

**ASHEBORO CITY BOARD OF EDUCATION**  
**Professional Development Center**  
**November 9, 2023**  
**7:30 p.m.**

**6:00 p.m. Policy Committee**  
**6:45 p.m. Finance Committee**

**I. Opening**

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance – North Asheboro Middle School Students
- \*D. Approval of Agenda

**II. Special Recognitions**

- A. School Spotlight – North Asheboro Middle School – Mr. Graham Groseclose
- B. Community Partner Spotlight – Mr. Graham Groseclose, North Asheboro Middle School
- C. 2023 Educator of Excellence Award – Ms. Barbara Skelly, Interim Director of Exceptional Children
- D. Points of Pride – Ms. Mikayla Smith, Communications Specialist

**III. 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.

**IV. \*Consent Agenda**

- A. Approval of Minutes for October 5, 2023, Board of Education Meeting
- B. Policies Recommended for Approval:
  - Policy 1310/4002 – Parent Involvement
  - Policy 3210 – Parental Inspection of an Objection to Instructional Materials
  - Policy 3540 – Comprehensive Health Education Program
  - Policy 4335 – Criminal Behavior
  - Policy 4720 – Surveys of Students
  - Policy 6120 – Student Health Services
  - Policy 7300 – Staff Responsibilities
- C. Personnel
- D. Overnight Filed Trip – South Asheboro Middle School - 8<sup>th</sup> Grade to Washington, DC

**V. Information, Reports, and Recommendations**

- A. #Innovate ACS - Mr. Anthony Woodyard, Chief Information Officer
- B. SparkNC Lab - Ms. Jessica Tinnin, SparkNC Lab Leader
- C. Air Force Junior Reserve Officer Training Corps (AJFROTC) Update – Major John Howie, and Sergeant Craig York

**VI. Superintendent's Report – Dr. Aaron Woody, Superintendent**

**VII. \*Action Items**

- A.** New Course Request for SparkNC Lab – Ms. Jessica Tinnin, SparkNC Lab Leader
- B.** Continuous Improvement Plans (CIP) – Dr. Wendy Rich, Chief Academic Officer/Assistant Superintendent
- C.** Approval of 2023-2024 Budget – Ms. Sandra Spivey Ayers, Chief Financial Officer

**VIII. Board Operations – Chairman Michael Smith**

- A.** Calendar of Events

**IX. Closed Session**

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.

**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.

**ASHEBORO CITY BOARD OF EDUCATION**  
**Professional Development Center**  
**November 9, 2023**  
**7:30 p.m.**

**Addendum**

**6:00 p.m. Policy Committee**  
**6:45 p.m. Finance Committee**

- I. Opening**
- II. Special Recognitions**
  - E. Recognition of Board Member Gwendolyn Williams – Dr. Aaron Woody, Superintendent
- III. Superintendent’s Report (Moved from Item VI. To Item III.)**
- IV. Public Comments**
- V. \*Consent Agenda**
  - C. Personnel (addendum added)
  - E. 2022-2023 Budget Transfer Report (Information Only)
- VI. Information, Reports, and Recommendations (Order of presentations updated)**
  - A. Air Force Junior Reserve Officer Training Corps (AJFROTC) Update – Major John Howie, and Sergeant Craig York **(Moved from C. to A.)**
  - B. #Innovate ACS - Mr. Anthony Woodyard, Chief Information Officer **(Moved from A. to B.)**
  - C. SparkNC Lab - Ms. Jessica Tinnin, SparkNC Lab Leader (presentation updated) **(Moved from B. to C.)**
- VII. \*Action Items**
- VIII. Board Operations**
- IX. Closed Session**
- X. Adjournment**

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

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SWRL



**North Asheboro Middle School**



# SWRL MEANING

- SWRL stands for the four WIDA domains that students are assessed in annually.

- Speaking
- Writing
- Reading
- Listening

**Listening**

Process, understand, interpret and evaluate spoken language in a variety of situations.

**Speaking**

Engage in oral communication in a variety of situations for a variety of purposes and audiences.

**Reading**

Process, understand, interpret and evaluate written language, symbols and text with understanding and fluency.

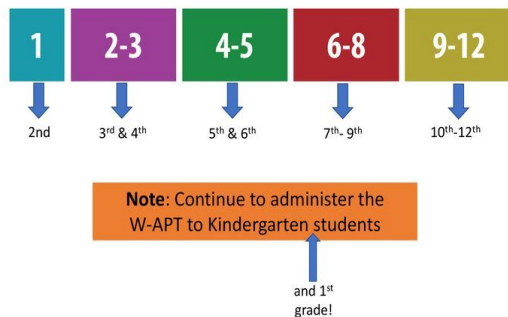
**Writing**

Engage in written communication in a variety of situations for a variety of purposes and audiences.

# WIDA ACCESS

- The testing window is typically from late January through mid-March each year. Students begin with the listening test and then move on to reading, speaking, and writing in that order.
- Testing is typically divided up across two or more days per student to allow for the best student performance.

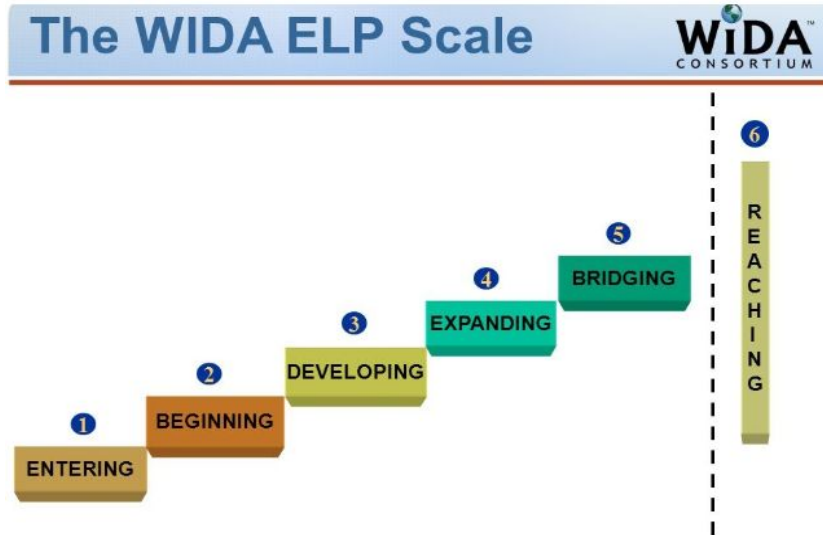
Grade-Level Cluster



Grouping for testing is done by grade level clusters or based on individual student needs as determined by an IEP or 504 plan.


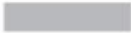


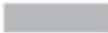
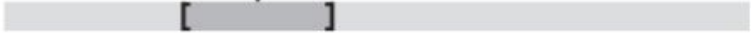

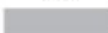


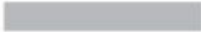

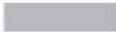

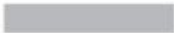

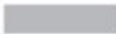

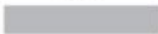

# WIDA ACCESS

- Exit criteria is a 4.8 or higher on the overall/composite score.
- The composite score is determined by combining the scores from all four domains at the following percentages:  
Reading: 35%  
Writing: 35%  
Listening: 15%  
Speaking: 15%



# DATA REVIEW/GOAL SETTING

STUDENTS REFLECTED ON THEIR SPRING OF 2023 SCORES.

Language Domain	Proficiency Level (Possible 1.0-6.0)	Scale Score (Possible 100-600) and Confidence Band See <a href="#">Interpretive Guide for Score Reports</a> for definitions
	1 2 3 4 5 6	100 200 300 400 500 600
<b>Listening</b> 	2.8 	307 
<b>Speaking</b> 	2.5 	271 
<b>Reading</b> 	2.5 	322 
<b>Writing</b> 	3.8 	339 
<b>Oral Language</b> 50% Listening + 50% Speaking	2.6 	289 
<b>Literacy</b> 50% Reading + 50% Writing	3.4 	331 
<b>Comprehension</b> 70% Reading + 30% Listening	2.6 	318 
<b>Overall*</b> 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.2 	318 

# DATA REVIEW/GOAL SETTING

Students selected two domains that they plan to improve on to boost their scores in February when they take the annual administration of the WIDA ACCESS.

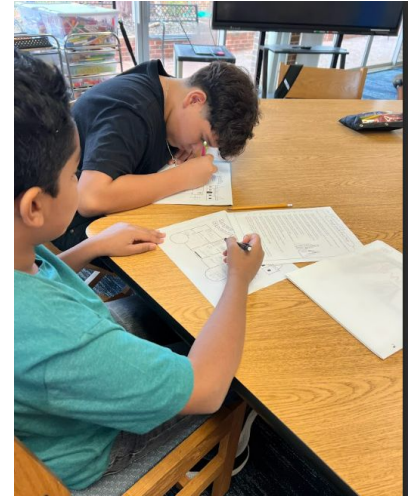


Name \_\_\_\_\_

**Directions:** Use the number lines on the left to mark your scores from your previous test. Then, mark what your goal score is for your next test on the right.

2023	2024
<b>My Previous Score - Listening</b> 1 2 3 4 5 6 <u>5.8</u>	<b>My Next Test Score Goal - Listening</b> 1 2 3 4 5 6 <u>6</u>
<b>My Previous Score - Speaking</b> 1 2 3 <u>3.2</u> 4 5 6	<b>My Next Test Score Goal - Speaking</b> 1 2 3 4 <u>4.2</u> 5 6
<b>My Previous Score - Reading</b> 1 2 3 4 5 <u>5.2</u> 6	<b>My Next Test Score Goal - Reading</b> 1 2 3 4 5 6 <u>6</u>
<b>My Previous Score - Writing</b> 1 2 3 <u>3.9</u> 4 5 6	<b>My Next Test Score Goal - Writing</b> 1 2 3 4 <u>4.9</u> 5 6
<b>My Previous Score - Composite</b> 1 2 3 4 <u>4.6</u> 5 6	<b>My Next Test Score Goal - Composite</b> 1 2 3 4 <u>4.8</u> 5 6 <b>Exit</b>

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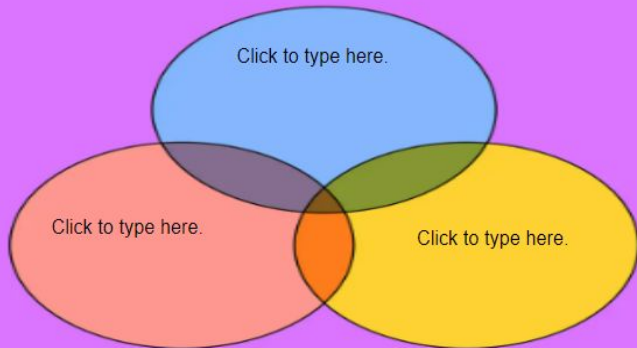


# LITERACY

Every activity includes a writing and reading component.

Students have worked with a variety of texts and videos.

## Dia De Los Muertos Country Comparison




**SCHOLASTIC**  
**News**


READING  
A TIMELINE

Tech Help


### ***Titanic's Last Moments***



**April 14, 1912**  
**11:40 p.m.** The ship slams into an iceberg that is about 400 feet long, causing holes in the hull, or body, of the ship. The ocean liner begins to flood.



**April 15, 1912**  
**1:50 a.m.** The bow, or front of the ship, is underwater. A smokestack breaks off, and more water rushes into the opening.  
**2:16 a.m.** The weight of the water onboard causes the ship to break in half. The ship's bow begins to sink.  
**2:20 a.m.** After remaining at the surface for a few moments, the stern (back of the ship) starts to sink.



**2:24 a.m.** After falling about 12,500 feet, the bow reaches the ocean floor. The stern follows. The stern breaks apart as it lands, scattering furniture and many other items over a wide area.

**4 What happened at 2:24 a.m. on April 15, 1912?**

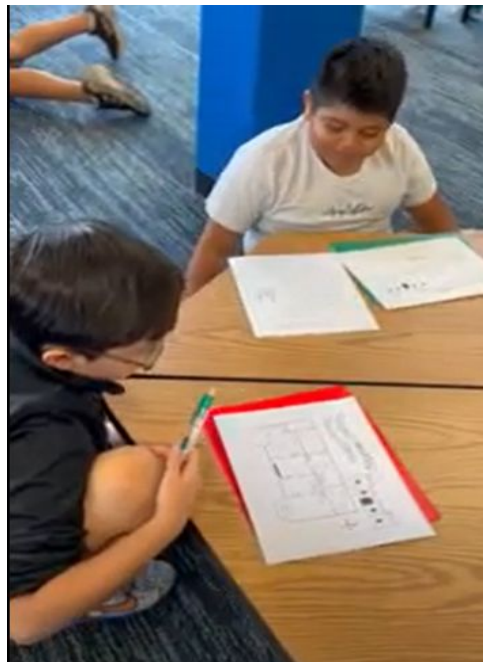
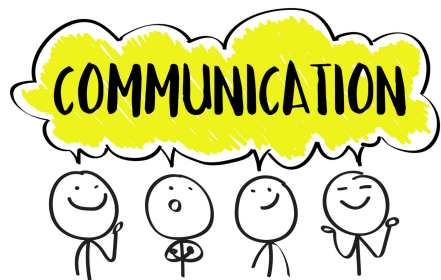
After falling 12,500 feet the stern breaks apart landing and scattering furniture and many other objects.

Continued on the next slide

# LITERACY

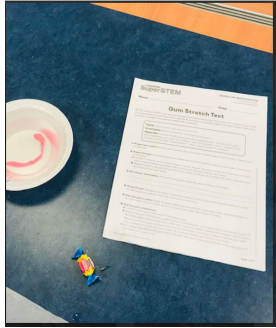
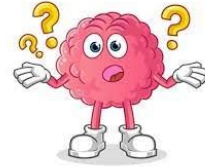


## Communication and Collaboration





# S.T.E.M. PROJECTS





# STUDENT PERSPECTIVE - MARELY

- Personal goal this year
- Best part of SWRL



# STUDENT PERSPECTIVE - ALMA

- Personal goal this year
- Best part of SWRL



# STUDENT PERSPECTIVE - DYLAN

- Personal goal this year
- Best part of SWRL



# STILL TO COME IN SWRL

Field trip to the American Indian Heritage Celebration in Downtown Raleigh on Saturday, November 18, 2023!

Students will be creating a podcast to share information learned during this trip, including cultural comparisons with students' native cultures as well as other countries researched throughout the semester.



# LOOKING AHEAD



- Celebration
- Schedule brief meetings with students leading up to the test
- Provide strategies and encouragement
- Reflect and discuss next year



## Strategies to Meet My Goal

### **Directions:**

1. Find the domain for which you made a score goal. Check at least one strategy you will try to help you meet your goal.
2. Look at the other domains and strategies and check any ideas that you think will help you do your best in those domains.

Listening 	Speaking 
<input type="checkbox"/> Listen to the whole passage before deciding on an answer <input type="checkbox"/> Use visualization and my imagination to pay attention to longer conversations <input type="checkbox"/> Eliminate clearly wrong answer choices and focus on the remaining answers <input type="checkbox"/> Make sure the volume is at a comfortable level <input type="checkbox"/> My own idea: <hr/> <hr/>	<input type="checkbox"/> Think about my answer before clicking "record" <input type="checkbox"/> Say more words than the model student <input type="checkbox"/> Talk until the time runs out <input type="checkbox"/> Do not stop recording if I make a mistake, but just repeat my idea again from the beginning while <u>still</u> recording <input type="checkbox"/> Speak more slowly and clearly <input type="checkbox"/> Speak louder than my normal voice and don't whisper <input type="checkbox"/> Speak more quietly than my normal voice and don't yell <input type="checkbox"/> Ignore other people and sounds in the room <input type="checkbox"/> My own idea: <hr/> <hr/>

QUESTIONS?

**ASHEBORO CITY SCHOOL BOARD OF EDUCATION MINUTES**  
**Professional Development Center**  
**October 5, 2023**

**Finance Committee**

**Board Members Present:**

Baxter Hammer, Vice Chairman  
Hailey Lee

Gidget Kidd  
Dr. Beth Knott

Linda Cranford

**Staff Members Present:**

Dr. Aaron Woody

Sandra Spivey Ayers

Dr. Beth Knott called the meeting to order at 6:35 p.m. and referred to Ms. Sandra Spivey Ayers.

Ms. Spivey Ayers reviewed items in the consent agenda for the Board Meeting. The 2023-2024 School Treasurer list has been updated to include our new treasurer at Balfour Elementary, Alora Annonson. The updated bank signature card is included for Balfour Elementary.

Mrs. Spivey Ayers reviewed some highlights from the recently passed State Budget. Teacher raises range on average from 2.2 to 7 percent. All other employees will receive a 4 percent raise. There are funds being provided to give an additional unspecified amount to bus drivers. The matching retirement rate has increased to 25.02 percent. Employer's health insurance costs are \$7,557 per employee per year. Supplemental Low Wealth Funds (PRC 071) are included in the budget. These funds support the end of year teacher bonus that the state has supported for the previous two years. Paid parental leave is included and clarified in the budget bill. Funds for Children with Disabilities remain capped at 13 percent. Our population exceeds 13 percent, and we remain underfunded in this area. There may be changes to our At-Risk funding (PRC 069). There is language in the budget bill that requires DPI to reduce the allotment by \$7 million and use those funds to develop a grant program for at risk students. We use At-Risk funds to support in-school suspension programs, School Resource Officers, and Assistant Principals. We are waiting on NCDPI to provide further guidance on all the budget details.

Ms. Spivey Ayers gave an update on the new digital scoreboards located at the football field and main gymnasium. The boards are supported by funds received through advertisements. All the anchor sponsorships have been secured for a total of \$120 thousand in commitments for the first year.

Ms. Spivey Ayers gave an update on the Asheboro High School renovation project. Weekly meetings with Smith Sinnett Architecture, J.M. Thompson, and Asheboro City Schools continue to occur. There are still unresolved issues with the HVAC system and building controls. Additional discussions are scheduled to resolve this issue as well as other billing items in question.

There being no further business, Dr. Beth Knott adjourned the meeting at 7:15 p.m.

## **Board of Education**

### **Board Members present:**

Baxter Hammer, Vice Chairman  
Gidget Kidd  
Ryan Patton  
Scott Eggleston, Attorney

Phillip Cheek  
Gwen Williams

Hailey Lee  
Linda Cranford

### **Board Members absent:**

Micheal Smith, Chairman  
Adam Hurley

Gus Agudelo

Gwen Williams

### **Staff Members present**

Dr. Aaron Woody  
Carla Freemyer  
Deanna Wiles  
Angel Etheridge  
Dr. Wendy Rich  
Holly White  
Chris Tuft  
Lisa P. Hayes  
Brandon Wysong  
Sarah Moore

Anthony Woodyard  
Gayle Higgs  
Barb Skelly  
Sandra Spivey Ayers  
Mikayla Smith  
Chris Burian  
Julie Brady  
Jordan Seagraves  
Kelly Patton

Dr. Robin Harris  
Dr. Ana Floyd  
Josh McDonald  
Dylan Coleman  
Ann Evans  
Nikki Domally  
Graham Groseclose  
Amber Andrews

### **Opening**

Vice Chairman Baxter Hammer called the meeting to order at 7:30 p.m. and welcomed all in attendance. Vice Chairman Hammer opened the meeting with a moment of silence. Vice Chairman Hammer then invited students from Charles W. McCrary Elementary School to lead the Pledge of Allegiance.

Upon motion by Linda Cranford and seconded by Phillip Cheek, the board unanimously approved the meeting agenda.

### **Special Recognitions**

- A. Mr. Chris Burian, Principal of Charles W. McCrary Elementary, presented the School Spotlight. The title of the presentation was *The Plan for Crafting a Unique Culture*. The presentation centered around how culture defines the school, making sure all students feel a sense of belonging, all students are supported, and all students are engaged in their learning. The culture cultivates togetherness, teamwork, and school pride. They are student centered and focused on student growth.
- B. Mr. Chris Burian, Principal of Charles W. McCrary Elementary, recognized Mr. Joe Mullins, owner of Athletic Training and Conditioning, as McCrary's Community Partner. Mr. Burian shared that Mr. Mullins has graciously allowed McCrary students to use his facility when they need to evacuate the campus. Mr. Mullins' facility offers enough space to house the school and continue the school day, while also serving as a safe reunification point. Also, Athletic Training and Conditioning works with many student athletes from Asheboro City Schools.
- C. Dr. Aaron Woody, Superintendent, recognized the Principal of the Year for 2023-2024, Ms. Ann Evans, Principal, Guy B. Teachey Elementary School.
- D. Dr. Robin Harris, Director of Equity, Inclusion, and Family Engagement, presented Points of Pride which featured a variety of student, staff, and district highlights. These included:



- Homecoming Spirit Week was September 18-22 with several spirit filled events happening at Asheboro High School during the week and concluded with a parade through downtown Asheboro on Friday, September 22. Multiple schools and clubs participated to show their Blue Comet spirit and pride.
- On September 22, third grade students across the district and the high school drama class participated in a field trip to the Sunset Theater to see the play *Danny, King of the Basement*. This was made possible by Rhinoleap Productions.
- National Hispanic Heritage Month is September 15-October 15. Schools across the district are celebrating with different events and activities, including preparing homemade Mexican food and having Hispanic Heritage Spirit Weeks at schools.
- Family Engagement nights are taking place throughout the district. These events provide time for teachers to connect with parents and for families to engage in school activities with the students.
- Ms. Chandra Manning, BT Coordinator/Secondary Curriculum Specialist, participated in several career fairs at UNCG, NC A&T, and WSSU. Principal Julie Brady will attend a career fair at ASU at the end of October.

