

Updated

## **IMMUNIZATION AND HEALTH REQUIREMENTS FOR SCHOOL ADMISSION**

*Policy Code:* **4110**

The board of education requires all students to meet the eligibility requirements for school admission established by the State and the board, including immunization. The school will maintain on file immunization and health assessment records for all students, and these records may be inspected by officials of the county or state health departments in accordance with state and federal law. Each school principal shall file required reports with the Department of Health and Human Services and the Department of Public Instruction.

### **A. IMMUNIZATION**

#### **1. Requirements for Initial Entry**

Within 30 calendar days of his or her first day of attendance in the school system, each student must show evidence of age-appropriate vaccination in accordance with state law and regulation, including the following vaccines as applicable:

- a. DTaP (diphtheria, tetanus, and pertussis);
- b. poliomyelitis (polio);
- c. measles (rubeola);
- d. rubella (German measles);
- e. mumps;
- f. Haemophilus influenzae, type b (Hib);
- g. hepatitis B;
- h. varicella (chickenpox); ~~and~~
- i. pneumococcal conjugate (only for children entering school before age 5);  
and
- j. \_\_\_\_\_ any other vaccine as may be required by law or regulation.

The current required vaccination schedule is available from the N.C. Immunization



Branch online at <http://www.immunize.nc.gov/>.

2. Additional Requirements

- a. All students entering seventh grade or who have reached age 12, whichever comes first, are required to receive the following:
  - i. a booster dose of Tdap (tetanus, diphtheria, and pertussis vaccine), if they have not previously received it; and
  - ii. the meningococcal conjugate vaccine (MCV).
- b. All students entering the twelfth grade or who have reached age 17 are required to receive a booster dose of MCV.

3. Certificate of Immunization

- a. Evidence of immunizations must be shown in the form of a certificate furnished by a licensed physician or by the health department. A student who received immunizations in a state other than North Carolina must present an official certificate that meets the immunizations requirements of G.S. 130A-154(b).
- b. Principals are required to refuse admittance to any child whose parent or guardian does not present a medical certification of proper immunizations within the allotted time. If, following approved medical practice, the administration of a vaccine requires more than 30 calendar days to complete, upon certification of this fact by a physician, additional days may be allowed in order to obtain the required immunizations.
- c. Exceptions to the immunization requirements will be made only for religious reasons or for medical reasons approved by a physician pursuant to state law and regulation.

**B. HEALTH ASSESSMENT/VISION SCREENING**

Within 30 calendar days of the first day of school entry, ~~all kindergarten students and, beginning with the 2016-17 school year,~~ all students entering public schools for the first time, regardless of grade level, must furnish to the principal a form that meets the requirements of state law indicating that the student has received a health assessment



pursuant to G.S. 130A-440. A student who fails to meet this requirement will not be permitted to attend school until the required health assessment form has been presented. Such absences will not be considered suspensions, and the student will be given an opportunity to make up work missed during the absence as described below. The principal or designee shall, at the time of enrollment, notify the parent, guardian, or person standing in loco parentis that the completed health assessment form is needed on or before the child's first day of attendance. The date the student's health assessment form is received will be recorded in the student's official record, and the form will be maintained on file in the school.

The assessment must include a medical history and physical examination with screening for vision and hearing and, if appropriate, testing for anemia and tuberculosis. The health assessment must be conducted no more than 12 months prior to the date of school entry. Exceptions to the health assessment requirement will be made only for religious reasons.

Vision screening must comply with the vision screening standards adopted by the former Governor's Commission on Early Childhood Vision Care. Within 180 days of the start of the school year, the parent of the child must present to the principal or his or her designee certification that within the past 12 months, the child has obtained a comprehensive eye examination performed by an ophthalmologist or optometrist or has obtained a vision screening conducted by a licensed physician, an optometrist, a physician assistant, a nurse practitioner, a registered nurse, an orthoptist, or a vision screener certified by Prevent Blindness North Carolina.

Children who receive and fail to pass the required vision screening must obtain a comprehensive eye exam conducted by a duly licensed optometrist or ophthalmologist. The provider of the exam shall present to the parent a signed transmittal form, which the parent must submit to the school. If a member of the school staff has reason to believe that a child enrolled in kindergarten through third grade is having problems with vision, the staff member may recommend to the child's parent that the child have a comprehensive eye examination.

No child will be excluded from attending school for a parent's failure to obtain a comprehensive eye exam. If a parent fails or refuses to obtain a comprehensive eye exam or to provide the certification of a comprehensive eye exam, school officials shall send a written reminder to the parent of required eye exams.

Upon request, the teacher(s) of a student subject to an absence from school for failure to provide the health assessment form required by this section shall provide to the student all missed assignments, and to the extent practicable, the materials distributed to



students in connection with the assignments. The principal or designee shall arrange for the student to take home textbooks and school-furnished digital devices for the duration of the absence and shall permit the student to take any quarterly, semester, or grading period examinations missed during the absence period.

**C. HOMELESS STUDENTS**

Notwithstanding the provisions of this policy, admissions for homeless students shall not be prohibited or delayed due to the student's inability to provide documentation of immunizations or health assessments. The homeless liaison shall work with the student, parent/guardian, school personnel or other agencies to obtain documentation of immunization and/or the health assessment or to arrange for such immunizations and/or assessments in a timely manner.

**D. FOSTER CHILDREN**

Notwithstanding the provisions of this policy, admissions for students in foster care will not be prohibited or delayed due to the student's inability to provide documentation of immunizations or health assessments. The enrolling school will immediately contact the school last attended by the foster child to obtain any relevant documentation.

**E. CHILDREN OF MILITARY FAMILIES**

The board acknowledges that immunization requirements for newly enrolling military children are governed by the Interstate Compact on Educational Opportunity for Military Children. Children of military families, as defined in policy 4050, Children of Military Families, will have 30 days from the date of enrollment or within such time as reasonably determined by the rules of the Interstate Commission to obtain any required immunization. For a series of immunizations, initial vaccinations must be obtained within 30 days or within such time as is reasonably determined under the Interstate Commission.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6311(g)(1)(E); McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 *et seq.*; G.S. 115C-390.2, -407.5; 130A-152 to -157, -440 to -443; 143B-216.75; 10A N.C.A.C. 41A .0401

Cross References: Children of Military Families (policy 4050), Homeless Students (policy 4125), Attendance (policy 4400)

Other Resources: N.C. Immunization Branch, available at <http://www.immunize.nc.gov/>



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

Revised: May 11, 2000, January 10, 2008, May 10, 2012, October 8, 2015, July 14, 2016, April 6, 2017, August 13, 2020



Updated

## **CHILD ABUSE AND RELATED THREATS TO CHILD SAFETY**

Policy Code: **4240/7312**

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The board is concerned with the health, safety, and welfare of all children and recognizes the legal and ethical obligations that school employees, contractors, and volunteers have to report known or suspected maltreatment of children. North Carolina has two separate systems that mandate reports to state authorities of suspected child abuse, neglect, dependency, or maltreatment and a third system for mandated reporting of certain crimes against juveniles to local law enforcement.

When a parent or other caretaker is suspected to have caused a child to be abused, neglected, or dependent, this information must be reported to the county child welfare agency. Suspected human trafficking, involuntary servitude, and sexual servitude of a child and death of a child as a result of maltreatment are special forms of child abuse under law and must be reported to the county child welfare agency, regardless of the relationship between the victim and the perpetrator. By contrast, suspected child maltreatment by a caregiver in a child care facility, including in a licensed preschool classroom or other licensed classroom or program operated by the school system, must be reported to the Department of Health and Human Services (DHHS), Division of Child Development and Early Education (DCDEE). When the source of the harm or threat of harm to the child is uncertain, a report should be made to both the county child welfare agency and the Department of Health and Human Services, Division of Child Development and Early Education DCDEE.

In addition, state law mandates reports to local law enforcement when a child is a victim of certain violent offenses, sexual offenses, or misdemeanor child abuse. An adult who knows or reasonably should have known of any of these offenses inflicted upon a child must report that information immediately.

The board of education supports all employees who in good faith make a report under North Carolina's mandated reporting laws.

The superintendent shall develop any necessary procedures for making a report or otherwise implementing this policy.

### **A. DUTY TO REPORT CERTAIN CRIMES AGAINST CHILDREN TO LOCAL LAW ENFORCEMENT**

A school employee, contractor, or volunteer is legally required to report to local law enforcement when the employee or volunteer knows or reasonably should know that a child has been a victim of any of the following crimes:

1. a sexual offense (which for purposes of this policy, the board interprets to mean any offense that relates to inappropriate sexual contact with a child);



2. an offense that inflicts serious bodily injury or serious physical injury upon the child by nonaccidental means;
3. an attempt, solicitation, or conspiracy to commit either offense described above, or aiding and abetting either offense; or
4. misdemeanor child abuse, which occurs when a parent or any other person providing care or supervision to a child who is under the age of sixteen (1) inflicts or allows to be inflicted physical injury to the child by nonaccidental means or (2) creates or allows a substantial risk of physical injury to the child by nonaccidental means.

Compliance with this reporting requirement does not relieve the employee or volunteer from his or her duty to report pursuant to Sections B and C of this policy. The employee, contractor, or volunteer also shall immediately report the case to the principal.

A school employee, contractor, or volunteer is immune by statute from any state civil and/or criminal liability when making a report in good faith under this Section. An employee who fails to report or who prevents another person from making a report is subject to disciplinary action by the school system and civil and criminal action under the law. A volunteer or contractor who fails to report or prevents another person from making a report may be restricted from school property or lose the privilege of volunteering for or contracting with the school system and is subject to civil and criminal action under the law.

**B. DUTY TO REPORT CHILD ABUSE, NEGLECT, DEPENDENCY, OR DEATH AS A RESULT OF MALTREATMENT TO THE COUNTY CHILD WELFARE AGENCY**

A school employee, contractor, or volunteer who knows or has cause to suspect that (1) a parent, guardian, custodian, or caretaker of a child has caused the child to be abused, neglected, or dependent, or (2) that a child has died as a result of maltreatment or been a victim of human trafficking, involuntary servitude, or sexual servitude by any person is legally required to report the case to the director of social services. The employee, contractor, or volunteer also shall immediately report the case to the principal. Any doubt about reporting a suspected situation must be resolved in favor of reporting, and the report must be made immediately.

A school employee, contractor, or volunteer is immune by statute from any civil and/or criminal liability when making a report in good faith under this Section. An employee who fails to report or who prevents another person from making a report is subject to disciplinary action by the school system and civil and criminal action under the law. A volunteer or contractor who fails to report or prevents another person from making a report may be restricted from school property or lose the privilege of volunteering for or



contracting with the school system and is subject to civil and criminal action under the law

**C. DUTY TO REPORT CHILD MALTREATMENT IN A CHILD CARE FACILITY TO THE DIVISION OF CHILD DEVELOPMENT AND EARLY EDUCATION**

A school employee, contractor, or volunteer who has cause to suspect that a child in a child care facility has been maltreated by a caregiver or has died as a result of maltreatment occurring in a child care facility is legally required to report the case to ~~the Department of Health and Human Services (DHHS), Division of Child Development and Early Education (DCDEE).~~

A “child care facility” includes any DHHS-licensed classroom or program operated by the school system, including for example, licensed pre-school or Title I classrooms, licensed afterschool programs, and licensed developmental day programs.

Any doubt about reporting a suspected situation or uncertainty whether the child’s care is being provided in a child care facility must be resolved in favor of reporting, and the report should be made immediately.

An employee making a report to DCDEE also shall immediately report the case to the principal. If the suspected maltreatment occurred in a licensed preschool classroom or other licensed classroom or program operated by board, the principal shall immediately notify the superintendent of the suspected maltreatment. No reprisals of any kind may be taken against an employee who makes a good faith report of child maltreatment occurring in any licensed preschool classroom or other licensed classroom or program operated by the board.

An employee who fails to make a report as required by law and this policy may be subject to disciplinary action by the school system. In addition, if the employee works in a licensed preschool classroom or other licensed classroom or program operated by the board, failure to report maltreatment of a child in the program or classroom may itself constitute child maltreatment and result in the employee being placed on the state child maltreatment registry. A volunteer or contractor who fails to report or prevents another person from making a report may be restricted from school property or lose the privilege of volunteering for or contracting with the school system.

**D. DUTY TO REPORT LICENSED EMPLOYEES TO THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION**

In addition to the other reporting requirements of this policy, any administrator who knows or has reason to believe that a licensed employee has engaged in conduct that would justify automatic revocation of the employee’s license pursuant to G.S. 115C-270.35(b) or involves physical or sexual abuse of a child shall report that information to



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the State Superintendent of Public Instruction in accordance with subsection C.4 of policy 4040/7310, Staff-Student Relations.

**E. COOPERATION WITH STATE AND LOCAL AGENCIES**

1. The principal may establish a contact person in the school to act as a liaison with state and local agencies charged with investigating reports made pursuant to this policy.
2. Employees shall cooperate fully with agency personnel conducting an investigation.
3. In a case under the jurisdiction of local law enforcement in which the child's parent, guardian, or custodian is suspected of wrongdoing, employees shall permit the child to be interviewed by local law enforcement on school campuses during school hours. Otherwise, permission from the parent, guardian, or custodian must be obtained before the child may be interviewed by local law enforcement on school campus during school hours.
4. In a case under the jurisdiction of social services, employees shall permit the child to be interviewed by social services on school campuses during school hours.
5. In a case under the jurisdiction of DCDEE concerning suspected child maltreatment by a caregiver in a child care facility, permission from the parent must be obtained before the child may be interviewed on school campus during school hours.
6. Employees shall provide confidential information to agency personnel, so long as the disclosure does not violate state or federal law.
7. Any confidential information disclosed by the investigating agency to employees must remain confidential and may be redisclosed only for purposes directly connected with carrying out the responsibilities of the school system or the employee.

**~~E.~~F. SHARING INFORMATION WITH OTHER AGENCIES**

Upon request and to the extent permitted by law, school system officials shall share with other agencies designated in G.S. 7B-3100(a) information that is relevant to (1) any assessment by the department of social services of a report of child abuse, neglect, dependency, or death as a result of maltreatment; (2) the provision or arrangement of protective services in a child abuse, neglect, or dependency case by the department of social services; or (3) any case in which a petition is filed alleging that a juvenile is abused, neglected, dependent, undisciplined, or delinquent. School system officials and the



designated agencies must continue to share such information until the protective services case is closed by the department of social services or, if a petition is filed, until the juvenile is no longer subject to the jurisdiction of juvenile court.

#### **F.G. CHILD SEXUAL ABUSE AND SEX TRAFFICKING TRAINING PROGRAM**

In even numbered years, the school system will provide a child sexual abuse and sex trafficking education and awareness training program for teachers, instructional support personnel, principals, and assistant principals. The program will include at least two hours of training related to best practices from the field of prevention, the grooming process of sexual predators, the warning signs of sexual abuse and sex trafficking, how to intervene when sexual abuse or sex trafficking is suspected or disclosed, legal responsibilities for reporting sexual abuse or sex trafficking, and available resources for assistance. Designated school personnel shall participate in such training as required by law and board policy.

#### **H. CHILD ABUSE AND NEGLECT INFORMATION AND RESOURCES FOR STUDENTS**

In accordance with G.S. 115C-47(65) and State Board of Education Policy SHLT-003, the school system will provide information on child abuse and neglect, including age-appropriate information on sexual abuse, to students in grades 6 through 12. Such information will be provided in the form of (1) a document given to all students in grades 6 through 12 at the beginning of each school year and (2) a display posted in visible, high-traffic areas throughout each secondary school.

~~The superintendent shall develop any necessary procedures for making a report pursuant to this policy, for sharing information with designated agencies, and for cooperating with agency investigations.~~

~~In addition to the requirements of this policy, any administrator who knows or has reason to believe that a licensed employee has engaged in conduct that would justify automatic revocation of the employee's license pursuant to G.S. 115C-270.35(b) or involves physical or sexual abuse of a child shall report that information to the State Superintendent of Public Instruction in accordance with subsection C.4 of policy 4040/7310, Staff-Student Relations.~~

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 7B-101, -301, -302, -309, -3100; 8-53.4; 14-208.6, -318.2, -318.4, -318.6; 110-90.2, -105.3, -105.4, -105.5; 115C-47(65), -270.35(b), -375.20, -400, -402; 126-5; 16 N.C.A.C. 6C .0373; State Board of Education Policy SHLT-003

Cross References: Professional and Staff Development (policy 1610/7800), Staff-Student Relations (policy 4040/7310), Student Records (policy 4700)

Adopted: September 10, 2020, September 12, 2021



**STUDENT SEX OFFENDERS**

Policy Code:

**4260**

The board is committed to the safety of students, employees and other persons on school property. In order to create and maintain a safe school environment and comply with G.S. 14-208.18, the board establishes the following policy provisions.

**A. STUDENT SEX OFFENDER ON SCHOOL PROPERTY**

A student who is enrolled in the school system and is a registered sex offender subject to policy 5022, Registered Sex Offenders, is expressly forbidden from (1) to knowingly ~~being present on any property owned or operated by the school system, including school buildings, athletic fields, playgrounds, parking lots, buses or and other property, school grounds or any property owned or operated by the school system where minors frequently congregate~~ and (2) attending school-sponsored or school-related activities, except to the extent the student is permitted to be on school property to receive educational services.

~~A student subject to policy 5022, Registered Sex Offenders, who is receiving educational services on school grounds must comply with the requirement that he or she be supervised by school personnel at all times.~~

**B. EDUCATIONAL SERVICES FOR STUDENT SEX OFFENDERS**

1. If permitted by the board, a student who is subject to Section A of this policy and is eligible to attend public school under G.S. 115C-378 may be present on school property subject to any conditions and restrictions imposed by the board.
2. The board will hold a hearing to determine whether to expel the student or provide the student with educational services in accordance with subsection B.4.b. of policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion.
3. Prior to expelling a student pursuant to G.S. 115C-390.11(a)(2), the board will consider whether there are alternative educational services that may be offered to the student.
4. If the board of education determines that a student will be provided educational services on school property, the student must be under the supervision of school personnel at all times.
5. If a student subject to this policy violates the conditions and restrictions placed upon the student by the board, school officials will impose disciplinary consequences consistent with the terms of the conditions and restrictions placed



on the student's admission or as otherwise provided in Section D of policy 4300, Student Behavior Policies, and any applicable provisions of the Code of Student Conduct.

6. If a student subject to this policy is a child with disabilities, he or she will be provided educational services in compliance with federal and state law.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12131, 28 C.F.R. pt. 35; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. part 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; G.S. 14-208.18, -208.19; 115C art. 9; 115C-378, -390.2, -390.11(a)(2)

Cross References: School Safety (policy 1510/4200/7270), Alternative Learning Programs/Schools (policy 3470/4305), Student Behavior Policies (policy 4300), Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety (policy 4333), Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353), Registered Sex Offenders (policy 5022)

Adopted: January 8, 2009

Revised: November 10, 2011, November 14, 2019



**EMPLOYEE DRESS AND APPEARANCE**

Policy Code: 7340

The board believes that the appearance and the conduct of its employees are of supreme importance in establishing a positive climate for learning and for presenting a good example for students. Therefore, the board affirms its expectations that all personnel shall be cleanly, neatly, and appropriately attired for the work to be done. An employee's dress and appearance must not disrupt or distract from the educational process and must be in accordance with health and safety standards and practices. The superintendent shall develop and communicate to employees the guidelines for appropriate dress and appearance. Such guidelines (1) must be gender-neutral; (2) may authorize the principal or department supervisors to develop specific dress or appearance requirements for each school or department; (3) may authorize exemptions from the guidelines for employees performing specialized duties that require a different form of dress; and (4) must provide a process for offering reasonable accommodations when required by law.

Administrative and supervisory personnel shall set a good example in personal appearance and good manners and shall encourage and expect employees to dress in accordance with the board's expectations. An employee's supervisor will make an initial determination of whether an employee's dress or appearance is inappropriate. In making this determination, the supervisor will consider the following factors: Employee dress and appearance should be professional, and enhance rather than detract from the school climate. Dress and appearance should be appropriate, to a professional workplace based on the following factors:

1. the nature and environment of the work;
2. whether the dress is consistent with a professional environment;
3. ~~Consideration of~~ health and safety factors;
4. the nature of the employee's public contact and the normal expectations for outside parties with whom the employee will work~~The employee's responsibility to foster good habits of dress and appearance and to display professional image to students, parents, and the community;~~
5. the employee's interaction with students;
6. the prevailing practices of other workers in similar jobs; and
7. any properly established guidelines for dress or appearance~~The effect of inappropriate dress and appearance on school climate.~~

Based on these factors, the following requirements are established for all employees:



1. Employees shall be clean, neat, and appropriately attired. An employee's dress and appearance shall not disrupt the educational process or distract from a positive school climate.
2. The dress and appearance of employees should be appropriate to the type of work performed, with reasonable accommodation when the nature of an employee's work is unique.
3. Reasonable accommodations will be considered in accordance with all federal, state and local regulations.
4. Uniform dress may be required for certain categories of employees such as: food service and maintenance personnel.

~~Inappropriate Dress and Appearance:~~

The following are considered inappropriate for employees:

- a. Clothing that is inappropriately revealing, regardless of the activity or movement of the employee ~~the midriff must be covered at all times, regardless of the activity or movement of the employee. The breasts and cleavage must be covered at all times, regardless of the activity or movement of the employee;~~
- b. Shirts with spaghetti straps, low-cut tops, or shorts or skirts that are shorter than mid-thigh in length;
- c. Flip-flops;
- d. Sweatpants;
- e. Clothing, jewelry, or body art which displays inappropriate images, ~~or words, or is obscene;~~
- f. Clothing which reveals undergarments;
- g. Clothing which is tattered or ragged; or
- ~~h. Clothing that disrupts by being overly tight to the body;~~
- ~~i. Jewelry affixed to the body other than to the ears;~~
- ~~j. Body art which is distractive or obscene;~~



- k. Hats worn inside the building.

