

**ASHEBORO CITY BOARD OF EDUCATION**  
**North Asheboro Middle School Theater**  
**September 8, 2022**  
**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
- \*D.** Approval of Agenda

**II. Special Recognitions**

- A.** Special Recognitions – Dr. Robert Shackelford, Retired President, Randolph Community College – Dr. Aaron Woody, Superintendent
- B.** School Spotlight – Balfour Elementary School – Mr. Chris Tuft, Principal
- C.** Community Partner Spotlight – Mr. Chris Tuft, Principal
- D.** Points of Pride – Ms. Sarah Beth Robbins, Director of Career & Technical Education (CTE)

**III. \*Action Item**

- A.** Approval of Naming of Facilities Request – Ms. Sandra Spivey Ayers, Finance Officer

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

**V. 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.

**VI. \*Consent Agenda**

- A.** Approval of Minutes for August 11, 2022 Board of Education Meeting and Minutes for August 22, 2022 special called meeting
- B.** Policies Recommended for Approval:
  - Policy 3102 – Online Instruction
  - Policy 3430 – School Improvement Plan
  - Policy 3460 – Graduation Requirements
  - Policy 6220 – Operation of School Nutrition Services
  - Policy 6560 – Disposal of Surplus Property
  - Policy 7620 – Payroll Deductions
  - Policy 7810 – Evaluation of Licensed Employees
  - Policy 7815 – Evaluation of Non-Licensed Employees
  - Policy 8320 – Depositories
- C.** Personnel

**VII. Information, Reports, and Recommendations**

- A.** Summer School Update – Ms. Sarah Beth Robbins, Director of Career & Technical

- Education (CTE), and Ms. Tracie Ross, Director of Exceptional Children
- B. Facilities and Asheboro High School Phase III Updates – Mr. Christopher Scott, Director of Facilities & Maintenance
  - C. Strategic Plan Metrics and Baseline Data – Dr. Aaron Woody, Superintendent and Ms. Christina Kinley, Accountability & Student Information Coordinator

**VIII. 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 to discuss the District School Risk Management Plan (SRMP).

**IX. \*Action Items**

- B. Approval of District School Risk Management Plan (SRMP) – Dr. Aaron Woody, Superintendent
- C. Approval of Utility Easement – Mr. Michael Smith, Chairman

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

- A. Calendar of Events
- B. Revised Asheboro City Board of Education Meeting Schedule 2022-2023

**XI. 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 to discuss personnel matters.

**XII. 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**  
**North Asheboro Middle School Theater**  
**September 8, 2022**  
**7:30 p.m.**

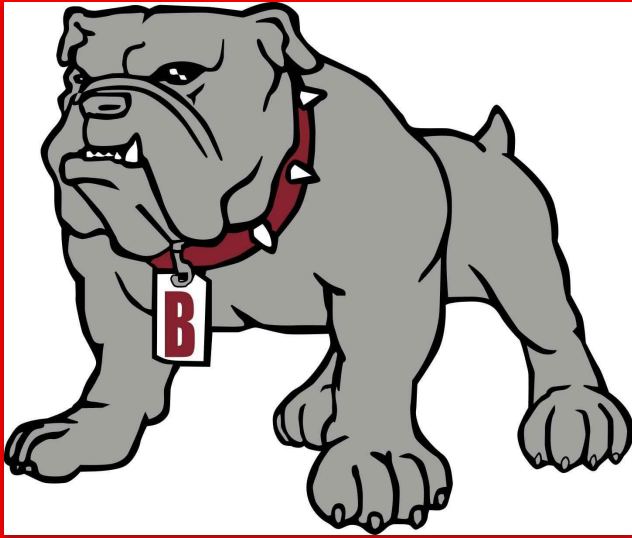
**Addendum**

**6:00 – Policy Committee Meeting**  
**6:45 – Finance Committee Meeting**

- I. **Opening**  
C. Pledge of Allegiance (added Balfour Elementary School Students)
- II. **Special Recognitions**  
B. School Spotlight (presentation added)
- III. **Action Item**
- IV. **Superintendent's Report**
- V. **Public Comments**
- VI. **Consent Agenda**  
C. Personnel (addendum added)
- VII. **Information, Reports, and Recommendations**  
C. Strategic Plan Metrics and Baseline Data (Data Brief and Metrics document added)
- VIII. **Closed Session**
- IX. **Action Items**  
C. Approval of Utility Easement (Removed)
- X. **Board Operations**
- XI. **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 to discuss the **Superintendent's Evaluation**.
- XII. **Adjournment**

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

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# Balfour Elementary

Board Spotlight  
September 8, 2022

*Empowering Diverse Learners*



# Balfour Elementary School Peer Tutoring



# Why Peer Tutoring?

- The need for additional instruction was considerable. Students were significantly impacted by the effects of the pandemic and peer tutoring provided an additional opportunity to address unfinished learning.
- Mutually beneficial to both students - “You never really know something until you teach it to someone else.” (John C. Maxwell)

# How did Peer Tutoring work?

- Students who could benefit from peer tutoring were identified using mClass and iReady assessment data during first grade CASA meetings.
- Peer tutors were selected by fourth and fifth grade teachers.
- Mrs. Johnson (Instructional Facilitator) established the tutoring pairs providing training and guidelines to the tutors.
- Tutoring occurred in the media center from 7:25 - 7:50 on Wednesday, Thursday, and Friday.
- Spanish tutoring for students in the Dual Language Immersion program was included.

# Selection and Training of Peer Tutors

I, \_\_\_\_\_ will follow the BARK expectations. I will be kind, courteous, and patient to the students I am working with. If I break the rules or fall behind in my studies in my own classroom I understand that I will be dismissed from the peer tutoring program.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Peer Tutor Lesson Plans

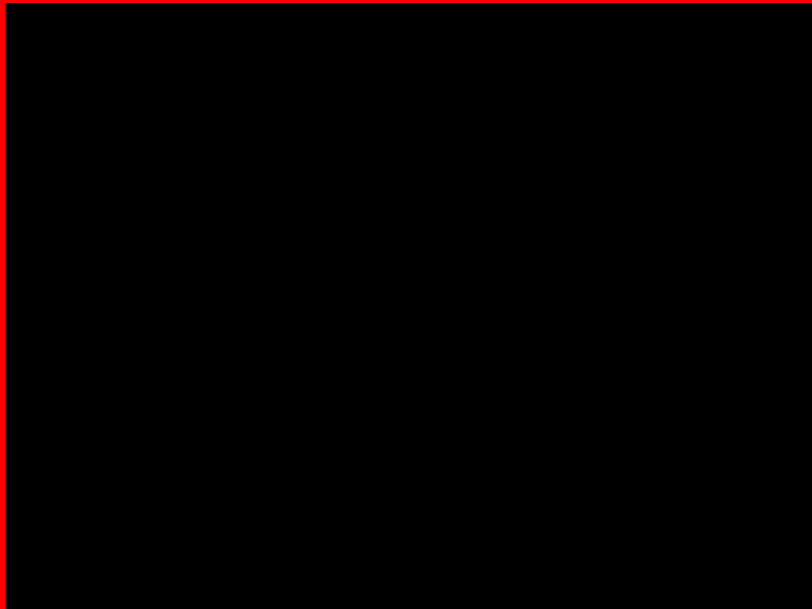
### Math

1. Counting to 100 ( Spanish and English)
2. You can also see if they can count by 2, 5, 10's.
3. Hundreds board activity-
  - pick a number and ask 1 more? 1 less?
  - If they can get that, ask 10 more or 10 less?
  - point to numbers and see if they can name the number
4. Do some addition and subtraction with your cards.

### Reading/Writing

1. Blending sound activities (English and Spanish)
2. Syllables for Spanish
3. Have them practice writing their name.
4. Practice writing the words that you did with blending.
5. Read aloud to them if you have time.

# What Students Have to Say



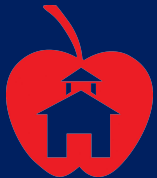
# Future Plans

- Continue peer tutoring based upon need.
- Partnership with middle school students?



# Points of Pride Apprenticeship Randolph

September 8, 2022



# Apprenticeship Randolph History

- Began in 2017 as a result of Pathways to Prosperity conversations identifying Advanced Manufacturing as the greatest skills gap in Randolph County.
- Industry driven initiative
- Since added Automotive and Information Technology
- 21 Industry Partners
- 52 current apprentices
- 20 graduates





# Apprenticeship Randolph History

- Four year program with a progressive pay scale
- Students apply as a junior or senior
- College tuition, books, and fees are covered
- Participants paid for work and seat time
- Students earn employer benefits
- Students earn an Associates Degree and graduate debt free
- Students earn a journeyworkers credential
- Guarantee post-graduation wages



# Apprenticeship Randolph in ACS

- Nine apprentices in the program
- Four graduates
- Four new apprentices

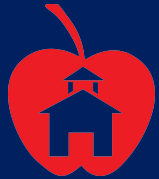


# Apprenticeship Randolph Recognized Nationally

- United States Department of Labor just named Apprenticeship Randolph as an ambassador
- 60 of 204 programs were invited to the White House for a workforce and apprenticeship meeting
- Stacey Miller, Director of Apprentices, is there right now representing Apprenticeship Randolph
- We are proud to be a part of such an outstanding organization and are appreciative of the opportunity to collaborate with each of our educational and industry partners!



# Questions?



# **ASHEBORO CITY BOARD OF EDUCATION MINUTES**

**North Asheboro Middle School Theater**

**August 11, 2022**

**7:30 p.m.**

## **No Policy Committee Meeting in August**

## **Budget Meeting & Finance Committee**

### **Board Members Present:**

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

Vice-Chairman Baxter Hammer  
Ryan Patton  
Gus Agudelo

Adam Hurley  
Gidget Kidd  
Gwen Williams

### **Board Members Absent:**

Linda Cranford

Phillip Cheek

### **Staff Members Present:**

Dr. Aaron Woody

Sandra Spivey

Chris Scott

### **Other People Present:**

Ron Loftis, Loftis Companies

Gwen Williams, Finance Committee Chairman, called the meeting to order at 6:05 and referred to Sandra Spivey Ayers.

Mrs. Spivey Ayers summarized the request for access to a utility easement on the property of North Asheboro Middle School. Mrs. Spivey Ayers turned the meeting over to Scott Eggleston for further discussion and clarification.

Mr. Eggleston explained recent communication between Asheboro City Schools and a non-profit who is seeking an agreement for the utility easement. Mr. Eggleston introduced Ron Loftis, who is a real estate appraisal professional.

Mr. Eggleston and Mr. Loftis explained the implications of the utility easement and provided insight on expectations as related to this process.

The Board agreed to allow preliminary testing on the sight by the non-profit. The Board also agreed that all discussions related to the matter would come through Mr. Eggleston.

There being no further business, Gwen Williams adjourned the meeting at 7:11 pm.

## **Board of Education**

### **Board Members Present:**

Chairman Michael Smith  
Hailey Lee  
Beth Knott

Vice-Chairman Baxter Hammer  
Gwen Williams  
Gus Agudelo

Adam Hurley  
Gidget Kidd Dr.  
Ryan Patton

### **Board Members Absent:**

Phillip Cheek

Linda Cranford

### **Staff Members Present:**

Dr. Aaron Woody  
Carla Freemyer  
Dr. Robin Harris  
Angel Etheridge  
Deanna Wiles  
Brian Nance

Sandra Spivey Ayers  
Dr. Wendy Rich  
Tracie Ross  
Lee Clark  
Dr. Penny Crooks

Anthony Woodyard  
Jonas Hancock  
Chris Scott  
Chandra Manning  
Christina Kinley

### **Opening**

Chairman Smith called the meeting to order at 7:29 p.m. and welcomed all in attendance. Chairman Smith began with a moment of silence. Following the moment of silence, Mr. Smith led the Pledge of Allegiance.

