

ASHEBORO CITY BOARD OF EDUCATION
South Asheboro Middle School Media Center

April 6, 2023
7:30 p.m.

6:00 p.m. Budget Meeting & Finance Committee

I. Opening

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance – Principal Mr. Chris Burian, Charles W. McCrary Elementary School
- *D. Approval of Agenda

II. Special Recognition and Presentations

- A. School Spotlight – Mr. Chris Burian, Principal, Charles W. McCrary Elementary School
- B. Community Partner Spotlight – Mr. Chris Burian, Principal, Charles W. McCrary Elementary School
- C. Points of Pride – Ms. Chandra Manning, BT Coordinator/Curriculum Specialist
- D. Future Chef Winner – Ms. Sandra Spivey Ayers, Finance 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 individual 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 March 9, 2023, Board of Education Meeting and Legislative Breakfast Minutes for March 24, 2023
- B. Personnel
- C. Bonus Recommendations
- D. Budget Amendment S-05
- E. Budget Amendment F-03

VI. Information, Reports, and Recommendations

- A. Policies for Review – Ms. Carla Freemyer, Executive Director of Human Resources
 - Policy 3226/4205 – Internet Safety
- B. CIPA – Mr. Anthony Woodyard, Director of Technology & Innovation
- C. Summer School Opportunities – Dr. Wendy Rich, Assistant Superintendent of Curriculum & Instruction

VII. *Action Items

A. 2024-2025 Calendar – Ms. Gayle Higgs, Director of Support Services

VIII. Board Operations – Chairman Michael Smith

A. Calendar of Events

B. COSSBA Conference Recap

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
South Asheboro Middle School Media Center
April 6, 2023
7:30 p.m.

Addendum

6:00 p.m. – Budget Meeting & Finance Committee

- I. Opening**
- II. Special Recognitions**
- III. Superintendent’s Report**
- IV. Public Comments**
- V. *Consent Agenda**
 - B. Personnel (addendum added)
 - F. Sole Source Waiver – Really Great Reading
 - G. Sole Source Waiver – Number Worlds
- VI. Information, Reports, and Recommendations**
- VII. *Action Items**
- VIII. Board Operations**
 - A. Calendar of Events (updated)
- IX. Closed Session** (added)

Under NC General Statute 143-318.11.A1, to prevent disclosure of information that is privileged or confidential pursuant to the law of this State or of the United States, or not considered a public record within the meaning of Chapter 132 of the General Statutes, the Board will enter closed session to discuss personnel matters.
- X. Adjournment**

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

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

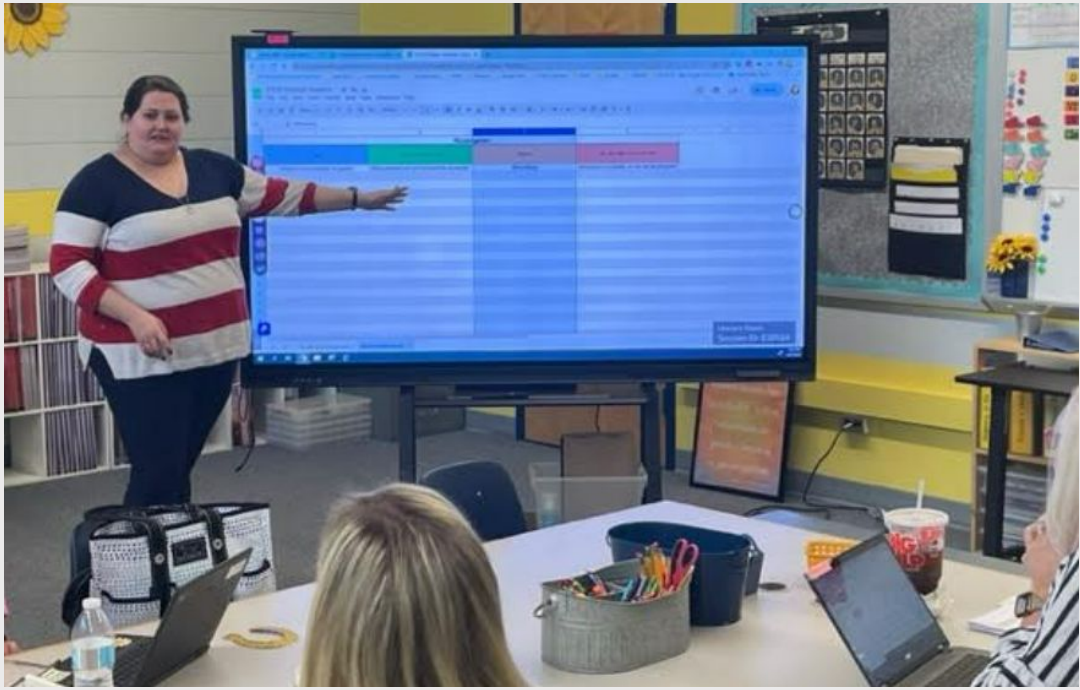


Charles W. McCrary Elementary



MTSS for School Success!

Why is MTSS Such a Big Focus at McCrary?



A Brief Overview of MTSS



Tier 1 (Team)

A strong differentiated core created during planning by collaborative teams that can deliver instruction to meet the needs of the class.

Tier 2 (CASAs)

Small group instruction to address skill deficits based on current data trends. More intense and specific than core instruction.

Tier 3 (MTSS TEAM)

More intensified instruction that addresses skill deficits. The MTSS Team works to problem solve why the learning deficits might be occurring.

Structure for Tier 1 (CORE INSTRUCTION)

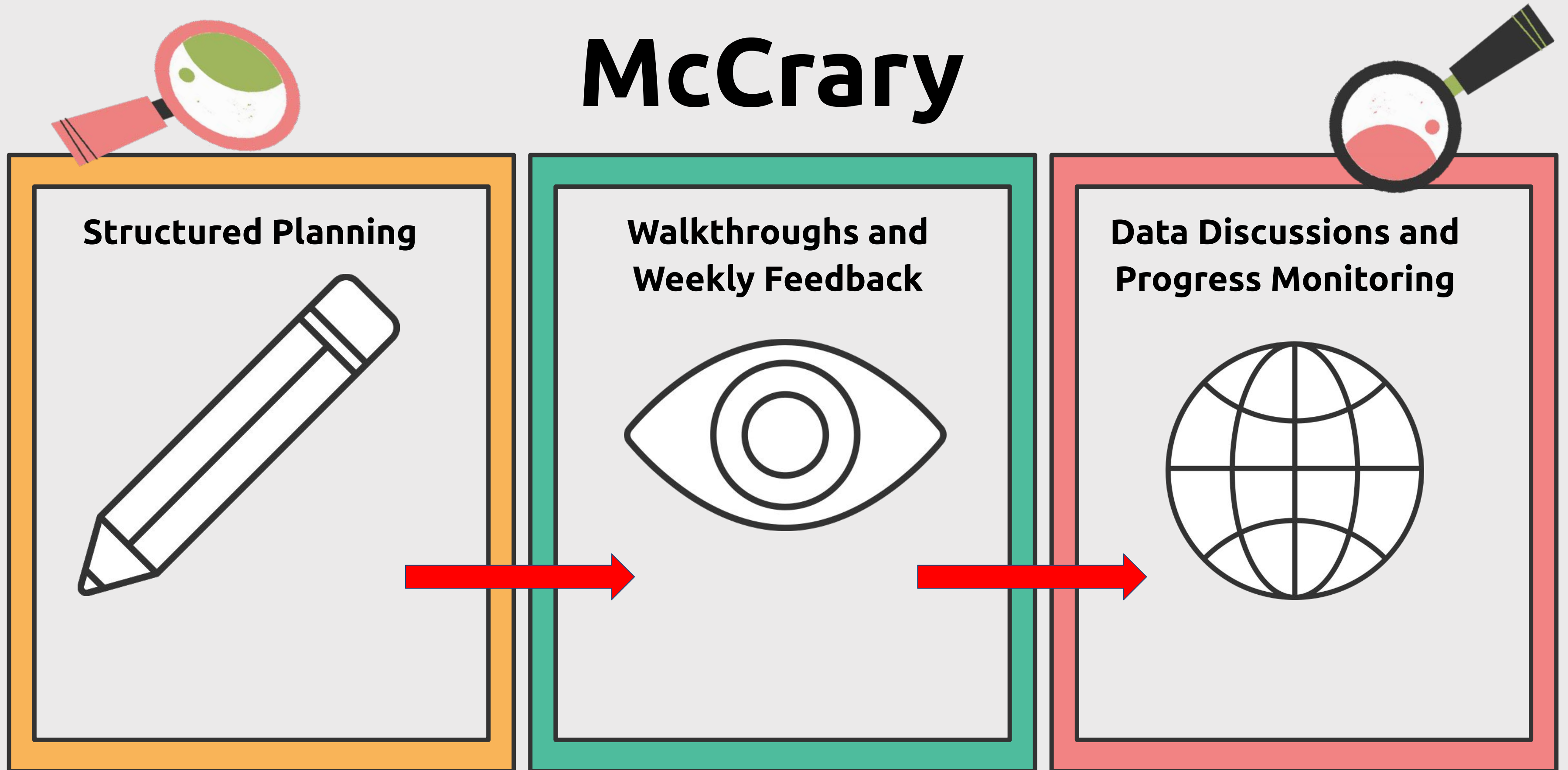


	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade				
7:25-7:45	Breakfast - Announcements						7:25-7:45			
7:45-8:00	SEL - Morning Meeting						7:45-8:00	ELA BLOCK (different for each grade level)		
8:00	ELA	ELA	ELA	Specials	Math	Rotation 1	8:00	Letterland	Reading Mini-Lesson	
8:05	Heggerty	Heggerty	Heggerty		Number Talks		8:05	Heggerty	Small Group Work	
8:10					Core Lesson		8:10	Shared Reading Benchmark Advance	Read Aloud Benchmark Advance	
8:15	Benchmark Advance						8:15	Writing and Grammar Benchmark Advance		
8:20		BA Phonics	BA Phonics				8:20	MATH BLOCK		
8:25							8:25	Number Talks		
8:30		Shared Reading, writing and grammar, mini-lessons					8:30	Core Lesson		
8:35							8:35	Small Group Support		
8:40							8:40	Spiraling Content (mastery)		
8:45	Small Groups				Small Group and Spiraling Content		8:45	SS/SCIENCE BLOCK		
8:50				Math			8:50	Core Lesson		
8:55				Number Talks			8:55	Vocabulary Mastery		
9:00			Recess	Core Lesson			9:00	INTERVENTION BLOCK		
9:05							9:05	Addressing Skill Deficits		
9:10							9:10	Reteaching Core/Standards		
9:15							9:15	Enrichment		
9:20	Benchmark Advance						9:20			
9:25		Small Groups					9:25	EC and EL may pull students during:		
9:30			ELA		Specials	Specials	9:30	Small Group Instruction		
9:35			Read Aloud, writing and grammar, reading mini-lesson	Small Group and Spiraling Content			9:35	Intervention Time		
9:40							9:40	Social Studies Time		
9:45							9:45	Science (K-4)		
9:50							9:50			
9:55							9:55			
10:00	Recess	Math					10:00			
10:05		Core Lesson					10:05			
10:10							10:10			
10:15							10:15			
10:20	Math			ELA	ELA	Rotation 2	10:20			
10:25	Number Talks and Spiraling Content			Mini-Lessons	Read aloud, Mini-Lessons and Word		10:25			
10:30							10:30			
10:35		Recess	Specials				10:35			

Master Schedule

Without a proper master schedule, all three tiers cannot happen successfully!


The Flow of Tier 1 Instruction at McCrary



Structured Planning

Extended Plannings and Weekly Plannings to Formulate Lesson Plans

Core Lesson:	Core Lesson:	Core Lesson:	Core Lesson:	Core Lesson:
<p>Materials</p> <ul style="list-style-type: none"> -Google Slides https://docs.google.com/presentation/d/1Vmoag0U7yl_SxcOrz4_HpplP-Sq4sxiqNr_IVJ8oV86Y/adit#slide=id.g4a1c1cb880ae07_fa_173 <p>-dry erase boards/markers</p> <p>-student practice pages</p> <p>-scoot cards</p> <p>-construction paper</p> <p>-CAT assessment pages</p> <p>Week 2</p> <p>Day 1 - Practice/2 Digit Word Problem Scoot</p> <p>Whole Group</p> <p>Students will solve a mental math problem and a student will be picked to explain how they solved it mentally. We will review the various strategies we have discussed and practiced using to solve problems so far this year, while referring to our anchor chart that we began at the beginning of the year and have been adding to throughout the year. Students will solve several 3 digit problems involving addition and subtraction and will share their work using the document camera/Smartboard.</p>	<p>Day 2 -Graphing Practice/Carousel</p> <p>Whole Group</p> <p>Complete the graphing review activities about pets. Students will solve a mental math problem and a student will be picked to explain how they solved it mentally. Several 2 and 3 digit addition and subtraction problems will be given in both word form and just equation form for students to practice using a variety of strategies to solve. At this point, students are choosing their strategy.</p> <p>Small Group Work- 3 digit carousel (heart cards with mix of problems only and word problems- you can choose addition, subtraction, or mix them)</p> <p>Students will be divided into groups of 3-4. Charts with 4-6 problems each will be laid out at 5 different locations in the room. Students will rotate about once every 5 minutes with their group to solve a problem and show their strategy for solving. If a group finishes early, they will figure out a different way to solve the problem.</p>	<p>Day 3 -3 digit tree craftivity (can also copy 2 digit problems for struggling students, if desired)</p> <p>Whole Group</p> <p>Students will solve a mental math problem and a student will be picked to explain how they solved it mentally. We will continue to review the See, Plan, Do, Answer Word Problem Solving Strategy steps using model problems. As we create our "plan" we will review how we can use a number bond to change the equation around to make it easier to solve using what we know about wholes and parts in a problem. We will work through a variety of problems on our dry erase boards using the place value model strategy today to add and subtract 3 digit numbers. Students will realize that they can use the same strategies regardless of how big or small the numbers are that they are adding and subtracting.</p> <p>Independent Practice</p> <p>Students will complete a Valentine tree craftivity.</p>	<p>Day 4 -3 digit +/-CAT 3 Digit Short Scoot (10 problem cards)</p> <p>Whole Group</p> <p>We will review graphing and how to use a graph to answer questions about the cookies graph. Students will solve a mental math problem and a student will be picked to explain how they solved it mentally. We will work through a variety of problems on our dry erase boards using a variety of strategies to add and subtract 3 digit numbers.</p> <p>Independent Practice</p> <p>Students will complete the CAT problems using various strategies to solve 3 digit addition and subtraction problems. They will then participate in a 3 digit scoot activity. Students will rotate from one seat to another until they have solved all of the problems or time is up. They move when they complete a problem. Students do not have to wait on others to finish before moving.</p>	<p>Core Lesson:</p>

 Kelly Patton
2:01PM Feb 21

How is this unit going so far? How are you the students know and what they may still

Asheboro City Schools Second Grade Pacing Guide

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Benchmark Advance: Foundations and Routines. Unit 1 Life Science.			Letterland Heggerty			Unit 2 Character Matters		
Building a Mathematical Community While Working with Numbers Within 20 (MD.6, OA.2, OA.3)			Benchmark Advance: Finish Unit 2 Character Matters. Unit 3 Government and Citizenship. Unit 4 Perspectives in Literature			Life Science Unit (L.1.1-1.2 & L.2.1-2.2)		
Unit 1: WE the People: Who are WE?			Skip Counting in Multiple Contexts (MD.7, NBT.2, OA.4)			Understanding Place Value to Read, Write and Compare Numbers (NBT.1, 2, 3, 4)		
Unit 2: This is America			Letterland Heggerty			Flex Weeks & Mid-year Assessment		
Matter Unit (P.2.1-2.3)			Letterland					



Benchmark Advance
Benchmark Adelante
Grades K-6 | English & Spanish

Structured Pathway To Literacy
Texts And Tools Build Perspective And Content Knowledge.