An employee's immediate supervisor shall make an initial determination of whether an employee's dress or appearance is a violation of this policy. If the supervisor determines that the employee's dress or appearance is inappropriate, detrimental to the work or learning environment, or hazardous to the health and safety of the employee or students, the supervisor shall counsel the employee regarding appropriate attire that is consistent with this policy and shall determine whether the employee is allowed to remain at work or must leave work to change his/her dress. Any failure to follow the supervisor's directive and/or blatant violation or repeated violations of this policy may subject the employee to disciplinary action.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 et seq.; Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e et seq.; Bostock v. Clayton County, 590 U.S. \_\_\_, 140 S. Ct. 1731 (2020); G. S. 115 – C (36), (47)

Cross References: ~~Prohibition Against Discrimination and Harassment (policy 1710/7230)~~

Adopted: March 13, 2003

Administrative Procedure: None

Updated: October 8, 2009, July 14, 2016



**A. GENERAL EMPLOYMENT OF SUBSTITUTES**

The school system will employ substitute teachers as deemed appropriate by the administration and in accordance with State Board policies. The board recognizes the importance of employing licensed teachers as substitutes and will give first priority to substitutes who hold or have held any teaching license and second priority to those who have completed Effective Teacher Training or comparable professional development courses. Teaching experience also will be considered.

A criminal history check will be conducted on applicants for substitute teaching positions in accordance with policy 7100, Recruitment and Selection of Personnel, and administrative procedures.

**B. TEACHER ASSISTANTS AS SUBSTITUTES**

A teacher assistant may serve as a substitute teacher in the classroom(s) in which the assistant is regularly assigned and will be paid additional compensation according to state policies.

**C. PARENTAL NOTIFICATION**

In accordance with policy 1320/3560, Title I Parent and Family Engagement, school principals shall notify the parent of any child who receives instruction in a core academic subject for four or more consecutive weeks from a substitute teacher who does not meet the certification and licensure standards for the grade level and subject area to which the substitute teacher has been assigned.

Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6312(e)(1)(B)(ii); G.S. 115C-12, -36, -47, -332; 16 N.C.A.C. 6C .0313, 16 N.C.A.C. 6C .0403; North Carolina Public Schools Benefits and Employment Policy Manual (N.C. Dept. of Public Instruction, current version), available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/employee-policy>

Cross References: Title I Parent and Family Engagement (policy 1320/3560), Recruitment and Selection of Personnel (policy 7100)

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

Revised: April 7, 2008; April 28, 2009; March 28, 2013, September 12, 2013, June 8, 2017, October 5, 2017, August 12, 2021



The board of education believes that it is important for employees to have leave available to attend to personal, civic, and professional matters as well as to meet family commitments. This need for leave is to be balanced with the need to provide an effective instructional program for students. No employee may be discharged, demoted, or otherwise subjected to adverse employment action for taking leave in accordance with board policies and administrative procedures.

All requests for leave, with or without pay, must be addressed in accordance with state and federal law, as well as policies promulgated by the State Board of Education, including those specified in the most current edition of the *North Carolina Public Schools Benefits and Employment Policy Manual*, available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/employee-policy>.

In addition to applicable laws and regulations, this board policy applies to leave requests. The information in this policy is intended to supplement, not replace, the requirements of law and the State Board of Education. In the event that changes to State or federal law or regulation conflict with current State Board or local board policies, the board intends that its leave practices be modified to the extent necessary to comply with current law until such time as conforming changes to State Board and/or local board policy are made.

The superintendent shall develop any necessary administrative procedures and make them available to employees upon request.

#### **TEMPORARY REQUIREMENT RELATED TO COVID-19**

In order to secure the health and safety of school system students and employees during the COVID-19 pandemic, employees who test positive for COVID-19 or have COVID-19 symptoms shall not return to work until they meet the criteria set forth in the most recent guidance from the North Carolina Department of Health and Human Services. This temporary requirement shall remain in effect for as long as the state guidance remains in effect.

#### **A. MINIMUM LEAVE TIME**

An employee may take any type of leave in increments of hours unless otherwise specified in this policy.

#### **B. CONTINUOUS LEAVE OF MORE THAN 10 DAYS**

An employee must comply with the notice and verification requirements provided in policy 7520, Family and Medical Leave, for any continuous leave of more than 10 days if:  
(1) the leave also is eligible for leave under the Family and Medical Leave Act (FMLA),



defined in policy 7520, and (2) the leave is designated as FMLA-eligible at the time it is taken or as soon as is feasible thereafter. See policy 7520, Family and Medical Leave.

**C. SICK LEAVE**

The superintendent or designee may require a statement from a medical doctor or other acceptable proof that the employee was unable to work due to illness or injury. Employees who anticipate using sick leave for more than a single day must inform their immediate supervisor in advance so that arrangements may be made to reassign the employee's duties during the period of absence.

**D. PERSONAL LEAVE**

Personal leave must be used in half or whole day units. Personal leave may be used only upon the authorization of the teacher's immediate supervisor and in accordance with legal requirements and procedures established by the superintendent.

**E. VACATION LEAVE**

Vacation may be taken only upon the authorization of the employee's immediate supervisor and in accordance with legal requirements and procedures established by the superintendent.

To promote the efficient operation of the schools, the superintendent may designate certain periods during the nonacademic year as preferred vacation periods for 12-month employees.

**F. COMPENSATORY LEAVE**

Because professional employees are expected to fulfill all job duties, compensatory leave should apply only in extraordinary circumstances.

Employees who are not exempt from the provisions of the Fair Labor Standards Act may accrue compensatory time (comp time) as described in policy 7500, Workday and Overtime. Supervisors shall arrange for employees to take comp time within one pay period following the time it is earned, if possible; however, the superintendent or designee may exempt certain employees or categories of employees from this requirement when deemed necessary for the proper administration of the school system.

An employee must obtain approval from his or her immediate supervisor before taking compensatory leave.

**G. LEAVE TO TEACH AT A CHARTER, REGIONAL, OR LAB SCHOOL**



Leave of absence to teach for one year at a charter, regional, or lab school will be granted to a teacher upon timely written request to the board. The request must be provided at least 45 days before the teacher would otherwise have to report for duty if it is the initial year of the charter/regional/lab school's operation and at least 90 days if it is after the charter/regional/lab school's initial year of operation. The teacher may return to work in the school system in accordance with the provisions of applicable state law.

**F. LEAVE OF ABSENCE WITHOUT PAY**

An employee, who wishes to take leave that is not eligible for any other specific type of leave, may be granted a leave of absence without pay for a period of up to one calendar year at the discretion of the superintendent with approval from the board.

The employee is expected first to consult with his or her immediate supervisor and then to provide advance written notice (60 days if possible) stating the beginning and ending dates of the desired leave of absence. The superintendent may request documentation from the employee in support of his or her request. In determining the length of the leave of absence without pay that will be approved, due and proper consideration must be given to the welfare of the students as well as the employee. The superintendent may require the employee to give notice of his or her intent to return to work at reasonable time intervals during the leave.

Once a leave of absence without pay has been requested by an employee and approved by the board, the dates are binding unless both parties agree to a change.

**I. OTHER LEAVE**

Other types of leave, such as leave for observance of a bona fide religious holiday, professional leave, community responsibility leave, leave for jury duty or court attendance, elected officials leave, parental involvement in schools leave, parental leave without pay, and military leave (see policy 7530, Military Leave), will be granted in accordance with the requirements of law and State Board of Education policy.

Legal References: G.S. 95-28.3; 115C-12, -36, -47, -84.2, -218.90(a)(3), -238.68(3), -285, -302.1, -316, -336, -336.1; 116-239.10(4); 16 N.C.A.C. 6C .0405; State Board of Education Policy BENF-001, *North Carolina Public Schools Benefits and Employment Policy Manual* (N.C. Dept. of Public Instruction, current version), available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/employee-policy>

Cross References: Workday and Overtime (policy 7500), Compliance with State Board of Education Employment Policies (policy 7505), Family and Medical Leave (policy 7520), Military Leave (policy 7530), Voluntary Shared Leave (policy 7540), Absences Due to Inclement Weather (policy 7550)



Adopted: May 9, 2013

Revised: January 9, 2014, February 12, 2015, February 8, 2018, September 10, 2020



All eligible employees will be provided leave as required by the federal Family and Medical Leave Act of 1993 (FMLA), as amended, and applicable state laws and State Board of Education policies. The FMLA allows eligible employees to take job-protected, unpaid leave, or to substitute appropriate paid leave if the employee has earned or accrued it, for up to a total of 12 work weeks (or 26 work weeks in certain cases) in any 12-month period for certain qualifying conditions or events. The employee may continue to participate in the school system's group insurance plan while on FMLA leave.

This policy is intended for guidance only and is not intended to alter or expand the school system's responsibilities beyond the requirements of law. If any provision of this policy is inconsistent with federal law or regulation, the federal rule must take precedence. The superintendent is authorized to develop additional regulations for FMLA leave consistent with the requirements of the law and this policy. Employees can find more information about FMLA leave in the North Carolina Public Schools *Benefits and Employment Policy Manual*.

The board strictly prohibits interfering with, restraining or denying the ability of any employee to exercise any right provided by the FMLA. The board also strictly prohibits any type of discrimination against or discharge of an employee who has filed a complaint in regard to the FMLA. A copy of this policy will be provided to each employee upon hiring.

#### **A. DEFINITIONS**

##### **1. Serious Health Condition**

A serious health condition is an illness, injury, impairment or physical or mental condition that involves either an overnight stay in a medical care facility or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job or prevents the qualified family member from participating in school or other daily activities.

##### **2. Continuing Treatment**

Subject to certain conditions, the continuing treatment requirement in the above definition of "serious health condition" may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment or incapacity due to pregnancy or a chronic condition. Other conditions may meet the definition of continuing treatment.

##### **3. Other Terms**



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Unless otherwise noted, all terms in this policy must be defined in accordance with 29 C.F.R. pt. 825.

**B. ELIGIBILITY**

Generally, employees are eligible for unpaid FMLA leave if they have:

1. been employed by the school system for at least 12 months (not necessarily consecutively); and
2. worked at least 1,250 hours during the previous 12 months.

Further information about these requirements can be found in the Code of Federal Regulations at 29 C.F.R. 825.110.

**C. QUALIFYING CONDITIONS**

Except in cases of leave to care for a covered servicemember with a serious illness or injury, an eligible employee is entitled to a total of 12 workweeks of FMLA leave during any 12-month period for any one or more of the following reasons:

1. the birth and first-year care of the employee's child;
2. adoption or foster placement of a child with the employee;
3. a serious health condition of the employee or the employee's spouse, child or parent;
4. a qualifying exigency (see Section F) arising out of the fact that the spouse or a son, daughter or parent of the employee has been deployed, or is on notice of an impending deployment to a foreign country as a member of the regular Armed Forces on active duty or as a member of the Reserve components of the Armed Forces under a federal call or order to active duty in support of a contingency operation; or
5. to care for a covered servicemember with a serious illness or injury ("covered servicemember" and "serious injury or illness" are defined in federal regulation 29 C.F.R. 825. An employee who is a spouse, son, daughter, parent or next of kin of the servicemember may take leave for a period of up to 26 workweeks under this provision.

**D. DETERMINING THE 12-MONTH PERIOD**

The 12-month period during which an employee is eligible for FMLA leave will be a 12-month period, rolled forward from the date the employee's first FMLA leave begins



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except that the period for leave to care for a covered servicemember with a serious injury or illness begins on the first day the employee takes leave for this reason and ends 12 months later.

#### E. ENTITLEMENT TO LEAVE

Eligible employees may take leave as follows:

1. **Medical leave for serious health conditions:** A combined total of 12 workweeks during a 12-month period. The leave may be taken intermittently or on a reduced leave schedule as is medically necessary.
2. **Family leave for pregnancy, birth of a child, or placement of a child for foster care or adoption:** A combined total of 12 consecutive workweeks during a 12-month period. Eligibility for FMLA leave expires 12 months from the birth, foster care placement, or adoption of the child. Leave must be used in a single block of time unless the board agrees to another arrangement.
3. **Military service exigency:** A combined total of 12 workweeks during a 12-month period. The leave may be taken intermittently or on a reduced leave schedule.
4. **Leave to care for injured service member:** A combined total of no more than 26 workweeks during a single 12-month period. The leave may be taken intermittently or on a reduced leave schedule. If combined with other types of FMLA leave, the total leave taken in a single 12-month period still may not exceed 26 weeks.
5. **Spouses employed by the school system:** Spouses who are both employed by the school system and eligible for FMLA leave are limited in the amount of family leave they may take for the birth and care of a newborn child, for the placement of a child for adoption or foster care, or to care for a parent who has a serious health condition to a combined total of 12 weeks (or 26 weeks if leave to care for a covered service member with a serious injury or illness is also used).

#### F. QUALIFIED MILITARY SERVICE EXIGENCIES

A military service exigency that qualifies for FMLA leave must be defined in accordance with federal regulations. Qualified exigencies may include:

1. short-notice deployment;
2. military events and related activities;
3. school and childcare activities;



4. financial and legal arrangements;
5. counseling;
6. rest and recuperation leave;
7. post-deployment activities;
8. parental care; and
9. additional activities agreed upon by the board and employee.

**G. INTERMITTENT OR REDUCES WORK SCHEDULE**

1. An employee may take FMLA leave on an intermittent or reduced leave schedule as required for the health of the employee or family member, due to a qualifying exigency, or as otherwise approved by the superintendent. The employee must make a reasonable effort to schedule treatment so as not to disrupt unduly the operations of the school. Whenever possible, the employee should discuss scheduling with his or her immediate supervisor prior to scheduling any medical treatment in order to accommodate the work schedule.
2. An employee who requests intermittent or reduced leave time for medical treatment of a serious health condition may be required to give the reasons for the intermittent or reduced leave schedule and the schedule for treatment.
3. To better accommodate an employee's need for intermittent or reduced leave for a serious health condition, the school system may require an employee to take an alternative position during the period of leave. The alternative position must have equal pay and benefits, but it does not have to have equivalent duties.
4. Employees may take intermittent leave in increments of one hour.
5. Instructional personnel are subject to special rules for taking intermittent or reduced leave. (See Section H.)

**H. INSTRUCTIONAL PERSONNEL**

The following special rules apply to instructional personnel only. For the purposes of this policy, instructional personnel are teachers, athletic coaches, driving instructors, special education assistants and any other employees whose principal function is to teach and instruct students.



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**1. Use of Intermittent or Reduced Schedule Leave**

- a. Instructional employees may use intermittent or reduced schedule leave only when the employee and the school system have reached an agreement on how the leave will be used.
- b. If an instructional employee requests intermittent or reduced schedule leave for more than 20 percent of the workdays of the duration of a leave due to medical treatment, the school system may require the employee to take continuous leave for up to the entire duration of the scheduled leave or to transfer to an alternative position with equivalent pay and benefits for the period of leave.
- c. Instructional employees who take intermittent or reduced schedule leave that constitutes 20 percent or less of the workdays during the leave period are not subject to transfer to an alternative position.

**2. Extension of FMLA Leave at School System Discretion**

The school system may require instructional personnel to continue leave through the end of the school semester if any of the following conditions exist:

- a. the leave will begin more than five weeks before the end of the term; the leave will last at least three weeks; and the employee would return to work in the last three weeks of the academic term;
- b. the leave is for a purpose other than the employee's own serious health condition or for a military exigency; the leave will begin in the last five weeks of the term; the leave will last more than two weeks; and the employee would return to work during the last two weeks of the academic term; or
- c. the leave is for a purpose other than the employee's own serious health condition or for a military exigency; the leave will begin in the last three weeks of the term; and the leave will last at least five days.

If the school system requires an instructional employee to take leave until the end of the academic term, only the period of leave until the employee is ready and able to return to work will be charged against the employee's FMLA entitlement.

**I. EMPLOYEE'S RESPONSIBILITY WHEN REQUESTING LEAVE**

To ensure that employees receive proper notification of their rights and responsibilities and that leave is properly designated, all employees requesting any type of leave must



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make the request to the human resources officer or designee.

1. Employee's Responsibilities When Leave is Foreseeable

- a. The employee must provide 30 days' advance notice of the need to take FMLA leave when the need is foreseeable. If this amount of notice is not possible, then notice must be given as soon as practicable, taking into account all of the facts and circumstances.
- b. The employee must provide sufficient information for the school system reasonably to determine (1) whether the FMLA may apply to the leave request and (2) the anticipated timing and duration of the leave. This information would include, for example, notice that the employee is unable to perform job functions, notice that the family member is unable to perform daily activities, notice of the need for hospitalization or continuing treatment by a health care provider or notice of circumstances supporting the need for military family leave.
- c. If the employee does not provide 30 days' notice and there is no reasonable justification for the delay, the school system may delay the FMLA leave until at least 30 days after the employee provides notice of the need for FMLA leave.
- d. If an instructional employee fails to give the required notice of foreseeable leave for an intermittent or reduced leave schedule, the school system may require the employee to take continuous leave for the duration of his or her treatment or may temporarily transfer the employee to an alternative position for which the employee is qualified and that has the same benefits. (See Section H.)

2. Employee's Responsibilities When Leave is Not Foreseeable

- a. When leave is not foreseeable, the employee must comply with the usual school system procedures for notifying his or her supervisor of the absence and requesting leave, including any applicable requirements established by policy 7510, Leave. If the employee fails to do so, the leave may be delayed or denied.
- b. When giving notice of an absence, the employee must inform the supervisor if the requested leave is for a reason for which FMLA leave was previously taken or certified.
- c. The employee also must notify human resources officer or designee of the need for FMLA leave as soon as practicable.



- d. All employee responsibilities in the FMLA for notice, medical certification, fitness for duty certification and notice of intent to return to work apply as specified in this policy and policy 7510.

**J. SCHOOL SYSTEM'S DESIGNATION AND NOTICE TO EMPLOYEE**

1. Whether or not the employee specifically requests FMLA leave, the human resources officer or designee is responsible for asking any questions of the employee necessary to make a determination of whether the leave is FMLA-eligible, unless the employee has already requested and received FMLA leave or certification for the same condition or event. The human resources officer may require the employee to provide notice of the need and the reason for leave.
2. The human resources officer or designee shall provide all legally-required notices to the employee within five days of receiving this information or otherwise learning that an employee's leave may be for an FMLA-qualifying reason, unless there is a justifiable delay, such as a delay for documentation.

The required notices must indicate whether the employee is eligible under the FMLA. If the employee is eligible, the notice must specify any additional information required from the employee and must explain the employee's rights and responsibilities under the FMLA. If the employee is not eligible, the notice must provide a reason for the ineligibility. The required notices also must state whether the leave will be designated as FMLA-protected and, if so, the amount of leave that will be counted against the employee's leave entitlement.

3. Leave may be designated as both FMLA-eligible and as leave under the school system's paid leave policy if paid leave has been substituted. Such leave would be counted toward the employee's 12-week FMLA entitlement. In addition, the human resources officer may designate an absence (taken as paid or unpaid leave) that meets the criteria for an FMLA-qualifying absence as part of the employee's total FMLA entitlement, whether or not the employee has requested FMLA leave. (See Section M.)
4. Leave that has been taken for an FMLA-qualifying reason may be retroactively designated as FMLA leave with appropriate notice to the employee, provided that such designation does not cause harm or injury to the employee.

**K. CERTIFICATION**

The school system reserves the right to require employees to provide certification of any FMLA-qualifying event or condition of the employee or the employee's spouse, child, parent or next of kin, including certification for military exigency leave. The school system will not request more medical certification information than that allowed by the



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FMLA and the Americans with Disabilities Act. The human resource officer may request a second or third opinion at the school system's expense if reason to doubt the validity of a medical certification exists. The school system may require periodic recertification to support the leave, as permitted by law.

**L. RETURN TO WORK**

The school system may require an employee to periodically report on his or her status and intent to return to work. Any employee who is taking leave through the end of an academic semester must report on his or her intent to return to work no later than four weeks before the end of the academic semester. In addition, the school system may require the employee to report on his or her intent to return to work on a regular basis while on FMLA leave.

Before an employee returns to work from FMLA leave taken for the employee's own serious health condition, the employee must present a "fitness-for-duty" certification that states that the employee is able to return to work. This requirement does not apply to an employee taking intermittent leave unless the employee's condition presents a reasonable safety concern.

**M. SUBSTITUTION OF PAID LEAVE**

1. The school system will substitute appropriate paid leave, including sick leave, personal leave and vacation time for unpaid, FMLA leave to the extent allowed by law and policy, giving proper notice to the employee that the leave is designated as FMLA. If an employee has exhausted his or her accrued paid leave but an FMLA-qualifying reason for absence continues, the school system will designate resulting absences as protected FMLA leave until the employee has used all allowable FMLA leave. Such absences will be unpaid.
2. When an employee has an absence (taken as paid or unpaid leave) that meets the criteria for an FMLA-qualified absence, the school system may, with proper notice to the employee, designate the absence as part of the employee's total annual FMLA entitlement. If the absence continues for more than 10 days, all employee responsibilities in the FMLA to provide notice for foreseeable and unforeseeable leave, medical certification, fitness for duty certification and notice of intent to return to work apply as specified in this policy and policy 7510.
3. An employee must not be permitted to ~~exhaust~~ use paid leave before beginning FMLA leave if it has been determined that the employee's reason for using paid leave meets the FMLA eligibility requirements.