### **Superintendent's Report**

#### **Midterm:**

We are essentially at the midterm of the nine week and we are extremely positive about some of the behavioral, academic, and extracurricular outcomes we are seeing in the performance of our students and our staff. We continue to remain enthusiastic and positive. This evening our principals will share updates to their continuous improvement plans.

#### **Advisory Meetings:**

We have held advisory meetings over the past few weeks and continue to gain input, perspectives, insight, and reflections on our progress while also sharing information about our district. We are particularly excited to lift up our recently launched SPARK NC LAB and the work taking place there for students. We will continue these meetings throughout the school year.

#### **Beginning of Year Survey Data:**

Beginning of the year surveys were given to all district staff and students in grades 4-12 to collect perception data regarding school climate, school satisfaction, social and emotional learning, and safety. 91% of staff responded favorably regarding school climate and indicated areas of need in family engagement and behavior management professional learning. 77% of students responded favorably in regard to the school climate while indicating areas of need in organizational assistance and opportunities for relationship building within the school. This data will be used to improve staff and student outcomes across the district. Mid-year and end of year surveys will also be given to monitor progress.

#### **Professional Development:**

We have conducted a variety of professional development opportunities with our elementary and secondary staff within the last few weeks. All elementary classroom teachers participated in math professional development during the last two weeks of September. Each grade level, Kindergarten through fifth grade, participated in one day (six hours) of professional development facilitated by Dr. Ana Floyd, our Elementary Math Curriculum Specialist. The professional development focused on the eight standards for mathematical practice and best practices related to problem-solving. Teachers learned instructional strategies to implement with their students and improve mathematics understanding and learning. Dr. Floyd will work with administrators and instructional facilitators to support teachers as they implement the strategies learned in the professional development. She will meet with EC Teachers in November to share similar information.

Also, this week we held MTSS professional development for our middle school leaders and staff. We had support staff from NCDPI and multiple district teams at the professional development center gaining further insight and deployment plans to continue to facilitate effective support strategies for all students.

**NCSBA Law Conference:**

Dr. Woody will attend the NCSBA Law Conference in Asheville next week with many of the board members. The law conference will provide a rich experience with multiple updates to legislation, and new policy protocols. This conference allows us to gather sound information and analyze how it pertains to our students and their families.

**Principal Appreciation Month:**

October is Principal Appreciation Month, and we want to celebrate our leaders and let them know publicly how much they are appreciated and valued. These leaders serve faithfully every day to improve the outcomes of our 4,500 students and support our teachers and staff. We have a strong, seasoned, and committed group of principals leading our schools. It is the principal who recruits, selects, develops, and retains our amazing teachers. Our principals, working in tandem with the district, set the tone, culture, and the climate to ensure better student outcomes. Thank you, principals!

**Public Comments**

No public comments.

**Consent Agenda**

- A. Approval of Minutes for September 14, 2023, Board of Education Meeting
- B. Policies Recommended for Approval:
  - Policy 5008 – Automated Phone and Text Messaging
  - Policy 5028/6130/7267 – Automated External Defibrillator
  - Policy 6410 – Organization of the Purchasing Function
  - Policy 7340 – Employee Dress and Appearance
- C. Personnel (see list below)
- D. Overnight Field Trip – Asheboro High School AFJROTC (Black Mountain, NC)
- E. Overnight Field Trip – North Asheboro Middle School Student Council (4-H Educational Center, Reidsville, NC)
- F. 2023-2024 School Treasurers (updated list)
- G. Bank Signature Card – Balfour Elementary School

**Asheboro City Schools  
Personnel Transactions  
October 5, 2023**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Martyn	Amanda	BAL	After School Program Assistant	9/1/2023
Pearson	Kaitlyn	BAL	Data Manger/Treasurer	9/21/2023

**\*B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Davis	Matthew	CO	IT Support Specialist	10/9/2023
Howard	Todd	CO	IT Support Specialist	10/9/2023
Johnson	Latatia	CO	Bus Driver	10/9/2023

Moore	Donna	CO	Admin. Asst. for C&I Department	10/17/2023
Seawell	Johnny	CWM	Exceptional Children	10/25/2023

**\*C. ADMINISTRATOR CONTRACTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Skelly	Barbara	CO	Director of Exceptional Children	9/25/2023-6/30/2025

**Asheboro City Schools  
Personnel Transactions - ADDENDUM  
October 5, 2023**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Jasso	Alexandra	DLL	School Secretary	11/22/2023

**\*B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Annonson	Alora	BAL	Data Manager/Treasurer	10/2/2023
Coleman	Dylan	CO	Lead IT Support/Asst. Network Admin.	10/3/2023

**D. TRANSFERS**

Allred	Brandy	CO to DLL	Admin. Asst. Support Services to Instructional Asst.	11/1/2023
Cox	Sarahi	CO to DLL	Receptionist to School Secretary	11/27/2023

**Information and Reports**

**A. Policies for Review – Ms. Gayle Higgs, Director of Support Services**

- Policy 1310/4002 – Parent Involvement
- Policy 3210 – Parental Inspection of an Objection to Instructional Materials
- Policy 3540 – Comprehensive Health Education Program
- Policy 4335 – Criminal Behavior
- Policy 4720 – Surveys of Students
- Policy 6120 – Student Health Services
- Policy 7300 – Staff Responsibilities

**B. Dr. Wendy Rich, Chief Academic Officer/Assistant Superintendent, shared the District Continuous Improvement Plan (CIP) and stated that the principal from each school would share their school's Continuous Improvement Plan (CIP). The North Carolina Department of Public Instruction (NCDPI) requires board approval of the CIPs. The CIPs will be posted for public review and the board will be asked to approve the plans at the November board meeting. Dr. Rich explained that each principal would share a video highlighting the top three goals and action steps to meet those goals. Following the video, the principal would answer questions.**

The Continuous Improvement Plans (CIP) were shared as follows:

Asheboro City School District – Dr. Wendy Rich, Chief Academic Officer/Assistant Superintendent  
 Early Childhood Development Center – Ms. Holly White, Coordinator  
 Donna Lee Loflin Elementary School – Ms. Lisa Hayes, Principal  
 Guy B. Teachey Elementary School – Ms. Ann Evans, Principal  
 Lindley Park Elementary School – Ms. Nikki Domally, Principal

Balfour Elementary School – Mr. Chris Tuft, Principal  
Charles W. McCrary Elementary School – Mr. Chris Burian, Principal  
North Asheboro Middle School – Mr. Graham Groseclose, Principal  
South Asheboro Middle School – Ms. Julie Brady, Principal  
Asheboro High School – Dr. Ryan Moody, Principal

**Action Items:**

No Action Items.

**Board Operations:**

A. Vice Chairman Hammer reviewed information regarding upcoming events.

The next regularly scheduled Board meeting will be on November 9, 2023, at 7:30 p.m. in the Professional Development Center, unless otherwise posted.

**Adjournment:**

There being no further business and upon motion by Dr. Beth Knott and seconded by Linda Cranford, the board unanimously approved to adjourn at 9:40 p.m.

\_\_\_\_\_  
Chairman

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Secretary

# Policies For Approval

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

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

**A. PARENTAL INVOLVEMENT PLANS**

**1. Parental Involvement Plan as Part of the School Improvement Plan**

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

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

2. Title I Parent and Family Engagement Plan

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

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

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

**B. PARENT COMMUNICATION, PARTICIPATION, AND CONFERENCES**

1. Communication with Parents

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

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

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

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

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

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

2. Parent Participation at Schools

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

3. Conferences

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

**C. PARENTAL NOTIFICATION**

1. Title I Notifications

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

2. Parent Guide for Student Achievement

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



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

At a minimum the guide will include the following:

- a. information for parents regarding the following as it pertains to their child:  
(1) requirements for promotion to the next grade, including the requirements of the North Carolina Read to Achieve Program as set forth in Part 1A of Article 8 of Chapter 115C; (2) the course of study, textbooks, and other supplementary instructional materials and policy 3210, Parental Inspection of and Objection to Instructional Materials, which provides for the inspection and review of those materials; (3) the child's progress toward achieving State and unit expectations for academic proficiency, including policies for student assessment, and the child's assessment results, report cards, and progress reports; (4) qualifications of the child's teachers, including licensure status; and (5) school entry requirements, including required immunizations;
- b. parental actions that can do the following: (1) strengthen the child's academic progress, especially in the area of reading as provided in the North Carolina Read to Achieve Program; (2) strengthen the child's citizenship, especially social skills and respect for others; (3) strengthen the child's realization of high expectations and setting lifelong learning goals; and (4) place a strong emphasis on the communication between the school and the home;
- c. services available for parents and their children, such as family literacy services; mentoring, tutoring, and other academic reinforcement programs; after-school programs; and college planning, academic advisement, and student counseling services (see policy 3610, Counseling Program);
- d. opportunities for parental participation, such as parenting classes, adult education, school advisory councils, and school volunteer programs;
- e. opportunities for parents to learn about rigorous academic programs that may be available for their child, such as honors programs, Career and College Promise and other dual enrollment opportunities, advanced placement, Advanced International Certificate of Education (AICE) courses, International Baccalaureate, North Carolina Virtual High School courses, and accelerated access to postsecondary education;
- f. educational choices available to parents, including each type of public school unit available to residents of the county in which the child lives and nonpublic school options, educational choice options offered within the school system, and programs for scholarship grants for nonpublic schools (Part 2A of Article 39 of Chapter 115C) and for personal education student

accounts for students with disabilities (Article 41 of Chapter 115C);

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

3. Additional Annual Notifications

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

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

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

- iii. the percentage and number of students who are:
  - 1. assessed,
  - 2. assessed using alternate assessments,
  - 3. involved in preschool and accelerated coursework programs, and
  - 4. English learners achieving proficiency;
- iv. the per pupil expenditures of federal, state, and local funds; and
- v. teacher qualifications;
- o. the grade earned by the school on the most recent annual report card issued for it by the State Board of Education if the grade was a D or F;
- p. supportive services available to students, including health services;
- q. for parents of students in grades 5 through 12, information about cervical cancer, cervical dysplasia, and human papillomavirus, including the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children;
- r. how to reach school officials in emergency situations during non-school hours;
- s. information about and an application form for free and reduced price meals and/or free milk (see policy 6225, Free and Reduced Price Meal Services);
- t. information about the school breakfast program;
- u. information about the availability and location of free summer food service program meals for students when school is not in session;
- v. for parents of children with disabilities, procedural safeguards (see also policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
- w. information on the availability of the asbestos management plan and planned or in-progress inspections, re-inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities;
- x. education rights of homeless students (see policy 4125, Homeless Students);
- y. the content and implementation of the local school wellness policy (see

policy 6140, Student Wellness);

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

#### 4. Opportunities to Withhold Consent/Opt Out Notifications

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

- a. release of student directory information about their child for school purposes or to outside organizations (see policy 4700, Student Records);
- b. release of their child's name, address, and telephone listing to military recruiters or institutions of higher education (see policy 4700, Student Records);
- c. their child's participation in curricula related to (a) prevention of sexually transmitted diseases, including HIV/AIDS; (b) avoidance of out-of-wedlock pregnancy; or (c) reproductive health and safety education, as provided in policy 3540, Comprehensive Health Education Program. A copy of the materials that will be used in these curricula will be available in the school media center during the school year and at other times that the media center is available to the public. To meet any review periods required by law, materials also may be made available for review in the central office;
- d. their child's participation in academic or career guidance or personal or social counseling services of a generic nature offered to groups of students (e.g., peer relations strategies offered to all sixth graders). However, parental notification and permission are not required for: (a) short-duration

academic, career, personal, or social guidance and counseling and crisis intervention that is needed to maintain order, discipline, or a productive learning environment; (b) student-initiated individual or group counseling targeted at a student's specific concerns or needs; and (c) counseling if child abuse or neglect is suspected (see policies 3610, Counseling Program, and 4240/7312, Child Abuse and Related Threats to Child Safety);

- e. their child's participation in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance; (b) administered and scheduled in advance by the school administration; and (c) not necessary to protect the immediate health and safety of students;
- f. the collection, disclosure, or use of their child's personal information for marketing purposes (see policy 4720, Surveys of Students); and
- g. release of their child's free and reduced-price meal information to State Medicaid or State children's health insurance program (SCHIP).

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

#### **D. PARENTAL PERMISSION REQUIRED**

Written parental permission is required prior to the following activities:

1. the administration of medications to students by employees of the school system (see policy 6125, Administering Medicines to Students);
2. the release of student records that are not considered directory information, unless the release is allowed or required by law (see policy 4700, Student Records);
3. off-campus trips;
4. students' participation in high-impact or high-risk sports or extracurricular activities, such as football or mountain climbing (see policy 4220, Student Insurance Program);
5. all decisions or actions as required by the IDEA with regard to providing special education or related services to students with disabilities (see policy 3520, Special Education Programs/Rights of Students with Disabilities);
6. certain health services, as required by law;

7. participation in a mental health assessment or mental health services under circumstances prescribed by federal law;
8. students' participation in programs or services that provide information about where to obtain contraceptives or abortion referral services;
9. students' participation in surveys that are conducted concerning protected topics (see policy 4720, Surveys of Students);
10. disclosure of students' free and reduced price lunch eligibility information or eligibility status; and
11. students' access to the Internet, as described in policy 3225/4312/7320, Technology Responsible Use.

#### **E. PROCEDURES FOR PARENTAL INVOLVEMENT IN STUDENT HEALTH**

##### **1. Parent Notifications Regarding Student Physical and Mental Health**

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

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

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

No school system policy, procedure, or form will expressly or otherwise prohibit school employees from notifying parents about their children's mental, emotional, or physical health or well-being or a change in related services or monitoring, nor will any school system policy, procedure, or form intentionally encourage or be

designed in a manner that is reasonably likely to have the effect of encouraging any children to withhold from their parents information about their mental, emotional, or physical health or well-being or a change in related services or monitoring. School personnel shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being.

2. Discussions Related to Student Well-Being

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

3. Parent Access to Student Records

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

4. Student Support Services Training

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

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

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

6. Remedies for Parental Concerns Related to Student Health

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



designee. The superintendent or designee shall assist, as needed, in resolving the concern.

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

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

#### **F. PARENT REQUESTS FOR INFORMATION**

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

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

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

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

#### **G. COMMUNITY SERVICES AVAILABLE**

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

**[G.S. 115C-76.35(a)(1) requires that board policy provides links to parents for community services. Insert here a list of applicable links to community services available to parents of students in your school system.]**

## H. REPORTING REQUIREMENTS

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

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

Cross References: Title I Parent and Family Engagement (policy 1320/3560), Discrimination and Harassment Prohibited by Federal Law (policy 1710/4020/7230), Title IX Nondiscrimination on the Basis of Sex (policy 1720/4030/7235), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Student and Parent Grievance Procedure (policy 1740/4010), Hearings Before the Board (policy 2500), Business Advisory Council (policy 2670), Selection of Instructional Materials (policy 3200), Parental Inspection of and Objection to Instructional Materials (policy 3210), Technology Responsible Use (policy 3225/4312/7320), Evaluation of Student Progress (policy 3400), Students at Risk of Academic Failure (policy 3405), School Improvement Plan, (policy 3430), Class Rankings (policy 3450), Special Education Programs/Rights of Students with Disabilities (policy 3520), Comprehensive Health Education Program (policy 3540), Counseling Program (policy 3610), Homeless Students (policy 4125), Student Insurance Program (policy 4220), Child Abuse and Related Threats to Child Safety (policy 4240/7312), Student Behavior Policies (4300 series), Rules for Use of Seclusion and Restraint in Schools (regulation 4302-R), Bullying and Harassing Behavior Prohibited (policy 4329/7311), Parental Involvement in Student Behavior Issues (policy 4341), Attendance (policy 4400), Student Fees (policy 4600), Student Records (policy 4700), Surveys of Students (policy 4720), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Student Health Services (policy 6120), Administering Medicines to Students (policy 6125), Student Wellness (policy 6140), Free and Reduced Price Meal Services (policy 6225), Pest Management (policy 9205)

Adopted: April 14, 2011

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

## **PARENTAL INSPECTION OF AND OBJECTION TO INSTRUCTIONAL MATERIALS**

*Policy Code:*

**3210**

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In policy 3200, Selection of Instructional Materials, the board establishes a process for the selection of instructional materials to meet State Board of Education requirements and the educational goals of the board. That process provides an opportunity for parental input in the selection of materials.

The board recognizes that despite the opportunity to participate in the selection of materials, parents still may have concerns about instructional materials used in the school system. Thus, to further involve parents in the education of their children, the board also provides opportunities for parents to review instructional materials and a process for parents to use when they object to instructional materials.

### **A. PARENTAL RIGHT TO INSPECT MATERIALS**

Parents may review all instructional materials, as defined in policy 3200, Selection of Instructional Materials. Instructional materials do not include academic tests or assessments. Parents who would like to inspect and review instructional materials should make a request in writing to the principal. The principal shall schedule a mutually agreeable date and time for the parent to come into the school to review the materials. All efforts should be made to schedule the time as soon as possible but no later than 10 business days from the date of the request. All materials used in reproductive health and safety education shall be available for review as provided in policy 3540, Comprehensive Health Education Program.

### **B. PARENTAL OBJECTION TO MATERIALS**

Parents may submit an objection in writing to the principal regarding the use of particular instructional materials. The principal may establish a committee to review the objection. While input from the community may be sought, the board believes professional educators are in the best position to determine whether a particular instructional material is appropriate for the age and maturity of the students and for the subject matter being taught.

If the principal or the committee determines that any material violates constitutional or other legal rights of the parent or student, the principal or the committee shall either remove the material from instructional use or accommodate the particular student and parent. Before any material is removed, the principal or the committee shall ensure that the curriculum is still aligned with current statewide instructional standards and articulated from grade to grade. If an objection made by a parent or student is not based upon constitutional or legal rights, the principal or the committee may accommodate the objection after considering the effect on the curriculum; any burden on the school, teacher, or other students that the accommodation would create; and any other relevant factors. Books and other instructional materials may be removed from the school media collection only for legitimate educational reasons and subject to the limitations of the First

### Amendment.

The decision of the committee or principal may be appealed to the superintendent. The decision of the superintendent may be appealed to the board.

The superintendent shall develop the necessary administrative procedures to implement this policy.

Legal References: U.S. Const. amend. I; 20 U.S.C. 1232h; N.C. Const. art. I, § 14; *Board of Educ. v. Pico*, 457 U.S. 853 (1982); G.S. 115C art. 8 pt. 1; 115C-45, -47, -76.25(a)(5), -76.35(b), -76.40, -98, -101

Cross References: Parental Involvement (1310/4002), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Selection of Instructional Materials (policy 3200), Comprehensive Health Education Program (policy 3540)

Adopted: January 10, 2013, January 8, 2015

## **COMPREHENSIVE HEALTH EDUCATION PROGRAM**

*Policy Code:* **3540**

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The board is committed to a sound, comprehensive health education program that provides students with accurate information and encourages them to be responsible for their own health and behavior. The board recognizes the primary role of parents in providing for the health and well-being of their children and seeks to involve parents as provided in this policy. The comprehensive health education program provided by the school system will meet the requirements of state law and the objectives established by the State Board of Education. The board may, in its discretion, expand on the subject areas to be included in the program and on the instructional objectives to be met.

### **A. COMPREHENSIVE HEALTH EDUCATION PROGRAM**

A comprehensive health education program must be taught to students from kindergarten through ninth grade. As required by law, the health education program must include age-appropriate instruction on bicycle safety, nutrition, dental health, environmental health, family living, consumer health, disease control, growth and development, first aid and emergency care, mental and emotional health, drug and alcohol abuse prevention, prevention of sexually transmitted diseases (STDs), including HIV/AIDS and other communicable diseases, and reproductive health and safety education.

Instruction on gender identity, sexual activity, or sexuality will not be included in the health education program in kindergarten through fourth grade (see also policy 1310/4002, Parental Involvement). As required by law and beginning in seventh grade, reproductive health and safety education will include age-appropriate instruction on sexual abstinence until marriage, STDs, the human reproductive system, preventable risks for preterm birth in subsequent pregnancies, the effectiveness of contraceptive methods in preventing pregnancy, awareness of sexual assault and sexual abuse, and sex trafficking prevention and awareness.

### **B. PARENTAL OPPORTUNITIES TO REVIEW MATERIALS AND WITHHOLD CONSENT FOR STUDENT PARTICIPATION**

Each year before students participate in reproductive health and safety education or in other separate instruction on the prevention of STDs, including HIV/AIDS, or the avoidance of out-of-wedlock pregnancy, the principal or designee shall notify parents of the opportunity to review the materials and objectives that will be used in instruction. A copy of all objectives and materials will be available for review in the media center of each school where these subjects will be taught.

The principal or designee shall also notify parents of the right to withhold or withdraw consent for their child's participation in all reproductive health and safety education instruction or in specific topics such as STDs, the effectiveness and safety of contraceptive methods, awareness of sexual assault and sexual abuse, and sex trafficking prevention and

awareness. Parents may also withhold consent to student participation in other separate instruction on the prevention of STDs, including HIV/AIDS, or the avoidance of out-of-wedlock pregnancy. Any parent wishing to withhold consent must do so in writing to the principal.

### C. STANDARDS FOR INSTRUCTION

For reproductive health and safety education, teachers shall follow the instructional objectives and only use the age-appropriate materials that have been made available to parents for review in accordance with this policy. Information conveyed during instruction will be objective and based upon scientific research that is peer reviewed and accepted by professionals and credentialed experts in the field of sexual health education or other field authorized by law.

A determination of what is an appropriate education for a student with disabilities must be made in accordance with the student's individualized education plan, following all procedures as provided in the North Carolina *Policies Governing Services for Children with Disabilities*.