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

### **Superintendent's Report**

Dr. Aaron Woody, Superintendent, shared the following:

- LETRS training will occur for K-5 classroom teachers and resource teachers throughout the district over the next two years. This professional learning will include the science of how students learn to read with consistent training and implementation practice.
- Our secondary teachers will participate in training during workdays in the fall and the first two early release days from Engaged Classrooms on adolescent development, fostering and sustaining relationships with students, and much more.
- We have partnered with the Randolph County School System to form a collaborative for mathematics instruction called ARC (Asheboro-Randolph Collaborative).
- We have new math and literacy curriculums for our exceptional children program for this school year.
- We have purchased textbooks for many of our courses at the secondary level.
- We are partnering with Paper Tutoring, Inc. this year to offer 24/7 tutoring service for our students in grades 3-12.
- We are utilizing a new tool this year that will collect data using Kick Up – Professional Growth Hub.
- We are excited to launch SchoolStatus, a data dashboard and communication system that will replace Blackboard Connect. This system will keep track of communication contacts from the district, school and teacher level.
- We have provided new laptops for our teachers and we are in the process of installing interactive panels at all of our schools.
- We graduated 14 students last week at the Asheboro High School Summer Graduation

- We graduated students from Apprenticeship Randolph this week.
- Other than needing four EC staff, we are essentially fully staffed and we are very excited about that. Carla Freemyer has worked diligently in hiring.

There is a lot to be excited about this year. We want our accountability to be stronger than ever and this year is about getting us tightly aligned and headed in the direction of student achievement and success.

### **Public Comments**

There were no public comments.

### **Consent Agenda**

Upon motion by Baxter Hammer and seconded by Ryan Patton, the following items were unanimously approved by the Board:

- A. Approval of Minutes for July 14, 2022 Board of Education Meeting, and July 28, 2022 Special Called Meeting
- B. Policies Recommended for Approval
  - Policy 4110 – Immunization And Health Requirements for School Admissions
  - Policy 4240/7312 – Child Abuse And Related Threats To Child Safety
  - Policy 4260 – Student Sex Offenders
  - Policy 7340 – Employee Dress And Appearance
  - Policy 7430 – Substitute Teachers
  - Policy 7510 – Leave
  - Policy 7520 – Family And Medical Leave
  - Policy 7540 – Voluntary Shared Leave
  - Policy 7550 – Absences Due To Inclement Weather
  - Policy 7950 – Non-Career Status Teachers: Nonrenewal
- C. Personnel (Personnel List Below)
- D. Charter Bus Companies Recommended for Use in 2022-2023

### **Asheboro City Schools Personnel Transactions August 11, 2022**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Roberts	Linda	ECDC	Instructional Assistant	8/31/2022
Lawrence	Reid	NAMS	Instructional Assistant	8/1/2022
Rabon	Francia	SAMS	Instructional Assistant/EC	8/2/2022

#### **\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Arroyo	Edward "Joe"	AHS	Mathematics	8/18/2022
Dubis	Mike	AHS	Non-Faculty Coach - Football	8/1/2022

**Asheboro City Schools  
Personnel Addendum  
August 11, 2022**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Covington	Selena	BAL	Custodian	7/21/2022
Dunn	Derek	GBT	Instructional Assistant/EC	8/9/2022
Hunt	Susan	AHS	Instructional Assistant/EC	6/16/2022
McCain	Onica	GBT	Certified Nurse Assistant (CNA)	8/8/2022

**\*B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Bias	Raven	NAMS	Art	8/18/2022
Charles	Chasity	NAMS	Social Studies	8/12/2022
Clawson	Hallie	NAMS	English Language Arts	8/12/2022
Hall	Chris	SAMS	EC Behavior Assistant	8/18/2022
Hanson	Matthew	AHS	Chorus	9/6/2022
Hatcher	Brackey	CO	Bus Driver	8/22/2022
Prince	Lane	GBT	School Counselor	8/18/2022
Robinson	Leslie	AHS	EC Program Facilitator (part-time)	9/12/2022
Rogers	Aimee	SAMS	Health Science	9/12/2022
Waddle	Amy	ECDC	Pre-K	8/18/2022
Winans	Kathryn	NAMS	English Language Arts	8/12/2022

**Information and Reports**

- A.** Ms. Carla Freemyer, Executive Director of Human Resources, presented the following policies for review:
- Policy 3102 – Online Instruction
  - Policy 3430 – School Improvement Plan
  - Policy 3460 – Graduation Requirements
  - Policy 6220 – Operation of School Nutrition Services
  - Policy 6560 – Disposal of Surplus Property
  - Policy 7620 – Payroll Deductions
  - Policy 7810 – Evaluation of Licensed Employees
  - Policy 7815 – Evaluation of Non-Licensed Employees
  - Policy 8320 – Depositories
- B.** Ms. Deanna Wiles, Director of K-12 Education and Ms. Chandra Manning, BT Coordinator/Curriculum Specialist shared a Summer Programming update presentation. Ms. Wiles and Ms. Manning shared information about the Summer Bridge Academy program through the North Carolina Department of Instruction. This program was for rising sixth and ninth graders and focused on orientation, relationship building and academic learning. The weekly themes of the Summer Bridge Academy program were Identity, Collaboration, and Connection. The Social Emotional Learning (SEL) five core competencies were incorporated into this program. Ms. Wiles and Ms. Manning also



shared highlights from the Spark Camp and Read-To-Achieve Camp. Spark Camp was for rising seventh and eighth graders. This camp focused on math concepts that are foundational for Math 1 through a STEM and critical thinking lens. Read-to-Achieve Camp was for first, second, and third grade students. This camp focused on the essential components of reading and included 72 hours of reading instruction.

- C. Ms. Sandra Spivey Ayers, Finance Officer, shared a Naming of Facilities request. The request was to name the Asheboro High School gymnasium after retired educator and coach, Mr. Martin Smith. Ms. Spivey Ayers stated that Mr. Smith was a well-respected coach for 33 years at Asheboro City Schools, a student athlete and graduate of Asheboro High School, and a member of the Asheboro High School Sports Hall of Fame. He coached cross-country for 17 years with 17 consecutive conference championships; he was the conference coach of the year for 14 years; and he coached baseball and basketball, winning several state playoffs and conference championships.
- D. Mr. Christopher Scott, Director of Facilities & Maintenance, shared an update on the Asheboro High School renovations. He stated that we are still on schedule to complete construction by the end of the year. He also shared that he had two student interns this summer helping Asheboro City Schools prepare for the start of the school year.

#### **Action Items:**

- A. Ms. Sandra Spivey Ayers, Finance Officer, requested approval of the 2022-2023 Budget. Ms. Spivey Ayers announced that we have a state budget, which includes a 4% raise or higher or \$15 per hour for all staff. The total budget is \$36,777,732 with our allotments based on ADM projections of 4,588.

Ms. Spivey Ayers shared the following budget information:

Local Current Expense Fund 2: County Appropriation = \$6,387,719 • Supplemental Tax Projection = \$3,500,000 • Total Budget = \$10,938,219

Federal Grants Fund 3: Total Budget = \$12,847,231

Covid Funds Update: Total Funds Allocated = \$18,759,366 • Funds Spent = \$9,661,220 • Remaining Funds = \$9,098,146 • Expires September 30, 2024

Capital Outlay Fund 4: County Appropriation = \$1,071,830 • Phase III Renovation Project = \$10,380,885 • Total Budget = \$11,452,715

School Nutrition Fund 5: Total Budget = \$4,500,000

Enterprise Fund 7: Afterschool Programs • Catering • Total Budget = \$400,000

Other Designated Accounts Fund 8: Pre-K Programs • Other Direct Grants • Indirect Costs and Tuition • Total Budget = \$1,705,280

Our total budget for 2022-2023 is \$78,631,151.

Upon motion by Baxter Hammer and seconded by Gidget Kidd, the Budget was unanimously approved as presented.

- B.** Per Session Law 2021-130 (Senate Bill 654), local boards of education are required to conduct a monthly vote on Local Face Covering Policies. The Board conducted a roll call vote, which resulted in a unanimous decision to continue mask optional for staff and students.

**Board Operations:**

Chairman Smith reviewed information regarding upcoming events.

Convocation is on August 25 at 8:00 a.m. in the South Asheboro Middle School gym.

Open House at all schools is on August 25 from 2:00-6:00 p.m.

The first day of school is August 29.

The next regularly scheduled Board meeting will be on September 8, 2022 at 7:30 p.m. in the North Asheboro Middle School Theater.

Teacher of the Year Banquet will be held on September 13 at Pinewood Country Club.

Upon motion by Gidget Kidd and seconded by Gus Agudelo, the Board unanimously approved to move to Closed Session at 8:30 p.m.

**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 to discuss the Superintendent's annual evaluation.

Upon motion by Vice-Chairman Baxter Hammer and seconded by Gus Agudelo, the Board unanimously approved to close the Closed Session at 10:59 p.m.

**Adjournment:**

There being no further business and upon motion by Dr. Beth Knott and seconded by Gwen Williams, the Board unanimously approved to adjourn at 11:00 p.m.

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Chairman

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Secretary

**Asheboro City Board of Education  
Special Called Meeting  
Central Office Boardroom  
August 22, 2022  
5:30 p.m.**

**Board of Education**

**Board Members Present:**

Michael Smith, Chairman  
Adam Hurley  
Vice-Chairman Baxter Hammer  
Madison Hildebrandt, Attorney

Hailey Lee  
Gus Agudelo  
Scott Eggleston, Attorney

Linda Cranford  
Gwen Williams

**Board Members Absent:**

Phillip Cheek  
Ryan Patton

Gidget Kidd

Dr. Beth Knott

**Staff Members Present:**

Dr. Aaron Woody, Superintendent

Sandra Spivey Ayers

**Opening**

Chairman Smith called the meeting to order at 5:27 p.m. and welcomed all in attendance.

Upon motion by Gwen Williams and seconded by Linda Cranford, the Board unanimously approved the meeting agenda.

Upon motion by Gus Agudelo and seconded by Linda Cranford, the Board unanimously approved to move to Closed Session at 5:28 p.m.

**Closed Session**

Under NC General Statute 143-318.11.A4, 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 entered Closed Session to discuss matters relating to the expansion of industries or other businesses in the area served by the public body.

Upon motion by Gwen Williams and seconded by Gus Agudelo, the Board unanimously approved to close the Closed Session at 6:02 p.m.

**Adjournment:**

There being no further business and upon motion by Gus Agudelo and seconded by Gwen Williams, the Board unanimously approved to adjourn at 6:04 p.m.

\_\_\_\_\_  
Chairman

\_\_\_\_\_  
Secretary

# Policies For Approval

**A. ONLINE INSTRUCTION GENERALLY**

The board recognizes that online instruction is a valuable tool for affording students extended educational options. The board will provide opportunities for students to participate in online instruction to the extent that it is academically and financially prudent.

School counselors shall advise students on virtual courses available for credit. Enrollment in an online for credit course will count toward satisfying board requirements related to minimum instructional days, seat time policies, student attendance, and athletic and/or extracurricular obligations.

A student, with the principal's prior approval, may enroll in an online course. The superintendent or principal shall designate an e-learning advisor, who will be responsible for coordinating the enrollment of students in online courses, monitoring students' progress in those courses, and supervising any required testing. In addition, the high school principal shall ensure that the e-learning advisor implements a plan for supporting credit recovery students throughout the semester.

The superintendent shall develop regulations consistent with State Board of Education requirements and this policy for students enrolling in online instruction.

**B. REMOTE LEARNING**

When warranted by exigent circumstances and approved by the superintendent, schools may temporarily transition to remote instruction if permitted by law. Board policies remain in effect during periods of remote learning, except that the board reserves the right to deviate from any policy when adherence is impossible or impractical under the circumstances and the deviation is not inconsistent with law. To the extent practicable or when required by law, affected employees, students, and parents or guardians will be notified of the change in advance.

Legal References: G.S. 115C-238.85; State Board of Education Policy CCRE-001

Cross References: Dual Enrollment (policy 3101)

Adopted: December 12, 2013

Revised: August 10, 2017, August 13, 2020, September 9, 2021

**A. PRINCIPLES**

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

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

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

**B. DEVELOPMENT OF THE SCHOOL IMPROVEMENT PLAN:**

Each school must develop a school improvement plan that considers the goals set out in the mission statement for the public schools adopted by the State Board of Education ("State Board") and the annual performance goals for that school as established by the State Board under G.S. § 115C-105.35. In developing their school improvement plans, all schools should ensure, to the extent possible, that sufficient resources and curricula are directed toward meeting the goal of having all students performing at grade level or higher in the basic subject and skill areas identified by the State Board.

The board also expects schools to be guided by the educational goals of the board. The board encourages schools to consider innovative means of educating students to meet educational goals. Many board policies provide an opportunity for a school to incorporate innovative ideas into its school improvement plan; however, if a school would like to try an innovative method that requires deviation from board policy, the school may submit a request to the board for a waiver of the board policy. (See also policy 2400, Board Policies.) Any waiver request must identify the particular board policy that inhibits the school's ability to improve student performance, set out with specificity the circumstances under which the waiver may be used, and explain how the requested waiver will permit the school to improve student performance. The board will consider

such requests to the extent the waiver is permissible by law and likely to result in improved student performance at the school.