**N. RESTORATION TO EQUIVALENT POSITION**

1. Generally



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Employees, except “key” employees, will be restored to the same or an equivalent position upon return from FMLA leave.

The equivalent position will have virtually identical pay, benefits and working conditions, including privileges, perquisites and status, as the position the employee held prior to the leave. The position also must involve substantially similar duties and responsibilities, which must entail substantially equivalent skill, effort, responsibility and authority. All positions within the same job classification are considered “equivalent positions” for the purposes of this policy, so long as these conditions are met. For licensed employees, all positions with the same salary and licensure requirements also will be considered equivalent positions, so long as these conditions are met.

## 2. Key Employees

Key employees do not have the right to be restored to the same or an equivalent position upon their return from FMLA leave. Key employees are salaried FMLA-eligible employees who are among the highest paid 10 percent of all employees. If restoring a key employee would result in substantial and grievous economic injury to the school system, then the school system has no obligation to restore the employee to the same or an equivalent position.

An employee will be informed at the time leave is taken if he or she is considered a key employee and will be informed once a determination is made that the employee will not be restored to the same or an equivalent position upon return from FMLA leave. A key employee who has been informed that he or she will not be restored still has the right to health benefits for the full period in which he or she is eligible for FMLA leave.

## O. CONTINUATION OF HEALTH BENEFITS

Health care coverage and benefits will be continued for the duration of an employee’s FMLA leave on the same conditions as would have been provided if the employee had continued working. Employees do not have the right to the accrual of earned benefits during FMLA leave. If an employee takes intermittent or reduced leave, he or she has the right to maintain the same health care benefits, but earned benefits may be reduced in proportion to hours worked when such a reduction is normally based upon hours worked.

The school system may recover from the employee the cost of health insurance premiums paid on behalf of the employee while the employee was on unpaid FMLA leave if the employee does not return to work after the leave, so long as the reason for not returning does not relate to a serious health condition or to circumstances beyond his or her control.



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**P. POSTING REQUIREMENT**

The superintendent or designee shall ensure that notices of FMLA provisions and information on procedures for filing complaints are posted in places that are readily accessible to employees and applicants.

**Q. RECORDKEEPING REQUIREMENT**

The human resources office shall maintain records of the following information for at least three years: basic payroll and identifying employee data, the dates (or hours) of FMLA leave taken by each employee, and premium payments of employee benefits. Medical information, such as that relating to medical certifications, also will be maintained in the human resources office in confidential medical records.

The human resources officer will maintain for at least three years copies of employee notices, including general and specific notices, any other documents describing employee benefits or policies and records of disputes between the school system and any employee regarding designation of FMLA leave.

**R. ENFORCEMENT**

An employee may file a complaint with the U.S. Department of Labor or bring a private lawsuit against the school system for violations of the FMLA.

FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law that provides greater family or medical leave rights.

**S. OUTSIDE EMPLOYMENT/FALSIFICATION OF RECORDS**

The school system may deny FMLA benefits to an employee who engages in self-employment or employment for any employer while on continuous leave if the employee fraudulently obtained FMLA leave. Falsification of records and failure to correct records known to be false are violations of this policy and will result in discipline, which may include termination from employment.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*; Family and Medical Leave Act of 1993, as amended, 29 U.S.C. 2601 *et seq.*; 29 C.F.R. pt. 825; National Defense Authorization Act for 2008, Pub. L. 110-181 sec. 585; *North Carolina Public Schools Benefits and Employment Policy Manual*, N.C. Department of Public Instruction (current version)

Cross References: Leave (policy 7510)

Adopted: May 13, 2010

Revised: June 30, 2009; September 30, 2010; March 28, 2013, September 12, 2013, February



10, 2022



## **VOLUNTARY SHARED LEAVE**

*Policy Code:*

**7540**

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The purpose of voluntary shared leave is to enable employees and other authorized individuals to donate earned leave to a fellow employee or other authorized individual who has exhausted all earned leave and continues to be absent due to serious medical conditions.

Donations made pursuant to this policy are voluntary. No employee should feel pressured or coerced to participate. The donating employee may not receive compensation in any form for the donation of leave. Any employee found guilty of giving or receiving compensation may be subject to dismissal as outlined in applicable state law.

Administrative procedures in conformance with State Board of Education policies will be developed and made available in the human resources office.

Legal References: G.S. 115C-12.2, -47, -325 (applicable to career status teachers), -325.1 et seq. (applicable to non-career status teachers), -336; 16 N.C.A.C. 6C .0402; North Carolina Public Schools Benefits and Employment Policy Manual (N.C. Dept. of Public Instruction, current version), available at <https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/employee-policy>

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

Revised: June 14, 2012, February 12, 2015, September 10, 2020



## ABSENCES DUE TO INCLEMENT WEATHER

Policy Code: 7550

On a day that employees have the option to report for a workday, but pupils are not required to attend school due to inclement weather, employees have the following options:

1. report to work;
2. take accumulated annual (vacation) leave;
3. take accumulated personal leave, if available (teachers only);
4. take leave without pay;
5. use compensatory leave already accumulated (classified only); ~~or~~
6. telework in accordance with policy 7503, Remote Working; or
7. make up the time missed (only with supervisor's approval). The employee and immediate supervisor must mutually agree upon a makeup time. Employees who are non-exempt under the Fair Labor Standards Act may make up missed time only if the time will be made up within the work week established by the board (see policy 7500, Workday and Overtime). Teachers and other employees who are classified as exempt under the Fair Labor Standards Act must make up the time within 120 days or before the end of their employment contract, whichever is sooner.

~~If an employee elects to make up time, it must be at a mutually agreed upon time between the employee and the immediate supervisor. For 10-month employees, it must be within the regular 10-month employment. For certified staff, missed days may be made up in half day or whole day increments only.~~

When the school district is closed to staff and students due to inclement weather, the board will consider options within the requirements of law for addressing the missed days, giving the greatest weight to how to best maintain the opportunity and environment for student learning.

Legal References: The Fair Labor Standards Act of 1938, as amended, 29 U.S.C. 201 et seq.; G.S. 115C-84.2, -302.1, -316

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

Revised: May 13, 2010, February 8, 2018



**NON-CAREER STATUS TEACHERS:  
NONRENEWAL**

Policy Code:

**7950**

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The board, upon recommendation of the superintendent, may refuse to renew the contract of any non-career status teacher for any cause it deems sufficient, so long as the cause is not arbitrary, capricious, discriminatory, prohibited by state or federal law, or for personal or political reasons.

If the superintendent decides to recommend nonrenewal of a non-career status teacher, the superintendent shall provide written notice of the recommendation no later than June 1. ~~The teacher may, within 10 days of receipt of the superintendent's recommendation, request written notice of the reasons for the superintendent's recommendation for nonrenewal and the information that the superintendent may share with the board to support the recommendation for nonrenewal. If a teacher files a timely request, the superintendent shall provide the requested information, and the teacher will be permitted to submit supplemental information to the superintendent and board prior to the board's decision.~~

A non-career status teacher has the right to petition the board for a hearing no later than 10 days after receiving notice of the superintendent's recommendation for nonrenewal. If the teacher requests a hearing, the board chair and vice chair will confer and determine whether such a hearing will be granted. If the chair and vice chair cannot agree, a hearing will be granted. The board will notify the teacher of its decision whether to grant a hearing.

The board will notify the non-career status teacher whose contract will not be renewed for the next school year of its decision by June 15. If, however, a teacher is granted a hearing, the board will provide the nonrenewal notification within 10 days of the hearing or such later date upon the written consent of the superintendent and teacher.

In considering a recommendation of the superintendent to offer a teacher a new, renewed, or extended contract, the board may review any information that was in the teacher's personnel file at the time of the superintendent's recommendation. If the board determines that it needs additional information to reach a decision, it will notify the teacher of the board's concerns and of the additional information that it is considering and provide an opportunity for the teacher to respond to the additional information.

The board will notify the non-career status teacher whose contract will not be renewed for the next school year of its decision by June 15. If, however, a teacher is granted a hearing, the board will provide the nonrenewal notification within 10 days of the hearing or such later date upon the written consent of the superintendent and teacher.

Non-career status teachers may be demoted or dismissed during the terms of their contracts only in accordance with policy 7930, Professional Employees: Demotion and Dismissal.



Legal References: G.S. 115C-45(c), -325.1 *et seq.*

Cross References: Hearings Before the Board (policy 2500), Teacher Contracts (policy 7410), Reduction in Force: Teachers and School Administrators (policy 7920), Professional Employees: Demotion and Dismissal (policy 7930)

Adopted: March 8, 2012

Revised: January 9, 2014, June 12, 2014, February 12, 2015, August 11, 2016



**ASHEBORO CITY BOARD OF EDUCATION**  
**North Asheboro Middle School Theater**  
**June 2, 2022**  
**7:30 p.m.**

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

**I. Opening**

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

**II. Special Recognition and Presentations**

- A.** Asheboro High School Chorus Director, Ms. Sarah Downey, and the Park Street Ensemble Performance – Dr. Wendy Rich, Assistant Superintendent of Curriculum & Instruction
- B.** Community Partner Spotlight – Ms. Leigh Anna Marbert, Public Information Officer
- C.** NCCTM Outstanding Mathematics Educators - Ms. Deanna Wiles, Director of K-12 Education
- D.** CTE Teacher of the Year – Ms. Sarah Beth Robbins, Director of Career & Technical Education (CTE)
- E.** Pre-Apprentice Recognition – Ms. Sarah Beth Robbins, Director of Career & Technical Education (CTE)
- F.** State Track 4th Place Recognition - Dr. Drew Maerz, Director of Support Services
- G.** Points of Pride – Ms. Leigh Anna Marbert, Public Information Officer
- H.** Special Recognitions – Dr. Aaron Woody, Superintendent

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

**IV. Public Comments**

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

**V. \*Consent Agenda**

- A.** Approval of Minutes for May 12, 2022 Board of Education Meeting
- B.** Policies Recommended for Approval – Dr. Drew Maerz, Director of Support Services
  - Policy 2220 – Official School Spokesperson
  - Policy 2341 – Quorum
  - Policy 3431 – Conflict Resolution
  - Policy 5100 – Relationships with Other Governmental Agencies
  - Policy 5110 – Relationship with County Commissioners
  - Policy 6140 – Student Wellness
  - Policy 9210 – Care and Maintenance of Grounds
- C.** Personnel
- D.** Overnight Field Trip Request – NAMS 8<sup>th</sup> Grade Trip to Washington DC



- E. School Nutrition Bid Recommendations 2022-2023
- F. Resolution to Increase Micro-Purchase Threshold for 2022-2023
- G. 2022-2023 Pay Dates
- H. 2022-2023 Treasurers
- I. Asheboro City Schools-Sodexo Contract Amendment 2022-2023
- J. CTE Articulation Agreement
- K. Randolph Community College Memorandum of Understanding

**VI. Information, Reports, and Recommendations**

- A. Policy for Review – Dr. Drew Maerz, Director of Support Services
  - Policy 2123 – Board Member Opportunities For Development
- B. Facilities and Asheboro High School Phase III Updates – Mr. Christopher Scott, Director of Facilities & Maintenance

**VII. \*Action Items**

- A. CTE Local Application Plan Approval – Ms. Sarah Beth Robbins, Director of Career & Technical Education (CTE)
- B. 2022-2025 AIG Plan Approval – Ms. Deanna Wiles, Director of K-12 Education
- C. Approval of Asheboro High School Phase III–JM Thompson Contract Change Order – Ms. Sandra Spivey Ayers, Finance Officer
- D. Local Face Covering Policies – required by SL 2021-130 (Senate Bill 654).

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

- A. Calendar of Events
- B. Board of Education Meeting Dates for 2022-2023

**IX. Adjournment**

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

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



**ASHEBORO CITY BOARD OF EDUCATION**  
**North Asheboro Middle School Theater**  
**June 2, 2022**  
**7:30 p.m.**

**Addendum**

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

- I.     Opening**
- II.    Special Recognition and Presentations**
- III.   Superintendent's Report**
- IV.    Public Comments**
- V.     Consent Agenda**
  - C. Personnel (addendum added)
  - L. Overnight Field Trip Request – AHS FFA Convention, Raleigh
  - M. Appointment of Mr. Reynolds Lisk to the Randolph Community College Board of Trustees – Period 7-1-2022 to 6-30-2026
  - N. Budget Amendment OR-01
  - O. 2022-2023 Interim Budget
- VI.    Information, Reports, and Recommendations**
  - B. Student Dress Code – Dr. Drew Maerz, Director of Support Services
- VII.   Action Items**
- VIII.   Board Operations**
  - A. Calendar of Events (Updated)
- IX.    Adjournment**

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

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



**June 2, 2022**

**Community Partner Spotlight:**

At the June meeting of the Asheboro City Board of Education, the district will recognize international business partner, Energizer, for their continued support of our schools through the donation of batteries and other supplies since the opening of the manufacturing plant in Asheboro.

**NCCTM Outstanding Math Teacher of the Year:**

Director of K-12 Education Deanna Wiles will recognize the North Carolina Council for Teaching and Mathematics (NCCTM) Outstanding Math Teacher of the Year.

**Apprenticeship Randolph Pre-Apprentices:**

Director of CTE, Sarah Beth Robbins, will recognize students who have been selected as pre-apprentices with the Apprenticeship Randolph program.

**Career & Technical Education (CTE) Teacher of the Year:**

Director of CTE, Sarah Beth Robbins, will recognize Kelly Thompson from South Asheboro Middle School as the CTE Teacher of the Year.

**NCHSAA Track and Field Placer:**

Dr. Drew Maerz, Director of Support Services, will recognize Arianna Lovingood-Smith, senior at Asheboro High School for placing fourth in the state at the NCHSAA Track and Field Competition.

**Points of Pride:**

The monthly Points of Pride will be presented by Public Information Officer, Leigh Anna Marbert.

**Special Recognitions:**

Superintendent Aaron Woody will recognize staff for their dedicated service to Asheboro City Schools.









CERTIFICATE OF PRE-APPRENTICESHIP  
CONGRATULATIONS TO  
**Christian Gordon**  
selected as a pre-apprentice for  
the following:  
**APPRENTICESHIP RANDOLPH**  
DAVID W. MOORE

CERTIFICATE OF PRE-APPRENTICESHIP  
CONGRATULATIONS TO  
**Christian Glass**  
selected as a pre-apprentice for  
the following:  
**APPRENTICESHIP RANDOLPH**  
DAVID W. MOORE

CERTIFICATE OF PRE-APPRENTICESHIP  
CONGRATULATIONS TO  
**Miguel Lujano Flores**  
selected as a pre-apprentice for  
the following:  
**APPRENTICESHIP RANDOLPH**  
DAVID W. MOORE

CERTIFICATE OF PRE-APPRENTICESHIP  
CONGRATULATIONS TO  
**Alan Delgado**  
selected as a pre-apprentice for  
the following:  
**APPRENTICESHIP RANDOLPH**  
DAVID W. MOORE





## **Points of Pride**

### **June 2, 2022**

#### **Lady Blue Comets Advance**

As of Friday, May 20, the Asheboro High School Blue Comet Ladies Soccer Team took the win in the second round of playoffs. This win advances them to the third round of playoffs on Monday, May 23 at East Lincoln High School at 7 p.m. We wish to extend a special congrats to our girls!

#### **Lovingood-Smith Competes in NC Track and Field Competition**

We wish to extend special congratulations to Asheboro High School senior Arianna Lovingood-Smith who took second place in the high jump and third place in the triple jump at the NCHSAA 3A Midwest Regionals the weekend of May 14. This qualified Arianna to compete at the NCHSAA 3A State Track & Field Championships at NC A&T University where she placed fourth overall. She placed seventh in the high jump and she medaled in the triple jump! Way to go Ariana!

#### **Randolph County Sports Council Awards Scholarships**

Madison Arroyo and Tramir Martin were recognized as the Asheboro High School recipients of the Randolph County Sports Council Scholarship. Along with recipients from other schools in the county, Madison and Tramir were recognized at the Council's annual Scholarship Banquet, hosted by Snyder Farms Restaurant. Way to go Blue Comets!

#### **Seniors Earn Scholarships from the Asheboro City Schools Education Foundation**

We wish to congratulate our students for receiving scholarships through from the ACS Education Foundation. We will share student names post Senior Awards Night on May 25.

#### **Middle School Soccer Recap**

We wish to congratulate the Girls Soccer Team from South Asheboro Middle School for an incredible season where they completed the season as tournament champions for all of Randolph County. They finished their undefeated season with an overall record of 16-0-1! Go Comets!

Also, the Boys Soccer Team from North Asheboro Middle School were named tournament champions as well! Congratulations to scorers Carlos Castaneda Gonzalez and Alexander Alarcon Perez. Great job team!

#### **Ramon – 2022 Regional Coach of the Year for Girls Soccer**

We wish to congratulate Asheboro High School Coach Emily Ramon for being named the 2022 Regional Coach of the Year for high school girls' soccer in Region 7. Coach Ramon led the Lady Comets to a win in the second round of NCHSAA 3A Girls Soccer State Playoffs and now they move on to round three!

#### **Berrier Announced as AHS Athletic Director**

Asheboro High School teacher and former wrestling coach, Wes Berrier, has been named the new Athletic Director for the school. In the last few weeks, Coach Berrier has done a great job of communicating athletic updates across our school communities. Coach Berrier's son, Jake Berrier, has been named the new wrestling coach for the Blue Comets.



# **ASHEBORO CITY BOARD OF EDUCATION MINUTES**

## **North Asheboro Middle School Theater**

**May 12, 2022**

**7:30 p.m.**

### **Finance Committee**

#### **Board Members Present:**

Michael Smith  
Gus Agudelo  
Hailey Lee

Baxter Hammer  
Ryan Patton  
Phillip Cheek

Gwen Williams  
Adam Hurley  
Dr. Beth Knott

#### **Staff Members Present:**

Dr. Aaron Woody

Sandra Spivey Ayers

Gwen Williams, Finance Committee Chairman, called the meeting to order at 6:45 p.m. and referred to Sandra Spivey Ayers.

Ms. Spivey Ayers reviewed the Bonus Recommendations included in the consent agenda. The state allocated bonus for teachers and instructional support personnel will be paid in June 2022. The recruitment bonus will be for vacant certified positions filled for the 2022-2023 school year. Employees must remain employed for the entire school year to be eligible for the full recruitment bonus.

Ms. Spivey Ayers reviewed the budget amendments S-04 and F-04. The State Amendment, S-04 includes the allocation for the Read to Achieve summer program. The Federal Amendment, F-04 includes additional ESSER related allocations. DPI continues to provide updated allotments in State and Federal funds.

Ms. Spivey Ayers reviewed the proposal for classroom and administrative furniture purchases for Asheboro High School included in the consent agenda. This proposal includes new furniture for all renovated classrooms and administrative offices. Due to long lead times, we will process this order now for delivery in December 2022. We are continuing discussions with furniture vendors for media center needs, cafeteria seating, Performing Arts Center seating and bleachers. We hope to address all the areas of need within the capital project budget.

Ms. Spivey Ayers reviewed the contract for J. Brady Contracting, Inc. included in the consent agenda. This contract covers the scope of work to assess our HVAC needs across the district and provide a prioritized replacement, upgrade, and/or repair plan. This plan will be helpful in spending ESSER funds as well as update our ten-year facilities plan.

There being no further business, Gwen Williams adjourned the meeting at 7:09 pm.



## **Policy Committee**

**No Policy Committee Meeting this month.**

## **Board of Education**

### **Board Members present:**

Chairman Michael Smith  
Hailey Lee  
Gus Agudelo

Vice-Chairman Baxter Hammer  
Gwen Williams  
Phillip Cheek

Adam Hurley  
Dr. Beth Knott  
Ryan Patton

### **Board Members absent:**

Linda Cranford

Gidget Kidd

### **Staff Members attending:**

Dr. Aaron Woody  
Carla Freemyer  
Dr. Drew Maerz  
Sarah Beth Robbins  
Barb Skelly  
Lee Clark  
Tara Taylor  
Megan Smith  
Eric Gee  
Misty Hildreth  
Chandra Manning

Sandra Spivey  
Leigh Anna Marbert  
Robin Harris  
Christina Kinley  
Angel Etheridge  
Graham Groseclose  
Melissa McKeown  
Chris Scott  
Kathleen Gee  
Nikki Domally

Anthony Woodyard  
Dr. Wendy Rich  
Chris Burian  
Tracie Ross  
Angie Allen  
Wendy Copelan  
Kristen McClosky  
Deanna Wiles  
Catherine Davis  
Donna Switzer

## **Opening**

Chairman Smith called the meeting to order at 7:29 p.m. and welcomed all in attendance. Mr. Smith opened the meeting with a moment of silence. He then asked Mr. Eric Gee, Assistant Principal of Asheboro High School, to introduce Asheboro High School student Luke Hurley to lead the Pledge of Allegiance.

Upon motion by Phillip Cheek and seconded by Gus Agudelo, the Board unanimously approved the meeting agenda.

