

ASHEBORO CITY BOARD OF EDUCATION
Professional Development Center
Regularly Scheduled Meeting
June 13, 2024
7:30 p.m.

6:15 p.m. **Policy Committee**
6:45 p.m. **Finance Committee**

I. Opening

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

II. Special Recognition and Presentations

- A. Juvenile Day Reporting Partnership Award – Ms. Pamela Resch, Director of Juvenile Day Reporting Center
- B. Athletic Recognitions – Ms. Gayle Higgs, Director of Support Services
- C. Scholarship Recognitions/Highlights – Mr. Jonathan Dillion, Assistant Principal, Asheboro High School
- D. Randolph County Economic Development (RCEDC) Donation Presentation – Ms. Sarah Beth Cox, Director of Career & Technical Education
- E. NCCTM State Math Fair Recognitions – Ms. Kristen McClosky, Lead AIG Specialist
- F. Points of Pride – Mr. Anthony Woodyard, Chief Information Officer

III. Superintendent’s Report – Dr. Aaron Woody, Superintendent

IV. Public Comments

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

V. *Consent Agenda

- A. Approval of Minutes for May 9, 2024, Board of Education Meeting
- B. Personnel
- C. Randolph Community College Articulation Agreement with Asheboro City Schools 2024-2025
- D. Asheboro High School New Course Request 2024-2025 – Standard and Honors Blue Comet Leadership Lab: Sports Media & Civic Engagement, Standard Yearbook Fall Term, Honors Yearbook Editors Fall & Spring Terms
- E. Approval of Food Service Management Company Contract 2024-2025
- F. Budget Amendment S-04

- G. Budget Amendment F-02
- H. Budget Amendment CE-01
- I. 2024-2025 Pay Dates
- J. 2024-2025 School Treasurers

VI. Information, Reports, and Recommendations

- A. Policies for Review – Ms. Gayle Higgs, Director of Support Services
 - Policy 1310-4002 – Parental Involvement
 - Policy 6220 – Operation of School Nutrition Services
 - Policy 6230 – School Meal and Competitive Food Standards
 - Policy 6401/9100 – Ethics and Purchasing Function
 - Policy 8325 – Daily Deposits
- B. Transportation Update – Ms. Gayle Higgs, Director of Support Services, and Ms. Tari Johnson, Transportation Coordinator
- C. NC Stronger Connections Grant Update – Ms. Gayle Higgs, Director of Support Services
- D. Comet Solutions Presentation – Ms. Deanna Wiles, Director of K-12 Curriculum & Instruction, and Dr. Ana Floyd, Elementary Math Curriculum Math Specialist

VII. *Action Items

- A. CTE Local Plan Approval - Ms. Sarah Beth Cox, Director of Career & Technical Education

VIII. Board Operations – Chairman Michael Smith

- A. Calendar of Events
- B. Asheboro City Board of Education Meeting Schedule 2024-2025

IX. Adjournment

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

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

ASHEBORO CITY BOARD OF EDUCATION
Professional Development Center
Regularly Schedule Meeting
June 13, 2024
7:30 p.m.

Addendum

6:15 p.m. Policy Committee
6:45 p.m. Finance Committee

- I. Opening**
- II. Special Recognitions**
- III. Superintendent's Report**
- IV. Public Comments**
- V. *Consent Agenda**
 - B. Personnel (addendum added)
 - K. Bank Signature Card-Asheboro High School
 - L. Supplement Recommendation-PRC071 Low Wealth Supplemental Funds for Teacher Compensation
 - M. Budget Transfer Report (For Information Only)
- VI. Information, Reports, and Recommendations**
- VII. *Action Items**
- VIII. Board Operations**
- IX. Adjournment**

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

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



Athletic Recognitions

June 13, 2024



North Asheboro Middle School



North Asheboro Middle School



North Asheboro Middle School



South Asheboro Middle School



South Asheboro Middle School



Special Olympics



Special Olympics



Special Olympics



Asheboro High School



Asheboro High School



Asheboro High School



Asheboro High School



Asheboro High School



Asheboro High School



Asheboro High School



Asheboro High School



Asheboro High School



Go Blue Comets!



ASHEBORO CITY BOARD OF EDUCATION
Professional Development Center
Regularly Scheduled Meeting
May 9, 2024

Policy Committee

Committee Members Present:

Michael Smith, Chairman

Baxter Hammer, Vice Chairman

Adam Hurley

Linda Cranford

Gidget Kidd, Policy Chair

Hailey Lee

Other Board Members Present:

Melissa Calloway

Dr. Beth Knott

Staff Members Present:

Dr. Aaron Woody

Carla Freemyer

Gayle Higgs

The meeting was called to order at 6:02 p.m. by Gidgett Kidd, Policy Committee Chair. Ms. Gayle Higgs reviewed the following policies.

- **Policy 6401/9100 - Ethics and the Purchasing Function**
 - Adds the new statutory requirement that employees who are involved in the making or administering of contracts receive conflict of interest training.
 - Reformats the policy.
 - Updates the legal references.
- **Policy 6220 - Operation of School Nutrition Services**
 - Adds a provision, based on a new statutory requirement, that prohibits the use of administrative penalties on a student for unpaid meal charges.
 - Updates the legal references.
- **Policy 8325 - Daily Deposits**
 - Allows the board to modify the first paragraph regarding daily deposits.
- **Policy 6230 - School Meal and Competitive Foods Standards**
 - Adds a legal reference for the new state law stating that boards shall strive to ensure that 100% muscadine grape juice is made available to students in every school as a part of the school's nutrition program or through the operation of the school's vending facilities.
- **Policy 1310/4002 - Parental Involvement**
 - Adds language from SBE policy PRNT-002 in subsection C.2.e
 - In subsection C.3, adds a reference to the notifications required by law when a school and/or school system is identified as low performing.
 - Clarifies language in subsection C.4.d

- Clarifies language in subsection D.11
- In Section H, references the reporting requirements of SBE policy PRNT-002.
- Updates the legal references.

The meeting was adjourned at 6:11 p.m. by Gidget Kidd.

Finance Committee

Committee Members Present:

Michael Smith, Chairman	Dr. Beth Knott	Gus Agudelo
Baxter Hammer, Vice Chairman	Melissa Calloway	Phillip Cheek
Ryan Patton, Finance Committee Chair	Linda Cranford	

Other Board Members Present:

Hailey Lee	Adam Hurley	Gidget Kidd
------------	-------------	-------------

Staff Members Present:

Dr. Aaron Woody	Sandra Spivey Ayers
-----------------	---------------------

Ryan Patton called the meeting to order at 6:45 p.m. and referred to Sandra Spivey Ayers.

Ms. Spivey Ayers reviewed the Budget Amendments included in the consent agenda for the board meeting tonight. S-03 includes funds for the Read to Achieve summer camp as well as additional funds to support pre-K students with disabilities. F-01 includes adjustments to planning allotments that were recently adjusted by NCDPI.

Ms. Spivey Ayers reviewed the status of the Asheboro High School renovation project. The final invoices for JM Thompson and Smith Sinnett should be coming before June 30, 2024. The South Asheboro Middle School renovation project is getting underway with design meetings. The design phase is expected to take twelve months.

Ms. Spivey Ayers reviewed the results of the Food Service Management Company Request for Proposals. We received only one bid from Sodexo. We are reviewing the proposal and seeking approval from NC DPI.

Ms. Spivey Ayers gave an update on School Business Modernization. Asheboro City Schools has selected SylogistEd as the new financial software. The migration is currently taking place with a target go live date of July 1, 2024.

Ms. Spivey Ayers gave an update on Givebacks, an online fundraising platform. We will begin using this platform in the 2024-2025 school year. This platform will be available for use by our Education Foundation, PTOs and Booster Clubs.

Ms. Spivey Ayers shared that the AHS Booster Club has made payments of \$103,000 towards the

reimbursement of the cost of the video scoreboards. The Booster Club would like to add another row of five sponsors to the anchor sponsor list.

There being no further business, Ryan Patton adjourned the meeting at 7:19 p.m.

Board of Education

Board Members Present:

Michael Smith, Chairman
Gidget Kidd
Dr. Beth Knott
Hailey Lee
Scott Eggleston, Attorney

Baxter Hammer, Vice Chairman
Linda Cranford
Adam Hurley
Gus Agudelo

Phillip Cheek
Ryan Patton
Melissa Calloway

Staff Members Present:

Dr. Aaron Woody
Mikayla Smith
Deanna Wiles
Sandra Spivey Ayers
Sarah Beth Cox
Dubraska Stines
Keisha Dawalt
Laura Holland
Amy Smith
Johanna Burian
Toshia Watson
Heather Hopkins
Nikki Domally
Amy Waddle

Dr. Wendy Rich
Gayle Higgs
Chandra Manning
Dr. Ana Floyd
Carla Freemyer
Angel Etheridge
Jordan Seagraves
Alondra Ruiz
Ann Evans
Kelly Patton
Jada Hazlett
Hannah Lawton
Mary Gullett
Jill Walker

Anthony Woodyard
Holly White
Christina Kinley
Barb Skelly
Josh McDonald
Claudia Marini
Joyce Ivan
Kalie Berry-Wilson
Chris Burian
Julie Brady
Danielle Hunter
Scott Smith
Elizabeth Adams
Denise Nixon

Opening

Chairman Smith called the meeting to order at 7:30 p.m. and welcomed all in attendance. Chairman Smith opened the meeting with a moment of silence. Chairman Smith then invited students from the Early Childhood Development Center to lead the Pledge of Allegiance.

Upon motion by Phillip Cheek and seconded by Gidget Kidd, the board unanimously approved the meeting agenda.

Special Recognitions

- A. Ms. Holly White, Preschool Coordinator, Early Childhood Development Center (ECDC), along with staff members Ms. Joyce Ivan, Ms. Mary Gullett, Ms. Elizabeth Adams, and Ms. Amy Waddle presented the School Spotlight titled *The Project Approach* focusing on the importance of "hands-on" active learning. The student projects focused on animals, geography, reading, writing, art, and math. Four of the pre-school students presented their projects.

- B. Ms. Holly White, Preschool Coordinator, Early Childhood Development Center (ECDC), recognized Reworld (formerly known as Covanta) for their support of the students and staff at ECDC. Ms. White introduced Mr. Derrick Waddle with Reworld, and shared Reworld has made several donations to ECDC, including pumpkins for every student, renting the Kona Ice truck for the students, donating cookies/sweets for appreciation days, as well as many other acts of generosity.
- C. Dr. Ana Floyd, Elementary Math Specialist, recognized Ms. Heather Hopkins, a fourth-grade teacher at Charles W. McCrary Elementary School with 20 years' teaching experience, as the NCCTM Outstanding Elementary Mathematics Teacher of the Year. The North Carolina Council of Teachers of Mathematics (NCCTM) and the North Carolina Department of Public Instruction (NCDPI) strive to recognize and reward mathematics teachers who exemplify mathematics teaching excellence by nurturing students' enthusiasm for mathematics through everyday classroom experiences. This recognition is for those teachers who succeed in motivating students to excel in mathematics.
- D. Ms. Sarah Beth Cox, Director of Career & Technical Education (CTE), recognized Mr. Scott Smith, teacher at Asheboro High School, as the CTE Teacher of the Year. The criterion for this award is the teacher must be nominated by the school district, must have five years of teaching experience, must be a full-time employee, and must teach students directly for 70% of the time. Mr. Smith is a strong advocate and mentor of students, holds his students accountable, implements technology in the curriculum, and is a leader in the classroom as well as among his fellow teachers at Asheboro High School.
- E. Ms. Mikayla Smith, Communications Specialist, presented Points of Pride which featured a variety of student, staff, and district highlights. These included:
- **Monthly Celebrations**: This month is Asian/Pacific American Month, Mental Health Awareness Month, and National Speech Language Hearing Month.
 - **Teacher Appreciation**: This week is Teacher Appreciation Week. Teachers have been celebrated at each school this week by our PTO's and community partners.
 - **#Innovate ACS**: Some of the entries this month were creating blueprints to build bridges, using trigonometry to create stop-motion videos, learning basic coding, and making prototype robots.
 - **ACS Innovator of the Month**: Ms. Wendy Graham, teacher at Asheboro High School, was named the Innovator of the Month this month. She is the coach for the Drone Soccer Team and has dedicated countless hours into building this team.
 - **Drone Soccer Team**: The Drone Soccer Team competed in a National Competition on April 27 in Virginia. The team represented our district well and made it to round 6 of the competition. They placed 7th out of 16 highly skilled teams competing.
 - **AHS Frozen Production**: The functional skills students, along with student mentors from the Asheboro High School theatre department, performed the production of *Frozen* this week. The production was amazing and heartwarming.
 - **Spring Olympic Games**: On April 23 students participated in the Randolph County Special Olympics Spring Games held at Southwestern Randolph High School. Students from Asheboro High School partnered with participating students to support them and to cheer them on.
 - **Kickball Showdown**: On Tuesday Asheboro High School hosted the first Kickball Showdown between Teachers and the Asheboro Police Department. Dr. Woody and Dr. Rich were the referees for the game, and it ended with a Blue Comets win with the score being 7-4.
 - **Senior Runway**: On April 26th seniors participated in the annual senior runway where they walked through each of our schools in their cap and gowns to be celebrated by students and former teachers.

Superintendent's Report

Dr. Woody shared the following information:

This week is Teacher Appreciation Week, and we are celebrating our teachers and staff in Asheboro City Schools. Teaching is one of the most noble professions, and it is also critical in the lives of students. Public education is the backbone of our democracy and our society. We are building the next generation of leaders, skilled workers, and entrepreneurs. I am grateful for every staff member who serves students in Asheboro City Schools and for every single act of courage and sacrifice by them to enhance the lives of young people.

As a token of appreciation, we provided all staff in the district with an Asheboro City Schools umbrella on Monday, and we have one for the board this evening as well. Also, our Parent-Teacher Organizations (PTO) within our schools, along with our faith and community partners, provided celebrations at each school this week. And the Asheboro Police Department grilled hot dogs and hamburgers for the entire staff at Asheboro High School this week.

There are several events happening across the district from now until the end of the school year. We look forward to graduation on June 7 at 7:00 p.m.

Dr. Woody shared some administrative appointments within the district that will be effective July 1 for the 2024-2025 school year.

Public Comments

There were no public comments.

Consent Agenda

Ryan Patton recused himself from the vote. Upon motion by Linda Cranford and seconded by Gus Agudelo, the board approved the following items:

- A.** Minutes for April 11, 2024, Board of Education Meeting
- B.** Personnel (see list below)
- C.** Randolph Community College Memorandum of Understanding with Asheboro City Schools 2024-2025
- D.** Overnight Field Trip Request-South Asheboro Middle School FFA to Raleigh Convention Center
- E.** Overnight Field Trip Request-Asheboro High School FFA to Raleigh Convention Center
- F.** Budget Amendment F-01
- G.** Budget Amendment S-03

**Asheboro City Schools
Personnel Transactions
May 9, 2024**

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

LAST	FIRST	SCHOOL	SUBJECT
Allred	Staci	AHS	English
Arnold	Jennifer	AHS	Science
Arroyo	Edward "Joe"	AHS	Mathematics
Arroyo	Nicholas	AHS	Business and Marketing
Brown	Calvin	AHS	Physical Education
Cable	Vincent	AHS	English
Downey	Sarah	AHS	Choral Music
Hall	Jon-Eric	AHS	Mathematics
Handy	Grant	AHS	Physical Education
Hunt	Glen	AHS	Science
Key	Allyson	AHS	School Counselor
Lassiter	Reginald	AHS	Social Studies
Lochele	Lizbel	AHS	Family Consumer Science
Lopiensky	John	AHS	Advanced Manufacturing
Luther	John "Wesley"	AHS	Physical Education
Muse	Brian	AHS	Mathematics
Owens	Irena	AHS	Mathematics
Parrish	Jacob	AHS	Social Studies
Phillips	Sarah	AHS	Agriculture
Piansay	Ivey	AHS	Exceptional Children
Smith	Tucker	AHS	Band
Snider	Joshua	AHS	Agriculture
Stewart	Krista	AHS	Theatre
Taylor	Jeremy	AHS	Mathematics
Tutterow	Kris	AHS	Computer Science/Technology
Cepeda	Amanda	BAL	Exceptional Children
Coble	Austin	BAL	Exceptional Children
Garner	Kerry	BAL	Instructional Facilitator
Kidd	Molita	BAL	4th Grade
Pruitt	Erin	BAL	1st Grade
Reza	Myranda	BAL	1st Grade
Tonkin	Sarah	BAL	5th Grade
Berry-Wilson	Kalie	CWM	Media
Glidewell	Amanda	CWM	Music
Julian	Amanda	CWM	Exceptional Children
Tester	Katelyn	CWM	Physical Education

Warren	Sara	CWM	Exceptional Children
Williams	Emliegh	CWM	3rd Grade
Williams	Siohban	CWM	School Counselor
Daily	Sheila	CO	Deaf and Hard of Hearing (part-time)
Floyd	Ana	CO	Elementary Math Curriculum Specialist
Marini	Claudia	CO	Exceptional Children's Coordinator
Brisa	Raya	DLL	Physical Education
McKenzie	Natalie	DLL	3rd Grade
Murphy	Arlena	DLL	4th Grade Exceptional
Ross	Hannah	DLL	Children Exceptional
Seagraves	Taylor	DLL	Children Speech
Thomas	Roxanne	DLL	Language
Farr	Emily	ECDC	Pre-K
Waddle	Amy	ECDC	Pre-K
Barnes	Madison	GBT	2nd Grade
Charles	Kelsey	GBT	3rd Grade
Devilbiss	Mia	GBT	1st Grade
Ferguson	Krista	GBT	4th Grade
Icenhour	Udenia	GBT	Exceptional Children
Littell	Angela	GBT	1st Grade
Ospitia Cifuentes	Lady	GBT	1st Grade Dual Language
Prince	Lane	GBT	School Counselor
Pugh	Felicia	GBT	Kindergarten
Robbins	Kelly	GBT	Reading
Beyersdorf	Deanna	LP	2nd Grade
Boger	Kayla	LP	3rd Grade
Brewer	Nicole	LP	4th Grade
Butts	Michelle	LP	4th Grade
Hall	Montgomery	LP	School Counselor
Johnson	Michaela	LP	1st Grade
Lambeth	Savannah	LP	Kindergarten
Livengood	Brianna	LP	1st Grade
Summey	Dena	LP	Kindergarten
Wright	Charles	LP	5th Grade

Bias	Raven	NAMS	Art
Britt	Larry "Will"	NAMS	Mathematics
Charles	Chasity	NAMS	Social Studies
Clawson	Harlie	NAMS	English Language Arts
Clawson	Pamela	NAMS	Exceptional Children
Cooper	Michelle	NAMS	Exceptional Children
Haigler	Crystal	NAMS	Science
Hornback	Stephanie	NAMS	English Language Arts
McKeown	Charles	NAMS	Exceptional Children
Satterfield	Micheal	NAMS	Technology
Scherer	Katie	NAMS	Science/Social Studies
Smith	Kelly	NAMS	Physical Education
Auler	Carrie	SAMS	Exceptional Children
Birkholtz	Patrick	SAMS	Social Studies
Brumley	Shelia	SAMS	Exceptional Children
Clodfelter	Bryan	SAMS	Business
Davilla	Miriam	SAMS	Spanish
Howell	Jeffery	SAMS	Science/Social Studies
Kenan	Kimberly	SAMS	Speech Language
Leonard	Janeice	SAMS	Agriculture
Little	Tracy	SAMS	English as a Second Language
McManus	Jennifer	SAMS	Mathematics/World History
Meyers	Rebecca	SAMS	English Language Arts
Pope	Diara Kelly	SAMS	Exceptional Children
Puckett	Aimee	SAMS	Exceptional Children
Rogers	Bobbi	SAMS	Health Science/Biotech Careers
Scott		SAMS	English Language Arts

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

LAST	FIRST	SCHOOL	SUBJECT
Berrier	Jacob	AHS	Exceptional Children
Bressler	Gerri	AHS	Science
Monroe	Andrea	AHS	English
Parson	Krystal	AHS	Exceptional Children
Strider	Clayton	AHS	Mathematics
Blocker	Allison	BAL	Kindergarten
Brown	Creath	CWM	5th Grade
Robbins	Christin	CWM	Exceptional Children
Stines	Dubraska	CO	Lead ESL Teacher

Clark	Heather	DLL	1st Grade
Green	Ilona	DLL	3rd Grade
Britton	Erin	ECDC	Speech Language
Causey	Staci	ECDC	Pre-K
Harward	Dena	ECDC	Pre-K
Allmon	Kady	GBT	2nd Grade
Barnard	Marie	GBT	1st Grade
Becerra	Hermelinda	LP	1st Grade Dual Language
Brashier	Kathryn	LP	Physical Education
King	Melinda	LP	2nd Grade
McClosky	Kristen	LP	Academically Gifted
Shackelford	Carly	LP	4th Grade
Smitherman	Kayla	LP	English as a Second Language
Switzer	Donna	LP	2nd Grade
Walton	Karsyn	LP	5th Grade
Callahan	Mattison	NAMS	Mathematics
Griffith	Kimberly	NAMS	Agriculture
McBride	Julia	NAMS	English as a Second Language
Sheffield	Gary	NAMS	Science
Adams	John	SAMS	Mathematics/Social Studies
King	Brianna	SAMS	Mathematics
Ruiz	Alondra	SAMS	Media

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

LAST	FIRST	SCHOOL	SUBJECT
Beckwith	Elizabeth	AHS	Mathematics
Berrier	Nancy "Angie"	AHS	School Counselor
Berrier	Wesley	AHS	Social Studies
Cagle	Amy	AHS	English
Church	Leigh	AHS	Family Consumer Science
Cox	Belinda	AHS	Health Science
Dozier	Angela	AHS	English
Faircloth	Joshua	AHS	Social Studies
Faircloth	Kristen	AHS	Physical Education
Hoffman	Kimberly	AHS	Business Marketing
Horsley	Timothy	AHS	Social Studies
Kao	Hsuan	AHS	Chinese
Kearns	Julie	AHS	Exceptional Children
Lyons	Mary "Molly"	AHS	English
Mauney	Wendy	AHS	Science

Peters	Nicole	AHS	Science
Roman	Josimar	AHS	Spanish
Scherer	Wesley	AHS	Social Studies
Smith	Scott	AHS	Computer Science/Technology
Thompson	Amanda	AHS	Exceptional Children
York	Hal	AHS	JROTC
Currin	Allison	BAL	Media
Delgado	Izamar	BAL	1st Grade Dual Language
Elliott	Margaret	BAL	English as a Second Language
Hinshaw	Amanda	BAL	5th Grade
Howell	Myra	BAL	1st Grade Dual Language
Jessup	Mary	BAL	3rd Grade
King	Laura	BAL	Academically Gifted
Przybylowski	Mary Jo	BAL	5th Grade
Race	Michelle	BAL	3rd Grade
Ross	Meredith	BAL	Art
Smith	Jennifer	BAL	3rd Grade
Walker	Marlenea	BAL	2nd Grade
Williams	Valencia	BAL	Kindergarten
Beck	Ilena	CWM	Kindergarten
Bennett	Elizabeth	CWM	5th Grade
Forcini	Summer	CWM	1st Grade
Gatewood	Alanna	CWM	3rd Grade
Moore	Sarah	CWM	Instructional Facilitator
McGowan	Courtney	CO	Carrer Development Coordinator
Pack	Elizabeth	CO	Carrer Development Coordinator
Golden	Christopher	DLL	2nd Grade
Joyce	Meghan	DLL	4th Grade
Stewart	Denia	DLL	5th Grade
Ivan	Joyce	ECDC	Pre-K
Lawrence-Smith	Venise	ECDC	Pre-K
Peele	Marie	ECDC	Pre-K
Phillips	Mari	ECDC	Exceptional Children
Roberts	Laura	ECDC	Speech Language
Watts	Amber	ECDC	Pre-K

Cheek	Brittany	GBT	5th Grade
Coltrane	Crandel	GBT	Physical Education
Faircloth	Nicole	GBT	3rd Grade
Hancock	Jonas	GBT	Music
Hollingsworth	Dana	GBT	Exceptional Children
Kidd	Bethany	GBT	Kindergarten
Lawton	Hannah	GBT	4th Grade
Seabolt	Emily	GBT	2nd Grade
Staley	Lauren	GBT	Kindergarten
Hutton	Ashley	LP	5th Grade
Neal	Heather	LP	English as a Second Language
Pirlot	Jami	LP	2nd Grade
Toponce	Kelly	LP	1st Grade
Vogel	Caitlin	LP	Art
Abercrombie	Carlie	NAMS	English Language Arts
Banner	Leigha	NAMS	English Language Arts
Gallimore	Bryan	NAMS	Physical Education
Gibbs	Ryan	NAMS	English Language Arts
Gold	Jennifer	NAMS	Media
Hutton	Carly	NAMS	Chorus
Paschal	Adriana	NAMS	Spanish
Reedy	Karen	NAMS	Mathematics/Science
Robbins	Sarah	NAMS	Mathematics
Ward	Clyde	NAMS	Social Studies
Hagood	Dustin	SAMS	Social Studies/World History
Hagood	Kelly	SAMS	English Language Arts
Jordan	Tameka	SAMS	Science/Social Studies
Lackey	Kathleen	SAMS	Chorus
Toscano	Kristen	SAMS	Exceptional Children
Williams	Danielle	SAMS	Mathematics

***D. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Banks	Kelly	DLL	3rd Grade	6/12/2024
Ingram	Karen	LP	Instructional Assistant	4/30/2024
McCoy	Samantha	DLL	5th Grade	6/12/2024
McManus	Jennifer	CWM	4th Grade	6/12/2024
Mullins	Cynthia	NAMS	Interventionist/8th Grade ELA/SS	06/30/2024
Newton	Erika "Brooke"	CO	Behavior Tech Assistant	5/3/2024
Suarez Rodriguez	Nardhy "Allie"	BAL	4th Grade Dual Language	6/12/2024

Tedder	Mary "Faith"	DLL	Kindergarten	6/12/2024
--------	--------------	-----	--------------	-----------

***E. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Rousseau	Melissa	CO	EC Program Facilitator	8/16/2024
Thompson	Clifton	AHS	EC/IA OCS Job Coach	5/8/2024

***F. ADMINISTRATOR CONTRACT RENEWALS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Andrews	Amber	BAL	Assistant Principal	08/1/2024 - 06/30/2028
Burian	Chris	CWM	Principal	08/1/2024 - 06/30/2028
Freemyer	Carla	CO	Chief HR/SS Officer	08/1/2024 - 06/30/2028
Groseclose	Graham	NAMS	Principal	08/1/2024 - 06/30/2028
Harger	Michelle	GBT	Assistant Principal	08/1/2024 - 06/30/2028
Hayes	Lisa	DLL	Principal	08/1/2024 - 06/30/2028
Patton	Kelly	CWM	Assistant Principal	08/1/2024 - 06/30/2028
Roberts	Brittany	AHS	Assistant Principal	08/1/2024 - 06/30/2028

G. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Honeycutt	Dylan	LP	Custodian to Head Custodian	5/1/2024

Asheboro City				
Personnel Transactions - ADDENDUM				
May 9, 2024				
*D. RESIGNATIONS/RETIREMENTS/SEPARATIONS				
LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Coleman	Dylan	CO	Asst. Network Systems Analyst	5/20/2024
Moore	Sarah	CWM	Instructional Facilitator	6/12/2024
Phillips	Sarah	AHS	Agriculture	6/30/2024
*E. APPOINTMENTS				
LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Davis	Josee	BAL	4th Grade Dual Language	8/16/2024
Miller	Lydia	CWM	1st Grade	8/13/2024
Welborn	Scarlet	CWM	Kindergarten	8/13/2024
Whisman	Trisha	GBT	3rd Grade	8/16/2024
G. TRANSFERS				
LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Brady	Julie	SAMS to CO	Principal to Lead Teacher for Innovation	8/1/2024
Burian	Christopher	CWM to SAMS	Principal	7/1/2024

Domally	Nikki	LP to BAL	Principal	7/1/2024
Evans	Ann	GBT to CO	Principal to Lead Secondary Math Teacher	8/1/2024
Hamilton	Kathleen	BAL to CO	Reading Specialist to EC Program	8/16/2024
Tuft	Christopher	BAL to TBD	Principal to Administrator	7/1/2024
*H. ADMINISTRATOR APPOINTMENTS				
LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Dawalt	Keisha	LP	Principal	7/1/2024 - 6/30/2028
Patton	Kelly	CWM	Principal	7/1/2024 - 6/30/2028
Seagraves	Andrew "Jordan"	GBT	Principal	7/1/2024 - 6/30/2028

Information, Reports, and Recommendations

- A.** Mr. Anthony Woodyard, Chief Information Officer, along with Media Specialists Ms. Kalie Berry-Wilson, Ms. Laura Holland, Ms. Amy Smith, and Ms. Alondra Ruiz shared an update about makerspaces throughout the district and how they are utilized. Makerspaces are collaborative workspaces inside a school for students to make, learn, explore, and share. Makerspaces help build communication, creativity, and collaboration skills. Team projects in makerspaces authentically create collaboration and communication. Makerspace projects can be low tech or high tech, span across all areas of curriculum, and cater to the students' individual needs and interests.
- B.** Dr. Ana Floyd, Elementary Math Curriculum Specialist, presented an update on the ARC project. ARC or Asheboro Randolph Collaborative is a two-year mathematics project partnered by Asheboro City Schools and Randolph County Schools. A total of 18 Asheboro City Schools teachers participated in this project. Last month was the culmination of this two-year project and the nine Asheboro City Schools elementary teachers who were committed to ARC were recognized:
- Toshia Watson, Second Grade Teacher at Balfour Elementary
 - Mary Jo Przybylowski, Fifth Grade Teacher at Balfour Elementary
 - Jada Hazlett, Third Grade Teacher at Lindley Park Elementary
 - Carly Shackelford, Fourth Grade Teacher at Lindley Park Elementary
 - Danielle Hunter, Second Grade Teacher at Loflin Elementary
 - Heather Carr, Fifth Grade Teacher at Loflin Elementary
 - Jill Walker, Kindergarten Teacher at McCrary Elementary
 - Emily Seabolt, Second/Third Grade teacher at Teachey Elementary
 - Denise Nixon, Fifth Grade Teacher at Teachey Elementary

The goals of ARC were to transform mathematical learning of both teachers and students, nurture professional growth, enhance leadership in mathematics, and build relationships with teachers across the two school districts. The group met monthly to learn from local, state, and national mathematics leaders. They received over 100 hours of professional development on instructional math teaching practices, instructional math routines, and mathematics content. Ms. Toshia Watson, Ms. Jada Hazlett, Ms. Jill Walker, and Ms. Denise Nixon shared their experience in the ARC project.

***Action Items**

No Action Items

Board Operations

- A.** Chairman Smith reviewed information regarding upcoming events.

The next regularly scheduled board meeting will be on June 13, 2024, at 7:30 p.m. in the Professional Development Center, unless otherwise posted.

Adjournment

There being no further business and upon motion by Melissa Calloway and seconded by Ryan Patton, the board unanimously approved to adjourn at 8:49 p.m.