Represent and solve problems.
NC.2.OA.1 Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving:

- One-Step problems:
 - Add to/Take from-Start Unknown
 - Compare-Bigger Unknown
 - Compare-Smaller Unknown
- Two-Step problems involving single digits:
 - Add to/Take from- Change Unknown
 - Add to/Take From- Result Unknown

Clarification
Compare problems provide opportunities to reason about which quantity is smaller and larger, which influences whether students should add or subtract. The use of keywords to determine operations should **not** be used since it will lead students to do the wrong operation in Second Grade and future years. Alternatively, students should use part-part-whole diagrams, bar models, and/or reasoning about the size of quantities while solving compare problems.

Examples of Compare Problems	Compare Smaller Unknown
Compare Bigger Unknown	Problem with "more"
Problem with "more" Juan has 3 pencils. Brielle has 2 more than Juan. How many pencils does Brielle have? B = 3 + 2	Vikas has 3 pencils. He has 2 more pencils than Olivia. How many pencils does Olivia have? O = 3 - 2

Checking for Understanding

I needed to take 4 more away. So, I broke up a ten into ten ones. Then, I took 4 away.

That left me with 36. So, 36 students were in the cafeteria at the beginning. $60 - 24 = 36$

Begin	Middle	End
—	+24	= 60

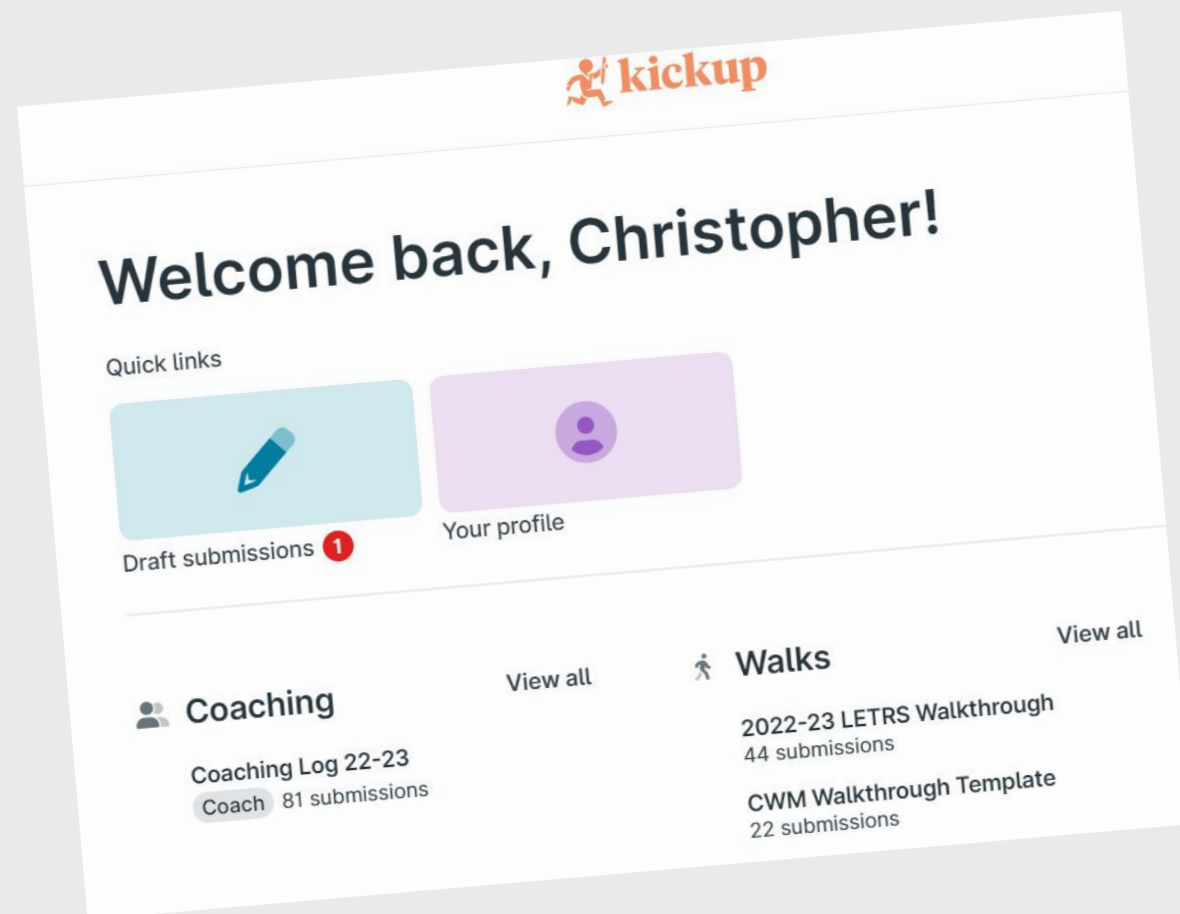
Student C
I first used a Beginning Middle End or BME chart.
Based on my equation $__ + 24 = 60$ I decided to add up from 24 to get to 60.

$24 + 6 = 30$
 $30 + 10 = 40$
 $40 + 10 = 50$
 $50 + 10 = 60$

My answer is the sum of what I added: $10 + 10 + 10 + 6 = 36$

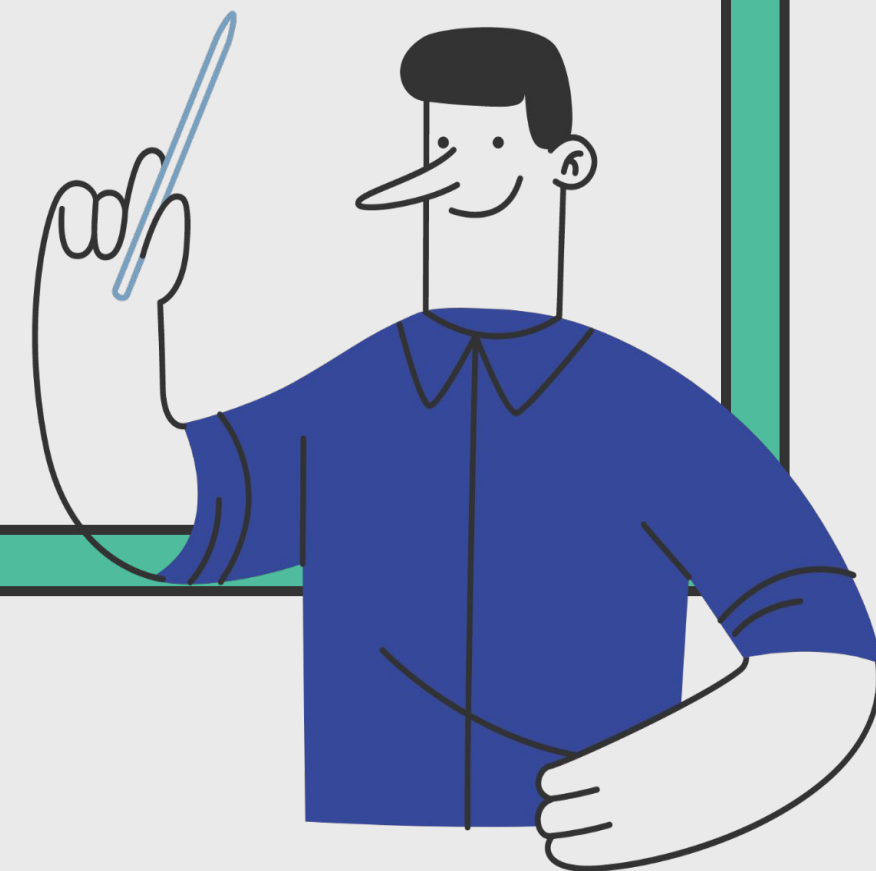
Walkthroughs and Weekly Feedback

Giving Teachers Immediate Feedback on Their Pedagogical Delivery



Week	Burian	Patton	Moore
Week 1 8/29	K, 3rd, ESL, Reading	1st, 4th, Specials	2nd, 5th, EC, AIG
Week 2 9/5	2nd, 5th, EC, AIG	K, 3rd, ESL, Reading	1st, 4th, Specials
Week 3 9/12	1st, 4th, Specials	2nd, 5th, EC, AIG	K, 3rd, ESL, Reading
Week 4 9/19	K, 3rd, ESL, Reading	1st, 4th, Specials	2nd, 5th, EC, AIG
Week 5	2nd, 5th, EC, AIG	K, 3rd, ESL, Reading	1st, 4th, Specials

The instructional team member who comments on lesson plans will also do those walkthroughs that week.



Data Discussions and Progress Monitoring the Instruction in the Building

What will we do tomorrow with the data from today?

B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y
10-4	10-11	10-19	10-27	11/7	11/16	12/2	12/9	12/19	1/10	1/19	2/1	2/9	2/16	2/27	3/7	3/14	3/22						
RL.1.1, RL.1.1, RE.1.4b, g, L.5	RL.1.2, L.3, 1-5, RL.1.1, RL.1.2, RE.1.4, b, g, L.5	Unit 1 Assessment	RL.1.3, RL.1.7, RL.1.9, L.1.5, U.2 W1	RL.1.3, RL.1.7, RL.1.9, L.1.5, U.2 W2	Unit 2 Assessment	4b & g, L3W1	4b & g, L3W2	3 Assessment	RE.1.4, U4W1	6, L.1.4, U4W2	4 Assessment	3, 3, 8, 1, 4, U5W1	3, L.1.5a, L5W2	5 Assessment	1, 7, 1, 9, U6W1	3, L.1.4, U6W2	6 Assessment						
60	73	80	90	100	88	90	87	84	100	87	84	80	73	88	90	80	92						
70	80	90	100	92	100	93	92	90	80	80	80	80	93	96	100	73	92						
70	73	65	80	73	76	100	withdrawn							71	80	73	a						
90	73	90	60	80	92	80	87	a	100	100	a	100	87	96	100	93	84						
30	47	80	a	60	52	60	13	56	60	67	40	60	73	75	40	80	64						
80	60	80	70	67	68	70	47	68	90	60	withdrawn												
90	80	80	90	87	92	100	87	80	100	a	84	100	73	79	100	87	96						
50	87	65	70	53	68	60	73	68	100	73	76	60	80	75	80	73	80						
a	60	85	60	40	a	50	80	64	30	73	40	40	a	63	a	60	40						
60	73	65	60	80	80	100	80	80	80	80	72	80	80	83	70	80	64						
60	53	80	50	80	88	90	80	68	80	73	80	80	87	67	60	73	68						
80	60	65	80	67	60	70	47	64	50	40	56	70	67	50	40	80	52						
a	incomp.	45	pulled	20	54	a	40	60	a	93	40	50	pulled	73	pulled	a	pulled						
60	80	90	100	93	84	90	93	80	a	80	92	90	93	92	100	87	92						
50	53	70	70	67	56	60	60	60	90	80	68	70	60	63	70	53	72						
60	53	75	60	53	64	60	53	64	50	33	64	90	47	71	70	73	60						

Forcini: ELA ▾ Forcini: Math ▾ 3 Gatewood: ELA ▾ 6 Gatewood: Math ▾

	Letter Names	Phonemic Awareness	Letter Sounds	Decoding	Word Reading	Oral Language	Vocab
Composite Goal 371	LNF Goal 37	PSF Goal 29	NWF-CLS Goal 25	NWF-WRC Goal 3	WRF Goal 4	OL Goal 17	VOCAB Goal 15
394 Above	44 Benchmark	39 Benchmark	42 Above	0 Well Below	5 Benchmark	18 Benchmark	18 Benchmark
440 Above	82 Benchmark	63 Above	52 Above	16 Above	18 Above	18 Benchmark	20 Benchmark
371 Benchmark	38 Benchmark	8 Well Below	31 Benchmark	0 Well Below	0 Well Below	7 Well Below	7 Well Below

Area of focus	MATH
Celebrations or areas of pride?	Plan moving forward (what, who, when, and how) The review helped a lot. A lot of growth!
Which standards were low as a class?	3.OA.8- 2 step operations 3.OA.6- Inverse operations 3.OA.2- Division
What were your concerns on test question analysis?	3.OA.8- plucking out numbers, making sense of the problem and matching to the correct expression.
What testing habits do you need to work on?	Using calculator
Is there a plan for annotating the text from here on out?	Use the scratch paper to write out the important details since it is difficult to annotate on the test.

Warm up problems cloned from 3.OA.6/3.OA.8 problems (both multiple choice/open ended). Working on making sense of problems through visualizing and talking about the problem.

Walk student through 3.OA.2 division expressions to develop sense making.

Practice using the calculator throughout the year in units. You can practice in small groups.