## **Special Recognitions & Presentations:**

Mr. Eric Gee, Assistant Principal, and Ms. Misty Hildreth, AP Lead Teacher of Asheboro High School, presented the School Spotlight focusing on the Advanced Placement (AP) Curriculum at Asheboro High School and discussed how the Pre AP program helps students prepare for Advanced Placement (AP) courses. They shared that Pre AP classes expose students to rigorous grade level content and helps them reach content mastery. In 2021-2022 school year we implemented the following Pre AP classes: Pre AP English I at North Asheboro Middle School and South Asheboro Middle School, Pre AP English II, Pre AP Biology, Pre AP Visual Arts and Pre AP Music. In the 2022-2023 school year, we will add Pre AP World History.



Asheboro High School advocated for Exceptional Children (EC), English Language Learners (ELL), and Academically/Intellectually Gifted (AIG) teachers to receive training and stipends through the NC AP Partnership along with the content teachers. This allowed appropriate scaffolding so that all students could access grade appropriate content standards.

**Ms. Leigh Anna Marbert, Public Information Officer, presented the following Community Partner Spotlight:** Ms. Marbert recognized Community in Schools (CIS) as the Community Partner Spotlight for May. Ms. Marbert discussed the Success Coach partnership between CIS and Asheboro High School. Historically, Communities in Schools has been known for their work with our elementary and middle schools. However, this school year Ms. Paula Owens, Director of CIS, was able to secure a grant to expand the program to include a High School Success Coach. We were able to hire Mr. Marquez Cassidy as the Asheboro High School Success Coach and he has diligently connected with students by providing attendance incentives, providing basic needs like food, clothing, etc. and mentoring students. Mr. Cassidy has become an advocate for learning and a connection to resources for students throughout Asheboro High School.

**Ms. Leigh Anna Marbert, Public Information Officer, presented the following Points of Pride:**

#### **AHS Student LIFT Graduates**

Congratulations to Asheboro High School's Student LIFT graduates: Carlisle Dozier; Josue Escalante-Torres; Payton Knott; Anyah Lee; Delaney Muck; Kayla Ortiz; Cassie Proctor; Calvin Smith; and Nubia Terry.

#### **Wendy Graham, Named Pre-AP National Faculty**

We wish to congratulate Asheboro High School educator, Ms. Wendy Graham, for her recent acceptance to the Pre-AP National Faculty. Ms. Graham joins an amazing group of educators who provide best-in-class professional learning for other educators across the country. This is a great accomplishment!

#### **Class of 2022 Cap and Gown Runway**

On Monday, April 25, seniors in the Asheboro High School Class of 2022 walked in the annual Cap and Gown runway where they had a chance to return to their elementary school decked out in graduation regalia to celebrate with former teachers and be role models for our youngest students.

#### **DLL Learns of Life Cycles**

On May 6, Students in Mrs. Hunter's class released butterflies after monitoring their metamorphosis from painted lady caterpillars to butterflies! This activity was part of their life cycles unit. Way to go students!

#### **DLL Invites the Community for Career Day**

Donna Lee Loflin invited professionals from across our community to visit with students on April 8 for Career Day! Students heard from a novelist, a zoo educator, a plumber, a photographer, a postal service worker, a member of the Asheboro Police Department, a lineman from Randolph Electric Membership Corporation, and members from the City of Asheboro Public Works Department. Thank you volunteers!

#### **LPES Students Plant Tree for Earth Day**

Lindley Park third-graders celebrated Earth Day on Friday, April 22 by planting a Cherokee



Princess Dogwood tree. Students learned that trees are beneficial to the environment by producing oxygen and filtering out pollutants to clean the air.

### **Teacher Appreciation Week**

Asheboro City Schools joins the nation in celebrating teachers during Teacher Appreciation Week each year during the first week in May. This year, the district served breakfast at each school site May 2-6.

**Ms. Chandra Manning, BT Coordinator/Curriculum Specialist**, presented the ACS Apple of Excellence First Year Teacher Award to Ms. Donna Switzer, who is a kindergarten teacher at Lindley Park Elementary School.

**Ms. Chandra Manning, BT Coordinator/Curriculum Specialist**, recognized Daniel Maldonado and Tanush Sriram for their participation in The Innovation Project (TIP) High Tech Learning Accelerator program in Wilmington, N.C. April 7-8, 2022.

Chairman Smith requested a motion to move Action A: Naming Facilities Request before the Superintendent's Report. A motion was made by Phillip Cheek and seconded by Ryan Patton. The motion was unanimously approved.

**Action Item A:** Dr. Aaron Woody, Superintendent, requested approval of the Naming Facilities Request to name the Lindley Park Elementary media center after retired educator Ms. Marie Boone. Upon motion by Gwen Williams and seconded by Phillip Cheek, the Board unanimously approved the request.

### **Superintendent's Report**

Dr. Aaron Woody, Superintendent, shared the following:

- **School Status**

Dr. Woody explained that the one tool that he believes will be extremely useful in helping to plan for each and every student is the new dashboard software we'll be using called, School Status. With the help of custom dashboards displaying student information, we will be better able to target our most needy students and have a greater understanding of our role in helping to support their learning and ultimately, their success. School Status also offers a communication piece, which we intend to replace our Blackboard Connect mass communication system. The communication comes equipped with translation and automation services which will help to expedite communication with our families and students.

- Dr. Woody attended the Mayor's Prayer Breakfast on May 5 along with some of the Board members. It was moving and inspirational. It was a great opportunity to celebrate our community.
- Planning is underway for college tours to begin in June.
- Dr. Rich, Assistant Superintendent of Curriculum & Instruction and Ms. Deanna Wiles, Director of K-12 Education, are heavily immersed in LETRS training for our staff across the district. All of our elementary administrators are also completing the LETRS training.



- Dr. Woody will be presenting the Asheboro City Schools budget request to the Randolph County Commissioners on May 31.
- **Strategic Plan Updates**  
Dr. Woody thanked the Board for approving our 2022-2026 Strategic Plan at our April Board meeting. Since the plan's approval, our subcommittees have been meeting to begin drafting plans with specific qualitative metrics that will help us meet the goals outlined in our plan. Dr. Woody stated that he is proud of the work taking place every day to ensure each student is provided personalized instruction in safe and inviting learning environments.

### **Public Comments**

There were no public comments.

### **Consent Agenda**

Upon motion by Gus Agudelo and seconded by Gwen Williams, the following items were unanimously approved by the Board:

- A. Approval of Minutes – April 7, 2022 Board of Education Meeting
- B. Policies Recommended for Approval:
  - Policy 4700 – Student Records
  - Policy 5030 – Community Use of Facilities
  - Policy 5210 – Distribution and Display of Non-School Material
  - Policy 6320 – Use of Student Transportation Services
  - Policy 6335 – Use of Private Vehicles for School-Related Purposes
  - Policy 6340 – Transportation Service/Vehicle Contracts
  - Policy 8305 – Federal Grant Administration
  - Policy 8310 – Annual Independent Audit
  - Policy 9000 – Planning to Address Facility Needs
- C. Personnel – Please the list below.
- D. Overnight Field Trip – AHS Wrestling Camp
- E. Bonus Recommendations
- F. Budget Amendment S-04
- G. Budget Amendment F-04
- H. Approval of Classroom and Administrative Furniture for Asheboro High School
- I. J. Brady Contracting, Inc.-Contract for Design Build Services for HVAC Work



## Asheboro City Schools Personnel Transactions May 12, 2022

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

LAST	FIRST	SCHOO	SUBJECT
Arroyo	Nicholas	L AHS	Business Information Technology
Bressler	Geri Sarah	AHS	Science
Downey	Adam	AHS	Chorus
Duncan	Vaneza	AHS	School Counselor
Fadonougbo	Nicholas	AHS	Science
Goard	Lee	AHS	Social Studies
Hailey	John	AHS	Exceptional Children
Howie	Julie	AHS	JROTC
Kearns	Andrea	AHS	Exceptional Children
Monroe	Krystal	AHS	English
Parson	Charles	AHS	Exceptional Children
Peters	Clayton	AHS	Mathematics
Strider	Teresa	AHS	Mathematics
Sula		AHS	Exceptional Children

LAST	FIRST	SCHOOL	SUBJECT
Boucher	Holly	BAL	Music
Hamilton	Kathleen	BAL	Exceptional Children
Reynosa	Rosa	BAL	5th Grade
Saunders	Corey	BAL	Physical Education
Smith	Ashley	BAL	Reading

LAST	FIRST	SCHOOL	SUBJECT
Copelan	Wendy	CO	Talent Development Specialist
Dunn	Matt	CO	Student Advocacy Specialist (part-time)
Favasuli	James	CO	School Psychologist (part-time)
Pike	Gabrielle	CO	Behavior Specialist
Skelly	Barbara	CO	EC Lead Program Specialist
Stines	Dubraska	CO	EL Lead Teacher

LAST	FIRST	SCHOOL	SUBJECT
Brown	Creath	CWM	5th Grade
Robbins	Christin	CWM	Exceptional Children
Wilson	Kalie	CWM	Media

LAST	FIRST	SCHOOL	SUBJECT
Banks	Kelly	DLL	3rd Grade
Clark	Heather	DLL	1st Grade
Creed	Stacy	DLL	Interventionist



Jobe	Natalie	DLL	Music
Kennedy	Darian	DLL	Exceptional Children
Latham	Mary "Faith"	DLL	Kindergarten
Murphy	Arlena	DLL	3rd Grade
Swartwood	Sean	DLL	Physical Education

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Britton	Erin	ECDC	Speech Language Pathologist
Causey	Stacy	ECDC	Pre-K
Harwood	Dena	ECDC	Pre-K

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Allmond	Kady "Jade"	GBT	3rd Grade
Barnard	Maria	GBT	Exceptional Children
Berrier	Jacob	GBT	Exceptional Children
Felice	Samantha	GBT	School Counselor
Joyce	Keichelle	GBT	Exceptional Children
Lambeth	Savannah	GBT	Kindergarten
McClosky	Kristen	GBT	Academically Gifted
Nixon	Denise	GBT	5th Grade
Sheehy	Kristina	GBT	Exceptional Children

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Beccerra	Hermelinda	LP	1st Grade
Brashier	Kathryn	LP	1st Grade
Hazlett	Jada	LP	3rd Grade
King	Melinda	LP	Kindergarten
Shackelford	Carly	LP	2nd Grade
Switzer	Donna	LP	Kindergarten
Walton	Karsyn	LP	5th Grade

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Banner	LeBrandon	NAMS	Physical Education
Bennett	Cody	NAMS	Mathematics
Carroll	Ryan	NAMS	Social Studies
Freeman	Tiffany	NAMS	English Language Arts
Griffith	Brooke	NAMS	Agriculture Science
Heim	Joyce	NAMS	Science
Hollifield	Jacob	NAMS	English Language Arts
Lawrence	Patrick	NAMS	Social Studies
McBride	Julia	NAMS	English as a Second Language



<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Adams	Alex	SAMS	Mathematics/Social Studies
Greco	Karyn	SAMS	Exceptional Children
Honeycutt	Aleah	SAMS	English Language Arts
King	Brianna	SAMS	Mathematics
Martinez	Jorge	SAMS	Social Studies
Parker	Marzell	SAMS	Social Studies
Ruiz	Alondra	SAMS	Media

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Cagle	Kim (Faith)	AHS	Mathematics
Dunn	Tina	AHS	Exceptional Children
Hoffman	Kimberly	AHS	Business/Marketing
Kao	Hsuan	AHS	Chinese
Scherer	Wesley	AHS	Social Studies
Smith	Tucker	AHS	Band
York	Hal	AHS	JROTC

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Blocker	Allison	BAL	Kindergarten

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Ambuehl	Staci	CWM	Speech Language Pathologist
Clark	Stephanie	CWM	3rd Grade
Mulkey	Brandy	CWM	Art
Sheppard	Lea	CWM	4th Grade

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Wysong	Brandon	DLL	3rd Grade

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Brown	Olivia	GBT	1st Grade
Clayton	Lauren	GBT	2nd Grade
Kidd	Bethany	GBT	Kindergarten
Icenhour	Udenia	GBT	Exceptional Children
Seabolt	Emily	GBT	1st Grade
Williams	Danielle	GBT	4th Grade

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Pirlot	Jami	LP	2nd Grade
Vogel	Caitlyn	LP	Art



LAST	FIRST	SCHOOL	SUBJECT
Hankins	Mindy	NAMS	Mathematics
Hutton	Carly	NAMS	Chorus
Kirkman	Morganne	NAMS	Exceptional Children
Lee	Beverly	NAMS	Exceptional Children
Reedy	Karen	NAMS	Science/Mathematics

LAST	FIRST	SCHOOL	SUBJECT
Hagood	Dustin	SAMS	Social Studies
Jordan	Tameka	SAMS	Science

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

LAST	FIRST	SCHOOL	SUBJECT
Aguero	Veronica	AHS	Spanish
Andrews	Christopher	AHS	Social Studies
Bates	Julie	AHS	Exceptional Children
Blakely	Erica	AHS	Health Science
Frazer	Joy	AHS	Art
Hinson	Charles	AHS	Spanish
Norton	Patricia	AHS	Mathematics
Phelps	Karla	AHS	English

LAST	FIRST	SCHOOL	SUBJECT
Beard	John	BAL	School Counselor
Walsh	Leslie	BAL	1st Grade

LAST	FIRST	SCHOOL	SUBJECT
Baker	Robbin	DLL	Art
Carr	Heather	DLL	5th Grade
Gordy	Ryan	DLL	4th Grade
Holloway	Caitlin	DLL	1st Grade

LAST	FIRST	SCHOOL	SUBJECT
Durgo	Rebekah	GBT	Kindergarten
Harger	Michelle	GBT	Instructional Facilitator
Wood	Stephanie	GBT	3rd Grade

LAST	FIRST	SCHOOL	SUBJECT
Taylor	Tara	LP	Academically Gifted

LAST	FIRST	SCHOOL	SUBJECT
Hopkins	Steven	NAMS	Art



LAST	FIRST	SCHOOL	SUBJECT
Altadonna	Robert	SAMS	Science/Social Studies
McKeown	Melissa	SAMS	Academically Gifted
Smith	Carey	SAMS	English Language Arts/Social Studies
Smith	Leslie	SAMS	Science

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Carranza	Javier	CWM	5th Grade	6/13/2022
Davis	Lydia	SAMS	Speech Language Pathology	6/13/2022
Joyner	Nicholas	CWM	1st Grade	6/13/2022
Kosel	Daniel	SAMS	Buisness Information Technology	6/13/2022
Marbert	Leigh Anna	CO	Public Information Officer	6/16/2022
Pope	Diara	CWM	After School Program Assistant	6/9/2022
Pulliam	Zara	CWM	Exceptional Children	6/13/2022
Ruiz	Janneth	SAMS	Science	6/13/2022
Rutkowski	Jennifer	LP	Instructional Assistant	6/13/2022
Thompson	Miranda	LP	4th Grade	6/13/2022
Wicker	Kaitlyn	SAMS	School Nurse	6/13/2022

**\*E. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Allred	Staci	AHS	English	8/18/2022
Butts	Michelle	LP	4th Grade	8/12/2022
Harkey	Sarah	AHS	Agriculture	7/1/2022
Thames	Dana	AHS	English	8/18/2022

**\*F. ADMINISTRATOR CONTRACT RENEWALS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Dillion	Jonathan	NAMS	Assistant Principal	8/1/2022-6/30/2023
Harris	Robin	CO	Director of Equity and Inclusion	7/1/2022 - 6/30/2026
Wiles	Deanna	CO	Director of K-12 Education	7/1/2022 - 6/30/2026

**G. ADMINISTRATOR TRANSFERS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Dawalt	Keisha	BAL to NAMS	Assistant Principal	8/1/2022
Dillion	Jonathan	NAMS to AHS	Assistant Principal	8/1/2022



## Asheboro City Schools Personnel Transactions - ADDENDUM May 12, 2022

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

LAST	FIRST	SCHOOL	SUBJECT
Black	Kim	AHS	Mathematics (part-time)

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Cagle	Kimberly "Faith"	AHS	Mathematics	6/13/2022

### \*E. APPOINTMENTS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Cox	Julia	CWM	Physical Education	8/12/2022
Ross*	Charles "Trey"	AHA	Physical Education	8/12/2022
Scott	Bobbie	SAMS	6 <sup>th</sup> Grade ELA	8/18/2022

### \*H. ADMINISTRATOR CONTRACTS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Roberts	Brittany	AHS	Assistant Principal	8/1/2022-6/30/2024
Harger	Michelle	GBT	Assistant Principal	8/1/2022-6/30/2024
Patton*	Kelly	CWM	Assistant Principal	8/1/2022-6/30/2024

### I. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Bennett	Cody	NAMS to SAMS	Mathematics	8/18/2022
Berrier	Wes	AHS	Business to Business/AD	7/1/2022
Robbins (Hanson)	Rebekah	BAL to NAMS	5th Grade to 6th Grade ELA	8/18/2022

\*In accordance with Board Policy 7100, this individual is an immediate family member of a Board member, Central Office Director or Principal

### Information and Reports

A. Ms. Megan Smith, AIG Coordinator, and the AIG team presented the 2022-2025 ACS Academically/Intellectually Gifted (AIG) Plan. Ms. Smith and the AIG team discussed in detail the NC Program Standards, the Asheboro City Schools Local AIG Plan Process overview, and the Asheboro City Schools AIG Plan for 2022-2025 which included the following Standards:

Standard 1: Student Identification

Standard 2: Comprehensive Programming within a Total School Community

Standard 3: Differentiated Curriculum and Instruction (Talent Development)

Standard 4: Personnel and Professional Development

Standard 5: Partnerships

Standard 6: Program Accountability



Ms. Smith also shared that we have hired Ms. Wendy Copelan a Talent Development Specialist, who is helping to nurture K-2 students who may demonstrate giftedness. This plan was presented for review and will be voted on at the June Board meeting.

B. Policies for 30-Day Review – Ms. Carla Freemyer, Executive Director of Human Resources

- ~~Policy 2123 – Board Member Opportunities for Development~~
- Policy 2220 – Official School Spokesperson
- Policy 2341 – Quorum
- Policy 3431 – Conflict Resolution
- Policy 5100 – Relationships with Other Governmental Agencies
- Policy 5110 – Relationship with County Commissioners
- Policy 6140 – Student Wellness
- Policy 9210 – Care and Maintenance of Grounds

C. Mr. Chis Scott, Director of Facilities and Maintenance, gave an update of the Asheboro High School Phase III Updates. Mr. Scott listed all items that have begun within the last thirty days and discussed items that will begin soon with the Asheboro High School Phase III plan. The project is on schedule.

D. Mr. Anthony Woodyard, Director of Technology & Innovation, presented an update of the technology upgrades in the district. Mr. Woodyard shared the following:

- We have received 2700 new HP Chromebooks to replace the Chromebooks with the incorrect software.
- Our replacement plan for Staff devices is to replace the devices every five years. We have new devices ordered and those should be here and imaged ready to give to staff this summer.
- We are offering each school an opportunity to recommend upgrades they would like to see in their media centers.
- We need to replace our Smartboards due to age and functionality. We are planning to replace the Smartboards with Interactive Flat Panels, one of which was on display at the board meeting. With ESSER funds we are able to move forward with purchasing approximately 400 Interactive Flat Panels to replace the Smartboards. We are accepting proposals until May 26 and we will seeking approval from the Board at the June Board meeting to make this purchase.

**Action Items:**

- A. Naming Facilities Request. This item was moved before the Superintendent's Report.
- 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 the decision to continue mask optional for staff and students. The vote was unanimous.

**Board Operations:**

Chairman Smith reviewed information regarding upcoming events including various spring events at our schools and Asheboro High School graduation on June 9 at 7:00 p.m.



The Lady Comets soccer team will be hosting the first round of the NCHSAA 3A State Soccer Championship playoffs on Monday, May 16 at 6:00 p.m.

The next Board meeting will be on June 2, 2022 at 7:30 p.m.

The ACS Retirement and Service Awards Celebration will be held on June 10 at 8:00 a.m. in the South Asheboro Middle School gym.

There will be two special called Board meetings: June 28 and July 28 at 5:30 p.m.

**Adjournment:**

There being no further business and upon motion by Gus Agudelo and seconded by Dr. Beth Knott the Board unanimously approved to adjourn at 9:55 p.m.

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Chairman

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Secretary



The official spokespersons of the school system will be the chairperson of the board or designee and the superintendent and designees. Any person speaking in an official capacity shall conduct his or her assignment from the standpoint of the best interests of the board, the school system, and the community, not as a representative of his or her own personal ideas or feelings. In addition, the superintendent and other school employees who are called on to speak in their official capacities as employees of the school system shall communicate the position of the school board when asked to comment on legislative, policy, or political issues.

Legal References: G.S. 115C-36, -276

Cross References: Board Authority and Duties (policy 1010), Board and Superintendent Relations (policy 2010), Code of Ethics for School Board Members (policy 2120)

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

Reviewed by Policy Committee on July 12, 2012

Updated: December 8, 2016



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

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

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

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

Updated: February 11, 2016



To create and maintain a safe, orderly and inviting learning environment, students must have the skills to resolve conflicts in non-violent ways.

All schools are encouraged to include a conflict resolution plan in the school improvement plan as provided in board policy 3430, School Improvement Plans.

The curriculum committee shall explore opportunities to integrate conflict resolution skills into the standard course of study and other curricula.

Legal References: G.S. 115C-47, -81.60, -105.27, -105-32

Cross References: School Improvement Plan (policy 3430), Alternative Learning Programs (policy 3470/4305)

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

Revised: September 11, 2014



## **RELATIONSHIP WITH OTHER GOVERNMENTAL AGENCIES**

*Policy Code:* **5100**

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Productive working relationships with other governmental agencies are critical to the school district's efforts to provide safe, orderly and inviting learning environments in which students can succeed in the educational program. These relationships are also necessary to coordinate services so various governmental agencies can strive to meet the needs of students in an efficient and effective manner.