Chairman

Secretary

**Asheboro City Schools
Personnel Transactions
June 13, 2024**

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

LAST	FIRST	SCHOOL	SUBJECT
Beyersdorf	Deanna	LP	2nd Grade

***B. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Auler	Carrie	SAMS	Exceptional Children	6/12/2024
Barnes	Madison	GBT	2nd Grade	6/12/2024
Charles	Chasity	NAMS	Social Studies	6/12/2024
Charles	Kelsey	GBT	3rd Grade	6/12/2024
Howard	Todd	CO	IT Specialist	5/28/2024
Puckett	Kelly	SAMS	Exceptional Children	6/12/2024
Wood	Stephanie	NAMS	8th Grade Math	6/12/2024
Reza	Myranda	BAL	1st Grade	6/12/2024

***C. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Adams	Elizabeth	DLL	Kindergarten	8/13/2024
Collins	Erin	AHS	EC Extended Content	8/13/2024
Frazier	Misty	GBT	EC Extended Content	8/13/2024
Gardner	Victoria	NAMS	8th Grade Math	8/13/2024
Gomez	Samuel	CO	IT Support Specialist	6/17/2024
Hall	Makala	DLL	EC Extended Content	8/13/2024
Johnson	Kristi	CO	EC Program Facilitator	8/16/2024
McLaurin, Jr.	Clifton	AHS	Non-Faculty Coach - Head JV Basketball	6/3/2024
Quintero	Ivan	LP	4th Grade Dual Language	8/16/2024
Soto Hurtado	Gonzalez	CO	IT Support Specialist	6/17/2024
Southard	Amber	CWM	Instructional Assistant	8/13/2024
Stancil	Ashlyn	GBT	2nd Grade	8/13/2024
Trinidad Flores	Nathaly	AHS	Agriculture	7/1/2024
Walsh	Mark	CO	IT Support Specialist	6/5/2024

D. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Conville	Tiffany	NAMS/SAMS to AHS	AIG to Mathematics	8/16/2024
Lawrence	Patrick	NAMS to AHS	Exceptional Children	8/16/2024
Pervier	Heather	LP to NAMS	3rd Grade to Exceptional Children	8/16/2024
Smith	Leslie	SAMS to AHS	Science	8/16/2024

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
June 13, 2024**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Adams, Elizabeth	Western Carolina University B: Birth through Kindergarten	Birth – Kindergarten

Ms. Elizabeth Adams is recommended to teach kindergarten at Donna Lee Loflin Elementary School for the 2024-2025 school year. Ms. Adams has served as an instructional assistant at the Early Childhood Development Center (ECDC) for the past seven years while she pursued her degree. During her time at ECDC she has worked with students with exceptionalities, and spent two years in the transitional kindergarten class. She is excited to begin her teaching career where she can continue to encourage students to embrace the learning environment through play, problem solving and group interactions. Welcome Ms. Adams!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Collins, Erin	Indian River State College B: Special Education	Exceptional Children

Ms. Erin Collins is recommended to teach exceptional children in the extended content program at Asheboro High School. Ms. Collins has been teaching in the Martin County School District in Stuart, Florida for the past three years. She taught at Martin County High School and Jensen Beach High School. During the summers, Ms. Collins worked for Learning Independence University supporting summer programs for individuals with disabilities. Ms. Collins is relocating to the area in July and is excited to begin her North Carolina teaching career at Asheboro High School. Please welcome Ms. Collins as a new Blue Comet!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Frazier, Misty	The University of Arizona Global Campus B: Education Studies	Exceptional Children

Ms. Misty Frazier is recommended to teach exceptional children in the extended content program at Guy B. Teachey Elementary School. Ms. Frazier has been serving as an exceptional children instructional assistant at Charles W. McCrary Elementary School for the past three years. Prior to that she was a lead teacher at Kids of Hope Daycare for five years. Ms. Frazier believes one important way to support student learning is how students feel in the classroom. Ms. Frazier has a passion for students with special needs and looks forward to building relationships as she launches her teaching career. Welcome Ms. Frazier!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Gardner, Victoria	NC A&T University B: Secondary Math Education	Mathematics

Ms. Victoria Gardner is recommended to teach 8th grade Mathematics at North Asheboro Middle School for the 2024-2025 school year. Ms. Gardner recently completed her student teaching at Southeast Guilford High School and believes this experience has prepared her well to begin her teaching career. She is looking forward to building relationships with students and inspiring them to love mathematics. Ms. Gardner noted that she appreciated how the district values its community and that is what attracted her to Asheboro City Schools. We are pleased to welcome Ms. Gardner!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Hall, Makala	Southern Wesleyan University (SC) B: Special Education	Exceptional Children

Ms. Makala Hall is recommended to teach exceptional children extended content at Donna Lee Loflin Elementary School for the 2024-2025 school year. Ms. Hall completed her student teaching at Clemson Elementary School, serving special needs students in grades 3-5. Ms. Hall is passionate about serving students with special needs and is looking forward to beginning her teaching career in Asheboro City Schools. She believes in building strong relationships with students and families and wants to grow together with her students. Please join me in welcoming Ms. Hall to the Loflin team. Welcome Ms. Hall!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Johnson, Kristi	Catawba College B: Elementary Education Granite State College (NH) Special Education Certification Lesley University (MA) M: Curriculum and Instruction	Elementary Special Education

Ms. Kristi Johnson is recommended as an Exceptional Children Program Facilitator for the 2024-2025 school year. Ms. Johnson is a veteran educator who is relocating to the area this summer from New Hampshire. Ms. Johnson served special needs students at the high school level for seven years, and has spent the last ten years at the elementary level. She is well versed in leading IEP meetings, re-eval and referral meetings, all while providing direct instruction in math and ELA daily. Her references described her as a strong community advocate, hard worker, leader, and active learner. Welcome Ms. Johnson!

NAME

Quintero, Ivan

COLLEGE/DEGREEUniversidad del Quindio
B: Modern Languages**LICENSURE**Elementary
English as a Second Language

Mr. Ivan Quintero is recommended to teach 4th grade dual language at Lindley Park Elementary School for the 2024-2025 school year. Mr. Quintero has been teaching this past year in South Carolina at Hyatt Park Elementary School in Columbia. He is a veteran educator, teaching English in his native country, Columbia, before relocating to the United States. Mr. Quintero taught five years in the dual language program at Lindley Park and is excited to return for the coming school year. Known as Mr. Q to students and families, we are pleased to welcome him back to Asheboro City Schools. Welcome Mr. Quintero!

NAME

Stancil, Ashlyn

COLLEGE/DEGREEUNC-Greensboro
B: Elementary Education**LICENSURE**

Elementary

Ms. Ashlyn Stancil is recommended to teach 2nd grade at Guy B. Teachey for the 2024-2025 school year. Ms. Stancil recently completed her student teaching at Sedge Garden Elementary in Greensboro, and graduated Summa Cum Laude from UNC-Greensboro in May. Ms. Stancil shared in order to motivate and engage learners, she integrates inquiry-based learning strategies into her lesson plans when appropriate. She is described as having a positive attitude, a willingness to collaborate, is creative and a lifelong learner. We are pleased to have Ms. Stancil begin her teaching career in Asheboro City Schools. Welcome Ms. Stancil!

NAME

Trinidad Flores, Nathaly

COLLEGE/DEGREENC State University
B: Agriculture Education**LICENSURE**

Agriculture

Ms. Nathaly Trinidad Flores is recommended to teach Agriculture at Asheboro High School for the 2024-2025 school year. Ms. Trinidad Flores is an NC Teaching Fellow and completed her student teaching at Providence Grove High School. While at NC State she was a Student in Action with Farmworkers intern. She worked in the migrant education program, and spent a summer as a communication intern. Ms. Trinidad Flores is an Asheboro High School graduate and excited to return to her alma mater to begin her teaching career and give back to the community that invested in her education. Welcome Ms. Trinidad Flores!

Asheboro City Schools
Personnel Transactions - ADDENDUM
June 1 , 2024

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

LAST	FIRST	SCHOOL	SUBJECT
Cummings	Jennifer	SAMS	Exceptional Children

***B. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Smith	Mikayla	CO	Communication Specialist	6/10/2024
Vickery	Marsha	AHS	School Treasurer	6/30/2024

***C. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Calzadilla	Morgan "Lexi"	BAL	4th Grade	8/13/2024
Leach	Traci	CWM	Art	8/16/2024
Smith	Heather	GBT	2nd Grade	8/13/2024

D. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Banner	Leigha	NAMS to BAL	ELA to Reading Specialist	8/16/2024
Harris	Victoria	CO	Bus Driver to Sub Bus Driver	6/30/2024
Longoria	Alejandra	ECDC	Instructional Assistant to Secretary	8/1/2024

E. ADMINISTRATOR TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Brewer	Blake	LP to CWM	Assistant Principal	8/1/2024
Cash	D.R.	SAMS to DLL	Assistant Principal	8/1/2024
Harger	Michelle	GBT to NAMS	Assistant Principal	8/1/2024

***E. ADMINISTRATOR APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Culp	Corey	GBT	Assistant Principal	8/1/2024 to 6/30/2026
Smith	Megan	SAMS	Assistant Principal	8/1/2024 to 6/30/2026
Wysong	Brandon	LP	Assistant Principal	8/1/2024 to 6/30/2026

***F. ADMINISTRATOR CONTRACT RENEWALS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Burruss	Karen	CO	School Administrator Support (PT)	8/1/2024 - 6/30/2025
Woodyard	Anthony	CO	Chief Information Officer	7/1/2024 - 6/30/2028

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
June 13, 2024**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Calzadilla, Morgan "Lexi"	Ohio State University B: Natural Resource Management Western Governors University M: Elementary Education	Elementary

Ms. Morgan "Lexi" Calzadilla is recommended to teach 4th grade at Balfour Elementary School for the 2024-2025 School year. Ms. Calzadilla completed her student teaching at Columbus City Schools (OH) in the third grade. She is characterized as hardworking, caring and committed to providing students with the skills and tools they need to be successful. Ms. Calzadilla also believes in building strong relationships with her students and families. We are pleased that Ms. Calzadilla recently relocated to the area and looks forward to her beginning her teaching career at Balfour Elementary School. Welcome Ms. Calzadilla!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Leach, Traci	East Carolina University B: Fine Arts	Art

Ms. Traci Leach is recommended to teach Art at Charles W. McCrary Elementary School for the 2024-2025 school year. Ms. Leach is a veteran educator who currently teaches visual art at Welcome Elementary School where she teaches 625 students K-5. She is also the Art Chair for the Davidson County Elementary Art Teachers. She is described as a teacher who loves sharing art with students, is always prepared, organized, detail oriented and keeps her students engaged in the classroom. We are pleased to welcome Ms. Leach to Asheboro City Schools and the McCrary team. Welcome Ms. Leach!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Smith, Heather	UNC-Greensboro B: Elementary Education	Elementary

Ms. Heather Smith is recommended to teach second grade at Guy B. Teachey Elementary School for the 2024-2025 school year. Ms. Smith recently completed her student teaching at Sternberger Elementary in Guilford County. Ms. Smith is enthusiastic and dedicated to fostering a positive and engaging learning environment for students. She looks forward to beginning her teaching career in Asheboro City Schools and becoming the newest Teachey Tiger. Welcome Ms. Smith!

**ASHEBORO CITY SCHOOLS
ADMINISTRATIVE APPOINTMENTS - ADDENDUM
June 13, 2024**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Culp, Corey	Texas Tech University B: Petroleum Engineering East Carolina University C: NC TEACH Program UNC-Greensboro M: School Administration	Science (6-12) School Administrator

Mr. Corey Culp is recommended to serve as the Assistant Principal at Guy B. Teachey Elementary School for the coming school year. Mr. Culp spent four years as an engineer before finding his passion for education. He taught biology and earth and environmental science at Randolph Early College for four years before moving into administration. Mr. Culp completed his school administration degree through the PPEERS Principal Fellows program, which included a yearlong internship at Northeastern Randolph Middle School. He served as an Assistant Principal at Providence Grove High School, Liberty and Grays Chapel Elementary Schools, and most recently as Principal at Liberty Elementary School. Mr. Culp is well versed in the MTSS process, analyzing data, classroom walk-throughs, and working proactively with families. He believes in building positive relationships and setting high expectations that culminate in strong academic growth and achievement for all students.

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Smith, Megan	Elon University B: Elementary Education UNC – Charlotte M: Special Education (AIG) UNC-Greensboro M: School Administration (pending)	Elementary Math (6-9) Academically Gifted School Administrator

Ms. Megan Smith is recommended to serve as the Assistant Principal at South Asheboro Middle School for the coming school year. Ms. Smith has faithfully served in Asheboro City Schools for the past twenty plus years in a variety of roles. She taught 3rd and 4th grades at Lindley Park Elementary School, and served as an AIG Specialist at Guy B. Teachey, Donna Lee Loflin and South Asheboro Middle School. The past three years she has been the Instructional Facilitator at South Asheboro Middle School, where she also served on the leadership team and was the MTSS School Chairperson. Beyond the formal degrees, Ms. Smith is National Board Certified in Middle Childhood Generalist since 2010. Ms. Smith is a life-long learner participating in many professional development opportunities, and has also presented on a variety of professional development topics. Ms. Smith is a member of the PPEERS Cohort 5 Principal Fellows program and looks forward to this professional growth opportunity.

NAME

Wysong, Brandon

COLLEGE/DEGREEBaldwin Wallace University
B: Elementary Education
UNC-Greensboro
M: School Administration**LICENSURE**Elementary
School Administrator

Mr. Brandon Wysong is recommended to serve as the Assistant Principal at Lindley Park Elementary School for the coming school year. Mr. Wysong completed his student teaching at Lindley Park Elementary School through our partnership with Baldwin Wallace University. Upon graduation he began his teaching career at Donna Lee Loflin Elementary School. The past two years Mr. Wysong has been in the PPEERS Principal Fellows Program (cohort 4) along with completing his principal internship at North Asheboro Middle School. He is looking forward to building upon these experiences as he transitions into the role of a school administrator. Beyond the classroom, Mr. Wysong was the equity team leader at Loflin and served on the district equity team. He has a passion for equitable practices and has presented at the NCTIES conference on this topic. His former principal shared his drive and dedication to making a difference goes far beyond being called a leader. He leads by example and leads others to make a difference.

**ARTICULATION AGREEMENT
BETWEEN
ASHEBORO CITY SCHOOLS AND
RANDOLPH COMMUNITY COLLEGE
2024-2025**

Articulation is a systematic, seamless student transition process from secondary to postsecondary education, which maximizes use of resources and minimizes content duplication. Articulated credit is credit that is granted in specific courses by Randolph Community College to students who have satisfactorily completed equivalent high school courses.

CRITERIA TO AWARD COLLEGE CREDIT

To receive credit through the High School/Community College (HS/CC) Articulated Agreement (AA), the articulated course(s) must be included in a selected program of study. Additionally, students must enroll at Randolph Community College within two years of high school graduation and meet the following criteria:

- Final grade of B or higher in the high school course AND
- Proof of Learning (POL)
 - CTE post assessment*
 - Score of 90 or higher
 - Performance-based Measurement (PBM)
 - Meets course proficiency.
 - Industry Credentials
 - Courses that have industry credentials as proof of learning will follow the procedure for Credit for Prior Learning as outlined in NC Community College System Curriculum Procedures Reference Manual(<https://www.nccommunitycolleges.edu/academicprograms/curriculum-procedures-reference-manual-cprm>).

* The criteria for awarding credit for Early Childhood Education courses are contained in *the Memorandum of Agreement between the North Carolina Department of Health and Human Services, the North Carolina Community College System and the North Carolina Department of Public Instruction Regarding the North Carolina Early Childhood Credential Coursework*. A temporary agreement between the NC Division of Child Development, NC Community College Systems, and NC Department of Instruction will ensure that students who meet the eligibility requirements will receive articulated credit and the NC Childcare Credential for the newly revised high school early childhood course until an updated Memorandum of Agreement can be established.

The student must inform the RCC registrar that they wish to receive articulated college credit and must be enrolled in the semester for which credit is granted.

High school students who enroll in a Career and College Promise pathway may earn articulated college credit as described in this agreement while enrolled in high school if the CTE articulated college credit is part of their Career and College Promise Pathway and they meet the articulation criteria.

ARTICULATED COURSES
Asheboro City Schools and Randolph Community College
2024-2025

Courses Articulated by the NC High School to Community College Articulation Agreement - Effective - July 1, 2017

Students completing the following courses at Asheboro High School and who meet the requirements of this document will receive credit as indicated.

<u>Asheboro High School Course</u>	<u>Randolph Community College</u>	<u>College Credits</u>
<i>AGRICULTURAL EDUCATION</i>		
AS32 Agricultural Mechanics II	AGR 111 Basic Farm Maintenance	2
AS22 Animal Science	ANS 110 Animal Science	3
AP41 Horticulture I	HOR 150 Intro to Horticulture	2
AP42 Horticulture II	HOR 152 Horticulture Practices	1
<i>BUSINESS & INFORMATION TECHNOLOGY / BUSINESS EDUCATION</i>		
BM20 Microsoft Excel	CTS 130 Spreadsheet	3
BD102 Multimedia and Webpage Design	WEB 110 Internet/Web Fundamentals	3
<i>HEALTH OCCUPATIONS / HEALTH SCIENCES</i>		
FC13 Counseling and Mental Health 1	HSE 120 Interpersonal Relations	3
FC13 Counseling and Mental Health 1I	HSE 110 Intro to Human Services	3

HU40 Health Sciences I

MED 121 Medical Terminology I AND
MED 122 Medical Terminology II

3

MARKETING EDUCATION / ENTREPRENEURSHIP

ME11 Entrepreneurship I

ETR 210 Intro to Entrepreneurship

3

MM512 Marketing I

MKT 120 Principles of Marketing

3

Standard Blue Comet Leadership Lab: Sports Media & Civic Engagement

Course Code: 48002X0

CREDIT: 1

TYPE: Standard

GRADE: 11-12

Course Description:

This interdisciplinary course fosters leadership development through integration of communication studies, broadcasting techniques, sports management, and civic engagement. Students will explore essential leadership qualities like integrity, empathy, teamwork, and critical thinking within the context of community engagement. Students will build communication skills, including public speaking and media literacy, while supporting sports broadcasting. Students will support service-learning projects, developing leadership and communication skills while addressing local needs. Additionally, they will support their peer leaders in event planning, budgeting, marketing, and facility management. By the course's end, students will possess a comprehensive skill set blending leadership, communication, broadcasting, and community engagement within a framework of civic responsibility.

Course Objectives:

- Develop leadership skills.
- Enhance communication abilities for effective public engagement and broadcasting.
- Support broadcasting and media production.
- Develop an understanding of sports management principles through supporting efforts in event planning and marketing.
- Support community-based projects that promote civic awareness

Assessment:

Projects, presentations, event preparation, broadcasting assignments, and reflective essays.

Honors Blue Comet Leadership Lab: Sports Media & Civic Engagement

Course Code: 48005X0

CREDIT: 1

TYPE: Honors

GRADE: 11-12

Course Description:

This interdisciplinary course integrates leadership development, communication studies, broadcasting techniques, sports management, and civic engagement to empower high school students. Students will explore essential leadership qualities like integrity, empathy, teamwork, and critical thinking within the context of community engagement. Students will refine communication skills, including public speaking and media literacy, while learning sports broadcasting techniques such as journalism and commentary. Through service-learning projects, students will apply leadership and communication skills to address local needs. Additionally, they will gain expertise in event planning, budgeting, marketing, and facility management. By the course's end, students will possess a comprehensive skill set blending leadership, communication, broadcasting, and community engagement within a framework of civic responsibility.

Course Objectives:

- Develop leadership skills.
- Enhance communication abilities for effective public engagement and broadcasting.
- Master broadcasting techniques and media production skills.
- Understand sports management principles including event planning and marketing.
- Apply learned skills to community-based projects promoting civic awareness

Assessment:

Projects, presentations, event preparation, broadcasting assignments, reflective essays, and community engagement evaluations.

Standard Yearbook- Fall term only

Course Code: 96102X0U

CREDIT: 1

TYPE: Standard

GRADE: 10-12

Requirements: Application and Teacher Permission

The standard Yearbook course is designed for staff members who contribute to the creation of the school yearbook, "The Ash Hi Life," by working under the guidance of the yearbook advisor and staff editors/leaders. This course offers students the opportunity to develop skills in journalism, photography, graphic design, and editorial work as part of a collaborative team.

Staff members will complete work within designated yearbook sections, focusing on writing copy and captions, capturing high-quality photographs, and creating engaging layouts. They will conduct interviews with staff and students to gather diverse stories and perspectives. Through this process, students will learn to use layout platforms essential for producing a yearbook publication. Additionally, staff members will participate in marketing the yearbook and selling advertisements to support its production.

Under the leadership of editors/staff leaders, students will receive guidance and feedback to improve their work, meet deadlines, and maintain high standards of quality. This course emphasizes collaboration, attention to detail, and the development of technical and creative skills essential for yearbook production.

The Standard Yearbook course provides a valuable opportunity for students to contribute to the school's legacy while developing important skills for future academic and professional endeavors. Students will also gain practical experience in journalism, interviewing, marketing, and sales, preparing them for leadership roles in Yearbook Editors.

Honors Yearbook Editors - Fall & Spring Terms

Course Code: 96105X0F

CREDIT: 1

TYPE: Honors

Requirements: Application and Teacher Permission

GRADE: 10-12

The Honors Yearbook course offers an advanced and in-depth exploration of yearbook production for editors and staff leaders. Students will delve into journalism techniques, photography, graphic design, and high-level editorial skills. Emphasizing collaborative leadership, this course prepares students to take on significant responsibilities in creating a high quality yearbook.

In the Fall Semester, students lead the staff in creating "The Ash Hi Life," a comprehensive history of the school year. They will oversee and provide guidance and feedback to staff members as they develop skills in writing copy and captions, photography, and graphic design. Students will support the staff members in interviewing staff and students to gather diverse stories. The curriculum includes mastering advanced layout. Students will also market the yearbook and sell advertisements. Commitment to after-school work may be necessary to meet deadlines. In the Spring Semester, the class includes current and upcoming editors and staff leaders. Students will edit and complete the current yearbook while planning for the next one. The curriculum emphasizes intensive instruction for future editors. Students will continue to lead and evaluate each other's work to maintain high standards, and prepare future staff leaders.

Ideal for highly motivated and detail-oriented students, Honors Yearbook provides an opportunity to impact the school's legacy while developing advanced skills for future academic and professional endeavors. The course equips students with practical yearbook production skills and fosters growth in leadership and project management. Students gain valuable experience in journalism, interviewing, marketing, and sales, preparing them for diverse future paths. Admission requires a written application, faculty recommendations, and a leadership appointment by the yearbook advisor. This course may be repeated for credit.

Budget Amendment
 Asheboro City Schools Administrative Unit
 State Public School Fund

The Asheboro City Board of Education at a regular meeting on the 13th day of June, 2024, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2024.

REVENUE

1.3100.000	State Allocation	\$ <u>96,889</u>
		\$ <u><u>96,889</u></u>

EXPENDITURE

1.6620.002	Central Office Administration	\$ 5,407
1.5400.003	School Leadership - Office Support	14,102
1.5120.014	CTE - Career Technical Education	254
1.5110.027	Regular Instruction - Teacher Assistants	16,729
1.5110.031	Regular Instruction - Low Wealth Fund	3,582
1.5210.032	Special Instruction - Children with Special Needs	28,479
1.5260.034	Academically/Intellectually Gifted	2,329
1.5270.054	Special Instruction - Limited English	8,303
1.6550.056	Transportation Services - Transportation of Pupils	1,033
1.5110.061	Regular Instruction - Classroom Materials	292
1.5310.069	Alternative Instruction - At-risk Student/Alternative Schools	16,081
1.5110.131	Regular Instruction - Textbooks	<u>298</u>

\$ 96,889

Total Appropriation in Current Budget	\$ 38,243,930
Total Increase/Decrease of above amendment	<u>96,889</u>
Total Appropriation in Current Amended Budget	\$ <u><u>38,340,819</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 13th day of June, 2024.

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 13th day of June, 2024, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2024.

REVENUE

3.3600.115	ESEA Title I-School Improvement-Competitive Funds	\$ 42,203.24
3.3600.145	ESEA Title IV, Part A - Stronger Connections Grant Program	675,000.00
3.3600.198	ARP - ESSER III - NBPTS Certification Fee Reimbursement Program	<u>5,700.00</u>
		<u>\$ 722,903.24</u>

EXPENDITURE

3.5210.115	Children w/ Disabilities Curricular Services	\$ 42,203.24
3.5850.145	Safety and Security Support Services	675,000.00
3.5110.198	Regular Curricular Services	<u>5,700.00</u>
		<u>\$ 722,903.24</u>

Total Appropriation in Current Budget	\$ 8,850,377.25
Total Increase/Decrease of above amendment	<u>722,903.24</u>
Total Appropriation in Current Amended Budget	<u>\$ 9,573,280.49</u>

Passed by majority vote of the Board of Education of Asheboro City on the 13th day of June, 2024.

Chairman, Board of Education

Secretary

Budget Amendment
 Asheboro City Schools Administrative Unit
 Current Expense Fund

The Asheboro City Board of Education at a regular meeting on the 13th day of June, 2024, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2024.

<u>REVENUE</u>		
2.4120.000	Supplemental Taxes	\$ 150,000
2.4450.000	Interest on Investments	25,000
2.4910.000	Fund Balance Appropriated	825,000
		\$ 1,000,000

<u>EXPENDITURE</u>		
2.6580.802	Maintenance Services	\$ 1,000,000
		\$ 1,000,000

Total Appropriation in Current Budget	\$ 11,862,413
Total Increase/Decrease of above amendment	1,000,000
Total Appropriation in Current Amended Budget	\$ 12,862,413

Passed by majority vote of the Board of Education of Asheboro City on the 13th day of June, 2024.

Chairman, Board of Education

Secretary

ASHEBORO CITY SCHOOLS

2024-2025

SCHEDULED PAY DATES

MID-MONTH PAYROLL (10 Month hourly employees)		END OF MONTH PAYROLL (All employees except 10 month hourly)	
July	15	July	31
August	15	August	30
September	13	September	30
October	15	October	31
November	15	November	27
December	16	December	31
January	15	January	31
February	14	February	28
March	14	March	31
April	15	April	30
May	15	May	30
June	16	June supplements/eom	25

**School Treasurers
2024-2025**

Marsha A. Vickery
Asheboro High School

Donna B. Hill
North Asheboro Middle School

Freddy Bello Medina
South Asheboro Middle School

Alora Annonson
Balfour Elementary School

Gina G. Delk
Early Childhood Development Center

Cecilia Tzintzun-Jimenez
Charles W. McCrary Elementary School

Jasmine Vang
Donna Lee Loflin Elementary School

Tina E. Poole
Guy B. Teachey Elementary School

Nicole L. Cox
Lindley Park Elementary School

CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

Deposit Accounts, Loan and Services Agreement



I, Dr. Aaron Woody, hereby certify that I am the duly elected and qualified secretary of Asheboro City Board of Education, an unincorporated association, and as such officer the keeper of its records, and that at a regular called meeting of the Asheboro City Board of Education of such association, held on the 13th day of June, 2024, at which a quorum was present, the following were elected to the office opposite their respective names and the following resolutions were adopted, and that such persons are now such officers of said association and that said resolutions are now in full force and effect:

The following officers were duly elected to serve for the ensuing year or until their respective successor shall be elected and duly qualified:

Officer Name:			
Home Address:	City:	State:	Zip:

Officer Name:			
Home Address:	City:	State:	Zip:

Officer Name:			
Home Address:	City:	State:	Zip:

The following resolutions were adopted and are now in full force and effect:

1. BANK DEPOSITORY. RESOLVED, that **First Horizon Bank**

("Bank") is hereby designated as a depository of this association and that an account or accounts, for and on behalf of this association, be revised or opened and operated in said Bank in the name of

Account Name:	Asheboro High School	Account Number:	0110116
---------------	-----------------------------	-----------------	----------------

2. AUTHORIZED SIGNERS FOR DEPOSIT ACCOUNT. RESOLVED, that delivery to Bank of funds, checks, drafts or other property, with or without endorsement, and if endorsed, in whatever manner effected, unless specifically restricted, shall be authority to said Bank to place the same to the credit of the association under the terms set forth in the Bank's Depository Agreement, and such credits may be withdrawn by check, draft, debit card or other order of withdrawal executed for the association by any of the following signers, even though the association may have a requirement for more than one signature, with the understanding that Bank shall be under no obligation to see or make inquiry as to the application of the funds so withdrawn, even though such withdrawal order may be payable to the agent of the association executing same and funds be withdrawn for personal use:

Title	Typed Name	Signer's SSN	Signature
Finance Officer	Sandra Spivey		
Principal	Ryan Moody		
Assistant Principal	Jonathan Dillion		
Assistant Finance Officer	Kristen Wright		

CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

Deposit Accounts, Loan and Services Agreement



3. **AUTHORIZED FOR INFORMATION ONLY. RESOLVED**, that Bank is authorized to release account information to the following person(s) upon request or inquiry.

Title	Typed Name	Signer's SSN	Signature
N/A			

4. **FACSIMILE SIGNATURES. RESOLVED**, that Bank is authorized and directed to honor checks, drafts and other instruments on said account which bear or purport to bear the facsimile signature(s) appearing below, and Bank is entitled to charge said account regardless of by whom or by what means a facsimile signature may be affixed **if** such signature resembles the following:

Title	Typed Name	Facsimile Specimen
N/A		

5. **LOANS. RESOLVED**, that any _____ of the following officers of the association (is) (are jointly) authorized at any time, until this authority shall be revoked by proper action of the association and official notice thereof given in writing to Bank, to effect loans or other credit extensions from the Bank for the association, including renewals, modifications or extensions, to pledge, mortgage, hypothecate, or in any other manner create a lien upon the assets of the association as collateral and security for any such loans or other obligations owned by the association to the Bank, and to execute any related documents required by the Bank, the Bank being under no obligation to observe or inquire as to application of any proceeds.

Name	Officer or Title
N/A	

CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

Deposit Accounts, Loan and Services Agreement



6. SERVICES AGREEMENTS. *RESOLVED*, that any one _____ of the following officers of the association (is) (are jointly) authorized to sign agreements under which Bank provides certain services:

Title	Typed Name	Signature
Finance Officer	Sandra Spivey	

IN WITNESS WHEREOF, I hereunto affix my signature on this the ____ day of _____, _____.

Secretary Name: Dr. Aaron Woody	Secretary Signature:
---------------------------------	----------------------

APPROVED (•)

Officer Title	Typed Name	Officer Signature

*If these resolutions authorized the Secretary to withdraw or borrow funds, the signature of another officer of the organization above confirms the Secretary's authorization to do so.

Bonus Recommendations

June 13.2024

LOW WEALTH SUPPLEMENTAL FUNDS FOR TEACHER COMPENSATION (PRC 071)

Bonus to be paid in June 2024 per qualified teacher: \$ 1,604

SL 2021-180 Section 7A.12 provides supplements to Certified teachers and instructional support personnel. Certified teachers and instructional support personnel are those who are required to be paid from the legislative certified teacher salary schedule and are typically the types of positions paid from State PRCs 001, 004, 006 and/or 007, and are working and coded to a school. The supplements are intended for K-12 positions only.

These supplements are subject to retirement. Bonus will be pro-rated based on hours worked for Part-Time teachers.