Legal References: G.S. 115C art. 9; 115C-36, -76.25(a)(1), -76.35(b)(5), -76.40, -76.55, -81.25, -81.30; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000; State Board of Education Policy SCOS-007

Cross References: Parental Involvement (policy 1310/4002)

Adopted: August 12, 2010

Revised: April 10, 2014, June 9, 2016, May 10, 2018

Criminal or other illegal behavior is prohibited. Any student who the principal reasonably believes has engaged in criminal behavior on school premises or at school activities will be subject to appropriate disciplinary action, as stated in applicable board policies, and also may be criminally prosecuted.

School officials shall cooperate fully with any criminal investigation and prosecution. School officials shall independently investigate any criminal behavior that also violates school rules or board policy.

**A. STUDENTS CHARGED WITH OR CONVICTED OF CRIMINAL BEHAVIOR**

The superintendent and principal may take reasonable or legally required measures to preserve a safe, orderly environment when a student has been charged with or convicted of a serious crime, regardless of whether the alleged offense was committed on school grounds or was related to school activities. Depending upon the circumstances, including the nature of the crime or alleged crime, the child's age, and the publicity within the school community, reasonable or legally required efforts may include changing a student's classroom assignment or transferring the student to another school. Transfer to an alternative school may be made in accordance with the criteria established in policy 3470/4305, Alternative Learning Programs/Schools. The student will continue to be provided with educational opportunities unless and until the student is found to have violated board policy or school rules and is suspended or expelled in accordance with procedures established in board policy.

**B. REPORTING CRIMINAL BEHAVIOR**

A school employee is permitted to report to law enforcement an assault by a student on a school employee. Principals or other supervisors shall not, by threats or in any other manner, intimidate, or attempt to intimidate the school employee from doing so.

Principals must immediately report to law enforcement the following acts when they have personal knowledge or actual notice from school personnel that such acts have occurred on school property, regardless of the age or grade of the perpetrator or victim: (1) assault resulting in serious personal injury; (2) sexual assault; (3) sexual offense; (4) rape; (5) kidnapping; (6) indecent liberties with a minor; (7) assault involving the use of a weapon; (8) possession of a firearm in violation of the law; (9) possession of a weapon in violation of the law; and (10) possession of a controlled substance in violation of the law. A principal who willfully fails to make a required report to law enforcement will be subject to disciplinary action, up to and including dismissal.

The principal or designee shall notify the superintendent or designee in writing or by e-mail of any report made by the principal to law enforcement. Such notice must occur by the end of the workday in which the incident occurred, when reasonably possible, but not

later than the end of the following workday. The superintendent must inform the board of any such reports.

In addition, the principal or designee must promptly notify the parents if a school system employee suspects that any criminal offense has been committed against the parents' child, including but not limited to any of the offenses required to be reported to law enforcement, regardless of where the offense allegedly occurred, unless the incident has been reported to law enforcement or the county child services agency and notification of the parents would impede the investigation.

Certain crimes must be reported to the Department of Public Instruction in accordance with 16 N.C.A.C. 6E .0107.

Legal References: Gun-Free Schools Act, 20 U.S.C. 7961; G.S. 14-17, -18, -27.21, -27.22, -27.24 through -27.27, -27.29, -27.30, -27.33, -32 through -34.10, -39, -87, -202, -202.1, -202.2, -269.2; ch. 90 art. 5; 114A-10; 115C-47(56), -288(g); 16 N.C.A.C. 6E .0107

Cross References: Alternative Learning Programs/Schools (policy 3470/4305), Drugs and Alcohol (policy 4325), Theft, Trespass, and Damage to Property (policy 4330), Assaults and Threats (policy 4331), Weapons, Bomb Threats, Terrorist Threats, and Clear Threats to Safety (policy 4333), School-Level Investigations (policy 4340)

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

Revised: May 11, 2000; September 9, 2004, March 12, 2009, July 15 2010, January 13, 2011, January 12, 2012, June 13, 2013, July 14, 2016, May 11, 2017, September 14, 2017, August 12, 2021



The superintendent shall ensure that all notification and other requirements of state law and the Protection of Pupil Rights Amendment are met, including all legal requirements regarding the surveying of students.

**A. SURVEYS INVOLVING PROTECTED TOPICS**

**1. Definition of Protected Topic Survey**

For purposes of this policy, the following are considered a “protected topic”:

- a. political affiliations or beliefs of the student or the student’s parent;
- b. mental or psychological problems of the student or the student’s family;
- c. sex behavior or attitudes;
- d. illegal, anti-social, self-incriminating, or demeaning behavior;
- e. critical appraisals of other individuals with whom respondents have close family relationships;
- f. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- g. religious practices, affiliations, or beliefs of the student or the student’s parent; or
- h. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

For purposes of this policy, a “protected topic survey” is any survey, analysis, or evaluation that reveals information concerning any of the protected topics.

**2. Rules Regarding Protected Topic Surveys**

**a. Protection of Student Privacy**

The school system will take measures to protect the identification and privacy of students participating in any protected topic survey. These measures may include limiting access to completed surveys and to survey results, as allowed by law.

b. Parental Notification

The school system will notify parents at the beginning of each school year of the specific or approximate dates of administration of protected topic surveys. At least 10 days prior to the administration of a protected topic survey, parents and eligible students (students who are 18 years of age or older or who are emancipated minors) will be provided the opportunity to review both electronically and in person the process for providing consent to participate in the protected topic survey and the full text of the protected topic survey.

c. Parental Consent

Before a student will be permitted to participate in any protected topic survey, the parent or eligible student must provide prior written consent.

**B. WELL-BEING QUESTIONNAIRES AND HEALTH SCREENING FORMS**

Before any student well-being questionnaire or health screening form is administered to students in kindergarten through third grade, the principal or designee shall provide parents with a copy of the questionnaire or form and shall inform parents of the means for parents to consent to the use of the questionnaire or form for their children. See also policy 1310/4002, Parental Involvement.

If a well-being questionnaire or health screening form falls under the definition of a protected topic survey, all rules for protected topic surveys, as described above in subsection A.2, also apply.

**C. OTHER SURVEYS CREATED BY A THIRD PARTY**

Parents and eligible students have the right, upon request, to inspect any other survey created by a third party before the survey is administered or distributed to a student.

**D. COLLECTION OF STUDENT DATA FOR MARKETING PURPOSES**

The school system generally will not collect, disclose, or use personal student information for the purpose of marketing or selling the information or otherwise providing the information to others for that purpose. However, in the event the board approves a collection, disclosure, or use of personal student information for one of those purposes, the school system will (1) notify parents at the beginning of each school year of the specific or approximate dates of such collection, disclosure, or use, (2) allow parents to inspect any instrument used to collect the information before the instrument is administered or distributed to a student, and (3) offer the parent the opportunity to opt out of the collection, disclosure, or use of the student's personal information.

The preceding rules for the collection, disclosure, and use of personal student information do not apply if the school system collects, discloses, or uses personal information from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as the following:

1. college or other postsecondary education recruitment or military recruitment;
2. book clubs, magazines, and programs providing access to low-cost literary products;
3. curriculum and instructional material used by elementary schools and secondary schools;
4. tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. the sale by students of products or services to raise funds for school-related or education-related activities; and
6. student recognition programs.

#### **E. OTHER RELEVANT POLICIES**

In addition to this policy, the board, with parental and community input, has developed other policies concerning surveys and related matters as required by the Protection of Pupil Rights Amendment. These policies include: 1310/4002, Parental Involvement; 3210, Parental Inspection of and Objection to Instructional Materials; 4700, Student Records; and 5240, Advertising in the Schools.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 99; Protection of Pupil Rights Amendment, 20 U.S.C. 1232h; G.S. 115C-36, -76.25(a)(11), -76.45(a)(3), -76.65, -402.15

Cross References: Parental Involvement (policy 1310/4002), Student and Parent Grievance Procedure (policy 1740/4010), Parental Inspection of and Objection to Instructional Materials (policy 3210), Student Discipline Records (policy 4345), Student Records (policy 4700), Advertising in the Schools (policy 5240)

Adopted: June 8, 2006

Revised: November 13, 2014, March 10, 2022

**A. STUDENT HEALTH SERVICES GENERALLY**

The board will provide health services to students as required by law. State law authorizes school employees to administer medication prescribed by a health care practitioner upon the written request of the parents; give emergency health care when reasonably apparent circumstances indicate that any delay would seriously worsen the physical condition or endanger the life of the student; and perform any other first aid or lifesaving technique in which training has been provided to school employees. A registered nurse will be available to provide assessment, care planning, and ongoing evaluation of students with special health care service needs in the school setting.

The superintendent may develop procedures or delegate the development of procedures to each principal for providing these health services and meeting the board requirements listed below.

1. The principal shall determine at the beginning of each school year prior to the beginning of classes, and thereafter as circumstances require, which employees will be selected to participate in the health services program. The principal shall inform his or her staff about which health services duties are delegated to which employees.
2. Any employee designated to provide health care services must receive appropriate training.
3. Health manuals prepared by the governing state agencies must be followed in developing appropriate procedures and for determining which tasks must be performed by registered nurses.
4. Procedures must be consistent with all related board policies, including policy 4230, Communicable Diseases – Students, and policy 6125, Administering Medicines to Students.
5. Procedures must be consistent with state and federal law for students with disabilities, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The *Policies Governing Services for Children with Disabilities* will be followed, as applicable.
6. Procedures must be consistent with guidelines adopted by the State Board of Education under G.S. 115C-12(31) to serve students with diabetes, including developing and implementing individual diabetes care plans for such students and providing information and training to school personnel to appropriately support and assist such students, in accordance with their individual diabetes care plans.

7. Written information maintained by the school or school personnel regarding a student's medicinal and health needs is confidential. Parents and students must be accorded all rights provided by the Family Educational Rights and Privacy Act (FERPA) and state confidentiality laws. Any employee who violates the confidentiality of the records may be subject to disciplinary action.
8. School personnel must obtain parental consent for medical services as required by law. Parents will be notified of their rights in accordance with policy 1310/4002, Parental Involvement.
9. Health professionals will be consulted in the development of health services. Opportunities also will be provided for input from staff, parents, and students on the health services provided.

## **B. SCHOOL SYSTEM MENTAL HEALTH PLAN**

The superintendent shall develop a school-based mental health plan that includes a mental health training program and suicide risk referral protocol that satisfies the requirements of State Board of Education Policy SHLT-003. The superintendent shall submit the plan to the board for approval and direct implementation of the plan within all applicable deadlines.

By September 15 of each year, the superintendent shall report to the Department of Public Instruction on (1) the content of the school system's mental health plan, including the mental health training program and suicide risk referral protocol, and (2) the school system's prior school year compliance with the requirements of State Board of Education Policy SHLT-003. The board will review the components of the school system's mental health plan at least every five years, starting August 1, 2025, and will update the mental health plan in accordance with any updated requirements provided by the State Board of Education.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12134, 28 C.F.R. pt. 35; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), -794, 34 C.F.R. pt. 104; G.S. 90-21.10B; 115C-12(12), -12(31), -36, -307(c), -375.1, -375.3, -376.5; 16 N.C.A.C. 6D .0402; 21 N.C.A.C. 36 .0221, .0224; *Policies Governing Services for Children with Disabilities*, State Board of Education Policies EXCP-000, SHLT-003

Cross References: Parental Involvement (policy 1310/4002), Communicable Diseases – Students (policy 4230), Student Records (policy 4700), Administering Medicines to Students (policy 6125)

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

Revised: February 8, 2007, August 11, 2016, September 14, 2017, August 12, 2021

For students to succeed, all school employees must approach their responsibilities conscientiously, always remembering that the ultimate responsibility of the school system is to provide students with the opportunity to receive a sound basic education.

All school employees shall:

1. be familiar with, support, comply with and, when appropriate, enforce board policies, administrative procedures, school rules, and applicable laws;
2. attend to the safety and welfare of students, including the need to provide appropriate supervision of students;
3. demonstrate integrity, respect, and commitment to the truth through attitudes, behavior, and communications with others;
4. address or appropriately direct any complaints concerning school employees, the school program, or school operations;
5. support and encourage good school-community relations in all interactions with students, parents, and members of the community; and
6. support parents in effectively participating in their child's education and never encourage or coerce a child to withhold information from a parent.

Employees shall notify the assistant superintendent for human resources if they are arrested for, charged with or convicted of a criminal offense (including entering a plea of guilty or *nolo contendere*) other than a minor traffic violation (i.e., speeding, parking, or a lesser violation). Notice must be in writing, must include all pertinent facts, and must be delivered to the assistant superintendent for human resources no later than the next scheduled business day following the arrest, charge, or conviction, unless the employee is hospitalized or incarcerated, in which case the employee must report the alleged violation within 24 hours after his or her release. Upon judicial action in the matter, the employee must report the disposition and pertinent facts in writing to the assistant superintendent for human resources no later than the next business day following adjudication.

In addition, all driver education instructors must immediately report to the board any conviction that results in three or more points, and any conviction that could cause suspension or revocation of the driver license in any state. The board will notify the Department of Public Instruction when an instructor loses his or her privilege to drive in North Carolina or any other state. The superintendent or designee shall conduct annual checks of the driving records of all driver education instructors.

Failure by an employee to provide timely notice as described in this policy may lead to disciplinary

action up to, and including, dismissal.

Legal References: G.S. 114A-20; 115C-47, -307, -308; State Board of Education Policies DRIV-003, DRIV-004

Cross References:

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

Revised: September 11, 2008, March 11, 2016

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

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Brewer	Kevin	CO	Maintenance/Bus Driver	10/3/2023

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Cranford	Cindy	BAL	EC Support (Temporary/part-time)	11/20/23-1/31/24
Piansay	Ivy	AHS	Exceptional Children	TBD
Watson	Sarah	SAMS	English Language Arts (Temporary/part-time)	10/30-12/20/2023
Wing	Charles	CO	Bus Driver	10/16/2023
York	Jeff	CO	Bus Driver	10/16/2023
Diggs	Ronnie	CO	Bus Driver	10/23/2023
Haley	William	CO	Substitute Bus Driver	12/4/2023
Johnson	Jennifer	CO	Substitute Bus Driver	11/13/2023
Storie	Kenndel	CO	Administrative Assistant Support Services	11/8/2023



**ASHEBORO CITY SCHOOLS  
CERTIFIED APPOINTMENTS  
November 9, 2023**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Piansay, Ivy	Holy Cross of Davao College (Philippines) B: Mass Communication	Exceptional Children (adaptive curriculum)

Ms. Ivy Piansay is recommended to teach exceptional children at Asheboro High School for the 2023-2024 school year. Ms. Piansay currently serves as an instructional assistant in the exceptional children adaptive curriculum classroom and truly enjoys working with special needs students. Prior to working for Asheboro City Schools, Ms. Piansay worked at Headstart, and spent five years as a child nutrition manager with Sodexo. In addition to her bachelor degree, she has 38 hours toward her associates in early childhood. Ms. Piansay's positive attitude and love for students is evident. We are pleased to welcome Ms. Piansay in this new role. Welcome Ms. Piansay!

**Asheboro City Schools**  
**Personnel Transactions - ADDENDUM**  
**November 9, 2023**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
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**\*B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Marini	Claudia	CO	EC Program Coordinator	TBD
Phelps	Sondra	AHS	Exceptional Children	11/27/2023
LeRoy	Kris	NAMS	Non-Faculty Coach Boys Soccer	2/1/2024

**D. TRANSFERS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Cox	Jody	CO	Maint. Coord. to Director of Facilities & Maintenance	11/1/2023

**ASHEBORO CITY SCHOOLS  
CERTIFIED APPOINTMENTS - ADDENDUM  
November 9, 2023**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Marini, Claudia	Belmont Abbey College B: Mentally Handicapped B: Learning Disabled	Special Education K-12 K-12

Ms. Claudia Marini is recommended to serve as Exceptional Children's Program Coordinator for the 2023-2024 school year. Previously she taught in the EC classroom at Guy B. Teachey Elementary School from 2005 through 2015. Since 2015, she has been serving as Assistant Exceptional Children's Director for Thomasville City Schools. Ms. Marini has dedicated her life to educating students with cognitive challenges. She evaluates students individually, providing them with the appropriate level of intellectual, social, and emotional support. Ms. Marini will be a true asset in our classrooms and we are happy to welcome her back to our ACS family! Welcome Ms. Marini!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Phelps, Sondra	Ashford University B: Psychology & Child Development M: Education	Exceptional Children

Ms. Sondra Phelps is recommended to teach exceptional children at Asheboro High School for the 2023-2024 school year. Ms. Phelps currently serves as a Community Outreach Team Coordinator for Family Services of the Piedmont where she provides education, outreach, and advocacy for domestic and sexual violence in the community. Ms. Phelps also has experience as a paraeducator and head start teacher. Ms. Phelps is excited to transition to the role of exceptional children's teacher and looks forward to making a difference for students. Welcome Ms. Phelps!

**ASHEBORO CITY SCHOOLS  
PERSONNEL APPOINTMENTS - ADDENDUM  
November 9, 2023**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Cox, Jody	Randolph Community College A: Science Accounting	

Mr. Jody Cox is being transferred to serve as the Director of Facilities and Maintenance. Mr. Cox joined Asheboro City Schools in February of this year working as Maintenance Coordinator. He understands the importance of fostering relationships with vendors, suppliers, and staff. Prior to joining the District, he was the owner and operator of Asheboro Lawn Care and owner and President of Cox Precision Spring. Mr. Cox has proven himself in his role as Coordinator, and we wish him all the best in his new role as Director. Congratulations Mr. Cox!

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

☒ **Overnight Trip**

Group Making Request:	SAMS Eighth Grade		School:	SAMS	
Destination:	Washington DC			Date of Trip:	Feb 14-16, 2024
Number of Students Involved:	170		Percent of Total Group:	100	
Reasons for Students Not Attending: Parents do not want them to attend					
Transportation Method:	<input type="checkbox"/> Activity Bus	<input checked="" type="checkbox"/> Charter Bus	<input type="checkbox"/> Private Automobile	<input type="checkbox"/> Other:	
Charter Bus Service, state name of vendor here:		Group Travel LLC, Holiday Tours			
If using Travel Company, state name of Vendor here:		Group Travel LLC			
**The Travel Company must use an approved ACS Charter Bus Company					
Number of Vehicles Needed (to be secured by the Central Office):					
Number of Drivers Needed (to be secured by the Central Office):					
Departure Time:	6:00am	Return Time:	12:00am	Round Trip Miles (estimated)	
Estimated Cost to the Student:		\$575			
Purpose(s) of the Field Trip:		To enrich student learning of historical sites in Washington DC, as related to the 8th grade curriculum. Also to provide a trip to underprivileged students that they may not otherwise have access to.			

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

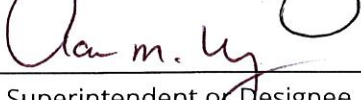
Julie Brady, Cody Bennett, Marzell Parker, Leslie Smith, Bridgette Kiser, Kelly Hagood, Patrick Birkholz, Candice Mosby, Rebecca Myers, additional staff to be determined

  
Sponsor (Group Responsible for Paying for the Trip)

10/6/23  
Date

Approved:   
Principal

10/9/2023  
Date

Approved:   
Superintendent or Designee

10/17/23  
Date

Transportation Scheduled: \_\_\_\_\_  
Transportation Supervisor

\_\_\_\_\_  
Date

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

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

Special Comments/Response: \_\_\_\_\_

White House photo stop  
 See the Supreme Court Building and the Library of Congress  
 Guided Tour of the **United States Capitol Building** (*confirmed for 9:10 and 9:20 tour times*)  
~~Lunch-(included)-at The Capitol Cafe~~  
 Visit the National Archives  
 Walking tour of **Arlington National Cemetery**  
     See a Changing of the Guard Ceremony at the Tomb of the Unknown Soldier  
 Photo stop at the **Iwo Jima Marine Corps Memorial**  
 Depart for home  
 \$15 cash dinner allowance en route  
 Return to SOUTH ASHEBORO MIDDLE SCHOOL

Estimated at 1:30-12:00 midnight

I will try to secure a group reservation at the National Museum of African-American History. They are open 10 AM-5 PM daily, but this site is nearly impossible to get large group confirmations, and they are incredibly hard to deal with. Not making a judgement. Just a fact.

Your price per person for this tour, based on the dates of **February 14-16, 2024**, is as follows:

	QUAD	TRIPLE	DOUBLE	SINGLE
With 40 or more paying per coach	\$500	\$525	\$570	\$700
With 35-39 paying per coach	\$540	\$565	\$610	\$740
With 30-34 paying per coach	\$585	\$610	\$655	\$785

These tour prices also include:

Round trip motorcoach transportation  
 GROUP TRAVEL Tour Director on each bus for the duration of the tour  
 Tours and admissions as stated in the tour itinerary  
 Meals, or cash meal allowances, as stated in the tour itinerary  
 Overnight security service at our hotel  
 One (1) comp for every ten (10) paying passengers, at double, triple, or quad rates

**PLEASE NOTE:** Admission to (*if they apply to your tour*) the United States Holocaust Memorial Museum, the National Museum of African-American Culture and History, Ford's Theatre, the National Archives, Washington Cathedral, Mount Vernon, Monticello and others all require pre-arranged timed-entry tickets for groups. These are released at various times by each of these sites over the course of the year. We will do our very best to secure tickets for any of these sites you have requested. We cannot guarantee admission to any of these sites prior to securing tickets on the date of release. It is important that we have an accurate estimation of entire group participation as tickets generally cannot be added to any initial group ticket confirmation.

Washington D.C. tours require a good amount of walking. At times, due to the nature of the traffic, we find that it saves time to walk from one site to the next, rather than reboarding the motorcoach and winding through traffic to reach a site that is reached faster on foot. *Please let any individuals who plan to accompany your group who might have difficulty walking know that there is walking involved during this tour.* It is the policy of our charter company that individual passengers not be allowed to remain on the motorcoach with the driver when the group has disembarked at any time.