School administrators are expected to develop and maintain productive working relationships with other governmental agencies. Any contracts or specific agreements regarding working relationships with other governmental agencies must be approved by the board.

Legal References: G.S. 115C-36, -47

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

Revised: September 10, 2015



The board strives for a productive working relationship with the board of county commissioners so that sufficient funding is provided to meet the educational goals that the board has established for the school system. The board will seek opportunities to inform the county commissioners about the needs of the school system through a 10-year capital outlay plans, the annual budget, and other documents and reports the board deems necessary. The board welcomes periodic joint meetings between the boards as a means of strengthening the relationship with the board of county commissioners, clarifying expectations regarding the budget process, and educating the commissioners on the needs of the school system.

The superintendent shall develop a productive working relationship with the county manager. The superintendent is encouraged to initiate periodic meetings with key administrative personnel of the school system and county government.

Legal References: G.S. 115C-36, -47, -426, -427

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

Revised: September 10, 2015



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

The superintendent or designee shall make the most current version of this policy available to members of the school community and the public by posting it on the school system website and/or by distributing it annually through other means reasonably intended to reach the school community and public. In addition, the superintendent or designee shall provide a copy of this policy to the North Carolina Department of Public Instruction (NCDPI) when requested to do so.

**A. SCHOOL HEALTH ADVISORY COUNCIL**

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

The council will be composed of representatives from the school system, the local health department and the community. The council must include members of each of the following groups: the school board, school system administrators, school system food service representatives, physical education teachers, school health professionals, students, parents or guardians and the public. The council will provide information to



the board about the following areas or concerns: (1) physical activity, (2) health education, (3) employee wellness, (4) health services, (5) social and emotional climate, (6) nutrition environment and services, (7) counseling, psychological, and social services, (8) physical environment, (9) family engagement, and (10) community involvement.

The council shall provide periodic reports to the Superintendent or designee and public regarding the status of its work. In addition, the council shall assist the lead wellness official in creating an annual report that includes the minutes of physical activity and the minutes of physical education and/or healthful living education received by students in the system each school year, as well as any other information required by the State Board of Education or NCDPI.

#### **B. NUTRITION PROMOTION AND NUTITION EDUCATION**

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

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

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

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

Goals will consist of:

1. Child Nutrition will follow all North Carolina and federal nutritional guidelines.
2. Nutrition education will align with national dietary guidelines and adhere to the



North Carolina Healthful Living Standard Course of Study to support a healthful lifestyle and improved quality of life for all students.

3. During the 2022-2023 school year, students will learn about the MyPlate nutritional guidelines and link healthy eating options through monthly meal choices offered through Sodexo School Nutrition Services.

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

Consistent with policy 6200, Goals of School Nutrition Services, all foods available in the system's schools during the school day that are offered to students should help promote student health, reduce childhood obesity, provide a variety of nutritional meals and promote lifelong healthy eating habits. All foods and beverages sold at school must meet the nutrition standards established in policy 6230, School Meal and Competitive Foods Standards, including the following:

1. School Lunch, Breakfast and Snack Programs

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

2. Competitive Foods

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

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

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



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

**4. Food and Beverage Marketing**

Food and beverage marketing on school campuses during the school day must meet federal and state standards. In accordance with these standards, only foods and beverages that meet the Smart Snack standards (as described in subsection C.2, above) may be marketed or advertised on school campuses during the school day.

**D. PHYSICAL EDUCATION AND PHYSICAL ACTIVITY**

**1. Goals of the Physical Education Program**

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

**2. The Physical Education Course**

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

**3. Physical Activity Requirements and Goals**

School personnel should strive to provide opportunities for age and developmentally appropriate physical activity during the day for all students so that students can learn how to maintain a physically active lifestyle. Schools must provide a minimum of 30 minutes of moderate to vigorous physical activity daily for kindergarten through eighth-grade students. Such activity may be achieved through a regular daily physical education class as described in Sections D.1 and D.2 above, or through recess, dance, classroom energizers and/or other curriculum-based physical activity programs of at least 10 minutes duration, that,



when combined, total 30 minutes of daily physical activity. Principals shall work with teachers to ensure that students meet the minimum physical activity requirement. The board will periodically measure and report progress toward meeting these goals.

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

#### **E. OTHER SCHOOL-BASED ACTIVITIES TO PROMOTE WELLNESS**

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

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

#### **F. IMPLEMENTATION AND REVIEW OF POLICY**

1. Oversight and Monitoring of Implementation and Progress

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



2. Review of Policy

The lead wellness official shall work with members of the school health advisory council to periodically review and update of this policy based on the triennial assessment of the school system's compliance with the policy (see subsection F.4 below), progress toward meeting the policy goals, and other relevant factors. The lead wellness official shall document the review process and participants, and the method used to notify the school health advisory council and/or other stakeholders of their ability to participate.

3. Annual Reporting

The lead wellness official shall prepare annual written reports to the superintendent and NCDPI/State Board of Education that provide all information required by the superintendent and/or the state pertaining to the school system's efforts to comply with this policy and SBE Policy SHLT-000.

4. Triennial Assessment

Beginning with school year 2017-2018, and at least once every three years thereafter, the superintendent or designee shall report to the board and public on the system's compliance with laws and policies related to student wellness, the implementation of this policy, and progress toward meeting the goals of the policy. At a minimum, the superintendent or designee shall monitor the following:

- a. the extent to which the individual schools are in compliance with this policy;
- b. the extent to which the board's wellness policy compares to model local school wellness policies and meets state and federal requirements; and
- c. a description of the progress made in attaining the goals of this policy.

**G. PUBLIC NOTIFICATION**

1. The school system will publish contact information for the lead wellness official on the school system website.
2. The lead wellness official shall assist the school health advisory council with annually informing and updating the public about this policy and its implementation and State Board Policy SHLT-000.
3. The superintendent or designee shall make public the results of the triennial assessment described in subsection F.4 of this policy.



4. All information required to be reported under this section and any additional information required by the state to be reported publicly shall be widely disseminated to students, parents and the community in an accessible and easily understood manner, which may include by posting on the school system website.

## **H. RECORDKEEPING**

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

1. a written copy of this policy and any updates;
2. The most recent triennial assessment for each school.
3. documentation demonstrating:
  - a. the efforts to review and update this policy, as described in subsection F.2 of this policy;
  - b. how this policy and information about the most recent triennial assessments have been made available to the public, as described in Section G;
  - c. compliance with the annual reporting requirements of subsection F.3; and
  - d. other efforts to involve the school health advisory council and/or other community members in the implementation of or assessment of compliance with this policy.

Legal References: Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. 1751; Healthy, Hunger-Free Kids Act of 2010, P.L. 111-296; National School Lunch Act, 42 U.S.C. 1751 *et seq.*; 7 C.F.R. 210.11, 210.12, and 210.31; G.S. 115C-264.2, -264.3; 16 N.C.A.C. 6H.0104; State Board of Education Policies SHLT-000, CHNU-002; *Eat Smart: North Carolina's Recommended Standards for All Foods Available in Schools*, N.C. Department of Health and Human Services, N.C. Division of Public Health (2004)

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

Issued: August 10, 2006

Updated: June 30, 2009, April 10, 2014, January 21, 2016, September 14, 2017, February 14, 2019, November 4, 2021



## **CARE AND MAINTENANCE OF GROUNDS AND OUTDOOR EQUIPMENT**

*Policy Code:*

**9210**

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The board strives to make the physical grounds at each school campus a part of a safe, orderly and inviting educational environment. To further this goal, the principal will seek opportunities to involve employees, parents and students at that school in the decisions related to the school grounds and shall make reasonable efforts to maintain the grounds and outdoor equipment in a manner consistent with board goals.

The board recognizes that chromated copper arsenate-treated wood ("arsenate-treated wood") has been found to pose health hazards to students and has been removed from the marketplace for residential uses. Thus, the board prohibits the purchase or acceptance of arsenate-treated wood for future use on school grounds. To the extent possible, the principal or designee shall ensure that existing arsenate-treated wood in playground equipment is sealed.

The principal shall inspect playgrounds and outdoor equipment for health and safety hazards on a regular basis and as required by law and post warnings of any hazards as necessary to alert the public, staff and students of those hazards. The principal shall notify the superintendent, or designee, immediately of repairs needed to meet safety standards.

Legal References: G.S. 115C-12(34)(a), -36, -47, -524

Cross References: Student Safety (policy 1510/4200/7270)

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

Updated: July 10, 2014



**Asheboro City Schools  
Personnel Transactions  
June 2, 2022**

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

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Lassiter	Reginald	AHS	Social Studies	8/18/2022
Muse	Brian	AHS	Mathematics	8/18/2022
Williams	Laura	SAMS	School Nurse	8/18/2022

**C. TRANSFERS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Caviness	Sharon	GBT to NAMS	3rd Grade to 8th Grade ELA	8/18/2022
Hopkins	Heather	LP to CWM	1st Grade	8/18/2022



**ASHEBORO CITY SCHOOLS  
CERTIFIED APPOINTMENTS  
June 2, 2022**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Lassiter, Reginald	Guilford College B: History Grand Canyon University M: Secondary Education	Social Studies, 9-12

Mr. Reginald Lassiter is recommended to teach Social Studies at Asheboro High School for the 2022-2023 school year. Mr. Lassiter has taught high school social studies for the past six years in Guilford County Schools. Prior to teaching, Mr. Lassiter served three years as the ISS Coordinator at South Asheboro Middle School, and in a similar role for eight years at Southwestern Randolph High School. Mr. Lassiter is excited to return to Asheboro City Schools in this new role and is looking forward to the opportunity to join the Blue Comet football coaching staff. Please welcome back Mr. Lassiter to Asheboro City Schools.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Muse, Brian	UNC Wilmington	Math, 9-12 and 6-9

Mr. Brian Muse is recommended to teach mathematics at Asheboro High School for the 2022-2023 school year. Mr. Muse is currently teaching mathematics at Stanley Academy Learning Center where he teaches Math I, II, III and IV. Prior to this experience, Mr. Muse taught for Eckerd Connects and Greenlight Counseling, where he served students in an alternative setting. His experiences working with students from various backgrounds has strengthened his classroom management skills and relationship building with students. He also served as an Adult Basic Education Instructor at Montgomery Community College for three years. As a Blue Comet, Mr. Muse is excited to return to his alma mater to continue his teaching career. Welcome Mr. Muse!



**Asheboro City Schools**  
**Personnel Transactions - ADDENDUM**  
**June 2, 2022**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Duncan	Adam	AHS	School Counselor	6/13/2022
Maerz	Drew	CO	Director of Support Services	6/30/2022

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Diener	Mary Lou	NAMS	Testing Support (temporary; part-time)	5/31-6/9/2022
Ferguson	Krista	LP	3rd Grade	8/12/2022
Pruitt	Erin	BAL	1st Grade	8/18/2022
Lopienski	John	NAMS	Instructional Assistant/ISS	8/18/2022
Miranda	Obed	AHS	Non-Faculty Coach - Boys Varsity Soccer	8/1/2022

**C. TRANSFERS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Baird	Ashley	GBT to LP	2nd grade to 1st grade	8/18/2022
Crooks	Penny	AHS to CO	Principal to Special Projects	TBD
Hartong	Jessica	CWM to GBT	Interventionist to Instructional Facilitator	8/18/2022
Sheppard	Lea	CWM to NAMS	4th Grade to 6th Grade ELA	8/18/2022

**D. CERTIFIED APPOINTMENTS CONTRACTED THROUGH EPI (Educational Partners International)**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Diaz Nieto	Nataly Lucia	LP	Kindergarten Dual Language	8/12/2022
Rodriguez Sibaja	Alejandra	BAL	Kindergarten Dual Language	8/12/2022
Silva Serrato	Ana Maria	GBT	Kindergarten Dual Language	8/12/2022
Torres Paz	Melba Isbela	LP	5th Grade Dual Language	8/12/2022
Valladares Teruel	Kelvin	LP	4th Grade Dual Language	8/12/2022



**ASHEBORO CITY SCHOOLS**  
**CERTIFIED APPOINTMENTS - ADDENDUM**  
**June 2, 2022**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Ferguson, Krista	Appalachian State University B: Elementary Education	Elementary, K-6

Ms. Krista Ferguson is recommended to teach 3<sup>rd</sup> grade at Lindley Park Elementary School for the 2022-2023 school year. Ms. Ferguson completed her student teaching at Randleman Elementary School in kindergarten. She also had field experiences at Forest City-Dunbar Elementary in Rutherford County in fourth grade, and Boomer-Ferguson Elementary in Wilkes County in third grade. As a Blue Comet, Ms. Ferguson is excited to return to Asheboro and begin her teaching career in Asheboro City Schools. Welcome Ms. Ferguson!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Pruitt, Erin	Liberty University B: Elementary Education	Elementary, K-6

Ms. Erin Pruitt is recommended to teach first grade at Balfour Elementary School for the 2022-2023 school year. Ms. Pruitt currently teaches at Hillcrest Elementary School for Alamance Burlington School System. Outside the classroom, Ms. Pruitt has served as the school's Lighthouse coordinator for the *Leader in Me* school initiative. Ms. Pruitt is described as a teacher leader, strong use of data to drive instruction, compassionate, student advocate, and a positive team player. Prior to teaching for Alamance Burlington School System, Ms. Pruitt taught at Faith Christian Academy in McLeansville. We are pleased to welcome Ms. Pruitt to Asheboro City Schools!



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

\*Overnight  
Board approval  
needed

Group Making Request: 8<sup>th</sup> Grade Teachers School: North Asheboro Middle School

Destination: Washington, DC Dates of Trip: March 27-30, 2023

Number of Students Involved: 160 Percent of Total Group: 100%

Reasons for Students Not Attending: Parent / Guardian Discretion

Transportation Method: ☐ Activity Bus ☒ Charter Bus ☐ Private Automobile ☐ Other ( )

If using a Charter Bus service, state name of Vendor here Holiday Tours

Number of Vehicles Needed (to be secured by the Central Office): 0

Number of Drivers Needed (to be secured by the Central Office): 0

Departure Time: 9:30 am Return Time: 9:30 pm Round Trip Miles (estimated): 500

Estimated Cost to the Student: \$675

Purpose(s) of the Field Trip: Educational opportunity to tour our nation's capital and visit the museums, archives, monuments, and memorials.

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

Clyde Ward, Gary Sheffield, Catherine Davis, Joyce Heim, Mindy Hankins, Cody Bennett, Ryan Carroll, Lori Columbia

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

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

Clyde Ward (8<sup>th</sup> Grade Team Representative, North Asheboro Middle School April 26, 2022  
Sponsor (Group Responsible for Paying for the Trip) Date  
Approved: Robert J. Harris 5/16/22  
Principal Date  
Approved: Ran M. Uy 5/17/22  
Superintendent of Designee Date

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

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



**The North Asheboro Middle School 8th Grade Teachers** request permission to sponsor a grade level field trip to Washington, DC from Monday, March 27 to March 30, 2023. This trip will provide a unique opportunity for our students to visit the nation's capital and see the museums, archives, memorials, and monuments available there.

Group Travel LLC will arrange and plan the details of the trip. The group will travel by chartered buses hired from the Holiday Tours Company. The group will be chaperoned by the 8th grade staff from NAMS.

The students and chaperones will depart from North Asheboro Middle School that Monday, March 27, and return to the middle school on Thursday March 30. The group will stay at the Holiday Inn Express in Woodbridge, Virginia. There will be security guards hired to monitor the halls while we are at the hotel. Meals are arranged by the travel group and the price is included in the total price for students.

The estimated cost per student for the trip is \$675. This price includes the food/meals, hotel rooms, chartered buses, and admission to all ticketed museums and sites, and a trip hoodie. Students will have the opportunity to participate in doughnut fundraisers that will offset the price for students. Appropriate paperwork will be collected from each interested student and there will be parent meetings to review details of the trip, expectations, and answer any questions. There has been incredible interest in this trip and we are excited to be able to offer it to our students once again. If there are any details we can clarify please contact Clyde Ward at NAMS.

Best,

Clyde Ward  
8th Grade Team Representative  
Social Studies  
Mustache Fraternity Sponsor  
North Asheboro Middle School  
336-672-1900



# GROUP TRAVEL LLC

P.O. Box 2651 - Hickory, NC 28603

Phone (828) 234-0528 / email 'michael@GroupTravelLLC.com'

---

March 31, 2022

Mr. Clyde Ward, Tour Planner  
NORTH ASHEBORO MIDDLE SCHOOL  
1861 North Asheboro School Road  
Asheboro, NC 27203-3699

Dear Clyde,

Thank you for once again giving us at GROUP TRAVEL the opportunity to offer a quote on a tour for your students at NORTH ASHEBORO MIDDLE SCHOOL for the Spring of 2023. It would be an honor to travel with you and your group again. This letter details a preliminary itinerary and pricing for a 4-day student tour to **Washington, D.C.**, based on the dates of **March 27-30, 2023**. As always, it is my promise that we at GROUP TRAVEL will go above and beyond to make this another memorable tour for the students and staff at NORTH ASHEBORO MIDDLE SCHOOL this coming school year.

## **DAY 1 Monday March 27, 2023**

Motorcoaches arrive NORTH ASHEBORO MIDDLE SCHOOL	8:30 AM
Depart NORTH ASHEBORO MIDDLE SCHOOL	9:00 am
Travel to Triangle, VA	
\$10 cash lunch allowance en route	
Explore the <b>National Museum of the Marine Corps</b>	2:30-4:30 PM
Visit the <b>Jefferson Memorial</b>	
Photo stop at the <b>United States Air Force Memorial</b> (as time allows)	
\$15 cash dinner allowance at Pentagon City Mall	
See the <b>Pentagon 9-11 Memorial</b>	
Overnight in Woodbridge, VA	
<i>Holiday Inn Express</i>	

## **DAY 2 Tuesday March 28, 2023\***

Continental Breakfast at the hotel  
Photo stops at the **United States Capitol Building**,  
the Supreme Court Building, and the Library of Congress  
Explore the **National Museum of American History**  
and the **National Museum of Natural History**  
Lunch (included) TBA  
Walking tour of **Arlington National Cemetery**,  
(Will REQUEST wreath-laying ceremony)  
Photos at the **Iwo Jima Marine Corps Memorial**  
Visit the **Lincoln Memorial**, the **Korean War Memorial**, and the **Vietnam War Memorial**  
Dinner (included) at California Pizza Kitchen  
Overnight in Woodbridge, VA



### DAY 3 Wednesday March 29, 2023\*

Continental Breakfast at the hotel

Tour Mount Vernon

9:00 am-12:00 noon

Box lunch (included)

Visit, as time and ticketing allows: (currently neither site are accepting groups due to covid)

**United States Holocaust Memorial Museum**

**National Museum of African-American History**

2nd option for Wreath-laying ceremony

See the **FDR Memorial** and the **Martin Luther King Jr. Memorial**

**Dwight Eisenhower Memorial** (as time allows)

Dinner (included) at Dave & Buster's. 7:00-9:00 pm

Overnight in Woodbridge, VA

### DAY 4 Thursday March 30, 2023

Continental Breakfast at the hotel

Depart 8:30 AM

Explore the **Udvar-Hazy Air & Space Museum**

10:00 AM-12:30 PM

\$15 cash lunch allowance

Travel back to North Asheboro Middle School

\$10 cash dinner allowance en route

Arrive back at North Asheboro Middle School 8:00-8:30 pm

**\*Due to both the nature of ticketed sites and the fact that some sites are still not taking group reservations, the sites and activities on DAY 2 (Tuesday) and DAY 3 (Wednesday) most certainly will happen in a different order than the itinerary outlined above. All ticketed sites are based on availability.**

*We have planned stops at many of the monuments and memorials found in Washington, D.C. at places in the itinerary where they seem to fit best. Our Tour Directors may, at their discretion, change the order of these stops based on traffic or weather in order to see as many as possible during your time in the city. We will not see every memorial in the city. If you have a preference, please let us know in advance.*

Your tour price includes:

Round trip motorcoach transportation

GROUP TRAVEL Tour Director on each coach for the duration of the tour

Three night's hotel accommodations (Woodbridge, VA)

Security Guard nightly at our hotel (One guard per bus)

Admission to attractions as stated in itinerary

Meals as detailed in the tour itinerary

Transportation for this tour would be aboard two (2) *Holiday* motorcoaches, with a seating capacity of 54 passengers per coach.

Your tour prices, per person, are as follows:

	QUAD	TRIPLE	DOUBLE	SINGLE
<b>with 40 or more paying per coach</b>	\$660	\$690	\$750	\$930
<b>with 35-39 paying per coach</b>	\$710	\$740	\$800	\$980
<b>with 30-34 paying per coach</b>	\$765	\$795	\$855	\$1035

The tour prices listed above include one complimentary fare for every ten paying passengers. Comps are based on double, triple, or quad occupancy. A supplemental cost of \$205 will be charged for complimentary chaperones choosing to stay in a single room.



Even if you anticipate reaching the level of 40 or more per coach, we always **STRONGLY RECOMMEND** that you collect for at least the 35-39 paying price. In the event you collect more than you need, this additional money is yours to do with as you see fit -- to add an event or attraction, to use for scholarships for the tour, to pay subs, etc.

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

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

**LODGING/SECURITY GUARDS:** We have *tentatively* confirmed lodging for your group at the Holiday Inn Express in Woodbridge, Virginia. This hotel does an excellent job with our student groups. It is our goal to get our groups on no more than one floor per bus, or, with two buses, girls on one floor, and boys on another. There are times when, due to group counts or stayovers, we must be on more than two floors. We price in, and hire, one overnight security guard per bus, so on rare occasions, it will be necessary for our guard(s) to rotate between floors.