Qualifying positions	348.25
Estimated Bonus	\$ 558,593
Estimated FICA	\$ 41,514
Estimated Retirement	<u>\$ 135,774</u>
Estimated Total Cost	<u><u>\$ 735,881</u></u>
PRC 071 allotment from DPI	\$ 735,881

**Asheboro City Schools
Budget Transfer Report
Information Only
2023-2024**

Fiscal					
Period	Fund	Purpose	Description	Sum of Amount	
8	1	5100	Regular Instructional Services	\$ 31,516.00	
	1	5200	Special Population Services	\$ (4,208.00)	
	1	5400	School Leadership Services	\$ (18,542.00)	
	1	6400	Technology Support Services	\$ (8,766.00)	
	3	5100	Regular Instructional Services	\$ 8,235.57	
	3	5200	Special Population Services	\$ 12,617.90	
	3	5300	Alternative Programs and Services	\$ 174,171.51	
	3	5400	School Leadership Services	\$ 42,678.30	
	3	5800	School-Based Support Services	\$ (164,851.39)	
	3	6400	Technology Support Services	\$ (72,204.38)	
	3	8100	Payments to Other Governmental Units	\$ (647.11)	
	3	8200	Unbudgeted Funds	\$ (0.40)	
	9	3	5100	Regular Instructional Services	\$ 475,621.19
		3	5200	Special Population Services	\$ 62,491.77
3		5300	Alternative Programs and Services	\$ (488,342.74)	
3		5400	School Leadership Services	\$ (4,442.44)	
3		5800	School-Based Support Services	\$ (25,110.17)	
3		6200	Special Population Support and Development Services	\$ (11,213.00)	
3		6500	Operational Support Services	\$ (7,818.58)	
3		8100	Payments to Other Governmental Units	\$ 313.97	
3		8200	Unbudgeted Funds	\$ (1,500.00)	
10	3	5200	Special Population Services	\$ (9,076.00)	
	3	5300	Alternative Programs and Services	\$ 12,629.56	
	3	6500	Operational Support Services	\$ (13,053.56)	
	3	8100	Payments to Other Governmental Units	\$ 9,500.00	

**Asheboro City Schools
Budget Transfer Report
Information Only
2023-2024**

Fiscal					
Period	Fund	Purpose	Description		
11	1	5100	Regular Instructional Services	\$	60,000.00
	1	6400	Technology Support Services	\$	(60,000.00)
	3	5100	Regular Instructional Services	\$	(317,505.51)
	3	5200	Special Population Services	\$	(12,617.90)
	3	5300	Alternative Programs and Services	\$	12,283.55
	3	5800	School-Based Support Services	\$	277,641.04
	3	6500	Operational Support Services	\$	11,149.59
	3	8100	Payments to Other Governmental Units	\$	29,049.23
	8	3200	State Revenue - Other Funds	\$	(46,280.00)
	8	3700	Federal Revenue - Other Funds	\$	(100,000.00)
	8	4400	Local Revenues - Unrestricted	\$	(32,000.00)
	8	4800	Local Revenues - Restricted	\$	178,280.00
	8	5100	Regular Instructional Services	\$	52,000.00
	8	5200	Special Population Services	\$	28,029.00
	8	5300	Alternative Programs and Services	\$	(47,185.00)
	8	5800	School-Based Support Services	\$	(84,844.00)
	8	6200	Special Population Support and Development Services	\$	20,000.00
	8	6400	Technology Support Services	\$	32,000.00

Policies
For
Review

The board recognizes the critical role of parents in the education of their children and in the schools. The board directs school administrators to develop programs that will promote and support parental involvement in student learning and achievement at school and at home and encourage successful progress toward graduation. Each parent is encouraged to learn about the educational program, the educational goals and objectives of the school system, and his or her own child's progress. The board also encourages parents to participate in their children's education and in activities designed by school personnel to involve them, such as parent conferences, in order to foster effective teacher and parent communication. Parents are responsible for cooperating with school employees to facilitate their children's compliance with board policies concerning homework, school attendance, and behavior.

For purposes of this policy, "parent" includes parents, legal guardians, and legal custodians of students who are under 18 years old and who have not been emancipated.

A. PARENTAL INVOLVEMENT PLANS**1. Parental Involvement Plan as Part of the School Improvement Plan**

The board directs each principal to ensure that the school improvement team develops a plan for the school's parental involvement program as a part of the school improvement plan. The principal shall publicize drafts of the parental involvement plan prior to finalization and solicit input from parents of students in the school. This plan must include, at a minimum, efforts to enhance parental involvement by promoting the following priorities:

- a. regular, meaningful, two-way communication between home and school;
- b. responsible parenting;
- c. involvement of parents in student learning;
- d. parental volunteering in the school;
- e. involvement of parents in school decisions that affect children and families;
- f. parental training based on parents' informational needs;
- g. collaboration with community agencies and other organizations to provide resources to strengthen school programs, families, and student learning; and
- h. student health awareness among parents by addressing the need for health programs and student health services, which are linked to student learning.

2. Title I Parent and Family Engagement Plan

Each school participating in the Title I program must develop, with parents and family members, a school-level written parent and family engagement plan that involves parents in the planning and improvement of Title I activities and describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of all parents and family members of children participating in Title I programs. See policy 1320/3560, Title I Parent and Family Engagement.

3. Parental Involvement Component of a School Plan for Managing Student Behavior

Each school's plan for managing student behavior should include parental involvement strategies that address when parents will be notified or involved in issues related to their child's behavior. See policy 4302, School Plan for Management of Student Behavior.

B. PARENT COMMUNICATION, PARTICIPATION, AND CONFERENCES

1. Communication with Parents

The board encourages school personnel to have regular contact with parents for informational purposes as well as for commendation of students and notification of concerns. School personnel shall communicate with parents about student behavior issues in accordance with requirements of policy 4341, Parental Involvement in Student Behavior Issues, and about student attendance as described in policy 4400, Attendance. In addition, parents will be notified promptly if school personnel suspect that a criminal offense has been committed against the parent's child, unless notification would impede an investigation by law enforcement or the child welfare agency.

The principal must effectively communicate to parents the manner in which textbooks are used to implement the school's curricular objectives. Any parent interested in learning more about their child's course of study or the source of any supplementary instructional materials should contact the principal for more information. If a parent would like to inspect and review particular instructional materials, the parent should make such a request in accordance with policy 3210, Parental Inspection of and Objection to Instructional Materials.

The principal also shall ensure that information about the nature and purpose of all clubs and activities, curricular and extracurricular, offered at the school is available at the school's main office. Any parent who would like information about such clubs or activities should contact the school's main office.

The principal or designee shall strive, through oral or written communication or

other means, to include the parents of students identified as at-risk in the implementation and review of academic and/or behavioral interventions for their children, in accordance with policy 3405, Students at Risk of Academic Failure.

The principal or designee shall provide the parent of each student in kindergarten, first, or second grade with written notification of the student's reading progress. The notice will be provided three times a year, following each benchmark assessment and will include: (1) assessment results, (2) whether the child may not reach reading proficiency by the end of third grade, and (3) instructional support activities for use at home.

2. Parent Participation at Schools

The board encourages parents to engage in activities in their children's schools. Parents are welcome to visit schools in accordance with policy 5020, Visitors to the Schools, and, if interested, are urged to participate in school volunteer programs as described in policy 5015, School Volunteers. In addition, opportunities exist for parents to participate on school advisory councils, such as the school health advisory council (see policy 6140, Student Wellness), school improvement teams (see policy 3430, School Improvement Plan), school media and technology advisory committees (see policy 3200, Selection of Instructional Materials), and the business advisory council (see policy 2670, Business Advisory Council).

3. Conferences

Teachers are responsible for scheduling conferences or meetings with parents. The board encourages the superintendent to work with local business leaders, including the local chambers of commerce, to encourage employers to adopt, as part of their stated personnel policies, time for employees who are parents or guardians to attend conferences with their child's teachers.

C. PARENTAL NOTIFICATION

1. Title I Notifications

Each principal or designee of a Title I school shall effectively notify parents of all parental rights and other required information regarding Title I schools and programs, in accordance with federal law. Parents of students in Title I schools shall receive a copy of the system-wide Title I parent and family engagement policy (policy 1320/3560) and the school-wide parent involvement plan.

2. Parent Guide for Student Achievement

Each year, the superintendent or designee shall create a parent guide for student achievement that meets the requirements of state law and the State Board of Education. All parents will receive a written copy of the guide, and information in

the guide will be discussed at the beginning of each school year in meetings of students, parents, and teachers.

At a minimum the guide will include the following:

- a. information for parents regarding the following as it pertains to their child: (1) requirements for promotion to the next grade, including the requirements of the North Carolina Read to Achieve Program as set forth in Part 1A of Article 8 of Chapter 115C; (2) the course of study, textbooks, and other supplementary instructional materials and policy 3210, Parental Inspection of and Objection to Instructional Materials, which provides for the inspection and review of those materials; (3) the child's progress toward achieving State and unit expectations for academic proficiency, including policies for student assessment, and the child's assessment results, report cards, and progress reports; (4) qualifications of the child's teachers, including licensure status; and (5) school entry requirements, including required immunizations;
- b. parental actions that can do the following: (1) strengthen the child's academic progress, especially in the area of reading as provided in the North Carolina Read to Achieve Program; (2) strengthen the child's citizenship, especially social skills and respect for others; (3) strengthen the child's realization of high expectations and setting lifelong learning goals; and (4) place a strong emphasis on the communication between the school and the home;
- c. services available for parents and their children, such as family literacy services; mentoring, tutoring, and other academic reinforcement programs; after-school programs; and college planning, academic advisement, and student counseling services (see policy 3610, Counseling Program);
- d. opportunities for parental participation, such as parenting classes, adult education, school advisory councils, and school volunteer programs;
- e. opportunities for parents to learn about rigorous academic programs that may be available for their child, such as academically and/or intellectually gifted programming, honors programs, Career and College Promise and other dual enrollment opportunities, advanced placement, Advanced International Certificate of Education (AICE) courses, International Baccalaureate, North Carolina Virtual High School courses, and accelerated access to postsecondary education;
- f. educational choices available to parents, including each type of public school unit available to residents of the county in which the child lives and nonpublic school options, educational choice options offered within the school system, and programs for scholarship grants for nonpublic schools

(Part 2A of Article 39 of Chapter 115C) and for personal education student accounts for students with disabilities (Article 41 of Chapter 115C);

- g. rights of students who have been identified as students with disabilities, as provided in Article 9 of Chapter 115C;
- h. contact information for school and unit offices;
- i. resources for information on the importance of student health and other available resources for parents, including the following information on available immunizations and vaccinations: (1) a recommended immunization schedule in accordance with the United States Centers for Disease Control and Prevention recommendations; and (2) information about meningococcal meningitis and influenza, including the causes, symptoms, and vaccines, how the diseases are spread, and places where parents and guardians may obtain additional information and vaccinations for their children as required by G.S. 115C-375.4; and
- j. this policy (policy 1310/4002, Parental Involvement); policy 1320/3560, Title I Parent and Family Engagement; policy 2670, Business Advisory Council; policy 3210, Parental Inspection of and Objection to Instructional Materials; policy 3430, School Improvement Plan; policy 3540, Comprehensive Health Education Program; policy 4400, Attendance; policy 5015, School Volunteers; policy 5020, Visitors to the Schools; and policy 6140, Student Wellness.

3. Additional Annual Notifications

The principal or designee shall annually notify parents of the following information to the extent that it has not already been provided to parents as part of the parent guide for student achievement:

- a. parental rights related to student records (see policy 4700, Student Records);
- b. parental rights related to student surveys (see policy 4720, Surveys of Students);
- c. the approximate dates of any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered and scheduled in advance by the school administration, and (c) not necessary to protect the immediate health and safety of students;
- d. the schedule of pesticide use on school property and their right to request notification of nonscheduled pesticide use (see policy 9205, Pest Management);

- e. student behavior policies, the Code of Student Conduct, and school standards and rules (see policies in the 4300 series);
- f. the permissible use of seclusion and restraint in the schools (see regulation 4302-R, Rules for Use of Seclusion and Restraint in Schools);
- g. policy 4329/7311, Bullying and Harassing Behavior Prohibited;
- h. policy 1740/4010, Student and Parent Grievance Procedure;
- i. the dates of the system-wide and state-mandated tests that students will be required to take during that school year, how the results from the tests will be used, and whether each test is required by the State Board of Education or by the local board;
- j. grading practices that will be followed at the school and, for parents of high school students, the method of computing the grade point averages that will be used for determining class rank (see policies 3400, Evaluation of Student Progress, and 3450, Class Rankings);
- k. available opportunities and the enrollment process for students to take advanced courses and information explaining the value of taking advanced courses;
- l. if applicable, that their child will be provided advanced learning opportunities in mathematics or will be placed in an advanced mathematics course;
- m. a clear and concise explanation of the North Carolina testing and accountability system that includes all information required by federal law;
- n. a report containing information about the school system and each school, including, but not limited to:
 - i. the following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;
 - ii. the performance of the school system on academic assessments as compared to the state as a whole and the performance of each school on academic assessments as compared to the state and school system as a whole;

- iii. the percentage and number of students who are:
 - 1. assessed,
 - 2. assessed using alternate assessments,
 - 3. involved in preschool and accelerated coursework programs, and
 - 4. English learners achieving proficiency;
- iv. the per pupil expenditures of federal, state, and local funds; and
- v. teacher qualifications;
- o. the grade earned by the school on the most recent annual report card issued for it by the State Board of Education if the grade was a D or F;
- p. if the school and/or the school system is identified by the State Board of Education as low-performing, the notifications required by G.S. 115C-105.37(b) and/or G.S. 115C-105.39A(c);
- q. supportive services available to students, including health services;
- r. for parents of students in grades 5 through 12, information about cervical cancer, cervical dysplasia, and human papillomavirus, including the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children;
- s. how to reach school officials in emergency situations during non-school hours;
- t. information about and an application form for free and reduced price meals and/or free milk (see policy 6225, Free and Reduced Price Meal Services);
- u. information about the school breakfast program;
- v. information about the availability and location of free summer food service program meals for students when school is not in session;
- w. for parents of children with disabilities, procedural safeguards (see also policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
- x. information on the availability of the asbestos management plan and planned or in-progress inspections, re-inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities;

- y. education rights of homeless students (see policy 4125, Homeless Students);
 - z. the content and implementation of the local school wellness policy (see policy 6140, Student Wellness);
 - aa. their right to take four hours of unpaid leave from their jobs every year in order to volunteer in their child's school as stated in G.S. 95-28.3 (see policy 5015, School Volunteers);
 - bb. that the school system does not discriminate on the basis of race, color, national origin, sex, disability, or age, and that the school system provides processes for resolving discrimination and harassment complaints (see policies 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law, 1720/4030/7235, Title IX Nondiscrimination on the Basis of Sex, and 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
 - cc. that the school system provides equal access to its facilities, programs, and activities to the Boy Scouts and other designated youth groups (see policy 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law); and
 - dd. the availability of and the process for requesting a waiver or reduction of student fees (see policy 4600, Student Fees).
4. Opportunities to Withhold Consent/Opt Out Notifications

As a part of the annual notification described above, parents will be effectively notified that they may opt out of any of the following:

- a. release of student directory information about their child for school purposes or to outside organizations (see policy 4700, Student Records);
- b. release of their child's name, address, and telephone listing to military recruiters or institutions of higher education (see policy 4700, Student Records);
- c. their child's participation in curricula related to (a) prevention of sexually transmitted diseases, including HIV/AIDS; (b) avoidance of out-of-wedlock pregnancy; or (c) reproductive health and safety education, as provided in policy 3540, Comprehensive Health Education Program. A copy of the materials that will be used in these curricula will be available in the school media center during the school year and at other times that the media center is available to the public. To meet any review periods required by law, materials also may be made available for review in the central office;

- d. their child's participation in academic or career guidance or personal or social counseling services of a generic nature offered to groups of students (e.g., peer relations strategies offered to all sixth graders). However, parents do not have the right to opt out of: (a) short-duration academic, career, personal, or social guidance and counseling and crisis intervention that is needed to maintain order, discipline, or a productive learning environment; (b) student-initiated individual or group counseling targeted at a student's specific concerns or needs; and (c) counseling if child abuse or neglect is suspected (see policies 3610, Counseling Program, and 4240/7312, Child Abuse and Related Threats to Child Safety);
- e. their child's participation in any protected information survey given as part of the Center for Disease Control and Prevention's Youth Risk Behavior Surveillance System or National Youth Tobacco Survey (see policy 4720, Surveys of Students);
- f. their child's participation in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance; (b) administered and scheduled in advance by the school administration; and (c) not necessary to protect the immediate health and safety of students;
- g. the collection, disclosure, or use of their child's personal information for marketing purposes (see policy 4720, Surveys of Students); and
- h. release of their child's free and reduced-price meal information to State Medicaid or State children's health insurance program (SCHIP).

Any parent or legal guardian who wishes to opt out/withhold consent must do so in writing after receiving notice. Otherwise, consent to the programs or activities is presumed. After the annual notification, the school is not required to provide further notice to the parent or legal guardian as to the manner in which student directory information is used, the curriculum is provided, or guidance programs are made available.

D. PARENTAL PERMISSION REQUIRED

Written parental permission is required prior to the following activities:

1. the administration of medications to students by employees of the school system (see policy 6125, Administering Medicines to Students);
2. the release of student records that are not considered directory information, unless the release is allowed or required by law (see policy 4700, Student Records);
3. off-campus trips;

4. students' participation in high-impact or high-risk sports or extracurricular activities, such as football or mountain climbing (see policy 4220, Student Insurance Program);
5. all decisions or actions as required by the IDEA with regard to providing special education or related services to students with disabilities (see policy 3520, Special Education Programs/Rights of Students with Disabilities);
6. certain health services, as required by law;
7. participation in a mental health assessment or mental health services under circumstances prescribed by federal law;
8. students' participation in programs or services that provide information about where to obtain contraceptives or abortion referral services;
9. students' participation in any protected information survey other than those given as part of the Center for Disease Control and Prevention's Youth Risk Behavior Surveillance System or National Youth Tobacco Survey (see policy 4720, Surveys of Students);
10. disclosure of students' free and reduced price lunch eligibility information or eligibility status; and
11. students' access to school system technological resources, including the Internet, as described in policy 3225/4312/7320, Technology Responsible Use.

E. PROCEDURES FOR PARENTAL INVOLVEMENT IN STUDENT HEALTH

1. Parent Notifications Regarding Student Physical and Mental Health

At the beginning of each school year, the principal or designee shall notify parents of (1) each health care service offered at their children's schools and the means for parents to provide consent for any specific services; (2) acknowledgement that consenting to a health care service does not waive the parents' right to access their children's educational records or health records or to be notified of changes in their children's services or monitoring; and (3) the procedures to exercise the parental remedies for concerns related to student health provided by G.S. 115C-76.60 and described below in subsection E.6.

Before any student well-being questionnaire or health screening form is administered to students in kindergarten through third grade, the principal or designee shall provide parents with a copy of the questionnaire or form and shall inform parents of the means for parents to consent to the use of the questionnaire or form for their children.

The principal or designee shall notify parents of changes in services or monitoring related to their children's mental, emotional, or physical health or well-being and the school's ability to provide a safe and supportive learning environment for their children prior to or contemporaneously with the changes being made. In addition, the principal or designee shall notify parents before any changes are made to the names or pronouns used for their children in school records or by school personnel.

No school system policy, procedure, or form will expressly or otherwise prohibit school employees from notifying parents about their children's mental, emotional, or physical health or well-being or a change in related services or monitoring, nor will any school system policy, procedure, or form intentionally encourage or be designed in a manner that is reasonably likely to have the effect of encouraging any children to withhold from their parents information about their mental, emotional, or physical health or well-being or a change in related services or monitoring. School personnel shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being.

2. Discussions Related to Student Well-Being

In accordance with the rights of parents provided in Chapter 114A of the General Statutes, when issues of a student's well-being arise, school personnel shall encourage the student to discuss the issues with his or her parent. As appropriate, school personnel may facilitate discussions of such issues with parents.

3. Parent Access to Student Records

Parents will not be prohibited from accessing any of their children's education and health records created, maintained, or used by the school system, except as permitted by law. See policy 4700, Student Records.

4. Student Support Services Training

Student support services training developed or provided by the school system to school personnel will adhere to student services guidelines, standards, and frameworks established by the Department of Public Instruction.

5. Instruction on Gender Identity, Sexual Activity, and Sexuality

Instruction on gender identity, sexual activity, or sexuality will not be included in the curriculum provided in kindergarten through fourth grade, regardless of whether the information is provided by school personnel or third parties. For purposes of this subsection, curriculum includes the standard course of study and support materials, locally developed curriculum, supplemental instruction, and textbooks and other supplementary materials, but does not include responses to

student-initiated questions.

6. Remedies for Parental Concerns Related to Student Health

If a parent has a concern about the school or school system's procedure or practice under Part 4 of Article 7B of Chapter 115C, as described here in Section E of this policy, the parent should submit the concern in writing to the principal. The principal shall schedule and hold a meeting with the parent within five days after the concern was submitted. The principal shall conduct any necessary investigation. If possible, the principal should resolve the concern within seven days after the concern was submitted. If the principal cannot resolve the concern within seven days, the principal shall immediately notify the superintendent or designee. The superintendent or designee shall assist, as needed, in resolving the concern.

If the concern has not been resolved within 15 days after the parent initially submitted the concern, the superintendent or designee shall schedule a board hearing to be conducted pursuant to policy 2500, Hearings Before the Board, to occur within the next 15 days. If the concern is not resolved 30 days after the parent initially submitted the concern, the board will provide a statement of the reasons for not resolving the concern.

If the concern is not resolved within 30 days of initial submission, the parent has the right to pursue additional remedies as provided in G.S. 115C-76.60(b).

F. PARENT REQUESTS FOR INFORMATION

A parent may request in writing from the principal any of the information the parent has the right to access under Part 3 of Article 7B of Chapter 115C. The principal, within 10 business days, shall either provide the requested information to the parent or provide an extension notice to the parent that, due to the volume or complexity of the request, the information will be provided no later than 20 business days from the date of the parental request.

If the principal (1) denies or fails to respond to the request for information within 10 business days or (2) fails to provide information within 20 business days following an extension notice, the parent may then submit the written request for information to the superintendent, along with a statement specifying the time frame of the denial or failure to provide information by the principal.

If the superintendent denies or does not respond to the request for information within 10 business days, the parent may appeal the denial or lack of response to the board no later than 20 business days from the date of the request to the superintendent. The board will place the parent's appeal on the agenda for the next board meeting occurring more than three business days after submission of the appeal.

The information in this Section F will be posted on the school system's website along with the list of parents' legal rights for their child's education as described in G.S. 115C-76.25.

G. COMMUNITY SERVICES AVAILABLE

A variety of community services are available to provide parents and families of students in the school system with needed information, support, and resources. Parents are encouraged to utilize applicable community services such as the following:

<https://www.asheboro.k12.nc.us/ForFamilies.aspx>

H. REPORTING REQUIREMENTS

By September 15 of each year, the superintendent or designee shall report to the State Board of Education parental involvement information as required by State Board of Education Policy PRNT-002 and G.S. 115C-76.70.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Asbestos Hazard Emergency Response Act, 15 U.S.C. 2641, *et seq.*; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. 108.9; Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 99; Individuals with Disabilities Education Act, 20 U.S.C. 1400, *et seq.*; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*; National School Lunch Program, 42 U.S.C. 1751 *et seq.*, 7 C.F.R. 210.12, 7 C.F.R. pt. 245; Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d *et seq.*, 34 C.F.R. pt. 100; Title IX of the Education Amendments Act of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; 20 U.S.C. 7908; G.S. 90-21.1, -21.10B; 95-28.3; 114A-10; 115C-47(47), -47(51), -47(54), -47(58), -76.1, -76.20, -76.25, -76.30, -76.35, -76.40, -76.45, -76.50, -76.55, -76.60, -76.65, -76.70, -81.25, -81.30, -81.36, -105.37(b), -105.39A(c), -105.41, -109.1, -174.26(d), -307(c), -375.4, -390.2, -391.1, -402.15, -407.16; 16 N.C.A.C. 6D .0307, 6G .0701; State Board of Education Policies KNEC-002, PRNT-000 and -002, TEST-001

Cross References: Title I Parent and Family Engagement (policy 1320/3560), Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Student and Parent Grievance Procedure (policy 1740/4010), Hearings Before the Board (policy 2500), Business Advisory Council (policy 2670), Selection of Instructional Materials (policy 3200), Parental Inspection of and Objection to Instructional Materials (policy 3210), Technology Responsible Use (policy 3225/4312/7320), Evaluation of Student Progress (policy 3400), Students at Risk of Academic Failure (policy 3405), School Improvement Plan, (policy 3430), Class Rankings (policy 3450), Special Education Programs/Rights of Students with Disabilities (policy 3520), Comprehensive Health Education Program (policy 3540), Counseling Program (policy 3610), Homeless Students (policy 4125), Student Insurance Program (policy 4220), Child Abuse and Related Threats to Child Safety (policy 4240/7312), Student Behavior Policies (4300 series), Rules for Use of Seclusion and Restraint in Schools (regulation 4302-R),

Bullying and Harassing Behavior Prohibited (policy 4329/7311), Parental Involvement in Student Behavior Issues (policy 4341), Attendance (policy 4400), Student Fees (policy 4600), Student Records (policy 4700), Surveys of Students (policy 4720), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Student Health Services (policy 6120), Administering Medicines to Students (policy 6125), Student Wellness (policy 6140), Free and Reduced Price Meal Services (policy 6225), Pest Management (policy 9205)

Adopted: April 14, 2011

Revised: March 14, 2013, August 8, 2013, August 14, 2014, January 8, 2015, May 12, 2016, March 9, 2017, July 13, 2017, March 8, 2018, December 13, 2018, January 9, 2020, August 13, 2020, September 9, 2021, March 10, 2022, November 9, 2023, January 11, 2024

All schools will participate in federal National Child Nutrition Programs and will receive commodities donated by the United States Department of Agriculture. All federal and state revenues will be accepted and applied to maximize the use of such funds for the purposes of providing nutritional meals to students at the lowest possible price. The superintendent or designee shall develop procedures as necessary to implement the operational standards established in this policy.

A. OPERATIONAL STANDARDS

The school nutrition services program will be operated in a manner consistent with board goals and board policy. The program also will be operated in compliance with all applicable state and federal law, including requirements of the National School Lunch Program and all federal guidelines established by the Child Nutrition Division of the United States Department of Agriculture. Specific legal requirements that must be met include, but are not limited to, the following.

1. School officials may not discriminate based on race, sex (including pregnancy, childbirth, sexual orientation, and gender identity), color, national origin, disability, age, or eligibility status for free and reduced price meals. School officials are also prohibited from retaliating against an individual for prior civil rights activity.
2. The school nutrition services program will meet safety and sanitation requirements established in local, state, and federal rules and guidelines for school nutrition services programs.
3. The school nutrition services program will have a written food safety program that includes a hazard analysis critical control point plan for each school.
4. Menu preparation, purchasing, and related record keeping will be consistent with applicable state and federal rules and guidelines.
5. Banking, financial record keeping, budgeting, and accounting will be conducted in accordance with generally accepted practices and procedures, as dictated by the School Budget and Fiscal Control Act and in accordance with state and federal guidelines.
6. Commodity foods donated by the United States Department of Agriculture will be used and accounted for in accordance with federal regulations.
7. Preference will be given in purchasing contracts to high-calcium foods and beverages, as defined in G.S. 115C-264.1 and to foods grown or raised within North Carolina.

8. Child Nutrition Program (CNP) funds will be used only for the purposes authorized by law. Indirect costs, as defined by law, will not be assessed to the CNP unless the program has an operating balance of at least two months.
9. The price for meals will be determined in accordance with federal law.
10. Nonprogram foods will be priced to generate sufficient revenues to cover the cost of those items. A nonprogram food is defined as a food or beverage, other than a reimbursable meal or snack, that is sold at the school and is purchased using funds from the child nutrition account.
11. All school nutrition services will be operated on a non-profit basis for the benefit of the CNP. School nutrition services are those that are operated from 12:01 a.m. until the end of the last lunch period.
12. All income from the sale of food and beverages that is required by law or regulation to be retained by the CNP will be deposited to the CNP account and will be used only for the purposes of the school's non-profit lunch and breakfast programs. All funds from food and beverage sales not otherwise required by law to be deposited to the CNP account will be deposited into the proper school account in accordance with guidelines developed by the superintendent or designee.
13. All competitive foods sold on school campuses will meet federal and state standards for nutrient content.
14. All employees whose job duties include procurement activities involving Child Nutrition Program funds shall adhere to the conflict of interest rules and standards for ethical conduct established by the board in policies 6401/9100, Ethics and the Purchasing Function, and 8305, Federal Grant Administration. Failure to comply with these requirements will result in disciplinary action.

B. MEAL CHARGES

Students who are required to pay for meals are expected to provide payment in a timely manner. The board recognizes, however, that students occasionally may forget or lose their meal money. To safeguard the dignity and confidentiality of students in the serving line, reasonable efforts must be used whenever possible to avoid calling attention to a student's inability to pay. The school nutrition director and principal shall work jointly to prevent meal charges from accumulating and shall make every effort to collect all funds due to the child nutrition program on a regular basis and before the end of the school term. Notices of low or negative balances in a student's meal account will be sent to parents and the principal at regular intervals during the school year. If a parent regularly fails to provide meal money and does not qualify for free meal benefits, the school nutrition director shall inform the principal, who shall determine the next course of action, which may include notifying the department of social services of suspected child neglect and/or taking legal steps to recover the unpaid meal charges. The principal shall not impose any administrative

penalties on a student for unpaid meal charges. Administrative penalties include withholding a student's records, prohibiting a student from participating in graduation, and denying a student a diploma.

Parents are expected to pay all meal charges in full by the last day of each school year. Negative balances on student accounts will be carried forward to the following school year. However, the superintendent shall ensure that federal child nutrition funds are not used to offset the cost of unpaid meals and that the CNP is reimbursed for bad debt resulting from uncollected student meal charges prior to September 30 each year.

This policy and any applicable procedures regarding meal charges must be communicated to school administrators, school food service professional, parents, and students. Parents will receive a written copy of the meal charges policy and any applicable procedures at the start of each school year and at any time their child transfers into a new school during the school year.

Legal References: Child Nutrition Act of 1966, 42 U.S.C. 1771 *et seq.*; National School Lunch Act, 42 U.S.C. 1751 *et seq.*, 2 C.F.R. pt. 200; 7 C.F.R. pt. 210; 7 C.F.R. pt. 215; 7 C.F.R. pt. 220; United States Department of Agriculture Policy Memos SP 46-2016, 47-2016, and 23-2017, available at

https://www.fns.usda.gov/resources?f%5B0%5D=program%3A39&f%5B1%5D=resource_type%3A160&keywords=&page=1; G.S. 115C-47(7), -47(22), -263, -264, -264.1, -426, -450, -522; 147 art. 6E, art. 6G; 16 N.C.A.C. 6H .0104

Cross References: Parental Involvement (policy 1310/4002), Goals of School Nutrition Services (policy 6200), School Meal and Competitive Foods Standards (policy 6230), Goals of the Purchasing Function (policy 6400), Ethics and the Purchasing Function (policy 6401/9100), Federal Grant Administration (policy 8305)

Adopted: January 9, 2014

Revised: June 11, 2015, August 16, 2018, June 13, 2019, July 15, 2021, September 8, 2022, February 9, 2023

SCHOOL MEAL AND COMPETITIVE FOODS STANDARDS

Policy Code: 6230

All employees or other individuals who select foods or beverages to be sold to students on a school campus during the school day shall select and procure such foods and beverages in a manner consistent with the goals established by the board in policy 6200, Goals of School Nutrition Services, and policy 6140, Student Wellness, and with all state and federal laws and regulations. Additionally, in furtherance of the board's goals, the board establishes the following standards for school meals and other foods sold or available on school campuses.

A. SCHOOL MEAL REQUIREMENTS

Meals and snacks provided through the National School Lunch, School Breakfast, and After School Snack Programs must comply with all federal nutrition standards applicable to the respective program, including meal component requirements and dietary standards.