The payment schedule we need to set up is as follows:

We request that you submit a deposit in the amount of **\$150 per person** to confirm approximate numbers of participants by **November 15, 2023**. We request a second deposit in the amount of **\$150 per person** by **December 15, 2023**. We would need to have all student reservations paid in full and a rooming list finalized by **January 10, 2024**.

**Asheboro City Schools  
Budget Transfer Report  
Information Only  
2022-2023**

<b>Fiscal</b>				
<b>Period</b>	<b>Fund</b>	<b>Purpose</b>	<b>Description</b>	<b>Sum of Amount</b>
6	1	5100	Regular Instructional Services	\$ (5,921.00)
	1	5300	Alternative Programs and Services	\$ (160,750.00)
	1	5400	School Leadership Services	\$ 5,921.00
	1	5800	School-Based Support Services	\$ 160,750.00
	3	5100	Regular Instructional Services	\$ (1,400,330.55)
	3	5200	Special Population Services	\$ 34,389.88
	3	5300	Alternative Programs and Services	\$ (65,788.69)
	3	5400	School Leadership Services	\$ 7,090.10
	3	5800	School-Based Support Services	\$ 992,585.07
	3	6100	Support and Development Services	\$ 1,488.03
	3	6400	Technology Support Services	\$ 62,949.40
	3	6500	Operational Support Services	\$ (12,446.93)
	3	8100	Payments to Other Governmental Units	\$ 369,741.05
	3	8200	Unbudgeted Funds	\$ 10,322.64
8	3	5100	Regular Instructional Services	\$ 98,845.00
	3	5200	Special Population Services	\$ 32.00
	3	5300	Alternative Programs and Services	\$ 172.00
	3	5800	School-Based Support Services	\$ (99,049.00)
	3	6500	Operational Support Services	
9	1	5100	Regular Instructional Services	\$ 15,410.51
	1	5300	Alternative Programs and Services	\$ (17,005.00)
	1	6500	Operational Support Services	\$ 1,594.49
	3	5100	Regular Instructional Services	\$ 769,723.42
	3	5200	Special Population Services	\$ (24,087.69)
	3	5300	Alternative Programs and Services	\$ (39,108.52)
	3	5400	School Leadership Services	\$ 18,000.00
	3	5800	School-Based Support Services	\$ (865,829.70)
	3	6400	Technology Support Services	\$ (2,326.42)
	3	6500	Operational Support Services	\$ (12,395.00)
	3	8100	Payments to Other Governmental Units	\$ 156,023.91

**Asheboro City Schools**  
**Budget Transfer Report**  
**Information Only**  
**2022-2023**

Fiscal					
Period	Fund	Purpose	Description		
10	3	5100	Regular Instructional Services	\$	(218.00)
	3	5200	Special Population Services	\$	(22,975.14)
	3	5300	Alternative Programs and Services	\$	(45,262.00)
	3	5800	School-Based Support Services	\$	(275.00)
	3	6200	Special Population Support and Development Services	\$	4,507.84
	3	6500	Operational Support Services	\$	12,073.10
	3	8100	Payments to Other Governmental Units	\$	6,671.82
	3	8200	Unbudgeted Funds	\$	45,477.38
<hr/>					
11	3	5100	Regular Instructional Services	\$	164,065.16
	3	5200	Special Population Services	\$	(101,048.12)
	3	5300	Alternative Programs and Services	\$	(5,524.62)
	3	5800	School-Based Support Services	\$	(133,984.62)
	3	6200	Special Population Support and Development Services	\$	1,229.03
	3	6400	Technology Support Services	\$	(10,490.19)
	3	6500	Operational Support Services	\$	29,025.50
	3	8100	Payments to Other Governmental Units	\$	56,727.86
<hr/>					
12	1	5100	Regular Instructional Services	\$	(129,487.91)
	1	5200	Special Population Services	\$	151,697.23
	1	5300	Alternative Programs and Services	\$	67,909.79
	1	5400	School Leadership Services	\$	33,717.83
	1	5800	School-Based Support Services	\$	(16,476.75)
	1	6100	Support and Development Services	\$	6,071.47
	1	6300	Alternative Programs Support and Development	\$	5,732.48
	1	6400	Technology Support Services	\$	58,098.19
	1	6500	Operational Support Services	\$	(348,222.48)
	1	6600	Financial and Human Resource Services	\$	187,011.40
	1	6700	Accountability Services	\$	6,691.46
	1	6800	System-wide Pupil Support Services	\$	(86,373.35)
	1	6900	Policy, Leadership and Public Relations Services	\$	64,196.64
	1	8100	Payments to Other Governmental Units	\$	(566.00)



**Asheboro City Schools**  
**Budget Transfer Report**  
**Information Only**  
**2022-2023**

<b>Fiscal</b>					
<b>Period</b>	<b>Fund</b>	<b>Purpose</b>	<b>Description</b>		
12	3	5100	Regular Instructional Services	\$	(686,487.77)
	3	5200	Special Population Services	\$	11,371.78
	3	5300	Alternative Programs and Services	\$	(312,837.37)
	3	5400	School Leadership Services	\$	(141,021.50)
	3	5800	School-Based Support Services	\$	10,230.25
	3	6400	Technology Support Services	\$	12,544.16
	3	6500	Operational Support Services	\$	4,121.87
	3	8100	Payments to Other Governmental Units	\$	(11,415.09)
	3	8200	Unbudgeted Funds	\$	1,113,493.67
	8	5200	Special Population Services	\$	(72,600.14)
	8	5300	Alternative Programs and Services	\$	22,761.55
	8	5800	School-Based Support Services	\$	10,479.63
	8	6200	Special Population Support and Development Services	\$	39,358.96
13	2	5100	Regular Instructional Services	\$	459,283.82
	2	5200	Special Population Services	\$	(68,270.23)
	2	5300	Alternative Programs and Services	\$	107,579.17
	2	5400	School Leadership Services	\$	(22,782.75)
	2	5500	Co-Curricular Services	\$	57,546.34
	2	5800	School-Based Support Services	\$	(433,000.00)
	2	6100	Support and Development Services	\$	(30,799.88)
	2	6200	Special Population Support and Development Services	\$	(8,462.82)
	2	6400	Technology Support Services	\$	385,486.50
	2	6500	Operational Support Services	\$	621,273.76
	2	6600	Financial and Human Resource Services	\$	(548,077.00)
	2	6700	Accountability Services	\$	(154,869.28)
	2	6800	System-wide Pupil Support Services	\$	(109,172.06)
	2	6900	Policy, Leadership and Public Relations Services	\$	(291,418.00)
	2	8100	Payments to Other Governmental Units	\$	35,682.43
	7	5100	Regular Instructional Services	\$	(49,000.00)
	7	5200	Special Population Services	\$	12,000.00
	7	5800	School-Based Support Services	\$	7,000.00
	7	7100	Child Care Services	\$	30,000.00

**Asheboro City Schools  
Budget Transfer Report  
Information Only  
2022-2023**

<b>Fiscal</b>					
<b>Period</b>	<b>Fund</b>	<b>Purpose</b>	<b>Description</b>		
13	8	3700	Federal Revenue	\$	62,213.30
	8	4400	Local Revenue	\$	(36,045.30)
	8	4800	Local Revenue	\$	(27,168.00)
	8	5100	Regular Instructional Services	\$	27,168.00
	8	5800	School-Based Support Services	\$	(62,213.30)
	8	6400	Technology Support Services	\$	36,045.30



# #InnovateACS



November 9, 2023



## #InnovateACS Initiative



### Calling All ACS Innovators!

We are rolling out our #InnovateACS initiative *TODAY*. This initiative will recognize any ACS employee demonstrating innovative practices within our schools.

We are excited to capture and highlight innovative practices that are occurring all across our district with #InnovateACS. We need your help. You will see various posts across all ACS social media channels with the #InnovateACS. In addition to district social media, we are asking you and school level social media managers to begin tagging innovative posts with #InnovateACS. An ACS employee will be selected monthly as our *Innovator of the Month*. It's easy to participate in this initiative - just use the hashtag when posting to social media. If you prefer, you can also submit pictures with a brief description about the practice you did or observed someone else do. Be sure to send pics and description to Mikayla Smith and let her know this is for #InnovateACS. All posts using this hashtag will be considered when selecting our ACS Innovator of the Month. This monthly recognition comes with a featured post on the district social media sites, board recognition, and ACS swag and/or professional gear from our business partners.

Please be reminded that in ACS, we define innovation as the intentional introduction of new ideas, methods, or technologies that add value to the teaching and learning process. Innovation is a student-centered approach that aims to transform traditional practices and create a more dynamic and effective learning environment. Remember innovative ideas can be big or small and can come from any department or any individual staff member in our district.

ACS has a strong tradition of valuing innovation. We are excited to lift up this value in our community. Let's get started today...

#InnovateACS

# #InnovateACS

# Our Definition

Asheboro City Schools expects a culture of excellence and innovation by all. We define innovation as the intentional introduction of new ideas, methods, or technologies in order to create a more dynamic and effective learning environment. The goal of educational innovation is to create a learning experience that is engaging, inclusive, and adaptable to the changing needs of students and society.

#InnovateACS



Asheboro City Schools

Published by Hootsuite · October 2 at 3:23 PM ·



Excitement fills the air in Donna Switzer's innovative 2nd-grade classroom! Mrs. Switzer's classroom includes exciting Funday Friday Finger Flashlight Reading and reflection in student social-emotional learning notebooks. She says students even ask to bring their books to recess to keep reading! Let's learn and grow together 🌱📖 #InnovateACS



86

11 comments 11 shares

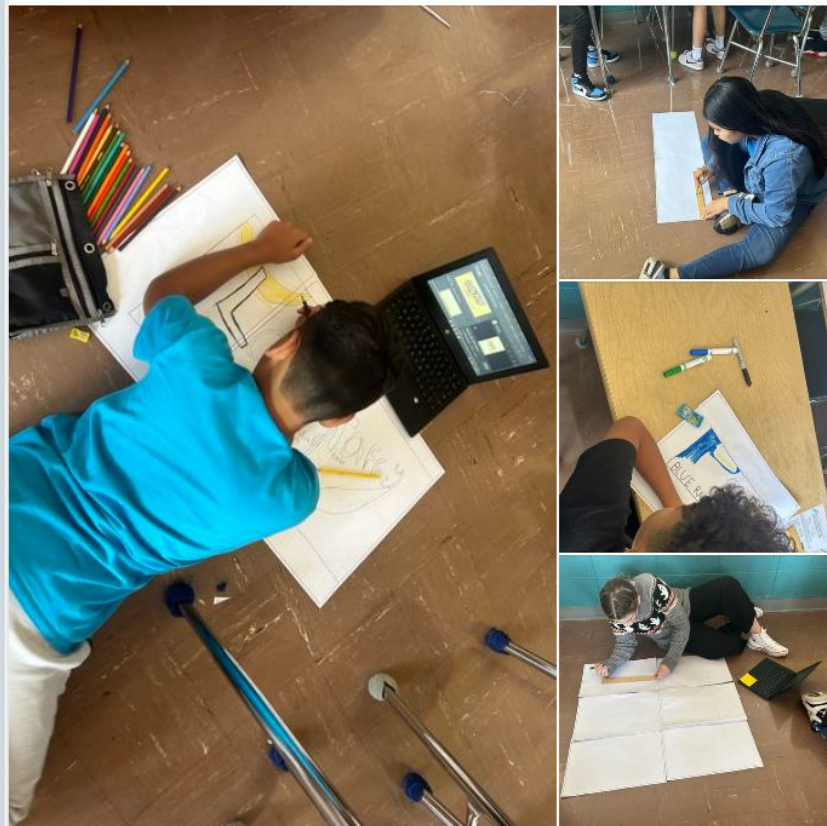


Asheboro City Schools

Published by Mikayla Smith · September 19 at 8:28 AM ·



Check out these innovative students in Mrs. McManus's math class at SAMS apply scale factor to create enlarged models of candy wrappers, bringing mathematics to life! 🎨📏 #InnovateACS



36

5 comments 2 shares



# SparkNC Lab



#InnovateACS



# Questions?





# Asheboro CITY SCHOOLS

*A learning community of excellence!*

SparkNC  
Thursday, November 9th





**Launch Your SparkNC Experience!**

## 16 SparkNC Pilot Districts



**Learn with others across  
North Carolina!**

## **PATHWAYS**



**Artificial Intelligence &  
Machine Learning**



**Computer Systems  
Engineering**



**Cybersecurity**



**Data Analytics**



**Design UX/UI**



**Game Development  
& Esports**



**Software  
Development**



**Exploring Tech  
Careers**

# INDUSTRY- RELEVANT

★ Companies are hiring  
in these areas.

★ Project-based units  
build in-demand skills.



**Artificial Intelligence &  
Machine Learning**



**Computer Systems  
Engineering**



**Cybersecurity**



**Data Analytics**

## **PATHWAYS**



**Design UX/UI**



**Game Development  
& Esports**



**Software  
Development**



**Exploring Tech  
Careers**



# LEARNER-CENTERED

★ Choose your own adventure!

★ Focus on your interests and how you learn best.



**Live**

Interdistrict Units



**Experiential**  
Units



**On-Demand**  
Units

# COMPETENCY-BASED

 You complete units by demonstrating your skills.

 Stack 8 units and you earn high-school credit!

**SparkNC Capstone**

**Coding with Roblox**

**App Building**

**SparkNC  
Hack-a-thon**

**Live Unit in SparkLab on  
Python Coding**

**Fundamentals of CSE**

**Makey Makerspace**

**Betabox: Robotic Arm**

**Digital Makerspace**

**SparkNC Orientation**

Let's Check It Out!

# PLATFORM

## My Dashboard

Filter by

Group ▾

Type ▾

Pathway ▾

Sort by

Title ▾

DB

Welcome back,  
Dana!

Reports

Calendar

Notes

Completed Work



UNIT (11)

### 1 District C: Share Your Teamship Story

District C: Share Your Teamship Story  
DISTRICT C: SHARE YOUR TEAMSHIP STORY  
0%



UNIT (2)

### 2. Hooked on Design: Background Information

Hooked on Design: The Case of the Cyber Cafe  
HOOKED ON DESIGN  
19%



UNIT (5)

### Amplifying Your Voice: AI Tools and Creative Writing Int...

Amplify Your Voice:  
AMPLIFY YOUR VOICE  
0%



UNIT (3)

### App Building: Design and Bring Your App to Life Withou...

Application I  
APP BUILDING: DESIGN AND BRING YOUR AP...  
5%



UNIT (10)

### Build an AI Model Level 1: Store-Bought (from a Templa...

Artificial Intelligence I  
ARTIFICIAL INTELLIGENCE I  
0%



UNIT (17)

### Build an AI Model Level 2: Homemade (from Scratch)

Artificial Intelligence II  
ARTIFICIAL INTELLIGENCE II  
0%



UNIT (7)

### Code Art with Meaning

Code Digital Art  
CODE DIGITAL ART  
0%



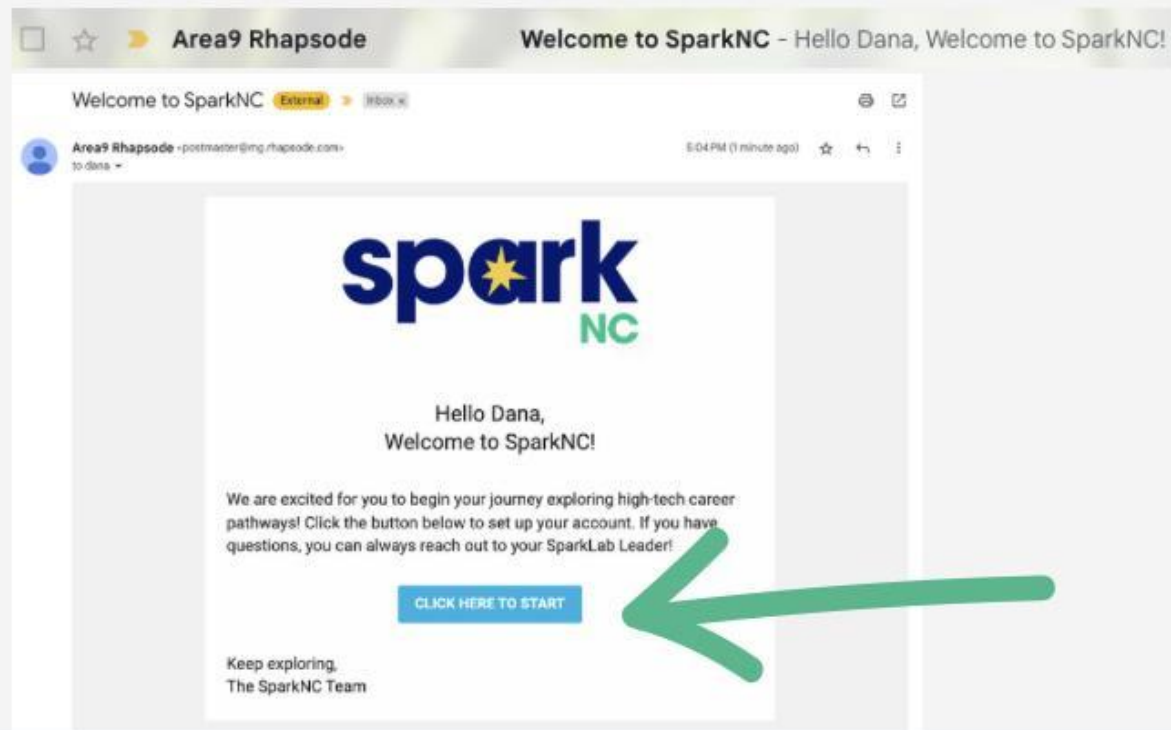
UNIT (5)


### Cracking the Code Introduction

Cracking the Code  
CRACKING THE CODE  
5%



Find the email invitation that looks like this and click on the blue button:





Welcome back,  
**Jessica!**

Search...



Learners / Classes / Content



Assign  
Activity



Create  
Unit


 Feedback 


 Analytics

 Library

 My Content





 **Agenda** Asheboro City


 **IGNITING  
FUTURES  
IN TECH**

UNIT





Orientation to SparkNC

Asheboro City

 0/4 

 **My Classes**

Asheboro City



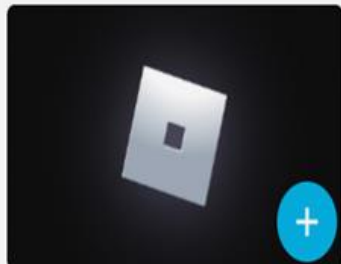
 Search

16 results



### Stepping into the Arena: Fu...

Esports and Game Development  
...



### Coding with Roblox

Game Development Not sure if you're  
interested in game development? Curi...



### Roadtrip Nation Career Exp...

Explore Tech Careers Whether your  
future feels uncharted, or you have a c...

← Library



Coach

Watch the video.

Autoplay ☒ On



ROBLOX: LESSON 1



CLOSE

Unit Plan



Introduction



Goals



Saving and Publishing



Navigation and Object Manipulation



Duplication, Grouping, Locking, Part Creation, Anchoring

← Dashboard



Coach

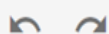
Time to reflect.

Read the prompt and write a response to the reflection question in the **text response** field. If you prefer to submit an audio/video entry, select either the **Record Audio** or **Record Video and Audio** button.

Autoplay ☒ On


Select

Text Response



Roboto



SAVE DRAFT

SUBMIT



2000s: The Emergence of Esports as a Professional Industry


Check Point #3


Diversity and Inclusion In Esports History



Charting the Esports Time Warp: A Journey of Milestones and Future Fro...



Good Gaming Checkpoint: Gameplay Safety and Security

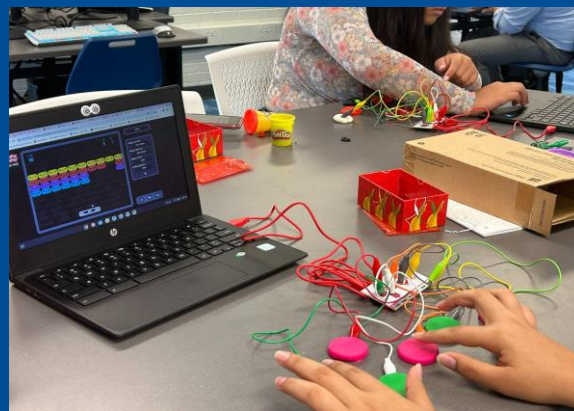
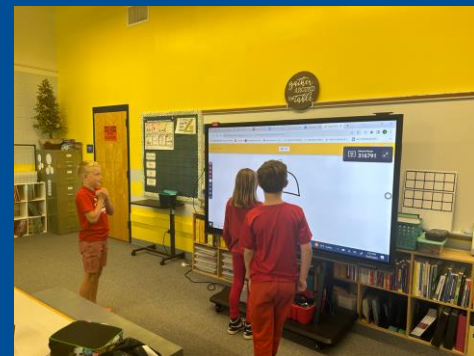
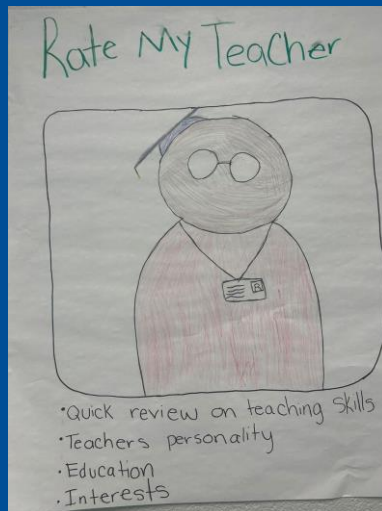
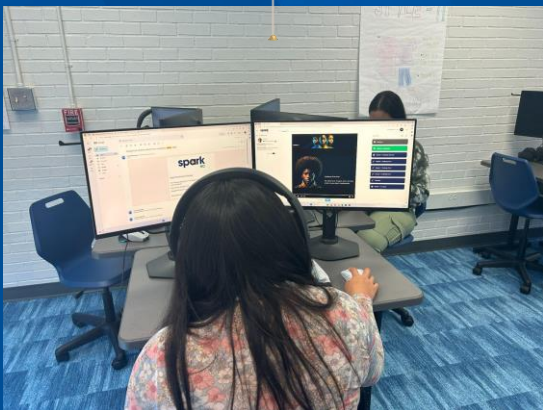


Round 1 Complete!



