of their official duties; =
4. law enforcement officers or other persons as provided in G.S. 14-269.2(g)(1a); or
5. a volunteer school safety resource officer providing security at a school pursuant to an agreement as provided in G.S. 115C-47(61), provided that the volunteer school safety resource officer is acting in the discharge of his or her official duties and is on the educational property of the school that the officer was assigned to by the head of the local law enforcement agency.

Legal References: G.S. 14-69.2, -269, -269.2, -284.1; 20-17; 115C-47(61), -288(g)

Cross References: Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety (policy 4333)

Adopted: May 11, 2000

Updated: March 12, 2009, April 10, 2014

The board endorses the goals of the Community Schools Act. The board will make specified indoor and outdoor school facilities available for use by eligible community groups under agreements developed in accordance with this policy. The board also will make some outdoor school facilities available for limited recreational use by the general public when not inconsistent with the board's use of the facilities. Public use is subject to Section H of this policy.

A. GENERAL PRINCIPLES

The use of school facilities by community groups should be consistent with the goals and objectives of the board and school district and must not conflict with the educational program.

Community use of school facilities is encouraged, but should not interfere with their use for the educational program and should not be so extensive as to prevent the need to adequately maintain them, in order to protect the taxpayers' investment.

Use of school facilities will not be approved for activities that do any of the following:

1. violate federal, state or local laws;
2. violate board of education policies or regulations;
3. advocate imminent violence;
4. damage or have the potential to damage school buildings, grounds or equipment;
or
5. are in conflict with scheduled school activities

B. PRIORITY IN USE/FEE STRUCTURE

School-sponsored groups and activities, (such as school athletic events, school drama and choral productions), and meetings of student organizations, including organizations permitted to meet under the Equal Access Act, shall have first priority in the use of school facilities.

Priority for community use of facilities will then be given to non-profit community groups whose mission is similar or complementary to that of the school district. The district may sponsor non-profit community groups that serve the essential mission of the school district and help it meet its goals. Sponsorship decisions will be made on a case-by-case basis. The district shall not sponsor community groups that discriminate on the basis of the proscribed criteria in Policy 1710, Prohibition against Discrimination and

Harassment, including Bullying and Hazing. A decision to sponsor a community group is in the sole discretion of the superintendent.

For-profit groups are not permitted to use school facilities, unless the superintendent or designee determines that a particular use is non-commercial in nature. Nor are school facilities generally to be used for private purposes (such as weddings or family reunions), or for commercial activities of non-profit groups. School-sponsored fund raising activities may be permitted regardless of the sharing of event revenue with an outside entity, provided the superintendent or designee determines that the primary purpose of the event is to benefit education and approves a fund raiser request in accordance with Policy 8411, School Fund Raising Activities.

Although for-profit groups are generally not permitted to use school facilities, local dance-instruction studios have historically utilized our facilities for the purpose of staging dance recitals. Recognizing the board's long-standing relationship with these studios and their reliance on the availability of our facilities for the presentation of their artistic performances, the board deems it appropriate to exempt them from the prohibition against for-profit group use of our facilities. The mission of dance-instruction studios is similar and complementary to that of the school district, each has used our facilities for many years, without incident, and the board feels it is in the best interest of the community to allow their continued utilization of our facilities for dance recital purposes, upon payment of rental, utility, custodial and supervisory fees, as applicable.

Priority in the use of school facilities and the fee structure for such groups will be in accordance with the following user categories. Priority in use among groups within the same user category will not be based upon the viewpoints of the groups. (see Policy 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying). All groups within the same user category will be charged for facility use according to the uniform fee structure. Upon approval of the facility use, all users will be required to submit the fees in advance.

1. School-sponsored groups and activities, such as athletic events, school drama and choral productions, and meetings of student organizations.
Application: Not required. The school shall provide advance notice to the Director of Facilities of all such activities that will take place outside normal school hours.
Insurance: Not Required
Fees: None.
2. School related groups (organizations formed to support the school in some manner, such as the PTA, PTO, teachers' and principals' organizations and booster clubs)

Application: Required.

Insurance: Not Required

Fees: Fees for providing use of kitchens will be charged to cover costs. Custodial or other supervisory services may be charged.

3. Non-profit community groups sponsored by the district, approved fund raisers involving use of school facilities by outside groups, and one-time meetings for local governmental agencies supported by tax funds of the community (Asheboro City Council, Randolph Board of County Commissioners), including as a polling place on election days, in accordance with G.S. 163-129
Application: Required.
Insurance: Required
Fees: None

4. Local government and youth organizations, including but not limited to any youth group listed in Title 36 of the United States Code as a patriotic society such as the Boy Scouts and Girl Scouts, and, political parties for the express purpose of annual or biennial precinct meetings and county and district conventions in accordance with G.S. 155C-527
Application: Required.
Insurance: Required
Fees: Rental fees for the use of facilities may be charged. Custodial, kitchen, and supervisory fees will be charged.

5. All groups not included in the other categories
Application: Required.
Insurance: Required
Fees: Rental, custodial, kitchen and supervisory fees will be charged.

Prior to the beginning of each school year, the superintendent shall submit for board approval a fee structure that lists the amount or method of calculating rent and fees to be charged for facility use.

C. REQUESTS FOR USE OF FACILITIES

Any eligible individual or group in categories 2, 3, 4 and 5 above that wishes to use a school facility must submit a request to the principal of the school that contains the desired facility. The request must be submitted using a written application, which will be available in the principal's office. An application for use of a school facility shall be filed at least two (2) weeks prior to the date of intended use. An application must be approved by the principal and the Director of Facilities and Maintenance.

D. FACILITIES AVAILABLE FOR USE

The board permits eligible individuals or groups to use certain facilities in schools.

The following types of facilities are available for use at schools: auditoriums, theaters, and multi-purpose rooms; dining areas and kitchens; designated classrooms; designated gymnasiums; media centers; and playgrounds. Costs for using designated facilities will be calculated in accordance with the fee structure adopted by the board.

Other school facilities may be used only in exceptional circumstances based on a justified need and as approved by the superintendent or his/her designee. The superintendent is authorized to determine the fees for the use of facilities in such circumstances.