B. FOODS OTHER THAN SCHOOL MEALS

1. Definitions

a. School day

As used in this policy, "school day" means the period from midnight through **30 minutes after the dismissal bell rings**.

b. Competitive foods

Competitive foods are all foods and beverages, other than meals reimbursed through the federally-funded school nutrition programs, available for sale to students on campus during the school day.

2. Foods Sold From Midnight Until the End of the Last Lunch Period

The sale of food and beverages between midnight and the end of the last lunch period is the responsibility of the Child Nutrition Program (CNP), and the CNP will retain the proceeds. No foods or beverages may be sold to students on any school campus during that time period except through the Child Nutrition Program. The school principal and CNP personnel shall ensure that all competitive foods, including vended *a la carte* and all other *a la carte* or supplemental food and beverages, sold during that time period meet the federal Smart Snacks nutrition standards.

3. Foods Sold Between the Last Lunch Period and the End of the School Day

Each year, through its School Nutrition Program Annual Agreement, the board will

establish accountability for the sale of competitive foods during the period between the end of the last lunch period and the end of the school day. All foods sold during that period must comply with the federal Smart Snacks nutrition standards. This includes foods sold in vending machines (see subsection B.5, below), in school stores, and in other sales venues on the school campus.

4. Foods Sold After the School Day

Foods sold after the school day are not subject to the federal Smart Snacks standards but are subject to any school rules established pursuant to policy 6140, Student Wellness.

5. Vending Sales During the School Day

In elementary schools, no beverage or snack vending to students is permitted outside of the School Nutrition Program.

In middle and high schools, all vended snack foods and beverages sold during the school day must meet the federal Smart Snacks standards and any more restrictive state requirements.

Bottled water must be available in every school that has beverage vending.

6. Fund-Raising Activities Involving Food or Beverages

All fund-raising activities that involve the sale of food or beverages to students must occur outside the school day. Tokens of exchange for foods or beverages to be delivered later in the day also are prohibited during the school day.

Fund-raising activities that are conducted after the school day are not required to comply with the federal Smart Snacks nutrition standards, but are subject to policy 6140, Student Wellness, and any school rules established pursuant to that policy.

7. Foods Brought from Home for School Events

Each school principal may establish standards for food and beverages brought from home to be shared for classroom events or parties during the school day or for extracurricular activities after school. The board encourages principals to establish rules that are consistent with the Smart Snacks nutrition standards.

8. Responsibility for Compliance with the Limits on the Sale of Competitive Foods

The limitations on the sale of competitive foods during the school day established by law and this policy are intended to encourage students to develop healthy eating habits and to ensure the ability of the schools to provide nutritious meals at the lowest possible cost.

All employees, student groups, volunteers, school support organizations, and other parties within the school environment must comply with the restrictions and conditions on the sale of competitive foods to students during the school day imposed by federal and state law, this policy, and the terms of the board's School Nutrition Program Annual Agreement.

The superintendent shall hold each principal responsible for consistent enforcement of this policy.

9. Consequences for Non-Compliance with the Limits on the Sale of Competitive Foods

Employees will be subject to disciplinary sanctions for violating the requirements pertaining to the sale of competitive foods as described in this or other relevant board policy, the board's School Nutrition Program Annual Agreement, or federal or state law or regulation. Discipline may include suspension or dismissal for repeated willful violations. The superintendent may take all reasonable steps necessary to prevent violation of the competitive foods rules by any student or student group, volunteer, school support organization, or other party.

If a school is found by the North Carolina Department of Public Instruction to be in violation of the rules pertaining to the sale of competitive foods as established in federal or state law or regulation and the violations results in a monetary sanction against the Child Nutrition Program, the superintendent may require the school's principal to reimburse the Child Nutrition Program from the operating account of the school.

Nothing in this policy is intended to regulate or limit foods that students bring from home as part of a bag lunch.

Legal References: Child Nutrition Act of 1966, 42 U.S.C. 1771 *et seq.*; Healthy, Hunger-Free Kids Act of 2010, P.L. 111-296, 7 C.F.R. Part 210; National School Lunch Act, 42 U.S.C. 1751, *et seq.*; G.S. 115C-47(7), -47(22), -263, -264, -264.2, -264.5; 16 N.C.A.C. 6H .0104; State Board of Education Policy CHNU-002

Cross References: Student Wellness (policy 6140), Goals of School Nutrition Services (policy 6200)

Adopted: June 11, 2015

Updated: November 12, 2015, September 14, 2017, July 15, 2021, March 9, 2023

The board is committed to conducting the purchasing function in an ethical manner and in compliance with state and federal laws and regulations. The board expects all employees who are directly or indirectly involved in any aspect of the purchasing function to be aware of and comply with all current state and federal laws and regulations as these standards apply to the school system's purchasing activities.

A. STANDARDS OF CONDUCT

Employees directly or indirectly involved in any aspect of the school system's procurement, purchasing, and/or contracting process for apparatus, materials, equipment, supplies, services, real property, or construction or repair projects, regardless of source of funds, must adhere to the following standards of conduct and those established in policies 7730, Employee Conflict of Interest, and 8305, Federal Grant Administration.

1. Employees are expected to make all purchasing-related decisions in a neutral and objective way based on what is in the best interest of the school system and not in consideration of actual or potential personal benefit.
2. Employees shall not participate, directly or indirectly, in making or administering any contract from which they will obtain a direct benefit, unless an exception is allowed pursuant to law.

An employee obtains a direct benefit when the employee or his or her spouse will receive income, commission, or property under the contract or the employee or spouse has more than a 10 percent interest in an entity that is a party to the contract. See G.S. 14-234 and policy 7730, Employee Conflict of Interest.

Participation in making or administering a contract includes, but is not limited to, participating in the development of specifications or contract terms; obtaining or reviewing bids; preparation or award of the contract; and having the authority to make decisions about, interpret, or oversee the contract.

3. Employees shall not participate, directly or indirectly, in the selection, award, or administration of a contract supported in whole or part by a federal grant or award if the employee has a real or apparent conflict of interest. See 2 C.F.R. 200.318 and policy 8305, Federal Grant Administration.

A real or apparent conflict exists when the employee, his or her immediate family member or partner, or an organization which employs or is about to employ any of those individuals, has a financial or other interest in or receives a tangible personal benefit from a firm considered for a contract. For purposes of this subsection, a "financial interest" means a financial interest which comprises more than five percent of the equity of the firm or business or more than five percent of the assets

of the economic interest in indebtedness. It does not include an ownership interest held through a fiduciary, such as a mutual fund or blind trust, where the individual or individual's employer has no control over the selection of holdings.

4. Employees shall not influence or attempt to influence any person involved in making or administering a contract from which the employee will obtain a direct benefit as described in paragraph 2, above.
5. Employees shall not 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 by the school system.
6. Employees shall notify the superintendent or designee in writing if they have an actual or potential conflict of interest under this policy or applicable state or federal law that would disqualify them from performing any aspect of their job responsibilities.
7. Employees shall not solicit or accept trips, meals, gratuities, gifts, favors, or anything of monetary value from current or recent (within the past year) contractors, subcontractors, or suppliers, or any persons or entities that foreseeably may bid on a contract in the future, unless the item is an unsolicited gift of nominal value (\$50 or less), and is one of the following: an advertising item or souvenir that is widely distributed; an honorarium for participating in a meeting; a meal provided at a banquet; or other item that is clearly permitted by state and federal law. Multiple permitted items from a single contractor may not exceed an aggregate value of \$100 in a twelve-month period.

Employees shall inform existing and potential contractors, subcontractors, and suppliers about these restrictions.

8. Employees shall not solicit or accept any gift from a current or potential provider of E-rate services or products in violation of applicable federal E-rate program gifting rules.
9. Employees shall not divulge confidential information to any unauthorized person. Confidential information includes, but is not limited to (1) the school system's cost estimate for any public contract, prior to bidding or completion of other competitive purchasing processes; and (2) the identity of contractors who have obtained proposals for bid purposes for a public contract, until the bids are opened in public and recorded in the board minutes.
10. An employee shall not misuse information in violation of G.S. 14-234.1. Specifically, an employee shall not, in contemplation of the employee's own official action or that of the board or others acting on behalf of the school system, or in reliance on information known to the employee in his or her official capacity

and not made public, to:

- a. acquire a financial interest in any property, transaction, or enterprise;
- b. gain a financial benefit that may be affected by the information or contemplated action; or
- c. intentionally aid another to acquire a financial interest or gain a financial benefit from the information or contemplated action.

B. TRAINING

The superintendent or designee shall ensure that all affected employees are aware of board policy requirements and applicable laws.

As described in policy 7730, Employee Conflict of Interest, employees who are involved in the making or administering of contracts shall receive conflicts of interest training that includes position-specific education on conflicts of interest and ethical standards of conduct.

C. VIOLATIONS

Any individual aware of any violation of this policy, policy 2121, Board Member Conflict of Interest, policy 7730, Employee Conflict of Interest, the conflict of interest provisions of policy 8305, Federal Grant Administration, or applicable conflict of interest laws shall report such violation in accordance with policy 1760/7280, Prohibition Against Retaliation. Employees who violate this policy, policy 2121, policy 7730, or the conflict of interest provisions of policy 8305, will be subject to disciplinary action.

Legal References: 2 C.F.R. 200.318(c); 47 C.F.R. 54.503; FCC Sixth Report and Order 10-175; G.S. 14-234, -234.1; 115C-335.15; 133-32, -33; Attorney General Opinion requested by L.W. Lamar regarding G.S. 133-32, the Applicability to Attorneys and Law Firms Providing Professional Services to Local Boards of Education, dated May 13, 1993

Cross References: Prohibition Against Retaliation (policy 1760/7280), Board Member Conflict of Interest (policy 2121), Bidders' List (policy 6441/9121), Employee Conflict of Interest (policy 7730), Federal Grant Administration (policy 8305)

Adopted: January 10, 2013

Revised: June 13, 2019

Except as otherwise provided by law, all monies collected or received by an officer, employee, or agent of the school system or an individual school must be deposited in accordance with this policy. Each officer, employee, and agent of the school system or individual school whose duty it is to collect or receive any taxes or other monies shall ensure such collections and receipts are deposited daily. However, if the amount on hand is less than \$1,500, daily deposits are encouraged but are not required. Regardless of the amount on hand, all funds must be deposited at the end of each school week and on the last business day of each month. All deposits must be made with the finance officer or designee or in an official depository. Deposits in an official depository must be reported immediately to the finance officer or individual school treasurer by means of a duplicate deposit ticket. Any undeposited funds must be kept in a secure location as designated by the Finance Officer.

Unless not feasible in a particular circumstance, the finance officer shall provide for sufficient segregation of duties to ensure that the individual making a deposit is not the same individual who collects, prepares, and/or records the deposit. All moneys collected, but not promptly deposited shall be kept in a secured drawer, cabinet, or safe with access limited to an authorized officer, employee, or agent. Authorized individuals shall be kept to the minimum necessary to achieve adequate internal controls and segregation of duties as determined appropriate by the finance officer.

The finance officer may at any time audit the accounts of any officer, employee, or agent who collects or receives any taxes or other monies and may prescribe the form and detail of these accounts. The accounts of such an officer, employee, or agent must be audited at least annually.

Legal References: G.S. 115C-445

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

Revised: May 9, 2019



Transportation Updates

Tari Johnson

Transportation Coordinator

June 13, 2024



Personnel

- 24 Yellow Bus Drivers
- 2 Van Drivers
- 3 Safety Assistants
- 9 Yellow Bus Sub Drivers
- 2 Safety Assistant Substitutes

Contracted Service

JR'S Transportation

- 3 EC students at the completion of the 2024 School Year
 - Out of their assigned school district

Parent Contract

- 1 EC student on modified day
- 3 McKinney-Vento students



Statistical Data

21 out of 21 yellow buses utilized, including 2 EC buses
2 spare buses

We provided: mid-morning and mid-day transportation

- 2 buses servicing the Zoo School shuttle throughout the day
- 1 EC bus and 2 vans servicing mid-day transportation for EC modified days

2023-2024 School Year:	2022-2023 School Year:
Ridership count: 1932	Ridership count: 1832
Miles: 1393.19	Miles: 1404
Earliest Elem pick-up: 6:21am	
Earliest Secondary pick-up: 7:18am	Earliest pick-up: 6:15am
Latest Elem drop off: 3:36pm	
Latest Secondary drop off: 4:43pm	Latest drop off: 4:47pm
Average Elem Ride Time: 39 min	
Average Secondary Ride Time: 42.5 min	



2024-2025 Projection

- Increase in ECDC transportation
- Innovation Center shuttle for schools

Updates

- 568 active accounts using Here Comes the Bus
- 1 new activity bus has been ordered to accommodate smaller groups
- 1 additional mini van was added for School Social Workers/ athletics/ specialized transportation requests



Questions?



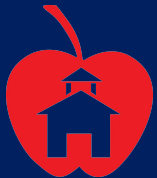


NC Stronger Connections Grant

Gayle Higgs

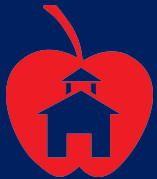
Director of Support Services

June 13, 2024



NC Stronger Connections Grant

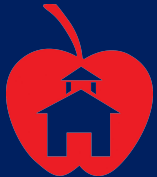
The North Carolina Stronger Connections Grant is a competitive grant that provides funding for public school units to implement evidence-based strategies that will meet the social, emotional, physical and mental needs of students, and engage students, families, staff and community organizations in creating safe, inclusive and supportive learning environments.



NC Stronger Connections Grant

Funding Priorities

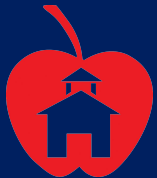
- Implementing comprehensive, evidence-based strategies that meet student's social, emotional, physical, and mental well-being needs
- Engaging students, families, educators, staff, and community organizations
- Designing and implementing policies and practices that advance equity and are responsive to underserved students



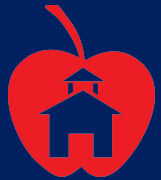
NC Stronger Connections Grant

Areas of Focus:

- Welcome Center
- Global Innovation Center
- Safety & Security Measures
- Social & Emotional Learning



Questions

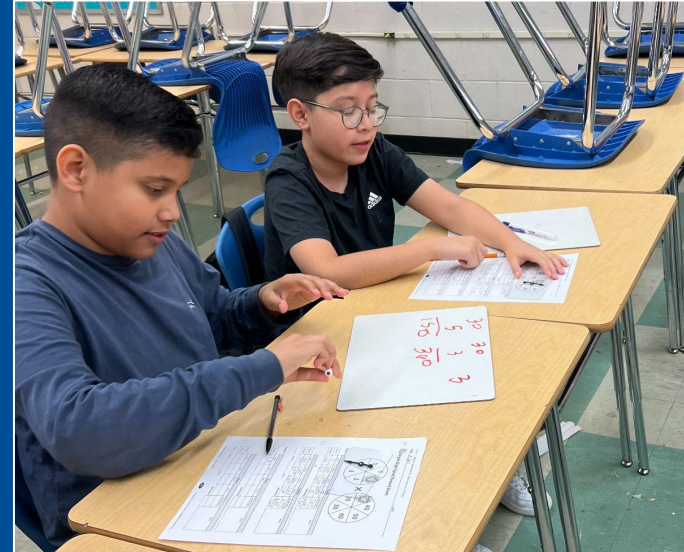
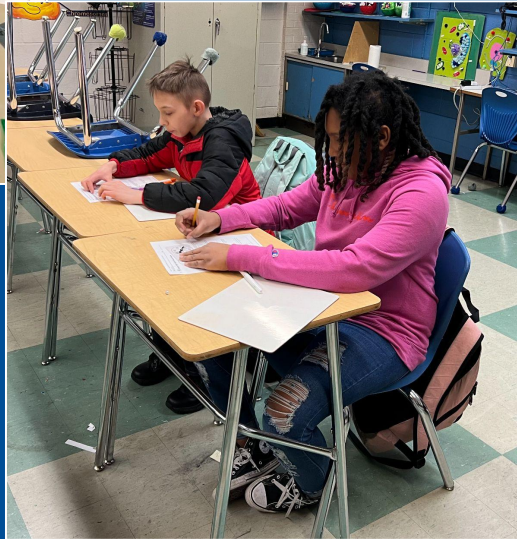


Asheboro 
CITY SCHOOLS
A learning community of excellence!

Comet Solutions
Thursday, June 13



Comet Solutions Purpose



Program Details

- 12 sessions
 - March 11, 13, 18, 20, 25, 27
 - April 8, 10, 15, 17, 22, 24
- Elementary sessions ran from 2:35 - 4:45pm
 - 2:30 - 3:00 snack and recess
 - 3:00 - 4:15 supplemental mathematics instruction
 - 4:15 - 4:45 supper and dismissal
- Secondary sessions ran from 3:25 - 5:30pm
 - 3:25 snack and brain break
 - 3:40 - 5:00 supplemental mathematics instruction
 - 5:00 - 5:30 supper and dismissal



Comet Solutions ✨

Get ready to blast off into a world of numbers, puzzles, and mathematical marvels at Comet Solutions! Join us for an out-of-this-world adventure where math meets fun, games, and tasty treats!

What's on the itinerary?
Engaging math lessons 📖
Mind-bending games and challenges 🎲
Free snacks and supper 🍌🍷
A space for making new friends and exploring math in exciting ways! 🌌

No need for math stress here – our certified guides will turn every equation into an intergalactic journey filled with discovery and cosmic delights. Plus, did we mention the delicious snacks and supper to fuel your brainpower? It's like a math party in the stars!

📅 Dates: March 11, 13, 18, 20, 25, 27
April 8, 10, 15, 17, 22, 24

🕒 Time: 2:35 - 4:45 (elementary)
3:25 - 5:30 (middle school)

📍 Location: Students will attend at their regular school sites

Spaces are limited, so secure your spot now by enrolling at bit.ly/cometsolutions or with the QR code below. At Comet Solutions, math is not just a subject, but a universe waiting to be explored! 🌌🔭

See you among the stars!

The Comet Solutions Team ✨



Materials

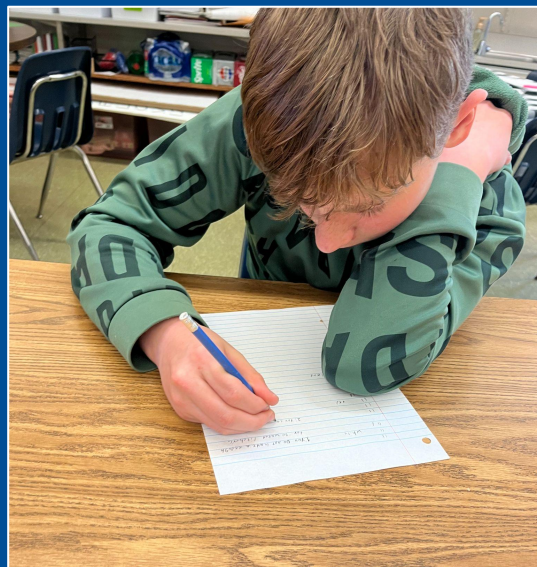
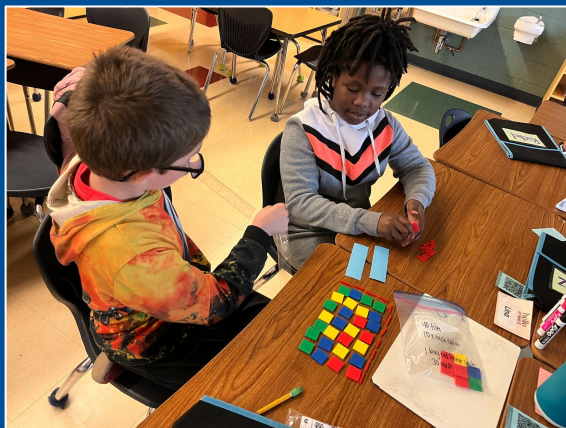
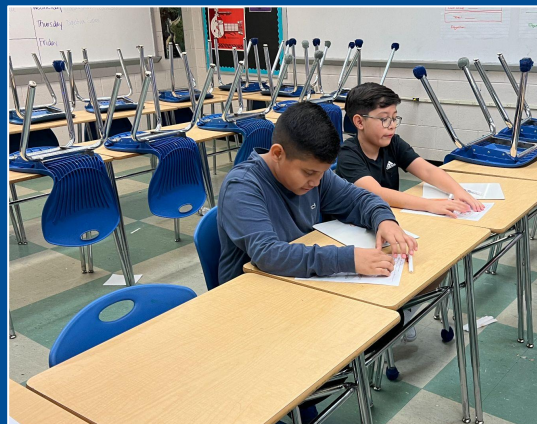
- Bridges Math Intervention
- Emerald Education
 - Rise Career & Math Mini-Lessons
 - Elevation Station Games



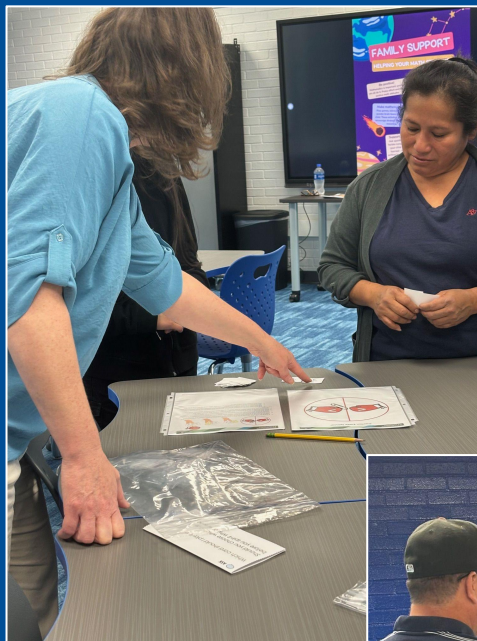
Students Served

Grade	Number of Students
Fourth Grade	73
Fifth Grade	78
Sixth Grade	34
Seventh Grade	35
Eighth Grade	18
Total	238

Students Served



Family Outreach



Outcomes

iReady Rate of Improvement	Number of Students
1 grade	98
2 grades	24
3 or more	10

Questions?



History Log

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	5/15/2024 12:06:29 PM	Sarah Beth Robbins	Status changed to 'Draft Completed'.	S
<input type="checkbox"/>	3/22/2024 9:49:14 PM	Lynn Hartley	Part I & Part II received and verified on 3/15/2024.	C
<input type="checkbox"/>	3/14/2024 11:22:14 AM	Sarah Beth Robbins	Lynn, Part I and Part II are completed for your review. Thank you! Sarah Beth	C
	3/1/2024 11:01:34 AM	Sarah Beth Robbins	Status changed to 'Draft Started'.	S
	2/1/2024 8:09:39 AM	NCCCIP Admin	Status changed to 'Not Started'.	S

Allotments

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Allotments

(1)	Perk Fed (PRC 017) (2) CFDA: 84.048A	State Supp (PRC 014)	Total
Allotment	\$0.00	\$74,884.30	\$74,884.30
Carryover	\$0.00	\$0.00	\$0.00
Total	\$0.00	\$74,884.30	\$74,884.30

Evaluation of Performance

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part I: Comprehensive Needs Assessment (CLNA)

Describe the results of the comprehensive local needs assessment. Use the drop-down menu to select a rating that reflects your response. Complete the narratives beneath the response tables.

Evaluation of performance of students served with respect to state determined and local levels of performance.

Performance Goals

1 = Not Met (< 90% of SDPL/Goal) 2 = Met (= 90% and up to SDPL/Goal) 3 = Exceeded (> of SDPL/Goal)		2024-2026
a)	Graduation Rate (1S1): Student performance met or exceeded the state-determined performance level.	* 2 ▼
b)	Graduation Rate (1S1): Student performance met or exceeded the state goal.	* 2 ▼
c)	Academic Proficiency - Reading/Language Arts (2S1): Student performance met or exceeded the state-determined performance level.	* 1 ▼
d)	Academic Proficiency - Reading/Language Arts (2S1): Student performance met or exceeded the state goal.	* 1 ▼
e)	Academic Proficiency - Mathematics (2S2): Student performance met or exceeded the state-determined performance level.	* 1 ▼
f)	Academic Proficiency - Mathematics (2S2): Student performance met or exceeded the state goal.	* 1 ▼
g)	Academic Proficiency - Science (2S3): Student performance met or exceeded the state-determined performance level.	* 1 ▼
h)	Academic Proficiency - Science (2S3): Student performance met or exceeded the state goal.	* 1 ▼
i)	Postsecondary Placement (3S1): Student performance met or exceeded the state-determined performance level.	* 2 ▼
j)	Postsecondary Placement (3S1): Student performance met or exceeded the state goal.	* 2 ▼
k)	Non-Traditional Program Enrollment (4S1): Student performance met or exceeded the state-determined performance level.	* 1 ▼
l)	Non-Traditional Program Enrollment (4S1): Student performance met or exceeded the state goal.	* 1 ▼
m)	Program Quality - Attained Recognized Postsecondary Credentials (5S1): Student performance met or exceeded the state-determined performance level.	* 3 ▼
n)	Program Quality - Attained Recognized Postsecondary Credentials (5S1): Student performance met or exceeded the state goal.	* 3 ▼
o)	Program Quality - Other (5S4): Student performance met or exceeded the state-determined performance level.	* 1 ▼
p)	Program Quality - Other (5S4): Student performance met or exceeded the state goal.	* 1 ▼

CTE Administration

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2024-2026
--	------------------

q)	The CTE Administration consistently provides school administrators and teachers with CTE Performance Indicator data.	* 2 ▼
r)	The CTE Administration frequently shares data analysis results in an understandable format with all stakeholders in a timely and effective manner.	* 1 ▼
s)	The CTE Administration leads teachers and administrators in processes that monitor students work to ensure high standards of rigor and relevancy.	* 1 ▼
t)	The CTE Administration has a regular, ongoing process for leading schools through the analysis of their data and for making adjustments to their programs based on data analysis.	* 2 ▼
u)	The CTE Administration has a systematic, ongoing process for monitoring the progress toward achieving the goals of the strategic plan.	* 1 ▼

*** Consultation Method (Identify which stakeholders were involved, the feedback method used, and how the CTE Leadership Team used this information to determine the ratings, identify needs, and develop improvement strategies.)**

- Career Development Coordinator/Special Populations Coordinator/CIMC Support interview
- CTE Teacher Survey / Monthly CTE Teacher district meetings
- Administration Survey

*** Identified Needs (Use the ratings and other feedback to identify areas of need. The CTE Leadership Team will determine the specific needs to be addressed. List the identified needs.)**

Interviews and surveys revealed the following needs:

- A more formal presentation and review of data with AHS administration and central office/Board of Education. Beginning 24-25 school year. Evaluation to determine need for change in the 25-26 school year.
- Although the LAP is discussed and reviewed at monthly district meetings, a more systematic approach is needed to ensure that action items are being implemented and adjusted in a timely and reflective manner. Beginning 24-25 school year. Evaluation to determine need for change in the 25-26 school year.
- Although adhering to content standards and pacing guides is reviewed at district meeting, a process for effectively monitoring rigor and relevance. 2024-2025 school year.
- Interviews and teacher surveys have identified a need for professional development on utilizing CTE pacing guides and implementing RBT consistently through instruction. Beginning 24-25 school year. Evaluation to determine need for change in the 25-26 school year.
- Interviews and teacher surveys have identified a need for vertical meetings for better alignment of middle school and high school program areas. Beginning 24-25 school year. Evaluation to determine need for change in the 25-26 school year.

- Interviews and teacher surveys have identified a need for a closer collaboration with middle school administrators. Beginning 24-25 school year. Evaluation to determine need for change in the 24-26 school year.

*These identified needs have not changed substantially from the previous LAP. Although we can see progress has been made on several of these items, there is still work to be done.

NCDPI Feedback:

Labor Market Alignment

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part I: Comprehensive Needs Assessment (CLNA)

Describe the results of the comprehensive local needs assessment. Use the drop-down menu to select a rating that reflects your response. Complete the narratives beneath the response tables.

Aligned to state, regional or local in-demand industry sectors or occupations identified by the state workforce development board or local workforce development board, including career pathways, where appropriate; or designed to meet local education or economic needs not identified by state boards or local workforce development boards.

Labor market alignment

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2024-2026
a)	All current Career Pathways align to current industry demand and needs.	* 2 ▼
b)	Projected industry growth has been analyzed and processes are in place to phase in new Career Pathways and phase out those that do not align to industry demand.	* 2 ▼
c)	Emerging occupations have been identified and plans are in place to implement programs and activity offerings to students.	* 2 ▼
d)	Industry stakeholders have identified skills that are lacking, and programs/activities have been implemented to address the deficiencies identified.	* 2 ▼
e)	CTE concentrator graduates are entering postsecondary opportunities (work, college, etc.) aligned to their high school concentration.	* 2 ▼
f)	Opportunities for special populations to participate in the labor market have been identified and programs/activities have been implemented to prepare special population students for postsecondary (work, college, etc.) opportunities.	* 2 ▼

*** Consultation Method (Identify which stakeholders were involved, the feedback method used, and how the CTE Leadership Team used this information to determine the ratings, identify needs, and develop improvement strategies.)**

- Stakeholders collaborative meeting, State of Randolph County: Asheboro City Schools Career & Technical Education (ACS) (CTE), Randolph County School System CTE (RCSS), Randolph Community College (RCC), Asheboro Randolph Chamber of Commerce, Randolph County Economic Development (RCED), Randolph County Workforce Development, Regional Consolidated Services
- Advisory Council Meeting feedback
- Concentrator Feedback Survey
- Student Survey
- Career Development Coordinator (CDC) and Special Populations Coordinator (SPC)/Curriculum and Instructional Management Coordinator (CIMC) Support Interviews

*** Identified Needs (Use the ratings and other feedback to identify areas of need. The CTE Leadership Team will determine the specific needs to be addressed. List the identified needs.)**

- Based on feedback from our latest Advisory Council meetings, we realize that we need to engage our council members between the required bi-annual meetings and develop stronger relationships with members in order to increase collaboration and maximize the value of their input.
- With new large employer opportunities in Randolph and surrounding counties, we need to look at all of our pathways to see how to develop opportunities for students in those industries. i.e. Toyota is coming to Randolph County. That obviously gives our students opportunities within the Advanced Manufacturing field, but what other opportunities can be maximized from surrounding counties? i.e. Wolfspeed
- With the new Computer Science requirement, we know that we will need to tweak our pathways to be able to fulfill this requirement.
- Industry feedback shows a growing need for expansion all areas of education. We have met with the Randolph County Partnership for Children and have begun developing relationships to take advantage of the NC Early Childhood apprenticeship pathway.. Apprenticeship Randolph has expressed an interest in expanding a Teaching Assistant pathway. We are working with UNCG to develop a teacher prep pathway as well.

*** Describe how the identified needs will be addressed. (Enter the strategy, including the action steps that will be taken over the next two-year period, to address the identified need.)**

WHAT: Develop better industry relationships with our Advisory Council.

WHY: Develop stronger relationships with our local industry partners in order to gain more collaborative feedback to better align our program decisions with labor market needs.

HOW:

-Plan meetings showcasing different program areas by holding them at the school locations

-Create a newsletter for all stakeholders, including Advisory Council members, for more frequent program area updates.

- When our Advisory Council was established, our Advanced Manufacturing program was just getting off the ground, so this industry is heavily represented on our council. We will work to diversify our membership to have a more even representation of all our program areas.

WHO: CTE Director/CIMC

CDC

SPC

WHEN: By our Next Fall Advisory Council Meeting (October) 2024; Newsletter to roll out September, 2022. A more diversified advisory council by the end of the 2022-2023 school year (as members rotate off the council).