**OPEN**

# AHS SparkNC Currently...



**spark** NC × DISTRICT C

## SPARK TEAMSHIP STATEWIDE

A REIMAGINED, HIGH-TECH  
INTERNSHIP EXPERIENCE

**October 21 - November 13, 2023**

"It was very rewarding and validating to have the [business partners] to be very receptive to the solution we brought them."

Before Spark Teamship I was very weary about talking to business professionals, but after, I'm much more open and comfortable to it."

-Mercedes  
SPARK TEAMSHIP ALUMNA



Register now or contact your Spark Lab leader for more information

# Our SparkNC Experiences

Introduced By: Astrid Salinas, Franchesca Piansay, Melanie Cantu,  
& Helen Britt

# Goals of SparkNC

**01**

Reflect on Yourself as a  
Learner

**03**

Explore Spark NC Unit  
Catalog

**02**

Check out SparkNC  
Platform

**04**

Plan Your First Steps!



# Personalized Activities

All Tech Summit Attendees selected activities that interested them!

We kept track of our classes, as well as other activities in the Sched App.

Photos from that day, information about each speaker, and a list of our classmates was also included in the app.

# My Classes

- Session 1: Redhat - What is Open Source?  
Representatives from Redhat explained Open Source and led the class in playing an educational cybersecurity game
- Session 2: Launching Your SparkNC Experience  
We explored different learning styles and discussed how they relate to the units involved in SparkNC
- Session 3: Betabox Experience  
Groups interacted \$10,000 robots and and programmed mini self-driving cars
- Session 4: Ultism - How AI Can Help you Develop Professional Skills  
Participants interacted with new AI made to improve social skills used professionally

# Enrichment Activities



Attendees took a tour of either Apple, Cisco, IBM, or the Wake Tech Innovation Campus.



We heard numerous speakers discuss what a tech career is.

# Highlights

## Networking Dinner

- During the Networking Dinner, we had a formal meal with tech professionals
- We discussed academic matters in a serious environment

## Inclusive Meal Options

- Vegan, vegetarian, and gluten free options were available at every meal and snack

## Betabox Experience

- This was one of my favorite classes
- We interacted with advanced technology through programming and asking questions



# Improvements

## Longer Sessions

- When restricted to 90 minute sessions, the amount of content you can truly learn is limited
- Ideally, we could have had longer sessions, or a longer program in general





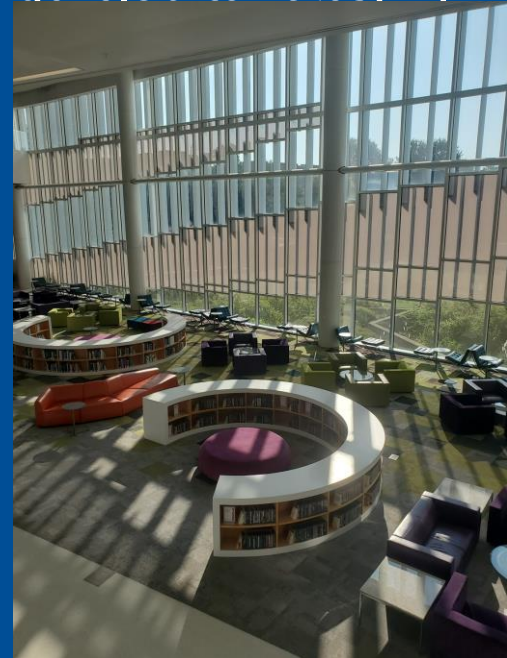
# We Had FUN!





## Astrid Salinas – Personal Slide #1

SparkNC was an amazing and exciting experience where I enjoyed my time at NC State and felt like I had the opportunity to explore and further

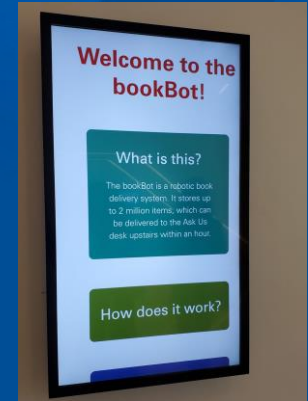


## Astrid Salinas – Personal Slide #2

*"If you can dream it, you can achieve it"* was a phrase that impacted me and I really liked it.



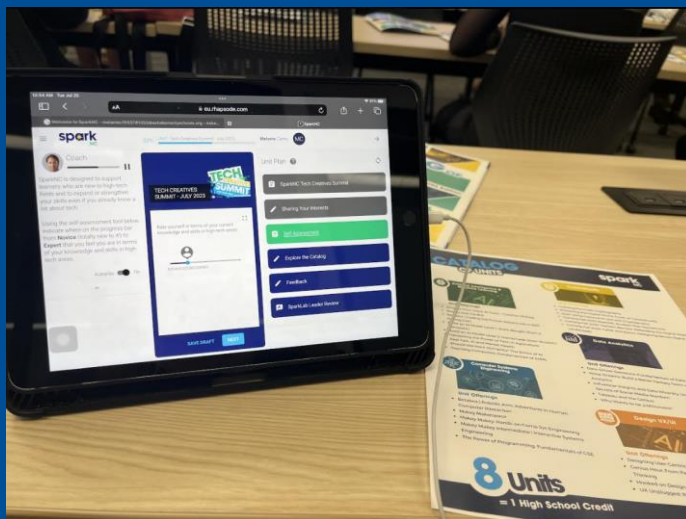
It was an experience that I would definitely like to repeat and would recommend to others.





# Melanie Cantu- Personal Slide #1

I learned how learning can be made fun and enjoyable at my own pace. Apart from Spark's technology courses provided, they taught me to not be afraid to make friends, how to enjoy taking in new information, test out ideas, and SO much more.



## Melanie Cantu- Personal Slide #2

Spark provided more than learning and fun for us, but great friends- and stunning views at NC State, Raleigh.



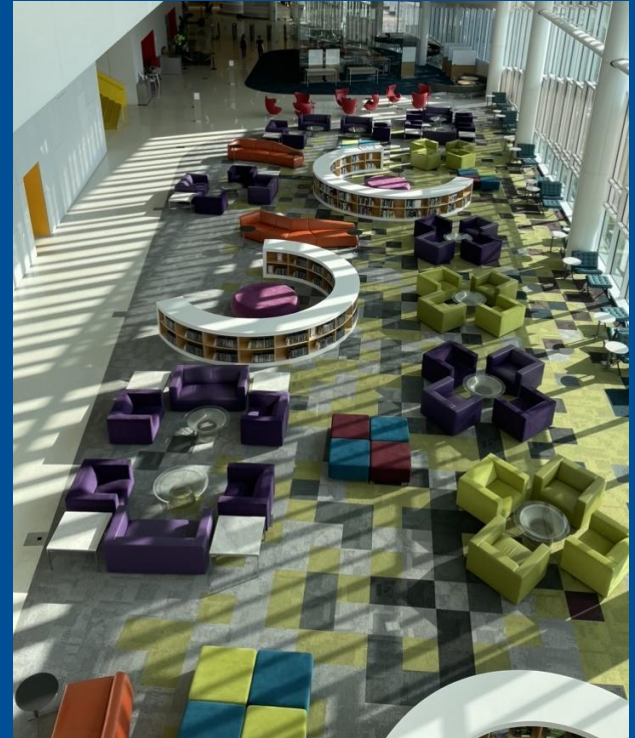
# Franchesca Piansay – Personal Slide #1

- Networking opportunities
- Immersive workshops
- Enhanced my interest in tech
- Free
- Accessible
- Purposeful
- Forming friendships





**While SparkNC was ultimately an amazing opportunity in multiple ways, it still had its own flaws. One of which was the big group learning sessions.**



# Questions?



## **Spark NC Course Request**

**November 2023**

Asheboro City Schools, on behalf of SparkNC, would like to present this course addition for approval by the Asheboro City Schools Board of Education:

### **96102X0 High-Tech Learning Accelerator**

This course will be a local course elective consisting of a minimum of eight units facilitated by our SparkNC lab leader through the SparkNC platform. Upon successful completion of an orientation, a minimum of eight high-tech units, and a final capstone project, the student will earn a local course credit that will be entered into SIS as a “Pass” and will not count in a student’s GPA. Students can earn one high school credit within one semester, or across multiple levels, beginning as early as middle school and completing by the spring semester of senior year. There are currently more than 50 units available to students, with more being added regularly to the catalog. Examples of units include, but are not limited, to Cybersecurity, Game Design/Development, UX Design, Cryptography, Computer Systems Engineering and Artificial Intelligence (AI).



**GOAL 1:**

**By the end of the 2023-24 academic school year, expectations for improved student learning will be clearly communicated and aligned to the 2022-2026 ACS Strategic Plan. Multiple data sources will be readily available and utilized at the district, school, and classroom levels.**

**Student Success Indicators:**

**A.02 The superintendent models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices. (5623)**

**D.02 The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (5626)**

**Target date for Implementation: 06/07/2024**

**Definition of Successful Implementation:**

Asheboro City Schools' Superintendent will create a process of continuous improvement aligned to the district's four year strategic plan to promote and ensure excellent communication and commit to high expectations for all students. The superintendent will promote a culture of trust with principals as they establish district staff-to-school partnerships focused on meeting individual school needs.

The superintendent collaborates with the school boards so that board goals do not conflict with district goals and divert attention or key resources away from district goals. The superintendent spends significant time engaged in conversations with staff and community stakeholders and understands communication skills are essential for promoting the types of transformative changes that are needed for substantial school improvement. The district ensures that vision and goals reflect high expectations for ALL groups of students.

Teachers and administrators at the district, school, and classroom level will have access to key academic, behavioral, and social-emotional data points using the SchoolStatus platform. Administrators at the district and school-level will have access to instructional and coaching data using the KickUp platform.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
ACS will provide all students relevant, engaging instruction with clear learning goals. Learning target expectations will be set and monitored throughout the district.	Deanna Wiles	05/31/2024
Executive leadership will increase participation in community and school-level engagements to share our vision and expectations.	Dr. Aaron Woody	06/07/2024
ACS will work collaboratively with all stakeholders to enhance and refine strategic communications.	Christina Kinley	06/07/2024
ACS will increase partnerships with Institutes of Higher Learning and develop recruitment strategies with these institutions to invest in the recruitment, retention, and professional growth of a staff representative of our student population.	Chandra Manning	06/07/2024
ACS will focus on the health and wellness for students in order to produce a safe learning environment by examining and creating plans to address behavioral and social emotional data.	Gayle Higgs	06/07/2024

**GOAL 2:**

**By the end of the 2023-24 academic school year, schools will be provided with district instructional support to meet professional learning and academic goals as evidenced by school and district leadership team documentation.**

**Student Success Indicator:**

**B.02 All district and school teams prepare agendas for their meetings and keep minutes of their meetings. (5620)**

**B.10 The district will proactively support and emphasize student-centered instruction by seeking solutions to remove barriers, including those related to policies, practices, and traditions. (6832)**

**C.10 The district will develop and support a comprehensive professional development plan centered around district wide teaching and learning initiatives. (7032)**

**Target date for Implementation: 06/07/2024**

**Definition of Successful Implementation:**

Asheboro City Schools will have created a professional culture of learning throughout the district dedicated to creating student-centered learning environments. We will remove barriers for students, challenge staff and community mindsets, eliminate financial and time constraints, and work with local and state leaders to make the changes needed to support our students. School and District Leadership Team meetings will be well-planned with agendas and minutes that reflect this professional culture.

Teachers will collaborate to include the strategies and skills they are learning into their lessons. They will practice the new skills with colleagues in professional learning communities, and will then have sustained, job-embedded coaching as they implement the new learning in their classrooms. Walk-throughs and coaching logs will be used to monitor the effectiveness of professional learning and plan for next steps with the administrators and Instructional Facilitators.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
The district team will monitor Indistar to ensure school leadership team agendas and minutes are being posted monthly.	Sarah Beth Cox	05/31/2024
Elementary teachers will engage in literacy professional learning, receive support in planning and aligning lessons, and receive feedback on implementation of lessons and best practices.	Deanna Wiles	06/07/2024
Elementary teachers will engage in mathematics professional learning, receive support in planning and aligning lessons, and receive feedback on implementation of lessons and best practices.	Dr. Ana Floyd	06/07/2024
Secondary teachers will engage in professional learning sessions and receive support and feedback on implementation of lessons and best instructional practices.	Chandra Manning	05/31/2024
Walkthrough instructional data and coaching logs will be reviewed monthly with administrative leaders to determine common coaching/PD needs and the success of coaching to change practice.	Dr. Wendy Rich	06/07/2024

**GOAL 3:**

**By the end of the 2022-23 academic school year, evidence of effective parent engagement and communication across the district will show regular communication, positive interactions, and active participation of parents and families in engagement opportunities.**

**Student Success Indicator:**

**E01 The district will include parent organizations in district and school improvement planning and will maintain regular communication with them. (5846)**

**Target date for Implementation: 06/07/2024**

**Definition of Successful Implementation:**

When this indicator is fully met, the aspects of effective parent engagement will be evident throughout these four areas: district policy, high-level leadership involvement, district accountability, and support and resources.

Additionally, positive interactions will be established and maintained with parents. Parents will be aware of engagement opportunities and actively participate in areas of interest. Families will be knowledgeable of instructional strategies used within classrooms and accommodations will be thoughtfully incorporated to meet diverse needs.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Resources will be accessible to connect family and community engagement to learning, development, and relevant topics.	Dr. Robin Harris	12/20/2023
Technology such as iPads will be used at all schools by main office staff to ensure that language barriers are overcome so families feel comfortable and welcomed.	Dubraska Stines	5/31/2024
Microsoft Translate and PowerPoint Live will be used at board meetings and school events for stakeholders to communicate important information.	Anthony Woodyard	12/20/2023
The district Family & Community Engagement Center will be open to all family and community members.	Dr. Wendy Rich	12/29/2023
A district calendar will be available for sessions to be held at the family and community engagement center.	Dr. Robin Harris	12/29/2023
The district will use a variety of media outlets, including social media, to communicate to families and engage them with positive interactions and events.	Mikayla Smith	06/07/2023

**Goal 1:**

**At ECDC, we will focus on professional growth and recruitment of staff by orienting and acclimating new staff members to ECDC. Our goal is to retain 13 out of 15 new staff members (90%).**

**Target date for Implementation:**

**August 2023 - June 2024**

**Definition of Successful Implementation:**

At ECDC there will be a 90% success on our culture survey, 90% attendance at monthly socials, and 90% at our instructional meetings.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Back to school meeting will focus on orienting new staff to ECDC processes and procedures. Team building and 'getting to know you' activities will help teachers know the school and expectations.	Holly White	August 17, 2023
We will hold monthly instructional assistant meetings on the first Wednesday of each month. These meetings will address specific needs of the instructional assistant staff.	Holly White	1st Wednesday, 2023-2024
We will hold monthly staff socials on the second Tuesday of each month. The social committee will be responsible for planning and setting the climate for the meetings.	Holly White Marie Peele	2nd Tuesday 2023-2024
Each classroom will develop a substitute guide that provides specific detailed information about each portion of the day to ensure consistency. This will also be helpful for our new instructional assistants.	Holly White, Classroom teachers	September - 2023
A culture survey will be conducted at the beginning of the year and at the end of the year.	Holly White	October 2023 May 2024

## Goal 2:

At ECDC, we have had an increase of 45% of students with Individualized Education Plans. Our goal will be to have an increase in overall development by more than 10% for students with an Individualized Education Plans on overall development in math, literacy and social skill concepts as measured on Teaching Strategies Gold.

**Target date for Implementation:**  
**August 2023 - June 2024**

### **Definition of Successful Implementation:**

At ECDC there will be an increase in overall development by more than 10% as measured by Teaching Strategies Gold for our students with an Individualized Education Plan.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
The exceptional children's team will lead the staff meetings on the first Tuesday of each month to problem solve for our students with Individualized Education Plans.	Kimberly Borden MariBeth Phillips Erin Britton Laura Roberts	1st Tuesday of each month 2023-2024
We will provide information to families to support behavior management with their child. These are parent resources from CSEFEL. They are specific to individual behavior issues.	Kimberly Borden	August 28, 2023 - June 10, 2024
Professional development will be provided for staff about behavior management, determining the meaning of challenging behaviors, and supporting children's social emotional development as well as addressing challenging behaviors.	Holly White	October 11, 2023
All classrooms will consistently will use the Incredible Flexible You curriculum that helps children build foundational social competencies and essential life skills.	Holly White	September, 2023 - May, 2024

**Goal 3:**

ECDC will focus on the social emotional learning of all of our children by using intentional strategies to increase social emotional development by 10% on Teaching Strategies Gold.

**Target date for Implementation:**

**August 2022 - June 2023**

**Definition of Successful Implementation:**

Based on beginning of the year data from 2022-2023, over 58% of our students were below average in the social emotional domain. At ECDC there will be an increase in social emotional development proficiency by more than 10% as measured by Teaching Strategies Gold. At least 70% of all students will have mastered social development concepts expected by their age level.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Teachers will complete beginning of year home visits to establish positive transitions to ECDC.	Holly White	August, 2023
An intentional instructional focus will be on setting and reinforcing routines, rituals, and daily schedules.	Holly White Kimberly Borden	September-October 2023
We will participate in CSEFEL and Conscious Discipline Modules throughout the school year.	Kimberly Borden Amber Watts Venise Lawrence-Smith Holly White	Sept 13, Oct 11, Oct 30, 2023 Jan 23, March 6, May 1, 2024
Students that are not on target with social development concepts at the target dates will have intervention plans developed to meet their needs. Plans will be monitored weekly.	Marie Peele	September - May 2024

**GOAL 1:**

**At Donna Lee Loflin, we will focus on the fidelity and consistent implementation of available literacy resources and professional development, resulting in an increase of reading proficiency.**

**Student Success Indicator:**

**A.4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.**

**Target date for Implementation:**

**August 2023 - June 2024**

**Definition of Successful Implementation:**

At Donna Lee Loflin there will be an increase in reading proficiency by 10.0% as measured by schoolwide performance on mClass (K-2) and EOG (3-5). All tiers of MTSS will allow teachers to align instruction to individual needs which will result in closing achievement gaps between subgroups. The number of students in Tier 2 and Tier 3 of MTSS will decrease from the beginning of the year to the end of the year through effective use of the newly implemented intervention team.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
<b>Tier 2 and Tier 3 Support:</b> The master schedule allows for interventionists to support each grade level. It provides 15 minutes of focused Reading intervention each day.	Jordan Seagraves	September 23-June 24
<b>Tier 1 Support</b> - K-5 core instructional support will incorporate word study, phonics, and small groups using elements of Science of Reading and Benchmark Advance. Mrs. Johnson, Early Literacy Specialist, will be utilized to help plan and implement strategies.	Lisa Hayes	September 23-June 24
<b>Tier 1, 2 and 3 Support</b> - Intervention teams (classroom teachers and support staff) will collaborate every other week to track data on underperforming student subgroups, re-evaluate interventions, address students of concern, and collaborate on intervention groups and tasks. Intervention teams will set goals for how students will contribute to the overall proficiency goal and track progress throughout the year.	Jordan Seagraves	September 23-June 24
<b>Tier 1, 2, and 3 Support -</b> Student Goal Setting will include the following: <ul style="list-style-type: none"> <li>- Showing all classroom teachers how to access and track data for students</li> <li>- Analyzing iReady Historical Data for BOY Goal Setting</li> <li>- Setting goals for students to work toward for percent correct and/or benchmark proficiency and using small motivational rewards to set students up for success</li> <li>- Utilizing classroom Incentive Charts with schoolwide challenges.</li> <li>- Implementing school-wide rewards for BOY, MOY and EOY growth and progress</li> </ul>	Darian Kennedy	September 23-June 24
<b>Tier 1 Support - PLC Support for LETRS Training</b> will be used during CASA meetings to discuss Bridge to Practice Activities, to apply LETRS in the classroom and offer coaching and walkthrough feedback to all teachers.	Ashley Hunt	September 23-June 24
<b>Tier 3 support MTSS Academic Team-</b> The MTSS Academic Team will organize digital folders for all students to keep track of data that is being collected. Data will be reviewed during bi-weekly MTSS meetings.	Darian Kennedy	September 23-June 24

**GOAL 2:**

**At Donna Lee Loflin, we will focus on standards alignment, core instructional practices, and intervention goals, resulting in an increase of math proficiency.**