#### **DEPOSIT / FINAL PAYMENT:**

Initial deposit:	\$100 per person, due by October 1, 2022 (non-refundable)
Second payment:	\$200 per person, due by December 1, 2022
Final payment:	Due by February 15, 2023
Rooming list:	Due by February 20, 2023

**REFUNDS / CANCELLATIONS:** I have never imposed cancellation fees, and am not a proponent of doing that now, but in the interest of the business, I feel like it is necessary having experienced what we did over the past two years. **Cancellation fees are as follows:**

**The initial \$100 deposit would be non-refundable for cancellations made for any reason.**  
There would be a 50% **cancellation fee** for cancellations after December 15, 2022.  
Cancellations after February 15, 2023, would be refunded based on the amount of the payment that can be recovered by GROUP TRAVEL from our vendors at the time of cancellation. **Teacher initial** \_\_\_\_\_

Should your tour departure be affected by inclement weather, GROUP TRAVEL will work with the school to delay or reschedule the tour. In the event of a total cancellation due to inclement weather, GROUP TRAVEL will refund all monies that can be recouped from pre-paid vendors. This will take at least thirty (30) days. There will inevitably be some loss of money paid in the case of a complete cancellation if there is no effort on the part of the school to reschedule the tour.



**AN IMPORTANT NOTE REGARDING DRIVER HOURS:** Motorcoach drivers are required to adhere to an electronic log, meaning that their driving and on-duty hours are recorded by a computer chip on the motorcoach. This requires that a driver **MUST** have a minimum of eight (8) hours off each night, which will begin 30 minutes after the group has disembarked at the hotel, and will end thirty minutes before departure the following morning. Including these 30-minute pre- and post-trip segments, the driver must then be able to log a total of nine (9) hours not driving each night. Many tours will begin and/or end with relay drivers.

Thank you for continuing to travel, and for once again considering **GROUP TRAVEL** as your student tour planner. Your business is very important to us. Please call if you have any questions, or to confirm your acceptance of this tour quote. We look forward to working with you again.

Sincerely,

Michael Isenhour  
**GROUP TRAVEL**



Asheboro City Schools  
School Nutrition Department  
Bid Recommendations for 2022-2023

In accordance with the guidelines set forth by the North Carolina Procurement Alliance,  
the Bid Award recommendations for each LOT are shown below for SY 2022-2023

**Lot 1 - Groceries (includes beverages):**

	<b>Sysco</b>	<b>US Foods</b>	<b>Gordon Foods</b>	<b>Recommended Award:</b>
\$	993,855.80	Declined to Bid	Declined to Bid	<a href="#">Sysco</a>

**Lot 3 - Supplies:**

	<b>Sysco</b>	<b>DJA Enterprises</b>	<b>US Foods</b>	<b>Recommended Award:</b>
\$	80,031.93	\$ 109,117.33	Declined to Bid	<a href="#">Sysco</a>

**Lot 4 - Produce:**

R&H Produce - Roll over bid from SY 2021-2022, Renewal Year 1 Of 4

**Dairy:**

Pet Dairy - Roll over bid SY 2019-2020, Renewal Year 3 of 4



**RESOLUTION  
OF  
THE BOARD OF EDUCATION  
OF ASHEBORO CITY SCHOOLS  
AUTHORIZING INCREASE IN MICRO-PURCHASE THRESHOLD**

\* \* \* \* \*

**WHEREAS**, from time to time, the Asheboro City Schools (the “school district”) purchases goods and services using federal funding subject to the procurement standards in 2 C.F.R. Part 200, Subpart D; and

**WHEREAS**, the school districts procurement of such goods and services is subject to Purchasing Requirements for Equipment, Materials, and Supplies, as most recently amended on June 14, 2018; and

**WHEREAS**, the school district is a non-Federal entity under the definition set forth in 2 C.F.R. § 200.1; and

**WHEREAS**, pursuant to 2 C.F.R. § 200.320(a)(1)(ii), a non-Federal entity may award micro-purchases without soliciting competitive price or rate quotations if the non-Federal entity considers the price to be reasonable based on research, experience, purchase history or other information and documents that the non-Federal entity files accordingly; and

**WHEREAS**, pursuant to 2 C.F.R. § 200.320(a)(1)(iii), a non-Federal entity is responsible for determining and documenting an appropriate micro-purchase threshold based on internal controls, an evaluation of risk, and its documented procurement procedures; and

**WHEREAS**, pursuant to 2 C.F.R. § 200.320(a)(1)(iv), a non-Federal entity may self-certify on an annual basis a micro-purchase threshold not to exceed \$50,000 and maintain documentation to be made available to a Federal awarding agency and auditors in accordance with 2 C.F.R. § 200.334; and

**WHEREAS**, pursuant to 2 C.F.R. § 200.320(a)(1)(iv), such self-certification must include (1) a justification for the threshold, (2) a clear identification of the threshold, and (3) supporting documentation, which, for public institutions, may be a “higher threshold consistent with State law”; and

**WHEREAS**, G.S. 143-129(a) and G.S. 143-131(a) require the school district to conduct a competitive bidding process for the purchase of (1) “apparatus, supplies, materials, or equipment” where the cost of such purchase is equal to or greater than \$30,000, and (2) “construction or repair work” where the cost of such purchase is greater than or equal to \$30,000; and

**WHEREAS**, North Carolina law does not require a unit of local government to competitively bid for purchase of services other than services subject to the qualifications-based selection process set forth in Article 3D of Chapter 143 of the North Carolina General Statutes (the “Mini-Brooks Act”); and

**WHEREAS**, G.S. 143-64.32 permits units of local government to exercise, in writing, an exemption to the qualifications-based selection process for services subject to the Mini-Brooks Act for particular projects where the aggregate cost of such services do not exceed \$50,000; and

**WHEREAS**, pursuant to 2 C.F.R. § 200.320(a)(1)(iv), the Board of Education of the school district now desires to adopt higher micro-purchase thresholds than those identified in 48 C.F.R. § 2.101.



**NOW THEREFORE, BE IT RESOLVED BY BOARD OF EDUCATION OF THE SCHOOL DISTRICT:**

1. In accordance with 2 C.F.R. § 200.320(a)(1)(iv) and the applicable provisions of North Carolina law, the school district hereby self-certifies the following micro-purchase thresholds, each of which is a “higher threshold consistent with State law” under 2 C.F.R. § 200.320(a)(1)(iv)(C) for the reasons set forth in the recitals to this resolution:

2. The self-certification made herein shall be effective as of July 01, 2022 and shall be applicable until June 30, 2023, but shall not be applicable to Federal financial assistance awards issued prior to November 12, 2020, including financial assistance awards issued prior to that date under the Coronavirus Aid, Relief, and Economic Support (CARES) Act of 2020 (Pub. L. 116-136).

3. In the event that the school district receives funding from a federal grantor agency that adopts a threshold more restrictive than those contained herein, the Unit shall comply with the more restrictive threshold when expending such funds.

4. The Unit shall maintain documentation to be made available to a Federal awarding agency, any pass-through entity, and auditors in accordance with 2 C.F.R. § 200.334.

5. The Board of Education Board Members of the school district are hereby authorized, individually and collectively, to revise the Purchasing Policy of the Unit to reflect the increased micro-purchase thresholds specified herein, and to take all such actions, individually and collectively, to carry into effect the purpose and intent of the foregoing resolution.

\* \* \* \* \*

Adopted this the 2<sup>nd</sup> day of June, 2022.

Chairman, Board of Education: \_\_\_\_\_ Date: \_\_\_\_\_



# ASHEBORO CITY SCHOOLS

2022-2023

## SCHEDULED PAY DATES

MID-MONTH PAYROLL (10 Month hourly employees)		END OF MONTH PAYROLL (All employees except 10 month hourly)	
July	15	July	29
August	15	August	31
September	15	September	30
October	14	October	31
November	15	November	30
December	15	December	30
January	13	January	31
February	15	February	28
March	15	March	31
April	14	April	28
May	15	May	31
June	15	June supplements/eom	28



## **School Treasurers 2022-2023**

Marsha A. Vickery  
**Asheboro High School**

Kaitlyn E. Aguilar  
**North Asheboro Middle School**

Aaron P. Nall  
**South Asheboro Middle School**

Donna B. Hill  
**Balfour Elementary School**

Tammy R. Davidson  
**Early Childhood Development Center**

Renee B. Brewer  
**Charles W. McCrary Elementary School**

Mariana Aguirre  
**Donna Lee Loflin Elementary School**

Tina E. Poole  
**Guy B. Teachey Elementary School**

Nicole L. Cox  
**Lindley Park Elementary School**



## AMENDMENT

ASHEBORO CITY SCHOOL DISTRICT

AND

SODEXO MANAGEMENT, INC.

THIS AMENDMENT, dated June 2, 2022, is between ASHEBORO CITY SCHOOL DISTRICT ("SFA" or "District") and SODEXO MANAGEMENT, INC. ("FSMC" or "Sodexo").

### W I T N E S S E T H:

WHEREAS, FSMC submitted a proposal on May 28, 2019 ("Proposal") in response to SFA's Request for Proposal ("RFP") dated April 15, 2019; and

WHEREAS, SFA and FSMC entered into a certain Management Agreement, effective July 1, 2019 as amended ("Agreement"), whereby FSMC manages and operates SFA's Food Services operation in Asheboro, North Carolina;

WHEREAS, the parties now desire to further amend the aforesaid Agreement;

NOW, THEREFORE, in consideration of the promises herein contained and for other good and valuable consideration, the parties hereto agree as follows:

1. As per Section B.1 of the Request for Proposal and Contract, the Term of the Agreement is hereby extended to cover the period July 1, 2022 to June 30, 2023, and may be renewed for one (1) additional term of one year each upon mutual agreement between SFA and FSMC.

2. Pursuant to Section L.12, the fixed price per meal equivalent and the fixed price for management services (based upon meal equivalency) shall be increased based on the Food Away from Home, CPI for All Urban Consumers. The prices, effective July 1, 2022, shall be increased by a maximum of 6.9%.

3. The state of North Carolina has mandated a minimum wage pay increase to Fifteen Dollars (\$15.00) per hour. SFA has agreed that such additional wage expenses incurred by FSMC due to state mandate shall be included in the Total Firm Fixed Price Cost.

4. Attachment B of FSMC's Proposal is to reflect the following:

Maximum Allowable Charge per Meal Equivalent	\$1.770
Management Fee per Meal	<u>\$0.056</u>
Fixed Price Cost prior to wage increase	\$1.826
NC state minimum wage increase to \$15.00 per hour	<u>\$0.245</u>
Total Firm, Fixed Price Cost	\$2.071



5. Break-even Guarantee: If Food Service program results in a Deficit during the 2022-2023 school year, the following shall apply:

(i) Sodexo shall reimburse District for the Food Service program Deficit in an amount not to exceed \$100,000.

Amounts pursuant to this Section, shall be paid within thirty (30) days after the final audited Surplus/Deficit is released.

For purposes of calculating the Surplus/Deficit as it relates to the Break-even Guarantee the following definition shall apply:

Surplus/Deficit. The Surplus/Deficit shall be defined in accordance with the Audited financial Statements as Income/(Loss) before transfers plus transfers in from the State Public School Fund.

6. Assumptions. Financial terms of the Agreement are based upon existing conditions and the following assumptions. If there is a change in conditions, including, without limitation, changes to the following assumptions, the financial terms of the Agreement, including the Guarantee, shall be adjusted to compensate for such change at the District's discretion.

A) Prices to be charged for meals during the 2022-2023 academic year under the National School Lunch Program shall be as follows:

	Elementary	Middle	High
Breakfast:			
Paid:	\$ .80	\$ .80	\$ .80
Reduced:	\$ .30	\$ .30	\$ .30
Lunch:			
Paid:	\$2.00	\$2.10	\$2.10
Reduced:	\$ .40	\$ .40	\$ .40

B) The projected number of full feeding days for the academic year shall remain at

Elementary	178
Middle	178
High School	177

C) There shall be no competitive sales during all service hours.

D) A la Carte sales shall be permitted at all locations for the term of the contract.

E) The District shall not inhibit Sodexo from being able to serve hot breakfasts.

F) Meal Equivalent Definition – meals are defined for our fixed price based on the following:



- a. 1 Lunch = 1 Meal
- b. 2 Breakfasts = 1 Meal
- c. 4 Snacks = 1 Meal
- d. 1 Dinner = 1 Meal
- e. A la carte = \$3.50

G) District Enrollment – Average Daily Attendance (ADA) is estimated as 95% of the projected enrollment provided in the RFP.

7. Sodexo agrees to operate the applicable USDA approved program during the COVID-19 Pandemic in order to address the unique meal service and distribution delivery flexibilities required to support student access to meals in various settings. Operation of the program shall be consistent with all federal waivers and guidance from the State agency and specific instructions from the district.

8. Sodexo agrees to comply with the final rule, "Nutrition Standards in the National School Lunch and School Breakfast Programs" issued by the US Department of Agriculture on January 26, 2012.

9. Sodexo will comply with all requirements pertaining to the meal pattern and dietary standards for reimbursable meals served in the NSLP as prescribed in 7 CFR 210 and the SBP as prescribed in 7 CFR 220.

10. Sodexo will comply with the nutrient content of a la carte and snack items under its purview as indicated in the Smart Snacks Interim Final Rule issued June 25, 2013.

11. This Amendment is effective July 1, 2022, and thereafter, unless amended. All other terms and conditions contained in the Agreement shall remain unchanged and in full force and effect, except by necessary implication.

IN WITNESS WHEREOF, the duly authorized officers of the parties have executed this Amendment, as of the date indicated in the first paragraph of this Amendment.

ASHEBORO CITY SCHOOL DISTRICT

By: \_\_\_\_\_

Name (printed): Sandra Spivey  
Title: Finance Officer

SODEXO MANAGEMENT, INC.

By: 

Name (printed): Deborah Whitmire  
Title: Senior Vice President



**ARTICULATION AGREEMENT  
BETWEEN  
ASHEBORO CITY SCHOOLS AND  
RANDOLPH COMMUNITY COLLEGE  
2022-2023**

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

**CRITERIA TO AWARD COLLEGE CREDIT**

To receive articulated credit, students must enroll at Randolph Community College within two years of their high school graduation date and meet the following criteria:

- Final grade of **B** or higher in the course and
- A score of **93** or higher on the standardized CTE post-assessment; an industry credential recognized by RCC may be used in lieu of the CTE post-assessment; or upon successful demonstration of content mastery on the course Performance Based Measure as certified by the CTE Teacher

The student must inform the RCC registrar that he/she wishes to receive articulated college credit and must be enrolled the semester for which credit is granted.

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

**PROCESS TO DOCUMENT CREDIT**

The official high school transcript and all official standardized CTE post-assessment scores will be required to verify that the criteria to award credit for articulated course work has been met. Where indicated, students will submit supporting documentation to Randolph Community College.

Randolph Community College officials will have responsibility for verifying eligibility and acceptance of the articulated course or courses on the high school transcript for college credit.



## EVALUATION

This agreement will be evaluated annually.

This is to certify that this articulation agreement has been developed in accordance with the "North Carolina High School-to-Community College Articulation Agreement" and will be carried out according to the terms of the agreement.

This Articulated Credit Agreement between Asheboro City Schools and Randolph Community College will become effective for students who enroll at Randolph Community College beginning with the fall semester.

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Signature of Superintendent, Asheboro City Schools

Date

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Signature of Board Chair, Asheboro City Schools

Date

*Rhett S Shackleford Jr*

*5/19/2022*

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Signature of President, Randolph Community College

Date

*Mac Sherrill*

*5/19/2022*

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Signature of Board of Trustees Chairman, Randolph Community College

Date



**ARTICULATED COURSES**  
**Asheboro City Schools and Randolph Community College**  
**2022-2023**

**Courses Articulated by the NC High School to Community College Articulation Agreement - Effective - July 1, 2017**  
 Students completing the following courses at Asheboro High School and who meet the requirements of this document will receive credit as indicated.

<b><u>Asheboro High School Course</u></b>	<b><u>Randolph Community College</u></b>	<b><u>College Credits</u></b>
<b><i>AGRICULTURAL EDUCATION</i></b>		
AS32 Agricultural Mechanics II	AGR 111 Basic Farm Maintenance	2
AS22 Animal Science	ANS 110 Animal Science	3
AP41 Horticulture I	HOR 150 Intro to Horticulture	2
AP42 Horticulture II	HOR 152 Horticulture Practices	1
AP44 Horticulture II – Landscaping	HOR 152 Horticulture Practices	1
NC Certified Professional Plantsman	HOR 160 Plant Materials I	3
NC Licensed Pesticide Applicator	AGR 121 Biological Pest Management	3
<b><i>BUSINESS &amp; INFORMATION TECHNOLOGY / BUSINESS EDUCATION</i></b>		
BM102 Microsoft Word & Power Point	OST 136 Word Processing	3
BD102 Multimedia and Webpage Design	WEB 110 Internet/Web Fundamentals	3



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***FAMILY & CONSUMER SCIENCE / EARLY CHILDHOOD EDUCATION***

FE112 Early Childhood Education I AND FE122 Early Childhood Education II	EDU 119 Intro to Early Childhood Education	4
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***HEALTH OCCUPATIONS / HEALTH SCIENCES***

HU102 Health Sciences I	MED 121 Medical Terminology I AND MED 122 Medical Terminology II	3 3
HN432 Nursing Fundamentals	NAS 101 Nursing Assistant I	6

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***MARKETING EDUCATION / ENTREPRENEURSHIP***

MM512 Marketing I	MKT 120 Principles of Marketing	3
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***TRADE & INDUSTRIAL / INDUSTRIAL ENGINEERING & TRANSPORTATION***

IC612 Drafting I AND IC625 Honors Drafting II- Architectural	DFT 119 Basic CAD	2
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**ARTICULATION AGREEMENT  
BETWEEN  
ASHEBORO CITY SCHOOLS AND  
RANDOLPH COMMUNITY COLLEGE  
2022-2023**

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Signature of Superintendent, Asheboro City Schools

Date

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Signature of Board Chair, Asheboro City Schools

Date

*Robert S. Shackelford Jr.*

*5/19/2022*

---

Signature of President, Randolph Community College

Date

*Mac Sherrill*

*5/19/2022*

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Signature of Board of Trustees Chairman, Randolph Community College

Date



**ARTICULATED COURSES**  
**Asheboro City Schools and Randolph Community College**  
**2022-2023**

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***AGRICULTURAL EDUCATION***

AS32 Agricultural Mechanics II	AGR 111 Basic Farm Maintenance	2
AS22 Animal Science	ANS 110 Animal Science	3
AP41 Horticulture I	HOR 150 Intro to Horticulture	2
AP42 Horticulture II	HOR 152 Horticulture Practices	1
AP44 Horticulture II – Landscaping	HOR 152 Horticulture Practices	1
NC Certified Professional Plantsman	HOR 160 Plant Materials I	3
NC Licensed Pesticide Applicator	AGR 121 Biological Pest Management	3

***BUSINESS & INFORMATION TECHNOLOGY / BUSINESS EDUCATION***

BM102 Microsoft Word & Power Point	OST 136 Word Processing	3
BD102 Multimedia and Webpage Design	WEB 110 Internet/Web Fundamentals	3



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***FAMILY & CONSUMER SCIENCE / EARLY CHILDHOOD EDUCATION***

FE112 Early Childhood Education I AND FE122 Early Childhood Education II	EDU 119 Intro to Early Childhood Education	4
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***HEALTH OCCUPATIONS / HEALTH SCIENCES***

HU102 Health Sciences I	MED 121 Medical Terminology I AND MED 122 Medical Terminology II	3 3
HN432 Nursing Fundamentals	NAS 101 Nursing Assistant I	6

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***MARKETING EDUCATION / ENTREPRENEURSHIP***

MM512 Marketing I	MKT 120 Principles of Marketing	3
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***TRADE & INDUSTRIAL / INDUSTRIAL ENGINEERING & TRANSPORTATION***

IC612 Drafting I AND IC625 Honors Drafting II- Architectural	DFT 119 Basic CAD	2
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Memorandum of Understanding  
between  
Randolph Community College and Asheboro City Schools

## PURPOSE and AGREEMENT

This Memorandum of Understanding sets forth the framework between Randolph Community College (RCC) and Asheboro City Schools (ACS) to provide educational opportunities to the high school students of ACS. Of which, RCC may place or make available a High School Career Coach/Liaison with ACS to build awareness of career and college pathways, and to conduct academic advising with students.

Randolph Community College (RCC) (herein called the "College" or RCC), and Asheboro City Schools (ACS) enter into the following agreement for the 2022-2023 academic year. The college and the school referenced herein agree to the provisions outlined in the content of this document.

## FOUNDATIONAL ROLES

RCC will agree to the following responsibilities:

- Employee a High School Career Coach/Liaison; therefore, the salary, benefits, and other related expenses to the employment of the person is the responsibility of RCC.
- Hire, train, and supervise the RCC High School Career Coach/Liaison located within ACS.
- Provide services to students in accordance with Career and College Promise (CCP) guidelines, facilitating college admission processes, advising and registration in pathways for which students are qualified to enroll.
- Collaborate on marketing and communication efforts to promote these educational opportunities.
- Facilitate collaboration and communication between personnel of RCC and ACS to ensure students have accurate and timely information.
- Conduct annual advisory committee meeting between both parties to review operational procedures and overall effectiveness of the program.