1. School Improvement Team

Each school must have a school improvement team that develops the school improvement plan. The school improvement team must follow all legal requirements for developing and obtaining school approval of the school improvement plan. School improvement teams also must be familiar with state and local board requirements related to managing and using fiscal resources and must comply with these requirements in developing and implementing school improvement plans.

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

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

2. Mandatory Components of the Plan

A school improvement plan must include the following components.

- a. The plan must specify the effective instructional practices and methods to be used to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school.
- b. The plan must take into consideration the minimum annual performance goal established by the State Board and the goals set out in the mission statement for public schools adopted by the State Board.

- c. The plan must be, to the greatest extent possible, data driven. The team shall use the Education Value Added Assessment System (EVAAS) or a compatible and comparable system approved by the State Board to analyze student data to identify root causes for problems and determine actions to address them and to appropriately place students in courses such as Math I. The plan must contain clear, unambiguous targets, explicit indicators and actual measures, and expeditious time frames for meeting measurement standards.
- d. The plan must identify how staff development funds allocated to the school will be used.
- e. The plan must provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team.
- f. The plan must provide duty-free instructional planning time for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week.
- g. The plan must attempt to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.
- h. As part of the school system's efforts to maintain safe and orderly schools, the plan must address safety and discipline concerns. These concerns include any special conditions at the school. The plan should include the components of any positive behavior management or positive behavior support programs that have been adopted at the school and should comply with the requirements of policy 1510/4200/7270, School Safety, and all protocols established by the superintendent or designee under that policy.
- i. In accordance with policy 1310/4002, Parental Involvement, the plan must identify the goals and strategies for parents to be involved in their child's education and in the educational program of the school.
- j. The plan must include a process by which the school improvement team will review the school improvement plan at least once a year. The annual review process must include (1) a review of student scores on all state- and board-mandated tests and (2) a means for the school improvement team to modify the plan, if necessary, when the school has not met the



expected growth score established by the state.

- k. The plan must require the principal to notify the superintendent if the school improvement team modifies a board-accepted school improvement plan.
- l. The plan must include strategies for meeting the educational objectives of the board (policy 3000, Goals and Objectives of the Educational Program).
- m. The plan must include intervention strategies for students who are not at grade-level proficiency or who are not likely to meet standards of promotion measured by other means (policy 3420, Student Promotion and Accountability).

3. Optional Components of the Plan

The plan may include any or all of the following components.

- a. The plan may include a request to transfer state funds from one allotment category to another, as permitted by state law. The request must identify the funding allotment categories involved in the transfer and identify how the transfer will facilitate improving student performance.
- b. The plan may include a comprehensive conflict resolution plan, as provided in G.S. 115C-81(a4), in order to help create a safe school.
- c. The plan may provide for the use of textbooks that have not been adopted by the State Board.
- d. The plan may include innovative efforts to meet local educational goals. The following are examples of innovative efforts identified in board policies that the plan may address:
  - i. modifying the school calendar (see policy 3300, School Calendar and Time for Learning);
  - ii. implementing alternative scheduling of classes or other strategies intended to reduce transitional time and limit interference from non-instructional activities (policy 3300);
  - iii. adding hours of instructional time (policy 3300);
  - iv. providing additional means for evaluating instructional programs

(policy 3140, Evaluation of Instructional Programs);

- v. developing and implementing pilot programs (policy 3110, Innovation in Curriculum and Instruction);
- vi. expanding the subject areas or objectives of the curriculum (policy 3100, Curriculum Development);
- vii. eliminating curricula on subject areas or objectives that are not state-required (policy 3100); and
- viii. modifying the system-wide instructional and curriculum guides (see policy 3115, Curriculum and Instructional Guides).

#### 4. Development and Review of the Plan

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

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

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

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

After review of the school improvement plans, the board will accept or reject

each school improvement plan. If a plan is rejected, the board will explain the specific reason (s) for the rejection.

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

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

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

5. Elimination of Redundant or Unnecessary Reporting Requirements

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

6. Compliance with Requirements

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

#### **C. POSTING THE SCHOOL IMPROVEMENT PLAN ONLINE**

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

#### **D. STAFF DEVELOPMENT**

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

School administrators must be evaluated by their supervisors on the school-based management process and on the effectiveness of the school improvement plan.

Legal References: G.S. 115C-47(38), -81.15, -84.2, -98, -105.20, -105.21, -105.25, -105.26, -105.27, -105.32, -105.35, -105.37, -105.41(b), -301.1, -307(g); 143 art. 33C

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

Adopted: April 11, 2013

Updated: October 9, 2014, February 11, 2016, December 13, 2018

The board recognizes the importance of setting rigorous graduation requirements to help ensure that students are receiving an education that will prepare them to be career and college ready and productive members of society.

In order to graduate from high school, students must meet the following requirements:

1. successful completion of all course unit requirements as described in Section A; and
2. successful completion of cardiopulmonary resuscitation instruction.

The principal shall ensure that students and parents are aware of all graduation requirements. School counseling program staff shall assist students in selecting their high school courses to ensure that students are taking all of the required units and selecting electives consistent with their post-graduation plans. For students who have transferred to the school system during high school or who, for other reasons, have completed course work outside of the school system, the principal shall determine what course work will be applied as credit toward graduation. The principal shall consider the requirements of the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5) and the requirements of subsection C.3 of this policy in determining the graduation requirements for children of military families.

**A. COURSE UNITS REQUIRED**

All students must fulfill the course unit requirements of the Future-Ready Core Course of Study, unless they are approved for the Future-Ready Occupational Course of Study. The tables below list the course unit requirement for the Future-Ready Core Course of Study and the Future-ready Occupational Course of Study based on the student's year of entry into ninth grade for the first time.

In accordance with policy 3101, Dual Enrollment, and State Board of Education requirements, students may earn certain high school credit for college courses completed. In addition, students may earn credit for certain high school courses in the Future-Ready Core Course of Study completed prior to grade 9, as authorized by the State Board of Education. Students also have the opportunity to meet course unit requirements without completing the regular period of classroom instruction by demonstrating mastery of the course material in accordance with policy 3420, Student Promotion and Accountability, and State Board of Education requirements.

All awards of high school course credit must be consistent with State Board of Education requirements. Any inconsistency between board policy and State Board graduation

requirements will be resolved by following the State Board requirements. While the board endeavors to keep its policy up to date with current State Board of Education graduation requirements, students should verify current requirements with their school counselors when planning course schedules or making other decisions based on graduation requirements.

1. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time before 2020-2021

Courses Required*	State Requirements	Local Requirements
English	4 sequential (English I, II, III, and IV)	
Mathematics	4 (NC Math 1, 2, and 3 and a fourth math course aligned with the student's post-high school plans.)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 and two other application-based math courses or selected CTE courses, as identified on the NC DPI math options chart.)***	
Science	3 (a physical science course, Biology, and earth/environmental science)	
Social Studies	4 (including: (1) a founding principles course which shall be either American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy;† (2) two American history courses which shall be either (a) American History I and II, (b) American History I or II and another Social Studies course, or (c) American History and another Social Studies course; and (3) World History)	
Health/P.E.	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education, or any other subject area or cross-disciplinary course. A four-course concentration is recommended.)±	
<b>Total Credits</b>	<b>22</b>	<b>28</b>

\* Certain International Baccalaureate (IB), Advanced Placement (AP), and Cambridge International Examination (CIE) courses will satisfy specific graduation requirements. See SBE Policy GRAD-008.

\*\* Students who are learning disabled in math may have other options for meeting the four mathematics credits requirement. See DPI memo of August 24, 2016 available at <http://bit.ly/DPIMemo>, and the math option chart linked below.

\*\*\* Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics/standard-course-study-supporting-resource>

† The founding principles courses, American History: Founding Principles, Civics and Economics and Founding Principles of the United States of America and North Carolina: Civic Literacy, must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses. See SBE Policies CCRE-001 and GRAD-004.

± Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world

language.

2. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2020-2021

Courses Required	State Requirements	Local Requirements
English	4 sequential (English I, II, III, and IV)	
Mathematics	4 (NC Math 1, 2, and 3 and a fourth math course aligned with the student's post-high school plans.)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 and two other application-based math courses or selected CTE courses, as identified on the NC DPI math options chart.)***	
Science	3 (a physical science course, Biology, and earth/environmental science)	
Social Studies	4 (including (1) a founding principles course which shall be either American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy;† (2) an American History course which shall be either (a) American History I, (b) American History II, or (c) American History; (3) World History;± and (4) Economics and Personal Finance^)	
Health/P.E.	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education, or any other subject area or cross-disciplinary course. A four-course concentration is recommended.)‡	
<b>Total Credits</b>	<b>22</b>	<b>28</b>

\* Certain Advanced Placement (AP) courses satisfy specific graduation requirements. See SBE policy GCS-L-008.

\*\* Students who are learning disabled in math may have other options for meeting the four mathematics credits requirement. See DPI memo of August 24, 2016 available at <http://bit.ly/DPIMemo>, and the math option chart linked below.

\*\*\* Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics/standard-course-study-supporting-resource>

† The founding principles courses, American History: Founding Principles, Civics and Economics and Founding Principles of the United States of America and North Carolina: Civic must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses, except as provided in SBE Policy GRAD-008. See also SBE Policies CCRE-001 and GRAD-004.

± It is strongly recommended that students take World History in the first year of their high school Social Studies course sequence due to the nature of the adoption of the new Social Studies Standard Course of Study effective in 2021-2022.

^ This course must, at a minimum, include the standards established by the second edition of the Voluntary National Content Standards in Economics and the 2013 National Standards for Financial Literacy, as developed by the Council for Economic Education.

‡ Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world language.

### 3. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2021-2022

Courses Required	State Requirements	Local Requirements
English	4 sequential (English I, II, III, and IV)	
Mathematics	4 (NC Math 1, 2, and 3 and a fourth math course aligned with the student's post-high school plans.)** (A principal may exempt a student from this math sequence. Exempt students will be required to pass NC Math 1 and 2 and two other application-based math courses or selected CTE courses, as identified on the NC DPI math options chart.)***	
Science	3 (a physical science course, Biology, and earth/environmental science)	
Social Studies	4 (including: Founding Principles of the United States of America and North Carolina: Civic Literacy;† Economics and Personal Finance;‡ American History; and World History)	
Health/P.E.	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education, or World Language; 4 must be from one of the following: Career and Technical Education, J.R.O.T.C., Arts Education, or any other subject area or cross disciplinary course. A four-course concentration is recommended.)‡	6
Other Requirements	<ul style="list-style-type: none"> <li>• Completion of IEP objectives</li> <li>• Career Portfolio</li> </ul>	
<b>Total Credits</b>	<b>22</b>	<b>28</b>

\* Certain International Baccalaureate (IB), Advanced Placement (AP), and Cambridge International Examination (CIE) courses will satisfy specific graduation requirements. See SBE Policy GRAD-008.

\*\* Students who are learning disabled in math may have other options for meeting the four mathematics credits requirement. See DPI memo of August 24, 2016 available at <http://bit.ly/DPIMemo>, and the math options chart linked below.

\*\*\* Students seeking to complete minimum course requirements for UNC universities must complete four mathematics courses, including a fourth math course with Math 3 as a prerequisite. The math options chart is available at <https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/mathematics/standard-course-study-supporting-resource>

This course must follow the North Carolina Standard Course of Study (NCSCOS) in its entirety and may not be satisfied by any other courses, except as provided in SBE Policy GRAD-008. See also SBE Policies CCRE-001 and GRAD-004.

± This course must, at a minimum, include the standards established by the second edition of the Voluntary National Content Standards in Economics and the 2013 National Standards for Financial Literacy, as developed by the Council for Economic Education.

‡ Students seeking to complete minimum course requirements for UNC universities must complete two credits of a single world language.