E. RULES GOVERNING USE OF SCHOOL FACILITIES

The superintendent shall develop regulations consistent with this policy. The regulations will include an application process, and provisions regarding the supervision of groups using facilities, the care of facilities, prohibited conduct and other issues deemed appropriate by the superintendent. A copy of such regulations will be furnished to all applicants at the time they receive the facilities use application form. In addition to the regulations established by the superintendent, users of school facilities must comply with the following rules:

1. Users must comply with all federal, state and local laws and all rules required by the board, superintendent or his/her designee, or the principal.
2. Users must comply with the requirements of the Americans with Disabilities Act (ADA) (particularly Subchapter III pertaining to Public Accommodations and Services Operated by Private Entities) and the federal regulations that have been adopted for the implementation of the ADA.
3. Users must comply with board policy and legal requirements forbidding the use of tobacco products in school facilities and on school grounds (see policy 5026/7250, Smoking and Tobacco Products).
4. Users must not consume or possess alcohol or drugs on school grounds (see policy 5025, Prohibition of Alcoholic Beverages).
5. Users must not possess weapons or explosives while on school grounds (see policy 5027/7275, Weapons and Explosives Prohibited).
6. Users are responsible for supervising their activity and the people present at their

activity. Users are responsible for maintaining order and safety during their activity.

7. Users shall not publicize or advertise events in school facilities prior to obtaining all required approvals.

A user's violation of the provisions of this policy or any applicable regulations is grounds for suspending the user's privilege to use school facilities for such period of time deemed appropriate by the principal, subject to the review of the superintendent and board of education.

F. DAMAGES AND LIABILITY INSURANCE

Users of school facilities are responsible for all damages to school facilities, property or equipment that occurs while the facility is being used by the group, regardless of who causes the damage. Users also are responsible for the conduct of all persons involved in the users' activities while on school property.

All users groups, except categories 1 and 2 above, must furnish a certificate of insurance for general liability coverage with a total limit coverage of \$1,000,000 for each claim made.

G. TERM AND ACCEPTANCE OF LEASE

The superintendent is authorized to enter into agreements with community groups for the lease of school property for terms of one year or less. All such leases must be reviewed and approved in advance by the board attorney. The superintendent will inform the board of the execution of any lease at its next regularly scheduled meeting. Leases may be renewed following the same process.

Absent unusual circumstances, leases will not be granted for a term longer than one year. A lease for more than one year must be approved in advance by the board.

H. USE OF OUTDOOR SCHOOL FACILITIES BY THE GENERAL PUBLIC

Outdoor property and facilities of the school system will be open to limited use by members of the general public in accordance with rules to be established by the superintendent or designee. Public use will be permitted only to the extent that it 1) is not inconsistent with the proper preservation and care of the outdoor school property; 2) does not interfere with the safe and efficient operation of the schools and school activities; and 3) does not conflict with use by any community group operating under a facility use agreement described in this policy. The superintendent is authorized to establish all terms, conditions, and rules necessary

to regulate the use of outdoor facilities by members of the general public consistent with these requirements.

I. REVIEW OF DECISIONS CONCERNING USE OF SCHOOL FACILITIES

Any person or organization may request a review of any decision made by staff pursuant to this policy in accordance with policy.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Equal Access Act, 20 U.S.C. 4071-4074, 28 C.F.R. pt. 36; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. pt. 108; Community Schools Act, G.S. 115C-203 to -209.1, -524, -527; 160A-274; 163-129

Cross References: Prohibition Against Discrimination and Harassment including Bullying and Hazing (1710/4021/7230), Parent and Student Grievance Procedure (1740/4010), Prohibition of Alcoholic Beverages (5025), Smoking and Tobacco Products (policy 5026/7250), Weapons and Explosives Prohibited (5027/7275), School Fund Raising Activities (policy 8411), Sale, Disposal and Lease of Board-Owned Real Property (9400)

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

Revised: February 12, 2009, June 14, 2012

The board recognizes that students may need to take medication during school hours. School personnel may administer drugs or medication prescribed by a doctor upon the written request of the parents. To minimize disruptions to the school day, medicines should be taken at home rather than at school whenever feasible. School personnel should not agree to administer any medication that could be taken at home.

A. STANDARDS FOR ADMINISTERING MEDICINES

1. School employees are authorized to administer drugs or medication when all of the following conditions have been met.
 - a. The student's parent or legal custodian has made a written request that school personnel administer the drug or medication to the student and has given explicit written instructions describing the manner in which the drug or medication is to be administered.
 - b. A physician has prescribed the drug or medication for use by the student (for over-the-counter medications as well as medications available only by a physician's prescription).
 - c. A physician has certified that administration of the drug or medication to the student during the school day is necessary (for over-the-counter medications as well as medications available only by a physician's prescription).
 - d. The employee administers the drug or medication pursuant to the written instructions provided by the student's parent or legal custodian.
2. The superintendent shall develop procedures for the implementation of this policy. These rules and a copy of this policy must be made available to all students and parents each school year. The superintendent's procedures should be developed according to the guidelines listed below.
 - a. The health and welfare of the student must be of paramount concern in all decisions regarding the administration of medicine.
 - b. Students with special needs are to be afforded all rights provided by federal and state law as enumerated in the *Policies Governing Services for Children with Disabilities*. Students with disabilities also are to be afforded all rights provided by anti-discrimination laws, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

- c. No student may possess, use or transmit any drug or counterfeit drug prohibited by policy 4325, Drugs and Alcohol.
- d. The board generally encourages school personnel to administer medicine from a centralized location. However, in all instances, whether from a centralized location or multiple locations, any medicines kept at school for a student must be kept in a locked and secure place.
- e. All school personnel who will be administering medicines must receive appropriate training.
- f. Only drugs clearly prescribed or intended for the student may be administered by school personnel. At the time a parent brings a drug to school for administration, if school personnel have concerns regarding the appropriateness of a drug or dosage for a student, a confirmation should be obtained from the student's doctor or another doctor prior to administering the medicine or allowing a student to self-administer a medicine.
- g. Although efforts should be made not to disrupt instructional time, a parent has the right to administer medicines to his or her child at any time while the child is on school property.
- h. Written information maintained by school personnel regarding a student's medicinal and health needs is confidential. Parents and students must be accorded all rights provided by the Family Educational Rights and Privacy Act and state confidentiality laws. Any employee who violates the confidentiality of the records may be subject to disciplinary action.

B. OVER-THE-COUNTER MEDICATION

Consistent with the above requirements, over-the-counter medications will only be given during school hours by school personnel if they are labeled by a pharmacist, complete with instructions (like a prescription drug). Parents who want school personnel to administer over-the counter medication must provide the medication to school personnel pursuant to the requirements of this policy.

C. EMERGENCY MEDICATION

Students who are at risk for medical emergencies, such as those with asthma or severe allergies, must have an emergency health care plan developed for them to address emergency administration of medicine.

D. STUDENT SELF-ADMINISTERING ASTHMA MEDICATIONS

The board recognizes that students with asthma and/or subject to anaphylactic reactions may need to possess and self-administer asthma medication on school property. As used

in this policy, “asthma medication” means a medicine prescribed for the treatment of asthma or anaphylactic reactions and includes a prescribed asthma inhaler or epinephrine auto-injector. The superintendent shall develop procedures for the possession and self-administration of asthma medication by students on school property, during the school day, at school-sponsored activities, and/or while in transit to or from school or school-sponsored events.