Tier 2 Instruction at McCrary (Small Group Delivery)



**Small Group Instruction
During Block Time**

**Interventions During
Grade Level
Intervention Block**

**Reading Intervention
with the Reading
Specialist**

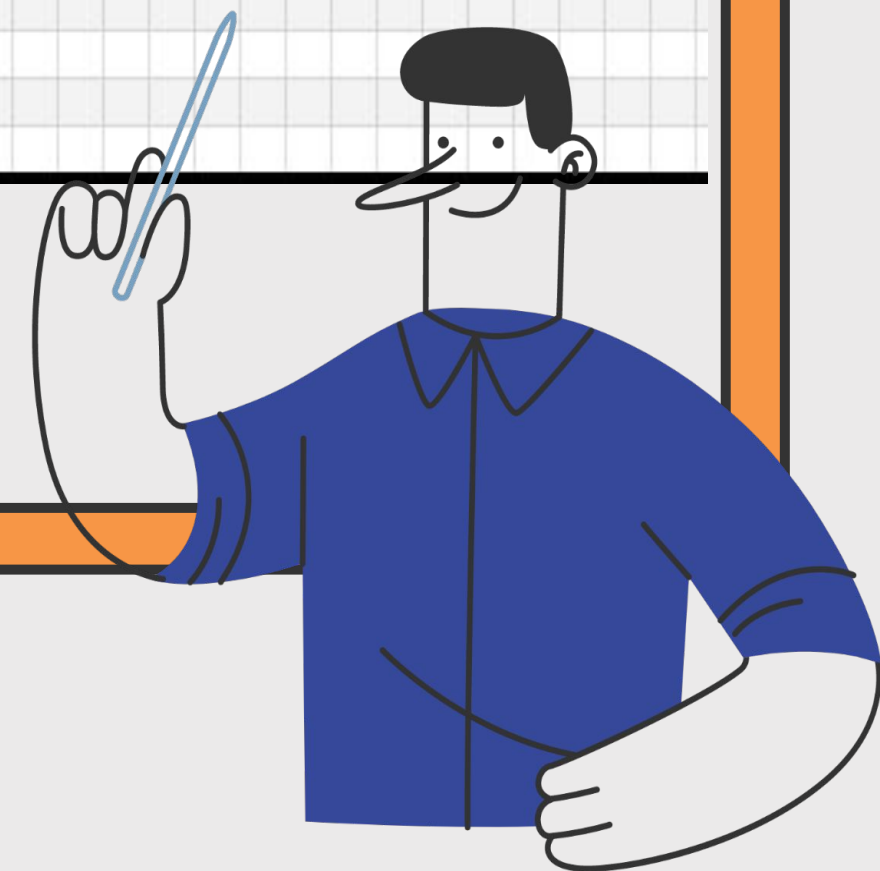
Small Group Instruction During Block Time

How do we rotate students and deliver their needs efficiently?

8:35		Reading, writing and grammar, mini-lessons				8:35
8:40						8:40
8:45	Small Groups					8:45
8:50						
8:55				Math		
9:00				Number Talks		
9:05			Recess	Core Lesson		
9:10						
9:15						
9:20	Benchmark Advance					
9:25		Small Group				
9:30			ELA		Specials	Specials
9:35			Read Aloud, writing and grammar, reading mini-lesson		Small Group and Spiraling Content	
9:40						
9:45						
9:50						
9:55						
10:00	Recess	Math				
10:05		Core Lesson				
10:10						
10:15						
10:20	Math		ELA	ELA	Rotation 2	10:20

	7:45-8:00	8:00 AM	8:05 AM	8:10 AM	8:15 AM	8:20 AM	8:25 AM	8:30 AM	8:35 AM	8:40 AM	8:45 AM	8:50 AM	8:55 AM	9:00 AM	9:05 AM	9:10 AM	9:15 AM	9:20 AM	9:25 AM	9:30 AM	9:35 AM	9:40 AM	9:45 AM	9:50 AM	9:55 AM	10:00 AM	10:05 AM	10:10 AM	10:15 AM	10:20 AM	10:25 AM	10:30 AM	10:35 AM	10:40 AM	10:45 AM	10:50 AM			
Allred (K)	IA	Kidd's Room (Student Support)				Kidd (SG)				Kidd/Julian Support																													
Sexton (K)	IA	2nd Grade (Core/SG) - Chriscoe				Asbill (SG)				1st Grade (SG) - Gatewood				Asbill Support																									
Swaney (K)	IA	2nd Grade (Core/SG) - Perkins				Walker (SG)				1st Grade (SG) - Forcini				Walker Support																									
English (K)	IA	2nd Grade (Core/SG) - Gardner				Beck (SG)				1st Grade (SG) - Landis				Beck Support																									
Velazquez	IA	2nd Grade (Core/SG)				Belote (SG)				3rd Math (SG) (Poole and Przybylowek)				3rd Core Support																									
Tomchick	IA	Brown - 5th ELA (core supplement and small group)																3rd Math (SG) (Bennett and Seymour)				3rd core Support																	
Specialists	SP					Specials to 4th math (SG)				Mulkey and Kern - Sanchez				Gee - Hopkins																									
Jackson	RS	Ms. Jackson's Schedule																																					
Judd	ESL	Ms. Judd's Schedule																																					
Southard	ESL	Ms. Southard's Schedule																																					
Walls	EC	Ms. Walls' Schedule																																					
Warren	EC	Mrs. Warren's Schedule																																					
Robbins	EC	Ms. Robbins' Schedule																																					
Julian	EC	Ms. Julian's Schedule																																					
Taylor	AIG	Ms. Taylor's Schedule																																					
	--																																						

Student small group rotations and instruction are specified in spreadsheets linked into weekly lesson plans.



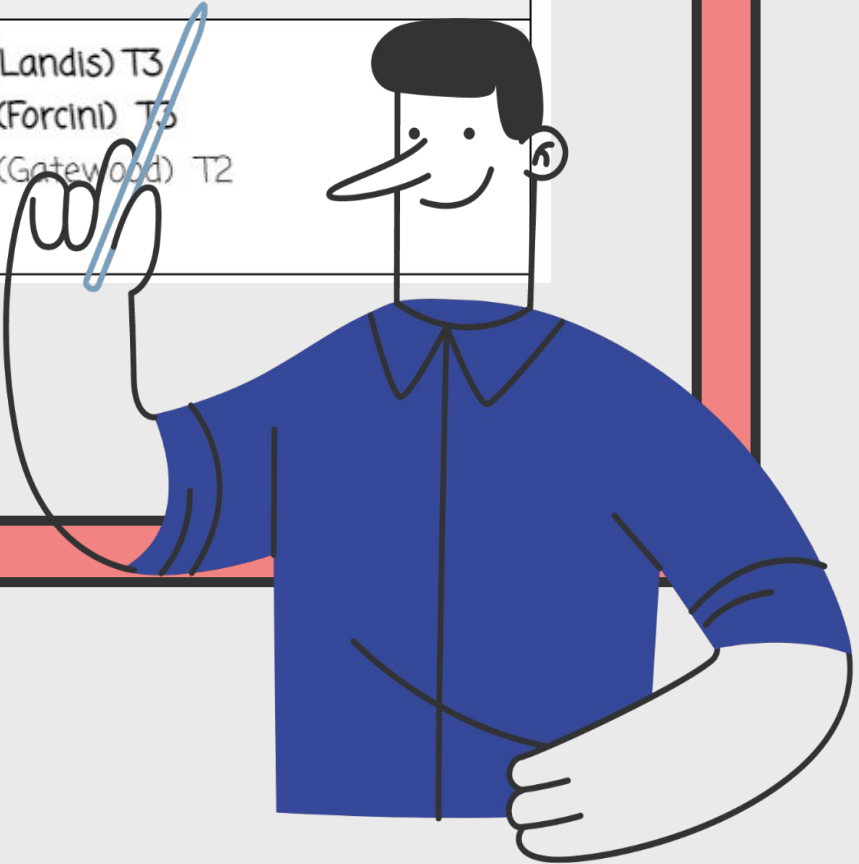
Reading Intervention with Our Reading Specialist

How do we rotate students and deliver their needs efficiently?

English (K)	IA	2nd Grade (Core/SG) - Gardner
Velazquez	IA	2nd Grade (Core/SG)
Tomchick	IA	Brown - 5th ELA (
Specialists	SP	
Jackson	RS	Ms. Jackson's Schedule
Judd	ESL	Ms. Judd's Schedule
Southard	ESL	Ms. Southard's Schedule
Walls	EC	Ms. Walls' Schedule
Warren	EC	Mrs. Warren's Schedule
Robbins	EC	M...



Time	Grade	Group Focus	Students
8:00-8:25	2nd	Vowel Teams	Student 1 (Chriscoe) T2 Student 2 (Chriscoe) T2 Student 3 (Gardner) T2 Student 4 (Perkins) T2
8:30-8:55	2nd	Vowel Teams	Student 1 (Chriscoe) T2 Student 2 (Perkins) T2 Student 3 (Gardner) T2
9:00-9:10			
9:15-9:35	1st	VC/CVC	Student 1 (Landis) T3 Student 2 (Forcini) T3 Student 3 (Gateway) T2



Tier 3 Instruction at McCrary (More Individualized/Intensified Instruction)



**Small Group Instruction
During Block Time**

**Interventions During
Grade Level
Intervention Block**

**Reading Intervention
with the Reading
Specialist**

We meet as an MTSS Team as needed to determine how to intensify any tier 2 instruction.

McCrary Elementary ... > CWM 2022 -...

Name ↑

- Intervention Group Planning Sheets
- Intervention Notes Forms
- Jackson's Data
- MTSS Documentation Folder
- MTSS Forms
- MTSS Meeting Agendas
- Previous Years
- Small Group Reading Plans



CWM MTSS Agenda

Thursday, March 9, 2023

Attendance:

- | | | | |
|--|---------------------------|--|---|
| <input checked="" type="checkbox"/> Sarah Moore | Instructional Facilitator | <input checked="" type="checkbox"/> Rebecca Kidd | K-2 nd Teacher Rep. |
| <input checked="" type="checkbox"/> Chris Burian | Principal | <input type="checkbox"/> Melissa Belote | 3 rd -5 th Teacher Rep. |
| <input type="checkbox"/> Kelly Patton | Assistant Principal | <input type="checkbox"/> Beverly Jackson | Reading Specialist |
| <input checked="" type="checkbox"/> Kim Walls | EC Teacher | <input type="checkbox"/> Jennifer Judd | ML Teacher |

Classroom Teachers: Nicole Sanchez, Kelly Gardner

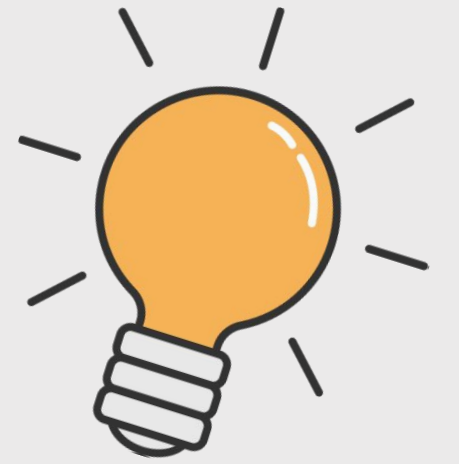
Action Items:

- 3:00-3:15: [Chris Burian](#) (Gardner)
 - Referral to Tier 3
- 3:15-3:30: [Kelly Patton](#) (Gardner)
 - Referral to Tier 3
- 3:30-3:45: [Sarah Moore](#) (Sanchez) |
 - Follow Up regarding WIDA scores
 - Monitoring Interventions

Next meeting: Wednesday, March 22, 2023



The Benefits of Our MTSS Procedures at McCrary



Communication and understanding of where all our students are at academically.

Allows for input and healthy conflict among professionals for student success.

All parts of instruction can be monitored for adjustment as needed.

Establishes a growth mindset among staff and students.

Enhances the culture and climate of the school as progress is made.

FAM-S Comparison

Category	2022	2023
Leadership	72.22%	72.72%
Building the Capacity	36.36%	63.6%
Communication and Collaboration	50%	66.6%
Data Based Problem Solving	42.86%	66.6%
Three Tiered Instruction and Intervention Model	47.97%	57.1%
Data Evaluation	50%	77.8%
FAM-S Total	47.97%	66.7%



Next Steps with MTSS in the 2023-2024 School Year:

Behavior
and SEL at
all three
Tiers



Attendance



Continue to
streamline data
collection and
collaboration

Why is MTSS such a big focus at McCrary?



It has the potential to impact all areas of our school. Here is how it has impacted our CIP goals this year.

CIP Goal 1: McCrary Elementary will implement 100% of Asheboro City Schools SEL lessons to focus on our young learners' continual growth in the areas of life skills, taking responsibility for their actions, and building strong relationships with the people they interact with.

***In the 2021 - 2022 school year, McCrary Elementary implemented 56% of the districts SEL lessons through the year.**

***Currently for the 2022-2023 school year, McCrary Elementary has completed 92%.**



CIP Goal 2: McCrary Elementary will ensure academic engagement during core instructional lessons each day so that students are in class participating and learning.

Subgroup	Race Enrollment	Infractions by Race	Difference
Hispanic	43.75%	44.59%	+0.84%
White	27.19%	24.84%	-2.35%
Black	20.13%	22.93%	+2.8%
Multiracial	8.13%	7.64%	-.66%
Asian	.63%	—	—



CIP Goal 3: McCrary Elementary will begin using diagnostic and progress monitoring data to improve core instruction and small group support that will align with the school's Multi-Tiered System of Support (MTSS).

Content Area	21/22	Goal for 22/23
Overall 3-5 Reading	23.1%	38.1%
Overall 3-5 Math	31.3%	46.3%
Grade 5 Science	38.4%	53.4%



CIP Goal 3: McCrary Elementary will begin using diagnostic and progress monitoring data to improve core instruction and small group support that will align with the school’s Multi-Tiered System of Support (MTSS).