WHAT: Evaluate the need to add pathways to meet the need of new large employers in Randolph and surrounding counties.

WHY: We want to position our students to be prepared to step into high wage, highly skilled job opportunities in Randolph County.

HOW:

- CTE Director/CIMC will stay in close contact with Economic Development and industry leaders to keep abreast of need within new and existing employers.
- CTE Director/CIMC will work with teachers and CDC's to re-align pathways and course offerings to meet the anticipated needs of new and existing employers.

WHO: CTE Director/CIMC

CDC

CTE Teachers'

Economic Development and Community business leaders

WHEN:

- CTE Director/CIMC meets with community business leaders in the fall of 2022 to determine where these employers are in the planning process. This will be prior to November when new course requests are due to the Board of Education and the registration conversation has begun. Evaluation and review during the summer of 2024 to determine the success and any pathways to add for the 2025 2026 school year - determined by November 2024 to meet the registration timeline.

WHAT: Evaluate current Computer Science pathways to determine how to meet the Computer Science graduation requirement.

WHY: The new Computer Science graduation requirement plan will need to be in place by the end of the 24-25 school year.

HOW:

-CTE Director will research pathways at Summer Conference

-CTE Director/CIMC and SPC, along with the ACS Technology teachers, will look at the Curriculum Guides to determine which of the courses will meet the needs of our program, community, and labor market.

-CTE Administrative team and ACS Technology teachers reviews the curriculum guide to determine alignment of courses to the graduation requirements.

- If training is needed for teachers to teach some of the computer science courses (i.e. business teachers), then that should be set up by the end of the 24-25 school year.

- If a change is determined appropriate, CTE Director requests approval from the Board of Education and adds the chosen pathway registration documents.

WHO: CTE Director/CIMC

CDC

SPCC

ACS Technology Teachers

WHEN:

-CTE Director, CDC/SPC, Technology teacher looks at possible pathways to determine if aligned to economic data and student interest

-CTE Director requests Board approval - October/November 2024

- CTE Administrator adds the approved pathway courses to registration documents

- Summer 2024, CTE Director and CDC/SPC will determine the success of the pathway and whether new courses should be submitted for approval by the board of education in order to be included in the course catalog for the 2024 2025 school year.

NCDPI Feedback:

Size, Scope, and Quality

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part I: Comprehensive Needs Assessment (CLNA)

Describe the results of the comprehensive local needs assessment. Use the drop-down menu to select a rating that reflects your response.

Sufficient in size, scope, and quality to meet the needs of all students served.

Size and Scope of Program

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2024-2026
a)	CTE enrollment data is analyzed and used to inform program offerings.	* 2 ▼
b)	CTE enrollment data is analyzed and used to inform the number of courses and course sections within the program.	* 2 ▼
c)	All students are able to enroll in the CTE program(s) of their choice and not denied access due to limited course offerings, lack of advisement, local enrollment restrictions, etc.	* 2 ▼

CTE Teaching and Learning Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2024-2026
a)	Course blueprints are used to inform instruction in all CTE courses.	* 2 ▼
b)	Course User Guides are used to ensure instructional time is maximized in all CTE courses.	* 2 ▼
c)	Both teachers and students have a clear understanding of learning targets.	* 2 ▼
d)	Classroom instruction is aligned to the Standard Course of Study Standards/Objectives and delivered using the appropriate level of rigor.	* 2 ▼
e)	Students are challenged and are engaged in cognitive rigor that leads to demonstration of knowledge and learning.	* 1 ▼
f)	Teachers actively plan for student differences so that all students can learn to the best of their ability.	* 2 ▼
g)	Classroom instruction is planned to foster student engagement.	* 2 ▼
h)	Formative, authentic and summative assessments are aligned to the Standard Course of Study Standards/Objectives and are assessed at the appropriate level of rigor.	* 2 ▼

Facilities and Equipment Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2024-2026
a)	Facilities, equipment, technology and materials meet state-level CTE program guidelines.	* 3 ▼
b)	Facilities, equipment and technology reflect current workplace, industry and/or occupational practices and requirements.	* 3 ▼

c)	Equipment and technology to student ratio meets state-level guidelines.	* 3 ▼
d)	Facilities, equipment and technology are in good working order and are used in a safe manner.	* 2 ▼
e)	Adequate classroom and/or workshop space is available.	* 2 ▼
f)	Safety inspection of CTE labs/shop areas are conducted annually (at minimum).	* 2 ▼
g)	Instructional facilities are clean, well-organized, and conducive to learning.	* 2 ▼
h)	Students demonstrate safe and appropriate use of facilities, equipment, technology and materials within the program of study.	* 2 ▼
i)	Regularly inspect, update and replace equipment, technology and materials.	* 3 ▼

Career Awareness, Exploration and Preparation Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2024-2026
a)	Career Interest Inventories are administered and used for advisement and registration.	* 1 ▼
b)	Career awareness, exploratory and development information/opportunities are shared verbally (group or individual) with students, parents, staff and other stakeholders.	* 2 ▼
c)	Career awareness, exploratory and development information/opportunities are shared through other means of non-verbal media (brochures, websites, flyers, social media, etc.).	* 2 ▼
d)	CTE students participate in employer visits, career fairs, industry and postsecondary tours.	* 2 ▼
e)	Comprehensive career development is coordinated and sequenced to promote and support the career decision-making and planning of all students, including prior to entering the program of study.	* 2 ▼
f)	Each CTE student in the program of study has a personalized, multi-year education and Career Development Plan (CDP) that reflects exploration of the student's interests, preferences and abilities; and informs course selection, planning for further education and a career, and involvement in extended learning (e.g. WBL, CTSOs and credentialing).	* 2 ▼
g)	Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on extended learning experiences available through the program of study, such as work-based learning, CTSO participation, student credentialing and articulated credit.	* 2 ▼
h)	Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on regional occupational trends and outlooks, high-demand and high-wage career opportunities, and the educational pathways that lead to current and projected career opportunities.	* 2 ▼
i)	Students in the program of study have access to job search information and placement services as they near completion of the program of study.	* 3 ▼
j)	Career development professionals have access to professional development and up-to-date information on extended learning experiences, education and training options, and regional occupational trends to aid students in education and career planning and decision-making.	* 3 ▼

Student Credentialing Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2024-2026
a)	Students are provided credentialing opportunities in CTE courses that offer student credentialing.	* 2 ▼
b)	Students are provided their first credential opportunity attempt at no cost for each aligned CTE course that they are enrolled.	* 3 ▼
c)	Student credential data provides evidence of a successful credentialing program.	* 3 ▼

Postsecondary Alignment Quality		
0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2024-2026
a)	Secondary and postsecondary CTE staff collaborate regularly on course sequencing, vertical alignment and opportunities for credit transfer agreements.	* 1 ▼
b)	The program of study is coordinated with broader career pathways systems, as defined in the Workforce Innovation and Opportunity Act, as appropriate and available.	* 2 ▼
c)	A MOU has been created outlining articulation and CTE CCP opportunities for students and evaluated on a regular basis.	* 3 ▼
d)	A process is in place to ensure students receive articulated credits upon matriculation.	* 1 ▼

Partnership Quality		
0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2024-2026
a) Advisory council members represent employers in local, regional, or state "in-demand" jobs.		
a)	Advisory council members represent employers in local, regional, or state "in-demand" jobs.	* 2 ▼
b)	Advisory council members are engaged and assist in the planning and implementation process of the CTE program.	* 1 ▼
c)	Representatives of the program of study actively conduct outreach activities to develop partnerships to ensure the program of study is informed by employer and community needs.	* 1 ▼
d)	Partnerships are formed with a diverse range of stakeholders who represent differing perspectives, including employers from small, medium and large businesses; industry representatives; community, workforce and economic development agencies; and other education stakeholders.	* 2 ▼
e)	Partners provide guidance in the selection of Career Pathways that meet current and future workforce demand.	* 2 ▼
f)	Partners provide guidance in the identification of industry recognized credentials aligned to in-demand jobs.	* 2 ▼
g)	Partners support student extended learning by providing opportunities such as work-based learning experiences.	* 3 ▼
h)	Partners support teacher extended learning by providing opportunities such as externships to stay current with industry-relevant knowledge and skills.	* 3 ▼
i)	Partners support program of study sustainability by advocating for and promoting the program of study.	* 2 ▼

Career and Technical Student Organizations Quality		
0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2024-2026

a) CTSOs are offered to all students for each program area offered at the middle school level.	* 1 ▼
b) CTSOs are offered to all students for each program area offered at the high school level.	* 1 ▼
c) CTSO's have a calendar of events and hold regular meetings.	* 3 ▼
d) CTSOs provide opportunities for students to participate in relevant competitive events.	* 3 ▼
e) CTSOs provide opportunities for students to participate in relevant community and school service activities.	* 2 ▼
f) CTSOs provide opportunities for students to participate in leadership development activities.	* 3 ▼
g) CTSOs are supervised by CTE staff with clearly defined roles.	* 3 ▼
h) CTSOs are aligned with relevant national, state and/or local standards.	* 3 ▼
i) CTSOs have a formal officer team in place with assigned leadership positions.	* 2 ▼
j) CTSO advisors attend professional learning opportunities to be prepared to be an effective advisor.	* 2 ▼

Work-Based Learning Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished	2024-2026
a) A full continuum of industry learning, and work-based learning experiences are offered to students.	* 3 ▼
b) Work-based learning experiences develop and reinforce relevant technical, academic and employability knowledge and skills.	* 2 ▼
c) Work-based learning experiences are intentionally aligned with each student's education and career goals.	* 3 ▼
d) Requirements and procedures for work-based learning experiences that address access, selection, liability, supervision, responsibilities, safety, transportation, learning objectives and evaluations are formalized and shared in advance of work-based learning experiences with employers, students and parents/guardians (as appropriate).	* 2 ▼
e) Work-based learning experiences are supervised by CTE staff with clearly defined roles.	* 3 ▼
f) Students engage in reflection and document learning resulting from work-based learning experiences, such as through a portfolio, journal and/or presentation.	* 2 ▼

*** Consultation Method (Identify which stakeholders were involved, the feedback method used, and how the CTE Leadership Team used this information to determine the ratings, identify needs, and develop improvement strategies.)**

- Career Development Coordinator (CDC) and Special Populations Coordinator (SPC)/Curriculum and Instructional Management Coordinator (CIMC) Support Interviews
- Stakeholders collaborative meeting: Asheboro City Schools Career & Technical Education (ACS) (CTE), Randolph County School System CTE (RCSS), Randolph Community College (RCC), Asheboro Randolph Chamber of Commerce, Randolph County Economic Development (RCED), Randolph County Workforce Development, Regional Consolidated Services
- Student Survey

- Teacher Survey
- Counselor Survey
- EC/EL Teacher Survey
- Admin Survey
- Advisory Council meeting feedback

*** Identified Needs (Use the ratings and other feedback to identify areas of need. The CTE Leadership Team will determine the specific needs to be addressed. List the identified needs.)**

- Although our surveys showed that most students and teachers report the use of learning targets, we recognize that we need to address instructional rigor, differentiated learning strategies, and assessing mastery of standards.
- Although we have a solid inventory process in place, we have identified a need to add a process to capture regular safety inspection data.
- We have a strong 5-12 work-based learning continuum and career-development plan (CDP) model for middle school. Our work-based learning gaps lie in high school counselor buy-in and use of the CDPs and in our elementary buy in and implementation at the 5th grade level.
- We need to develop a more systematic approach to delivering high-wage, high-demand career information to all stakeholders, including students, parents, counselors, teachers, administrators, board members and the community.
- Teachers who teach courses with articulated credits do talk about the opportunity with students and we send home a flyer explaining, we need to develop a process of notifying students and parents of this opportunity with all NC community colleges.
- We have a need to engage our Advisory Council members in the process of planning and implementing our CTE programming.
- Our district has developed a walkthrough form and protocol. We need to develop a system of practice that specifically addresses CTE instruction.

*** Describe how the identified needs will be addressed. (Enter the strategy, including the action steps that will be taken over the next two-year period, to address the identified need.)**

Although we have identified seven needs in the Size, Scope, and Quality category, we have prioritized the following needs to be addressed in the next two years.

WHAT: We need to develop a professional development (PD) plan to address instructional rigor.

WHY: A plan for increasing instructional rigor will give teachers the tools they need to increase student learning and mastery of standards.

HOW:

- PD on reading pacing guides and how the Revised Bloom's Taxonomy (RBT) indicators relate to instruction. PD on RBT and how to move instruction forward in the continuum.
- PD on differentiated learning strategies. What is effective? What is best practice?
- PD on formative assessments.
- PD on what is demonstrated mastery. How to effectively assess and how to give effective feedback.

WHO:

- CTE Director/CIMC
- CDC/SPC
- EC team
- CTE teachers (participate by receiving and some delivering PD)
- Guests from outside CTE
 - Central Office staff
 - Instructional Facilitators
 - Other educational leadership

WHEN:

- PD will be provided at CTE district meetings; through virtual platforms (CANVAS); via program area CASA meetings; individual CIMC coaching sessions; walkthrough feedback; out of district PD workshops and events when appropriate
- TIMELINE:

Pacing Guides/RBT - Fall 2024

Differentiated Learning Strategies - Fall 2024

Formative Assessments - Spring 2025

Assessing Mastery and Giving Feedback - Fall 2025

Active Learning - Spring 2026

WHAT: We need to capture and monitor safety inspection data.

WHY: We need a process in place to better ensure the safety of our students, teachers, and staff, as well as to make sure we are compliant with state and local safety expectations.

HOW:

- Develop a Safety Reporting sheet to be completed at the same time as our inventory updates.
- Include Safety on walkthrough monitoring feedback forms

WHO:

- CIMC

WHEN:

- Form to be completed no later than Summer 2024; ready for our kickoff meeting
- Safety walkthroughs conducted at least once each semester beginning in 2024 2025 school year.

WHAT: We need to fill gaps in our WBL and career guidance model, specifically high school counselor utilization of CDPs and 5th grade career awareness implementation.

WHY: With the new CDP requirement, high school counselors will need to get on board with using CDPs, but most importantly, it is what is best for students and their academic planning. 5th grade career awareness activities will help better prepare students for career exploration at the middle school level.

HOW:

- Ensure that Major Clarity is populating and is working seamlessly.
- PD for administrators, teachers, and counselors on using Major Clarity.
- Work with administrators to ensure they understand the importance of our K-12 continuum to gain buy in and set expectations for implementation.
- Attend district level counselor meetings to introduce, inform and create buy in for our K-12 continuum and to understand the needs of counselors and how we can support.
- CDCs/CTE Director to attend district wide counselor meetings for collaboration and sharing career information

WHO and WHEN

- CDC- Major Clarity PD - Summer 2024
- CDCs- District wide counselor meetings - beginning 2024-2025 school year
- CTE Director/School level admins/ACS Curriculum and Instructional Team/CDC/SPC/CIMC/Counselors - more consistent use of CDP plans - 2024 - 2025
- Full implementation of CDP requirement at the high school level - 2024 2025 school year

- Develop a K-4 career development continuum once 5th grade is full implemented - 2025-2026 school year

WHAT: Develop a process to notify students and parents of earned articulated credit for all statewide courses (not just those addressed by our local articulation agreement).

WHY: More students would take advantage of this opportunity of earned credit.

HOW:

- Utilize the articulated course list to identify students who have earned articulated credit in any community college course across NC.
- Send letters to parents and students notifying them of the earned credit along with instructions on how to notify community colleges.

WHO: CIMC

CTE Director

WHEN: Each year, beginning in 2024.

WHAT: Develop a schedule and form for providing walkthrough feedback to our teachers on a regular basis.

WHY: To provide consistent feedback and more accountability to our teachers

HOW:

- Develop a rotating schedule for walkthroughs
- Develop a Google form to automatically provide feedback to teachers

WHO: CTE Director

CDC's

WHEN: Summer 2023

NCDPI Feedback:

Career Pathways Implementation Evaluation of Progress

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part I: Comprehensive Needs Assessment (CLNA)

Describe the results of the comprehensive local needs assessment. Use the drop-down menu to select a rating that reflects your response.

Evaluation of progress toward the implementation of career and technical education programs and pathways.

Career Pathways Implementation Evaluation of Progress

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2024-2026
a)	Career Pathways offerings are based on an analysis of data trends including enrollment and retention over time, alignment to region and state labor market demand, learner outcomes, and degree of secondary and postsecondary alignment.	* 2 ▼
b)	Secondary or postsecondary partners play a role in Career Pathways design and delivery.	* 2 ▼
c)	Business and industry partners play a role in Career Pathways design and delivery.	* 1 ▼
d)	Current and future workforce needs and economic priorities in your locale are used to determine Career Pathways offerings.	* 2 ▼
e)	Secondary and postsecondary courses within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.	* 2 ▼
f)	Career Pathways allow for multiple entry and exit points.	* 2 ▼
g)	Career Pathways provide relevant work-based learning opportunities.	* 3 ▼
h)	Career Pathways provide relevant credentialing opportunities as appropriate.	* 3 ▼
i)	Career Pathways provide CTSO opportunities.	* 2 ▼
j)	Students in the Career Pathways have opportunities to earn credit that articulates to the next level of education, such as through articulation and CTE Career and College Promise.	* 2 ▼
k)	Plans are in place for reviewing and implementing future work-based learning, industry certifications, early post-secondary opportunities, and career development activities, including data on learner participation and success in such efforts.	* 2 ▼
l)	Career Pathways information are mapped out in an easy to read format informing students and parents the appropriate course sequence providing a seamless transition to postsecondary opportunities and the workforce.	* 2 ▼

*** Consultation Method (Identify which stakeholders were involved, the feedback method used, and how the CTE Leadership Team used this information to determine the ratings, identify needs, and develop improvement strategies.)**

- Stakeholders collaborative meeting: Asheboro City Schools Career & Technical Education (ACS) (CTE), Randolph County School System CTE (RCSS), Randolph Community College (RCC), Asheboro Randolph Chamber of Commerce, Randolph County Economic Development (RCED), Randolph County Workforce Development, Regional Consolidated Services
- Advisory Council Meeting feedback

- Concentrator Feedback Survey
- Student Survey
- Parent Survey
- Counselor Survey
- Career Development Coordinator (CDC) and Special Populations Coordinator (SPC)/Curriculum and Instructional Management Coordinator (CIMC) Support Interviews

*** Identified Needs (Use the ratings and other feedback to identify areas of need. The CTE Leadership Team will determine the specific needs to be addressed. List the identified needs.)**

- Although we offer many credentials at AHS, we need to look at all of our pathways and see which credentials we want to add in the next two years.
- Start a Skills USA chapter at AHS.
- Start a HOSA chapter in our middle schools.
- Begin a National Technical Honor Society chapter
- Develop a SLICE lab at our Global Innovation Center for grades 5-12 to interact with career exploration activities

*** Describe how the identified needs will be addressed. (Enter the strategy, including the action steps that will be taken over the next two-year period, to address the identified need.)**

WHAT: We need to look at each of our Career Pathways and determine which credentials to offer in each.

WHY: Industry recognized credentials offer students the opportunity to enhance their resume and create better career opportunities. In addition, our 5S1 performance indicator necessitates the need to make sure we are offering credentials in every pathway if it is feasible for our budget and our programming.

HOW:

- Develop a system for tracking and recording credential information each semester.
- Meet with CTE teachers each semester to ensure they know what credentials they are to offer.

WHO:

- CTE Director
- CIMC/SPC Support
- Program Area faculty

WHEN: By August 2024/ Review in Spring 2025. This will be an annual process.

WHAT: Start HOSA at middle schools

WHY: CTSO's offering authenticity and reinforce classroom learning for students in the program area. For our Health Science students, HOSA would offer opportunities for students not in the Health Science Academy, as well as additional opportunities for Health Science Academy students

HOW:

- Meet with all middle school Health Science teachers
- Set goals for HOSA as a department
- Develop a plan to slowly build the program so as not to overwhelm teachers and create buy in.

WHO:

- CTE Director
- CIMC/SPC Support
- Health Science teachers

WHEN:

- Meet with teachers and set goals/expectations in August 2025 (they are BT's. This will give them another year before we add this to their plate).
- Develop a plan for implementation with a timeline - August - September 2025
- Begin student recruitment - September 2025
- Review and Evaluate the program in Spring 2026 to determine the success and how to improve for the 2023 2024 school year.

WHAT: Begin a chapter of National Technical Honor Society (NTHS)

WHY: Recognizing students for their accomplishments in CTE programming contributes to student confidence needed to set post-secondary goals. In addition, it helps promote and lift up our programming to the school, district and local community.

HOW

- Talk with AHS administration and ACS Curriculum Team to determine criteria for creating a new organization.
- Determine eligibility for students
- Develop a calendar of events for the 2024 2025 school year; tweak as needed for 2025 2026
- Identify our first cohort
- Induct our first cohort

WHO:

- CTE Director
- -CIMC/SPC Support

WHEN:

- Contact NHTS regarding the criteria for implementing a charter - Summer 2024
- Talk with AHS administration and ACS Curriculum Team to determine criteria for creating a new organization. Summer 2024
- Determine eligibility for students - August 2024
- Develop a calendar of events for the 2024 2025 school year; tweak as needed for 2025 2026 - August 2025 - tweak in May 2026
- Identify our first cohort - August 2024
- Induct our first cohort - September 2024
- Celebration - Spring 2025
- This will be an annual process.
-
- Develop a SLICE (Simulated Lab for Interactive Career Exploration) lab at our Global Innovation Center for grades 5-12 to interact with career exploration activities

WHO

- CTE Director
- CIMC
- CTE Support
- CDC"s
- CTE teachers
-

HOW and WHEN

Purchase equipment or utilize existing equipment that represent our existing pathways as well as local industry labor market needs. - Summer 2024
Develop activities for each pathway for grades 5-12 - Summer 2024
Train teachers to use the SLICE lab - September (9-12) and October (5-8) 2024
Develop teacher feedback survey to gain feedback of lab usage and activities -by October 2024
Develop a CTE student ambassador program to help work with students in their program area - by Spring 2025
Ongoing review of effectiveness of activities - beginning after teacher training in November 2024

NCDPI Feedback:

Improve Recruitment, Retention, and Training

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part I: Comprehensive Needs Assessment (CLNA)

Describe the results of the comprehensive local needs assessment. Use the drop-down menu to select a rating that reflects your response.

Improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

Recruitment, Retention and Training of CTE Teachers

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2024-2026
a)	CTE staff supporting the program of study meet appropriate state certification and licensing requirements.	* 3 ▼
b)	CTE staff supporting the program of study hold the industry recognized credential(s) that they offer to students.	* 3 ▼
c)	CTE staff reflect the demographic makeup of the student body.	* 1 ▼
d)	CTE educators maintain up-to-date knowledge and skills across all aspects of an industry.	* 2 ▼
e)	CTE staff attend local, regional, and state professional development opportunities.	* 2 ▼
f)	CTE and academic staff collaborate regularly and frequently to coordinate curriculum, instruction, assessment, and extended learning activities and to analyze data for program improvement.	* 2 ▼
g)	Student data informs the professional learning opportunities provided to teachers.	* 1 ▼
h)	Transparent processes are in place to retain and recognize CTE teachers and support staff.	* 2 ▼
i)	Exit interviews are analyzed for patterns to inform processes and practices.	* 0 ▼
j)	Consistent processes and supports are available for all newly hired CTE teachers and support staff.	* 2 ▼
k)	CTE teachers and support staff participate in structured, data driven, student focused professional learning communities.	* 2 ▼
l)	Teacher recruitment plans are developed based on the analysis of CTE position shortage trends.	* 2 ▼

*** Consultation Method (Identify which stakeholders were involved, the feedback method used, and how the CTE Leadership Team used this information to determine the ratings, identify needs, and develop improvement strategies.)**

- Stakeholders collaborative meeting: Asheboro City Schools Career & Technical Education (ACS) (CTE), Randolph County School System CTE (RCSS), Randolph Community College (RCC), Asheboro Randolph Chamber of Commerce, Randolph County Economic Development (RCED), Randolph County Workforce Development, Regional Consolidated Services
- Advisory Council Meeting feedback
- Concentrator Feedback Survey

- Student Survey
- Parent Survey
- Counselor Survey
- Career Development Coordinator (CDC) and Special Populations Coordinator (SPC)/Curriculum and Instructional Management Coordinator (C

*** Identified Needs (Use the ratings and other feedback to identify areas of need. The CTE Leadership Team will determine the specific needs to be addressed. List the identified needs.)**

- We recognize that our CTE staff does not reflect the demographic of our student body.
- We need to develop an exit interview process.
- We need a more systematic process for supporting new CTE teachers and support staff.

*** Describe how the identified needs will be addressed. (Enter the strategy, including the action steps that will be taken over the next two-year period, to address the identified need.)**

Although we recognize that we have identified three needs, we believe prioritizing the following two will best meet our immediate needs. We will keep the first need, hiring a diverse staff that reflects our student demographic, in mind as opportunities present.

WHAT: We need to develop an exit interview process.

WHY: By putting an exit interview process in place, we will be better equipped to address areas that need work within our department and our schools, thus allowing us to better support our teachers. Ultimately, supporting teachers will positively affect student outcomes.

HOW:

- Research what other processes LEA's and institutions use when an employee is leaving.
- Develop a process that seems to work best for ACS CTE.
- Ensure this marries well with the ACS policy.
- Gain approval as needed.
- Implement and tweak the process as needed.

WHO:

CTE Director/CIMC

SPC/CIMC Support

ACS Human Resources

ACS Curriculum and Instructional Team

WHEN:

Research other processes - 2024-2025 school year

Develop our process - Spring/Summer 2024

Implement - 2024-2025 school year

WHAT: A more systematic approach to new CTE teacher and staff orientation.

WHY: If we develop a specific process, we will better support new teachers as they join our staff, hopefully reducing anxiety by enabling them to acclimate quickly and allow them to get to the important task of teaching students.

HOW:

- Determine what needs to be included in the orientation process and when new teachers need that information.
- Create a CANVAS course for a new teacher to work through and return to as a resource.
- Develop a timeline of meetings (CTE Boot Camp) to schedule with a new teacher.
 - First meetings
 - Meetings prior to big lifts. I.e. Benchmarks. Roster verification. Post-assessments (if applicable)

WHO:

CTE Director

SPC/CIMC Support

CDC

CTE Department Chair

WHEN:

Determine what needs to be included and when new teachers need that information - 2024-2025

Create CANVAS course/Boot Camp - Fall 2024

Develop timeline - Spring/Summer 2024 This will be an annual process.

NCDPI Feedback:

Equal Access to High-Quality CTE Programs of Study for All Students

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part I: Comprehensive Needs Assessment (CLNA)

Describe the results of the comprehensive local needs assessment. Use the drop-down menu to select a rating that reflects your response.

Progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including:

- o Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
- o Providing programs that are designed to enable special populations to meet the local levels of performance; and
- o Providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

Equal Access to High-Quality CTE Programs of Study for All Students

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2024-2026
a)	All learners have access to high-quality CTE programs of study.	* 2 ▼
b)	The program of study is promoted to all potential participants and their parents/guardians (as appropriate), in a manner that is free from bias, inclusive and non-discriminatory.	* 2 ▼
c)	Students are actively recruited from populations that have been traditionally underrepresented, including by gender, race and ethnicity, and special populations.	* 2 ▼
d)	Career guidance is offered to all potential and current program of study participants in a manner that is free from bias, inclusive and non-discriminatory.	* 2 ▼
e)	Facilities, equipment, technology and materials are provided in a way that ensure all students have the opportunity to achieve success in the program of study.	* 3 ▼
f)	Curriculum, instruction, materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study, including through accommodations, as appropriate.	* 2 ▼
g)	Supportive services are provided to ensure all students have the opportunity to achieve success in the program of study, as appropriate.	* 2 ▼
h)	Appropriate actions are taken to eliminate barriers to extended learning experiences, such as work-based learning, CTSO participation and articulated credit, for all students.	* 2 ▼

*** Consultation Method (Identify which stakeholders were involved, the feedback method used, and how the CTE Leadership Team used this information to determine the ratings, identify needs, and develop improvement strategies.)**

- Stakeholders collaborative meeting: Asheboro City Schools Career & Technical Education (ACS) (CTE), Randolph County School System CTE (RCSS), Randolph Community College (RCC), Asheboro Randolph Chamber of Commerce, Randolph County Economic Development (RCED), Randolph County Workforce Development, Regional Consolidated Services

- Advisory Council Meeting feedback
- Concentrator Feedback Survey
- Student Survey
- Parent Survey
- Counselor Survey
- Career Development Coordinator (CDC) and Special Populations Coordinator (SPC)/Curriculum and Instructional Management Coordinator (CIMC) Support Interviews

*** Identified Needs (Use the ratings and other feedback to identify areas of need. The CTE Leadership Team will determine the specific needs to be addressed. List the identified needs.)**

- We recognize a need to better support our school counselors in recruiting for CTE programs to ensure all students have equal access.
- Develop institute pathways in collaboration with higher learning.

*** Describe how the identified needs will be addressed. (Enter the strategy, including the action steps that will be taken over the next two-year period, to address the identified need.)**

WHAT: We need to provide better support to our school level guidance counselors to ensure equitable recruiting of all students to CTE programs.

WHY: Our counselors work closely with our students and ensuring that they have the tools to understand our programming and the importance of equity will help ensure that all students have equal access.

HOW:

- Conduct PD with counselors for utilizing Major Clarity in their career guidance.
- Conduct PD with counselors to ensure understanding of the Career Development Plan legislation.
- Attend and share at district wide counselor meetings.
- Work with ACS Curriculum Team to reinstate CTE and counselor vertical team meetings.
- Work with ACS Curriculum Team and school level administration to educate about CTE and develop expectations for counselor recruitment into CTE programs.

WHO:

CTE Director/CIMC

CDC

SPC/CIMC Support

ACS Curriculum Team

Administrators

Counselors

WHEN:

Major Clarity counselor PD - Fall 2024

District wide counselor meetings - 2024-2025

Evaluate the success of the registration season in equipping counselors to be knowledgeable of CTE program and recruiting students through this lens and through the use of CDP plans. Spring 2025

WHAT: We need to develop new pathways in collaboration with institutes of higher learning.

WHY: These pathways develop wrap around supports for students that help ensure a likelihood of academic success, leading to high wage earning careers.

HOW:

- Set up meetings with higher learning institutions to begin discussions on developing these pathways. Specifically:
 - Early Childhood Internships and pre-Apprenticeships (ACS and RCC courses)
 - Teacher Assistant Apprenticeship through Apprenticeship Randolph (ACS and RCC courses)
 - Teacher Prep pathway - (ACS, RCC, and UNCG courses)
 - Trades pre-Apprenticeship pathway (ACS and RCC (continuing ed), explore other community college programs)
 - Zoo and Aquarium Science pathway (ACS Zoo School and Davidson/Davie Community College)

WHO:

CTE Director/CIMC

CDC

SPC/CIMC Support

ACS Curriculum Team

WHEN: Initiate Conversations - Fall 2025
Meet Spring Summer 2026
Initiate pathways Fall 2026

NCDPI Feedback:

CTE Participants

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance

Data Masking Key

Participants:

In any group where the number of participants is less than 10, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as <10.

When the results are shown as N/A, this indicates that data was not available.