1. Before a student will be allowed to self-administer medicine pursuant to this section, the student’s parent or guardian must provide to the principal or designee all of the documents listed below.
 - a. written authorization from the student’s parent or guardian for the student to possess and self-administer asthma medication;
 - b. a written statement from the student’s health care practitioner verifying:
 - 1) that the student has asthma and/or an allergy that could result in anaphylactic reaction;
 - 2) that he or she prescribed medication for use on school property during the school day, at school-sponsored activities, or while in transit to or from school or school-sponsored events; and
 - 3) that the student understands, has been instructed in self-administration of the asthma medication, and has demonstrated the skill level necessary to use the medication and any accompanying device;
 - c. a written treatment plan and written emergency protocol formulated by the prescribing health care practitioner for managing the student’s asthma or anaphylaxis episodes and for medication use by the student;
 - d. a statement provided by the school system and signed by the student’s parent or guardian acknowledging that the board of education and its agents are not liable for injury arising from the student’s possession and self-administration of asthma medication; and
 - e. any other documents or items necessary to comply with state and federal laws.
2. Prior to being permitted to self-administer medicine at school, the student also must demonstrate to the school nurse, or the nurse’s designee, the skill level necessary to use the asthma medication and any accompanying device.
3. Finally, the student’s parent or guardian shall provide to the school backup asthma medication that school personnel are to keep in a location to which the

student has immediate access in the event of an emergency.

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

A student who uses his or her prescribed asthma medication in a manner other than as prescribed may be subject to disciplinary action pursuant to the school disciplinary policy. No one may impose disciplinary action on the student that limits or restricts the student's immediate access to the asthma medication.

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

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

Cross References: Parental Involvement (policy 1310/4002), Drugs and Alcohol (policy 4325)

Adopted:

The board recognizes that it is important for students to maintain their physical health and receive proper nutrition in order to take advantage of educational opportunities. The board further recognizes that student wellness and proper nutrition are related to a student's physical well-being, growth, development and readiness to learn. The board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education and regular physical activity as part of the total learning experience. As part of that commitment, the board directs the superintendent to oversee the development, implementation, and ongoing evaluation of this policy and other school system efforts to encourage students to be healthy and active, including compliance with the State Board of Education's Healthy Active Children Policy, HRS-E-000, as further described in Section F, below. The superintendent may designate a school system official to carry out this responsibility ("lead wellness official").

The superintendent or designee shall provide a copy of this policy to the North Carolina Department of Public Instruction each time it is revised by the board.

A. SCHOOL HEALTH ADVISORY COUNCIL

The board will maintain a school health advisory council to help plan, update, implement, promote and monitor this policy as well as to address other health and nutrition issues within the school system. The council serves as an advisory committee regarding student health issues and works in conjunction with the lead wellness official charged with oversight of this policy and the school system's efforts to promote student and employee health and wellness in compliance with state and federal requirements. The council is authorized to examine related research and laws, assess student needs and the current school environment, review existing board policies and administrative regulations, collaborate with appropriate community agencies and organizations, and help raise awareness about student health issues. The council also may make policy recommendations to the board related to this policy and other policies concerning student wellness and in conjunction with the lead wellness official, shall periodically and suggest revisions to this policy. In addition, the council may assist in the development of a plan for measuring and assessing implementation of this policy and in developing methods to inform and update the public about the content and implementation of this policy as described in Sections E and G, below.

The council will be composed of representatives from the school system, the local health department and the community. The council must include members of each of the following groups: the school board, school system administrators, school system food service representatives, physical education teachers, school health professionals, students, parents or guardians and the public. The council will provide information to the board about the following areas or concerns: safe environment, physical education, health education, staff wellness, health services, mental and emotional health, nutrition services, and family/community involvement.

The council shall provide periodic reports to the Superintendent or designee and public regarding the status of its work. In addition, the council shall assist the lead

wellness official in creating an annual report that includes the minutes of physical activity and the minutes of physical education and/or healthful living education received by students in the system each school year, as well as any other information required by the State Board of Education.

B. NUTRITION PROMOTION AND EDUCATION

The board believes that promoting student health and nutrition enhances readiness for learning and increases student achievement. The general goals of nutrition promotion and education are (1) to provide appropriate instruction for the acquisition of behaviors that contribute to a healthy lifestyle for students and (2) to teach, encourage and support healthy eating by students.

The board will provide nutrition education within the Healthful Living Standard Course of Study and the grade level expectations outlined in the Healthful Living Essential Standards adopted by the State Board of Education. Nutrition education should be designed to provide all students with the knowledge and skills needed to lead healthy lives. Students should learn to address nutrition-related health concerns through age-appropriate nutrition education lessons and activities.

Nutrition education and promotion should extend beyond the school environment by engaging and involving families and communities. School system personnel may coordinate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition. School system personnel are to work to disseminate and promote consistent nutrition messages throughout the school system, schools, classrooms, cafeterias, homes, community and media.

In conjunction with the school health advisory council, the board establishes the following additional specific evidence-based goals and strategies for nutrition promotion and education. The board will periodically measure and report progress toward meeting these goals.

Goals will consist of:

1. Child Nutrition will follow all North Carolina and federal nutritional guidelines.
2. Nutrition education will align with national dietary guidelines and adhere to the North Carolina Healthful Living Standard Course of Study to support a healthful lifestyle and improved quality of life for all students.

C. NUTRITION STANDARDS AND GUIDELINES FOR ALL FOOD AND BEVERAGES AVAILABLE AT SCHOOL

Consistent with policy 6200, Goals of School Nutrition Services, all foods available in the system's schools during the school day that are offered to students should help

promote student health, reduce childhood obesity, provide a variety of nutritional meals and promote lifelong healthy eating habits. All foods and beverages sold at school must meet the nutrition standards established in policy 6230, School Meal and Competitive Foods Standards, including the following:

1. School Lunch, Breakfast and Snack Programs

Foods provided through the National School Lunch or School Breakfast, or After School Snack Programs must comply with federal and state nutrition standards. The director of child nutrition¹⁹ shall ensure that school system guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law.

2. Competitive Foods

All foods sold on school campuses during the school day (defined as the period from midnight through 30 minutes after the dismissal bell rings) in competition with the National School Lunch or School Breakfast Programs (“competitive foods”) must comply with the federal Smart Snacks standards. Competitive foods include food, snacks and beverages from a la carte menus, vending machines and outside suppliers, as well as foods or beverages sold in school stores and at fund-raisers. Vending machine sales also must comply with the requirements of G.S. 115C-264.2 and *Eat Smart: North Carolina’s Recommended Standards for All Foods in Schools*.