4. Future-Ready Occupational Course of Study Credits Required for Students Entering Ninth Grade prior to 2020-2021 (only available to certain students with disabilities who have an IEP)

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III, and IV)	
Mathematics	3 (including Introduction to Math, NC Math I, and Financial Management)	
Science	2 (including Applied Science and Biology)	
Social Studies	2 (including American History I and American History II* OR (1) American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy; and (2) American History I or American History II or American History)**	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Occupational Preparation	6 (including (1) Occupational Preparation I or Employment Preparation I: Science; (2) Occupational Preparation II or Employment Preparation II: Citizenship IA and Employment Preparation II: Citizenship IB; (3) Occupational Preparation III or Employment Preparation III: Citizenship IIA and Employment Preparation III: Citizenship IIB; and (4) Occupational Preparation IV or Employment Preparation IV: Math	
Work Hours***	600	
Electives	0	6
Other Requirements	<ul style="list-style-type: none"> <li>• Completion of IEP objectives</li> <li>• Career Portfolio</li> </ul>	
<b>Total Credits</b>	<b>22</b>	<b>28</b>

\* Applicable only to students entering the ninth grade for the first time prior to 2017-18.

\*\* Applicable only to students entering the ninth grade for the first time between 2017-2018 and 2019-2020.

\*\*\* The work hours must include: (1) 150 hours of school-based training with work activities and experiences that align with the student's post-school goals; (2) 225 hours of community-based training; and (3) 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours, for a total of 600 required work hours.

5. Future-Ready Occupational Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2020-2021 (only available to certain students with disabilities who have an IEP)

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III, and IV)	
Mathematics	3 (including Introduction to Math, NC Math I, and Financial Management)	
Science	2 (including Applied Science and Biology)	
Social Studies	2 (including (1) a founding principles course which shall be either American History: Founding Principles, Civics and Economics or Founding Principles of the United States of America and North Carolina: Civic Literacy and (2) Economics and Personal Finance)	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Occupational Preparation	6 (including (1) Occupational Preparation I or Employment Preparation I: Science; (2) Occupational Preparation II or Employment Preparation II: Citizenship IA and Employment Preparation II: Citizenship IB; (3) Occupational Preparation III or Employment Preparation III: Citizenship IIA and Employment Preparation III: Citizenship IIB; and (4) Occupational Preparation IV or Employment Preparation IV: Math)	
Electives	0	6
Other Requirements	<ul style="list-style-type: none"> <li>• Completion of IEP objectives</li> <li>• Career Portfolio</li> </ul>	
<b>Total Credits</b>	<b>22</b>	<b>28</b>

\* The work hours must include: (1) 150 hours of school-based training with work activities and experiences that align with the student's post-school goals; (2) 225 hours of community-based training; and (3) 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours, for a total of 600 required work hours.

6. Future-Ready Occupational Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2021-2022 (only available to certain students with disabilities who have an IEP)

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III, and IV)	
Mathematics	4 (including Introduction to Math, NC Math I, and Financial Management and Employment Preparation IV: Math (to include 150 work hours))	
Science	3 (including Applied Science, Biology, and Employment Preparation I: Science (to include 150 work hours))	
Social Studies	4 (including Founding Principles of the United States of America and North Carolina: Civic Literacy, Economics and Personal Finance, Employment Preparation II: Citizenship IA (to include 75 work hours), and Employment Preparation II: Citizenship IB (to include 75 work hours))	
Health/P.E.	1	
Career/Technical	4 (Career/Technical Education electives)	
Additional Employment Preparation*	2 (including Employment Preparation III: Citizenship IIA (to include 75 work hours) and Employment Preparation III: Citizenship IIB (to include 75 work hours))	
Electives	0	6
Other Requirements	<ul style="list-style-type: none"> <li>Completion of IEP objectives</li> <li>Career Portfolio</li> </ul>	
<b>Total Credits</b>	<b>22</b>	<b>28</b>

\* The work hours included in Employment Preparation I, II, III, and IV are as follows: (1) 150 hours of school-based training with work activities and experiences that align with the student's post-school goals; (2) 225 hours of community-based training; and (3) 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community services hours, for a total of 600 required work hours.

#### B. HIGH SCHOOL END -OF-COURSE AND OTHER TESTING

High school students must take all end-of-course (EOC) tests and Career and Technical Education (CTE) State Assessments required by the State Board of Education and pursuant to policy 3410, Testing and Assessment Program.

#### C. SPECIAL CIRCUMSTANCES

The board adopts the following policies with regard to graduation.

1. Honor Graduates

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Honor graduates may be designated by principals on the basis of criteria established by the superintendent. Recognition of honor graduates may be included in graduation programs.

2. Students with Disabilities

Graduation requirements must be applied to students with disabilities to the extent required by state and federal law and State Board policy.

3. Children of Military Families

In order to facilitate the on-time graduation of children of military families, the board adopts the following policy provisions for students to whom the Interstate Compact on Educational Opportunity for Military Children applies.

a. Waiver Requirements

Specific course work required for graduation will be waived if similar course work has been satisfactorily completed in another school system. If a waiver is not granted, school administrators shall provide the student with reasonable justification for the denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the superintendent or designee shall provide the student with an alternative means of acquiring the required course work so that the student may graduate on time.

b. Testing Requirements for Graduation

The superintendent shall accept the following in lieu of any local testing requirements for graduation: (1) the end-of-course exams required for graduation from the sending state; (2) national norm-referenced achievement tests; or (3) alternative testing. If these alternatives are not feasible for a student who has transferred in his or her senior year, subsection c below will apply.

c. Transfers During Senior Year

If a child of a military family who has transferred at the beginning of or during his or her senior year is ineligible to graduate from the school system after all of the alternatives listed above have been considered and the student meets the graduation requirements at his or her sending school, then school officials from the school system shall collaborate with the sending school system to ensure that the student will receive a diploma from the sending board of education.

4. Early Graduation

Graduation prior to that of one's class may be permitted on the basis of criteria approved by the board upon recommendation by the superintendent upon recommendation by the principal.

Students seeking to graduate with fewer than 28 credits may be permitted to do so under criteria approved by the superintendent upon recommendation by the principal. These students shall meet all state graduation requirements.

5. Graduation Certificates

Graduation certificates will be awarded to eligible students in accordance with the standards set forth in State Board policy GRAD-010.

6. Diploma Endorsements

Students have the opportunity to earn one or more of the following diploma endorsements identifying a particular area of focused study including: (1) Career Endorsement, (2) College Endorsement (two options), (3) North Carolina Academic Scholars Endorsement, and/or (4) a Global Languages Endorsement. No endorsement is required to receive a diploma.

Legal References: G.S. 115C-12(40), -47, -81.25(c)(10)(c), -81.45(d), -81.65, -174.11, -276, -288, -407.5; 16 N.C.A.C. 6D.0309; State Board of Education Policies CCRE-001, GRAD-004, GRAD-007, GRAD-008, GRAD-010, TEST-003

Cross References: Goals and Objectives of the Educational Program (policy 3000), Dual Enrollment (policy 3101), Testing and Assessment Program (policy 3410), Student Promotion and Accountability (policy 3420), Citizenship and Character Education (policy 3530), Children of Military Families (policy 4050)

Adopted: January 9, 2014

Revised: August 14, 2014, May 12, 2016, March 9, 2017, March 8, 2018, July 9, 2020, January 14, 2021, July 15, 2021, March 10, 2022

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

**A. OPERATIONAL STANDARDS**

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

1. School officials may not discriminate based on race, sex, color, national origin, disability, age, or eligibility status for free and reduced price meals. School officials are also prohibited from retaliating against an individual for prior civil rights activity.
2. The school nutrition services program will meet safety and sanitation requirements established in local, state, and federal rules and guidelines for school nutrition services programs.
3. The school nutrition services program will have a written food safety program that includes a hazard analysis critical control point plan for each school.
4. Menu preparation, purchasing, and related record keeping will be consistent with applicable state and federal rules and guidelines.
5. Banking, financial record keeping, budgeting, and accounting will be conducted in accordance with generally accepted practices and procedures, as dictated by the School Budget and Fiscal Control Act and in accordance with state and federal guidelines.
6. Commodity foods donated by the United States Department of Agriculture will be used and accounted for in accordance with federal regulations.

7. Preference will be given in purchasing contracts to high-calcium foods and beverages, as defined in G.S. 115C-264.1 and to foods grown or raised within North Carolina.
8. School Nutrition Program (SNP) funds will be used only for the purposes authorized by law. Indirect costs, as defined by law, will not be assessed to the SNP unless the program has an operating balance of at least two months.
9. The price for meals will be determined in accordance with federal law.
10. Nonprogram foods will be priced to generate sufficient revenues to cover the cost of those items. A nonprogram food is defined as a food or beverage, other than a reimbursable meal or snack, that is sold at the school and is purchased using funds from the child nutrition account.
11. All school nutrition services will be operated on a non-profit basis for the benefit of the SNP. School nutrition services are those that are operated from 12:01 a.m. until the end of the last lunch period.
12. All income from the sale of food and beverages that is required by law or regulation to be retained by the SNP will be deposited to the SNP account and will be used only for the purposes of the school's non-profit lunch and breakfast programs. All funds from food and beverage sales not otherwise required by law to be deposited to the SNP account will be deposited into the proper school account in accordance with guidelines developed by the superintendent or designee.
13. All competitive foods sold on school campuses will meet federal and state standards for nutrient content.
14. All employees whose job duties include procurement activities involving School Nutrition Program funds shall adhere to the conflict of interest rules and standards for ethical conduct established by the board in policies 6401/9100, Ethics and the Purchasing Function, and 8305, Federal Grant Administration. Failure to comply with these requirements will result in disciplinary action.

**B. MEAL CHARGES**

Students who are required to pay for meals are expected to provide payment in a timely manner. The board recognizes, however, that students occasionally may forget or lose

their meal money. To safeguard the dignity and confidentiality of students in the serving line, reasonable efforts must be used whenever possible to avoid calling attention to a student's inability to pay.

The school nutrition director and principal shall work jointly to prevent meal charges from accumulating and shall make every effort to collect all funds due to the child nutrition program on a regular basis and before the end of the school term. Notices of low or negative balances in a student's meal account will be sent to parents and the principal at regular intervals during the school year. If a parent regularly fails to provide meal money and does not qualify for free meal benefits, the school nutrition director shall inform the principal, who shall determine the next course of action, which may include notifying the department of social services of suspected child neglect and/or taking legal steps to recover the unpaid meal charges. Parents are expected to pay all meal charges in full by the last day of each school year. Negative balances on student accounts will be carried forward to the following school year. However, the superintendent shall ensure that federal school nutrition funds are not used to offset the cost of unpaid meals and that the SNP is reimbursed for bad debt resulting from uncollected student meal charges prior to September 30 each year.

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

Legal References: Child Nutrition Act of 1966, 42 U.S.C. 1771 *et seq.*; National School Lunch Act, 42 U.S.C. 1751 *et seq.*, 2 C.F.R. pt. 200; 7 C.F.R. pt. 210; 7 C.F.R. pt. 215; 7 C.F.R. pt. 220; United States Department of Agriculture Policy Memos SP 46-2016, 47-2016, and 23-2017, available at <https://www.dpi.nc.gov/districts-schools/district-operations/school-nutrition/regulation-and-policy>; G.S. 115C-47(7), 47(22), -263, -264, -264.1, -426, -450, -522; 16 N.C.A.C. 6H .0104

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

Adopted: January 9, 2014

Revised: June 11, 2015, August 16, 2018, June 13, 2019, July 15, 2021



When personal property becomes unnecessary and undesirable for public school purposes, the school district will sell or dispose of the property in order to provide additional revenue for educational purposes, in accordance with the requirements of Article IX, Section 7 of the North Carolina Constitution, G.S. 115C-518 and G.S. 160A, article 12. Equipment and supplies acquired under a federal award will be disposed of in accordance with the terms and conditions of the federal award, all applicable requirements of federal law and regulation, and the provisions of this policy not inconsistent with such requirements.

Contracts for the sale or disposal of surplus property must be consistent with G.S. 147, art. 6E and 6G. Before any property may be sold or disposed of, it must be removed from the appropriate fixed asset inventory.

The superintendent or designee shall ensure that any confidential, proprietary, or other identifying information is removed from surplus property prior to disposition. In addition, the disposal of any equipment or other property through waste management services must be done in a manner consistent with environmental or other relevant rules and regulations.

**A. PROPERTY WORTH LESS THAN \$30,000**

Pursuant to G.S. 160A-266(c), the board permits the superintendent or designee to dispose of personal property worth less than \$30,000 for a single item or group of similar items; to set the property's fair market value; and to convey title to the property for the board of education. Prior to disposition, the superintendent or designee must make a finding that the property is no longer necessary or desirable for school use.

Property covered by this section may be disposed of through a public or private exchange or sale. Pursuant to G.S. 160A-270(c), the board delegates to the superintendent or designee the authority to conduct electronic auctions of surplus property. The superintendent or designee shall choose or recommend a method of disposal that is designed to obtain a fair market value for the property in the most efficient and economical manner possible and is in the best interest of the school system, as determined by the superintendent or designee.