Sub-group	Organization ID	Organization Name	2020-2021				2021-2022				2022-2023			
			Middle School		High School		Middle School		High School		Middle School		High School	
			Duplicated Count	Unduplicated Count	Duplicated Count	Unduplicated Count	Duplicated Count	Unduplicated Count	Duplicated Count	Unduplicated Count	Duplicated Count	Unduplicated Count	Duplicated Count	Unduplicated Count
Total	761	Asheboro City Schools	1158	819	1830	1071	1216	775	1955	1000	1139	778	1953	1053
Male	761	Asheboro City Schools	691	476	930	548	719	435	987	509	656	422	1007	527
Female	761	Asheboro City Schools	467	343	900	523	497	340	968	491	483	356	946	526
American Indian or Alaskan Native	761	Asheboro City Schools	*	*	*	*	*	*	*	*	<10	<10	<10	<10
Asian	761	Asheboro City Schools	38	23	26	17	21	12	38	19	13	10	38	23
Black or African American	761	Asheboro City Schools	180	122	260	143	160	105	287	144	155	98	268	149
Hispanic/Latino	761	Asheboro City Schools	586	427	934	557	633	401	1007	525	609	427	1123	599
Native Hawaiian or Other Pacific Islander	761	Asheboro City Schools	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	761	Asheboro City Schools	297	205	542	316	313	203	562	282	270	185	452	245
Two or More Races	761	Asheboro City Schools	56	41	66	37	88	53	59	29	91	57	69	36
Disability Status (ESEA/ IDEA)	761	Asheboro City Schools	170	120	168	105	151	89	160	91	140	103	181	100
Economically Disadvantaged	761	Asheboro City Schools	767	546	1012	590	759	472	1071	540	942	633	1386	746
Single Parents	761	Asheboro City Schools	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	761	Asheboro City Schools	204	143	184	115	219	140	231	129	224	154	291	168
Migrant Status	761	Asheboro City Schools	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nontraditional Enrollees	761	Asheboro City Schools	407	263	463	238	739	518	720	380	612	438	838	432

Homeless Individuals	761	Asheboro City Schools	*	*	N/A	N/A	N/A	N/A	*	*	<10	<10	<10	<10
Youth in Foster Care	761	Asheboro City Schools	*	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Youth with Parent in Active Military	761	Asheboro City Schools	*	*	*	*	*	*	*	*	<10	<10	<10	<10

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance

Data Masking Key

Concentrators:

In any group where the number of concentrators is less than 10, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as <10.

When the results are shown as N/A, this indicates that data was not available.

		2020-2021						2021-2022						2022-2023					
		Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Totals	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Totals	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Totals
Agricultural & Natural Resources Tech	Duplicated	N/A	11	*	*	N/A	21	N/A	*	*	N/A	N/A	*	N/A	12	16	<10	N/A	37
	Unduplicated	N/A	10	*	*	N/A	20	N/A	*	*	N/A	N/A	*	N/A	10	15	<10	N/A	33
Architecture and Construction	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	<10	10	N/A	14
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	<10	<10	N/A	11
Arts, Audio/Video Techn and Comm	Duplicated	*	11	18	23	N/A	53	N/A	*	13	21	N/A	40	N/A	<10	<10	<10	N/A	16
	Unduplicated	*	11	14	17	N/A	43	N/A	*	11	19	N/A	35	N/A	<10	<10	<10	N/A	13
Business Management and Administration	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Education and Training	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Finance	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	<10	<10	N/A	<10
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	<10	<10	N/A	<10
Government and Public Administration	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Health Science	Duplicated	N/A	*	21	16	N/A	39	N/A	*	37	30	N/A	74	N/A	<10	23	14	N/A	42
	Unduplicated	N/A	*	17	12	N/A	31	N/A	*	30	21	N/A	58	N/A	<10	22	14	N/A	41
Hospitality and Tourism	Duplicated	N/A	*	*	*	N/A	19	N/A	*	*	*	N/A	16	N/A	<10	<10	10	N/A	19
	Unduplicated	N/A	*	*	*	N/A	17	N/A	*	*	*	N/A	13	N/A	<10	<10	10	N/A	18
	Duplicated	N/A	N/A	*	17	N/A	26	N/A	*	*	11	N/A	17	N/A	<10	15	24	N/A	40

Human Services	Unduplicated	N/A	N/A	*	13	N/A	21	N/A	*	*	*	N/A	14	N/A	<10	13	22	N/A	36
	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	N/A	11	N/A	N/A	N/A	N/A	N/A	N/A
Information Technology	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	N/A	10	N/A	N/A	N/A	N/A	N/A	N/A
	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Law, Public Safety, Corrections and Security	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Manufacturing	Unduplicated	N/A	*	13	*	N/A	25	*	10	11	12	N/A	36	<10	18	10	11	N/A	41
	Duplicated	N/A	*	12	*	N/A	24	*	10	11	12	N/A	36	<10	18	<10	<10	N/A	36
Marketing Sales & Services	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	N/A	13	N/A	N/A	N/A	N/A	N/A	N/A
	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	*	*	*	N/A	13	N/A	N/A	N/A	N/A	N/A	N/A
Science, Tech, Engineering and Math	Unduplicated	N/A	*	*	13	N/A	21	*	14	10	23	N/A	48	N/A	<10	<10	11	N/A	21
	Duplicated	N/A	*	*	11	N/A	17	*	10	*	20	N/A	36	N/A	<10	<10	11	N/A	20
Transportation, Distribution & Logistics	Unduplicated	N/A	N/A	N/A	*	N/A	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Duplicated	N/A	N/A	N/A	*	N/A	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Totals	Unduplicated	*	38	77	90	N/A	206	*	53	95	110	N/A	262	<10	48	89	93	N/A	232
	Duplicated	*	36	64	74	N/A	175	*	47	78	93	N/A	222	<10	45	80	83	N/A	210

1S1 Four-Year Graduation Rate

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance

1S1 Four-Year Graduation Rate

CTE concentrators who are part of the Four-Year Cohort Graduation Rate (CGR) and earn a regular high school diploma by the end of the fourth year of high school (fifth year for CIHSs) or the summer session immediately following.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients.

Data Masking Key

In any group where the percentage of individuals is greater than 95% or less than 5%, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as >95% or <5%.

When the results are shown as >95% or <5%, the Gap Analysis will be shown as a "+", "0", or "-" indicating an increase, no change, or decrease from the benchmark.

When the results are shown as N/A, this indicates that data was not available.

1S1 Four-Year Graduation Rate Data

Category	2020-2021 State Goal: 97.37%			2021-2022 State Goal: 97.44%			2022-2023 State Goal: 97.51%			2023-2024 State Goal: 97.58%			2024-2025 State Goal: 97.58%
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark
Overall	99.27	>95	-	99.29	>95	-	99.31	>95	+	99.33			
Special Populations													
Individual with Disabilities	100.00	92.30	-7.70	100.00	>95	0.00	100.00	>95	0.00	100.00			
Economically Disadvantaged	98.73	>95	-	98.77	>95	-	98.80	>95	+	98.83			
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			

English Learner	100.00	93.80	-6.20	100.00	94.40	-5.60	100.00	>95	0.00	100.00			
Homeless Individuals	100.00	>95	0.00	100.00	>95	0.00	100.00	>95	0.00	100.00			
Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)	97.56	>95	-	97.63	>95	+	97.69	>95	+	97.75			
Youth who are in, or have aged out of, the foster care system	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Youth with parents on active duty in the armed forces	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
ESSA Categories - Racial & Ethnic													
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Asian	100.00	>95	0.00	100.00	>95	0.00	100.00	>95	0.00	100.00			
Black or African American	100.00	>95	-	100.00	>95	0.00	100.00	>95	0.00	100.00			
Hispanic/Latino	99.17	>95	-	99.19	>95	-	99.21	>95	+	99.24			
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
White	98.98	>95	-	99.00	>95	-	99.03	>95	+	99.06			
Two or More Races	100.00	>95	0.00	100.00	>95	0.00	100.00	>95	0.00	100.00			
Gender													
Male	100.00	94.00	-6.00	100.00	>95	-	100.00	>95	0.00	100.00			
Female	98.78	>95	-	98.81	>95	-	98.84	>95	+	98.88			

- Met 90% of overall local benchmark for at least one of the previous two consecutive years.
- Did not meet 90% of overall local benchmark for both of the previous two consecutive years.

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps?

WHAT:	WHY:	HOW:
Increase the graduation rate of English Learners by 5% annually per each subgroup.	English Learners represent the greatest opportunity for growth. Focus groups during our CLNA , identified that these subgroups are highly represented when it comes to students taking numerous first level CTE courses, but not necessarily moving on to second levels in all pathways. This level of disengagement indicates that even when these students complete a pathway to become a concentrator, it doesn't translate to graduation rates.	Develop career development opportunities targeted to English Learners that showcase the successes of professionals who were part of a marginalized community.
ACTION STEPS	WHO: PERSON RESPONSIBLE	WHEN: TIMELINE
Scheduling English Learners to visit sessions during our non-traditional career day so that they see professional role models from various subgroups.	CTE Director/CIMC/CDCs/CTE Teachers	ACT Day 2025
Provide Job Shadowing opportunities targeted for English Learners.	CDC's	2024-2025, 2025-2026
Schedule Lunch and Learn for identified pathways that students from the EL subgroup are enrolled in for the semester.	CDC's	2024-2025, 2025-2026

NCDPI Feedback:

2S1 Academic Proficiency in Reading/Language Arts

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance

2S1 Academic Proficiency in Reading/Language Arts

CTE concentrators who are career and college ready (proficiency levels 4 or 5) by the end of grade 10 on the English II EOC regardless of when they took the assessment.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients.

Data Masking Key

In any group where the percentage of individuals is greater than 95% or less than 5%, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as >95% or <5%.

When the results are shown as >95% or <5%, the Gap Analysis will be shown as a "+", "0", or "-" indicating an increase, no change, or decrease from the benchmark.

When the results are shown as N/A, this indicates that data was not available.

2S1 Academic Proficiency in Reading/Language Arts

Category	2020-2021 State Goal: 37.72%			2021-2022 State Goal: 39.28%			2022-2023 State Goal: 40.84%			2023-2024 State Goal: 42.40%			2024-2025 State Goal: 42.40%
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark
Overall	37.80	37.80	0.00	39.36	29.20	-10.16	40.92	32.70	-8.22	42.48			
Special Populations													
Individual with Disabilities	0.00	<5	0.00	2.50	<5	-	5.00	<5	-	7.50			
Economically Disadvantaged	31.80	31.80	0.00	33.51	27.30	-6.21	35.22	23.10	-12.12	36.93			
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			

English Learner	50.00	50.00	0.00	51.25	50.00	-1.25	52.50	<5	-	53.75			
Homeless Individuals	N/A	N/A	N/A	N/A	<5	N/A	N/A	N/A	N/A	N/A			
Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)	80.00	80.00	0.00	80.50	<5	-	81.00	66.70	-14.30	81.50			
Youth who are in, or have aged out of, the foster care system	N/A	N/A	N/A	N/A	N/A	N/A	N/A	<5	N/A	N/A			
Youth with parents on active duty in the armed forces	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
ESSA Categories - Racial & Ethnic													
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Asian	0.00	<5	0.00	2.50	<5	-	5.00	50.00	45.00	7.50			
Black or African American	0.00	<5	0.00	2.50	25.00	22.50	5.00	20.00	15.00	7.50			
Hispanic/Latino	50.00	50.00	0.00	51.25	27.80	-23.45	52.50	25.00	-27.50	53.75			
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
White	38.90	38.90	0.00	40.43	35.00	-5.43	41.96	58.30	16.34	43.49			
Two or More Races	N/A	N/A	N/A	N/A	<5	N/A	N/A	<5	N/A	N/A			
Gender													
Male	17.60	17.60	0.00	19.66	35.30	15.64	21.72	28.90	7.18	23.78			
Female	50.00	50.00	0.00	51.25	14.30	-36.95	52.50	42.90	-9.60	53.75			

- Met 90% of overall local benchmark for at least one of the previous two consecutive years.
- Did not meet 90% of overall local benchmark for both of the previous two consecutive years.

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps?

WHAT:	WHY:	HOW:
See an annual increase in academic proficiency of at least 5% in overall proficiency for all CTE Concentrators.	With an overall proficiency of 37.7%, we are significantly below our Benchmark of 40.92% and the state goal of 40.84%.	Conduct Standards Crosswalk PD with Core teachers
ACTION STEPS	WHO: PERSON RESPONSIBLE	WHEN: TIMELINE
Conduct a deeper data dive into the subgroups that are underperforming in Reading/Language Arts.	CTE Director/CIMC/CDC/CTE Teachers/Non-CTE Teachers/Administrators	By the end of Fall semester 2024.
Meet with AHS Administrators and Instructional Facilitator to develop a plan to provide opportunities for collaboration between CTE and core teachers. Implement professional development allowing core and CTE teachers to find natural curriculum overlaps. Meet annually to evaluate progress.	CTE Director/CIMC/CDC/CTE Teachers/Non-CTE Teachers/Administrators	2024-2025
Meet with Middle School Administrators and Instructional Facilitators to develop a plan to provide opportunities for collaboration between CTE & core teachers. Implement professional development allowing core and CTE teachers to find natural curriculum overlaps. Meet annually to evaluate progress.	CTE Director/CIMC/CDC/CTE Teachers/Non-CTE Teachers/Administrators	2024-2025

NCDPI Feedback:

2S2 Academic Proficiency in Mathematics

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance

2S2 Academic Proficiency in Mathematics

CTE concentrators who are career and college ready (proficiency levels 4 or 5) by the end of grade 11 on either the NC Math 1 or NC Math 3 EOC regardless of when they took the assessment. Students are classified into two pathways to determine which score counts in this indicator:

- Standard Pathway: Taking the NC Math 1 course for the first time in grade 9 or higher (NC Math 1 EOC).
- Accelerated Pathway: Taking the NC Math 1 course for the first time in grade 8 or earlier (NC Math 3 EOC).

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients.

Data Masking Key

In any group where the percentage of individuals is greater than 95% or less than 5%, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as >95% or <5%.

When the results are shown as >95% or <5%, the Gap Analysis will be shown as a "+", "0", or "-" indicating an increase, no change, or decrease from the benchmark.

When the results are shown as N/A, this indicates that data was not available.

2S2 Academic Proficiency in Mathematics

Category	2020-2021 State Goal: 30.35%			2021-2022 State Goal: 32.10%			2022-2023 State Goal: 33.85%			2023-2024 State Goal: 35.60%			2024-2025 State Goal: 35.60%
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark
Overall	28.90	28.90	0.00	30.68	26.30	-4.38	32.46	18.30	-14.16	34.24			
Special Populations													
Individual with Disabilities	16.70	16.70	0.00	18.78	<5	-	20.86	<5	-	22.94			
Economically Disadvantaged	31.30	31.30	0.00	33.02	35.60	2.58	34.74	16.40	-18.34	36.46			
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			

English Learner	0.00	<5	0.00	2.50	16.70	14.20	5.00	33.30	28.30	7.50			
Homeless Individuals	N/A	N/A	N/A	N/A	<5	N/A	N/A	N/A	N/A	N/A			
Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)	100.00	>95	0.00	100.00	63.60	-36.40	100.00	22.70	-77.30	100.00			
Youth who are in, or have aged out of, the foster care system	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Youth with parents on active duty in the armed forces	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
ESSA Categories - Racial & Ethnic													
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Asian	100.00	>95	0.00	100.00	N/A	N/A	100.00	<5	-	100.00			
Black or African American	22.20	22.20	0.00	24.15	27.30	3.15	26.10	21.40	-4.70	28.05			
Hispanic/Latino	23.50	23.50	0.00	25.41	32.10	6.69	27.32	14.60	-12.72	29.23			
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
White	35.70	35.70	0.00	37.31	17.60	-19.71	38.92	25.00	-13.92	40.53			
Two or More Races	25.00	25.00	0.00	26.88	<5	-	28.76	<5	-	30.64			
Gender													
Male	21.90	21.90	0.00	23.85	19.60	-4.25	25.80	22.00	-3.80	27.75			
Female	34.10	34.10	0.00	35.75	32.10	-3.65	37.40	14.80	-22.60	39.05			

- Met 90% of overall local benchmark for at least one of the previous two consecutive years.
- Did not meet 90% of overall local benchmark for both of the previous two consecutive years.

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps?

WHAT:	WHY:	HOW:
See an annual increase in academic proficiency of at least 5% in our overall proficiency scores for all CTE Concentrators.	We realize that as students master the essential knowledge and skills in Mathematics, it will help them to gain success in any career as well as their personal life. Our baseline percentage of 18.3% is much lower than the state benchmark of 32.46%.	Conduct Standards Crosswalk PD with Core teachers
ACTION STEPS	WHO: PERSON RESPONSIBLE	WHEN: TIMELINE
Conduct a deeper data dive into the subgroups that are underperforming in Mathematics.	CTE Director/CIMC/CDC/CTE Teachers/Non-CTE Teachers/Administrators	By the end of Fall semester 2024.
Meet with AHS Administrators and Instructional Facilitator to develop a plan to provide opportunities for collaboration between CTE and core teachers. Implement professional development allowing core and CTE teachers to find natural curriculum overlaps. Meet annually to evaluate progress.	CTE Director/CIMC/CDC/CTE Teachers/Non-CTE Teachers/Administrators	2024-2025
Meet with Middle School Administrators and Instructional Facilitators to develop a plan to provide opportunities for collaboration between CTE & core teachers. Implement professional development allowing core and CTE teachers to find natural curriculum overlaps. Meet annually to evaluate progress.	CTE Director/CIMC/CDC/CTE Teachers/Non-CTE Teachers/Administrators	2024-2025

NCDPI Feedback:

2S3 Academic Proficiency in Science

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance

2S3 Academic Proficiency in Science

CTE concentrators who are career and college ready (proficiency levels 4 or 5) by the end of grade 11 on the Biology EOC regardless of when they took the assessment.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients.

Data Masking Key

In any group where the percentage of individuals is greater than 95% or less than 5%, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as >95% or <5%.

When the results are shown as >95% or <5%, the Gap Analysis will be shown as a "+", "0", or "-" indicating an increase, no change, or decrease from the benchmark.

When the results are shown as N/A, this indicates that data was not available.

2S3 Academic Proficiency in Science

Category	2020-2021 State Goal: 53.20%			2021-2022 State Goal: 54.50%			2022-2023 State Goal: 55.60%			2023-2024 State Goal: 56.8%			2024-2025 State Goal: 56.80%
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark
Overall	43.94	57.40	13.46	45.38	38.50	-6.88	46.81	35.70	-11.11	48.25			
Special Populations													
Individual with Disabilities	2.50	20.00	17.50	5.00	20.00	15.00	7.50	<5	-	10.00			
Economically Disadvantaged	38.72	57.10	18.38	40.29	44.10	3.81	41.86	36.00	-5.86	43.44			
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			

English Learner	14.88	<5	-	17.07	28.60	11.53	19.25	25.00	5.75	21.43			
Homeless Individuals	N/A	N/A	N/A	N/A	<5	N/A	N/A	N/A	N/A	N/A			
Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)	37.11	>95	+	38.73	46.20	7.47	40.34	34.80	-5.54	41.95			
Youth who are in, or have aged out of, the foster care system	100.00	N/A	N/A	100.00	N/A	N/A	100.00	N/A	N/A	100.00			
Youth with parents on active duty in the armed forces	2.50	N/A	N/A	5.00	N/A	N/A	7.50	N/A	N/A	10.00			
ESSA Categories - Racial & Ethnic													
American Indian or Alaska Native	100.00	N/A	N/A	100.00	N/A	N/A	100.00	N/A	N/A	100.00			
Asian	67.53	>95	+	68.37	<5	-	69.20	50.00	-19.20	70.03			
Black or African American	34.72	42.90	8.18	36.40	21.40	-15.00	38.07	25.00	-13.07	39.75			
Hispanic/Latino	37.36	41.90	4.54	38.96	43.10	4.14	40.57	31.50	-9.07	42.18			
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
White	53.35	83.30	29.95	54.54	39.00	-15.54	55.74	47.20	-8.54	56.94			
Two or More Races	51.25	25.00	-26.25	52.50	<5	-	53.75	<5	-	55.00			
Gender													
Male	56.37	50.00	-6.37	57.49	33.30	-24.19	58.61	37.70	-20.91	59.73			
Female	38.82	62.50	23.68	40.39	43.50	3.11	41.96	33.90	-8.06	43.53			

- Met 90% of overall local benchmark for at least one of the previous two consecutive years.
- Did not meet 90% of overall local benchmark for both of the previous two consecutive years.

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps?

WHAT:	WHY:	HOW:
See an annual increase in academic proficiency of at least 5% in our overall proficiency scores for all CTE Concentrators.	We realize that as students master the essential knowledge and skills in Science, it will help them to gain success in any career as well as their personal life. Our baseline percentage of 35.7% is much lower than the state benchmark of 46.81%.	Conduct Standards Crosswalk PD with Core teachers
ACTION STEPS	WHO: PERSON RESPONSIBLE	WHEN: TIMELINE
Conduct a deeper data dive into the subgroups that are underperforming in Science.	CTE Director/CIMC/CDC/CTE Teachers/Non-CTE Teachers/Administrators	By the end of Fall semester 2024.
Meet with AHS Administrators and Instructional Facilitator to develop a plan to provide opportunities for collaboration between CTE and core teachers. Implement professional development allowing core and CTE teachers to find natural curriculum overlaps. Meet annually to evaluate progress.	CTE Director/CIMC/CDC/CTE Teachers/Non-CTE Teachers/Administrators	2024-2025
Meet with Middle School Administrators and Instructional Facilitators to develop a plan to provide opportunities for collaboration between CTE & core teachers. Implement professional development allowing core and CTE teachers to find natural curriculum overlaps. Meet annually to evaluate progress.	CTE Director/CIMC/CDC/CTE Teachers/Non-CTE Teachers/Administrators	2024-2025

NCDPI Feedback:

3S1 Post-Secondary Placement

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance

3S1 Postsecondary Placement

Positive placement of CTE concentrators from the previous reporting year who in the second quarter after exiting secondary education reported positive placement in advanced training, military service, national or community service, Peace Corps, employment, or Postsecondary Education.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients.

Data Masking Key

In any group where the percentage of individuals is greater than 95% or less than 5%, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as >95% or <5%.

When the results are shown as >95% or <5%, the Gap Analysis will be shown as a "+", "0", or "-" indicating an increase, no change, or decrease from the benchmark.

When the results are shown as N/A, this indicates that data was not available.

3S1 Post-Secondary Placement

Category	2020-2021 State Goal: 95.13%			2021-2022 State Goal: 95.25%			2022-2023 State Goal: 95.38%			2023-2024 State Goal: 95.5%			2024-2025 State Goal: 95.50%
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark
Overall	96.39	92.74	-3.65	96.49	>95	-	96.58	>95	-	96.67			
Special Populations													
Individual with Disabilities	86.06	>95	+	86.42	>95	+	86.77	>95	+	87.13			
Economically Disadvantaged	94.05	91.76	-2.29	94.21	94.79	0.58	94.36	92.98	-1.38	94.51			
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			

English Learner	100.00	>95	0.00	100.00	90.00	-10.00	100.00	>95	0.00	100.00			
Homeless Individuals	100.00	N/A	N/A	100.00	N/A	N/A	100.00	50.00	-50.00	100.00			
Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)	N/A	93.75	N/A	N/A	91.67	N/A	N/A	94.74	N/A	N/A			
Youth who are in, or have aged out of, the foster care system	N/A	>95	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Youth with parents on active duty in the armed forces	N/A	77.78	N/A	N/A	>95	N/A	N/A	87.50	N/A	N/A			
ESSA Categories - Racial & Ethnic													
American Indian or Alaska Native	N/A	>95	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Asian	100.00	N/A	N/A	100.00	>95	0.00	100.00	>95	0.00	100.00			
Black or African American	89.18	88.89	-0.29	89.46	84.62	-4.84	89.73	94.74	5.01	90.01			
Hispanic/Latino	96.69	93.33	-3.36	96.77	>95	+	96.86	>95	-	96.94			
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
White	100.00	>95	-	100.00	>95	-	100.00	>95	-	100.00			
Two or More Races	75.63	66.67	-8.96	76.25	>95	+	76.88	>95	+	77.50			
Gender													
Male	97.17	>95	-	97.25	93.55	-3.70	97.32	>95	+	97.39			
Female	95.71	91.46	-4.25	95.82	>95	+	95.93	93.55	-2.38	96.04			

- Met 90% of overall local benchmark for at least one of the previous two consecutive years.
- Did not meet 90% of overall local benchmark for both of the previous two consecutive years.

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps?

WHAT:	WHY:	HOW:
To move the needle closer to the state benchmark, see an annual benchmark increase of at least 5% for students categorized as Economically Disadvantaged, Homeless Individuals and Females entering in postsecondary education or advanced training, military service or are employed.	Our ultimate goal in Asheboro City Schools is for all CTE concentrators to graduate with a postsecondary plan. These three subgroups of students, Economically Disadvantaged, Homeless Individuals and Females, reflect our lowest subgroups when it comes to actively implementing a postsecondary plan, so it is important that we develop strategies to help increase the success of these students after they leave AHS.	Collaborate with Counselors, College Advisor and SPC to identify and target Special Populations students, especially Juniors and graduating Seniors who do not have a career plan for after graduation, to attend the Career/Job Fair where in-demand industry sectors and partners like NC Works are present.
ACTION STEPS	WHO: PERSON RESPONSIBLE	WHEN: TIMELINE
Identification of students, during at least 1 monthly meeting	CDC, SPC, Counselors, College Advisor	December/January Annually
Analyze labor market data & meet with NC Works in order to know what industry sectors are in-demand	CTE Director, SPC, CDC, NC Works staff	November - December Annually
Organize Career/Job Fair	CDC	Spring 2025 & 2026

NCDPI Feedback:

4S1 Non-Traditional Program Concentration

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance

4S1 Non-Traditional Program Concentration

CTE concentrators for the reporting year who are concentrators in a pathway designated as non-traditional for the student's gender. This indicator only includes pathways that lead to non-traditional fields.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients.

Data Masking Key

In any group where the percentage of individuals is greater than 95% or less than 5%, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as >95% or <5%.

When the results are shown as >95% or <5%, the Gap Analysis will be shown as a "+", "0", or "-" indicating an increase, no change, or decrease from the benchmark.

When the results are shown as N/A, this indicates that data was not available.

4S1 Non-Traditional Program Concentration

Category	2020-2021 State Goal: 26.98%			2021-2022 State Goal: 28.81%			2022-2023 State Goal: 30.64%			2023-2024 State Goal: 32.47%			2024-2025 State Goal: 32.47%
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark
Overall	20.00	20.00	0.00	22.00	9.73	-12.27	24.00	17.56	-6.44	26.00			
Special Populations													
Individual with Disabilities	13.33	13.33	0.00	15.50	<5	-	17.67	22.22	4.55	19.84			
Economically Disadvantaged	17.50	17.50	0.00	19.56	7.94	-11.62	21.62	15.15	-6.47	23.68			
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			

English Learner	15.38	15.38	0.00	17.50	9.52	-7.98	19.62	14.29	-5.33	21.74			
Homeless Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Non-Traditional Concentrators (Individuals Preparing for Non-Traditional Fields)	20.00	20.00	0.00	22.00	N/A	N/A	24.00	N/A	N/A	26.00			
Youth who are in, or have aged out of, the foster care system	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Youth with parents on active duty in the armed forces	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
ESSA Categories - Racial & Ethnic													
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Asian	N/A	N/A	N/A	N/A	50.00	N/A	N/A	42.86	N/A	N/A			
Black or African American	8.00	8.00	0.00	10.30	5.26	-5.04	12.60	18.75	6.15	14.90			
Hispanic/Latino	20.99	20.99	0.00	22.97	8.27	-14.70	24.95	13.97	-10.98	26.93			
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
White	25.00	25.00	0.00	26.88	13.75	-13.13	28.76	22.22	-6.54	30.64			
Two or More Races	14.29	14.29	0.00	16.43	<5	-	18.57	<5	-	20.71			
Gender													
Male	21.43	21.43	0.00	23.39	6.94	-16.45	25.35	5.52	-19.83	27.31			
Female	18.29	18.29	0.00	20.33	13.27	-7.06	22.37	32.48	10.11	24.41			

- Met 90% of overall local benchmark for at least one of the previous two consecutive years.
- Did not meet 90% of overall local benchmark for both of the previous two consecutive years.

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps?

WHAT:	WHY:	HOW:
See an annual increase of 2% of CTE Concentrator students taking non-traditional courses.	It is important to introduce and encourage student concentration in Nontraditional fields for many reasons. First, when it comes to job availability, Nontraditional students tend to have an advantage over traditional students. In addition, many fields reflect an increase in pay for Nontraditional workers. Lastly, having Nontraditional workers in an industry provides a different perspective that leads to innovative ideas and solutions.	Identify and promote non-traditional CTE courses and careers.
ACTION STEPS	WHO: PERSON RESPONSIBLE	WHEN: TIMELINE
Events to promote non-traditional careers. Ex. Girls in STEM, Non-traditional Career Day	CTE Director/CIMC/CDC/CTE Teachers/Non-CTE Teachers/Administrators	Summer 2024, ACT Day 2025
Inform counselors and CTE teachers of the current non-traditional identification. Work with this group to develop strategies to encourage non-traditional enrollment.	CTE Director/CIMC/CDC/CTE Teachers/Non-CTE Teachers/Administrators	2024-2025, 2025, 2026

NCDPI Feedback:

5S1 Program Quality-Attained Recognized Postsecondary Credential

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance

5S1 Program Quality - Attained Recognized Postsecondary Credential

CTE concentrators from the numerator of 1S1 who earned a recognized postsecondary credential aligned to a foundation prerequisite, prerequisite, or concentrator course in their pathway of concentration.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients.

Data Masking Key

In any group where the percentage of individuals is greater than 95% or less than 5%, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as >95% or <5%.

When the results are shown as >95% or <5%, the Gap Analysis will be shown as a "+", "0", or "-" indicating an increase, no change, or decrease from the benchmark.

When the results are shown as N/A, this indicates that data was not available.

5S1 Program Quality-Attained Recognized Postsecondary Credential

Category	2020-2021 State Goal: 21.57%			2021-2022 State Goal: 23.14%			2022-2023 State Goal: 24.71%			2023-2024 State Goal: 26.28%			2024-2025 State Goal: 26.28%
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark
Overall	23.32	26.00	2.68	25.28	38.00	12.72	27.25	80.00	52.75	29.22			
Special Populations													
Individual with Disabilities	11.37	11.10	-0.27	13.65	46.20	32.55	15.92	50.00	34.08	18.19			
Economically Disadvantaged	19.86	27.90	8.04	21.91	41.70	19.79	23.97	84.30	60.33	26.02			
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			

English Learner	15.42	7.70	-7.72	17.59	43.80	26.21	19.76	>95	+	21.93			
Homeless Individuals	N/A	N/A	N/A	N/A	<5	N/A	N/A	50.00	N/A	N/A			
Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)	12.54	30.00	17.46	14.79	64.30	49.51	17.03	79.50	62.47	19.27			
Youth who are in, or have aged out of, the foster care system	N/A	33.30	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Youth with parents on active duty in the armed forces	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
ESSA Categories - Racial & Ethnic													
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Asian	14.69	33.30	18.61	16.88	50.00	33.12	19.06	>95	+	21.25			
Black or African American	29.70	29.40	-0.30	31.51	31.60	0.09	33.31	80.00	46.69	35.11			
Hispanic/Latino	18.39	22.50	4.11	20.49	43.80	23.31	22.58	80.90	58.32	24.67			
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
White	25.80	28.30	2.50	27.71	28.90	1.19	29.61	77.10	47.49	31.51			
Two or More Races	30.92	50.00	19.08	32.69	40.00	7.31	34.46	>95	+	36.24			
Gender													
Male	15.08	25.00	9.92	17.26	29.50	12.24	19.43	74.10	54.67	21.61			
Female	29.07	26.70	-2.37	30.89	44.70	13.81	32.71	84.10	51.39	34.53			

- Met 90% of overall local benchmark for at least one of the previous two consecutive years.
- Did not meet 90% of overall local benchmark for both of the previous two consecutive years.