**Student Success Indicator:**

**A.4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.**

**Target date for Implementation:**

**August 2023 - June 2024**

**Definition of Successful Implementation:**

At Donna Lee Loflin there will be an increase in math proficiency by 14% as measured by school wide performance on iReady (K-2) and EOGs (3-5). All tiers of MTSS will allow teachers to align instruction to individual needs which will result in closing achievement gaps between subgroups. The number of students in Tier 2 and Tier 3 of MTSS will decrease from the beginning of the year to the end of the year through effective tiered instructional practices.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
<b>Tier I Support</b> - Core instructional practices will be implemented with fidelity in each math block across grade levels. Extended Planning sessions will occur three times this school year to allow teachers to plan for core instruction ensuring alignment with mathematical standards. Instructional resources will be explored to align standards with instructional tasks and practices that will best support mastery of the standard at each grade level. Full day professional developments will be provided by the district to all grade levels 3 times this school by Dr. Ana Floyd, Elementary Math Specialist.	Lisa Hayes	September 23-June 24
<b>Tier 1, 2, and 3 Support</b> - Student Goal Setting: Student Goal Setting will include the following: <ul style="list-style-type: none"> <li>- Showing all classroom teachers how to access and track data for students</li> <li>- Analyzing iReady Historical Data for BOY Goal Setting</li> <li>- Setting goals for students to work toward for percent correct and/or benchmark proficiency and using small motivational rewards to set students up for success</li> <li>- Utilizing Classroom Incentive Charts with schoolwide challenges.</li> <li>- Implementing school-wide rewards for BOY, MOY and EOY growth and progress</li> </ul>	Heather Clark	September 23-June 24
<b>Tier 2 and Tier 3 Support:</b> The master schedule allows for interventionists to support each grade level. It provides 15 minutes of focused Math intervention each day.	Ashley Hunt	September 23-June 24
<b>Tier 1, 2 and 3 Support</b> - Intervention teams (classroom teachers and support staff) will collaborate every other week to track data on underperforming student subgroups, re-evaluate interventions, address students of concern, and collaborate on intervention groups and tasks. Intervention teams will set goals for how students will contribute to the overall proficiency goal and track this data throughout the year for progress.	Jordan Seagraves	September 23-June 24
<b>Tier 3 support MTSS Academic Team-</b> The MTSS Academic Team will organize digital folders for all students to keep track of data that is being collected. Data will be reviewed during bi-weekly MTSS meetings.	Darian Kennedy	September 23-June 24



**GOAL 3:**

**At Donna Lee Loflin, we will focus on student engagement, social emotional learning, and restorative practices to support successful reentry to the classroom environment in order to decrease the amount of office referrals.**

**Student Success Indicator:**

**A1.07: ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.**

**A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions.**

**Target date for Implementation:**

**August 2023 - June 2024**

**Definition of Successful Implementation:**

At Donna Lee Loflin, there will be a decrease in the amount of major office referrals by 42.7% as measured by Educators Handbook. Decreasing the amount of office referrals will decrease the amount of lost instructional time. Restorative practices will decrease the number of repeat offenders and the number of risk and threat assessments.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Establish and consistently implement equity goals that address discipline inequities. Practices will be in place to support sustaining relationships with students through reverse office referrals for teachers to support students and restorative practices developed for successful reentry to the learning environment. Administrators and the School Counselor will support students in the learning environment if possible to prevent loss of instructional time.	Katie Wysong Amy Smith	September 23-June 24
There will be an intentional focus on consistent school-wide expectations and procedures. All teachers and specialists will develop and submit classroom procedures and routines that align with school-wide expectations. These will be taught, modeled, and reinforced all year.	Jordan Seagraves	September 23-June 24
In order to ensure the fidelity of consistent school-wide expectations and procedures, a walkthrough form will be created to provide immediate feedback in all areas of the school (classroom, cafeteria, playground, and hallways). Data will be reviewed monthly at SLT meetings and staff meetings. This step will be supported through administrator presence.	Lisa Hayes	September 23-June 24
All students will receive Social Emotional Learning lessons. Time to implement lessons will be embedded into our master schedule. Teachers will be provided resources, ongoing support and professional development, and a pacing guide for the curriculum. Monthly accountability will be reviewed at SLT meetings.	Donna Cabiness	September 23-June 24
Promote student growth by recognizing accomplishments and promoting student voice. Strategies include Shout Outs on Morning Announcements, Positive Office Referrals, Goal Setting, White Paws/School Store, Blue Paw classroom rewards, Clubs, Quarterly Grade Level Growth Awards, Student Council and Safety Patrol.	Donna Cabiness	September 23-June 24

**GOAL 1:**

**Guy B. Teachey Elementary School will improve all tiers of instruction and vertical alignment across all grade levels in core subjects of reading and math.**

**Student Success Indicator:**

**A1.03: The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.**

**A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.**

**C2.01: The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.**

**A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.**

**Target date for Implementation:**

**6/7/24**

**Definition of Successful Implementation:**

- Grades 3, 4 and 5 will meet or exceed expected growth in the areas of reading, math, and science, as measured by end-of-grade exams.
- Grades K-2 will reach 80% proficiency on mClass assessments.
- Teachers will remain on pace throughout the year with LETRS training and complete the remaining units by the end of the school year.
- Administration will be utilizing KickUp in order to gather data regarding tiered instruction.
- Lead mentor and instructional facilitator will collect walkthrough and coaching notes about beginning teachers.
- Teachers will participate and complete grade level district and school math professional development.

<b><i>Current Actions:</i></b>	<b><i>Assigned to:</i></b>	<b><i>Target Date:</i></b>
Teachers will utilize common planning to focus on standard-aligned instructional practices in reading, math and science.	<b>Teachers, Hartong, Harger, Evans</b>	<b>6/7/24</b>
Teachers will participate in monthly school-level math PD, as well as quarterly district level math PD in the area of mathematics.	<b>Nixon, Hartong</b>	<b>6/7/24</b>
The lead mentor and instructional facilitator will support beginning teachers with individual and intentional coaching based around instructional strategies, classroom management, procedures, and routines.	<b>Hartong, Lassiter</b>	<b>6/7/24</b>

Grade levels will differentiate Tier 1 instruction based on diagnostic assessments and universal screeners.	<b>Grade level teachers</b>	<b>6/7/24</b>
Common assessments will be utilized to plan intervention across the grade levels and develop a more cohesive, systematic approach to intervention.	<b>Grade level teams, Hartong, L. Johnson</b>	<b>6/7/24</b>
A schedule will be implemented where teachers use mClass progress monitoring and iReady growth monitoring to track student achievement.	<b>Hartong</b>	<b>6/7/24</b>
Monthly CASA meetings will be used to dig deeper into progress monitoring and formative assessment data to discuss needs and next steps for students.	<b>Hartong</b>	<b>6/7/24</b>
Continue a professional development schedule for Language Essentials for Teachers of Reading and Spelling (LETRS) implementation.	<b>Harger</b>	<b>9/30/23</b>
Continue to monitor progress of LETRS training monthly in CASA meetings to ensure pacing and support needs are met.	<b>Hartong</b>	<b>6/7/24</b>

**GOAL 2:**

**Guy B. Teachey will reinforce common school-wide expectations and provide support and professional development surrounding student needs, relationship-building and discipline.**

**Student Success Indicator:**

**A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions when necessary.**

**A1.07: ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.**

**Target date for Implementation:**

**6/7/2024**

**Definition of Successful Implementation:**

- Reduction in the loss of instructional time by decreasing major office referrals by 50%.
- Students and staff will indicate positive feedback regarding safety and taking steps to solve problems on surveys.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Provide Educator Handbook refresher and review of protocols for minor and major referrals.	Harger, Hancock	9/15/23
Revamp and update PBIS rewards (K-2; 3-5) to build a more sustained alignment between expectations and rewards.	Harger, PBIS Team	10/31/23
Teachers will explicitly teach PBIS matrix rules in their classroom and utilize visual reinforcements throughout the building.	Teachers	6/7/24
Utilize book study "Connections Over Compliance" in monthly staff meetings in order to foster awareness and develop capacity in staff regarding student needs.	Harger, Prince	6/7/24
Monthly meetings with school-level support teams will assess threat and risk data and track progress of specific students.	Evans, Harger, Prince, Key, Cash	6/7/24
Review data from the Educator Handbook monthly in order to address trends or concerns with the school leadership team.	Evans, Harger	6/7/24
Implement SEL and behavioral interventions with students who exhibit repeated infractions to target behaviors that impact their academic success.	Evans, Harger, Prince, Key, Grade Level Teachers	6/7/24

**GOAL 3:**

**Guy B. Teachey will promote engagement among the school community, including students, staff and families, to foster student growth and positive school culture.**

**Student Success Indicator:**

**A1.03: The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.**

**E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).**

**E2.04: The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.**

**Target date for Implementation:**

**6/7/24**

**Definition of Successful Implementation:**

- Students will take ownership of their learning and experience fulfillment in the growth they have made while striving towards personal academic goals.
- 75% of students in grades K-5 will meet or surpass expected yearly growth on iReady reading and iReady math assessments
- Parent survey information will be utilized in order to maximize parent involvement.
- 60% of students will be represented at Family Engagement events (11% increase).
- We will have at least 100 parent volunteers who volunteer in some capacity (guest reader, school event volunteer, PTO).
- We will have at least 25 community organizations/agencies participate in school activities and interact with our students and/or staff.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Students will utilize growth folders to track their growth progress on specified grade-level indicators.	<b>Grade Level Teachers</b>	<b>6/7/24</b>
Students will share goals and goal progress with family members at parent engagement nights.	<b>Grade Level Teachers</b>	<b>6/7/24</b>
Students will have the opportunity to share out school-wide suggestions and input through quarterly student advisory sessions (including surveys, voting for incentives, school-wide problem solving).	<b>Evans</b>	<b>6/7/24</b>

"Earn Your Stripes" 5th grade leadership will continue with revisions to enhance this program and student leadership.	Evans, Hancock, Lassiter	6/7/24
Two school-wide academic challenges will be implemented that foster engagement and excitement around the content area.	Hartong	4/30/24
Parent surveys will be utilized to gather information about preferences regarding parent engagement nights, support needs, volunteer opportunities and ideas for improvement.	Harger	10/17/23
Volunteer opportunities will be promoted through weekly updates on SchoolStatus and social media (Secret Family Reader, WatchDogs, school events) and volunteers recognized with an appreciation card.	Evans, Harger, Lassiter	6/7/24
The administrator will contact community organizations regarding volunteer opportunities, partnerships and upcoming events in order to enhance student experiences and strengthen the school-community connection.	Evans	6/7/24

**GOAL 1:**

Growth- All students in grades K-2 will successfully demonstrate at least a year's worth of growth from BOY to EOY on content standards and skills as evidenced by iReady and mCLASS growth monitoring scores. All students in grades 3-5 will demonstrate at least a year's worth of growth on content standards and skills as evidenced by EVAAS as well as iReady growth monitoring scores.

**Student Success Indicator: (A3.10) All teachers use assessment data and match instruction and support to individual student needs.**

Definition of Successful Implementation: At full implementation, students from a variety of demographic backgrounds as they relate to race, gender, socio-economics, students with disabilities, academic giftedness, and/or English language proficiency will be exposed to multimodal delivery of content standards that reflect differentiation of content, process, product, and/or environment. Teachers across all grade levels will analyze assessment data including common formative assessments, NC Check-in results, diagnostic screeners, as well as progress monitoring data from mClass and iReady. That analysis will serve to drive the design of daily lesson plans and small group instruction, including tier 2 and 3 level intervention groups. All levels of support will be assessed for efficacy and will remain flexible throughout the school-year.

ACTION STEP ANALYSIS	Assigned To:	Target Date:
Grade level teams will collaboratively design or select formative assessments (pre and post tests) for each lesson and unit of study in mathematics that include depth of knowledge questions. Students will also complete unit assessments monthly to track reading progress. Grade level teams will use the data gained from assessments to guide small group instruction in math and reading.	Kelly Toponce	October 31, 2023
Grade level teams will employ the use of data notebooks to track student individual growth. Teachers will conference with individual students every quarter to discuss their growth/areas in need in reading and math assessments.	Melinda King	September 29, 2023
Teachers will post i-Ready charts in hallways or in their classroom to monitor student progress and encourage healthy competition between students in i-Ready lessons and give their best effort. Results can also be shared using the screens in the lobby.	Nicole Brewer	September 29, 2023
Grade level teams will implement the strategies learned from the ACS Elementary Math Curriculum Specialist as presented in this year's quarterly math training.	Caroline Rush	September 29, 2023

The SIT team will implement an after school tutoring program for select students who have been identified as not having met growth in 2022-2023 per EVAAS or those identified as at risk of not meeting growth this school year.	Manny Martinez	October 31, 2023
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**GOAL 2:**

Proficiency- Lindley Park Elementary School will improve 3rd through 5th grade EOG proficiency by the following percentages in each subject:

	22-23 Math % Proficient	Math Goal for 23-24	22-23 ELA % Proficient	Reading Goal for 23-24	22-23 SCI % Proficient	SCI Goal for 23-24
<b>3rd</b>	33%	55%	37%	50%	-----	-----
<b>4th</b>	55%	60%	40%	55%	-----	-----
<b>5th</b>	37%	50%	37%	50%	64%	70%

**Student Success Indicator: (A2.22) All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.**

Definition of Successful Implementation: At full implementation, all stakeholders (students, parents, teachers, support staff and admins) will be able to support reading, writing, fluency, and vocabulary as these components are used to aid each other and promote literacy and content-area skills and knowledge. Master schedules and school-wide expectations for staff **promote and allow** devoted time for both planning and implementation of literacy and math instruction. Students in grades K-5 will benefit from the coherent vertical alignment as their background knowledge will increase due to a school-wide focus on vocabulary and rich reading.

Current Actions:	Assigned to:	Target Date:
Grade level teams will follow all parts of Benchmark Advance lessons to fidelity during the literacy block to support implementation of LETRS as well as vertical alignment K-5.	All Certified Staff	Ongoing
During planning, teachers will use backwards design lesson planning. The focus will be to strengthen lesson	Caroline Rush	November 30, 2023



expectations, unpack the standards, and practice what students will be doing hands on.		
Support early literacy skills in K-2 by facilitating training for UFLI as well as LETRS (with a focus on pedagogy and assessment) for all instructional assistants.	Kathryn Brashier	September 29, 2023
Administration and the Instructional Facilitator will use district aligned walkthroughs in KickUp to monitor and assess the alignment of instruction to district expectations, adjusting the walk-through tool as needed based on identified areas of focus by the SIT team.	Nikki Domally Blake Brewer Caroline Rush	Ongoing
Administrators, teachers, and support staff will utilize SchoolStatus to support positive communications home, the identification of students who are at-risk, and the plans for supporting early intervention for both academics and behavior.	Montgomery Hall	November 30th, 2023
The school administrators and the IF will increase the number of walkthroughs completed for certified teaching staff by 50% from 2022-2023 to 2023-2024 while adding a specific focus for each week that aligns with the goals and objectives outlined in Benchmark Advance, LETRS, and the 8 mathematical practices for delivering highly engaged, quality instruction.	Nikki Domally Blake Brewer Caroline Rush	January 20th, 2023

**GOAL 3:**

**Lindley Park Elementary will foster student social and emotional learning to ensure that students can manage emotions and behaviors to reduce office referrals.**

**Student Success Indicator:**

**A4.05 All teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.**

**Target date for Implementation: 6/10/2024**

**Definition of Successful Implementation:** At full implementation, students will know that they are valued, experience support for social and emotional growth, and have the skills they need to recognize and regulate their emotions and behaviors. They will be able to build positive relationships with their peers and teachers.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Utilize relationship mapping along with SchoolStatus and Panorama data to identify and intervene with students who are at risk.	Montgomery Hall	October 31, 2023
Grade level teams will implement foundational restorative practices during social emotional learning (SEL) time including the use of community circles and affective statements to help students build healthy metacognitive skills to improve both social emotional and academic learning. The school counselor will train and help teachers implement responsive practices.	All Classroom teachers	September 29, 2023
De-escalation strategies, whole staff "mini" CPI training to support maintaining/preserving relationships and student engagement on grade level content.	Blake Brewer	October 31, 2023
The equity team will collaborate with the school counselor and teacher teams to implement strategies for supporting the SEL needs of our Black subgroup, including but not limited to, parent group meetings and outreach and partnerships with community agencies.	All Certified Staff	October 31, 2023

**GOAL 1:**

**By June 2024, Balfour Elementary will improve core instructional practices and fidelity of use of curricular resources to increase proficiency on the state End-of-Grade assessments.**

**Student Success Indicators:**

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

C2.01 The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

**Target date for Implementation:**

June 2024

**Definition of Successful Implementation:**

By June 2024, student proficiency on the grades 3-5 math and ELA End-of-Grade tests, and the grade 5 science End-of-Grade test will meet or exceed proficiency and growth levels listed in the table below.

Subject	2023 data	Goal
Reading	30.3	40
Math	37.7	50
Science	59.1	70
Overall Growth Index Score	-2.33	>2.0

Current Actions:	Assigned to:	Target Date:
Walkthroughs will be conducted by the administrative team to identify instructional needs and alignment and provide personalized, authentic feedback utilizing KickUp.	Christopher Tuft Amber Andrews Kerry Garner	Weekly beginning September 2023
Quarterly extended planning time will be used by grade level teams to meet with the instructional facilitator to bridge LETRS training to classroom practice and to facilitate literacy implementation.	Christopher Tuft Kerry Garner Laura Johnson	Quarterly

Teachers of English literacy will participate in LETRS training and implement strategies from their training into instruction.	Teachers of English literacy	June 2024
CASA will be conducted weekly to examine reading, math and science performance data to track progress toward proficiency and growth goals.	CASA teams and Administrative team	Weekly
All grade levels will implement the use of student data notebooks in which students will track their mastery of math standards.	K-5 homeroom teachers Kerry Garner	June 2024
Grade level teachers will inform parents of student progress toward standard mastery quarterly through the use of student learning trackers from student data notebooks.	K-5 homeroom teachers, Christopher Tuft	June 2024
Grade level teachers will participate in professional development in math provided by Dr. Ana Floyd, Elementary Mathematics Specialist.	Grade level teachers	June 2024

**GOAL 2:**

**During the 2023-2024 school year, students will be actively engaged during core instruction using Social and Emotional Learning strategies.**

**Student Success Indicator:**

A1.07 - ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

A4.06 - ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.

**Target date for Implementation:**

June 2024

**Definition of Successful Implementation:** Social and emotional learning will be aligned across the school and a regular part of instruction in all grade levels. Students will use social and emotional strategies learned, with staff support, to regulate their behavior. The school counselor will function as an "instructional facilitator" for social and emotional learning. Students in all classrooms participate and contribute to their learning. Social and emotional learning lessons will have a schoolwide completion rate of 90% or higher. Office referrals decrease by 10% from their 2022-2023 level.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Homeroom teachers will implement the district Social and Emotional Learning daily in their morning meetings.	John Beard, Teachers	June 2024
Monthly social and emotional learning themes will be included on the morning announcements as well as the scrolling announcements on the televisions in the hallways. These themes will also be communicated with parents through regular communication methods.	Christopher Tuft John Beard	June 2024
Data from the Panorama survey will be reviewed in CASA after each administration window.	Kerry Garner	June 2024
Students who meet their behavioral goals will participate in a monthly celebration.	Amber Andrews John Beard	Monthly starting in Sept. 2023
Students who are in need of additional support will be paired with a mentor through Communities in Schools.	Amber Andrews Kellie Garcia	June 2024
Kindergarten classes will incorporate developmental play centers into their Paw Time to teach social and emotional skills.	Christopher Tuft Kindergarten Teachers	June 2024

**GOAL 3:**

**Provide opportunities for all students and families to feel valued and connected to the school community so that we create a more equitable school environment as measured by family engagement through SchoolStatus and attendance at family engagement nights.**

**Student Success Indicator:**

E1.06 The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

**Target date for Implementation:**

June 2024

**Definition of Successful Implementation:** Representation of multiple cultures, races, ethnicities, and future stories will be available to each student at the school. Policies and practices will not create barriers to success for any group of students. All students and families feel valued and connected to the school community.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Four family engagement nights will be held throughout the year to connect parents with math, science, literacy and bilingualism throughout the school.	Christopher Tuft	June 2024
Staff will utilize SchoolStatus as the primary source of communication with parents for both texts and phone calls.	Amber Andrews	June 2024
Continue the Person of the Month program to highlight a notable citizen in a position that counters stereotypes. The Person of the Month will be displayed in the cafeteria bulletin board and on the scrolling announcements on the televisions in the hallways.	Specialists	June 2024
Hold a career day in which community members will come to speak to students about their professions. A variety of work or professions will be represented.	John Beard, Rebecca Lawson	June 2024
Expand classroom libraries to broaden representation and increase the number of bilingual texts. Money will be allocated to the media center to purchase these books.	Allison Currin	June 2024
Create a video library explaining processes, teaching strategies, and programs to be posted to Class Dojo and school social media accounts	Christopher Tuft	June 2024

**GOAL 1:**

McCrary Elementary will create a school community where all students feel a sense of belonging, are supported in their social and emotional development, and are engaged in their learning.

**Student Success Indicator:** A1.07 All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

**Target date for Implementation:** McCrary Elementary will begin this goal in August of 2023 and continue through June of 2024.

**Definition of Successful Implementation:** This implementation will decrease the number of overall referrals by 15% from the 2022-2023 school year. McCrary's end of year Panorama Survey results in regard to percent favorable will increase by 15% when compared to the EOY results from the 2022-2023 school year.