ACS will agree to the following responsibilities:

- Commit to creating conditions favorable for the success of the RCC High School Career Coach/Liaison by integrating the coach/liaison into the faculty and staff community of ACS.
- Promote system-wide/school-wide awareness of CCP pathways and the High School Career Coach/Liaison.
- Assist the coach/liaison with recruitment of students to ensure sufficient enrollment to support instructional offerings.



- Facilitate RCC personnel access and availability to students and personnel for the purposes of providing information and facilitating college services on site at ACS as needed.
- Provide space to conduct confidential meetings with students.
- Access to student information relevant to college admissions, enrollment, and progression in college pathways.
- Facilitate access to IT resources for RCC personnel if needed (specifics outlined below).

## COMMUNICATION, RECORDS, AND CONFIDENTIALITY

RCC and ACS agree to respond to all communication in a timely fashion to ensure successful implementation of pathways and efficient resolution of any pathway challenges.

Disclosure of College educational information and records of RCC students is subject to “The Family Educational Rights and Privacy Act (FERPA).” According to FERPA guidelines, RCC and ACS agree that the release of student information will occur through the office of the Superintendent at ACS or his/her designee and the Director of Admission, Records, and Registration at RCC or his/her designee. To facilitate student success, RCC and ACS will share information regarding, but not limited to, student contact information, programs, grades, attendance, and discipline.

RCC agrees that all student records or personally identifiable student information obtained by its employees, agents or volunteers while working pursuant to this Agreement shall be subject to the confidentiality and disclosure provisions of applicable federal and state statutes and regulations, and the Board’s policies.

The RCC Director of Educational Partnerships/High School Career Coach/Liaison is considered to be a college official of RCC for the purposes of carrying out the Career and College Promise advising and enrollment activities and may access records only with a legitimate educational purpose as defined by law. No employee, agent or volunteer of RCC shall forward to any person, other than parent/guardian or authorized person, any student information, including but not limited to, the student’s identity, without written consent of the parent/guardian or adult student.

## COURSES AND INSTRUCTION

RCC will agree to the following responsibilities:

- Assume sole responsibility for the hiring of instructional and support personnel.
- Assume sole responsibility for all college course instruction.
- Establish a permanent transcript, assign a final course grade, and award college credit to high school students who complete college courses.



- Create a master schedule of classes by the registration period at ACS so that students have adequate time to be advised and to register for RCC courses and pathways.

ACS will agree to the following responsibilities:

- Provide a minimum of 15 students to be enrolled in each college course if offered as a cohort. If the course has fewer than 15 students registered, RCC has the option of canceling the class or reassigning the students to an online section of the course or an alternate course within the pathway.
- Recognize the RCC employment application and hiring processes for the purposes of meeting pre-employment requirements for ACS. This includes completing a RCC application, submitting official college transcripts, and completion of other necessary documents. A drug screen and criminal background check will be conducted on all full-time employees.
- Provide RCC faculty members access to instructional technology for the purposes of carrying out classroom instruction if held in the high school setting.

## TEXTBOOKS

ACS will use the respective college textbooks and materials in the college courses and will purchase the textbooks and material to make them available to students each semester.

RCC will mitigate the cost of the textbooks where possible, agreeing to provide adequate notice of adoption of new editions or course materials, except in courses involving technology.

## ACADEMIC PROGRESS

All RCC students, including those enrolled in high school, will be held to the RCC Academic Progress System. The Director of Educational Partnerships/High School Coach/Liaison and ACS Counselors will be provided with a list of students placed on Academic Warning, Academic Probation, and Academic Suspension each semester so that appropriate interventions can be discussed.

RCC will implement an Early Alert System to identify students that are struggling in their RCC courses. Instructors will be asked by the Director of Educational Partnerships/High School Coach/Liaison to report on students at designated points of the semester. The information will be shared with the ACS designee so that academic support measures can be put in place to help ensure the success of the students. The Director of Educational Partnerships/High School Coach/Liaison will use this Early Alert System to make effort to communicate academic concerns to the ACS designee to minimize students being withdrawn from their college courses.



## STUDENT CONDUCT

ACS and RCC shall exercise jurisdiction over academic and disciplinary matters involving a student's enrollment and participation in courses, and the receipt of services and benefits for the school or the College.

Student conduct will be governed by the ACS's policies and by the RCC Student Code of Conduct. ACS students must abide by all requirements in the RCC Student Code of Conduct, the RCC Zero Tolerance Policy, and the Academic Integrity Policy when they are participating as a college student or on the College campus.

When a student is disciplined or expelled, RCC will inform the high school superintendent or his/her designee immediately after a determination is made. If the high school disciplines a student for an incident that occurs in a course in which the student is dual enrolled or expels a dual enrolled student from all courses, the high school will inform the RCC Vice President of Student Services immediately after a determination is made.

- The Director of Educational Partnerships shall resolve any issues that arise with ACS students in RCC classes and can be resolved at the administrative level without the intervention of higher administrative authority. When this occurs, the ACS liaison will notify the ACS superintendent, the RCC Vice President of Instructional Services and/or the RCC Vice President of Student Services of any action(s) taken as appropriate;
- When infractions occur outside of the RCC and ACS classrooms, the following guidelines will be followed:
  - Infractions regarding the College Code of Conduct and the RCC Zero Tolerance Policy will be resolved by the school principal, the RCC Director of Educational Partnerships or College Liaison (involving parents when appropriate) and the RCC Vice President for Student Services.
  - Serious infractions regarding the RCC Academic Integrity Policy will be resolved by the RCC Director of Educational Partnerships or College Liaison (involving parents when appropriate), and the Vice President for Instructional Services.

RCC acknowledges that High School Students will frequently be present on and moving about RCC's campus without ACS's direct supervision. RCC will take the same precautions to protect the safety of High School Students as RCC does for RCC students.



## UNSCHEDULED CLOSINGS/DELAYS

The College will follow its plan for unscheduled closings or delays. If classes are delayed or canceled, the time missed must be made up. Scheduled classes which are missed or not held for any reason, including inclement weather, will be rescheduled or the instruction will be made up by some other alternative. Alternatives may include extra class sessions, extended class sessions, individual conferences, or other options approved by the curriculum dean.

## INFORMATION TECHNOLOGY

ACS will make available to the RCC Director of Educational Partnerships/High School Coach/Liaison access to wireless internet connectivity, telephone, and access to PowerSchool as needed.

RCC will provide a laptop computer or device for use while on site at any ACS high school for the purposes of providing services to students. If internet cannot be provided to RCC personnel using RCC devices, ACS will issue a device which will allow access for the RCC Director of Educational Partnerships/High School Coach/Liaison.

## PERSONNEL

All parties acknowledge that RCC employees will have completed the college's application, submitting official college transcripts, and completion of other necessary documents for employment. A drug screen and criminal background check will be conducted on all full-time employees.

All parties acknowledge the North Carolina General Statute 14-208.18 prohibits anyone required to register as a sex offender under Article 27A of Chapter 14 of the General Statutes from knowingly being on the premises of any school or other facility dedicated to the care of minors. This information is included in the criminal background check prior to employment.

RCC shall provide the names and identifying information to ACS prior to assigning any employee or volunteer to work on site at ACS. RCC personnel shall not begin any services and shall not assign any employee or volunteer to a role that may involve direct student contact, at ACS events, or on ACS property if (1) said individual has been convicted of a felony; (2) said individual has been convicted of any crime, whether misdemeanor or felony, involving sex, violence, or drugs; or (3) in the judgment of RCC, said individual may pose a threat to the safety or well-being of students or school personnel.

The public school and school-sponsored events of ACS shall remain at all times under the authority of the ACS Board of Education and the Superintendent. RCC shall ensure that its agents, employees, and volunteers comply with any and all rules, regulations, or directives of the ACS at all times while all on school property or at school-sponsored events. ACS reserves



the right to deny entrance to any school premises or school event to any individual.

Likewise, RCC and college-sponsored events of RCC shall remain at all times under the authority of the RCC's Board of Trustees, President and Vice Presidents. RCC shall ensure that its agents, employees, and volunteers comply with any and all rules, regulations, or directives of the RCC at all times while all on college property or at college-sponsored events. RCC reserves the right to deny entrance to any school premises or school event to any individual.

## **DURATION**

This Memorandum of Understanding shall become effective upon signature by the authorized officials from RCC and ACS for the 2022-2023 academic year and will remain in effect until terminated or revised by either party. This MOU may be amended by mutual written consent of all parties. The terms of the amendment and the effective date of such amendment must be mutually agreed upon by both parties. The College and the school system may terminate this MOU upon written notice to all other parties 90 days prior to the date of termination. In the event of termination of the agreement, the date of termination will be the day after the end of the semester during which the 90-day period expires.

## **Affirmation of Support:**

We affirm that we have read and approved this Memorandum of Understanding to facilitate a partnership between RCC and ACS and signatures indicate support of all assurances and program commitments within this agreement.

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Dr. Aaron Woody, Superintendent  
Asheboro City Schools

Date

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Michael B. Smith, Chair, Board of Education  
Asheboro City Schools

Date

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*Robert S Shackleford Jr*

Dr. Robert Shackleford, Jr., President  
Randolph Community College

*5/19/2022*

Date

---

*Mac Sherrill*

F. Mac Sherrill, Chairman, Board of Trustees  
Randolph Community College

*5/19/2022*

Date



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

☒ Overnight Trip

Group Making Request: Asheboro Zoo FFA Chapter School: AHS  
Destination: State FFA Convention, Raleigh, NC Date of Trip: 6/21-23/2022  
Number of Students Involved: 4 Percent of Total Group: 100

Reasons for Students Not Attending: Personal Choice

Transportation Method: ☐ Activity Bus ☐ Charter Bus ☒ Private Automobile ☐ Other:

Charter Bus Service, state name of vendor here:

If using Travel Company, state name of Vendor here:

**\*\*The Travel Company must use an approved ACS Charter Bus Company**

Number of Vehicles Needed (to be secured by the Central Office): 0

Number of Drivers Needed (to be secured by the Central Office): 0

Departure Time: 8:30am Return Time: 2:00pm Round Trip Miles (estimated) 145

Estimated Cost to the Student: \$0

Purpose(s) of the Field Trip: Students will be attending the leadership workshops, delegate business sessions, and general sessions at the State FFA Convention.

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

Elizabeth Pack, Brooke Griffith

If approved, the following procedures must be followed; (1) Written parental permission is required for all field trips. This permission should be acquired using the Asheboro City Schools Parental Field Trip Permission Form; (2) No

Elizabeth Pack

Sponsor (Group Responsible for Paying for the Trip)

5/27/2022

Date

Approved:

[Signature]

Principal

5-27-2022

Date

Approved:

[Signature]

Superintendent or Designee

5/31/22

Date

Transportation  
Scheduled:

Transportation Supervisor

Date

students can serve as drivers; private vehicles are used as a last resort; and (3) All students in a class or group shall have an opportunity to attend—means will provided for students to participate when necessary.

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





## RANDOLPH COMMUNITY COLLEGE

629 Industrial Park Avenue, Asheboro, NC 27205-7333

President's Office

Phone: (336) 633-0286

### PRESIDENT

Robert S. Shackleford Jr.

### BOARD OF TRUSTEES

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#### Vice Chair

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#### Student Trustee

Gabriell McArthur

SGA President

May 31, 2022

Mr. Michael Smith, Chair  
Asheboro City Board of Education  
1209 Idlewood Drive  
Asheboro, NC 27205

Dear Michael:

This letter is written to inform you that the term of appointment for Mr. Reynolds Lisk, a member of the Randolph Community College Board of Trustees, expires on June 30, 2022. Mr. Lisk currently serves as Vice Chair of the Board, Chair of the Personnel Committee, and Chair of the Presidential Search Committee.

We would welcome the reappointment of Mr. Lisk for another four-year term by the Asheboro City Board of Education. He is a very dedicated and valuable member of our Board and has indicated his strong interest in continuing his service to the College.

We would appreciate your help in this process so that we can have a full slate of Trustees at the beginning of the fiscal year (July 1, 2022). If you need additional information, please feel free to contact me.

Sincerely,

F. Mac Sherrill

Chair, Randolph Community College Board of Trustees

Robert S. Shackleford Jr., Ph.D.

President, Randolph Community College

Secretary to the RCC Board of Trustees

cc: Dr. Aaron Woody, Superintendent, Asheboro City Schools



Budget Amendment  
Asheboro City Schools Administrative Unit  
Other Designated Accounts Fund

The Asheboro City Board of Education at a regular meeting on the 2nd day of June, 2022, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2022.

REVENUE

8.3700.305	NC Medicaid Administrative	\$ 180,000.00
8.3700.373	Emergency Connectivity Fund Grant	767,799.91
8.3800.301	Air Force JROTC	29,000.00
8.4210.657	Tuition and Fees	6,000.00
8.4210.705	Tuition and Fees - ECDC	30,000.00
8.4430.500	Donations - ACME-McCrary Foundation	5,133.00
		<u>\$ 1,017,932.91</u>

EXPENDITURE

8.5840.305	School Based Support Services - Nursing	\$ 180,000.00
8.5110.373	Regular Instructional Services - Student Devices	767,799.91
8.5110.301	Air Force JROTC - Teacher	29,000.00
8.5110.657	Regular Instructional Services	6,000.00
8.5340.705	Pre-K Services - Classroom Teacher	30,000.00
8.5110.500	Piano Tuning at Asheboro High School	5,133.00
		<u>\$ 1,017,932.91</u>

Total Appropriation in Other Designated	\$ 1,197,780.00
Total Increase/Decrease of above amendment	<u>1,017,932.91</u>
Total Appropriation in Current Amended Budget	<u>\$ 2,215,712.91</u>

Passed by majority vote of the Board of Education of Asheboro City on the 2nd day of June 2022.

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Chairman, Board of Education

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Secretary



## **Asheboro City Schools 2022 - 2023 Interim Budget**

The Board has approved the 2022-2023 budget request which was submitted to the Randolph County Board of Commissioners.

In accordance with G.S.115C-434, we recommend that the Board approve an amount equal to the 2021-2022 ending budget as an Interim Budget for 2022-2023.





# Asheboro City Schools

*...the subject is excellence*

*Office of the Superintendent*

P.O. Box 1103, Asheboro, NC 27204-1103 • 1126 S. Park St. • (336) 625-5104 • (336) 625-9238, fax

Form 9  
Procedure No. 3320.01/6335.01  
03/06

## Asheboro City Schools PRIVATE VEHICLE TRANSPORTATION REQUEST FORM (Asheboro City Schools' EMPLOYEE)

School Making Request Asheboro City Schools

Principal Approval of Driver \_\_\_\_\_

I hereby request permission to drive my personal vehicle on an approved Asheboro City Schools field trip on June 21-23 to State FFA Convention, Raleigh, NC.  
(Date) (Location)

I understand that while driving my personal vehicle, I am:

1. Assuring the Asheboro City Schools that I have adequate liability insurance on my vehicle.  
**Insurance Company Farm Bureau Mutual Insurance**  
**Policy #8311419**
2. Assuring the Asheboro City Schools that I understand my personal liability insurance will be the primary insurer in case of an accident.

Elizabeth Paek  
(Employee signature)

5/27/2022  
(Date)

**NOTE:** The Asheboro City Schools assumes no responsibility in case of accident unless the person has authorization specified in Asheboro City Schools' Policy # 6335.

**This signed form is to be attached to the Asheboro City Schools Field Trip Request Form if personal vehicles are to be driven by staff.**

Don M. Wertz  
(Superintendent/designee approval)

5/31/22  
(Date)



## **BOARD MEMBER OPPORTUNITIES FOR DEVELOPMENT**

*Policy Code:* **2123**

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

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

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

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

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

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

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

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

Revised: November 14, 2002, June 10, 2010, August 9, 2012, February 11, 2016





# Student Dress Code Policy Review

Drew Maerz

June 2, 2022





# Student Dress Code Review

1. A team was recruited in March to review the Asheboro City Schools Student Dress Code.
2. Invited members included:
  - a. 6 Central Office Staff Members
  - b. 3 school administrators (elementary, middle, and high school)
  - c. 7 teachers (elementary, middle, and high school)
  - d. 3 students (high school)
  - e. 4 parents (elementary, middle, and high school)
3. Meetings were scheduled:
  - a. March 21
  - b. March 28
  - c. April 4





# Student Dress Code Meetings

## Tasks for the Team:

- Review the current dress code in the Code of Conduct
- Compare the ACS dress code with those in other systems
- Identify aspects of the dress code that could be improved
- Solicit feedback from peers on possible updates
- Recommend updates to the current dress code to the superintendent
- Average attendance at meetings was 12.
- 4 Central Office and 2 School Administrators, 4 Teachers, 2 Parents





# Other System Policies Reviewed

Comparison systems' dress codes:

Randolph County Schools

Kannapolis City Schools

Lexington City Schools

Davidson County Schools

Cabarrus County Schools

Other dress codes and resources reviewed:

Oregon NOW Model Student Dress Code

Evanston Township High School

Dodson Middle School

Equitable Dress Code for Students - Florida



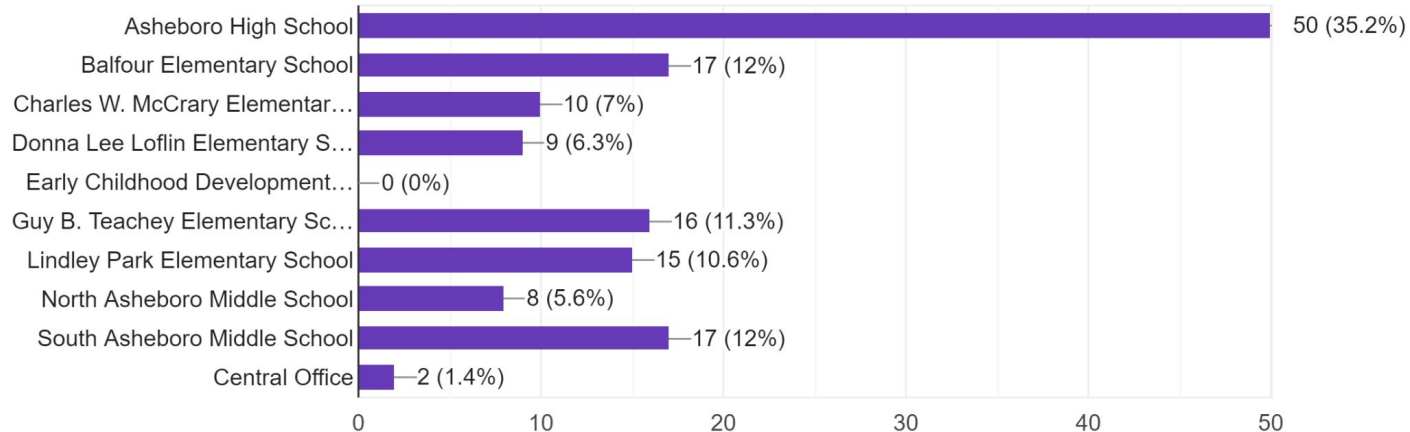


# Suggestions were shared with staff for feedback

Each suggested change was listed with staff permitted to share feedback. 142 responses were received (81% teachers, 7% Instructional Assistants, and 6.3% Student Support).

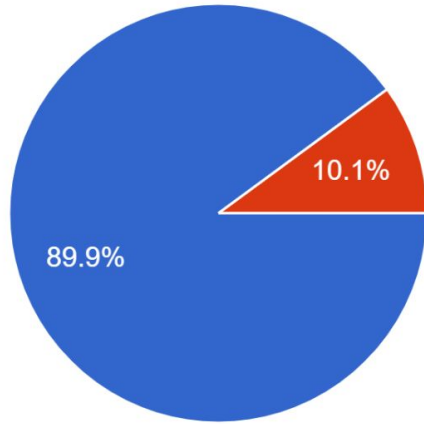
School(s) or assigned location(s):

142 responses





# Provide a rationale for the Dress Code:



- As a staff member, I support this statement.
- As a staff member, I do not support this statement.

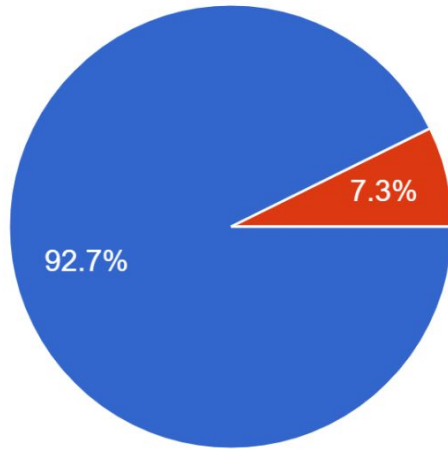
Asheboro City Schools respects students' rights to express themselves in the way they dress. This dress code supports equitable educational access and is designed to be nondiscriminatory. All students who attend Asheboro City Schools are also expected to respect the school community by dressing appropriately for a public K-12 educational environment. Student attire should facilitate participation in learning as well as the health and safety of students and the adults that supervise them. This policy is intended to provide guidance for students, staff, and parents.





# Identify Core Beliefs

All students should be able to dress comfortably for school and safely engage in the educational environment without fear of or actual unnecessary discipline or body shaming.



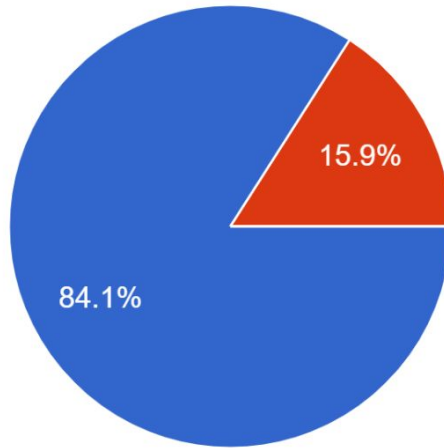
- As a staff member, I share this belief.
- As a staff member, I do not share this belief.