3. Other Foods Available on the School Campus During the School Day and After the School Day

Fundraising activities that involve the sale of foods and/or beverages to students during the school day (from midnight until 30 minutes after the dismissal bell rings) must comply with the Smart Snack Rules and may not be conducted until after the end of the last lunch period. See policy 6230, School Meal and Competitive Foods Standards.

The board encourages alternative fundraising activities such as non-food items or physical activity.

4. Food and Beverage Marketing

Food and beverage marketing on school campuses during the school day must meet federal and state standards.

D. PHYSICAL EDUCATION AND PHYSICAL ACTIVITY

1. Goals of the Physical Education Program

The goal of the physical education program is to promote lifelong physical activity and provide instruction in the skills and knowledge necessary for lifelong participation in physical activity. To address issues such as obesity, cardiovascular disease and Type II diabetes, students enrolled in kindergarten through eighth grade must have the opportunity to participate in physical activity as part of the system's physical education curriculum.

2. The Physical Education Course

The physical education course should be designed to foster support and guidance for being physically active, help students know and understand the value of being physically fit, and teach students the types of activities that contribute to total fitness. The course is to be taught in an environment where students can learn, practice and receive assessment on developmentally appropriate skills and knowledge as defined in the North Carolina Healthful Living Standard Course of Study. Students should be engaged in moderate to vigorous physical activity for fifty percent or more of class time. Class for physical education should be equivalent in size to those of other academic classes.

3. Physical Activity Requirements and Goals

School personnel should strive to provide opportunities for age and developmentally appropriate physical activity during the day for all students so that students can learn how to maintain a physically active lifestyle. Schools must provide a minimum of 30 minutes of moderate to vigorous physical activity daily for kindergarten through eighth-grade students. Such activity may be achieved through a regular daily physical education class as described in Sections D.1 and D.2 above, or through recess, dance, classroom energizers and/or other curriculum-based physical activity programs of at least 10 minutes duration, that, when combined, total 30 minutes of daily physical activity. Principals shall work with teachers to ensure that students meet the minimum physical activity requirement. The board will periodically measure and report progress toward meeting these goals.

To ensure that students have ongoing opportunities for physical activity and maintain a positive attitude towards physical activity, structured/unstructured recess and other physical activity may not be taken away from students as a form of punishment. In addition, severe and inappropriate exercise may not be used as a form of punishment for students.

E. OTHER SCHOOL-BASED ACTIVITIES TO PROMOTE WELLNESS

In addition to the standards discussed above, the board adopts the following goals for school-based activities designed to promote wellness:

1. Schools will provide a clean and safe meal environment.
2. Students will be provided adequate time to eat meals.
3. Drinking water will be available at all meal periods and throughout the school day.
4. Professional development will be provided for school system nutrition staff.
5. To the extent possible, the school system will utilize available funding and outside programs to enhance student wellness.
6. Food will not be used in the schools as a reward or punishment.
7. As appropriate, the goals of this wellness policy will be considered in planning all school-based activities.
8. Administrators, teachers, school nutrition personnel, students, parents or guardians, and community members will be encouraged to serve as positive role models to promote student wellness.

F. IMPLEMENTATION AND REVIEW OF POLICY

1. Oversight and Monitoring of Implementation and Progress

The lead wellness official, in conjunction with the school health advisory council, shall oversee the implementation of this policy and monitor system schools, programs and curricula to ensure compliance with and to assess progress under this policy, related policies and established guidelines or administrative regulations. Each principal shall be responsible for and shall report to the lead wellness official regarding compliance and measurements of progress in his or her school. Staff members responsible for programs related to student wellness also shall report to the lead wellness official regarding the status of such programs.

2. Review of Policy

The lead wellness official shall work with members of the school health advisory council to periodically review and update of this policy based on an assessment of the school system's compliance with the policy, progress toward meeting the policy goals, and other relevant factors.

3. Annual Reporting

- a. The lead wellness official shall prepare annual written reports to the superintendent and State Board of Education that describe the school system's progress towards achieving the goals established in this policy and that provide all other information required by the superintendent

and/or the State Board of Education pertaining to the school system's efforts to comply with this policy and SBE policy HRS-E-000. This information shall be provided to the public as provided in Section G, below.

- b. The superintendent or designee shall monitor the system's compliance with laws and policies related to student wellness, the implementation of this policy, and progress toward meeting the goals of the policy. At a minimum, the superintendent or designee shall monitor the following:
 1. the extent to which the individual schools are in compliance with this policy;
 2. the extent to which the board's wellness policy compares to model local school wellness policies and meets state and federal requirements; and
 3. a description of each school's progress in attaining the goals of this policy and a summary of the school's activities undertaken in support of the policy goals.

G. PUBLIC NOTIFICATION

The lead wellness official shall assist the school health advisory council to annually inform and update the public about this policy and State Board policy HRS-E-000. The information provided must include the content of the policies and the school system's efforts and progress in implementing. All information required to be reported annually or that is otherwise reported to the board in accordance with Section F shall be widely disseminated to students, parents and the community in an accessible and easily understood manner, including by posting a copy of this policy and the annual report on the school system website.

H. RECORDKEEPING

The superintendent or designee shall maintain records to document compliance with this policy and all federal and state requirements. These records, at a minimum, must include:

1. a written copy of this policy and any updates;
2. documentation demonstrating compliance with all reportable elements of this policy and with the community involvement requirements, including requirements to make this policy and other progress reports available to the public; and
3. documentation of annual wellness policy reports for each school in the system.

Legal References: Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. 1751; Healthy, Hunger-Free Kids Act of 2010, P.L. 111-296; National School Lunch Act, 42 U.S.C. 1751 *et seq.*; 7 C.F.R. 210.11 and 210.12a; G.S. 115C-264.2, -264.3; State Board of Education Policies HRS-E-000, TCS-S-000, TCS-S-002; *Eat Smart: North Carolina's Recommended Standards for All Foods in Schools*, N.C. Department of Health and Human Services, N.C. Division of Public Health (2004)

Cross References: Goals of Student Health Services (policy 6100), Goals of School Nutrition Services (policy 6200), School Meal and Competitive Foods Standards (policy 6230)

Issued: August 10, 2006

Revised: June 30, 2009, April 10, 2014

GOALS OF STUDENT TRANSPORTATION SERVICES

Policy Code:

6300

The local board will provide school transportation services for eligible students consistent with the following goals:

1. providing transportation to and from school to students most in need of the service;
2. making safety a priority in maintaining quality transportation equipment and vehicles;
3. teaching and expecting students to act in a safe and orderly manner while using school transportation;
4. planning and providing transportation services efficiently and economically;
5. using transportation services to support the types of learning opportunities available to students;
6. working effectively with students, parents, guardians, private contractors and other governmental agencies in providing transportation services; and
7. providing courteous service to students and responding promptly and courteously to requests by parents, guardians and students.