Current Actions:	Assigned to:	Target Date:
The administration at McCrary Elementary will create a master schedule that supports SEL time everyday where teachers will complete 100% of the district's core SEL lessons in the 23/24 school year.	Siohban Williams	June 2024
The school counselor will utilize end of year data from the 22/23 school year Panorama Survey to determine weekly small group sessions with students to proactively supplement their social and emotional needs.	Siohban Williams	June 2024
The McCrary Elementary staff will distribute and embrace Mustang Money with students in the 23/24 school year to recognize student choices that demonstrate attributes of The Mustang Pledge.	Kalie Berry-Wilson	December 2023
Each department will hold fall and spring after school clubs for students to sign up for at McCrary Elementary.	Kathy Landis	April 2024
Students will take part in Class Dojo growth mindset activities, social stories, and other resources to incorporate the culture of having a growth mindset in school and life.	Chris Burian	January 2024
Our specialist team will use the positive behavior focus on The Mustang Roundup which will reward classes with horseshoes after each class session when classes demonstrate attributes of The Mustang Pledge.	Brandy Mulkey	December 2023

**GOAL 2:**

**At McCrary Elementary, staff will foster foundational reading success by increasing mCLASS composite scores.**

**Student Success Indicator: C2.01 The school regularly looks at performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.**

**Target date for Implementation: This goal will begin implementation after the beginning of the year diagnostic window closes and continue through the end of the year diagnostic window.**

**Definition of Successful Implementation: At the end of the 2023-2024 school year, the percent of students performing at or above benchmark will increase by 15% or more for each grade level when compared to the 2022-2023 end of year results.**

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Kindergarten through second grade teachers will use the DIBELS data analysis protocol after diagnostic windows to set plans and student/class goals for the middle of the year diagnostic results.	Sarah Moore	June 2024
Teachers will utilize weekly planning sessions to create reading plans in the new lesson plan template to support a more rigorous data driven small group time.	Heather Hopkins	February 2024
Teachers will participate in LETRS professional development in the 23/24 school year.	Chris Burian	June 2024
Teachers will incorporate LETRS instructional strategies acquired in the yearly professional development into their instructional practice.	Kelly Patton	June 2024
McCrary's ML (multilingual learner) teachers and reading specialist will incorporate the Steps to Advance curriculum in Benchmark Advance as well as the Benchmark Advance phonics intervention kits into service time and intervention time.	Beverly Jackson	February 2024



**GOAL 3:**

Teachers will continue to use 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).

**Student Success Indicator:** C2.01 The school regularly looks at performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

**Target date for Implementation:** This goal will begin in the first quarter of the 2023-2024 school year and continue through May 2024.

**Definition of Successful Implementation:** By the end of the 2023-2024 academic year, the students of McCrary Elementary will increase their EOG subgroup proficiency in reading and math by 15% points from the 2022-2203 school year.

Current Actions:	Assigned to:	Target Date:
McCrary's ML (multilingual learner) teachers and reading specialist will incorporate the Steps to Advance curriculum in Benchmark Advance as well as the Benchmark Advance phonics intervention kits into service time and intervention time.	Beverly Jackson	February 2024
K-5 teachers will utilize pre-assessments in math to determine best instructional approaches to a more rigorous and engaging core instruction.	Kelly Gardner	November 2023
Students will track their pre/post data in math common assessments, mCLASS, and iReady to set goals and internalize individual growth throughout the school year.	Mary Jean Seymour	May 2024
Grade level teams will participate in extended planning sessions periodically through the school year, as planned in the master schedule, to create outlines for instruction for future weeks.	Creath Brown	March 2024
Grade level teams will participate in ongoing math professional development which will be debriefed in CASAs for implementation in instruction.	Jill Walker	March 2024
Teachers will utilize weekly planning sessions to create reading plans in the new lesson plan template to support a more rigorous, data-driven small group time.	Heather Hopkins	February 2024

**GOAL 1:**

**During the 2023-2024 school year, NAMS will implement the MTSS framework into core instruction to meet the needs of individual students with the goal of exceeding growth measures on the North Carolina school report card.**

**Student Success Indicator:**

A.4.01- The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

**Target date for Implementation:** September 2023-May 2024

**Definition of Successful Implementation:**

The school schedule and culture will support MTSS implementation. Data from diagnostics will direct participation of students throughout the tiers. The structure will align with the ACS MTSS Core Expectations plan. All instructional staff will use and progress monitor iReady diagnostic data and common assessment data to track student progress and drive instruction throughout the course of the 2023-2024 school year.

**The school overall growth index score will increase from .25 to 1.0 or more.**

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Administer reading and math iReady diagnostic assessments three times during the 2023-2024 school year.	Melissa Belote	September 2023, January 2024, May 2024
Teachers will engage in weekly data discussions in CASA meetings to track student progress on iReady and common assessments.	Melissa Belote	August 2023-June 2024
Professional development will be provided to instructional staff on how to analyze iReady data and determine appropriate interventions for students.	Melissa Belote and Keisha Dawalt	Ongoing
Teachers will use a common assessment spreadsheet to track student performance.	Keisha Dawalt	September 2023-June 2024
All math teachers in grades 6th-8th will consistently utilize Open Up for core math instruction.	Mattison Callahan	August 2023-June 2024
All ELA teachers in grades 6th-8th will consistently utilize Spring Board for core reading instruction.	Harlie Clawson	August 2023-June 2024
A structure for MTSS will be established that addresses student needs at all tiers.	Melissa Belote	August 2023-June 2024

Teachers will demonstrate use of Engaged Classroom strategies as noted in walkthrough and classroom observation data.	Melissa Belote	September 2023-June 2024
Consistent use of schoolwide norms for iReady will be evident in all classrooms.	Melissa Belote	August 2023-June 2024
School administrators will conduct weekly walkthroughs using the KickUp platform to track schoolwide data.	Keisha Dawalt Graham Groseclose Melissa Belote	September 2023-June 2024
A fulltime interventionist will be hired to create and support implementation for Tier 2 and Tier 3 in math and reading intervention.	Cindy Mullins Melissa Belote	September 2023-June 2024
A Tier 3 Student Success team will be established to review data and identify next steps for students in Tier 3.	Melissa Belote	September 2023-June 2024
Expand the use of research based intervention to support tier 2 and tier 3 students in math, reading, SEL, and attendance.	Melissa Belote Brianna Crotts Cindy Mullins	September 2023-June 2024

**GOAL 2:**

**During the 2023-2024 school year, teachers will implement strategies to promote positive student behavior and academic growth through the use of universal classroom practices that they model, teach, practice, and assess.**

**Student Success Indicators:**

A4.06 ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

**Target date for Implementation:** August 2023-June 2024

**Definition of Successful Implementation:**

All instructional staff will implement strategies from the Engaged Classrooms professional development and implementation will be monitored through lesson plan review and Kick-Up walkthrough data. All content teachers will participate in weekly collaborative planning with their content partner and instructional facilitator to create standards-aligned units of instruction. As a result of deeper student engagement, the number of minor and major office referrals for disruptive behavior will decrease by 10% (44) as measured by offenses in Educator's Handbook. School wide norms and expectations are observed as a key foundation of the operations of the school, and revisited as needed throughout the 2023-2024 school year. It will be a normal practice for staff and administration to use academic and behavior data to identify at-risk students and determine next steps for support.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
All students will receive at least 1 positive contact to their parent/guardian each 9 weeks as documented on the grade level student contact log.	Harlie Clawson, Karen Reedy, Mattison Callahan, Janet Longerbeam, Brianne Crotts	September 2023-June 2024
All instructional staff will implement Engaged Classrooms strategies into instruction as evidenced by lesson plans, walkthroughs, and observations.	Melissa Belote	September 2023-June 2024
School administrators will conduct weekly walkthroughs using the Kick-Up platform to track schoolwide data.	Keisha Dawalt Graham Groseclose	September 2023-June 2024

	Melissa Belote	
Grade level and school leadership teams will review walkthrough and discipline data on a regular basis to track progress with overall classroom engagement.	Harlie Clawson, Karen Reedy, Mattison Callahan, Janet Longerbeam	September 2023-June 2024
Weekly SEL lessons will be provided by the School Counselor and implemented by homeroom teachers every Monday during the intervention block.	Brianne Crotts	September 2023-June 2024
Students will take the Panorama Survey 3x per year. Data will be reviewed in CASA meetings and at staff meetings throughout the year.	Brianne Crotts	September 2023-June 2024
Tier 2 and Tier 3 behavior interventions will be implemented for at-risk students.	Brianne Crotts	Ongoing
PD on intervention strategies for areas of academic concern will be provided for staff.	Melissa Belote	Ongoing
Administrators will use the ACS Code of Conduct to address student discipline concerns.	Keisha Dawalt and Graham Groseclose	August 2023-June 2024
Teachers demonstrate understanding of the difference between minor and major office referrals.	Keisha Dawalt and Graham Groseclose	August 2023
Re-entry meetings will occur upon return from suspension.	Mandee Moody	August 2023-June 2024
Teachers will conduct parent conferences for students who are identified in CASA for academic concerns and/or receive two or more office referrals.	Harlie Clawson, Karen Reedy, Mattison Callahan, Janet Longerbeam	September 2023-June 2024
Partnerships will be utilized and strengthened with community resources including, but not limited to, JDRC, Teen Court, Communities in Schools, community mentors, one-to-one mentors, and success coaches.	Graham Groseclose Keisha Dawalt Brianne Crotts	August 2023-June 2024
The Beginning Teacher Mentor will support new teachers in learning strategies for classroom management and overall student engagement.	Sharon Caviness	August 2023-June 2024
The Comet Card incentive program will be implemented to encourage positive behavior and academic success across all grade levels.	Harlie Clawson, Karen Reedy, Mattison Callahan, Janet Longerbeam	August 2023-June 2024

Establish a school committee to support increased school pride and sense of community among students.	Graham Groseclose Keisha Dawalt	August 2023-June 2024

**GOAL 3:**

**By the end of the 2023-2024 school year, 80% of all students at NAMS will meet or exceed their EVAAS projection as measured by end of grade assessments in math.**

**Student Success Indicator:**

A2.13

Units of instruction include standards-based objectives and criteria for mastery. (5103)

A2.14

Units of instruction include specific learning activities aligned to objectives. (5104)

**Target date for Implementation:** June 2024

**Definition of Successful Implementation:**

Successful implementation entails employing data-driven instructional strategies to tailor learning plans, providing targeted interventions for struggling students, and offering enrichment opportunities for high-performing students. Teachers should undergo continuous professional development to enhance their instructional techniques, while fostering strong partnerships with parents to support student learning at home. Regular monitoring of student progress through formative assessments, coupled with a collaborative school culture, ensures a focused and adaptable approach to reaching the desired outcome

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Compile historical data of students' math performance, EVAAS projections, and previous end-of-grade assessment results to identify areas of improvement and target groups.	Graham Groseclose	November 2023
Utilize data to inform instructional strategies and create tier 2 and tier 3 interventions for students who are not meeting their EVAAS projections.	Melissa Belote	Ongoing
Continue professional development opportunities for math teachers to enhance their instructional techniques, incorporate best practices, and address the needs of diverse learners such as Engaged Classrooms, ARC, and UNCG MicroCourses.	Keisha Dawalt	August 2023-June 2024

Implement targeted interventions for tier 2 and tier 3 students.	Cindy Mullins	August 2023-June 2024
Implement compacted math curriculum in 6th grade to help students meet or exceed their EVAAS projections.	Tiffany Conville	August 2023-June 2024
Foster strong communication and collaboration with parents to keep them informed about their child's progress, provide resources for support at home, and encourage active involvement in their education.	Keisha Dawalt	August 2023-June 2024
Integrate regular formative assessments throughout the school year to monitor student progress, identify learning gaps, and adjust instructional approaches accordingly.	Melissa Belote	August 2023-June 2024
CASA teams will share successful strategies, analyze student data, and collectively work towards improving math outcomes.	Graham Groseclose Keisha Dawalt	August 2023-June 2024
Recognize and celebrate student and teacher achievements in math to boost morale and maintain motivation for continuous improvement.	Tiffany Freeman Karen Reedy	August 2023-June 2024



# South Asheboro Middle School

## CIP Goals 2023-2024

### GOAL 1:

South Asheboro Middle School will implement the Multi-Tiered System of Support (MTSS) framework with fidelity resulting in improved proficiency and student growth.

#### Student Success Indicators:

A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

C2.01: The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs

#### Target date for Implementation:

Action Steps below--June 2024

Full Implementation of Student Success Indicators A4.01 and C2.01--June 2024

#### Definition of Successful Implementation:

A4.01 South Asheboro Middle School staff will implement common instructional strategies aligned to state standards. They will understand the impact of their work and the connections between students' success in content areas and social emotional development, and adjust or refine the instruction, curriculum and/or the environment in their classroom. Data from formative and summative assessments will be regularly used to determine what is taught as a part of core instruction. Differentiation will be a part of core and often include small groups. Data will be reviewed regularly and used to determine students needing small group (tier 2) and individual (tier 3) interventions. An infrastructure will be in place to support students receiving interventions. Throughout data review and reflection, our attention will focus on our quality of instruction instead of learner deficits.

C2.01 South Asheboro Middle School will use many data points to make decisions on how to best use our resources (human, physical, and financial). When reviewing data we will look for patterns and trends and determine what needs to be addressed: schoolwide issues, classroom instructional strengths and weaknesses or individual students. Throughout this process, we will work to review research, share and test new practices, and help each other integrate best practice into our classrooms in a sustainable way.

Current Actions:	Assigned to:	Target Date:
1.1 SAMS staff will review and refine our SAMS core values in regards to instruction, curriculum and environment and develop non-negotiable items within those areas.	Julie Brady	April 16, 2024
1.2 Mastery Mondays, focused on differentiated small group instruction, will occur on Mondays in all core subjects.	Megan Smith	March 19, 2024

1.3 A full time interventionist will help plan, guide and implement the intervention block and monitor Tier 2 and Tier 3 interventions.	Julie Brady	March 5, 2024
1.4 Incorporate a school-wide intervention block, Monday through Thursday, to provide grade-level ELA instruction for homeroom classes, supplemental (Tier 2) and intensive (Tier 3) interventions for designated students.	Jennifer Cash-Cummings	March 5, 2024
1.6 SAMS staff will participate in differentiated professional learning. Topics will include: <ul style="list-style-type: none"> <li>● Small Group Instruction</li> <li>● MTSS (Academics and Behavior/SEL)</li> <li>● iReady</li> <li>● Engaging Schools</li> <li>● Topics as indicated by staff and data from instructional walk-throughs</li> <li>● Visual Supports (Anchor Charts and Sentence Frames)</li> <li>● Common Assessments (design and analysis)</li> <li>● Vocabulary</li> </ul>	Megan Smith	May 7, 2024
1.7 Core teachers will collaborate in weekly CASAs focused on lesson planning, creation of common assessments and data review.	Dustin Hagood	May 7, 2024

## GOAL 2:

Teachers will implement strategies to promote positive behavior of all students through the use of uniform classroom practices resulting in increased active learning and student engagement.

### Student Success Indicator:

**A1.07:** ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

**A4.06:** ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.

### Target date for Implementation:

Action Steps below--June 2024

Full Implementation of Student Success Indicators A1.07 and A4.06--June 2024

### Definition of Successful Implementation:

A1.07 Teachers will establish and post classroom expectations and procedures along with providing direct instruction and reinforcement throughout the year to ensure student understanding of expectations and procedures. Students will demonstrate self-awareness, self-management, social efficacy and academic efficacy. Staff will use reflective conversations with students and each other to ensure positive behavior is modeled. Office referrals will steadily decrease as will the number of students receiving multiple referrals.

A4.06 Teachers will establish and post classroom expectations and procedures plus provide direct instruction and reinforcement throughout the year to ensure student understanding of expectations and procedures. Teachers will utilize de-escalation strategies and model prosocial and problem solving behaviors throughout their day. School staff will be aware of what additional services are available for students needing extra support and will seek out our staff who are best able to support our students and their families so that they receive the support they may need. Teachers will understand and effectively execute their classroom organization, reinforcement of expectations and procedures thus determining the classroom culture.

Current Actions:	Assigned to:	Target Date:
2.1 SAMS staff will review and refine our SAMS core values in regards to instruction, curriculum and environment and develop non-negotiable items within those areas.	Julie Brady	April 16, 2024
2.2 Students and each classroom teacher will collaborate to establish classroom procedures based on SAMS Expectations that are revisited and/or revised quarterly.	Corey Masterson	October 17, 2023
2.3 Quarterly, SAMS staff will engage in professional learning and dialogue about discipline referral data and best next steps using strategies from Engaged Classrooms and other resources to guide those steps.	D.R. Cash	April 16, 2024

2.4 Following an out of school suspension, a re-entry meeting with the school counselor or school social worker will occur as well as scheduled, weekly follow-up for at least the 3 weeks following reentry.	Jennifer Page	February 20, 2024
2.6 SAMS will implement-supplemental (Tier 2) and intensive (Tier 3) behavior interventions for students.	D.R. Cash	May 7, 2024
2.7 Develop a classroom schedule for ISS that includes a morning meeting time, an academic schedule, a reflective closing and time for students to work on their individualized learning pathways.	Leslie Smith-Moore	April 16, 2024

### GOAL 3:

SAMS students, staff, and families will indicate a positive sense of involvement and engagement in the SAMS community.

#### **Student Success Indicator:**

**A4.16:** The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.

**E1.06:** The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

#### **Target date for Implementation:**

Action Steps below--June 2024

Full Implementation of Student Success Indicators A4.16 and E1.06--June 2024

#### **Definition of Successful Implementation:**

A4.16 South Asheboro Middle School will foster communication, develop a sense of community and respond to the needs of our stakeholders (including students, families, Lindley Park, Loflin and Teachey Elementary Schools, Asheboro High School). An ongoing and sustained program will address student concerns, enhance parent-school communication and build rapport between our stakeholders. We will be flexible with our processes to ensure our students' success as they start 6th grade until they begin 9th grade at Asheboro High School.

E1.06 South Asheboro Middle School will engage families in ways that directly relate to their children's academic and social emotional progress. Teachers will meet regularly with families, families will have access to materials to help their children at home and families will hear regularly from teachers on how their children are doing. Furthermore, families will reach out for support when needed.

Current Actions:	Assigned to:	Target Date:
3.1 SAMS staff will review and refine our SAMS core values in regards to instruction, curriculum and environment and develop non-negotiable items within those areas.	Julie Brady	May 7, 2024
3.4 The school counselor will meet with all students for a whole group lesson, once per quarter.	Leslie Smith-Moore	June 4, 2024
3.5 Every student will participate in a grade-level SEL lesson throughout the year provided by a core teacher.	Leslie Smith-Moore	May 21, 2024
3.6 SAMS community will host quarterly family engagement/ involvement nights to educate stakeholders on school and community resources. Tentative topics include: <ul style="list-style-type: none"><li>● Academic (BOY iReady data) and goal setting</li><li>● Exploratory Exposition</li><li>● 5th/9th Grade Transition</li><li>● Literacy strategies</li></ul>	Cody Bennett	April 16, 2024

<ul style="list-style-type: none"> <li>Community Resource Fair</li> </ul>		
3.7 SAMS staff and students will engage in Friday Focus lessons during the school-wide intervention block to build a positive sense of community. Sessions include: school-wide STEAM challenges, celebrating diverse perspectives, SEL topics, and service learning.	Julie Brady	June 4, 2024
3.8 Continue to develop and refine an explicitly stated and shared transition plan for all rising 6th and 9th graders including SAMS staff visits to elementary school and a redesigned transition night for students and their families involving team building, learning about electives and learning the “logistics” of 6th grade.	D.R. Cash	May 21, 2024
3.10 During the 4th quarter, 6th and 7th grade students will take part in “moving up” activities to help facilitate a smooth transition to their 2024-2025 grade level.	Megan Smith	June 4, 2024
3.11 SAMS staff will utilize the SchoolStatus platform to maintain two way communication with families and make at least one positive, specific contact with each family every quarter.	Susan Butler	May 21, 2024

**GOAL 1:**

**By the end of the 2023-24 school year we will meet or exceed growth in every subgroup category as measured by growth on end of course exams.**

				Subgroup Growth							
State Designation		School Performance	Overall Growth	Black	Hisp	Multi	White	EDS	ELS	SWD	AIG
AHS	No Longer Low Performing	C	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Met	Not Met

**Key Indicator:**

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

B 3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

**Target date for Implementation: June 7, 2024**

**Definition of Successful Implementation:**

Successful implementation and attainment of this goal will occur when AHS meets or exceeds growth in all of the categories listed in the chart below, as indicated by performance on EOC exams. The overall growth index from the 2022-2023 school year was a (-5.27); success in regards to this goal will be a growth index of +2.0 or higher (exceeding expected growth).

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Recognize AB Honor Roll quarterly through PBIS breakfast and certificates.	Roberts	Quarterly
Parent Interim Pickup for progress reports 1st and 3rd quarters at Family Engagement Nights.	Roberts	October 2023 March 2024
Teachers will make weekly contact with parents through School Status for students who are in danger of failing.	Dillion	January 2024 June 2024
All EOC teachers will give a common assessment weekly.	EOC Teachers, CASA Admin	January 2024 June 2024

All EOCs will have a weekly CASA meeting to discuss common assessment data.	Moody Roberts - Biology	June 2024
Teachers will provide timely meaningful feedback on assignments and will update the gradebook weekly.	All Teachers	June 2024
Counselors will send out a bi-quarterly Google Sheet for teachers to submit the names of students who are in danger of failing due to grades. Counselors/administrators will meet individually with those students. EC and ESL students on the list will be reported to their case managers.	Admin Key, Counselors, EC and ESL Teachers	Bi-quarterly June 2024
Teachers will utilize daily 15 minute focused small group instruction based on common assessment data.	All Teachers	January 2024 June 2024
Teachers will notify EC case managers of potential failures bi-quarterly by submitting a copy of student progress reports to the EC Department Chair.	Moody Lowe	October 2023 January 2024 March 2024 June 2024
All new teachers to AHS and veteran teachers not taking the UNC-G Micro-courses, will participate in professional development in Engaged Classroom. Facilitators and the administrative team will pilot walk-throughs on a cohort group to refine the walk through tool.	Rich, Dillion, Carrouth, Graham, Ramon	June 2024
The Asheboro Academic Academy (AAA) will ensure that student/athletes complete class assignments and prepare for ACT/SAT/EOC/ASVAB testing before sports/clubs.	Roberts Berrier	June 2024
Coaches will progress monitor their athletes during the week and submit comments on sports athletes' spreadsheets.	Berrier Roberts	June 2024



**GOAL 2:**

**Increase student attendance rate to an average of 96% by the end of the 2023-24 school year.**

**Key Indicator:**

A4.06 All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions when necessary.