The superintendent shall provide a semiannual report to the board detailing such transactions. The report must include: (1) a general description of the property sold or exchanged; (2) the name of the person(s) to whom the property was sold or with whom it was exchanged; and (3) the amount of money or other consideration received for each sale or exchange.

**B. PROPERTY WORTH \$30,000 OR MORE**

Property worth at least \$30,000 will be disposed of pursuant to the requirements of G.S. 160A, article 12.

Property will be disposed of pursuant to the requirements of G.S. 160A, article 12.

Legal References: 2 C.F.R. 200.313-200.314; G.S. 115C-518; 160A, art. 12; 160A-226

Cross References: Inventory of Fixed Assets (policy 8350)

Adopted: May 10, 2007

Revised: March 14, 2019

The finance officer is authorized to make the following types of salary deductions in accordance with all applicable state and federal requirements:

1. federal income taxes;
2. state income taxes;
3. federal social security taxes;
4. North Carolina State Retirement contributions (required by G.S. 135-8);
5. child support or other court-ordered payments;
6. federal, state, and local garnishments;
7. tax sheltered (deferred) annuities, 403(b) (authorized by G.S. 115C-341);
8. Supplemental Retirement Income Plan of North Carolina, NC 401(k), NC 457 (authorized by G.S. 135-93);
9. North Carolina 457 Plan (authorized by G.S. 143B-426.24);
10. flexible benefits plan (authorized by G.S. 115C-341.1);
11. North Carolina State Employees Credit Union deductions (authorized by 115C-342);
12. group life insurance premiums (authorized by 115C-340, -342);
13. a 12-month pay option for 10 and 11- month employees (authorized by G.S. 115C-302 1(b) and -316(a)(2);
14. dues or contributions to employees' associations that meet the minimum membership requirements as described in G.S. 143B-426.40A(g);

15. other deductions as may be required by law approved by the board (additional possible deductions include dues for employees' associations not meeting the minimum membership requirements described in statute or donations charities); and
16. recoupment of advancement of overpayment of wages.

The superintendent or designee shall make information available to all employees regarding possible payroll deductions and any procedures or requirements for particular types of deductions. Any employee who would like the board to consider additional salary deductions should contact the superintendent or finance officer, who will review such requests and make recommendations to the board.

Legal References: G.S. 115C-302.1(b), -316(a)(2), -339 to -343~~2~~; 135-8; -93; 143B-426.24, -426.40A(g), (i).

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

Revised: March 12, 2009, August 16, 2018, September 10, 2020

The board recognizes that an effective staff is critical to the smooth operation of the school system and to creating a learning environment in which students can succeed. The board further believes that students will not excel in performance unless those who most directly affect students, including school administrators, teachers, and other licensed professionals, excel in their performance. It is the intent of the board to employ only those licensed employees who continuously exhibit a pattern of behavior that exemplifies excellent performance.

The board places a high priority on securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. An effective evaluation program that clearly describes an employee's performance is a critical aspect of professional growth and assistance. Further, performance evaluation data is an important factor for consideration in decisions regarding continued employment. The superintendent must be able to substantiate any recommendation for continued employment with evaluation data, among other factors.

The superintendent is directed to develop and implement an effective evaluation system for licensed personnel that is consistent with State Board of Education policies. School administrators who are responsible for conducting evaluations shall comply with all state requirements with regard to the type and frequency of evaluation, including as applicable, the processes for evaluating licensed employees in schools designated as low performing. The principal, or an assistant principal in the limited circumstances authorized by law, shall evaluate teachers and may incorporate any guidelines or strategies developed by the State Board to assist in the evaluations. The principal shall provide teachers' access to EVAAS data as required by law and shall notify teachers at least annually when the data is updated to reflect teacher performance from the previous school year. The superintendent or designee shall evaluate principals and assistant principals.

All licensed personnel must be evaluated at least annually using state-approved evaluation instruments in conformance with the processes established by the State Board in the North Carolina Educator Evaluation System for that class of personnel. Teachers with fewer than three consecutive years of experience will be evaluated annually in accordance with state law and the comprehensive evaluation cycle established in State Board Policy TCP-C-004. For teachers with three or more years of experience, the abbreviated evaluation process established in State Board Policy TCP-C-004 satisfies the annual evaluation requirement; however, a teacher receiving an abbreviated evaluation may request that the evaluator conduct a formal observation. In addition, in any given year, the principal may elect to use the comprehensive or standard evaluation processes set forth in State Board Policy TCP-C-004 or require additional formal or informal observations to evaluate a teacher with three or more years of experience. The principal also may supplement the State Board evaluation processes for other categories of licensed personnel by requiring additional observations or other evaluation measures. The

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annual evaluation of principals and assistant principals must include a mid-year review.

The evaluation system must incorporate the following directives.

1. Evaluators must clearly identify exemplary performance as well as deficiencies in performance.
2. Evaluators are encouraged to use supplementary means of assessing and documenting performance in addition to the state performance standards, assessment rubrics, and evaluation instruments, including, but not limited to, additional formal observations, informal observations, conferences, reviews of lesson plans and grade books, interactions with the employee, plans of growth or improvement, and any other accurate indicators of performance.
3. Student performance and growth data will be considered as a part of the evaluation of licensed personnel, as provided in the assessment rubric for the class of employees under evaluation. For teachers, such data shall include student performance as measured by the statewide growth model for educator effectiveness or as otherwise authorized by the State Board of Education and approved by the local board.
4. Peer observations of teachers with fewer than three consecutive years of experience must be conducted as required by law using the evaluation instrument and process established by the State Board and must be considered by the school administrator in evaluating teacher performance.
5. Supervisors and principals should facilitate open communication with employees about performance expectations.
6. An employee who is unclear about how performance is being assessed or who desires additional evaluation opportunities should address these issues with his or her immediate supervisor.
7. Evaluators will be held accountable for following the evaluation system and all applicable state guidelines on the evaluation of employees.
8. Evaluation data will be submitted to the central office personnel file in accordance with state law and policy 7820, Personnel Files.
9. Evaluation data may be used in making employment decisions, including decisions related to contract renewal (see policy 7410, Teacher Contracts, policy 7425, School Administrator Contracts, and policy 7950, Non-Career Status Teachers: Nonrenewal), reassignments or transfers (see policy 7440, Assignments/Reassignments/Transfers), professional and staff development (see policy 1610/7800, Professional and Staff Development), suspension, demotion, or dismissal (see policy 7930, Professional

Employees: Demotion and Dismissal and reduction in force (see policy 7920, Reduction in Force: Teachers and School Administrators). Employment decisions may be made by the board and administrators regardless of whether evaluators have followed the evaluation system, so long as there is a legally sufficient basis for the decisions.

10. The superintendent and all evaluators are to develop ways to recognize distinguished performance and to capitalize on the abilities of such exemplary employees in helping other employees.

The superintendent shall develop any other necessary procedures and shall provide training, as necessary, to carry out the board's directives and to meet state requirements.

Legal References: G.S. 115C-47(18), -286.1, -325, -333, -333.1; State Board of Education Policies TCP-C-004, -005, -006, -022

Cross References: Professional and Staff Development (policy 1610/7800), Teacher Contracts (policy 7410) School Administrator Contracts (policy 7425), Assignments/Reassignments/Transfers (policy 7440) Plans for Growth and Improvement of Licensed Employees (policy 7811), Personnel Files (policy 7820), Reduction in Force: Teachers and School Administrators (policy 7920) Professional Employees: Demotion and Dismissal (policy 7930), Non-Career Status Teachers: Non-Renewal (policy 7950).

Adopted: February 9, 2012

Revised: January 9, 2014, March 11, 2016, August 11, 2016, June 8, 2017, February 8, 2018

The board attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their growth and development throughout their careers. Evaluations of non-licensed employees' performance must conform to the following board directives.

1. Exemplary performance as well as deficiencies in performance should be clearly identified.
2. Supervisors and principals should facilitate open communication with employees about performance expectations.
3. An employee who is unclear about how performance is being assessed or desires additional evaluation opportunities should address these issues with his or her immediate supervisor.
4. Evaluation data will be submitted to the central office personnel file in accordance with state law and policy 7820, Personnel Files.
5. Evaluation data may be used in making employment decisions, including decisions related to promotions, reassignments, or transfers (see policy 7440, Assignments/Reassignments/Transfers), suspensions or dismissals (see policy 7940, Classified Personnel: Suspension and Dismissal), and reductions in force (see policy 7921, Classified Personnel Reduction). Employment decisions may be made by the board and administrators regardless of whether evaluators have followed the evaluation system, so long as there is a legally sufficient basis for the decisions.
6. The superintendent and all evaluators are encouraged to develop ways to recognize exemplary employees and to capitalize on the abilities of exemplary employees in helping other employees.

The superintendent will develop any other necessary procedures and shall provide training, as necessary, to carry out the board directives.

Legal Reference: G.S. 115C-47(18), -333.1

Cross Reference: Assignments/Reassignments/Transfers (policy 7440), Personnel Files (policy 7820), Classified Personnel Reduction (policy 7921), Classified Personnel: Suspension and Dismissal (policy 7940)



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

Revised: April 8, 1999, December 9, 2010, December 12, 2019

The board will designate as official depositories of the school district, one or more banks, savings and loan associations, or trust companies in North Carolina. The school system will comply with all legal requirements applicable to the deposit of funds into the school system's official depository(ies). No money will be deposited in any place other than an official depository, except as permitted by G.S. 115C-443(b), which exception relates only to certificates of deposits or such other forms of time deposits approved by the Local Government Commission.

Legal References: G.S. 115C-443, -444; 147-86.11, -86.12

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

Administrative Procedure: None

Reviewed by Policy Committee on October 10, 2013

**Asheboro City Schools  
Personnel Transactions  
September 8, 2022**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Copeland	Wendy	CO	AIG Talent Development	8/17/2022
Cox	Julia	CWM	Physical Education	8/30/222
Goldston	Boyce "Junior"	NAMS	Head Custodian	10/31/2022
Kilby	Keith	SAMS	Instructional Assistant/EC	9/30/2022

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Albea	William	CO	Bus Driver	8/19/2022
Brooks	Vanessa	NAMS	ELA (temporary)	8/26-9/9/2022
Cloninger	Niki	GBT	CNA/EC Assistant	8/29/2022
Farrar	Alicia	AHS	Instructional Assistant/Online Facilitator	8/18/2022
Gomez	Adrianna	AHS	Instructional Assistant/OCS Job Coach	9/6/2022
Price	Robbie	NAMS	Non-Faculty Coach - Boys Basketball	10/1/2022
Ridley	Brianna	NAMS	Non-Faculty Coach - Cheerleading	8/23/2022
Robinson	Alexandria	GBT	Lead After School Program Assistant (PT)	8/29/2022
Weston	Debra	AHS	English Interventionist (PT)	8/18/2022
Woodle	Timothy	CO	Substitute Bus Driver	8/18/2022

**\*C. LEAVES OF ABSENCE**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Tinnin	Jessica	AHS	Instructional Assistant/LTIP	8/18/2022-1/2/2023

**D. TRANSFERS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Chavez	Nicholas	SAMS to BAL	Custodian	8/23/2022
Gibson	Lakeia	CO	Bus Driver to Substitute Bus Driver	8/22/2022
Yow	Russell	BAL to AHS/SAMS	Custodian	8/18/2022

**ASHEBORO CITY SCHOOLS  
CERTIFIED APPOINTMENTS  
September 08, 2022**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Weston, Debra	UNC – Greensboro B: English M: English Education D: English Language and Literature	English, 9-12

Dr. Debra Weston is recommended to serve students at Asheboro High School as a part-time English interventionist. Dr. Weston is a veteran educator having served in various capacities at Randolph Community College, Guilford Technical Community College and Randolph County School System. Dr. Weston has also periodically served as a substitute in Asheboro City Schools. We are pleased to have Dr. Weston working with students who need additional support in English. Welcome Dr. Weston!