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps?

WHAT:	WHY:	HOW:
Increase the number of credential opportunities available to all of our CTE students, including at middle school level.	Although we surpassed our benchmark by 52.75%, there are still areas where we need to support our teachers and set the expectation that if a credential is available, it needs to be offered. If there is a barrier for teachers, then we ask them to make us aware so we can help with that process to ensure all students have earned at least one credential by the time they graduate. In addition, we would like to identify credential opportunities for our middle school CTE students.	Collaborate with teachers at both the middle and high school level to identify available credentialing opportunities and help support them in ensuring all CTE concentrators graduate with at least one credential.
ACTION STEPS	WHO: PERSON RESPONSIBLE	WHEN: TIMELINE
Meet with all teachers at the beginning of each semester to identify what credentials are associated with their courses and if there are others that they would like to offer.	CTE Director/CIMC	Beginning of each semester, 2024-2025, 2025-2026.
Develop a form for teachers to track their credential progress and request purchasing of a credential.	CTE Director/CIMC	Summer 2024

NCDPI Feedback:

5S4 Program Quality-Other

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Data/Indicators of Performance

5S4 Program Quality - Other

CTE participants in grades 9-13 who met proficiency on the Proof of Learning (POL) including a Performance-Based Measure (PBM), CTE State Assessment (CTESA)/third party/local (local course assessments). This indicator does not consider courses with credentials as POL.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) went into effect July 2019. State determined levels of performance (benchmarks) were developed with input from eligible recipients.

Data Masking Key

In any group where the percentage of individuals is greater than 95% or less than 5%, the actual values will not be displayed due to federal privacy regulations (FERPA). In these cases, the results will be shown as >95% or <5%.

When the results are shown as >95% or <5%, the Gap Analysis will be shown as a "+", "0", or "-" indicating an increase, no change, or decrease from the benchmark.

When the results are shown as N/A, this indicates that data was not available.

5S4 Program Quality-Other

Category	2020-2021 State Goal: 71.63%			2021-2022 State Goal: 72.36%			2022-2023 State Goal: 73.08%			2022-2023 State Goal: 73.81%			2024-2025 State Goal: 73.81%
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark
Overall	76.65	56.92	-19.73	77.25	69.20	-8.05	77.85	65.42	-12.43	78.45			
Special Populations													
Individual with Disabilities	43.60	32.73	-10.87	45.04	45.16	0.12	46.49	32.50	-13.99	47.94			
Economically Disadvantaged	72.36	52.45	-19.91	73.07	N/A	N/A	73.78	N/A	N/A	74.49			
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			

English Learner	35.02	22.62	-12.40	36.68	32.31	-4.37	38.35	34.09	-4.26	40.02			
Homeless Individuals	35.02	<5	-	36.68	N/A	N/A	38.35	N/A	N/A	40.02			
Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)	79.04	58.76	-20.28	79.58	65.93	-13.65	80.11	60.99	-19.12	80.65			
Youth who are in, or have aged out of, the foster care system	39.06	N/A	N/A	40.63	N/A	N/A	42.19	N/A	N/A	43.75			
Youth with parents on active duty in the armed forces	100.00	N/A	N/A	100.00	>95	0.00	100.00	N/A	N/A	100.00			
ESSA Categories - Racial & Ethnic													
American Indian or Alaska Native	51.25	50.00	-1.25	52.50	>95	+	53.75	>95	+	55.00			
Asian	93.52	70.00	-23.52	93.68	81.25	-12.43	93.85	89.47	-4.38	94.02			
Black or African American	67.44	52.17	-15.27	68.27	60.00	-8.27	69.11	55.40	-13.71	69.94			
Hispanic/Latino	71.48	53.46	-18.02	72.21	65.68	-6.53	72.94	62.43	-10.51	73.68			
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
White	87.62	65.51	-22.11	87.94	82.88	-5.06	88.25	78.40	-9.85	88.57			
Two or More Races	77.87	51.28	-26.59	78.44	62.86	-15.58	79.00	57.14	-21.86	79.57			
Gender													
Male	72.85	52.53	-20.32	73.54	61.56	-11.98	74.24	61.52	-12.72	74.94			
Female	79.96	59.50	-20.46	80.48	74.30	-6.18	80.99	68.27	-12.72	81.51			

- Met 90% of overall local benchmark for at least one of the previous two consecutive years.
- Did not meet 90% of overall local benchmark for both of the previous two consecutive years.

* Describe how your CTE program will address the disparities or gaps in student performance, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps?

WHAT:	WHY:	HOW:
See an annual increase in POL proficiency of at least 5% overall for CTE Participants.	Our POL proficiency is at 65.42% putting us significantly below the state goal of 73.08% and our local benchmark of 77.85%.	Develop a professional development (PD) plan to address instructional rigor and effective PBM implementation.
ACTION STEPS	WHO: PERSON RESPONSIBLE	WHEN: TIMELINE
Organize a PD for all teachers teaching courses with a PBM. Conduct follow-up after the PD to support the effective implementation of PBM.	CTE Director, CDC/SPC/CIMC; Presenter (contract)	Fall 2024; follow-up & additional training as needed
Organize a data analysis session with all teachers teaching courses with a POL (non-credential, non-PBM). Lead teachers through the strategic process of identifying low performing competencies & developing strategies to increase performance.	CTE Director, CDC/SPC/CIMC	Fall 2024 to review 2023-2024 data; Spring 2025 to review Fall 2024 data

NCDPI Feedback:

Subsection - Local Application Narratives

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part III: Local Application Narratives

Instructions

List all state-approved career pathways offered by your district using the drop down box below. The pathways are grouped alphabetically by the career clusters in the table below. Typing the first two or three letters of the career cluster in the drop down list will move the list to that career cluster list of pathways.

Select Add Row to add additional pathways.

Complete the narratives below the list.

State Approved Career Clusters

Agriculture, Food, & Natural Resources	Finance	Law, Public Safety, Corrections & Security
Architecture & Construction	Health Science	Manufacturing
Arts, A/V Technology, & Communications	Hospitality & Tourism	Marketing
Business Management & Administration	Human Services	Science, Technology, Engineering, & Mathematics
Education & Training	Information Technology	Transportation, Distribution & Logistics

State Approved Career Pathways - List all career pathways offered by your district.

* Agriculture, Food, & Natural Resources — Animal Science Career Pathway (ANSC)	▼
* Agriculture, Food, & Natural Resources — Natural Resources Career Pathway (NARE)	▼
* Agriculture, Food, & Natural Resources — Sustainable Agriculture Career Pathway (SUAG)	▼
* Agriculture, Food, & Natural Resources — Plant Systems Career Pathway (PLSV)	▼
* Architecture & Construction — Interior Design Career Pathway (INDE)	▼
* Arts, A/V Technology, & Communications — Adobe Academy Career Pathway (ADAC)	▼
* Arts, A/V Technology, & Communications — Apparel and Textile Production Career Pathway (ATPR)	▼
* Arts, A/V Technology, & Communications (AAVC) -- Adobe Video Design (AVID)	▼
* Business Management & Administration — Entrepreneurship Career Pathway (ENTRE)	▼
* Business Management & Administration — General Management Career Pathway (GMGT)	▼
* Health Science — Biomedical Technology Career Pathway (BTCP)	▼
* Health Science — Healthcare Professional Career Pathway (HPCP)	▼

* Health Science — National Academy Foundation Career Pathway - Health Sciences (NAFH)	▼
* Health Science — PLTW Biotechnology Research & Development Career Pathway (PLWB)	▼
* Hospitality & Tourism — Sports & Entertainment Marketing Career Pathway (SEMK)	▼
* Hospitality & Tourism (HOSP) -- Hospitality and Tourism Management (HOTM)	▼
* Human Services — Counseling and Mental Health Career Pathway (CMHC)	▼
* Human Services — Early Childhood Development & Services Career Pathway (EACH)	▼
* Human Services — Food & Nutrition Career Pathway (FONU)	▼
* Information Technology — Computer Engineering Career Pathway (COEN)	▼
* Information Technology — Python Programming Career Pathway (PYPR)	▼
* Manufacturing — Advanced Manufacturing Career Pathway (ADMA)	▼
* Marketing — Marketing Management Career Pathway (MMGT)	▼
* Science, Technology, Engineering, & Mathematics — Technology Engineering & Design Career Pathway (TEND)	▼

*** CTE Local Courses**

- CTE Local Course Options are not offered in our school district.
- CTE Local Course Options are offered and have been approved through the LCO application process.

List the approved Local Course Option Pathway(s) offered not identified in the State Approved Career Pathways list above. List the Career Cluster and Local Pathway name (i.e. Transportation, Distribution & Logistics - Aviation).

Introduction to Adobe

1) CTE course offerings and activities provided with Perkins funds must include at least one state-approved Career Pathway.

* Describe how the results of the comprehensive local needs assessment informed the selection of the specific CTE programs and activities selected to be funded.

When looking at our CLNA teacher and student feedback, we recognize that we need a more prescribed method for ensuring safety inspections of our CTE equipment. Teachers do not report conducting regular safety inspections. Our plan includes working this into our established inventory monitoring system. This will take some discussion with CTE teachers on why it is important that we monitor and accurately report the safety status of all our equipment.

HOW:

- Develop a Safety Reporting sheet to be completed at the same time as our inventory updates.

- Include Safety on walkthrough monitoring feedback forms

WHO:

-CIMC

WHEN:

-Form to be completed no later than October 2024

-Safety walkthroughs conducted at least once each semester

While conducting the CLNA process, feedback from our community and district points to a need for more students in the Early Childhood education pathway.

HOW:

- Meet with FCS department to discuss how to better recruit to this program.
- Review recent Child Development students and determine if we are missing opportunities to recruit to this program.
- Develop a plan to recruit students to the ECE program.
- Work with ACS Curriculum team to develop a teacher recruitment strategy to grow educators from within our system.
- Meet with Toyota childcare center director to establish pathway opportunities for our students, including clinical hours, internships and pre-apprenticeships.
- Meet again with Randolph County Partnership for Children to discuss community needs.

WHO:

- CTE Director

- CIMC/SPC Support

-FCS faculty

ACS Curriculum Team

WHEN:

- Meet with FCS department to discuss how to better recruit to this program. - Fall 2024
- Review recent Child Development students and determine if we are missing opportunities to recruit to this program. - Fall 2024
- Develop a plan to recruit students to the ECE program. Fall 2024

- Work with ACS Curriculum team to develop a teacher recruitment strategy to grow educators from within our system. - 2024 2025 School Year
- Meet with Toyota childcare center director to establish pathway opportunities for our students, including clinical hours, internships and pre-apprenticeships. - Summer 2024
- Meet again with Randolph County Partnership for Children to discuss community needs. - Summer 2024

* Describe how students, including special populations students, will learn about their school's CTE course offerings and whether each course is part of a CTE Career Pathway.

In addition, we found that we need to do a better job of informing all stakeholders of our ACS CTE Pathways, and varying options for students. We created a document for CTE staff and school counselors, but it is not user friendly for students, parents, and other stakeholders who might not be as familiar with Career and Technical Education. Our plan is to tweak the existing document, but also create and maintain a more informative Career Center page on the AHS website for students and parents, as well as teachers and counselors.

HOW:

- Tweak the existing ACS CTE Career Pathways document to be more user friendly and informative for students and parents.
- Share a printed and digital version of the document with students and parents.
- Include Career Pathways information on the Career Center page of the AHS website.

WHO:

- CTE Director
- CIMC/SPC Support (serve Special Populations students)
 - CDC
 - Counselors
 - AHS Administration
 - Central Office Curriculum and Instruction team

WHEN:

- Revised document by October, 2024

- Career Center site - by spring 2024

One glaring gap in our data indicates that we need to do a better job of informing and training counselors regarding CTE pathways and programming. This appears to be an issue at both the middle school and high school level. As we begin to develop programming to 5th grade, we will then create a need to include our elementary counselors as well. School counselors work closely with all students and it is essential that they understand the importance, value and opportunities related to Career and Technical Education. This is even more important when it comes to our special populations students.

HOW:

- Conduct PD with counselors for utilizing Major Clarity in their career guidance.
- Attend and share at district wide counselor meetings.
- Work with ACS Curriculum Team to reinstate CTE and counselor vertical team meetings.
- Work with ACS Curriculum Team and school level administration to educate about CTE and develop expectations for counselor recruitment into CTE programs.
- Utilize our Part Time CDC to develop relationships with elementary counselors and administrators to establish buy in for 5th grade career development activities.
- Update our 5-12 Career Development Continuum

WHO:

CTE Director

CDC

SPC/CIMC Support

ACS Curriculum Team

Administrators

Counselors

WHEN:

Major Clarity PD - Fall 2024

District wide counselor meetings - beginning 2024-2025

Vertical Team Meetings - prior to registration 2024

Develop relationships with counselors and administrators at the elementary level. - 2024 - 2025

Full implementation of grade 5 Career Development Continuum activities - 2025 - 2026

Update 5-12 Career Development Continuum - review - Summer 2024 - fully revised by January 2025

2) Describe how the following activities will be provided in collaboration with local workforce development boards and other local workforce agencies, WIOA one-stop delivery systems and other partners:

* - Career exploration and career development coursework, activities or services.

- Career exploration and career development coursework, activities or services.

- Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage or in-demand industry sectors or occupations, as determined by the comprehensive local needs assessment.

- Provide career exploration and career development through a systematic framework designed to aid students, including the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study.

Career awareness and exploration start in elementary school. School Counselors at each of the five elementary schools engage all students in various career awareness activities. Data collected from all elementary school counselors verifies that all 5th grade students complete a career interest inventory. A goal to increase career awareness and exploration for elementary students, especially 5th graders, is to collaborate with elementary school counselors and teachers and local business partners. Through this collaboration we intend to plan targeted career awareness and exploration activities that incorporate in-demand industry sectors or occupations, expose students to non-traditional careers, and create an understanding of education and training requirements for careers.

▪ How

Collect current career awareness activities data from all elementary schools and build from it

- Businesses should represent in-demand industry sectors
- During Industry Tours/Field Trips and/or Career Day, representatives from businesses should be non-traditional or from special populations groups when possible
- Set up planning meetings in August

- Decide upon activities and set dates
- Who
 - Initial communication to Principals, Teachers, & Counselors about collaboration-CTE Administrator
 - Meeting Agendas-CTE Administrator, SPC or CDC
 - Recruitment of business partners-CTE Administrator, SPC and CDC
 - Lesson/Activity Planning-CDC and Counselors
 - Administering Lessons/Activities-Teachers, CDC and/or Counselors
 - Industry Tours/Field Trips and/or Career Day
 - Central Office Paperwork-CDC and Counselors
 - Elementary paperwork & logistics-School Counselor
 - Business paperwork & logistics-CDC
 - Stakeholder Feedback-CDC and Counselors
 - Career Awareness data collection-CDC & Counselors
- What & When
 - Set up Planning Meetings for the year-August
 - Plan Career Awareness lessons-Early Fall
 - Set up dates for activities
 - Career Week with Theme-Annually beginning Spring 2025
 - Lessons taught to students - Annually beginning Late Fall 2025
 - Business/Industry Tour for 5th Graders- Annually beginning Late Fall 2024
 - Career Fair- Annually beginning Early Spring 2025
 - Reflection Meeting-Spring - Annually beginning Mid Spring 2025
 - Stakeholder Feedback Surveys-Annually beginning Spring 2025
 - Collection of Career Awareness data for state report- Annually beginning Spring 2025

* - Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage or in-demand industry sectors or occupations, as determined by the comprehensive local needs assessment.

From the CLNA data collected, only 50% of Counselors and CTE teachers give stakeholders information on high-skill, high-wage and/or in-demand occupations. The information that is shared comes mostly from CFNC.org, the Occupational Outlook Handbook, and other internet resources. Guest Speakers are asked to incorporate up-to-date information on skills, wages and specific in-demand careers in their field with students. Because this type of career information on employment opportunities is not consistently shared with stakeholders, we have already created a matrix (or Quick Reference Guide) for our counselors and staff that shows each of our local pathways. Adding a tab to this document that indicates where each pathway compares to REDC labor market data will help us create a lens to monitor this to see if program areas need to be added or phased out. Another goal in order to get this information advertised is to hold a Career/Job Fair where in-demand industry sectors and partners like NC Works are present.

■ How:

- Staying up to date on regional and state labor market trends by collaborating with workforce boards and other business groups
- Plan far in advance for the Career/Job Fair
- Target Special Populations students and graduating Seniors who do not have a career plan to attend the Career/Job Fair
- Collaborate with Counselors, College Advisor and SPC to identify students, especially Juniors and Seniors, who do not have a plan for after graduation

■ Who:

- Attending Regional Workforce Board Leadership Team meetings-CTE Administrator
- Attending Asheboro/Randolph Chamber of Commerce Business Education Committee meetings-CDC
- Adding a Labor Market Data tab to the Pathways matrix/Quick Reference Guide-CTE Administrator, SPC, CDC
- All students have a Career Development Plan/4-year plan-CDC & Counselors
- Recruit businesses that represent in-demand industries-CTE Administrator, SPC, CDC

■ What & When:

- Attending Regional Workforce Board Leadership Team and Asheboro/Randolph Chamber of Commerce Business Education Committee meetings-Monthly
- Adding a Labor Market Data tab and information to the Pathways matrix/Quick Reference Guide-Before January 2025
- Identification of students, a collaboration between the CDC, SPC, Counselors, and College Advisor- Annually beginning December/January 2024 - 2025
- Recruit businesses that represent in-demand industries-Fall/Early Spring 2025

* - Provide career exploration and career development through a systematic framework designed to aid students, including the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities

and programs of study.

Our strategy to address these opportunities, again, includes professional development with our school counselors, a more intentional approach to program planning, and development of a SLICE lab for career development activities for 5th - 12th grade students. This lab will be located in our district Global Innovation Center and will have activities that represent our ACS CTE pathways and local labor market demand careers. SLICE stand for Simulated Lab for Interactive Career Exploration.

Through the CLNA process we collected data from all stakeholders about career activities for students at every school level and our work-based learning program. We have a strong work-based learning and career guidance model, but we have identified gaps and inconsistency in our process. Some findings:

- Only 50% of reporting elementary schools held at least one career event for 5th graders
- 4 out of 5 elementary schools host a Career Fair
- Both middle schools had 8th grade students complete a career interest inventory and Career Development/4-year Plans, but only one middle school uses the results for registration purposes
- 63% of all Counselors are providing career information to students less than one time per day
- CDC conducts career activities in some but not all middle and high school classes
- Both middle schools use the CDC to help students start Career Development/4-year plans
- Elementary implementation of the Career Development Continuum was somewhat inconsistent.
- Develop SLICE lab and provide training for teachers on how to utilize this in their curriculums.

In order to have more consistency in the all encompassing area of Career Development so that students are well informed and have a plan of action for their future, it is imperative that we initiate a systematic framework for activities and guidance.

- How:
 - Vertical alignment of the Career Development program
 - Reinstate CTE and counselor vertical team meetings
 - Provide Professional Development for all Counselors
 - Research a better CDP platform for better integration and implementation
- Who:
 - Initial communication to Central Office staff, Principals, & Counselors about collaboration-CTE Administrator
 - Meeting Agendas-CTE Administrator, SPC or CDC
 - Professional Development-CTE Admin & CDC
 - Vertical Team meeting agendas-CTE Administrator

- Central Office Elementary directors
- What & When:
 - Initial Communication & set-up of dates-Summer/Early Fall
 - Vertical Team Meetings - Beginning Fall 2024
 - Professional development on Major Clarity, labor market trends, and Career Development/4-year Plans-Fall 2024
 - Plan flow of career activities- Annually beginning Late Fall-Early Spring 2024 -2025
 - Continue to complete CDPs at the middle school level - Annually 2024 - 2026
 - Based on legislation, document the CDP process - Annually 2024 - 2026
 - Develop a plan with AHS counselors to implement and documents a 10th grade update on CDPs. - Annually beginning 2024 - 2025
 - Develop SLICE lab
 - Buy equipment if needed - Summer 2024
 - Develop activities for students grade 5-12 - Summer 2024
 - Train teachers in the activities - September and October 2024
 - Develop feedback survey for teacher as they use the SLICE lab - by October 2024
 - Ongoing review of effectiveness and tweak activities as needed - beginning and continuing consistently Fall 2024

3) Describe how the local eligible recipient will:

* - Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;

Looking at our CTE teacher and EC teacher surveys, the overall satisfaction rate of ACS CTE and how we address the needs of our special populations students was favorable. But we recognize the need for a more intentional approach to promote our programs to special populations students. When we think about our Career Development activities and programs that help prepare all students for high-skill, high-wage jobs, we provide Employability Skills workshops during Blue Comet Time (AHS enrichment block). Our Summer Work Experience program's target audience is junior students without a plan after graduation and more specifically, with a barrier of some sort. Any type of barrier, such as academically disadvantaged, socio-economic barriers, exceptional children identification, qualifies these students for the NEXTgen program through NC Works. This partnership with NC Works provides support to students beyond high school graduation. In addition, we have targeted interview skills training for the general population, but also for specific groups such as Apprenticeship Randolph candidates and Summer Work Experience candidates. Internships, Job Shadowing, and 8th grade Industry field trips, are other opportunities that we provide. This year at AHS, CTE worked with EC to develop a local elective for career exploration for our ECS students. We will need to follow up and get feedback from our teachers to determine how to tweak that schedule and those experiences if needed.

Although we have had special populations students participate in all of these activities, we have not documented that data to analyze how we can improve. This strategy is twofold in that it includes a plan to document special populations participation in our programs, as well as a more intentional focus on promoting to special populations students through school counselors, CTE teachers and EC caseworkers.

HOW

- Develop a way to document special populations student's participation in CTE programs. We will need to consult with the EC department to ensure that confidentiality is maintained. We have a plan to develop a digital Career Development Plan, and this would be the ideal place for this information to be housed. We are investigating using PowerSchool for this process, which would be ideal and confidential. The other option is a Google based format. This could also be password protected to be confidential, we would just need to verify with EC leadership that this is appropriate.
- Professional Development with CTE teachers and school counselors regarding the importance of promoting our programming to their special populations students.
- Professional Development of our programming opportunities to EC caseworkers so they can share with their students as appropriate.

WHO

- CTE Administrator
- CDC
- SPC
- CTE Teachers
- School Counselors
- EC Caseworkers
- EC Leadership

WHEN

- The CDP plan is scheduled to be completed annually continuing in Fall 2024
- Professional Development and promoting CTE programming will begin again in August 2024 and be an ongoing process
- Survey teachers who participated in the ECS local elective. June 2024
- Meet with EC leadership to determine if that program and schedule needs to be adjusted. Annually beginning Summer 2024.

* - Prepare CTE participants for non-traditional fields;

Similar to the special populations goal above, and as it has been mentioned throughout our plan, we have work to do when it comes to sharing our programs, and our vision and goals, with our school counselors. Some programs that specifically lend themselves to our non-traditional students include our Pathways Camps in Advanced Manufacturing, Agriculture, Health Science and IT. These same four industry sectors are part of our 8th Grade Career Days. Other opportunities include our Job Shadowing opportunities, short and long term, our 11th Grade Job Shadow Day, and our Lunch and Learns. This year, on the

day that juniors took the ACT, we planned a Non-traditional Career Day for our freshmen and sophomores. We invited guest speakers who are considered 'non-traditional' in their career to share their story with our students. Our motto has been - 'you can't be what you can't see.' This was a concrete way to show students what they can be. Feedback was positive. We hope to learn and continue this annually at AHS.

HOW

- Professional Development with CTE teachers and school counselors regarding which courses are considered non-traditional and the importance of promoting our programming to non-traditional students.
- Analyze feedback from our Non-Traditional Career Day and plan our second annual event.

WHO

- CTE Director
- CDC
- SPC
- CTE Teachers
- School Counselors

WHEN

- Professional Development and promoting CTE programming will begin again in August 2024 and be an ongoing process
- Analyzing feedback from Non-Traditional Career Day and begin making plans for our annual event in the Spring of 2025. - Summer/Fall 2024
- Planning Non-Traditional Career Day - Fall 2024 - this will be an annual event.

* - Provide equal access for special populations to CTE courses, programs, and programs of study;

Based on our feedback from the EC teacher survey, the Asheboro City School CTE staff does a good job of meeting the needs of our special populations students. Last year, ACS CTE implemented an Equity Plan to ensure that teachers were planning with special populations students in mind, specifically EC, EL, AIG, and Academically Challenged. Professional Development was provided throughout the last two years at CTE monthly district meetings to ensure teachers were aware and understood how to address the needs of these students. But there is more work to be done.

As in each of these statements within this narrative, educating our school counselors will be imperative. In addition, our entire registration team should be included in this conversation, as well as continued PD for our CTE teachers.

HOW

- Continued and new Professional Development with CTE teachers, school counselors and both middle school and high school registration teams, regarding the importance of including special populations students in all program and course opportunities.

WHO

- CTE Administrator
- CDC
- SPC
- CTE Teachers
- School Counselors
- Registration Teams

WHEN

- Professional Development and promoting CTE programming will begin again in August 2024 and be an ongoing process
- Continue to monitor student transition plans to help EC teachers and counselors register students for courses that reflect those plans. - Ongoing beginning Summer 2024

* - Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

ACS offers various work-based learning opportunities to students in middle and high schools.

In middle school:

- We have hired a Part-Time CDC who spends one day a week at each middle school. This has had a incredible impact on relationships and implementation of Career Development activities at those schools.
- Our middle school CDC has also implemented 5th grade Career Awareness activities at our middle schools. Some have asked her to come facilitate those activities, and some chose to implement on their own. There is some inconsistency between both those models, but it has still increased awareness activities56th-8th grade students have access to Major Clarity
- Less than 20% of CTE teachers take their students on industry tours
- 53% of CTE teachers have at least one career guest speaker per year
- 8th grade at one middle school participate in a 5-week Career Exposure Program through a collaboration with a local organization, East Side Local Development

- 200-240 8th grade students participate in annual Career days in the pathways of Advanced Manufacturing, Automotive Technology, Agriculture, Health Science and Information Technology This is a collaboration between Asheboro City Schools, Randolph County School System, Randolph Community College and local businesses. Students go on an industry tour & do hands-on activities at the community college
- Both middle schools hold an annual Career Fair

In high school:

- 9th-12th grade students participate in activities through Major Clarity
- On average, less than 5 students per year participate in an Internship (this number is down due to Covid. Our goal is to be back to 10-20 by the 2023 2024 school year)
- On average 10 students per year participate in short-term job shadowing
- Annually 10 Juniors participate in Randolph County's Job Shadowing Day, a collaboration between Asheboro City Schools, Randolph County School System and local business partners
- On average 10 students per year participate in long-term job shadowing through the Asheboro Police Department's Police Explorers program
- About 70 students per year participate in PULSE camp-Health Sciences Camp that includes industry tours, guest speakers and hands-on activities
- We have some co-curricular Work Based Learning experiences happening. Some of these opportunities have been impacted by both Covid and ongoing construction project at AHS
 - Early Childhood I & II-Childcare Center work experiences
 - Apparel II-School-based enterprise
 - DECA
 - FFA
- On average 10-20 students per year participate in Industry Open Houses in the areas of Advanced Manufacturing, Automotive Technology and Information Technology through Apprenticeship Randolph
- Through Apprenticeship Randolph, Asheboro City Schools has had to date 7 students become Apprentices
- Annually, an average of 100 students participate in Career Talks planned by our CDC's

Middle & High School:

- This summer, approximately 150 student will participate in Summer Pathways camps, funded by the PRC 177 Career Accelerator Camp
 - PULSE - Health Science
 - Middle School Agriculture
 - High School Agriculture

- Media Production
- Design & Engineering
- Entrepreneurship

- Orientation for students, parents and industry partners
- Set up Working Smart Training with RCC faculty
- Who:
 - Compile data from interest inventories and Career Development/4-year Plans-SPC & CDC
 - Make application-CTE Director & SPC
 - Compile who is eligible from applications-SPC
 - Recruit Employers-CTE Director, SPC, CDC
 - Compile student packets-SPC
 - Student & Parent Meeting- CTE Director, SPC, CDC, ACS HR
 - Employability Skills lessons with students-RCC Faculty
 - Employer & Student Orientation & Interviews-CTE Administrator, SPC, CDC
 - Employability Skills Training- RCC Faculty
- What & When: (each year)
 - Compile data of students- Annually in the Fall
 - Advertise opportunity to students- Annually December-January
 - Completed applications due- Annually March - April
 - Recruit Employers- Annually February March
 - Student packets due - Annually April
 - Student & Parent Meeting-Annually May
 - Employer & Student Orientation & Interviews-Annually May/June

- Student Work Experience employment- July-August
- Employability Skills Training- July-August
- Develop SLICE lab
 - Buy equipment if needed - Summer 2024
 - Develop activities for students grade 5-12 - Summer 2024
 - Train teachers in the activities - September and October 2024
 - Develop feedback survey for teacher as they use the SLICE lab - by October 2024
 - Ongoing review of effectiveness and tweak activities as needed - beginning and continuing consistently Fall 2024

4) Describe work-based learning opportunities that the local eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students. Include descriptions of at least two work-based learning opportunities that are related to CTE instruction. These worked-based learning opportunities shall consist of on-the-job training through an internship, cooperative education, apprenticeship program or experiential learning such as Nursing Fundamental Clinicals, etc.

Internships are for 11th and 12th grade students who have completed two CTE courses in the same career pathway, with one of the courses being a second level course. Internships are advertised by the CDC, CTE teachers, and School Counselors. Students fill out an application during registration that includes what their career goal is and at what type of business they would like to intern. The internship lasts for one school semester and the intern must complete 120 hours of on-the-job training. The intern must turn in a monthly timesheet that is signed by the sponsoring business. Coursework for interns includes weekly journals, Points to Ponder employability questions, and completion of a Resume. Since completing the CLNA, it was decided to add online Employability Modules to the internship coursework. Throughout the internship the intern creates an electronic portfolio that includes picture documentation of their experience to present to a board of judges at the end of the semester. The judges score the intern using a rubric that includes the electronic portfolio, their resume, and presentation. Scores are averaged together and count as the student's final exam grade for the course. This year we grew this program exponentially with 27 students in the fall and 46 in the spring.

This summer, up to 20 students will participate in a Summer Internship program. Students will apply and interview to work for local industry partners. They will earn a stipend (funded by PRC 177) and earn a Working Smart employability skills certificate, as well as internship credit if they complete all 120 hours

Apprenticeship Randolph is Randolph County's premier opportunity for current juniors and seniors living and learning in Randolph County to get a jump start on a professional career in the county's booming local industries. Students have the opportunity to maximize earning potential, gain valuable skills and experience through on-the-job training, and earn an Associate of Applied Science degree from Randolph Community College at no cost to the student. Currently apprenticeships are offered in Advanced Manufacturing, Automotive Technology, and Information Technology. Advertising and recruitment for this program is done by the CDC, CTE Teachers, and School Counselors. Any student who is interested in learning about the Apprenticeship program is invited to attend an at-school information session that is run by industry partners. If a student is still interested, the next steps are for the student to attend at least one Industry Open House and for a parent/guardian to attend one as well. Because some students' parents are unable to attend, the Apprenticeship Randolph organization decided that a school staff member could attend in place of a parent. The application process is next and is based on the student's GPA, completion of Math III, school attendance, and attending an Open House. After applications are reviewed, students can be invited to Orientation Week. This is a 4-day work-based learning experience where students participate in hands-on activities all while industry partners are there to observe and interact with them. Based on the student's performance during Orientation Week, some are offered Pre-Apprenticeships. During Summer Pre-Apprenticeships, students complete college courses and get paid on-the-job training at the industry that chose them. At the conclusion of the summer, industries can choose to offer students full 4-year

Apprenticeships.