Legal References: G.S. 115C-36, -239, -240

Cross References:

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

Administrative Procedure: None

SAFETY AND STUDENT TRANSPORTATION SERVICES

Policy Code:

6305

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

A. STUDENT BEHAVIOR

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

B. TRANSPORTATION SAFETY ASSISTANTS AND BUS MONITORS

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

C. MAINTENANCE

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

D. SAFETY PRACTICES ON SCHOOL BUSES AND ACTIVITY BUSES

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

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

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

E. TRAINING

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

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

F. ACCIDENT REPORTING

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

Legal References: G.S. 115C-239, -240, -245, -248, -249.1; *Preventive Maintenance and Vehicle Replacement Manual (NC Bus Fleet Manual)*, State Board of Education Policy TCS-H-005, available at www.ncbussafety.org/documents/Buses/NCBusFleetManual.pdf; State Board of

Education policies TCS-H-006, -011; *N.C. School Bus Handbook*, Department of Transportation, Division of Motor Vehicles, available at <http://www.ncdot.gov/dmv/driver/schoolbus/>

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

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

Administrative Procedure: None

ORGANIZATION OF STUDENT TRANSPORTATION SERVICES

Policy Code:

6310

The superintendent is responsible for establishing a student transportation services program consistent with board goals established in board policy 6300, Goals of Student Transportation Services, and state and federal laws and regulations. School personnel, volunteers, and private carriers are expected to be familiar with all duties imposed by law, board policy or the superintendent.

Specific duties related to providing student transportation services will be included in appropriate job descriptions.

Legal References: G.S. 115C-241, -242, -244 to -246, -248

Cross References: Goals of Student Transportation Services (policy 6300)

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

Administrative Procedure: None

Safety is of paramount concern in providing student transportation services. Consistent with the board's goals for student safety, all drivers involved in transporting students must comply with the following board requirements.

A. SCHOOL BUS AND ACTIVITY BUS DRIVERS

School bus and activity bus drivers must:

1. possess required licenses and all other qualifications required by law;
2. undergo and follow all training required by law governing school bus and activity bus passenger safety
3. not operate a school or activity bus on a public street, highway or public vehicular area while using a mobile telephone or related technology (i.e. hands-free technology such as Bluetooth) while the bus is in motion, unless such use is for the sole purpose of communicating in an emergency situation;
4. use the North Carolina crossing signal required by the State Board of Education to communicate to students when it is safe to cross the street to board the bus and when it is safe to cross the street after exiting the bus
5. report to the principal any misconduct that is in violation of any of the student behavior policies in the 4300 series or school rules;
6. use reasonable judgment in the operation of the buses;
7. make reasonable efforts to maintain good order of the students being transported;
8. not permit any person to ride who is not assigned to the bus or has not received express permission of the principal or other designated official;
9. promptly report to the principal or other designated official any defect or other concern regarding the safety of the school bus, activity bus or other vehicle operated by the school system; and
10. report to the principal or other designated official by the next work day any moving violation citations received while operating any motor vehicle, whether on or off duty.

B. OTHER DRIVERS

Other drivers, including volunteer drivers, must:

1. possess required licenses and all other qualifications required by law;
2. report to the principal by the next working day any moving violation citations received while operating any motor vehicle, whether on or off duty; and
3. carry insurance if operating a privately owned vehicle.

If the board requires a school social worker to increase his or her private automobile liability coverage and/or to add a business use rider in order to transport students in his or her private vehicle, the social worker will be reimbursed for the additional premium charged and/or for the increased liability limits of the added rider.

The superintendent or designee shall make copies of this policy and other related policies available to drivers.

Legal References: G.S. 20-7(f)(2), -137.4, -218; 115C-47(25a), -241, -242, -244 to -246, -248, -251, -317.1; State Board of Education police TCS-H-006 and -010; Handbook for School Bus Drivers, Department of Transportation, Division of Motor Vehicles, available at <http://www.ncdot.gov/dmv/driver/schoolbus/>

Cross References: Student Behavior Policies (4300 series), Drug and Alcohol Testing of Commercial Motor Vehicle Operators (policy 7241), Insurance (policy 8340)

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

Revised: January 11, 2007, January 10, 2008, May 10, 2012

**INSURANCE
FOR STUDENT TRANSPORTATION SERVICES**

Policy Code:

6330

No school bus, activity bus or other school-owned vehicle will be operated without state or locally purchased insurance to cover bodily injury and property damage. School buses will not be used for any purpose or any circumstance not covered by the State Tort Claims Act unless liability insurance has been purchased to cover such purpose or circumstance. Only activity buses and other vehicles meeting federal safety standards may be used for approved school-related activities. The superintendent or designee and principals shall monitor compliance with this policy.

In order to be covered by the State Tort Claims Act, school bus drivers will be paid at least in part from state funds. If no state funds are used, insurance will be purchased to cover bodily injury and property damage.

Legal References: 49 U.S.C. § 30125, 30165; G.S. 115C-42, -47(25), -239, -242, -257, -258, -259; G.S. 143, art. 31; Memorandum to All Superintendents from Eddie M. Speas, Jr., Special Deputy Attorney General, January 14, 1988

Cross References: Insurance (policy 8340)

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

Administrative Procedure: None

DRUG AND ALCOHOL TESTING OF COMMERCIAL MOTOR VEHICLE OPERATORS

Policy Code:

7241

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

A. APPLICABILITY

Persons subject to this policy include any employee, volunteer or independent contractor who operates a commercial motor vehicle in the course of duties for the board of education, including anyone who regularly or intermittently drives a school bus, activity bus or other vehicle designed to transport sixteen or more people, including the driver.

B. PROHIBITED ACTS

Commercial motor vehicle operators employed by the board must not be impaired by alcohol or by a prescription or nonprescription drug while on duty or while operating any motor vehicle. For the purposes of this policy, an employee will be considered impaired by alcohol in all cases when testing reveals a blood alcohol content of 0.002 or higher. Further, no driver will be permitted to perform safety sensitive functions if evidence exists of his or her alcohol consumption. In addition, commercial motor vehicle operators, and anyone who supervises commercial motor vehicle operators, will not commit any act prohibited by federal law, including “Controlled Substance and Alcohol Use Testing” (49 C.F.R. pt. 382, hereinafter referred to as Part 382), by this policy or by board policy 7240 Drug-Free and Alcohol-Free Workplace. No driver may operate any school bus or school activity bus while consuming alcohol or while alcohol remains in the driver’s body in violation of G.S. 20-138.2B.3.

C. TESTING

The administration shall carry out pre-employment, post-accident, random, reasonable suspicion, return-to-duty and follow-up testing for drugs and alcohol as required by Part 382. School bus drivers and others employed by the board for the primary purpose of operating a commercial motor vehicle must undergo pre-employment testing. Employees whose duties include occasional driving will not be subject to pre-employment testing but must undergo all other testing required by Part 382.