Current Data Trends as of March 2023

Reading:

Grade	Progress (Median)	% Met
Grade K	69%	34%
Grade 1	69%	27%
Grade 2	107%	54%
Grade 3	111%	53%
Grade 4	47%	34%
Grade 5	83%	46%

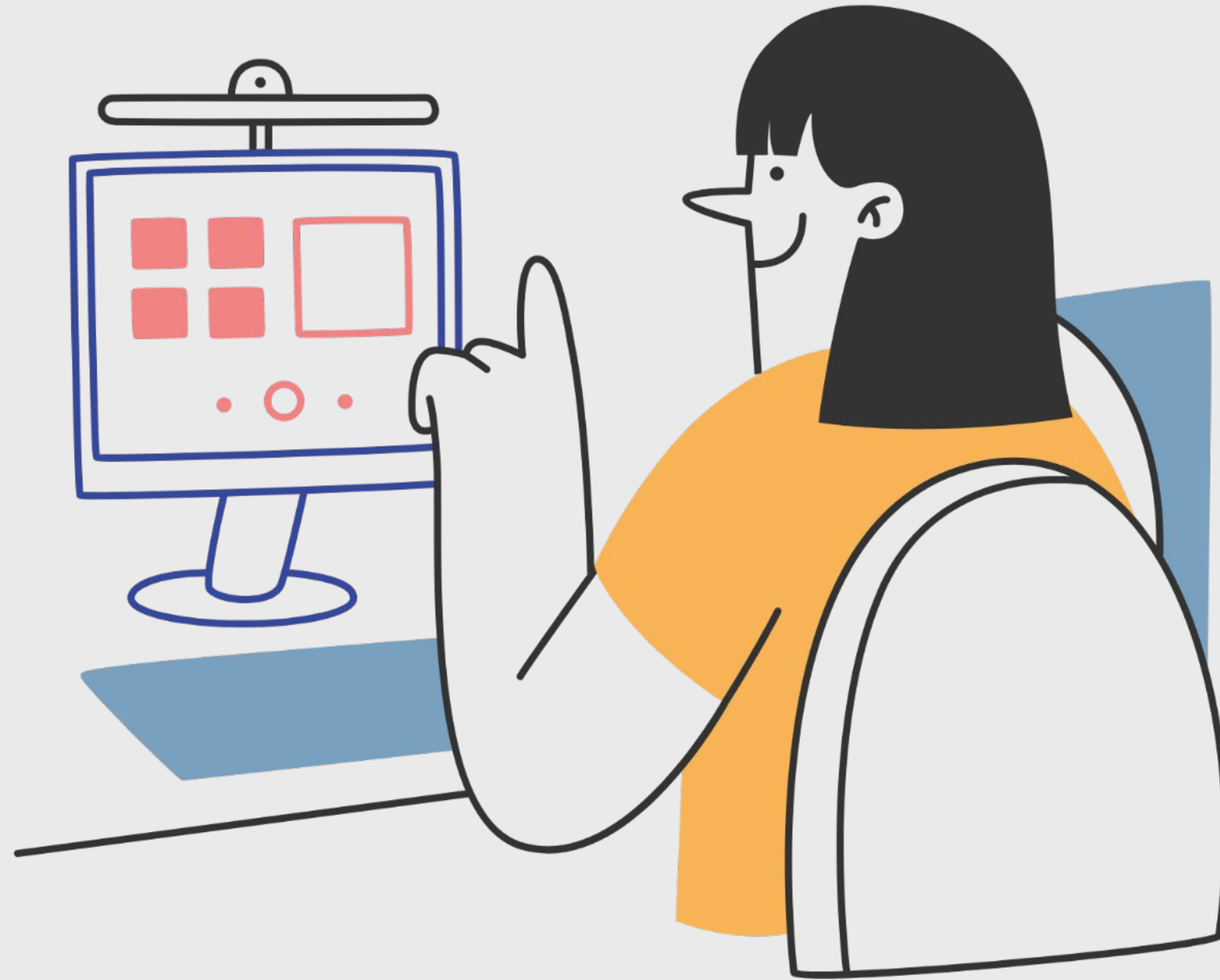
Math:

Grade	Progress (Median)	% Met
Grade K	84%	44%
Grade 1	66%	22%
Grade 2	62%	27%
Grade 3	70%	31%
Grade 4	75%	40%
Grade 5	70%	34%

*McCrary has shown high growth in both reading and math at all grade levels (BOY to MOY) when compared to the national median percentage of typical growth of students this school year.



Questions?



ASHEBORO CITY SCHOOL BOARD OF EDUCATION MINUTES
North Asheboro Middle School Theater
March 9, 2023

Budget Planning & Finance Committee

Board Members Present:

Chairman Michael Smith
Hailey Lee
Gidget Kidd

Vice Chairman Baxter Hammer
Gwen Williams
Adam Hurley

Dr. Beth Knott
Linda Cranford
Gus Agudelo

Board Members Absent:

Ryan Patton

Phillip Cheek

Staff Members Present:

Dr. Aaron Woody
Angel Etheridge
Carla Freemyer

Sandra Spivey Ayers
Will Castro
Gayle Higgs

Anthony Woodyard
Christina Kinley
Dr. Wendy Rich

Ms. Sandra Spivey Ayers opened the meeting at 6:09 p.m.

Ms. Spivey Ayers began the meeting by reviewing the current requirements for sharing state and local funds with Charter Schools. The discussion included the proposed legislation that would require LEAs to share a per pupil share of specific grant funds and reimbursements with the Charter Schools. The NCSBA recently held a webinar to discuss this issue. Videos were shown from this presentation that have been prepared by the Charter School advocates and the NCSBA. The Board of Education feels strongly that this issue should be a priority for the Legislative Platform that will be adopted in the regular meeting tonight.

Ms. Spivey Ayers provided an overview of the 2022-2023 budget. At the meeting last month with County Commissioners, we suggested that we would be asking for a 5% increase in Local Current Expense Appropriation and no increase in Capital Outlay Appropriation. New property evaluations have gone out to residents. Mr. Will Massie, Randolph County Finance Officer, is preparing the numbers for what supplemental tax rate would be revenue neutral. When we meet in April, the board will vote on the requests to be made to the Randolph County Commissioners for Current Expense, Capital Outlay and the Supplemental Tax Rate.

Ms. Spivey Ayers highlighted the budget accomplishments for the 2022-2023 school year; including curricular and tutoring resources, updated media collections and maker spaces, replacement of all Smart Boards, addition of life insurance for each employee, move to inhouse transportation for many students who had previously been transported by a contracted source, upgraded the weight room at Asheboro High School, replaced the equipment at McCrary Elementary, updated HVAC controls at Donna Lee Loflin Elementary and North and South Asheboro Middle, and purchased two new activity buses.

Ms. Spivey Ayers reviewed the budget considerations for the 2023-2024 school year. She shared that issues we are concerned about are average daily membership, K-3 class size requirements, salary and benefit rate changes, Fund 8 preservation, sign on bonus for certified positions and retention of Exceptional Children classroom teachers. Ms. Spivey Ayers reviewed the current benefit rates as well as the total costs for employing a teacher.

Ms. Spivey Ayers stated there will be another budget work session before the April Board Meeting.

With no further business, the meeting was adjourned at 6:59 p.m.

Policy Committee

Board Members Present:

Chairman Michael Smith
Hailey Lee
Gidget Kidd

Vice Chairman Baxter Hammer
Gwen Williams
Adam Hurley

Dr. Beth Knott
Linda Cranford

Board Members Absent:

Ryan Patton

Staff Members Present:

Dr. Aaron Woody
Angel Etheridge
Carla Freemyer
Dr. Robin Harris

Sandra Spivey Ayers
Will Castro
Gayle Higgs

Anthony Woodyard
Christina Kinley
Dr. Wendy Rich

The meeting was called to order at 7:01 p.m. Ms. Carla Freemyer shared the reason this policy is up for review. Mr. Anthony Woodyard also shared in more detail that we need to be able to document Asheboro City Schools is following the policy and remains CIPA compliant to continue to be eligible for E-Rate funding.

Policy 3226/4205 – Internet Safety

- Policy review with no changes recommended.

The meeting was adjourned at 7:05 p.m.

Board of Education

Board Members present:

Chairman Michael Smith
Hailey Lee
Gidget Kidd
Phillip Cheek

Vice-Chairman Baxter Hammer
Gwen Williams
Adam Hurley
Scott Eggleston, Attorney

Dr. Beth Knott
Linda Cranford
Gus Agudelo

Board Members absent:

Ryan Patton

Staff Members present:

Dr. Aaron Woody

Carla Freemyer

Gayle Higgs

Sarah Beth Robbins

Tracie Ross

Holly White

Mary Beth Phillips

Lori Hurley

Barb Skelly

Sandra Spivey Ayers

Dr. Robin Harris

Christopher Scott

Chandra Manning

Angel Etheridge

Dr. Penny Crooks

Courtney McGowan

Amber Watts

Jody Cox

Anthony Woodyard

Will Castro

Deanna Wiles

Christina Kinley

Sarah Beth Robbins

Deanna Wiles

Elizabeth Pack

Staci Causey

Opening

Chairman Smith called the meeting to order at 7:30 p.m. and welcomed all in attendance. Mr. Smith opened the meeting with a moment of silence. He then asked Ms. Holly White, Coordinator, Early Childhood Development Center, to introduce teacher Ms. Amber Watts who led the Pledge of Allegiance.

Upon motion by Gwen Williams and seconded by Gus Agudelo, the Board unanimously approved the meeting agenda.

Special Recognitions

- A.** Ms. Holly White, Coordinator, Early Childhood Development Center (ECDC), along with other staff, presented the School Spotlight. The presentation centered around the various ways they are using the new interactive panels in the classrooms.
- B.** Ms. Holly White, Coordinator, Early Childhood Development Center (ECDC) presented the Community Partner Spotlight. Ms. White recognized their SRO, Officer Brad Faw of the Asheboro Police Department and shared various ways Officer Faw supports ECDC to ensure the students and staff are safe.
- C.** Ms. Tracie Ross, Director of Exceptional Children, presented the following Points of Pride highlighting:
- On March 2-4, DECA students attended the NC Career Development Conference at the Koury Convention Center in Greensboro. Students competed in multiple categories against schools of all sizes from across NC. Asheboro High School earned a 96% proficiency rating. In addition, AHS DECA had two role play medal winners, one second place trophy winner and nine top ten finalists.
 - Students from Asheboro City Schools and Randolph County Schools performed together at the All-County Honor Band concert in late February.
 - March is Youth Art Month. An exhibit of student work and reception honoring exhibiting students was held on March 7 at the Randolph Arts Guild.
 - South Asheboro Middle School chorus students participated in the Choral Music Performance Adjudication (MPA) in Greensboro on March 2 and earned a rating of Superior.
 - The district middle school Battle of the Books competition was held on March 1 and

the North Asheboro Middle School team are the 2022-2023 champions.

- The Heritage Language Academy students displayed their projects at North Asheboro Middle School and Balfour Elementary on March 4. This program promotes Hispanic culture, and language in our community.
 - The new Charles W. McCrary Elementary School playground was opened in February.
 - Read Across America Week was celebrated March 2-6. Media specialists across the district planned a variety of activities designed to engage and motivate students to read.
 - Asheboro High School students competed within the Randolph County Special Olympics in swimming events. Their perseverance of working hard and pushing past fears is a lesson we can all learn from them.
 - Dual Language registration for Balfour, Guy B. Teachey, and Lindley Park Elementary Schools has closed. Registration at North Asheboro Middle School is open until March 10.
 - Kindergarten registration will be held on March 14 from 4:00-7:00 p.m. at all elementary schools.
 - Ms. Chandra Manning and other staff members are continuing to actively recruit teachers for the district by attending recruitment fairs and hosting tours at Asheboro City Schools.
 - Last Friday, UNCG hosted a private tour of their state-of-the-art eSports lab for several of the Asheboro City Schools staff.
 - This is School Social Work Week. We appreciate the Asheboro City Schools social workers for their support of students, administrators, teachers, parents, families, and the community.
 - Donna Lee Loflin Elementary Schools was recognized on March 9 at the PTEC Signature Schools breakfast. PTEC districts honor schools throughout the Piedmont-Triad region who have exemplified excellence in education during 2022.
- D. Ms. Gayle Higgs, Director of Support Services, introduced Mr. Owen George, Assistant Athletic Director, to present the athletic recognitions. Mr. George introduced the following Asheboro High School coaches to assist him in the recognitions: Mr. Chuck Hinson, swim team coach, Mr. Jake Berrier, wrestling coach, and Mr. Brian Nance, varsity men's basketball coach. The following students were recognized for their outstanding achievements in their sports field this school year: Ms. Megan Becker, finished 2nd in the the 3A central region for both events and seventh in the state finals in swimming; Mr. Diego Gutierrez, finished 41-2 in wrestling and placed first in the 3A Midwest Regionals and third at the individual state championships; and Mr. Tanner Marsh and Mr. Jercurius Stanbeck, varsity men's basketball. Mr. Marsh was selected All Mid Piedmont Conference this year and received the league's first ever Defensive Player of the Year Award. Mr. Stanbeck was unanimously selected as the Mid Piedmont Conference Player of the Year. Mr. George also shared that Coach Jake Berrier was named Mid-Piedmont Conference Wrestling Coach of the Year and Coach Brian Nance was named Mid-Piedmont Conference Basketball Coach of the Year.

Superintendent's Report

Dr. Aaron Woody, Superintendent, shared the following updates pertaining to the work happening in the district:

Over the last two weeks the Central Office Executive Leadership as well as members from the Curriculum and Instruction Team visited each school to review middle of the year data with administrators. In each of these meetings, we reviewed second quarter and semester performance, as well as attendance data, discipline data, and performance data in regard to check-in assessments, I-Ready data, and Dibels assessment data.

March 15, we have an early release day for continued professional development. During these meetings elementary staff will continue to engage in the next modules of LETRS training. Secondary staff will have content specific vertical planning meetings to support student needs.

Dr. Woody has attended a variety of meetings across the state as well as our community over the last two weeks, including the NC State Board of Education Meeting on March 1-2 and the joint session with school superintendents and community college presidents on March 3.

On March 6 Dr. Woody, along with Mr. Elbert Lassiter, Interim President of Randolph Community College, Dr. Stephen Gainey, Superintendent of Randolph County Schools, Mr. Hal Johnson, Randolph County Manager, and Mr. Kevin Franklin, President of Randolph County Economic Development, met with representatives from the Golden Leaf Foundation to begin planning for a 1.5 million dollar grant proposal.

Dr. Woody shared updates on the construction project at Asheboro High School. The general contractor is showing March 17 as the date we will have Certificate of Occupancy. The Health Department Inspection is scheduled for Friday, March 24.

There will be a Ribbon Cutting for the Asheboro High School weight room on March 21 at noon.

We have submitted three innovation grant applications to the state totaling almost \$400,000. These grants include an Emerging Technology Grant for \$50,000, Professional Development Grant for \$30,000 to rethink our teacher leadership academy model and make it more of an innovation leadership academy, and an impact grant for \$300,000 that would help us fund and establish an innovation center in Asheboro City Schools.

On February 28 we opened bids for the concrete work to be done on the Professional Development Center.

Public Comments

Mr. Reynolds Lisk and Mr. Chris Yow shared an update on the search for the new President of Randolph Community College. The committee will take the final five applications to the full Board of Trustees next week and the board will narrow it down to three finalists. Those three finalists will be interviewed in April. They hope to have a new President selected to begin July 1, 2023.

Ms. Tiffany Medford, a parent of students in the Asheboro City Schools district, shared the following items of concern: (1) The scoreboard at North Asheboro Middle School has not worked for three years. (2) Parents must line up on the road at North Asheboro Middle School to drop off and pick up students. Vehicles attempt to go around the line into the left lane to pass, which is dangerous and has almost caused an accident on separate occasions. (3) The Balfour mobile unit has had a problem with mold on the vents, the temperature is irregular, and the intercom system is unreliable. Students must go outside to go bathroom if they have

class in the mobile unit which is a problem when there is inclement weather. Ms. Medford asked the board to please consider these things and rectify them.