**Asheboro City Schools  
Personnel Addendum  
September 8, 2022**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Vilanova	Gabriela	AHS	School Secretary	9/8/2022

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Cash-Cummings	Jennifer	SAMS	Interventionist	9/6/2022
Clegg	Byron	NAMS	Non-Faculty Coach (Football)	8/16/2022
Huffstler	Susan	CO	Occupational Therapist	10/3/2022
Rodriguez	Nardhy (Allie)	BAL	4th Grade Dual Language	9/1/2022
Teague	Thomas (Kurt)	CO	Bus Driver	9/8/2022

**ASHEBORO CITY SCHOOLS  
CERTIFIED APPOINTMENTS - ADDENDUM  
September 08, 2022**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Cash-Cummings, Jennifer	UNC-Greensboro B: Middle Grades Education M: Middle Grades Education	Mathematics 6-9

Ms. Jennifer Cash-Cummings is recommended to serve students at South Asheboro Middle School as an interventionist for the 2022-2023 school year. Ms. Cash-Cummings is a veteran educator coming to Asheboro City Schools from Allen Jay Middle School in Guilford County. She's taught all levels of middle school math, including Math 1 to 8<sup>th</sup> grade students. Ms. Cash-Cummings has earned several school level Teacher of the Year recognitions and was a top five finalist for Randolph County School System Teacher of the Year in 2017. We are pleased to welcome Ms. Cash-Cummings to South Asheboro Middle School. Welcome Ms. Cash-Cummings!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Rodríguez, Nardhy (Allie)	Fundación Universitaria Konrad Lorenz B: Psychology UNIR La Universidad En Internet M: Education	Elementary K-6

Ms. Nardhy (Allie) Rodríguez is recommended to teach 4<sup>th</sup> grade dual language at Balfour Elementary School for the 2022-2023 school year. Ms. Rodríguez taught part-time for twelve years in Bogota, Columbia at Luz a las Naciones School. She also served as a social worker for five years at Compensar Caja de Compensación Familiar. Ms. Rodríguez is very familiar with the Balfour school community, as her husband is an international teacher at Balfour and she has volunteered in a number of capacities while she completed her master's degree. We are pleased to welcome Ms. Rodríguez in this new role at Balfour Elementary School. Welcome Ms. Rodríguez!



# CTE Summer Programming Recap

## Sarah Beth Robbins

September 8, 2022



# Summer Career Accelerator (PRC 177)

## Objective from NCDPI:

*The Summer Career Accelerator grant program will help fund high-quality, evidence-based learning and workforce aligned summer programs for students deemed “at-risk” or those the PSU identify as having been disproportionately impacted by the COVID-19 pandemic. The program will respond to the academic, social, emotional, and mental health needs of students in grades 6-12.*





# CTE Summer Programming Goals

- Provide real world, career exploration experiences for students.
- Help students make real world connections between academics and career opportunities.
- Expose students to Employability Skills that will serve them in many academic and work related scenarios.
- Engage students with our CTE Pathways in Asheboro City Schools and help them be excited about learning.



# CTE Pathways Camps

## July 11-14

- Middle School Agriculture
- Media Production
- Middle School Health Science Day (July 11)
- PULSE (Health Science Academy)

## July 25-28

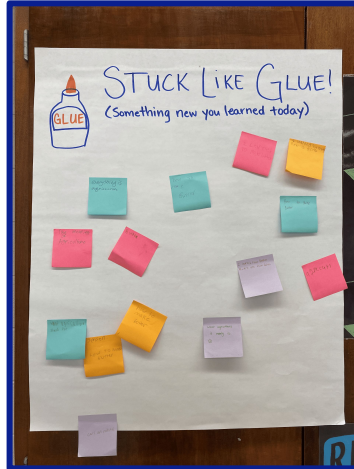
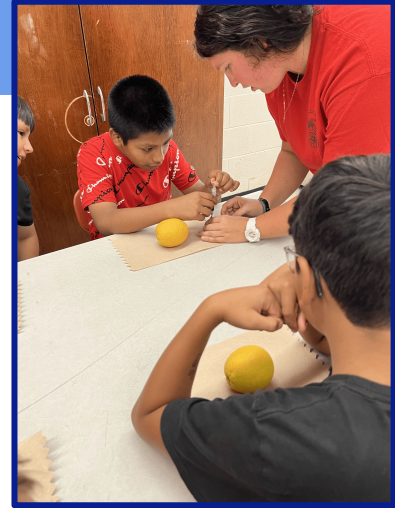
- High School Agriculture

## July 25-August 4

- Design & Engineering Camp

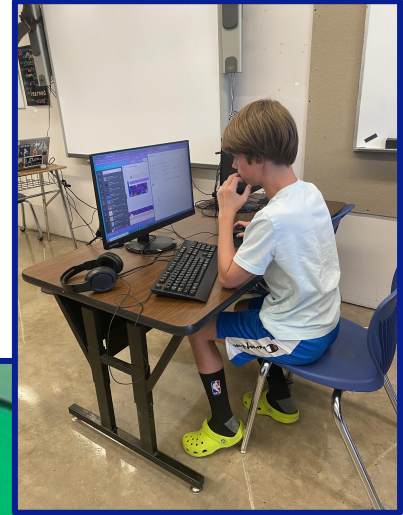


# Middle School Ag Camp





# Media Production Camp



# PULSE Camp

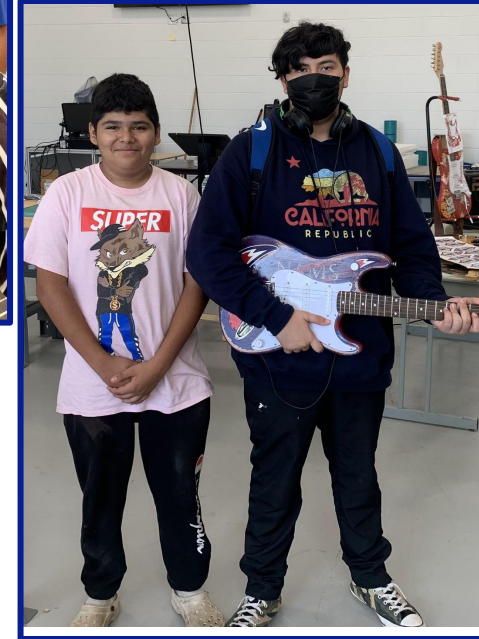




# High School Ag Camp



# Design & Engineering Camp





# CTE Summer Internship Program

**July 11-August 4**

**13 Students:**

- Applied, interviewed, and were matched with local industry partners
- Paid a stipend from PRC 177 funds
- Worked 3 days/week and attended Employability Skills training on Thursdays for a total of 120 hours
- Earned an Internship credit
- Earned an Employability Skills credential from RCC





# CTE Summer Internship Program



## Intern Perspective:

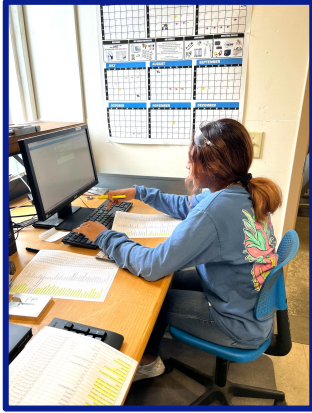
- Stephanie Cantu,  
Randolph Health

## Industry Partner Perspective:

Chris Scott,  
Asheboro City Schools



# CTE Summer Internship Program



# CTE Summer Programming

Thank you to everyone who helped plan and support our Summer programming !

**We served a total of 113 students!**

- Elizabeth Pack
- Courtney McGowan
- Julie Langdon
- Brooke Griffith
- Ryan Gibbs
- Catherine Davis
- Kelly Thompson
- Rita Morton
- Erica Blakely
- Belinda Brady
- Jennifer Robbins
- Sarah Harkey
- Janeice Leonard
- Kim Hoffman
- Scott Smith
- Nick Arroyo
- Tonya Maness, RCC
- Farm Bureau
- NCDPI for Career Accelerator Grant
- ACS Child Nutrition
- ACS Transportation
- ACS Technology
- ACS Human Resources and Finance
- AHS, NAMS, and SAMS Administration
- Asheboro Randolph Chamber of Commerce
- Dr. Wendy Rich, Sandra Spivey, Chris Scott
- Numerous Industry Partners



# CTE Summer Programming

ACS CTE was chosen by the SERVE Center at UNC-G to participate in a research project evaluating the impact of PRC 177, the Career Accelerator Program.

- Met with SERVE staff members in the spring to share our plan for PRC 177.
- After choosing ACS as one of their five sites, we scheduled for their team to visit our interns and our Design & Engineering camp.
- SERVE staff members observed and conducted small group interviews with participants.
- SERVE staff members conducted follow up interviews with ACS staff members and community partners.
- SERVE is compiling data now and will share once the final report is complete.





# CTE Summer Teacher Internship Program

**Thank you to our partners Asheboro/Randolph Chamber of Commerce and RCSS. Celebrating 31 years!**

**Thank you to our sponsors:**

- Alpine Health and Rehab
- Charlie's Heating & Cooling
- Oliver Rubber
- Randolph Electric Membership Corporation

**ACS had 6 participants this year**

- Keri Hill, SAMS - REMC
- Catherine Davis, NAMS - Randolph Health
- Janet Longerbeam, NAMS - Boys & Girls Club
- Kim Faglier, AHS - Randolph Asheboro YMCA
- Brianna King, SAMS - CUOC
- Carey Smith, SAMS - Randolph Cty. Dept of Social Services



# CTE Summer Conference

## Three ACS CTE Teachers Presented to their Peers from Across the State

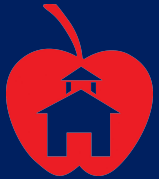
**Leigh Anne Church, AHS - Counseling and Mental Health I**

**Lori Hurley, AHS - Apparel Design**

**Janeice Leonard, SAMS - Middle School Agriculture**



# Questions?





# **Summer Learning Opportunities Within the Department of Exceptional Children**

September 8, 2022



# Why Were Services Required?

During the 2021-2022 school year presented a few challenges:

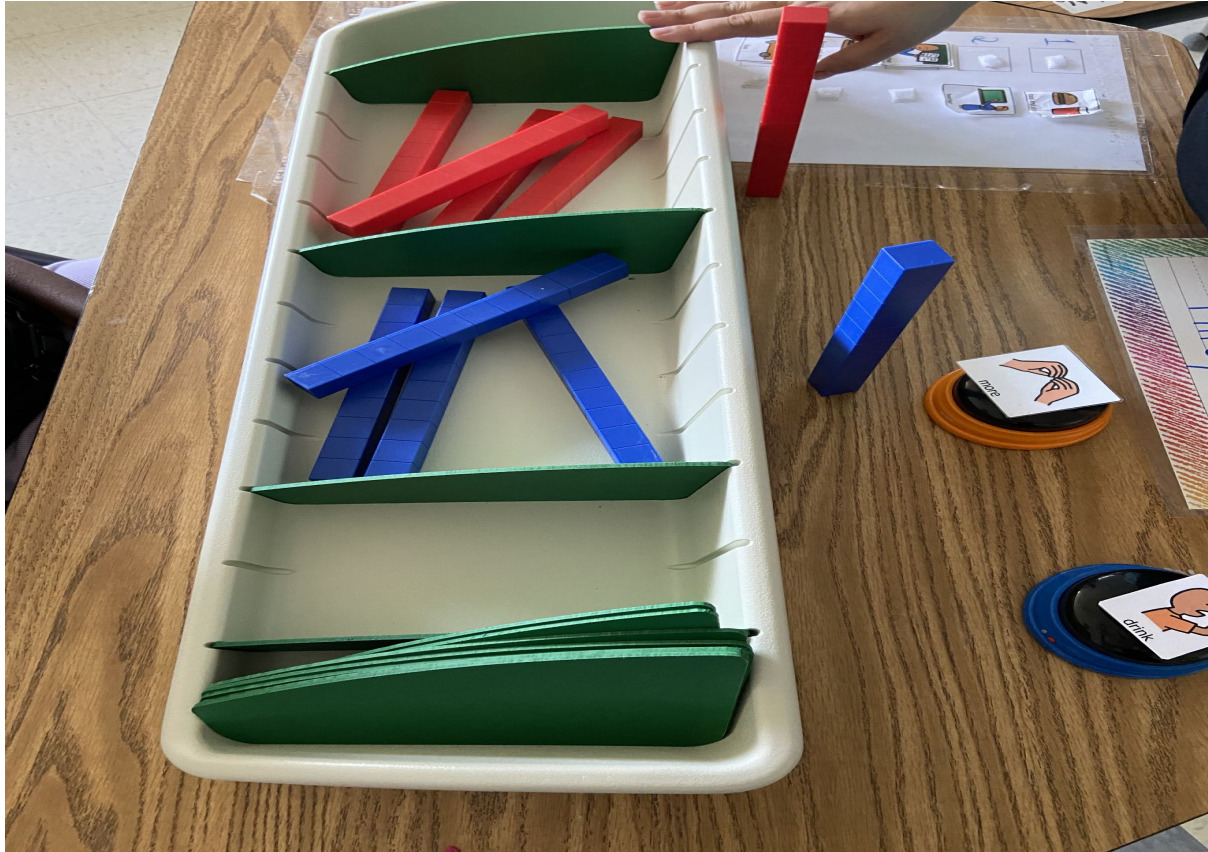
- Unfinished learning challenges from the COVID-19 Pandemic, which had impacted the routine and structure of school which presented significant challenges for our district's students with significant disabilities
- Staff vacancy within an EC Extended Content classroom, which was experienced a teacher vacancy from January 2022 to June 2022
- Compensatory education services were owed
- Extended School Year (ESY) services were required for identified students

# Summer Learning Opportunities

- Department of Exceptional Children extended an invitation to families of the students enrolled within the Extended Content Classroom within our district to address unfinished learning opportunities due to the teacher vacancy.
- An invitation was also extended to a rising 6th grade student to assist in the student's successful transition to the middle school. This provided the child an opportunity to become familiar with the school, the routine of the classroom, and with the staff.
- The EC teacher, was able to gain establish great rapport with the students, prior to the start of school in August.