All employees must undergo drug and alcohol testing before driving a commercial motor vehicle for the board of education.

D. PRE-EMPLOYMENT INQUIRY

All applicants who would be subject to this policy if employed by the board must consent in writing to the release of any information gathered pursuant to Part 382 by any of the applicant's previous employers.

Before employing any applicant subject to this policy or Part 382, the administration shall obtain, pursuant to written consent, all records maintained by the applicant's previous employer of prohibited acts committed by the applicant in the two years prior to the inquiry date.

E. TRAINING AND EDUCATION

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

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

F. REFERRALS

Each motor vehicle operator who violates acts prohibited by Part 382 or G.S. 20-138.2B, other than provisions governing pre-employment testing, will be provided with information concerning resources available for evaluating and resolving drug or alcohol misuse. This information will include names, addresses and telephone numbers of substance abuse professionals and counseling and treatment programs. Before any motor vehicle operator, who has committed a prohibited act under Part 382 or G.S. 20-138.2B will be allowed to drive again, he or she must be evaluated by a substance abuse professional and must satisfactorily complete any appropriate treatment that the substance abuse professional designates.

G. PENALTIES

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

H. PROCEDURES

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

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

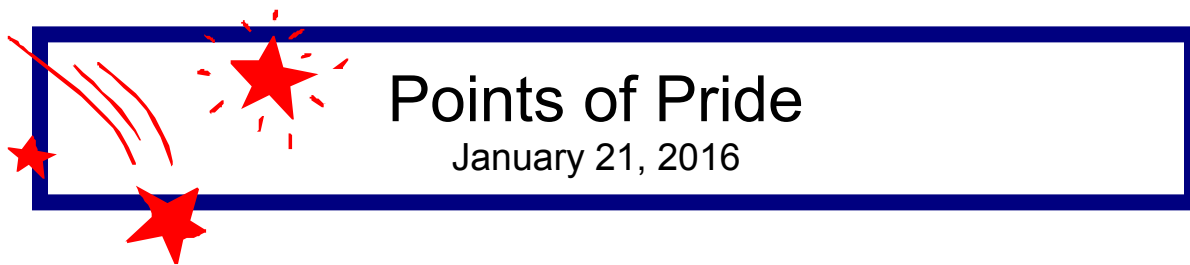
Cross References: Drug-Free and Alcohol-Free Workplace (policy 7240)

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

Updated: May 11, 2000

Administrative Procedure: None

| Date | Event | Time | Location |
|------------------------------|---|--|-----------------------------|
| Thursday, January 21, 2016 | Board Appreciation Reception | 5:30 p.m. | PDC |
| Thursday, January 21, 2016 | Board Committee Meetings & Regular Meeting | 6:00 p.m. - 9:00 p.m. | PDC |
| Saturday, January 30, 2016 | Winter Board Retreat | 8:30 a.m. - 4:00 p.m., Breakfast served at 8:30 a.m., meeting to begin at 9 a.m. | AHS Zoo School (at the Zoo) |
| Monday, February 01, 2016 | Student Advisory Council | 3:45 - 4:45 p.m. | PDC |
| Wednesday, February 03, 2016 | PTO President's Roundtable Meeting | 11:45 a.m. - 1 p.m. | CO Board Room |
| February 8-10, 2016 | AdvancED/Southern Association of Colleges and Accreditation Visit | All Day | TBA |
| Wednesday, February 10, 2016 | AdvancED/Southern Association of Colleges and Schools Exit Report | 4:00 p.m. | Central Office Board Room |
| Thursday, February 11, 2016 | Joint Meeting with County Commissioners & Regular Meeting | 6 - 9 p.m. | PDC |
| Friday, February 12, 2016 | Jennifer Smith's Retirement Celebration | 3 - 5:30 p.m. | PDC |
| Monday, February 15, 2016 | Teacher Workday | All Day | All |
| Tuesday, February 16, 2016 | ACS Spelling Bee | 7 - 9 p.m. | Donna Lee Loflin |
| Thursday, March 10, 2016 | Board Committee Meetings & Regular Meeting | 6 - 9 p.m. | PDC |
| Friday, March 18, 2016 | Legislative Breakfast | 8 - 9:30 a.m. | PDC |
| Wednesday, March 23, 2016 | Digital Learning Expo | 12:00 p.m. - 5:00 p.m. Awards at 3:15 p.m. | AHS/New Gym |
| April 8 - April 11, 2016 | NSBA Annual Conference | N/A | |
| Thursday, April 21, 2016 | Board Committee Meetings & Regular Meeting | 6 - 9 p.m. | PDC |
| May 2- 6, 2016 | Teacher Appreciation Week | All Day | All |
| Thursday, May 12, 2016 | Board Committee Meetings & Regular Meeting | 6 - 9 p.m. | PDC |
| Wednesday, May 18, 2016 | Teacher of the Year Banquet | 6 p.m. | Pinewood Country Club |
| Wednesday, June 08, 2016 | Last Day of School/Graduation | 7:00 p.m. | Lee J. Stone Stadium |
| Thursday, June 9, 2016 | Retirement Breakfast | 7:30 a.m. | AHS PAC |
| Thursday, June 09, 2016 | Board Committee Meetings & Regular Meeting | 6 - 9 p.m. | PDC |



Points of Pride

January 21, 2016

Student achievements:

- The Superintendent's Reading Challenge had continued success during the month of December. We are now at 44 percent of our goal of 100,000 books.
- AHS student-athlete, Nick Coe, has agreed to play football at Auburn University next year.
- The Greensboro News & Record announced the Greensboro All-Area Team on Sunday, December 27. First Team included: Nick Coe, Second Team: Emmanuel Jones, Honorable Mention: Christian Britt, Deonte McGuine, Wayne Robertson, Terry Richmond, and Dariel Santovenia. Nick Coe has also been selected for the AP first team of the All-State Team and to the second team for USA Today's All-State Team.
- The McCrary Mustangs from McCrary Elementary won the Healthy Communities A3 first ever Mayor's Fitness Cup. Every single teacher and student participated in the challenge, averaging 161,645 steps per student over the six-week timeframe.
- Thirty students from the Asheboro High School Zoo School took a trip to Raleigh to attend Agriculture Day at North Carolina State University. While there, students had an opportunity to tour the campus, speak with students and faculty, and attend a State basketball game.
- Students from South Asheboro Middle School collected over 1,200 non-perishable food items that they delivered to Our Daily Bread Soup Kitchen during the week of Christmas.

Staff recognition:

- Laura Holland, media specialist at Asheboro High School, earned National Board Certification.
- Teachey Elementary received the Piedmont Triad Education Consortium's Signature School Award at a recognition event at UNC-Greensboro.