Consent Agenda

Upon motion by Linda Cranford and seconded by Phillip Cheek, the following items were unanimously approved by the board:

- A. Approval of Minutes for February 9, 2023, Board of Education Meeting
- B. Policies Recommended for Approval:
 - Policy 3102 – Online Instruction
 - Policy 4220 – Student Insurance Program
 - Policy 4270/6145 – Concussion and Head Injury
 - Policy 6230 – School Meal and Competitive Foods Standards
 - Policy 7241 – Drug and Alcohol Testing of Commercial Motor Vehicle Operators
 - Policy 7360/8225 – Crowdfunding on Behalf of the School System
- C. Personnel
- D. 2022-2023 School Treasurers (updated)
- E. Bank Signature Card – Early Childhood Development Center
- F. Individual Class Size Waiver Request
- G. Individual Class Size Waiver Request
- H. Budget Amendment S-04
- I. Budget Amendment F-02
- J. Budget Amendment OR-01

**Asheboro City Schools
Personnel Transactions
March 9, 2023**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Amador	Gwendolyn	CWM	School Secretary	4/30/2023
Greco	Karyn	SAMS	Exceptional Children	6/30/2023
Kivett	Roger	ECDC	Custodian (part-time)	1/31/2023
Malpass	Kathy	LP	Media Specialist	6/30/2023
Sanchez	Silvero	GBT	Head Custodian	6/30/2023

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Aaron	Anthony	NAMS	Non-Faculty Coach Head Baseball	2/21/2023
Moffitt	Spencer	NAMS	Non-Faculty Coach Assistant Baseball	2/16/2023
Ortiz	Kiara	NAMS	Non-Faculty Coach Assistant Girls Soccer	2/28/2023
Robbins	Robert "Jonathan"	NAMS	Non-Faculty Coach Head Boys Basketball	2/16/2023

**Asheboro City Schools
Personnel ADDENDUM
March 9, 2023**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Morton	Rita	AHS	Health Occupations	6/30/2023
Sanchez	Nicole	CWM	4th Grade	6/14/2023

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Adams	Branson	SAMS	Non-Faculty Coach - Boys Asst. Soccer	3/1/2023
Carrizales	Ruben	NAMS	Non-Faculty Coach - Boys Asst. Soccer	2/1/2023
Cooper	Robert "John"	AHS	Non-Faculty Coach - Track	2/28/2023
Spencer	Jerry	AHS	Non-Faculty Coach - Asst. Track	3/9/2023

Information and Reports

- A.** Ms. Gayle Higgs, Director of Support Services, presented the 2024-2025 School Calendar for review.
- B.** Ms. Sarah Beth Robbins, Director of Career and Technical Education (CTE), along with Asheboro High School staff Ms. Elizabeth Pack, Ms. Courtney McGowan and Ms. Lori Hurley, presented a CTE program update. The group shared CTE field trips to local business partners and highlighted hands-on learning in the CTE program. Ms. Hurley discussed her Interior Design Class and introduced senior Isaac Martinez who shared his experience and his portfolio. Ms. Robbins also reviewed 2021-2022 CTE data and discussed the Performance Based Measurements (PBMs) for CTE.
- C.** Ms. Deanna Wiles, Director of K-12 Education, and Ms. Christina Kinley, Director of Accountability & Student Information presented a mid-year Data Report. Ms. Wiles and Ms. Kinley reviewed various data points from the middle of the year assessments which covered attendance, engagement, end-of-course proficiency, trends, Dibels growth/proficiency, iReady growth, and MTSS growth.

Action Items:

- A.** Dr. Woody, Superintendent presented the 2023 Legislative Platform for the Legislative Breakfast on March 24, 2023, and requested approval. Gidget Kidd moved to approve as presented with the addition of Fund 8 related to House Bill 219 as a priority. Linda Cranford seconded the motion, and the Platform was unanimously approved.
- B.** Dr. Wendy Rich, Assistant Superintendent of Curriculum & Instruction presented the Re- Administration of Testing Action Plan and requested approval. Students are eligible for test re-administration if they passed a course but scored Not Proficient on the associated end-of-course/end-of-grade assessment. Dr. Rich outlined the

guidelines for eligibility. Upon motion by Gidget Kidd and seconded by Phillip Cheek, the request was unanimously approved as presented.

Board Operations:

A. Chairman Smith reviewed information regarding upcoming events.

The Legislative breakfast will be on March 24, 2023, at 8:00 a.m. in the Professional Development Center, which is currently the Asheboro High School media center.

The board will be attending the COSSBA National Conference March 30-April 2.

The next regularly scheduled Board meeting will be on April 6, 2023, at 7:30 p.m. in the North Asheboro Middle School theater, unless otherwise posted.

Adjournment:

There being no further business and upon motion by Gidget Kidd, and seconded by Dr. Beth Knott, the board unanimously approved to adjourn at 10:16 p.m.

Chairman

Secretary

**Asheboro City Board of Education
Legislative Breakfast
Professional Development Center
March 24, 2023
8:00 a.m.**

Staff Members present:

Dr. Aaron Woody	Sandra Spivey Ayers	Gayle Higgs
Anthony Woodyard	Carla Freemyer	Angel Etheridge

Board of Education Members present:

Chairman Michael Smith	Vice-Chairman Baxter Hammer	Phillip Cheek
Linda Cranford	Gidget Kidd	Dr. Beth Knott
Gwen Williams	Hailey Lee	Adam Hurley

Board of Education Members absent:

Gus Agudelo	Ryan Patton
-------------	-------------

Elected Officials present:

Representative Brian Biggs	Senator David Craven, Jr.
Representative Neal Jackson	

Chairman Michael Smith called the meeting to order at 8:18 a.m.

Dr. Woody, Superintendent, and Mr. Michael Smith, Chairman, extended a welcome to all in attendance. Dr. Woody opened the meeting recognizing the members of the board and staff and thanked our legislators for taking the time out of their busy schedules to attend the meeting.

Dr. Woody shared Asheboro City Schools three primary priorities in the district Strategic Plan: Focusing Direction, Collaborative Cultures and Deepening Learning.

Mr. Smith stated there are several items on the Legislative Platform the board and administrators would like to discuss with our legislators during the meeting.

Mr. Michael Smith began with the presentation of Priority I.

Priority I: Preservation of Fund 8 – These funds are awarded or donated to Asheboro City Schools for specific purposes or programs. These funds include JROTC, NC Pre-K, and other program specific funds related to activities that are provided by Asheboro City Schools. Medicaid reimbursements are also included in Fund 8. These reimbursements are derived by services provided to Asheboro City Schools students. Indirect costs that are charged in federal grants that Asheboro City Schools oversees are also included in Fund 8. These indirect costs help to cover the overhead needed to operate these federal grants. Gifts and donations given directly to Asheboro City Schools are also included in Fund 8. These funds are provided specifically for activities and programs that serve students attending Asheboro City Schools, these funds should not be shared with Charter Schools.

Discussion:

- These funds are awarded or donated to Asheboro City Schools for specific purposes or programs, like JROTC, NC Pre-K, and other program specific funds related to activities that are provided by Asheboro City Schools. Medicaid reimbursements are also included in Fund 8.
- These reimbursements are derived by services provided to Asheboro City Schools students.
- Indirect costs that are charged in federal grants that Asheboro City Schools oversees are also included in Fund 8. These indirect costs help to cover the overhead needed to operate these federal grants.
- Gifts and donations given directly to Asheboro City Schools are also included in Fund 8.
- These funds are provided specifically for activities and programs that serve students attending Asheboro City Schools, these funds should not be shared with Charter Schools.

Rep. Brian Biggs – His perspective is if charter schools don't offer the same programs as public schools, they shouldn't be able to share in public school funds. He received a financial statement from Randolph County Schools showing they would lose over \$300,00 if HB 219 passes. He asked that Asheboro City Schools send him financial information as well showing what would be lost if the bill passes.

Rep. Neal Jackson – He agrees the charter schools are overstepping. They have heard from every School Superintendent across the state.

Members of the board stated the bill is unfair to public schools and should not be passed. The legislators agreed.

Sen. Dave Craven – He doesn't believe this bill will be passed as submitted.

Vice-Chairman Baxter Hammer presented Priority II.

Priority II: Recruitment and Retainment of Top Talent – As the candidate pool for educators continues to decrease, we implore legislators and the General Assembly help our industry recruit and retain highly qualified school personnel to educate future generations. To help us recruit and retain quality staff needed in all facets of public-school work, we encourage:

- Reinstating retiree health coverage for all school employees who begin work on or after January 1, 2021.
- Reinstatement of advanced degree supplements for teachers and principals to reflect the value of higher education attainment for school leadership and classroom success.
- Enhance teacher preparation and pipeline programs as the labor shortage problems impacts school districts statewide. Examples include expansion of the New Teacher Support Program, Advanced Teaching Roles Program, Teacher Assistant Tuition Reimbursement Program, and Teaching Fellows Program.

Discussion:

- One of the greatest challenges facing public schools statewide is the vast number of teacher vacancies across grade levels and subject areas.

- Currently Asheboro City Schools has 22 positions posted for the 2022-2023 school year, which is not typical for the district at this time of the year. Approximately 12 of those positions have zero applicants.
- We are participating in 11 recruitment fairs, three of which are out-of-state virtual fairs. We are taking advantage of every opportunity to recruit teachers and staff.
- Asheboro City Schools has an urgent need for state lawmakers to:
 - Reinstate retiree health coverage for those employed after 1/1/21.
 - Reinstate advanced degree supplements.
 - Enhance teacher prep and pipeline programs such as NC Teaching Fellows, etc. to encourage more interest in the teaching profession.
- We believe if legislators will consider these requests, we stand a greater chance of being able to attract top talent to our field.

Vice-Chairman Baxter Hammer – Asheboro City Schools has the most vacancies right now that he has ever seen. We need to entice our teachers to stay once hired and bringing back retiree health coverage would help considerably.

Sen. Dave Craven – He is fine with master's pay (advanced degree supplements) if someone has a master's in the specific area, they are working in. He agrees about the retiree health coverage, but he doesn't see that changing. Regarding retirement, the state can offer higher pay for teachers without reinstating retiree health coverage.

Rep. Brian Biggs – He sees both sides of the argument. It's short term gain vs. long term gain. In the private sector they can make more money and working for the state pays off in long term with state benefits.

Vice-Chairman Baxter Hammer – If the legislators will not reinstate retiree health benefits, then teachers need higher pay, and they need to be educated about how to save for their retirement. He agrees with Sen. Craven's position on master's pay.

Ms. Gwen Williams – With regards to masters pay (advanced degree supplements), she understands someone needing to have a master's in the area in which they are employed in order to get master's pay; however, there are some instances where people are promoted to another position but would not be allowed to have the master's pay because their master's would not be specific to the new position they are promoted to. That is not fair to that person.

Rep. Neal Jackson – He agrees with Rep. Biggs and Sen. Craven.

Sen. Dave Craven – The State created charter schools to be autonomous. We need public schools to be also. The State spent 11.4 billion dollars in education. The problem is how the money is restricted and distributed to public schools.

Rep. Brian Biggs – State Superintendent Truitt is asking for higher pay for teachers, and he believes it will happen. He recognizes that charter schools are not held to the same rules as public schools.

Chairman Michael Smith – We need have much better marketing to get teaching staff because they know they can go to private sector and make more money.

Mr. Adam Hurley – The teaching profession is not respected like it used to be and teachers are not treated as well as they should be.

Ms. Linda Cranford – She believes that more can be done from Raleigh to support public schools. The message from Raleigh is that schools are failing and that isn't a good message. When our own legislature says we are failing, people don't want their kids in public schools. We need to restore and elevate the teaching profession to the way it used to be. Teachers feel unappreciated and undervalued. The State of North Carolina isn't making them feel valued. The State needs to change the message.

Rep. Neal Jackson – He thanked Ms. Cranford for speaking up for teachers. He regards teachers highly and he agrees.

Ms. Beth Knott – It comes down to teachers being valued and the decisions being made in Raleigh doesn't express that. It's easy for teachers to leave the profession when they don't think they are valued or protected. We are here for the students, so we need to correct the disconnect between Raleigh and the schools. We all need to work together for students – charter, private and public schools together along with Raleigh.

Chairman Michael Smith presented Priority III.

Priority III: Adequate and Equitable Resources for All Schools and Students – Asheboro City Schools stands firmly committed to providing each student with the support, resources, and tools needed for individual success. As such, we strongly feel the General Assembly should prioritize the expansion of additional resources to k-12 public schools to ensure all NC students have the support they need to succeed throughout the pandemic and in the years ahead.

- We support allowing North Carolinians to vote on a significant statewide bond to assist local counties with addressing the \$8.1 billion in school facility construction and renovation needs. The time is now while interest rates are at historic lows.
- We would like to see the approval of hardship waivers for the K-3 class size mandate for districts that cannot hire enough teachers or provide adequate space to open additional classrooms as required.
- We appreciate the extension approved by our local legislators to phase in smaller class sizes over time and for the additional funding to support our enhancement teachers (art, music, and physical education). As we continue to navigate class sizes transitions, we also encourage our legislators to consider amending the law on class size caps in K-3 to eliminate the districtwide averages.

Other needs for ACS include:

- School Safety
- Mental Health
- Technology, Technology Staffing and Cybersecurity
- Current facility needs for the next five years exceed \$95 million

Discussion:

- We strongly believe each student Asheboro City Schools deserves adequate and equitable access to support, resources, and personalized learning to find individual success.
- We bring to your attention specific needs for our district that will give us the greatest chance of preparing our students for success.

- We ask state lawmakers to consider prioritizing:
 - School facility construction and renovation needs.
 - Technology and cyber-security needs.
 - Elimination of district-wide class size averages in grades K-3. Asheboro City Schools has enrolled 41 K-3 students since 1/1/22.

Additional Proposed Legislative Priorities for 2023

Ms. Gidget Kidd opened discussion for the next priority.

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

2021-2022**	80/20	50/50
AHS	D	D
BAL	D	C
CWM	F	D
DLL	D	C
GBT	C	C
LP	D	C
NAMS	D	B
SAMS	D	B

Discussion:

- We continue to request a change in the state’s accountability model as we feel the current 80/20 model does not accurately reflect the outstanding work taking place in our schools.
- The tables listed show how our district’s school performance grades would improve if the model equally represented growth and proficiency (50/50).
- In 2021, you can see that North and South Asheboro Middle Schools would have moved from a “D” to a “B.”

Ms. Gidget Kidd – Growth is more important than any other issue. We need smaller classes for better learning and to change the weighting of our students from 20% to 50%. Charter schools, home schools, and private schools don’t have class size requirements.

Ms. Carla Freemyer – Eliminating the district average requirement would help and we could manage the class size.

Rep. Brian Biggs – The grading system in North Carolina is flawed. We need an understanding in Raleigh that a low score in one or a few grades doesn't speak for the school as a whole. He also agrees with Ms. Cranford regarding a negative attitude about public schools by some in Raleigh.