Students have also participated in applying for NC FAME - which is the Toyota run apprenticeship program The first year we had 5 students accepted. This year we have had 3 students accepted.

Our strategy to address these opportunities, again, includes professional development with our school counselors, a more intentional approach to program planning, and development of a SLICE lab for career development activities for 5th - 12th grade students. This lab will be located in our district Global Innovation Center and will have activities that represent our ACS CTE pathways and local labor market demand careers. SLICE stand for Simulated Lab for Interactive Career Exploration.

In order to expand work-based learning opportunities for students, ACS CTE is using PRC 177 Career Accelerator grant funding to reinstate our Summer Internship Program.

- How:
 - Recruit current juniors to the program
 - Recruit industry partners to the program
 - Obtain job descriptions and hold interviews

*** 5) Describe how students participating in CTE programs will be provided with the opportunity to gain postsecondary credit while still attending high school, such as articulated credit and CTE Career and College Promise (CCP).**

Asheboro City Schools CTE does have a process for notifying students and parents in our courses that can receive articulated credit for those in our local course agreement. We send a flyer home with students and teachers discuss with students at the beginning of the semester. We need to begin to remind students at the end of the semester as well. We do not however, have a process in place to notify students that are in other eligible courses. Now that we have that information available in PowerSchool, we recognize that we need to include these students and courses in that process.

HOW

- Utilizing the PowerSchool report about concentrators, identify which courses we offer.
- Develop a new flyer for courses that are not available at RCC, but other Community Colleges.
- Educate CTE teachers how to explain this to students and the significance of articulated credit. Remind them each semester to share throughout.
- Educate school counselors on the significance of articulated credit.

WHO

- CTE Administrator/CIMC

- CDC
- SPC
- School counselors
- CTE Teachers

WHEN

- Beginning Fall 2024 and ongoing

The number of Asheboro High School students taking CCP courses at RCC has more than doubled in the last three years, and this includes CTE CCP courses. Our CDC does an excellent job of promoting these opportunities to our students, as well as the RCC Career Coach and our school counselors. We recognize there is a gap in informing our teachers, as well as parents. We will plan to update our promotional materials and messages for students, parents, and all stakeholders. These will be utilized at Family Engagement Nights, shared with administration, counselors and our district advisory councils.

HOW

- Update our articulation and CTE CCP marketing materials to be more consistent with our CTE messaging and design.

WHO

- CTE Administrator

WHEN

- Completed and translated no later than January, 2025

*** 6) Describe the support provided for the recruitment, preparation, retention and training, including professional development, of teachers, faculty, administrations, and specialized instructional support personnel and paraprofessionals, including individuals from groups underrepresented in the teaching profession.**

Asheboro City Schools has a Beginning Teacher program with teacher representatives at each school that work directly with teachers. This program is implemented through our Human Resources department and includes BT1, BT2, and BT3 teachers. The secondary training typically includes CTE input for sharing programs; our CDC and department chair handle these presentations. Next year, the AHS department chair will join the team as one of the lead mentors.

Within the ACS CTE department, since we are a small system, our CIMC and department chair work closely with new teachers to ensure they are acclimated. Prior experience in CTE and in teaching will affect the level and necessity of engagement during this process. With a district kick off each year, as well as CTE monthly district meetings, new teachers do receive a lot of orientation, but we do recognize the need for a more defined teacher orientation program.

HOW

- Develop a Canvas course and CTE Boot Camp for new CTE teachers that houses forms and information regarding their school as well as CTE. This would be a resource for any CTE hire, whether a classroom teacher or other administration, administrative, or support staff.

WHO

- CIMC
- CDC
- SPC

WHEN

- Completed and ready for roll out no later than August 2024

*** 7) Describe how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education.**

Part I of this local application describes the improvement process that will take place over the next two years. Local benchmarks for the current year and future years have been identified and performance data will serve as our indicators of success. To improve the academic and technical skills of our students, our CTE program will specifically focus on the improvement of academic proficiency in Reading/Language Arts, Math, and Science. Our technical skills improvement efforts will focus on two performance quality measures including the increase of student industry recognized credential attainment and improved student performance on state assessments and Performance Based Measures. In addition, students are provided guidance to participate in career awareness and development opportunities while following a Career Pathway of their choice (see Career Pathways offered in this section). Career Pathways provide students the opportunity to participate in academic and technical courses while becoming a CTE concentrator. Students also have the opportunity to accelerate their learning through articulation credit and opportunities to participate in Career and College Promise coursework.

WHAT:

Work with elementary and middle school directors and specialists to determine where our math standards overlap and identify common vocabulary and instructional practices.

Work with secondary ELA teachers to determine what skills they are teaching for the English 10 EOC and provide teachers with strategies to enforce those skills in their CTE classrooms.

Identify math, ELA, science standards to incorporate those practices in CTE classrooms, i.e. discourse.

WHO:
CTE Director
CIMC
Math/ELA teachers
CO Directors
CTE Teachers

HOW:
Encourage CTE teachers to attend district wide PD for Math, ELA and Science common practices and standards.
Invite Math/ELA/Science teachers/specialists to CTE District meetings to share best practices.
Add these 'look fors' to a walkthrough form and conduct walkthroughs consistently to provide feedback.

WHEN:
Math/ELA/Science standards PD - scheduled throughout the year on the District PD plan. - Ongoing 2024-2025 school year.
Invite Math/ELA/Science teachers to share best practices at monthly CTE District meetings - beginning at kickoff - August 2024 - and throughout the fall 2024.
Add 'look fors' to a walkthrough forms and conduct walkthroughs - this would be ongoing and the 'look fors' would change as different core best practices are shared at monthly CTE district meetings - beginning August 2024.

NCDPI Feedback:

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part IV: Application for Workstudy Program

1. Students participating in the program are:

- (a) enrolled and in good standing in a bonafide career and technical education program;
- (b) accepted for enrollment in a bonafide career and technical education program;
- (c) full-time students;
- (d) in need of the earnings from such employment to commence or continue their career and technical education program;
- (e) at least 15 years of age and less than 21 years of age at the date of commencement of employment; and
- (f) in the opinion of appropriate school authorities, are capable of maintaining good standing in their academic and career and technical education program while employed under the work-study program.
- (g) gaining knowledge attainment and skills related to their career pathways.

2. Hours and compensation/limitations are:

- (a) maximum of 20 hours per week while classes are in session;
- (b) no limitation on amount earned during regular school term;
- (c) no limitation upon hours or amount earned during summer if student is not enrolled in classes except for 15 year olds, who may work only eight hours per day and 40 hours per week; and
- (d) rate per hour -
Minimum: Effective State minimum wage rate;
Maximum: Effective Federal minimum wage rate

3. Place of employment may be:

- (a) Local education agency, or
- (b) Public or non-profit, private agency or institution -- Federal, State, or Local.
- (c) no limitation upon hours or amount earned during summer if student is not enrolled in classes except for 15 year olds, who may work only eight hours per day and 40 hours per week; and

4. Programs will be coordinated such that:

- (a) Work will be performed pursuant to a written agreement between the local educational agency and participating public agency or institution;
- (b) Work so performed will be adequately supervised and coordinated; and
- (c) Work will not supplant present employees of participating agency or institution.
- (d) In cases where work is performed for a Federal agency or institution, the written agreement between the local educational agency and the Federal agency or institution will state that the students so employed are not Federal employees for any purpose.

Our district WILL be participating in the Workstudy Program.

Budget

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part V - 1: Perkins Federal Grant (PRC 017)

This Budget has not yet been received by CCIP.

Grant Award Notification (GAN)

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part V - 1: Perkins Federal Grant (PRC 017)

A grant award letter has not yet been generated.


Allotment and Budget

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part V - 2: Months of Employment Grant (PRC 013)

Months of Employment (PRC 013) Allotment:	233	
--	------------	--

Related Documents

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part V - 2: Months of Employment Grant (PRC 013)

Required Documents		
Type	Document Template	Document/Link
Months of Employment (PRC 013) Planning Budget [Upload 1 document(s)]	N/A	 <u>ACS CTE 761 PRC 013 2024-2025 Budget</u>



NCCCIP Home

Search

NCDPI Resources

Help for Current Page

Contact NCDPI

NCCCIP Sign-In

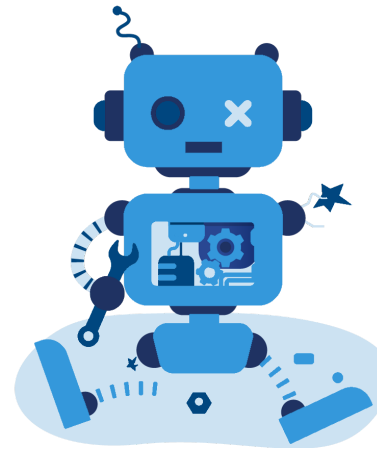
Public Access

Production

NCCCIP Error

Asheboro City Schools (761) Regular Local School District - FY 2025

Oops! An unexpected error has occurred.



Please try again.

If you continue to receive this message, please contact your system administrator.

[Back](#)

Assurances

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part VI: Assurances and Certifications

The development of this application for state/federal aid for secondary career and technical education was coordinated by the director for career and technical education. This plan and the programs, services and activities offered are in accord with State and Federal guidelines. The information, data, and certifications included are accurate to the best of our knowledge and belief.

These assurances and certifications confirm the local educational agency's capacity to carry out the State and Federal legal requirements during the timeframe of this local application. State legal requirements are designated by an (S) and federal requirements ((Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (P. L. 111 - 224) requirements by an (F).

* **The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that:**

A. Local Application for Career and Technical Education Programs

1. The purposes of career and technical education as established in Chapter 115C, Article 10 of the NC General Statutes are adhered to in planning, designing, implementing, supervising and evaluating the career and technical education programs within this local education agency (LEA). (S.) (Article 10 Part 1 Section 115C-151)
2. Career and technical education programs are supervised, directed, or coordinated by persons qualified under the State Board of Education policies. (S. 115C-154 (6)(7))
3. The LEA will provide free appropriate career and technical education instruction, activities, and services in accordance with this Part for all youth who elect the instruction and shall have responsibility for administering the instruction, activities, and services in accordance with federal and State law and State Board of Education policies. (S. 115C-157)
4. The expenditures in this plan will adhere to the most recent NC Career and Technical Education (CTE) Fiscal and Policy Guide. (S. 115C-154 (9); 115C-156)
5. The programs in this plan will adhere to the most recent NC Career and Technical Education Standard Course of Study Guide. (S. 115C-154)
6. The LEA has developed a career and technical education plan that describes the career and technical education needs of students and potential students in the LEA and indicates how and to what extent the programs proposed in the application meet such needs. (S. 115C-154 (8)) (F. 134 (a))
7. The LEA has conducted a comprehensive local needs assessment related to career and technical education and has included the results of the needs assessment in the local application. (F. 134 (c)(A))
8. The LEA has conducted a comprehensive local needs assessment related to career and technical education not less than once every 2 years. (F. 134 (c)(B))
9. The career and technical education programs and courses are not duplicated within the LEA unless the LEA has data to justify the duplication or has a plan to redirect the duplicative program within three years. (S. 115C-154.1 (2))
10. For all current job skill programs, there is a documented need based on labor market data or follow-up data or there is a plan to redirect the program within two years. (S. 115C-154.1 (3))
11. Career and technical education programs in the LEA are in accordance with the purposes of G.S. 115C-151:

	A. Occupational Skill Development - To prepare individuals for paid or unpaid employment in recognized occupations, new occupations, and emerging occupations. (S. 115C-151 (1))
	B. Preparation for Advanced Education - To prepare individuals for participation in advanced or highly skilled career and technical education. (S. 115C-151 (2))
	C. Career Development Introductory - To assist individuals in the making of informed and meaningful occupational choices. (S. 115C-151 (3))
12.	New career and technical education programs show documented need based on student demands, or for new job skill programs, based on student and labor market demands (S. 115C-154.1(4)); or, address high-wage or high skill or in-demand occupations. (F. 135 (3))
13.	All career and technical education programs are responsive to technological advances, including characteristics of the work force, and the academic, technical, and attitudinal development of students. (S. 115C-154.1 (5))
14.	Local programs using the cooperative career and technical education method will be approved subject to students enrolled being placed in employment commensurate with the respective program criteria (S. 115C-154)
15.	Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study. (F. 135 (b)(1))
16.	Provide professional development programs for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. counselors, and administrators. (F. 135 (b)(1)(2))
17.	The definitions of specific career and technical education program elements are adhered to. (S. 115C-152 (1)(2)(3)(4))
18.	Support integration of academic skills into career and technical education programs and programs of study. (F.135 (4))
19.	Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance. (F. 135 (5))
20.	A formal system of evaluation is conducted annually to determine how the programs meet their state objectives and are relevant to employment and occupational needs of students. Evaluation results are maintained in the LEA file designated by the superintendent and are used for improvement in programs. (S. 115C-154 (10))
21.	Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive local needs assessment required. (F. 135 (b)(6))
22.	An organized system for conducting follow-up studies to determine the effectiveness of the career and technical education programs and guidance and counseling is used by the principal, and a compilation of all schools maintained in the office of the career and technical education director. Records and other information needed to carry out this function are maintained in the teacher's files. (S. 115C-154 (10))
23.	The LEA has on file the findings of evaluations of career and technical education programs operated in the LEA during the previous one year and five years to ascertain the effectiveness of instruction, services, and activities. (S. 115C-154 (10))
24.	Each local board of education shall be assisted by a business advisory council in performance of its duties to provide career and technical education instruction, activities, and services. (S. 115C-172)
25.	Each local school administrative unit shall offer as part of its career and technical education program at least two work-based learning opportunities that are related to career and technical education instruction. A work-based learning opportunity shall consist of on-the-job training through an internship, cooperative education, or an apprenticeship program. (S. 115C-157).
B. Local Use of Funds	

1.	The LEA will not use more than five (5) percent of the funds for administrative costs associated with the administration of activities under this section. (F. 135 (d))
2.	Funds allocated for career and technical education will be transferred only in accordance with any rules that the State Board of Education considers appropriate to ensure compliance with federal regulations. (S. 115C-105.25 (b)(6))
3.	No funds from Perkins V shall be used to require any secondary school student to choose or pursue a specific Career Pathway Program of Study; or to mandate that any individual participate in a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (F. 214 (1)(2))
4.	Funds made available under this act for career and technical education activities shall supplement, and shall not supplant, non-federal funds expended to carry out career and technical education activities. (F. 211 (a))
5.	No funds under Perkins V may be used to provide career and technical education programs or programs of study to students prior to the middle grades (5th grade defined by ESSA) except that equipment and facilities purchased with funds under this act may be used by such students. (F. 215)
6.	If the LEA uses funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel, shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical education programs located in the geographic area served by such eligible agency or eligible recipient. (F. 217)
C. Other Administrative Provisions	
1.	Nothing in Perkins V shall be construed to be inconsistent with applicable federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of federal programs or services. (F. 216)
2.	Nothing in Perkins V shall be construed by the LEA to permit, allow, encourage, or authorize any federal control over any aspect of a private, religious, or home school, regardless of whether a home school is treated as a private school or home school under State law. This section shall not be construed to bar students attending private, religious, or home schools from participation in programs or services under this Act. (F. 213)

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part VI: Assurances and Certifications

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions

This certification is required by the regulations implementing Executive Order 12549, debarment and suspension, 34 CFR Part 85, Section 85, Participants' Responsibilities. Copies of the regulations may be obtained by contacting the person to which this application is submitted.

* **The undersigned certifies, to the best of his or her knowledge and belief, that:**

1. The prospective lower tier participant certifies, by submission of this application, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this application.
3. By signing and submitting this application, the prospective lower tier participant is providing the certification set out below.
4. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into, if it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
5. The prospective lower tier participant shall provide immediate written notice to the person to which this application is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
6. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "application," and "voluntarily excluded," as used in this clause have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this application is submitted for assistance in obtaining a copy of those regulations.
7. The prospective lower tier participant agrees by submitting this application that should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
8. The prospective lower tier participant further agrees by submitting this application that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification on all lower tier covered transactions and in all solicitations for all solicitations for lower tier covered transactions.
9. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
10. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

11. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntary excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification Regarding Lobbying for Grants and Cooperative Agreements

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part VI: Assurances and Certifications

Certification Regarding Lobbying for Grants and Cooperative Agreements

Submission of this certification is required by Section 1352, Title 31 of the U. S. Code and is a prerequisite for making or entering into a grant or cooperative agreement over \$100,000.

* The undersigned certifies, to the best of his or her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and subcontracts) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact on which the Department of Education relied when it made or entered into this grant or cooperative agreement. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - CTE Local Application Checklist

This checklist is a means of communication between NCDPI and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, NCDPI will review the application and mark each section as OK, Not Applicable, or Attention Needed. If the application contains no items that are marked as Attention Needed, the application will be approved.
- If the application contains items that are marked as Attention Needed, the application will be returned to the LEA with a status of not approved. The LEA will review the checklist for items that are marked Attention Needed and make the necessary changes to those items. Only the checked items in the sections marked Attention Needed are to be corrected and/or explained. Each section marked Attention Needed also has a place where NCDPI may provide notes to explain those items. The LEA should check for notes and additional comments.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If NCDPI determines that the item has been corrected, Attention Needed will be changed to OK by the NCDPI Reviewer. If the items that were marked Attention Needed still have not been corrected, the application will be returned again to the LEA with a status of not approved.
- Applications that contain no items that are marked Attention Needed will be approved.

Checklist Description ([Collapse All](#) [Expand All](#))

1. Part I: Comprehensive Needs Assessment (CLNA)	Not Reviewed ▼
1.01 Evaluation of Performance	
1.02 Labor Market Alignment	
1.03 Size, Scope, and Quality	
1.04 Career Pathways Implementation Evaluation of Progress	
1.05 Improve Recruitment, Retention, and Training	
1.06 Equal Access to High-Quality CTE Programs of Study for All Students	
2. Part II: Data/Indicators of Performance	Not Reviewed ▼
2.01 CTE Participants	
2.02 CTE Concentrators	
2.03 1S1 Four-Year Graduation Rate	
2.04 2S1 Academic Proficiency in Reading/Language Arts	
2.05 2S2 Academic Proficiency in Mathematics	
2.06 2S3 Academic Proficiency in Science	
2.07 3S1 Post-Secondary Placement	
2.08 4S1 Non-Traditional Program Concentration	
2.09 5S1 Program Quality-Attained Recognized Postsecondary Credential	
2.10 5S4 Program Quality-Other	
3. Part III: Local Application Narratives	Not Reviewed ▼
3.01 Subsection - Local Application Narratives	
4. Part IV: Application for Workstudy Program	Not Reviewed ▼
4.01 Application for Workstudy Program	
5. Part V - 2: Months of Employment Grant (PRC 013)	Not Reviewed ▼
5.01 Allotment and Budget	
5.02 Related Documents	
6. Part V - 3: State Support Grant (PRC 014)	Not Reviewed ▼
6.01 Budget	
6.02 Related Documents	
7. Part VI: Assurances and Certifications	Not Reviewed ▼
7.01 Assurances	
7.02 Debarment Assurance	
7.03 Certification Regarding Lobbying for Grants and Cooperative Agreements	
7.04 Signature Page	

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - GAN Information

Upon final approval of your Federal Grant applications and budgets within the Comprehensive Continuous Improvement Plan (CCIP) Grants Management System, your Grant Award Notification will populate for the programs that have received approval. The amounts listed are estimated amounts; the final award amount will be made available at [NCDPI School Allotment Section](#). The estimated award amount can be found within the allotments section of your organization's CCIP application and within the local budgeting system. Once the Grant Award Notification is populated within CCIP, the memorandum will provide the authority to request, receive, and expend these funds. Your organization will receive notification from the DPI Allotment System when the funds approved through populated Grant Award Notification are available for drawdown.

Note: The actual Grant Award Notification is available in Part V - 1: Perkins Federal Grant (PRC 017).

GAN Organization Data

Asheboro City Schools (761) Regular Local School District - FY 2025 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - GAN Information

*** Unique Entity Identifier (UEI):**

NEP2GJKLLYQ1

*** Address:**

1126 S. Park St.
Asheboro, NC 27203

Superintendent

*** Name**

Dr. Aaron Woody

*** Email Address**

awoody@asheboro.k12.nc.us

Key Personnel:

Name	Email Address
* Sarah Beth Cox	* sbcox@asheboro.k12.nc.us
* Sandra Spivey	* sspivey@asheboro.k12.nc.us



Local Application Plan

Career & Technical Education
Sarah Beth Cox

June 13, 2024



CTE Leadership

Sarah Beth Cox

**Director of Career & Technical Education &
Curriculum & Instructional Management Coordinator (CIMC)**

Courtney McGowan

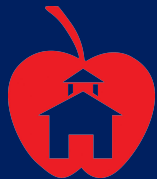
Career Development Coordinator for Apprenticeships/CIMC Support

Elizabeth Pack

High School Career Development Coordinator

Ann Callicutt

Middle School Career Development Coordinator (Part-Time)



Program Make Up

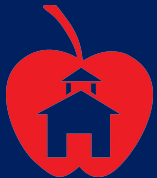
5 Program areas:

- Agriculture
- Business, Marketing, and Finance
- Family Consumer Sciences
- Health Sciences
- Technology and Trade and Industrial Education

AHS: 14 teachers

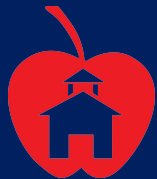
NAMS: 3 teachers

SAMS: 3 teachers



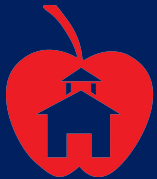
Perkins V

- Strengthening Career and Technical Education for the 21st Century
- Signed into law July 31, 2018
- In effect July 1, 2020
- \$1.3 billion annually for CTE programming across the nation
- Governs Secondary and Post-Secondary CTE Education



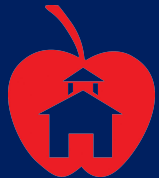
Career & Technical Education

- Funded by the Carl D. Perkins Act
- First authorized in 1984
- Previous update in 2006
- Must submit a Local Application Plan (LAP) to receive funding
 - LAP is submitted biannually
 - Budgets are submitted annually
 - Both require board approval



Performance Indicators

- 1S1: Four-Year Graduation Rate
- 2S1: Academic Proficiency in Reading/Language Arts
- 2S2: Academic Proficiency in Mathematics
- 2S3: Academic Proficiency in Science
- 3S1: Post-Secondary Placement
- 4S1: Non-Traditional Program Enrollment
- 5S1: Program Quality – Attained Recognized Post-Secondary Credential
- 5S4: Program Quality – Proof of Learning



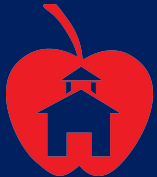
Comprehensive Local Needs Assessment (CLNA)

- Conducted every two years
- Gather and analyze stakeholder feedback in the following categories:
 - Labor Market Alignment
 - Size, Scope, and Quality
 - Career Pathways Implementation
 - Recruitment, Retention, and Training
 - Equal Access for All Students
- Complete a Program Evaluation and develop strategies based on feedback
- Data from the CLNA should be reflected throughout the LAP and should drive decision making.



Narratives

- Written responses to six overarching programming question prompts
- Questions were provided by the federal government
- Includes strategies regarding how ACS CTE will answer these questions through our CTE programming
- Should reflect the data from the CLNA



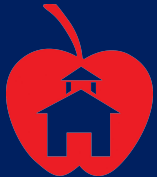
Celebrations Since Our Last LAP

- Increased the number of credentials earned by 48%. 91% of CTE concentrators earned a credential.
- Achieved 100% graduation rate for CTE concentrators.
- Increased work-based learning opportunities:
 - 42% Increase in the number of interns
 - 65% Increase in summer interns
 - Reinstated junior Job Shadow Day with the Chamber of Commerce
 - Joined NC Fame and placed 8 students in their apprenticeship program



Celebrations Since Our Last LAP

- Collaborated with UNCG and district leadership to implement the TEACH program
- Reimplemented Automotive Institute - Collision Repair with RCC
- Established 4 new institutes with RCC for the 24-25 school year.
 - Light Duty Diesel
 - Zoological Horticulture
 - Advanced Manufacturing
 - Fundamental Machining (junior year)
 - CNC Machining (senior year)
 - Community Support Services (recommended for Counseling & Mental Health Pathway students)



Around CTE



Around CTE



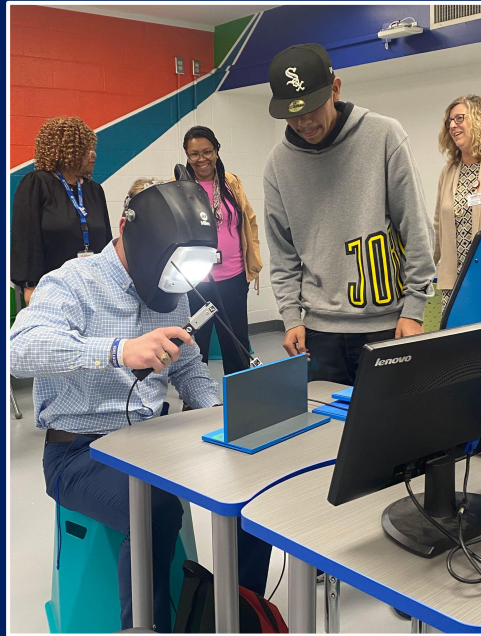
Around CTE



Around CTE



Around CTE



Apprenticeship Randolph



Meet our 2024 Pre-Apprentices!

NAME Adrian Carmona Hernandez

HIGH SCHOOL Asheboro High School

RCC PATHWAY Industrial Systems
Technology-Mechatronics

Drafted by:



<https://www.postconsumerbrands.com/>



Meet our 2024 Pre-Apprentices!

NAME Guillermo Santos Espinoza

HIGH SCHOOL Asheboro High School

RCC PATHWAY Industrial Systems
Technology-Mechatronics

Drafted by:



<https://energizer.com>



Meet our 2024 Pre-Apprentices!

NAME Tyler Kassebaum

HIGH SCHOOL Asheboro High School

RCC PATHWAY Computer Integrated Machining

Drafted by:



<https://www.darran.com/>



NC FAME



Around CTE

TOMORROW'S EDUCATORS

TEACH

ADVANCEMENT TO COLLEGE
THROUGH HIGH SCHOOL

Are you thinking of being a teacher?

Bring a parent and join us for a
special presentation about a new program for
aspiring teachers!

March 5 • 6pm • ACS Comet Community Center

TEACH (Tomorrow's Educators: Advancement to College through High School) is:

- a DUAL ENROLLMENT PROGRAM for Asheboro City High School Students
- a PARTNERSHIP between Asheboro City Schools, UNCG, and Randolph Community College



Asheboro
Asheboro CITY SCHOOLS
A learning community of excellence!



SUMMER 2024 PATHWAYS CAMPS



To learn
more & sign
up:



Scan:

Or go to:
<https://bit.ly/ctecamps24>

FREE
for ACS
Students

Transportation
Available

Breakfast &
Lunch
Provided

Mon, July 22 - Thurs, July 25 8:45am-1:30pm	Minecraft & Robotics Camp	Rising 6th - 9th grades
	Agriculture Camp	Rising 6th - 9th grades
Mon, July 29 - Thurs, Aug 1 8:45am-1:30pm	Girls in STEM Camp	Rising 6th - 9th grades
	Health Science Camp	Rising 9th - 12th grades

Questions? Contact Elizabeth Pack (epack@asheboro.k12.nc.us)

The Asheboro City School System does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The Title IX Coordinator has been designated to handle inquiries regarding the non-discrimination policies. 1226 S. Park St., Asheboro, NC 27203.336-625-5104

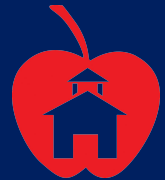
Goals for 2024 - 2026

- Establish the SLICE Lab (Simulated Lab for Interactive Career Exploration) in our Global Innovation Center.
- Build a more collaborative relationship with our Business Advisory Council members.
- Increase our proficiency scores for 2S1 Reading/Language Arts and 2S2 Mathematics and 2S3 Science by developing a crosswalk of CTE and core standards.
- Identify individual apprentice opportunities for students.

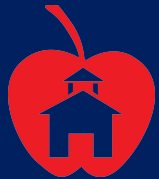


Goals for 2024 - 2026

- Create a standards-aligned K-4 Career Development Continuum.
- Establish National Technical Honor Society chapter at AHS.
- Implement 8th grade industry tours.
- Develop new communication plan for articulation and CTE CCP opportunities.
- Continue to maximize certificate and diploma opportunities with RCC through the establishment of career institutes.



I am happy to answer any questions at this time.



CALENDAR OF UPCOMING EVENTS - June 13, 2024 Board Meeting

DATE	TIME	EVENT	LOCATION
Thursday, June 27	5:30 p.m.	Special Called Board of Education Meeting	Central Office Board Room
Thursday, July 4	All Day	Holiday	All Schools
Monday, July 8	6:00 p.m.	Randolph County Commissioners Meeting	725 McDowell Rd, First Floor Meeting Room A
Thursday, July 11	12:00-5:00 p.m.	Board of Education Retreat	Professional Development Center
Thursday, July 11	7:00 p.m.	Board of Education Meeting	Professional Development Center
Thursday, July 25	5:30 p.m.	Special Called Board of Education Meeting	Central Office Board Room
Monday, August 5	6:00 p.m.	Randolph County Commissioners Meeting	725 McDowell Rd, First Floor Meeting Room A
Thursday, August 8	7:30 p.m.	Board of Education Meeting	Professional Development Center
Friday, August 16	All Day	Optional Teacher Workday	All Schools
Monday, August 19-Friday, August 23	All Day	Required Teacher Workdays	All Schools
Wednesday, August 21	4:00-7:00 p.m.	Asheboro High School Open House	Asheboro High School
Thursday, August 22	10:00 a.m.	Convocation	Asheboro High School Performing Arts Center
Thursday, August 22	3:00-6:00 p.m.	Elementary Schools Open House	All Elementary Schools
Thursday, August 22	4:00-7:00 p.m.	Middle Schools Open House	All Middle Schools
Monday, August 26	All Day	First Day of School for Students	All Schools

Asheboro City Board of Education Meetings 2024-2025 Meeting Schedule

The Asheboro City Board of Education will meet on the following dates
in the Professional Development Center (unless otherwise posted).

All regular monthly meetings begin at 7:30 p.m.

July 11, 2024
July 25, 2024 - 5:30 p.m. Central Office Boardroom (special called meeting)
August 8, 2024
September 12, 2024
October 10, 2024
November 14, 2024
December 12, 2024
January 9, 2025
February 13, 2025 (with Randolph County Commissioners)
March 13, 2025 (includes budget meeting)
April 10, 2025 (includes budget approval meeting)
May 8, 2025
June 5, 2025 (Graduation is the following week)
June 26, 2025 - 5:30 p.m. Central Office Boardroom (special called meeting)

Policy and Finance Committee Meetings precede the regularly scheduled Board of
Education meetings beginning at 6:00 p.m. unless otherwise posted.