C2.01 The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

**Target date for Implementation:** June 2024

**Definition of Successful Implementation:** Based on the 2022-23 Average Daily Attendance Report, overall attendance was 91.5%, the report at the end of this year will show an average of 96% of students present on a daily basis.

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Recognize perfect attendance quarterly through PBIS breakfast and certificates.	Roberts	Quarterly
Continue use of exam exemption for teacher made exams using a scale based on attendance and grades.	Dillion	January 2024 June 2024
Continue Student Ambassadors Mentorship Program in order to help students feel more connected at school.	Tune Roberts	January 2024 June 2024
The Attendance Committee will meet after each progress report and report card period to monitor student attendance.	Melberger	Semi-Quarterly June 2024
The attendance committee will create individualized attendance plans for identified at-risk students and follow up monthly with those students to track progress through the use of the school social worker and attendance committee. The identification of at-risk students will be through weekly attendance reports as well as the previous semester's attendance data.	Melberger/ Attendance Committee	Semi-Quarterly June 2024

**GOAL 3:**

**Increase the percentage of students who have a positive perception of the culture of AHS to 95% by the end of the 2023-24 school year.**

**The current percentage of students who responded positively to “Asheboro High School is a good place to go to school” in our beginning of the year survey was 90.7%.**

**Key Indicator:**

A1.07 All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

A 4.06 All teachers are attentive to students’ emotional states, guide students in managing their emotions, and arrange for support and interventions when necessary.

A4.16 The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.

B1.03 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.

E 1.06 The school regularly communicates with parents/guardians about its expectations of them and the importance of curriculum of the home (what parents can do at home to support their children’s learning).

**Target date for Implementation: June 2024**

**Definition of Successful Implementation:** Perception data (as based on Panorama Survey and other surveys) indicate that students’ positive perception of Asheboro High School culture and climate is at least 70% based on the question “Asheboro High School is a good place to go to school.”

<b>Current Actions:</b>	<b>Assigned to:</b>	<b>Target Date:</b>
Survey all students using the Panorama survey at the beginning of each semester and the end of the school year in order to determine student perception of culture of Asheboro High School.	Berrier Clodfelter Cash	September 2023 January 2024 June 2024

Use our own <a href="#">survey</a> throughout the school year with a random selection of students that is kept consistent throughout this year. (Survey questions: “Asheboro High School is a good place to attend school” and “Do you have a trusted adult at this school”? Also add a comments section.	Holland, Allen, Carrouth, Graham, Dillion	3 times during the year (beginning, middle, end)
Recognize AP students who earned college credit based on 2023 exam scores with certificate and verbal announcement.	Roberts	September 2023
Organize student ambassadors including students who are bilingual to assist at open houses and other events.	Tune	August 2023 June 2024
Pep rallies will resume along with the marching band parade in order to increase school spirit.	Moody, Key	June 2024
Teachers will have grades updated every Thursday by 5 pm in PowerSchool.	All Teachers Administrators	January 2024 June 2024
Teachers will implement strategies of the Engaged Schools Framework to enhance relationships between students and staff.	AHS Admin Curriculum & Instruction	June 2024
Family Engagement Nights will be offered to foster relationships between students’ families and the school.	Roberts Kearns, Hoffman, Hinson, Stanich	October 3, 2023 March 5, 2024
Teachers will make weekly contact with parents through School Status for students who are in danger of failing.	Dillion Teachers	January 2024 June 2024
Recognize students who have perfect attendance, A honor roll, A/B honor roll, and/or sign with the military.	Roberts	Quarterly

**ASHEBORO CITY SCHOOLS**  
**BUDGET RESOLUTION**  
**2023-2024**  
**Adopted November 9, 2023**

Be it resolved by the Board of the Asheboro City Schools Administrative Unit that for the fiscal year beginning July 1, 2023 and ending June 30, 2024:

**Section 1:** The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Local Current Expense Fund**.

Instructional Services

5100 - Regular Instructional Services	2,550,000
5200 - Special Populations Services	942,950
5300 - Alternative Programs and Services	463,900
5400 - School Leadership Services	559,300
5500 - Co-Curricular Services	225,000
5800 - School-Based Support Services	740,000

System-wide Support Services

6100 - Support and Development Services	120,000
6200 - Special Population Support and Development Services	157,100
6300 - Alternative Programs and Services	25,000
6400 - Technology Support Services	190,000
6500 - Operational Support Services	3,064,163
6600 - Financial and Human Resource Services	850,000
6700 - Accountability Services	195,000
6800 - System-wide Pupil Support Services	150,000
6900 - Policy, Leadership and Public Relations Services	980,000

Non-Programmed Charges

8100 - Payments to Other Governmental Units	650,000
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**Total Local Current Expense Fund Appropriation**

**11,862,413**

**Section 2:** The following revenues are estimated to be available to the **Local Current Expense Fund**.

County Appropriation	6,922,413
Supplemental Taxes	3,650,000
Local Revenues	290,000
Fund Balance Appropriated	1,000,000

**Total Local Current Expense Fund Revenue**

**11,862,413**

**ASHEBORO CITY SCHOOLS  
BUDGET RESOLUTION  
2023-2024  
Adopted November 9, 2023**

**Section 3:** The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Other Designated Accounts Fund**.

Instructional Services	
5100 - Regular Instructional Services	92,000
5200 - Special Populations Services	359,340
5300 - Alternative Programs and Services	640,628
5800 - School-Based Support Services	578,300
System-wide Support Services	
6200 - Special Population Support and Development Services	87,360
6500 - Operational Support Services	522,500
<b>Total Other Designated Accounts Fund Appropriation</b>	<b><u>2,280,128</u></b>

**Section 4:** The following revenues are estimated to be available to the Other Designated Accounts Fund.

State and Federal Funds	1,205,628
Local Revenues	1,074,500
<b>Total Other Designated Accounts Fund Revenue</b>	<b><u>2,280,128</u></b>

**ASHEBORO CITY SCHOOLS  
BUDGET RESOLUTION  
2023-2024  
Adopted November 9, 2023**

**Section 5:** The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **State Public School Fund**.

Instructional Services	
5100 - Regular Instructional Services	20,282,500
5200 - Special Populations Services	6,405,000
5300 - Alternative Programs and Services	700,000
5400 - School Leadership Services	3,455,000
5800 - School-Based Support Services	1,865,000
System-wide Support Services	
6100 - Support and Development Services	384,300
6200 - Special Population Support and Development Services	6,800
6300 - Alternative Programs and Services	119,200
6400 - Technology Support Services	446,500
6500 - Operational Support Services	1,716,700
6600 - Financial and Human Resource Services	715,000
6700 - Accountability Services	75,000
6800 - System-wide Pupil Support Services	138,000
6900 - Policy, Leadership and Public Relations Services	541,000
Non-Programmed Charges	
8400 - Interfund Transfers	45,000
<b>Total State Public School Fund Appropriation</b>	<b>36,895,000</b>

**Section 6:** The following revenues are estimated to be available to the **State Public School Fund**.

<b>Total State Public School Fund Allocation</b>	<b>36,895,000</b>
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**ASHEBORO CITY SCHOOLS**  
**BUDGET RESOLUTION**  
**2023-2024**  
**Adopted November 9, 2023**

**Section 7:** The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Federal Grants Fund**.

Instructional Services	
5100 - Regular Instructional Services	3,661,682.73
5200 - Special Populations Services	1,334,710.92
5300 - Alternative Programs and Services	2,682,128.43
5400 - School Leadership Services	25,279.26
5800 - School-Based Support Services	351,544.12
System-wide Support Services	
6100 - Support and Development Services	80,000.00
6200 - Special Population Support and Development Services	12,265.00
6400 - Technology Support Services	72,204.38
6500 - Operational Support Services	104,276.00
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	358,869.31
8200 - Unbudgeted Reserve	152,791.85
<b>Total Federal Grants Fund Appropriation</b>	<b>8,835,752.00</b>

**Section 8:** The following revenues are estimated to be available to the **Federal Grants Fund**.

<b>Total Federal Grants Fund Allocation</b>	<b>8,835,752.00</b>
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**ASHEBORO CITY SCHOOLS**  
**BUDGET RESOLUTION**  
**2023-2024**  
**Adopted November 9, 2023**

**Section 9:** The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **School Nutrition Fund**.

Ancillary Services	
7200 - Nutrition Services	4,252,500
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	247,500
<b>Total School Nutrition Fund Appropriation</b>	<b>4,500,000</b>

**Section 10:** The following revenues are estimated to be available to the **Child Nutrition Fund**.

Federal Allocation	4,067,800
State and Local School Nutrition Fund	432,200
<b>Total School Nutrition Fund Revenue</b>	<b>4,500,000</b>



**ASHEBORO CITY SCHOOLS**  
**BUDGET RESOLUTION**  
**2023-2024**  
**Adopted November 9, 2023**

**Section 11:** The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Enterprise Fund**.

Instructional Services	
5100 - Regular Instructional Services	150,000
5300 - Alternative Programs and Services	250,000
<b>Total Enterprise Fund Appropriation</b>	<b>400,000</b>

**Section 12:** The following revenues are estimated to be available to the **Enterprise Fund**.

Local Revenues	400,000
<b>Total Enterprise Fund Revenue</b>	<b>400,000</b>

**ASHEBORO CITY SCHOOLS  
BUDGET RESOLUTION  
2023-2024  
Adopted November 9, 2023**

**Section 13:** The following amounts are hereby appropriated for the operation of the School Administrative Unit in the **Capital Outlay Fund**.

9000 - Capital Outlay	3,577,912
<b>Total Capital Outlay Projects</b>	<b>3,577,912</b>

**Section 14:** The following revenues are estimated to be available to the **Capital Outlay Fund**.

County Appropriation	1,080,777
Limited Obligation Bond Proceeds	1,497,135
Fund Balance Appropriated	1,000,000
<b>Total Capital Outlay Fund Revenue</b>	<b>3,577,912</b>

**Section 15:** The following revenues are estimated to be available to the Asheboro City Schools budget.

Local Current Expense Fund	11,862,413
Other Designated Accounts Fund	2,280,128
State Public School Fund	36,895,000
Federal Grants Fund	8,835,752
Child Nutrition Fund	4,500,000
Enterprise Fund	400,000
Capital Outlay Fund	3,577,912
	<b>68,351,205</b>

**ASHEBORO CITY SCHOOLS  
BUDGET RESOLUTION  
2023-2024  
Adopted November 9, 2023**

- Section 16:** All appropriations shall be paid firstly from revenues restricted as to use, and secondly from general unrestricted revenues.
- Section 17:** The Superintendent is hereby authorized to transfer appropriations within a fund under the following conditions:
- A. Between functions and objects of expenditures within a purpose without limitations and without a report to the Board of Education being required.
  - B. Between purposes of the same fund without a report to the Board of Education being required.
  - C. May not transfer any amounts between funds nor from any contingency appropriation within a fund without Board approval.
- Section 18:** Copies of the budget resolution shall be entered in the minutes of the Board of Education, and within 5 days after adoption, copies shall be filed with the Superintendent, School Finance Officer, and County Finance Officer.

Adopted the 9th day of November, 2023

ASHEBORO CITY BOARD OF EDUCATION

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CHAIRMAN

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SECRETARY



## 2023-2024 Budget

Sandra Spivey Ayers, Finance Officer  
November 9, 2023



# State Public School Fund – Fund 1

- Allotments based on ADM projections of 4,382
- 2022-23 Allotments based on ADM of 4,588
- Total Budget = \$36,895,000
- Average Teacher raise of 2.2% - 7%
- Non-certified raise of 4%



# State PRCs = Program Report Codes

001	Classroom Teachers
002	Central Office Administration
003	Non-Instructional Support Personnel
004	K-5 Program Enhancement Teachers
005	School Building Administration
006	School Psychologist - Position
007	Instructional Support Personnel - Certified
009	Non-Contributory Employee Benefits
012	Driver Training
013	Career Technical Education - Months of Employment
014	Career Technical Education - Program Support
015	School Technology Fund
016	Summer Reading Camps

024	Disadvantage Students Supplemental Funding
027	Teacher Assistants
031	Low Wealth Counties Supplemental Funding
032	Children with Disabilities
034	Academically or Intellectually Gifted
039	School Safety Grants
048	Principal and Other Teacher Performance Bonuses
054	Limited English Proficiency
056	Transportation of Pupils
069	At-Risk Student Services/Alternative Schools
071	Supplemental Funds for Teacher Compensation
131	Textbook & Digital Resources



# Local Current Expense Fund – Fund 2

- County Appropriation = \$6,922,413  
- increase of 8.4% over 2022-23
- Supplemental Tax Projection = \$3,650,000
- Fines and Forfeitures and Interest
- Fund Balance Appropriated
- Total Budget = \$11,862,413



# Local Current Expense Fund – Fund 2

- Local Supplements
  - Certified with Bachelors = 7.5% / 9.5%
  - Certified with Masters = 8.5% / 10.5%
  - Noncertified = 4.5%
- Additional Instructional Supplies allocation to schools
  - \$25 per ADM
- Non-allowable expenses in State and Federal funds such as maintenance staff, facility repairs, utilities, athletics, insurance, Board expenses
- Charter School Transfers - \$700,000





# Federal Grants Fund – Fund 3

- Final Allotments have not been received
- Based on Planning Allotments and Carryover
- Total Budget = \$8,835,752



# Federal PRCs = Program Report Codes

017	Career and Technical Education - Program Improvement
026	McKinney - Vento Homeless Assistance Act
049	IDEA - Section 619 Preschool Grants
050	ESEA Title I, Part A - Basic/Concentration/Education Finance/Targeted Grants
060	IDEA - Section 611 Grants to States
082	IDEA - Special Education State Improvement Grant
103	ESEA Title II, Part A - Supporting Effective Instruction
104	ESEA Title III, Part A - English Language Acquisition
108	ESEA Title IV, Part A - Student Support & Academic Enrichment Grants
111	ESEA Title III, Part A - English Language Acquisition (Significant Increase)
118	IDEA Special Needs Targeted Assistance
119	IDEA Preschool Targeted Assistance

171	CRRSA - ESSER II - K-12 Emergency Relief Fund
176	CRRSA - ESSER II - Learning Loss
177	CRRSA - ESSER II - Summer Career Accelerator
178	CRRSA - ESSER II - Competency Based Assessment
181	ARP - ESSER III - K-12 Emergency Relief Fund
183	ARP - ESSER III - Homeless I
184	ARP - ESSER III - Homeless II
185	ARP - ESSER III - IDEA 611
186	ARP - ESSER III - IDEA Preschool
188	ARP - ESSER III - Summer Career Acceleratory Programs
189	ARP - ESSER III - Math Enrichment Programs
191	ARP - ESSER III - Identification & Location of Missing Students
192	ARP - ESSER III - Cyberbullying & Suicide Prevention
206	ARP - ESSER III - Principal Retention Supplements



# COVID Funds Update as of 6/30/23

- Total Funds Allocated = \$19,686,725
- Funds Spent = \$14,809,882
- Remaining Funds = \$4,876,843
- Expires September 30, 2024



# Capital Outlay Fund – Fund 4

- County Appropriation = \$1,080,777
- Phase III Renovation Project = \$1,497,135
- Total Budget = \$3,577,912



# School Nutrition Fund – Fund 5

- Sodexo Contract
- Community Eligibility Provision
- Meal Charges
- Dinner Program
- Total Budget = \$4,500,000



# Enterprise Fund – Fund 7

- Afterschool Programs
- Catering
- Total Budget = \$400,000



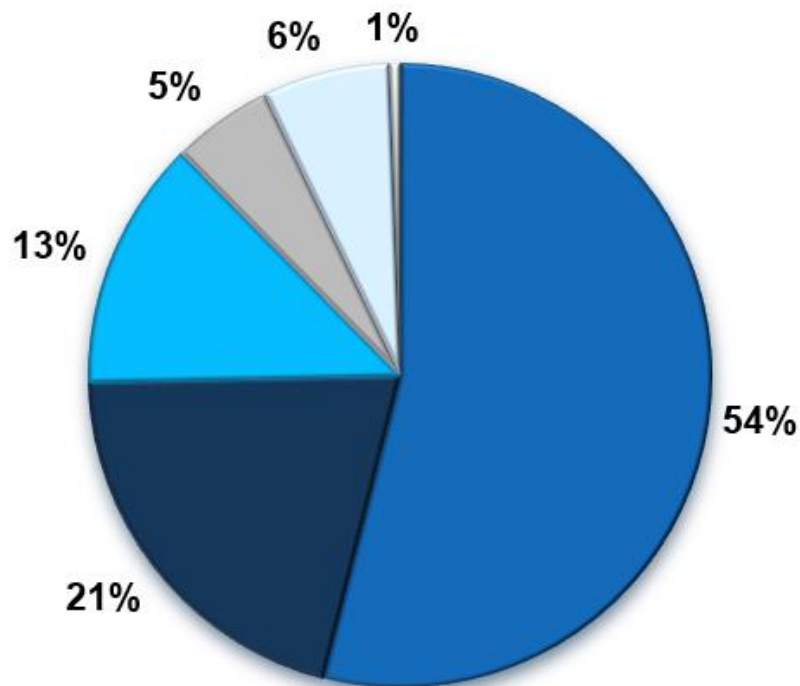
# Other Designated Accounts Fund – Fund 8

- Pre-K Programs
- Other Direct Grants (AFJROTC)
- Indirect Costs and Tuition
- Total Budget = \$2,280,128



# 2023-2024 Total Budget

State	\$ 36,895,000
Local Current Expense and Other Designated Funds	\$ 14,142,541
Federal Grants	\$ 8,835,752
Local Capital Outlay	\$ 3,577,912
Child Nutrition	\$ 4,500,000
Enterprise Fund	\$ 400,000
	<u>\$ 68,351,205</u>





# 2023-2024 Total Budget vs Prior Year

	Prior Year 2022-2023	Initial Budget 2023-2024
State Public School Fund	\$ 36,784,648	\$ 36,895,000
Local Current Expense and Other Designated Funds	\$ 14,002,855	\$ 14,142,541
Federal Grants Fund	\$ 13,026,042	\$ 8,835,752
Capital Outlay Fund	\$ 12,462,689	\$ 3,577,912
School Nutrition Fund	\$ 4,500,000	\$ 4,500,000
Enterprise Fund	\$ 400,000	\$ 400,000
<b>Total</b>	<b>\$ 81,176,234</b>	<b>\$ 68,351,205</b>



# Questions



CALENDAR OF UPCOMING EVENTS - November 9, 2023 Board Meeting			
DATE	TIME	EVENT	LOCATION
Friday, November 10	All Day	Holiday - Veteran's Day	All Schools
Friday, November 10-Sunday, November 12	All Day	Asheboro Field of Honor	South Asheboro Middle School
Saturday, November 11	4:00 p.m.	Veteran's Day Parade	Downtown Asheboro
Monday, November 13-Wednesday, November 15	N/A	NCSBA Annual Conference for Board Members	Koury Convention Center, Greensboro, NC
Thursday, November 16	5:30-7:00 p.m.	Business After Hours	Asheboro High School
Friday, November 17-Sunday, November 19	7:00 p.m. (17 & 18) 2:00 p.m. (19)	Park Street Players Fall Play	Asheboro High School Performing Arts Center
Wednesday, November 22	All Day	Optional Teacher Workday	All Schools
Thursday, November 23-Friday, November 24	All Day	Thanksgiving Holidays	All Schools
Friday, December 1	7:00 p.m.	Christmas Parade	Downtown Asheboro
Monday, December 4	6:00 p.m.	Randolph County Commissioners Meeting	Northgate Government Plaza, Board of Elections, 1457 N. Fayetteville Street
Tuesday, December 5	7:00 p.m.	South Asheboro Middle School Chorus Concert	Asheboro High School Performing Arts Center
Tuesday, December 5	7:00 p.m.	North Asheboro Middle School 7th & 8th Grade Band/Chorus Concert	North Asheboro Middle School Theater
Thursday, December 7	9:30 a.m.-12:00 p.m.	Special Olympics Basketball	YMCA
Thursday, December 7	7:00 p.m.	North Asheboro Middle School 6th Grade Band/Jazz Band /Chorus Concert	North Asheboro Middle School Theater
Thursday, December 7	7:00 p.m.	Asheboro High School Jazz Band Concert	Asheboro High School Performing Arts Center
Friday, December 8	7:00 p.m.	Christmas on Sunset	Downtown Asheboro
Tuesday, December 12	7:00 p.m.	South Asheboro Middle School Band Concert	Asheboro High School Performing Arts Center
Thursday, December 14	7:00 p.m.	AHS Winter Band Concert	Asheboro High School Performing Arts Center
Thursday, December 14	7:30 p.m.	Board of Education Meeting	Professional Development Center
Tuesday, December 19	7:00 p.m.	AHS Chorus Winter Concert	Asheboro High School Performing Arts Center
Wednesday, December 20	11:30 a.m./12:30 p.m.	Early Release	All Schools
Thursday, December 21	All Day	Vacation/Annual Leave	All Schools
Friday, December 22, Monday, December 25 & Tuesday, December 26	All Day	Holidays	All Schools
Wednesday, December 27-Friday, December 29, 2023	All Day	Vacation/Annual Leave	All Schools
Monday, January 1, 2024	All Day	Holiday	All Schools
Monday, January 2	All Day	Vacation/Annual Leave	All Schools