Dr. Aaron Woody – According to Superintendent Truitt, the state is looking at a new grading model. The state is looking to move away from state mandated end of grade testing. Superintendent Truitt said our state model is broken and she believes republicans and democrats want to change that. Regarding growth, our data shows we are well above the national average. We have more work to do but we are making progress. Also, we need instructional support, and we need resources for areas like Career and Technical Education (CTE) programs which have been cut.

Ms. Gwen Williams – We need to assign our best teachers in the areas of the greatest need to bring growth up.

Sen. Dave Craven – Senate Bill 193-Career Development Plans was filed a few weeks ago that addresses career development plans beginning in seventh grade. There are many technical careers in which people can make high incomes without a four-year degree.

Ms. Gwen Williams presented the next Priority.

NC Pre-K - We continue to support increased funding to serve additional three and four-year-olds in five-star pre-kindergarten programs. The state-funded pre-kindergarten program – NC Pre-K – provides high-quality early education to North Carolina's most at-risk children. Studies have consistently found that children who participate in the program emerge better prepared for school and more likely to read at grade-level by third grade than their at-risk peers. Lawmakers should continue to expand and fully fund this program. Additionally, we strongly believe NC Pre-K should move back under the Department of Public Instruction to ensure seamless transition between early childhood learning and K-12 public education. (In Asheboro City Schools, we spend \$350,000 from our supplemental tax to fund the Early Childhood Development Center.)

Discussion:

- This year we again ask for increased funding-full state funding-for the North Carolina Pre-K program.
- Asheboro City Schools spends approximately \$350,000/year from our local supplemental tax to fund the Early Childhood Development Center.
- NC Pre-K has a proven track record for providing high quality education to North Carolina's most at-risk children and studies consistently show children who participate emerge better prepared for school especially in the area of reading.
- And finally, to better align with course work in K-12, we continue to request NC Pre-K be moved back under the Department of Public Instruction, instead of where it currently resides in the Department of Health and Human Services.

Ms. Gwen Williams – She is on the Partnership for Children Board. Randolph County is expanding due to new industries bringing more people to Randolph County, which will mean more of a need for our Pre-K programs. The Pre-K teacher salaries are too low which makes it difficult to hire qualified staff. Pre-K is important for child development, and we need to be able to pay qualified staff. We also need affordable daycare for parents. There are many people who can't afford daycare, so they choose not to work, or they choose not to work in Pre-K because they need higher paying jobs to be able to afford childcare.

Rep. Brian Biggs – He understands and agrees with this. He knows there are people who want to work in Pre-K but cannot because of financial reasons.

Chairman Michael Smith reviewed the last two priorities.

Calendar Flexibility - We ask our local legislators to consider an amendment to the calendar law that allows for the same calendar flexibility granted to charter and low-performing schools. We believe by amending the calendar law to provide more flexibility in the start and end dates, we will be able to optimize retention, minimize disruption, and allow concepts and ideas to be fully developed and absorbed.

Discussion:

- We appreciate Representatives Jackson and Biggs for sponsoring H.B. 51 requesting calendar flexibility for Asheboro City Schools, along with several other districts.
- We appreciate that our legislators recognize the challenges the current law places on school districts.
- As a reminder, when we talk about calendar flexibility, we would like to remind our state lawmakers of the requirements in which public schools must meet to satisfy the state's calendar law.
 - Public schools must start no earlier than the Monday closest to Aug. 26.
 - Schools must end by the Friday closest to June 11.
 - The school calendar must cover nine calendar months.
 - Calendars must have 185 days OR 1,025 hours of instructional time.
 - Districts must include a minimum of nine teacher workdays.
 - There must be a minimum of ten annual leave (vacation) days for teachers only.
 - There must be the same or equivalent number of holidays as required by the NC Personnel Act.
 - Calendars must include 215 Teacher/staff days.
- With an amendment to the calendar law, even just in terms of start and end dates, we would be able to better optimize retention, minimize disruption, and allow concepts and ideas to be fully developed/absorbed.

Board members expressed concern that the tourism industry dictates the school calendar. It should be what is best for the students.

Rep. Neal Jackson – The tourism industry is against calendar flexibility because they say they will lose money even though the tourism could start earlier if schools were allowed to start school earlier. He believes a bill for calendar flexibility will pass, but it will not be this term.

Mr. Adam Hurley – Several school districts have defected from the calendar and are making their own calendars.

Sen. Dave Craven – He thanked Asheboro City Schools for continuing to fight for calendar flexibility. There are those against this in Raleigh that keep fighting it. He does believe it will eventually pass. He understands that some districts have decided on their own to start school earlier, but it is better to follow the law. He appreciates that Asheboro City Schools hasn't done that. We need to work through making calendar flexibility that everyone can agree on.

Rep. Brian Biggs – Calendar flexibility affects athletics as well. Seniors who want to attend college in the spring to play sports have to take classes online so they can graduate early because schools don't have the flexibility to end school earlier in the year.

Standardized Accountability for all Publicly-Funded Schools – We believe all schools receiving tax-payer dollars should be held to the same accountability measures in terms of student performance, teacher qualifications, calendar flexibility, curriculum standards, school accreditation requirements, and reporting requirements. We strongly encourage the General Assembly to “level the playing field” so that families are able to make fair comparisons among all publicly funded schools including private, religious, charter, and virtual schools. Charter schools are only required to have 50% of their teachers licensed while public schools must have 100%.

- Charter schools have total flexibility with school calendars while public schools must comply with eight criteria including limitations on the start date of the school year. This limitation creates little to no flexibility once the other criteria are met. Asheboro City Schools would like to look at ending the first semester prior to the winter break, but the current requirements make this impossible.
- K-3 Class Sizes: Unlike public schools, charter schools have no district-wide average or maximum number of students per class.
- Standard Course of Study: Charter schools are not required to follow curriculum standards while public schools must follow the NC Standard Course of Study in nine subject areas.

Discussion:

- There is clear evidence of the varying accountability measures as it relates to public school and public charter schools, even though both receive public funding from local taxpayers. See below:
 - All teachers in public schools must be North Carolina licensed teachers; for public charters only, 50 percent must hold licensure.
 - Public schools are beholden to eight requirements for school calendars. Public charts have zero requirements.
 - Public schools have specific requirements for individual classes, as well as district averages. As for public charters, there are no averages or maximum student numbers as required by law.
 - North Carolina public schools are required to follow the Standard Course of Study for nine subject areas, whereas public charters are not required to follow even one curriculum standard.

- The legislators were asked to consider these differences and help “level the playing field” for all publicly funded schools.

Technology and Security Discussion:

Mr. Anthony Woodyard – We have cameras in each school. There will be 140 cameras installed in Asheboro High School. We also have SROs, but we need more SROs. We are appreciative of the school safety grants offered through the state. However, most of the technology we purchase comes with subscriptions that have recurring costs, so we must figure out how to pay those recurring costs. For example, we pay monthly fees for door access controls among other security needs. Also, we are mandated by law to pay a monthly fee for security for the new elevators in the high school. We need more funds from the state to help cover the recurring costs.

Ms. Sandra Spivey Ayers – We applied for a grant for an additional SRO for our elementary schools. The issue is the grant amount is capped at \$44,000 so Asheboro City Schools must pay supplemental funds to cover an SRO’s salary and benefits.

In closing, Chairman Michael Smith stated it was a productive meeting and on behalf of the board and Asheboro City Schools administration thanked the legislators for being in attendance. Chairman Smith expressed appreciation for the work our legislators are doing in Raleigh on behalf of public schools and asked them to continue to work on behalf of all students.

The meeting was adjourned at 10:07 a.m.

Chairman

Secretary

**Asheboro City Schools
Personnel Transactions
April 6, 2023**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Escobar	Aileen	SAMS	Instructional Assistant/EC	3/17/2023
LaRue	Erica	NAMS	Math (part-time)	3/23/2023
McLeod	Annette	CO	EC Admin. Asst./Data Manager	7/31/2023
Swartwood	Sean	DLL	Physical Education	6/14/2023

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Barlow	Felicia	AHS	NCVPS Assistant/Testing Coordinator	3/22/2023
Cagle	Luann	BAL	School Nurse	3/27/2023
Rosas	Ashton	CWM	Speech Language	8/17/2023

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
April 6, 2023**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Rosas, Ashton	Old Dominion University B: Communication Sciences and Disorders East Carolina University M: Communication Sciences and Disorders	Speech Language

Ms. Ashton Rosas is recommended to provide Speech Language services to students at Charles W. McCrary Elementary School for the 2023-2024 school year. Ms. Rosas currently serves as a Speech Language Pathologist for Randolph County Schools. As part of Ms. Rosas' clinical experience, she has worked at Wake Forest Baptist Medical Center Outpatient Adult Rehabilitation, and Vidant Medical Center Outpatient Pediatric Rehabilitation. We are pleased to welcome Ms. Rosas to Asheboro City Schools and look forward to her impact on our students. Welcome Ms. Rosas!

Bonus Recommendations

April 6, 2023

RECRUITMENT BONUS FROM ESSER FUNDS

We recommend the use of ESSER funds to provide a recruitment bonus for open certified positions for the 2023-2024 school year. New employees must be employed by January 24, 2024. Employees must remain employed for the entire school year or the bonus will be refunded by the employee.

Administrative, classified or contracted positions are not eligible for this bonus. Bonus will be paid in two increments. \$1,000 paid on first check and \$1,000 paid in June 2024. This bonus will be pro-rated for any qualifying part-time positions filled.

Estimated positions to be filled	40
Bonus to be paid per qualifying position	\$ 2,000
Estimated Bonus	\$ 80,000
Estimated FICA	\$ 6,120
Estimated Retirement	\$ 19,600
Estimated Total Recruitment Bonus Cost	<u>\$ 105,720</u>

LOCAL SUPPLEMENT INCREASE FOR EXCEPTIONAL CHILDREN CLASSROOM TEACHERS

We recommend the increase of Local Supplement to 9.5% for teachers with a Bachelors degree and 10.5% for teachers with a Masters degree.

This increase in local supplement rates would apply to Exceptional Children's classroom teachers in grades K-12. (This does not include Program Facilitators, Speech Language, Occupational Therapists, Psychologists, or other additional service providers or instructional support personnel.)

Estimated positions affected	30
------------------------------	----

Increase Local Supplement to 9.5% for Bachelors and 10.5% for Masters Degree

Estimated Local Supplement	\$ 30,000
Estimated FICA	\$ 2,295
Estimated Retirement	\$ 7,350
Estimated Total Recruitment Bonus Cost	<u>\$ 39,645</u>

Budget Amendment
Asheboro City Schools Administrative Unit
State Public School Fund

The Asheboro City Board of Education at a regular meeting on the 6th day of April, 2023, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2023.

REVENUE

1.3100.000	State Allocation	\$ <u>(53,239)</u>
		\$ <u><u>(53,239)</u></u>

EXPENDITURE

1.5210.032	Special Instruction - Children with Special Needs	\$ (63,279)
1.5210.063	Pre-K Children With Disabilities - Children With Special Needs	<u>10,040</u>
		\$ <u><u>(53,239)</u></u>

Total Appropriation in Current Budget	\$ 36,815,401
Total Increase/Decrease of above amendment	<u>(53,239)</u>
Total Appropriation in Current Amended Budget	\$ <u><u>36,762,162</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 6th day of April, 2023.

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 6th day of April, 2023, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2023.

REVENUE

3.3600.050	Title I	\$	47,537.00
3.3600.060	IDEA VI-B Handicapped		34,924.08
3.3600.103	Improving Teacher Quality		218.00
		\$	82,679.08

EXPENDITURE

3.5330.050	Remedial and Supplemental K-12 Services	\$	47,537.00
3.5210.060	Children w/ Disabilities Curricular Services		34,924.08
3.5110.103	Regular Curricular Services		218.00
		\$	82,679.08

Total Appropriation in Current Budget	\$	12,943,363.14
Total Increase/Decrease of above amendment		82,679.08
Total Appropriation in Current Amended Budget	\$	13,026,042.22

Passed by majority vote of the Board of Education of Asheboro City on the 6th day of April, 2023.

Chairman, Board of Education

Secretary

FEDERAL FUNDS NONCOMPETITIVE PROCUREMENT REQUEST

Submit the completed form via email to ProcurementWaiversTeam@dpi.nc.gov (attach any additional documentation). One request must be submitted for each individual issue (e.g., one email / request per vendor); they cannot be combined.

LEA Name and Unit Number: Asheboro City Schools-761

Name and Title of Individual Submitting Request:

Dr. Wendy Rich, Assistant Superintendent of Curriculum and Instruction

Vendor Name: Really Great Reading Company, LLC

Federal Funding Source (including PRC):

PRC 185

Scope of Work:

The Really Great Reading K-12 curriculum will be utilized to help address learning loss as a result of COVID-19, along with our significant reading deficits, while providing research-based, scientifically aligned instruction to our students receiving specially designed reading instruction within the Exceptional Children's Department. This program will provide a comprehensive, integrated set of tools to diagnose, group and teach students with decoding weaknesses. The net effect is to increase students' comprehension and demonstrate increased reading fluency. Students will be assessed with the use of the comprehensive assessments for students K-12. These assessments will be used as baseline data for students' growth during additional progress monitoring measures. Progress monitoring probes are provided within the program and will be administered continuously during the scope and sequence. Instructional materials for teachers are outlined to lead to strong decoding and fluent reading, without extensive teacher prep work. This instruction is designed to be delivered face to face, virtual or hybrid, which will allow for any future changes in our lesson delivery. The refined scope and sequences accelerate students into reading multisyllabic words quickly, as well as increase vocabulary development for students.

As many of our students enrolled within the Exceptional Children's program are ESL the focus on academic vocabulary being emphasized, along with decoding, comprehension and reading fluency development is a significant need for our students.

The teachers will support the pathway instruction through the use of graphic motion videos and hands-on learning opportunities. This includes the use of magnetic letter tiles, color tiles and other components to complete the lessons. Students will use dry erase boards to read and spell multi-syllable words. Students will utilize student workbooks to complete cumulative and controlled practice of skills.

A digital platform will also be used to merge learning, complete formative assessments and provide continued practice of skills.

Deliverables:

- Overview workshops designed for administrators and other school leaders to assist in facilitating the program with fidelity.
- Fidelity Checklists to determine the effectiveness and fidelity of the implementation of Really Great Reading materials. This curriculum provides teachers:
- Professional development for the Really Great Reading Curriculum will be provided via virtual implementation training modules.
- Prepared instructional lesson plans that requires no teacher prep following explicit scope and sequence based on the science of reading
- Diagnostic Assessments, Formative Assessments, Progress Monitoring Tools
- An online tool for each teacher -Student kits
- An online Reading Playground practice portal for students
- Virtual Follow-up and Support within ongoing support to maximize the success of the lessons and provide

clarification about the instructional techniques and routines or assist in analysis of initial results with the mastery formative assessments.