Let the Learning Begin!

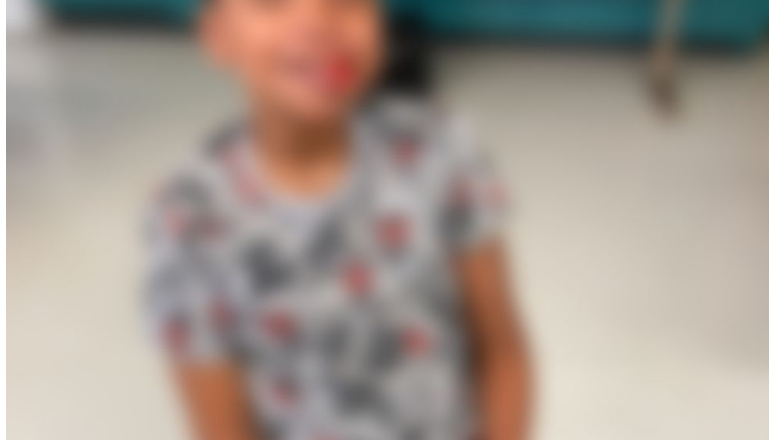
# Working on Individualized Education Plan (IEP) Goals



- Visual supports
- Switches to aid in the ability to communicate the answer
- Manipulatives for hands-on learning

Learning How to Use  
Augmentative Communication  
Devices to Express Ourselves!

Providing Sensory Breaks for  
Our Students!



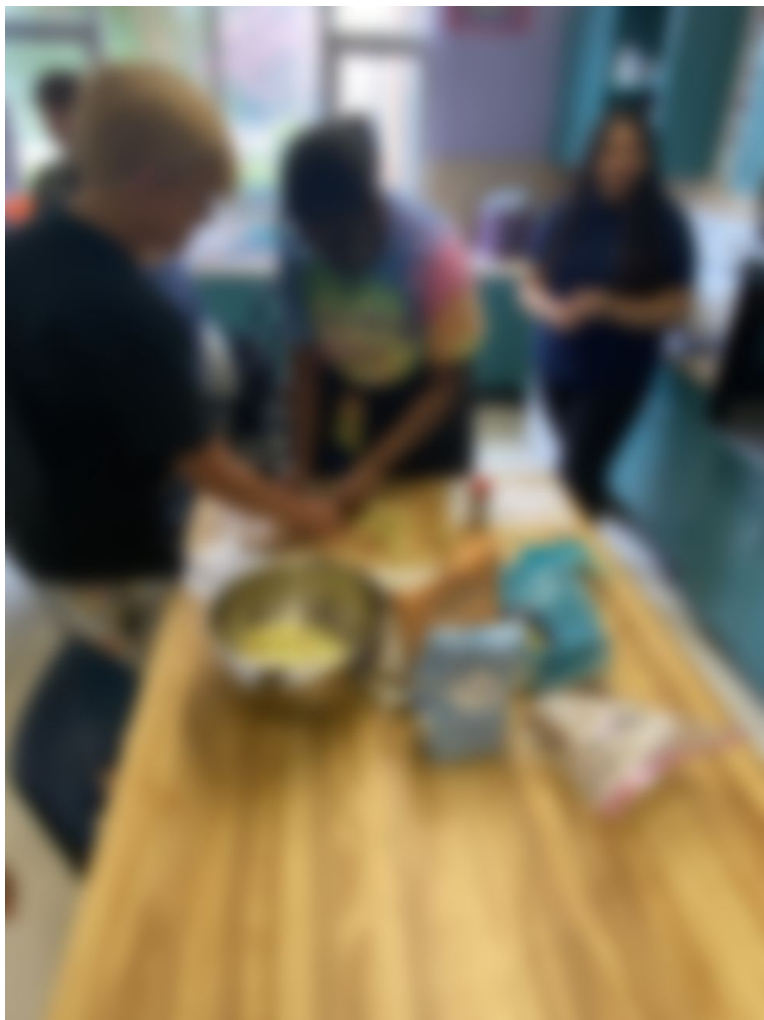




## Practicing Motor Skills

# Collaborating With Same Aged Peers



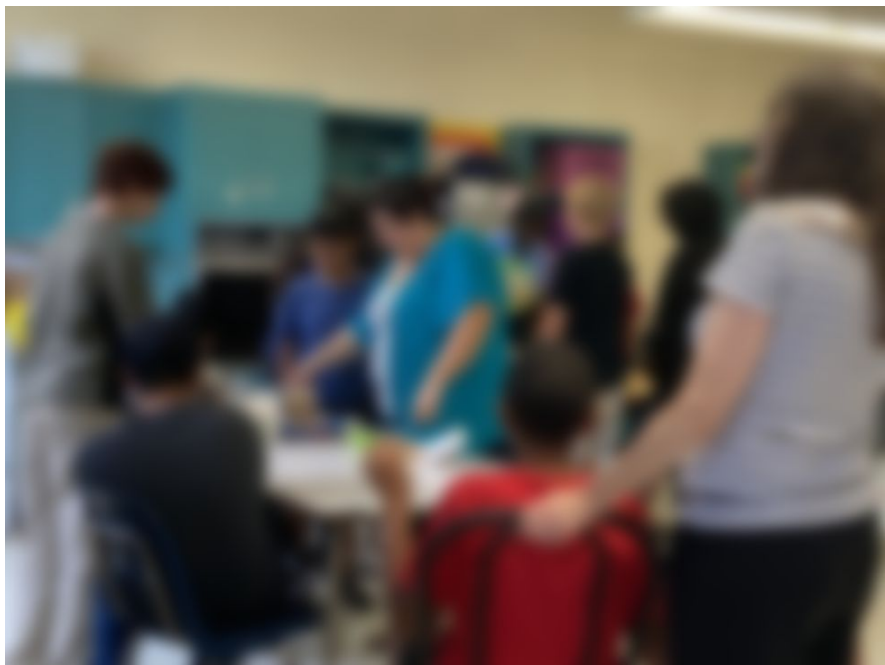


## Rising 6th Graders Picked Apples From a Tree!

The students came to work  
collaboratively with the students  
enrolled within the Extended  
Content Standards classroom to  
bake an apple pie!

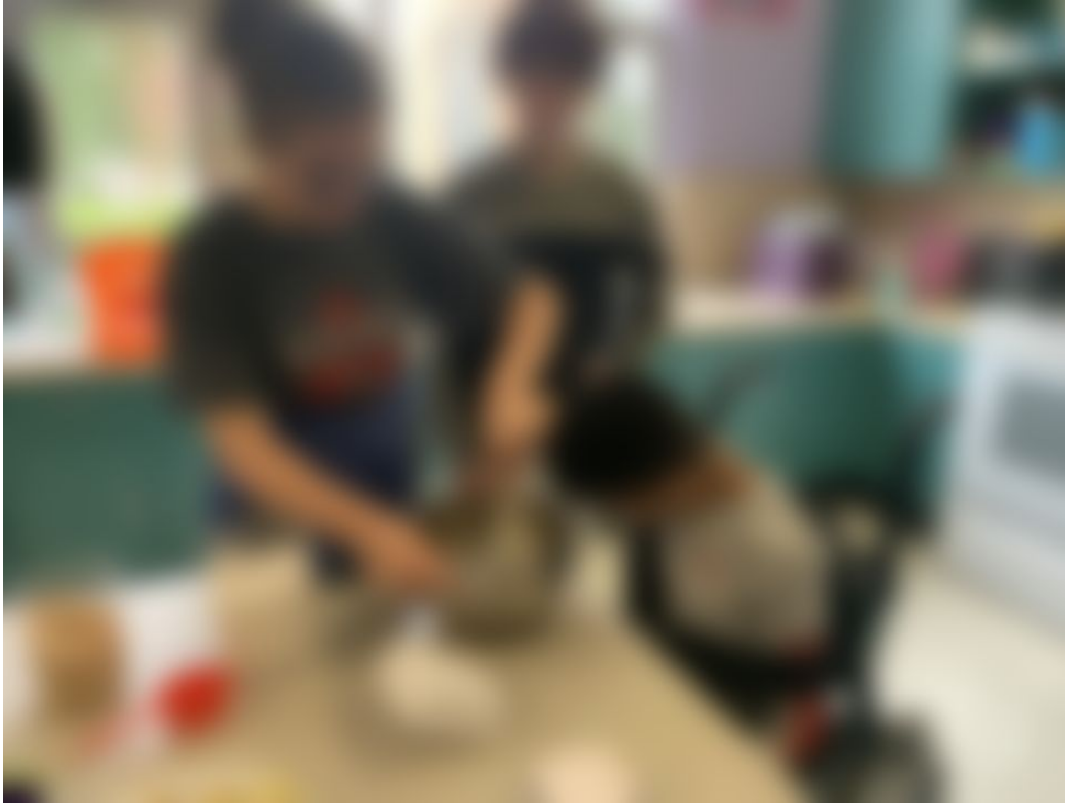


Following a  
Recipe



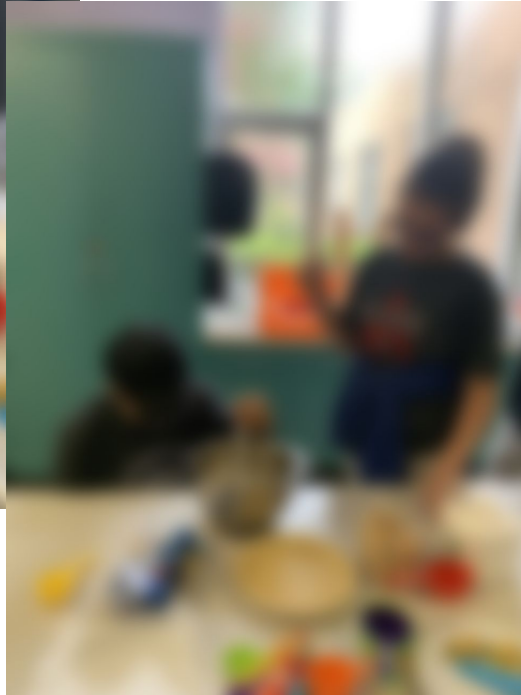
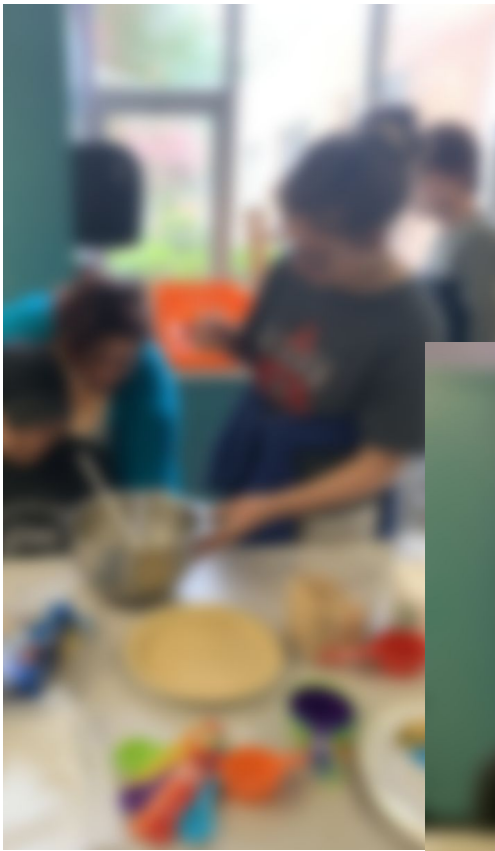
Encouraging Each Other!