Parent involvement:

- Superintendent's Reading Challenge

Events bringing community into our schools:

- Hour of Code was a huge success for the third year in a row. Students from all across the community came to the PDC to learn more about computer programming and the many opportunities available through this career path.
- The Senior Holiday Lunch, a 20-year tradition with the ACS district, changed locations this year from the Donna Lee Loflin cafeteria to the DLL multi-purpose room. The change was well-received and the seniors who attended expressed nothing but gratitude to the students, teachers, and administrators for making the event possible.
- The Courier-Tribune's Christmas Tournament in which for the first time in the history of the event, the boys' and girls' AHS Blue Comets were champions.

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.
 - Eighteen teachers from the three secondary schools are participating in the Literacy Design Collaborative and Math Design Collaborative with the Southern Regional Education Board (SREB). SREB is also training IFs and 2 district coaches to support the teachers in implementing the rigorous and innovative teaching practices.
 - Schools are using the ELEOT tool to discuss increasing rigor through collaboration, creativity and critical thinking. There is a concerted effort to help classrooms become more student-centric! Much progress is being made in this area.
- B. Implement **global awareness** recommendations.
 - A recommendation has been made to Dr. Worrell to begin the first dual-language immersion programs at an identified school in 2016-17. The BOE will learn detailed information during the ACS Winter BOE Retreat on January 30, 2016.
- C. Evaluate and engage in strategic problem solving and coaching support to strengthen **Positive Behavior Instructional Support** implementation at each school.
 - A survey will be conducted to assess current training needs. This data will be used in conjunction with 2014-15 implementation data to determine a training plan for the current year.
 - Schools that have earned PBIS recognition for the 2014-2015 school year were announced by Dr. McCamish. Seven of our schools earned recognition:
 - Exemplar (highest recognition)-Guy B. Teachey Elementary and South Asheboro Middle School
 - Model-Balfour Elementary, McCrary Elementary, Loflin Elementary, and North Asheboro Middle School
 - Green Ribbon-Lindley Park Elementary
 - Two representatives from each school attended the PBIS Recognition Celebration on November 17, 2015, at the Koury Convention Center.
- D. Implement district-wide program to prevent **bullying**.
 - Staff trainings have occurred at all schools.
- E. Implement updated lockdown and **crisis plan procedures**.
 - Asheboro Police Department conducted Crisis response drills at Asheboro High School in August.
 - Staff trainings have occurred in each school.

- The first lockdown drill has been completed.
 - Dr. Rice & Dr. Worrell collaborated with the Emergency Services, Randolph County Government, Sheriff's Department and the Asheboro Police Department about current procedures for Law Enforcement Response to Lockdown Situations in Government and School Buildings.
 - Participated in Strategic National Stockpile Exercise on 12/3/15.
 - Collaborating with Randolph County in the development of the Hazard Mitigation Plan.
 - Multi-Agency All-Hazards Drill conducted at AHS on 1/18/16.
- F. Provide professional development on **digital teaching and learning** as directed from the Asheboro City Schools Professional Development Needs Survey.
- Digital teaching and learning professional development for the Instructional Facilitators two days each month to increase their knowledge and skills so that they can train teachers at their respective schools.
- G. Implement support for the new **learning management system**, Canvas, in Grades 4-12 for students and for all staff.
- All Instructional Facilitators have attended a webinar and face-to-face professional development to support teachers in implementing the Canvas LMS.
 - Nathan Craver provided professional development to Lindley Park 4th and 5th Grade teachers on August 20th
 - Technical Support Staff and Nathan Craver attended Webinars to on 8/12 and 8/26 to support the back-end user support of Canvas LMS
 - 65 Teachers at AHS have completed the Canvas Challenge Online Professional Development Course
 - Staff Development has been offered at AHS, SAMS, NAMS, CWM, LPES, and GBT
 - All staff members at SAMS are entering lesson plans for feedback and review by instructional facilitators and administrators
 - Administrative Leadership Team Meetings have gone virtual through the Canvas Web-Conference Tool, allowing assistant principals to remain in their buildings and still attend the meeting.
 - CWM Staff are participating in the blended PD course on Student-Centered Math Instruction

2. Assess for learning

- A. **Align the core curriculum** with state testing specifications and **implement systematic progress monitoring system** (Benchmark Analysis, PEP process, Data Discussions, EVAAS, etc.)
- District pacing guides have been modified to identify power standards that are aligned to state testing specifications.
 - The first round of benchmarks has occurred, teachers have analyzed the data, and students that have not mastered the standards are receiving interventions.
 - Dr. McCamish, Ms. Rich, and Dr. Pack are working with IFs, Administrators, and teachers to refine the PEP process to reflect the changes in the MTSS process and current legislation. The goal is for the new process to be piloted for the second semester at the secondary level.
 - The first round of benchmarks for semester and yearlong courses was completed in October. Performance Data has been analyzed by teachers, administrators, and Instructional Facilitators to inform instruction and support student learning. Teachers

- were able to areas of strength and opportunities for improvement for students.
 - The second round of cumulative benchmark assessments for yearlong courses were conducted students in grade 3-8 in mid-December.
 - Comprehensive benchmark assessments for Biology, English 2, and Math 1 were completed in December 2015. A cumulative benchmark has been scheduled for students in the Foundation of Math 1 course. Data from these benchmark assessments will guide the review and reteaching before the administration of the End-of-Course Assessments.
- B. Encourage and support school based **data driven strategies** to inform instruction and intervention.
- Preliminary data from 2014-2015 was shared with schools at the Administrative Leadership Retreat on July 20, 2015, with a focus on continuous improvement goal setting and data analysis.
 - The North Carolina Department of Public Instruction released the 2014-2015 READY Assessment Data and results on the Federal Annual Measurable Objectives on September 2.
 - School Leadership Teams have analyzed data and developed annual goals on their Continuous Improvement Plans. Each school has presented their Continuous Improvement Plan before the Board of Education at the October (elementary) and November (secondary and ECDC) meetings. These plans have been approved by the Board of Education.
 - Subject and individual teacher growth reports have been shared with administrators and teachers through the Educational Value Added Assessment System (EVAAS). This data will populate Standard 6 for teachers and Standard 8 for administrators on individual summative evaluations.