This curriculum provides students:

- Diagnostic assessments which determines how best to support each individual student's skill/concept understanding
- Students' kits to use during lessons
- Workbooks for additional practice
- Highly engaging online learning games that provides repeated practice of skills

Cost:

\$34,901.60

Noncompete Justification: Select one or more of the procurement policy provisions below that best describes the exception to the Uniform Guidance bidding requirements for procuring goods or services valued \$10,000 or greater with federal funds.

Inadequate Competition: After solicitation of a number of potential sources, competition is determined to be inadequate. Bids were solicited and, no responsive bid is received, or only a single responsive bid is received and is rejected. Provide a copy of RFP or informal bid request, non-responsive answers, and, if one bid was received copy of the bid and reason for why it was rejected.

Public Exigency: When life, safety or health of the public must be sustained through the immediate delivery of products or performance of services or a critical agency mandate, statutory or operational requirement must be fulfilled immediately. Please use the "other" box below to provide a narrative to support the selection of this justification.

Highly Specialized Professional Services: The procurement of professional services should be conducted through a bid process, the requesting unit can demonstrate that such services, due to unique or special circumstances, can't be procured in this manner. A resume or other details about the unique qualifications of this supplier must be attached. In addition, please use the "other" box below to provide a narrative to support the selection of this justification.

Highly Specialized Technical Services: Another supplier cannot be chosen because the supplier provides services in connection with the assembly, installation or servicing of equipment of a highly technical or specialized nature. In addition, please use the "other" box below to provide a narrative to support the selection of this justification.

Proprietary Software / Hardware: The requested upgrade to proprietary software or hardware is available only from this supplier, which performs the service only on a direct basis. Attach documentation supporting that the hardware or software is proprietary and that only this supplier and can perform the requested upgrade.

Equipment Continuity: The requesting unit seeks equipment that must be compatible with existing equipment and/or standardizing on equipment which is necessary to assure interchangeability of parts. Please use the "other" box below to provide a narrative to support the selection of this justification.

X	<p>Curriculum Continuity: The requesting unit seeks curriculum that must be compatible with existing materials. Please provide a narrative in the “other” box below to explain how the existing materials are compatible with the requested material/services and how putting out for bid would cause a financial or significant hardship. You must also demonstrate that the Supplement vs Supplant compliance is being met for existing materials.</p>
	<p>Amendment/Change Order: Requests, not covered under existing contract, where current supplier is best positioned based on skill, knowledge, familiarity with the project to provide the extra work resulting in a cost savings to the unit over the cost of a new supplier. This also includes amendments that result in an extension of the term due to the successor contractor bidding process being incomplete prior to expiration of the current contract.</p>

	<p>Other (Please Explain in Detail):</p> <p>This curriculum will align with the district’s initiative of the science of reading. This curriculum supports the needs of K-12 students. This provides research-based, scientifically based reading instruction that supports the need of students with disabilities, as well as dually identified students with ESL/EC needs. Our students have demonstrated a significant loss of instruction in the area of reading that requires immediate instructional support that provides explicit scope and sequence that will remediate their learning loss in the shortest amount of time. This curriculum can be administered in a less amount of time which offers the availability for full participation in core without supplanting core instruction and offering in the least restrictive environment.</p> <p>This order is in addition to the previously purchased materials due to the number of students that have enrolled, initially placed or moved through the curriculum to the next level for the continued learning during the 2023-2024 school year.</p>
--	---

FEDERAL FUNDS NONCOMPETITIVE PROCUREMENT REQUEST

Submit the completed form via email to ProcurementWaiversTeam@dpi.nc.gov (attach any additional documentation). One request must be submitted for each individual issue (e.g., one email / request per vendor); they cannot be combined.

LEA Name and Unit Number: Asheboro City Schools-761
Name and Title of Individual Submitting Request: Dr. Wendy Rich, Assistant Superintendent of Curriculum and Instruction
Vendor Name: McGraw Hill LLC
Federal Funding Source (including PRC): ESSER III Funds-PRC 185
Scope of Work: <p>The <i>Number Worlds</i> curriculum will be utilized to help address learning loss as a result of COVID-19, along with our significant math deficits, while providing research-based, scientifically aligned instruction to our students receiving specially designed math instruction within the Exceptional Children's Department. This program will provide a comprehensive, integrated set of tools to identify math weaknesses, group and teach students identified as having math deficits. The net effect is to increase students' mathematical skills by emphasizing communication, logic, reasoning, modeling, instructional tools, precision, structure, and patterns to solve problems. Students will be assessed with the use of the comprehensive placement assessments for students K-8. These assessments will be used as baseline data for students' growth during additional progress monitoring measures. Progress monitoring probes are provided within the program and will be administered continuously during the scope and sequence. Instructional materials for teachers are outlined without extensive teacher prep work. This instruction is designed to be delivered face to face, virtual or hybrid, which will allow for any future changes in our lesson delivery. The refined scope and sequences accelerate students into performing math skills required to think critically when given real world application to everyday scenarios, as well as increase retention of concepts and math vocabulary development for students.</p> <p>As many of our students enrolled within the Exceptional Children's program are ESL. The focus on academic vocabulary being emphasized by providing opportunities to build academic language and create context prior to the start of the lesson is a significant need for our students.</p> <p>The teachers will support the pathway instruction through engaging students with games, embedded digital resources, high leverage instructional activities and project-based learning. Students will utilize student workbooks to complete cumulative and controlled practice of skills.</p> <p>A digital platform will also be used to merge learning, complete formative assessments and provide continued practice of skills. Progress monitoring tools will also be utilized for continuous monitoring of student skill acquisition.</p>
Deliverables: <p>This curriculum provides administrators:</p> <ul style="list-style-type: none">-Placement tests for accurate placement of students within the program.-Ability to monitor the progress monitoring data of all students to ensure fidelity of instruction and skill acquisition. <p>This curriculum provides teachers:</p> <ul style="list-style-type: none">-Professional development for the <i>Number Worlds</i> curriculum will be provided via virtual implementation training modules.-The <i>Number Worlds</i> Weekly Planner provides helpful information before lessons begin, making teacher preparation simple and effective.-Weekly Planners map out the entire week of lessons, complete with Learning Objectives and all of the resources

needed to maximize instructional time. Prepared instructional lesson plans that require no teacher prep following explicit scope and sequence. Daily lesson activities emphasize using communication, logic, reasoning, modeling, tools, precision, structure, and patterns to solve problems.

-Teachers can access all digital planning tools and resources online, making *Number Worlds* easy-to-use in a variety of educational settings.

-Diagnostic Assessments, Formative Assessments, and Informal Assessments. Teachers can use the online assessment tool or the Student Assessment Record to record their observations for informal assessments. Formative Assessments are completed via the use of an online testing measure which prepares students for high stakes tests.

-Progress Monitoring Tools provided to provide immediate feedback to teachers of students' skill acquisitions and how to provide targeted remediation for identified students.

-Digital version of *Number Worlds* instructional materials, workbooks, and manipulatives will be provided to all EC teachers

-Online Community is available to provide continuous support for teachers.

-*Number Worlds* is designed for student differentiation. It effectively provides opportunities to build academic language and create context prior to the start of the lesson, which supports ESL students. Opportunities are provided for students to spend more time learning critical math concepts with hands-on and digital interactive games. Teachers are provided aid in adapting instruction to fit the various learning environments for students. Teachers are also able to swiftly adapt instruction and provide targeted remediation for struggling students.

-Student kits

-An online digital learning practice portal for students

-Virtual Follow-up and Support within ongoing support to maximize the success of the lessons and provide clarification about the instructional techniques and routines or assist in analysis of initial results with the mastery formative assessments.

This curriculum provides students:

-Intensive targeting of critical math standards in order to provide explicit instruction to aid in students' ability to achieve math success and quickly close the grade level gap in their mathematical skills.

-Students provided extensive practice with specific math skills after first taking an assessment to gauge their math competencies.

-Skill practice is completed through practice problems, math-based games, and real-world application.

-Diagnostic assessments which determines how best to support each individual student's skill/concept understanding

-Students' kits to use during lessons, which include digital tools and hands-on learning materials

-Workbooks for additional practice

-Highly engaging online learning games that provides repeated practice of skills

-Students collaborate on project-based learning activities to increase long-term retention of concepts.

-Students are challenged to apply and demonstrate mastery of concepts and skills by expressing understanding through discussion, research, and presentation of real-world scenarios to increase college and career readiness.

Cost: \$16,701.45

Noncompete Justification: Select one or more of the procurement policy provisions below that best describes the exception to the Uniform Guidance bidding requirements for procuring goods or services valued \$10,000 or greater with federal funds.

	<p>Inadequate Competition: After solicitation of a number of potential sources, competition is determined to be inadequate. Bids were solicited and, no responsive bid is received, or only a single responsive bid is received and is rejected. Provide a copy of RFP or informal bid request, non-responsive answers, and, if one bid was received copy of the bid and reason for why it was rejected.</p>
	<p>Public Exigency: When life, safety or health of the public must be sustained through the immediate delivery of products or performance of services or a critical agency mandate, statutory or operational requirement must be fulfilled immediately. Please use the “other” box below to provide a narrative to support the selection of this justification.</p>
	<p>Highly Specialized Professional Services: The procurement of professional services should be conducted through a bid process, the requesting unit can demonstrate that such services, due to unique or special circumstances, can’t be procured in this manner. A resume or other details about the unique qualifications of this supplier must be attached. In addition, please use the “other” box below to provide a narrative to support the selection of this justification.</p>
	<p>Highly Specialized Technical Services: Another supplier cannot be chosen because the supplier provides services in connection with the assembly, installation or servicing of equipment of a highly technical or specialized nature. In addition, please use the “other” box below to provide a narrative to support the selection of this justification.</p>
	<p>Proprietary Software / Hardware: The requested upgrade to proprietary software or hardware is available only from this supplier, which performs the service only on a direct basis. Attach documentation supporting that the hardware or software is proprietary and that only this supplier and can perform the requested upgrade.</p>
	<p>Equipment Continuity: The requesting unit seeks equipment that must be compatible with existing equipment and/or standardizing on equipment which is necessary to assure interchangeability of parts. Please use the “other” box below to provide a narrative to support the selection of this justification.</p>
X	<p>Curriculum Continuity: The requesting unit seeks curriculum that must be compatible with existing materials. Please provide a narrative in the “other” box below to explain how the existing materials are compatible with the requested material/services and how putting out for bid would cause a financial or significant hardship. You must also demonstrate that the Supplement vs Supplant compliance is being met for existing materials.</p>
	<p>Amendment/Change Order: Requests, not covered under existing contract, where current supplier is best positioned based on skill, knowledge, familiarity with the project to provide the extra work resulting in a cost savings to the unit over the cost of a new supplier. This also includes amendments that result in an extension of the term due to the successor contract or bidding process being incomplete prior to expiration of the current contract.</p>

Other (Please Explain in Detail):

This curriculum continues to support the needs of our students receiving specially designed instruction within the Department of Exceptional Children in the area of mathematics. This provides research-based, scientifically based math instruction which supports the need of students with disabilities, as well as dually identified students with ESL/EC needs. Our students have demonstrated a significant loss of instruction in the area of math which requires immediate instructional support that provides explicit scope and sequence that will remediate their learning loss in the shortest amount of time.

With the limited existing materials found within the special education classrooms for math, these materials are not meeting the intensive instructional need along with the need for curriculum that offers the flexibility of explicit, direct, and systematic instruction during these current times where schools should be ready for the provision of in-person and/or virtual instruction. This curriculum can be administered in a less amount of time which offers the availability for full participation in core without supplanting core instruction and offering in the least restrictive environment, while following a well-defined scope and sequence of the math standards. As many new students have qualified for services or those enrolled have progressed through the program into the next level of the math program, our department is in need of ordering additional materials to continue our efforts in addressing math deficits. This order will support the continued learning for our students during the 2023-2024 school year.

Policies
For
Review

A. INTRODUCTION

It is the policy of the board to: (a) prevent user access via its technological resources to, or transmission of, inappropriate material on the Internet or through electronic mail or other forms of direct electronic communications; (b) prevent unauthorized access to the Internet and devices or programs connected to or accessible through the Internet; (c) prevent other unlawful online activity; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (e) comply with the Children’s Internet Protection Act.

B. DEFINITIONS**1. Technology Protection Measure**

The term “technology protection measure” means a specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors.

2. Harmful to Minors

The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:

- a. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- b. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- c. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

3. Child Pornography

The term “child pornography” means any visual depiction, including any photograph, film, video picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where:

- a. the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;

- b. such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or
 - c. such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.
4. Sexual Act; Sexual Contact

The terms “sexual act” and “sexual contact” have the meanings given such terms in section 2246 of title 18, United States Code.

5. Minor

For purposes of this policy, the term “minor” means any individual who has not attained the age of 17 years.

C. ACCESS TO INAPPROPRIATE MATERIAL

To the extent practical, technology protection measures (or “Internet filters”) will be used to block or filter access to inappropriate information on the Internet and World Wide Web. Specifically, blocking will be applied to audio and visual depictions deemed obscene or to be child pornography or harmful to minors. Student access to other materials that are inappropriate to minors will also be restricted. The board has determined that audio or visual materials that depict violence, nudity, or graphic language that does not serve a legitimate pedagogical purpose are inappropriate for minors. The superintendent, in conjunction with a school technology and media advisory committee (see policy 3200, Selection of Instructional Materials), shall make a determination regarding what other matter or materials are inappropriate for minors. School system personnel may not restrict Internet access to ideas, perspectives, or viewpoints if the restriction is motivated solely by disapproval of the viewpoints involved.

A student or employee must immediately notify the appropriate school official if the student or employee believes that a website or web content that is available to students through the school system’s Internet access is obscene, constitutes child pornography, is “harmful to minors” as defined by Children’s Internet Protection Act (CIPA), or is otherwise inappropriate for students. Students must notify a teacher or the school principal; employees must notify the superintendent or designee.

Due to the dynamic nature of the Internet, sometimes Internet websites and web material that should not be restricted are blocked by the Internet filter. A student or employee who believes that a website or web content has been improperly blocked by the school system’s filter should bring the website to the attention of the principal. The principal shall confer with the technology director to determine whether the site or content should be unblocked. The principal shall notify the student or teacher promptly of the decision.

The decision may be appealed through the school system's grievance procedure. (See policies 1740/4010, Student and Parent Grievance Procedure, and 1750/7220, Grievance Procedure for Employees.)

Subject to staff supervision, technology protection measures may be disabled during use by an adult for bona fide research or other lawful purposes.

D. INAPPROPRIATE NETWORK USAGE

All users of school system technological resources are expected to comply with the requirements established in policy 3225/4312/7320, Technology Responsible Use. In particular, users are prohibited from: (a) attempting to gain unauthorized access, including "hacking"; and engaging in other similar unlawful activities; and (b) engaging in the unauthorized disclosure, use, or dissemination of personal identifying information regarding minors.