Adapting So All  
Could  
Participate!

Working Collaboratively With  
Same-Aged Peers to  
Perform Daily Living Skills!



# Questions???

## ACS 2022-2026 Strategic Plan Metrics

### Overarching Performance Measures:

Performance Area	Key Performance Indicator	Baseline (2022)	2023	2024	2025	2026
Attendance	Yearly average daily attendance	92.4%				
Composite EVAAS Growth Score	Composite EVAAS Growth Score (converted value for calculating the school letter grades)	76.0				
Reading	Percentage of students in grades K-3 with a proficient DIBELS composite score.	54.0%				
Reading	Percentage of students in grades 3-8 scoring proficient or higher.	33.4%				
Math	Percentage of students in grades 3-8 scoring proficient or higher.	37.2%				
Science	Percentage of students in grades 5&8 scoring proficient or higher.	58.2%				
English II	Percentage of students scoring proficient or higher.	43.0%				
Math I	Percentage of students scoring proficient or higher.	13.4%				
Math III	Percentage of students scoring proficient or higher.	33.7%				
Biology	Percentage of students scoring proficient or higher.	34.2%				
Graduation Rate	Percentage of students graduating in 4 years.	86.2%				
Graduation Rate	Percentage of students graduating in 5 years.	87.3%				
Work Keys	Percentage of grade 12 CTE Concentrators earning a silver or better certificate.	63.0%				
Credentials^	Number of Industry recognized credentials earned.	6				
Dual Enrollment*	Number of eligible students completing at least one college level course.	94 students				

CCP Enrollment**	Number of eligible students enrolling in CCP Courses.	65 students				
CCP^	Percentage of CCP enrolled students proficient.	Fall 21 - 94% Spq 22 - 100%				
AP Courses	Percentage of AP enrolled students scoring a 3, 4, or 5 on the AP Exam.	<i>Pending</i>				
AP Enrollment	Percentage of AHS enrolled students in AP courses.	9.6%				

*\*Eligibility for College Level Course Enrollment: Grade 11 or 12, and 2.8 GPA unweighted (RCC and CCP)*

*\*\*Eligibility for CTE CCP Course Enrollment: Grade 11 or 12, and 2.8 GPA unweighted (requires admin recommendation if >2.8)*

*^Provided by M. West, Randolph Community College*

<b>GOAL 1 Focusing Direction: Create a process of continuous improvement with clear, focused direction.</b>		<b>Baseline (2022)</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>
1.1	Increase student participation in school opportunities before, during, and after school.	<i>Pending</i>				
1.2	Increase the number of leadership opportunities across the district.	<i>Pending</i>				
1.3	Increase the teacher retention rate for the district.	<i>Pending</i>				
1.4	Increase the diversity representation of our district workforce.	<i>Pending</i>				
1.5	Increase communication satisfaction percentage throughout the district.	---				
1.6	Increase the number of innovative learning spaces throughout the district.	<i>Pending</i>				

<b>GOAL 2 Cultivating Collaborative Cultures: Cultivate the expertise of stakeholders to be focused on a collective purpose.</b>	<b>Baseline (2022)</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>
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2.1	Increase the number of family/community events held throughout the district.	<i>Pending</i>				
2.2	Increase the number of family contacts by teachers, counselors, and administration.	---				
2.3	Increase the number of enrichment opportunities for students before, during, and after school.	<i>Pending</i>				
2.4	Increase the employee satisfaction rate on district surveys and the Teacher Working Conditions Survey.	---				
2.5	Increase the percentage of outreach opportunities at the centrally located outreach center.	---				

<b>GOAL 3 Deepening Learning: Improve the learning-teaching process by establishing clear learning goals, building precise professional expectations, and strengthening resources and academic programming.</b>		<b>Baseline (2022)</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>
3.1	Percentage of students taking rigorous course offerings.	<i>Pending</i>				
3.2	Percentage of staff agreeing with professional learning alignment experiences to needs and overall PD satisfaction.	<i>Pending</i>				
3.3	Percentage of teachers implementing key strategies from professional learning experiences.	---				
3.4	Increase the number of academic enrichment opportunities for all students.	<i>Pending</i>				
3.5	Increase the number of students meeting/exceeding growth in the district.	<i>Pending</i>				
3.6	Decrease percentage of students identified as at-risk on the Panorama Surveys.	<i>Pending</i>				

--- Data not collected prior to plan development. Baseline data points will begin in 2023.

## End-of-Grade Assessments

Historical Proficiency: EOG

18/19 20/21 21/22

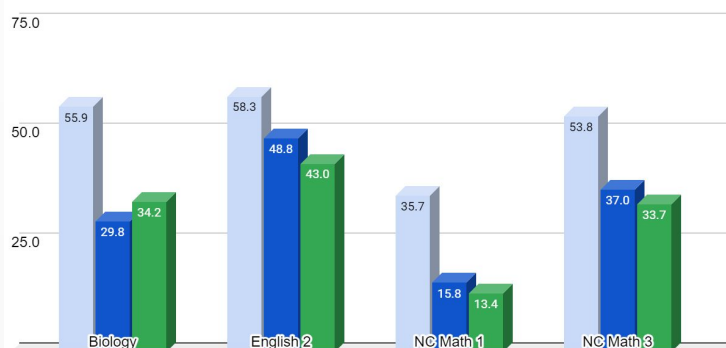


\* In 19/20 no assessments were administered

## End-of-Course Assessments

Historical Proficiency: EOC

18/19 20/21 21/22



## Annual 4-Year Graduation Rate

18/19 19/20 20/21 21/22

**ACS** 88.3% 84.8% 85.9% 86.2%

**NC** 86.5% 87.6% 86.9% 86.2%

## Growth

**75%**

*of schools met or exceeded growth*

## School Performance Grades and Growth

School Performance Grade			Subgroup Growth									
			Black	Hisp	Multi	White	EDS	ELS	SWD	AIG	Reading	Math
AHS	D	Not Met	Not Met	Not Met	Met	Not Met	Not Met	Not Met	Met	Not Met	-	-
BAL	D	Met	Met	Met	-	Met	Exceeded	Exceeded	Exceeded	-	Met	Exceeded
CWM	F	Not Met	Met	Not Met	Met	Met	Not Met	Not Met	Met	-	Not Met	Not Met
DLL	D	Exceeded	Met	Exceeded	-	Met	Exceeded	Met	-	-	Exceeded	Met
GBT	C	Exceeded	Met	Met	-	Met	Exceeded	Met	Exceeded	-	Met	Exceeded
LP	D	Met	Met	Met	-	Met	Met	Met	Met	-	Met	Met
NAMS	D	Met	Met	Met	Not Met	Exceeded	Met	Met	Met	Met	Met	Met
SAMS	D	Met	Met	Met	Met	Met	Met	Met	Exceeded	Met	Met	Not Met



# Naming Facilities Request

Sandra Spivey Ayers

August 11, 2022



# Naming Request

Dr. Aaron Woody received a request from Brian Nance, boys varsity basketball coach at Asheboro High School, to name the gym floor at AHS after retired educator and coach, Mr. Martin Smith.

Per Board Policy 9300, Naming Facilities, Dr. Woody appointed a Naming Facilities Committee that consisted of the following individuals:

Dr. Tim Allgood

Mr. Chris Burian

Mr. Steve Luck

Mrs. Leigh Anna Marbert

Mr. Tim Moody

Mr. Christopher Scott

Mrs. Sandra Spivey Ayers



# Naming Facilities Committee Meets

**Wednesday, June 15** - The purpose of this meeting to was to explain the process and procedure as outlined in Board Policy 9300, Naming Facilities.

## **Board Policy 9300, Naming Facilities, says:**

- the name may be in honor or memory of an individual who has helped students in this school district succeed through financial contributions or educational leadership.
- the name may be that of an education leader of prominence and reputation beyond the school district; however priority will be given to names of educational leaders who have directly or indirectly helped students in this school district succeed.
- requests shall be considered on a case-by-case basis only when supported by ***extraordinary justification*** for the naming.
- proposals made be made: a.) two years after the retirement or other separation from the district or elected or appointed office; or b.) two years after the person's death.
- the Board will not take action on the request for a minimum of 20 days for a period of public review.



# Naming Facilities Hears Proposal

**Tuesday, June 28** - The team met for a second time for a formal request and presentation by Brian Nance to name the gym/gym floor in honor of Coach Martin Smith.

Mr. Nance noted Coach Smith was a well-respected coach for his **33 years** in the Asheboro City Schools district. Mr. Nance also noted Coach Smith:

- **Was a student athlete and graduate of Asheboro High School where he lettered in baseball and basketball;**
- **Is a member of the Asheboro High School Sports Hall of Fame;**
- **Coached Cross Country for 17 years with 17 consecutive Conference Championships with 4 time State runner up teams and was the Conference Coach of the Year for 14 years;**



# Naming Facilities Hears Proposal

- Coached JV baseball 5 years and Varsity baseball 11 years with teams in the State Playoffs 9 years and Conference Championship 6 years as well as Conference Coach of the Year 5 years and a State Championship in 1986;
- Coached JV basketball 3 years, Assistant Varsity basketball and Varsity coach 23 years with Conference Championship 8 years, Conference Tournament Championship 5 years and the State Championship in 1976 – Western NC Champions.



# Committee Recommendation

**Upon conclusion of Mr. Nance's presentation and after healthy discussion, the Naming Facilities Committee voted to recommend to the Superintendent the request to name the main gymnasium at Asheboro High School after Coach Martin Smith.**





# Questions



## CALENDAR OF UPCOMING EVENTS

September 8, 2022

DATE	TIME	EVENT	LOCATION
Tuesday, September 13	6:00 p.m.	Teacher of the Year Banquet	Pinewood Country Club
Wednesday, September 14	12:30 p.m.	Early Release Day for Professional Development	All Schools
Wednesday, October 12	12:30 p.m.	Early Release Day for Professional Development	All Schools
Wednesday, October 12-14	N/A	NCSBA Fall Law Conference for Board Members	Asheville, NC
Thursday, October 20	7:30 p.m.	Board of Education Meeting	North Asheboro Middle School Theater
Thursday, October 20	7:00 p.m.	Choral Concert	Central United Methodist Church, Asheboro
Tuesday, October 25	7:30 p.m.	BANDORAMA	South Asheboro Middle School Gym
Tuesday, October 25	6:00 p.m.	All County Chorus	Journey Church, Asheboro
Tuesday, November 1	All Day	Required Teacher Workday	All Schools
Thursday, November 10	7:30 p.m.	Board of Education Meeting	North Asheboro Middle School Theater
Friday, November 11	All Day	HOLIDAY	All Schools
Monday, November 14 - Wednesday, November 16	N/A	NCSBA Annual Conference	Koury Convention Center, Greensboro, NC
Wednesday, November 23	All Day	Optional Teacher Workday	All Schools
Thursday, November 24 - Friday, November 25	All Day	HOLIDAY	All Schools
Thursday, December 1	7:30 p.m.	Jazz/Percussion Concert	Asheboro High School Walker Commons
Thursday, December 8	7:30 p.m.	Board of Education Meeting	North Asheboro Middle School Theater
Thursday, December 15	7:00 p.m.	Winter Choral Concert	TBA
Tuesday, December 20 - Thursday, December 22	All Day	Annual Leave/Vacation	All Schools
Friday, December 23	All Day	Holiday	All Schools
Monday, December 26 - Tuesday, December 27	All Day	Holiday	All Schools
Wednesday, December 28 - Friday, December 30	All Day	Annual Leave/Vacation	All Schools

**Asheboro City Board of Education Meetings 2022-2023**  
**North Asheboro Middle School Theater**  
**(until PDC is available)**  
**7:30 p.m.**

July 14, 2022  
July 28, 2022- 5:30 p.m. - COBR (special called meeting)  
August 11, 2022  
September 8, 2022  
**October 20, 2022**  
November 10, 2022  
December 8, 2022  
January 12, 2023  
February 9, 2023  
March 9, 2023  
April 6, 2023 (Spring Break is the following week)  
May 11, 2023  
June 8, 2023  
June 29, 2023-5:30 p.m. - COBR (special called meeting)

**Please note: The October board meeting date has been changed to  
October 20, 2022.**