3. Improve achievement

- A. Utilize the Asheboro City Schools' Literacy Plan as a road map to **improve writing K-12**.
- Instructional Facilitators have reviewed the ACS Literacy Plan expectations with teachers and are planning writing instruction with teachers.
 - Progress monitoring at the elementary level includes analysis of written responses for comprehension questions to improve TRC reading levels and enhance reading achievement.
- B. Expand implementation of **Letterland** as a **consistent phonics instructional approach** in pre-kindergarten and kindergarten classrooms at each school site.
- Letterland has been expanded into ALL kindergarten classrooms in the district for the 15-16 school year and into half of the pre-kindergarten classrooms.
- C. Expand **Reading Foundations professional development** to secondary level teachers to increase reading content knowledge and enhance instructional skills as funding is available.
- Reading Foundations is being offered to a cohort of secondary teachers during the 2015-16 school year. First session was August 18, 2015. The second session was held Oct. 7, 2015.
 - Three Elementary Instructional Facilitators will be completing their training to become state-level and district-level trainers. They will be assisting with the secondary PD this year to fulfill their training requirements.

- D. Develop and expand opportunities for students to **recover and enrich learning** beyond regular school hours.
- Asheboro City Schools' STEAM Camp was held in July at NC Zoo.
 - Health Science Academy Orientation Week began on August 10, 2015.
 - Asheboro City Schools held an Hour of Code event on Monday, December 7, 2015 for students and their families to participate in computer science activities. During the week of December 7, all schools in ACS will host Hour of Code activities in their buildings.
- E. Increase opportunities for students to **earn college credits and industry credentials**.
- We have added a **Workplace Readiness** credential for our students to earn through our Career Management course at Asheboro High School beginning with the 2015-16 school year. This credential indicates students' level of competence in soft skills that are critical for success in today's workplace.
- 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.
- District coach/coordinators have been identified and coordinate planning efforts with the district instructional team. Current efforts are focused on assessing district capacity and readiness.
 - The new draft of the MTSS plan was shared with selected teachers on December 10 for feedback. Principals will provide additional feedback at the December ALT meeting.

4. Create opportunities

- A. Increase opportunities for **parental involvement** through resources and events.
- We are developing a partnership with A&T University to create parent education modules with the Instructional Facilitators that will be delivered to parents throughout the year at the elementary schools.
- B. Provide opportunities for **stakeholder engagement and improved communication** through social media, digital communications, and community partner events.
- Two strategic planning meetings have been held with over 70 community partners in attendance.
 - We continue to promote district events and news via our social media outlets and our number of likes and followers reflects an increase.
 - Use of Peachjar (electronic flyer) to generate interest and participation in our Hour of Code event.
 - Ongoing use at the school and district level of our Blackboard Connect telephone messaging system to promote events and increase communication with families.
 - The 2014-2015 North Carolina School Report Cards were released on December 1. Copies of each school's report card were printed and shared with parents/guardians.
- C. Actively seek **partnerships with the community, industry, and institutions of higher education** to create opportunities for students.
- The AIG Parent Advisory Team met on November 17, 2015 to begin the process of

gathering feedback on the District AIG plan. The next scheduled meeting is February 2, 2015.

- In November, the Pathways to Prosperity leadership team met to initiate the pathway process for Asheboro City Schools, Randolph County School System, and Randolph Community College in the area of Health Sciences.

5. Build capacity

A. **Develop and promote professional development** options through Canvas learning management system and North Carolina Educator Effectiveness System.

- Asheboro City Schools' Administrative Leadership Team was introduced and had the opportunity to utilize the Canvas LMS system during the annual retreat in July.
- Instructional Facilitators have been given professional development on Canvas to support teachers in their buildings in learning to implement the learning management system in their classroom. The IFs are developing a plan to provide staff development to their teachers through a self-paced online course offered in Canvas LMS.
- Over 70 staff members have participated in the Canvas Challenge Online Professional Development Course
- Dubraska Stines is developing a course on SIOP Training to be offered in a blended learning environment through the Canvas LMS beginning November 20th.
- At the November Administrative Leadership Team meeting, administrators learned how to utilize the North Carolina Educator Effectiveness System (NCEES) to individualize professional development to meet teacher developmental needs.

B. Implement **Teacher Leadership Academy 2.0**.

- TLA 2.0 met on July 21-22, 2015 - The focus was on Strategic Planning, AdvancED preparations.
- TLA 2.0 members had the opportunity to meet with Dr. Horatio Sanchez, Convocation keynote speaker, following Convocation.
- Plans are in the making for Cohort 6 TLA 2016-17.
- The application process for TLA Cohort 5 for 2016-17 will open in February. The next cohort participants will be notified in March.

C. Maximize programs and initiatives to **recruit and retain high quality teachers and administrators**.

- New Teacher Orientations held August 10, 11, 13, 2015 - Orientation held for first-year teachers.
- Lead Mentors assigned to all schools through Title II High Quality Teachers federal funding.
- New Employees Reception - Monday, August 31, 2015.
- All Beginning Teachers and several Lead Mentors had the opportunity to meet with Dr. Horatio Sanchez, Convocation keynote speaker, following Convocation.
- BT-1s met on Thursday, October 29 at the PDC. Delta Nu (Asheboro City/Randolph County educators) provided refreshments. BT-1s continued their professional development on "growth vs fixed mindsets" with the district BT Support Team and DRIVE Educational Consultants.
- Beginning stages of implementing the TeacherMatch online application process through the state HRMS database.

- Attended fall career fairs at ASU and UNC-Charlotte to identify December graduates to fill potential mid-year vacancies.
- BT-1s met on Wednesday, January 20 at the PDC. Teachers received .5 days of continued professional development provided by DRIVE Educational consultants.



Asheboro City Schools

...110 years of excellence!

Office of the Superintendent

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Asheboro City Board of Education January 21, 2016

Committee Assignments

2016

Finance

Gus Agudelo, Chair
Joyce Harrington
Baxter Hammer
Jeni Martin
Archie Priest
Kyle Lamb, ex-officio
Phillip Cheek, ex-officio

Policy

Linda Cranford, Chair
Gidget Kidd
Beth Knott
Michael Smith
Kyle Lamb, ex-officio
Phillip Cheek, ex-officio

Legislative

Gidget Kidd, Chair
Linda Cranford
Joyce Harrington
Kyle Lamb, ex-officio
Phillip Cheek, ex-officio

Board Action Groups

2016

Asheboro

Linda Cranford
Jeni Martin
Gus Agudelo

Blue

Gidget Kidd
Michael Smith
Baxter Hammer

Comets

Archie Priest
Beth Knott
Joyce Harrington

School Assignments 2015-16

All - Asheboro High School

SAMS – Jeni Martin, Linda Cranford, Gustavo Agudelo, Gidget Kidd, Phillip Cheek

NAMS – Baxter Hammer, Archie Priest, Joyce Harrington, Michael Smith

Balfour – Beth Knott, Linda Cranford

McCrary – Joyce Harrington, Gustavo Agudelo

Loflin Elementary – Michael Smith, Kyle Lamb

Teachey Elementary – Gidget Kidd, Archie Priest

Lindley Park – Baxter Hammer, Phillip Cheek

Early Childhood Development Center – Kyle Lamb