E. EDUCATION, SUPERVISION, AND MONITORING

To the extent practical, steps will be taken to promote the safety and security of users of the school system's online computer network, especially when they are using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. It is the responsibility of all school personnel to educate, supervise, and monitor usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures are the responsibility of the technology director or designated representatives.

The technology director or designated representatives shall provide age-appropriate training for students who use the school system's Internet services. The training provided will be designed to promote the school system's commitment to educating students in digital literacy and citizenship, including:

1. the standards and acceptable use of Internet services as set forth in policy 3225/4312/7320, Technology Responsible Use;
2. student safety with regard to safety on the Internet, appropriate behavior while online, including behavior on social networking websites and in chat rooms, and cyberbullying awareness and response; and
3. compliance with the E-rate requirements of the Children's Internet Protection Act.

Following receipt of this training, the student must acknowledge that he or she received the training, understood it, and will follow the provisions of policy 3225/4312/7320, Technology Responsible Use.

The superintendent shall develop any regulations needed to implement this policy and shall submit any certifications necessary to demonstrate compliance with this policy.

Legal References: Children’s Internet Protection Act, 47 U.S.C. 254(h); Neighborhood Children’s Internet Protection Act, 47 U.S.C. 254(l); Protecting Children in the 21st Century Act, 47, U.S.C. 254(h)

Cross References: Professional and Staff Development (policy 1610/7800), Student and Parent Grievance Procedure (policy 1740/4010), Grievance Procedure for Employees (policy 1750/7220), Technology in the Educational Program (policy 3220), Technology Responsible Use (policy 3225/4312/7320), School Improvement Plan (policy 3430), Use of Equipment, Materials, and Supplies (policy 6520), Network Security (policy 6524)

Adopted: December 12, 2013

Revised: March 12, 2015



Asheboro City Board of Education
Children's Internet Protection Act (CIPA) Compliance
April 2023

Why CIPA Compliance?

- Schools and libraries must certify they are in compliance with CIPA before they can receive Erate funding.
- We receive eRate funding directly but the state of NC also provides internet access free of charge to all schools using eRate funding. Every school district receiving this service must provide documentation of CIPA compliance.

What is CIPA?

The Children's Internet Protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the E-rate program – a program that makes certain communications services and products more affordable for eligible schools and libraries. In early 2001, the FCC issued rules implementing CIPA and provided updates to those rules in 2011.



What CIPA Requires...

Schools and libraries subject to CIPA may not receive the discounts offered by the E-rate program unless they certify that they have an Internet safety policy that includes technology protection measures. The protection measures must block or filter Internet access to pictures that are: (a) obscene; (b) child pornography; or (c) harmful to minors (for computers that are accessed by minors). Before adopting this Internet safety policy, schools and libraries must provide reasonable notice and hold at least one public hearing or meeting to address the proposal.



Additional CIPA Certification Requirements

Schools subject to CIPA have two additional certification requirements:

- 1) their Internet safety policies must include monitoring the online activities of minors
- 2) as required by the Protecting Children in the 21st Century Act, they must provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

Required Policy

Schools and libraries subject to CIPA are required to adopt and implement an Internet safety policy addressing:

- Access by minors to inappropriate matter on the Internet;
- The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
- Unauthorized access, including so-called “hacking,” and other unlawful activities by minors online;
- Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- Measures restricting minors' access to materials harmful to them.

Our Practices in Asheboro City Schools

- Media Specialists prepare and deliver internet safety lessons to all students K-12 at the beginning of each school year. Additional lessons and materials are available to students and teachers throughout the school year.
- All internet access for students when on-campus is filtered using a CIPA compliant content filter (Zscaler) provided to us by NCDPI. Student Chromebooks and iPads are also filtered when off campus using a proxy which redirects internet traffic from this device back to zScaler.
- Board [Policy 3226/4205: Internet Safety](#) was developed to be in compliance with CIPA requirements and is regularly reviewed. Per policy, our content filter is used to filter Internet access to visual depictions that are obscene, child pornography, or harmful to minors. School system personnel may not and does not restrict Internet access to ideas, perspectives, or viewpoints if the restriction is motivated solely by disapproval of the viewpoints involved.

Public Notice & Meeting

- To be CIPA compliant as a school district we must also retain proof of Public Notice & Meeting. This presentation was developed to inform our Board of Education and our citizens details regarding the Children's Internet Protection Act and our school district's practices and procedures regarding internet safety for students.
- Schools and libraries must provide reasonable notice and hold at least one public hearing or meeting to address the proposed internet safety policy and retain documentation of this public notice and meeting.

Questions?

ACS SUMMER OPPORTUNITIES 2023



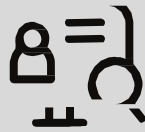
Read to Achieve Camp

- Who:** 1st, 2nd, and 3rd graders who are not reading on grade level and/or are not demonstrating proficiency (invitation only)
- What:** Core literacy instruction and reading intervention for all. Third graders retake the RTA test July 26th.
- When:** July 10- 13, July 17 - 20, July 24 - 27
7:45 am - 2:45 pm
- Where:** Balfour Elementary & Loflin Elementary



Summer Bridge

- Who:** Rising 6th graders & rising 9th graders
- What:** Orientation, relationship building, and academic learning
- When:** July 10 - 13, July 17 - 20, July 24 - 27
8:45 am - 12:30 pm
- Where:** NAMS, SAMS, and AHS



CTE Summer Internships

- Who:** Secondary students (sign up, limited slots available)
- What:** Summer Internships with a focus on work experience and Employability Skills
- When:** Four weeks, July 10 - August 3
- Where:** Industry sites and Asheboro High School



CTE Camps

- Who:** Secondary students (sign up, limited slots available)
- What:** Various Pathways camps engaging students through hands on activities, guest speakers and field trips
- When:** One to two week camps throughout the summer
- Where:** Asheboro High School main campus or SAMS



Credit Recovery

- Who:** Current AHS students
- What:** Opportunities to recover credit needed for graduation.
- When:** June 13 - 28
- Where:** Asheboro High School campus



EC Offerings

Compensatory Education Services and Extended School Year Services will be offered to selected EC students.



**2024-2025 Calendar for Approval
Board of Education Meeting
April 6, 2023**

School Calendar Legislation

School Calendars must meet the following requirements:

- Start date no earlier than the Monday closest to August 26
- Cover at least nine (9) calendar months
- Must have a minimum of 185 days **or** 1,025 hours of instruction
- Must have at least nine (9) teacher workdays
- Two (2) designated workdays on which teachers may take accumulated vacation leave
- Minimum of ten (10) annual vacation leave days
- Same or equivalent number of holidays as required by the State Personnel Commission for State Employees (11 Holidays + July 4)
- End date no later than the Friday closest to June 11
- Must include 215 Teacher/Staff days

Calendar Balance & Days

Staff Days - 215

Holidays - 11
Annual Leave - 10
Workdays - 15

Student Days - 179

1st Quarter - 45
2nd Quarter - 44
3rd Quarter - 45
4th Quarter - 45

Total Hours - 1074
Early Release Days - 6
Net Hours - 1056
Banked Hours - 31

Key Elements of Proposed Calendar

- First Day for Staff: August 16, Optional Workday
- First Day for Students: August 26
- Early Release Days: 6 Total, including winter break and last day
 - Staff PD days noted on calendar
- Required Workday: November 5 - Presidential Election
- Winter Break: December 23 - January 3
- Required Workdays in February & March
- Spring Break: April 14 - 21
- Last Day for Students and Graduation: June 10
- Last Day for Staff: June 12, Optional Workday

Feedback

The calendar was placed on the district website for 30-day review.

Feedback Received:

- “I am a grandmother in the Asheboro school district and I totally approve of the 24/25 calendar. Thank you.”

Questions?

Recommended Calendar for Approval



Proposed Draft Asheboro City Schools Calendar 2024-2025

July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

July	
4	Holiday
August	
16	Optional Teacher Workday
19-22	Required Workdays
26	First Day for Students
September	
2	Holiday
18	Early Release Day/Staff PD
October	
16	Early Release Day/Staff PD
28	End of First Quarter
November	
5	Required Workday
11	Holiday
27	Optional Teacher Workday
28-29	Holiday
December	
20	Early Release Day/Winter Break
23	Vacation/Annual Leave
24-26	Holiday
27, 30-31	Vacation/Annual Leave
January	
1	Holiday
2	Vacation/Annual Leave
3	Optional Teacher Workday
17	End of Second Quarter
20	Holiday
21-22	Required Workdays
February	
17	Required Workday
March	
5	Early Release Day/Staff PD
27	End of Third Quarter
28	Required Workday
April	
14-17, 21	Vacation/Annual Leave
18	Holiday
May	
7	Early Release Day/Staff PD
26	Holiday
June	
10	Early Release Day/Last Day
11	Required Workday
12	Optional Teacher Workday
Holidays	
Optional Teacher Workdays	
Required Teacher Workdays	
Vacation/Annual Leave	
Early Release	

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Thank you!

Do you have any questions?

ghiggs@asheboro.k12.nc.us

336-625-5104

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

CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon**, and infographics & images by **Freepik**

Proposed Draft Asheboro City Schools Calendar 2024-2025

July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

July	
4	Holiday

August	
16	Optional Teacher Workday

August	
19-23	Required Workdays

September	
26	First Day for Students

September	
2	Holiday

October	
18	Early Release Day/Staff PD

October	
16	Early Release Day/Staff PD

October	
28	End of First Quarter

November	
5	Required Workday

November	
11	Holiday

November	
27	Optional Teacher Workday

November	
28-29	Holiday

December	
20	Early Release Day/Winter Break

December	
23	Vacation/Annual Leave

December	
24-26	Holiday

December	
27, 30-31	Vacation/Annual Leave

January	
1	Holiday

January	
2	Vacation/Annual Leave

January	
3	Optional Teacher Workday

January	
17	End of Second Quarter

January	
20	Holiday

January	
21-22	Required Workdays

February	
17	Required Workday

March	
5	Early Release Day/Staff PD

March	
27	End of Third Quarter

March	
28	Required Workday

April	
14-17, 21	Vacation/Annual Leave

April	
18	Holiday

May	
7	Early Release Day/Staff PD

May	
26	Holiday

June	
10	Early Release Day/Last Day

June	
11	Required Workday

June	
12	Optional Teacher Workday

Summary	
	Holidays

Summary	
	Optional Teacher Workdays

Summary	
	Required Teacher Workdays

Summary	
	Vacation/Annual Leave

Summary	
	Early Release

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
S	M	T	W	T	F	S
						1
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	T	F	S
					1	2
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

CALENDAR OF UPCOMING EVENTS - April 6, 2023

DATE	TIME	EVENT	LOCATION
Friday, April 7	All Day	Holiday	All Schools
Monday, April 10 - Friday, April 14	All Day	Spring Break	All Schools
Monday, April 17	9:30 a.m.	Ribbon Cutting for Asheboro High School JAG Program	Asheboro High School
Thursday, April 20	4:30 - 6:30 p.m.	Teachey Family Engagement Night	Guy B. Teachey Elementary
Tuesday, April 25	5:00 - 6:30 p.m.	NAMS Family Engagement Night	North Asheboro Middle School
Tuesday, April 25	All Day	McCrary K-2 Field Day	Charles McCrary Elementary School
Wednesday, April 26	All Day	McCrary 3-5 Field Day	Charles McCrary Elementary School
Wednesday, April 26	9:00 a.m. - 12:00 p.m.	Senior Graduation Walk	Elementary and Middle Schools
Wednesday, April 26	A.M.	Lindley Park Career Day	Lindley Park Elementary School
Friday, April 28	5:30 - 8:00 p.m.	Asheboro High School Hispanic Family Night	Asheboro High School
Friday, April 28	6:00 p.m.	Elementary Choral Festival	North Asheboro Middle School Theater
Monday, May 1	6:00 p.m.	Randolph County Commissioners Meeting	Old Historic Courthouse
Wednesday, May 3	1:30 p.m.	Ribbon Cutting for Asheboro High School	Asheboro High School
Wednesday, May 3	All Day	Lindley Park K-1 Field Day	Lindley Park Elementary School
Thursday, May 4	9:00 a.m - 2:00 p.m.	Exceptional Children Employability Seminar	First Baptist Church
Thursday, May 4	5:30 - 6:30 p.m.	McCrary Family Engagement Night	Charles McCrary Elementary School
Thursday, May 4	6:30 a.m.	Mayor's Prayer Breakfast	AVS Catering & Banquet Centre
Friday, May 5	All Day	Lindley Park 2-5 Field Day	Lindley Park Elementary School
Saturday, May 6	8 p.m. - Midnight	Asheboro High School Prom	AVS Catering & Banquet Centre
Sunday, May 7	2:00 - 6:00 p.m.	Community Open House at Asheboro High School	Asheboro High School
Monday, May 8 - Friday, May 12	All Day	Teacher Appreciation Week	All Schools
Tuesday, May 9	5:30 - 6:30 p.m.	Loflin Family Engagement Night	Donna Lee Loflin Elementary School
Tuesday, May 9	7:30 p.m.	Asheboro High School Jazz Concert	AHS Performing Arts Center
Thursday, May 11	6:00 p.m.	Board of Education Meeting	Professional Development Center
Thursday, May 11 - Sunday, May 14	7:30 p.m. 5/11, 5/12, 5/13 & 2:30 p.m. 5/14	Asheboro High School Spring Musical "Godspell"	AHS Performing Arts Center
Tuesday, May 16	7:00 p.m.	NAMS Band Concert	North Asheboro Middle School Theater
Wednesday, May 17	6:00 p.m.	Teacher of the Year Banquet	AVS Catering Center
Thursday, May 18	7:00 p.m.	Asheboro High School Spring Choral Concert	AHS Performing Arts Center
Friday, May 19	5:00 - 7:00 p.m.	Balfour Spring Fling/Family Engagement Night	Balfour Elementary School
Tuesday, May 23	5:30 - 7:30 p.m.	We Are McCrary Night (Previously Family Heritage Night)	Charles McCrary Elementary School
Tuesday, May 23	7:00 p.m.	NAMS Choral Concert	North Asheboro Middle School Theater
Wednesday, May 24	7:00 p.m.	Senior Scholarship Awards Night	TBD
Thursday, May 25	7:00 p.m.	Asheboro High School Spring Band Concert	AHS Performing Arts Center
Tuesday, May 30	4:00 - 6:00 p.m.	Lindley Park Family Engagement Night	Lindley Park Elementary School
Tuesday, May 30	6:00 p.m.	Randolph County Commissioners Meeting - Presentation of Budget	Old Historic Courthouse