# Identify Core Beliefs

All students and staff should understand that they are responsible for managing their own personal “distraction” without regulating individual student’s clothing or self expression.



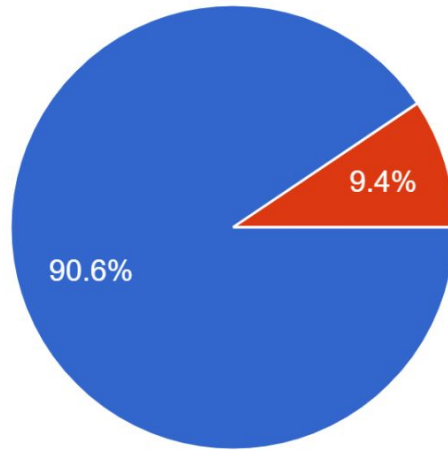
- As a staff member, I share this belief.
- As a staff member, I do not share this belief.





# Identify Core Beliefs

Student dress code enforcement should not result in unnecessary barriers to participation in learning.



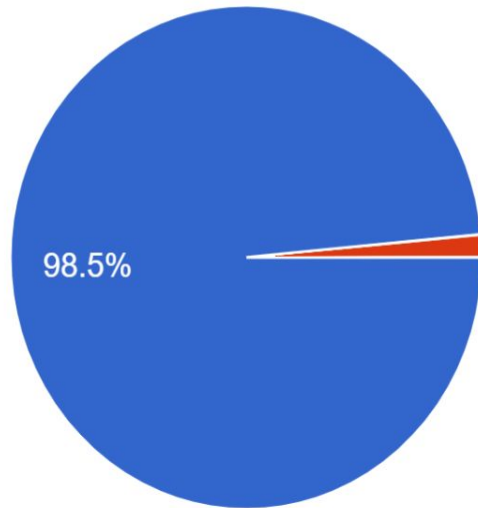
- As a staff member, I share this belief.
- As a staff member, I do not share this belief.





# Identify Core Beliefs

The right to wear religious attire shall be respected.



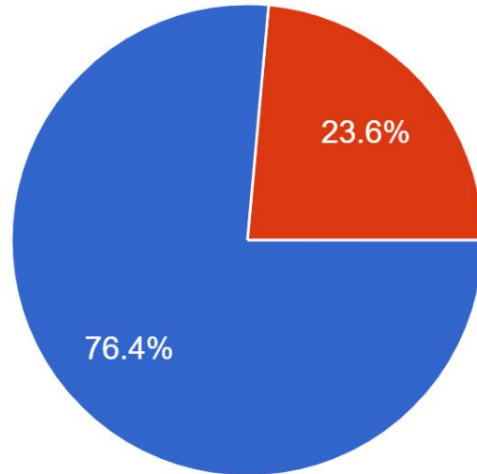
- As a staff member, I share this belief.
- As a staff member, I do not share this belief.





# Define Dress Expectations (1)

Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts). Clothing must completely cover from one armpit across to the other armpit and down to at least 3 inches in length on the upper thigh. Shirts and dresses must have shoulder straps of at least 1 inch in width and include fabric in the front and on the sides (under the arms).



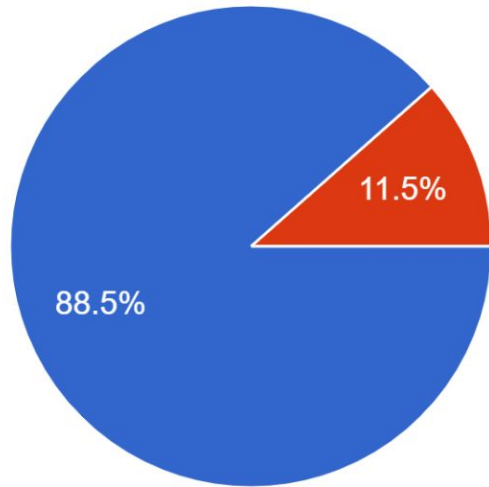
- As a staff member, I am able to enforce this expectation.
- As a staff member, I will find it difficult to enforce this expectation.





## Define Dress Expectations (2)

Shoes must be worn at all times. Elementary students must wear shoes that secure behind the heel.



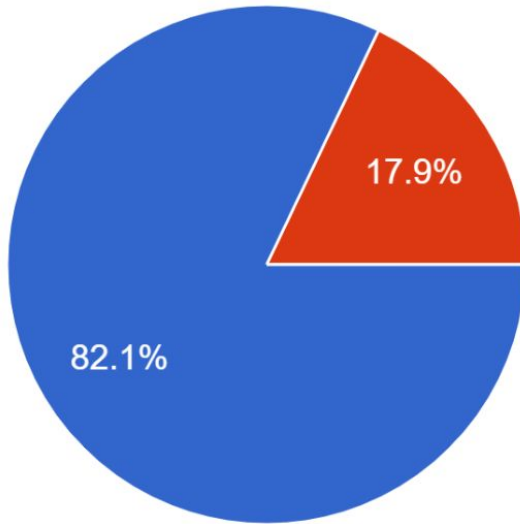
- As a staff member, I am able to enforce this expectation.
- As a staff member, I will find it difficult to enforce this expectation.





## Define Dress Expectations (3)

Clothing must cover undergarments (waistbands and straps excluded).



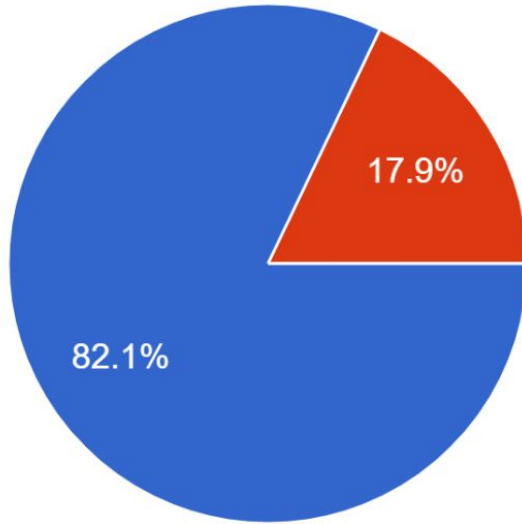
- As a staff member, I am able to enforce this expectation.
- As a staff member, I will find it difficult to enforce this expectation.





## Define Dress Expectations (4)

Clothing must cover undergarments (waistbands and straps excluded).



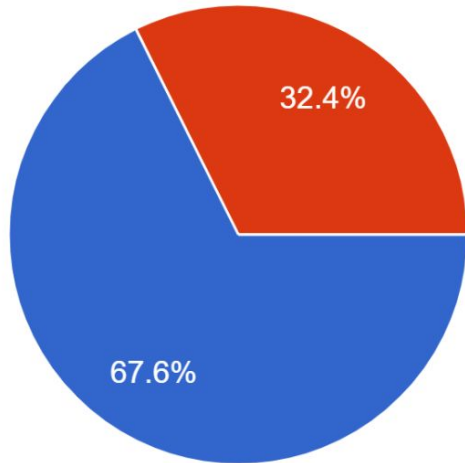
- As a staff member, I am able to enforce this expectation.
- As a staff member, I will find it difficult to enforce this expectation.





## Define Dress Expectations (5)

Non-religious headwear must allow the face and ears to be visible to staff, and not interfere with the line of sight of any student or staff. Religious head coverings are permissible.



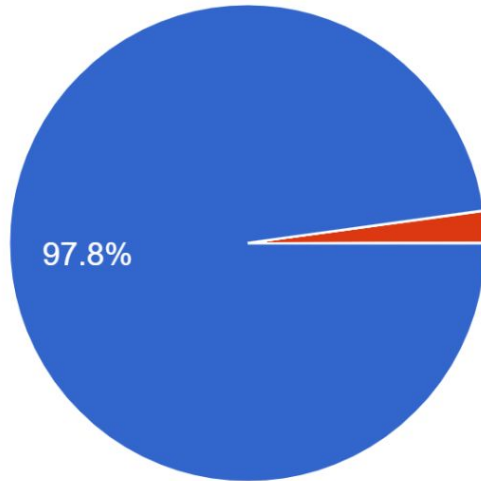
- As a staff member, I am able to enforce this expectation.
- As a staff member, I will find it difficult to enforce this expectation.





## Define Dress Expectations (6)

Clothing must be suitable for all scheduled classroom activities including recess, physical education, science labs, and other activities where unique hazards may exist.



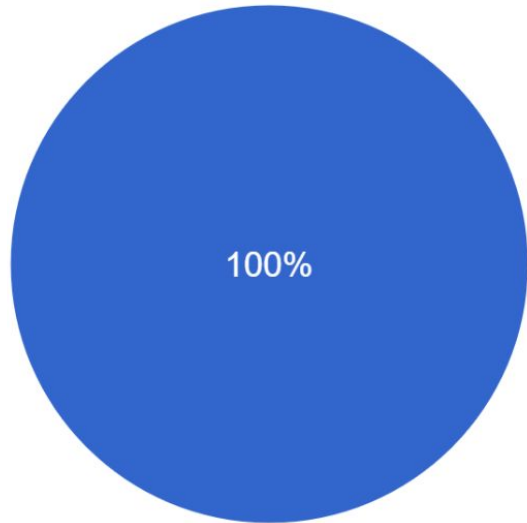
- As a staff member, I am able to enforce this expectation.
- As a staff member, I will find it difficult to enforce this expectation.





# Define Dress Expectations (7)

Specialized courses and events may require specialized attire, such as sports uniforms or safety gear.



- As a staff member, I am able to enforce this expectation.
- As a staff member, I will find it difficult to enforce this expectation.





## Next Steps

1. Review the survey data with the Student Dress Code Team.
2. Refine the Draft Dress Code based on the feedback.
3. Make a Student Dress Code recommendation to the superintendent.





Questions?





# History Log

## Asheboro City Schools (761) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	5/13/2022 3:52:46 PM	Sarah Beth Robbins	Status changed to 'Draft Completed'.	S
	5/13/2022 3:49:08 PM	Lynn Hartley	Status changed to 'NCDPI CTE Local Application Regional Coordinator Returned Not Approved'.	S
	5/13/2022 3:35:58 PM	Sarah Beth Robbins	Status changed to 'Draft Completed'.	S
	2/18/2022 9:52:52 AM	Sarah Beth Robbins	Status changed to 'Draft Started'.	S
	2/3/2022 8:39:26 AM	NCCCIP Admin	Status changed to 'Not Started'.	S



**Allotments****Asheboro City Schools (761) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Allotments**

	(1) Perk Fed (PRC 017) CFDA: 84.048A	(2) State Supp (PRC 014)	Total
<b>Allotment</b>	\$77,671.00	\$76,115.04	\$153,786.04
<b>Carryover</b>	\$0.00	\$0.00	\$0.00
<b>Total</b>	\$77,671.00	\$76,115.04	\$153,786.04



## CTE Participants

## Asheboro City Schools (761) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part I: Data/Indicators of Performance

Sub-group	Organization ID	Organization Name	2019-2020				2020-2021			
			Middle Level		High School		Middle Level		High School	
			Duplicated Count	Unduplicated Count	Duplicated Count	Unduplicated Count	Duplicated Count	Unduplicated Count	Duplicated Count	Unduplicated Count
Total	761	Asheboro City Schools	1158	795	1954	1008	1158	819	1830	1071
Male	761	Asheboro City Schools	694	449	943	502	691	476	930	548
Female	761	Asheboro City Schools	464	346	1011	506	467	343	900	523
American Indian or Alaskan Native	761	Asheboro City Schools	*	*	*	*	*	*	*	*
Asian	761	Asheboro City Schools	34	19	24	13	38	23	26	17
Black or African American	761	Asheboro City Schools	151	108	280	145	180	122	260	143
Hispanic/Latino	761	Asheboro City Schools	613	427	979	506	586	427	934	557
Native Hawaiian or Other Pacific Islander	761	Asheboro City Schools	*	*	*	*	N/A	N/A	N/A	N/A
White	761	Asheboro City Schools	310	208	593	299	297	205	542	316
Two or More Races	761	Asheboro City Schools	48	32	77	44	56	41	66	37
Disability Status ( ESEA/IDEA)	761	Asheboro City Schools	125	89	179	105	170	120	168	105



Economically Disadvantaged	761	Asheboro City Schools	931	633	1350	706	767	546	1012	590
Single Parents	761	Asheboro City Schools	*	*	*	*	N/A	N/A	N/A	N/A
English Learners	761	Asheboro City Schools	185	125	167	99	204	143	184	115
Migrant Status	761	Asheboro City Schools	*	*	*	*	N/A	N/A	N/A	N/A
Nontraditional Enrollees	761	Asheboro City Schools	14	12	319	163	407	263	463	238
Homeless Individuals	761	Asheboro City Schools	N/A	N/A	N/A	N/A	*	*	N/A	N/A
Youth in Foster Care	761	Asheboro City Schools	N/A	N/A	N/A	N/A	*	*	N/A	N/A
Youth with Parent in Active Military	761	Asheboro City Schools	N/A	N/A	N/A	N/A	*	*	*	*



CTE Concentrators

Asheboro City Schools (761) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part I: Data/Indicators of Performance

2020-2021		Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Totals
Agricultural & Natural Resources Tech	Duplicated	N/A	11	*	*	N/A	21
	Unduplicated	N/A	10	*	*	N/A	20
Architecture and Construction	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A
Arts, Audio/Video Techn and Comm	Duplicated	*	11	18	23	N/A	53
	Unduplicated	*	11	14	17	N/A	43
Business Management and Administration	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A
Education and Training	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A
Finance	Duplicated	N/A	N/A	N/A	N/A	N/A	N/A
	Unduplicated	N/A	N/A	N/A	N/A	N/A	N/A



<b>Government and Public Administration</b>	<b>Duplicated</b>	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Unduplicated</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Health Science</b>	<b>Duplicated</b>	N/A	*	21	16	N/A	39
	<b>Unduplicated</b>	N/A	*	17	12	N/A	31
<b>Hospitality and Tourism</b>	<b>Duplicated</b>	N/A	*	*	*	N/A	19
	<b>Unduplicated</b>	N/A	*	*	*	N/A	17
<b>Human Services</b>	<b>Duplicated</b>	N/A	N/A	*	17	N/A	26
	<b>Unduplicated</b>	N/A	N/A	*	13	N/A	21
<b>Information Technology</b>	<b>Duplicated</b>	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Unduplicated</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Law, Public Safety, Corrections and Security</b>	<b>Duplicated</b>	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Unduplicated</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Manufacturing</b>	<b>Duplicated</b>	N/A	*	13	*	N/A	25
	<b>Unduplicated</b>	N/A	*	12	*	N/A	24
<b>Marketing Sales &amp; Services</b>	<b>Duplicated</b>	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Unduplicated</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science, Tech, Engineering and Math</b>	<b>Duplicated</b>	N/A	*	*	13	N/A	21
	<b>Unduplicated</b>	N/A	*	*	11	N/A	17
	<b>Duplicated</b>	N/A	N/A	N/A	*	N/A	*



Transportation, Distribution & Logistics	Unduplicated	N/A	N/A	N/A	*	N/A	*
	Duplicated	*	38	77	90	N/A	206
Totals	Unduplicated	*	36	64	74	N/A	175



# 1S1 Four-Year Graduation Rate

Asheboro City Schools (761) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part I: Data/Indicators of Performance

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

## Data Masking Key

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

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

When the results are shown as NA, this indicates that data was not available.

## 1S1 Four-Year Graduation Rate Data

Category	2019-2020 State Goal: 97.30%			2020-2021 State Goal: 97.37%			2021-2022 State Goal: 97.44%			2022-2023 State Goal: 97.51%
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark
Overall	99.25	>95	-	99.27	>95	-	99.29			
Special Populations										
Individual with Disabilities	100.00	92.30	-7.70	100.00	92.30	-7.70	100.00			



Economically Disadvantaged	98.70	>95	-	98.73	>95	-	98.77			
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
English Learner	100.00	>95	0.00	100.00	93.80	-6.20	100.00			
Homeless Individuals	100.00	N/A	N/A	100.00	>95	0.00	100.00			
Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)	97.50	N/A	N/A	97.56	>95	-	97.63			
Youth who are in, or have aged out of, the foster care system	N/A	>95	N/A	N/A	N/A	N/A	N/A			
Youth with parents on active duty in the armed forces	N/A	>95	N/A	N/A	N/A	N/A	N/A			
<b>ESSA Categories - Racial &amp; Ethnic</b>										
American Indian or Alaska Native	N/A	>95	N/A	N/A	N/A	N/A	N/A			
Asian	100.00	N/A	N/A	100.00	>95	0.00	100.00			



Black or African American	100.00	92.90	-7.10	100.00	>95	-	100.00			
Hispanic/Latino	99.15	>95	+	99.17	>95	-	99.19			
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
White	98.95	>95	-	98.98	>95	-	99.00			
Two or More Races	100.00	>95	0.00	100.00	>95	0.00	100.00			
<b>Gender</b>										
Male	100.00	>95	-	100.00	94.00	-6.00	100.00			
Female	98.75	>95	-	98.78	>95	-	98.81			

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

What: Increase the graduation rate of Nontraditional Concentrators by .5% annually.

Why: It is important to introduce and encourage student concentration in Nontraditional fields for many reasons. First, when it comes to job availability, Nontraditional students tend to have an advantage over traditional students. In addition, many fields reflect an increase in pay for Nontraditional workers. Lastly, having Nontraditional workers in an industry provides a different perspective that leads to innovative ideas and solutions.

How:

Strategy 1: Each semester, provide Job Shadowing opportunities targeted for Nontraditional students currently enrolled in courses.



Who/When:

Action Steps:

- CTE Administrator pulls the enrollment report and sorts to identify Nontraditional students and which courses they are enrolled in. (After the 10th day of each semester)
- CDC meets with students to discuss post-secondary goals and different opportunities within the Nontraditional industry. (First half of each semester)
- CDC sets up a Job Shadow opportunity for the students. (Second half of each semester)
- CDC follows up with students regarding their experience to determine how the Job Shadow experience affected their post-secondary goals.

How:

Strategy 2: Each semester, schedule Lunch and Learn speakers that mirror the students who have enrolled in Nontraditional courses.

Who/When:

Action Steps:

- CTE Administrator pulls the enrollment report and sorts to identify Nontraditional students and which courses they are enrolled in. (After the first 10 days of each semester)
- CDC meets with students to discuss post-secondary goals and different opportunities within the Nontraditional industry. (First half of the semester)
- CDC sets up a Lunch and Learn speaker that mirrors the students enrolled in Nontraditional courses that semester. (Second half of the semester)
- All students from those courses are invited to the Lunch and Learn. (Second half of the semester)



- CDC follows up with students regarding their experience to determine how the Job Shadow experience affected their post-secondary goals.

Who:

- CTE Administrator
- CDC/SPC/CIMC



## 2S1 Academic Proficiency in Reading/Language Arts

Asheboro City Schools (761) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part I: Data/Indicators of Performance

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

### Data Masking Key

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

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

When the results are shown as NA, this indicates that data was not available.

## 2S1 Academic Proficiency in Reading/Language Arts

Category	2019-2020 State Goal: 53.70%			2020-2021 State Goal: 54.86%			2021-2022 State Goal: 56.02%			2022-2023 State Goal: 57.17%
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark
Overall	60.60	N/A	N/A	61.59	37.80	-23.79	62.57			
Special Populations										
Individual with Disabilities	0.00	N/A	N/A	2.50	<5	-	5.00			



Economically Disadvantaged	16.65	N/A	N/A	18.73	50.00	31.27	20.82			
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
English Learner	62.65	N/A	N/A	63.58	31.80	-31.78	64.52			
Homeless Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)	60.70	N/A	N/A	61.68	80.00	18.32	62.67			
Youth who are in, or have aged out of, the foster care system	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Youth with parents on active duty in the armed forces	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
<b>ESSA Categories - Racial &amp; Ethnic</b>										
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Asian	33.30	N/A	N/A	34.97	<5	-	36.64			



Black or African American	65.00	N/A	N/A	65.88	<5	-	66.75			
Hispanic/Latino	61.85	N/A	N/A	62.80	50.00	-12.80	63.76			
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
White	64.25	N/A	N/A	65.14	38.90	-26.24	66.04			
Two or More Races	50.00	N/A	N/A	51.25	N/A	N/A	52.50			
<b>Gender</b>										
Male	43.80	N/A	N/A	45.21	17.60	-27.61	46.61			
Female	65.50	N/A	N/A	66.36	50.00	-16.36	67.23			

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

What: See an annual increase in academic proficiency of at least 2% in overall proficiency for all CTE Concentrators.

Why: With an overall proficiency of 37.8%, we are significantly below our Benchmark of 61.59% and the state goal of 54.86%. This represents a concerning gap of -23.79%.

How:

Strategy 1: More purposeful focus on LDC (Literacy Design Collaborative) strategies in foundational and prerequisite CTE courses that are made up of mostly underclassmen.



Who/When:

Action Steps:

- Review LDC strategies at the beginning of year CTE Kickoff meeting, Fall 2022
- Set a required amount of LDC lessons to be used in foundational and prerequisite CTE courses per semester-Fall 2022
- Teachers share LDC lessons through virtual platform and/or monthly CTE District Meetings
- All CTE teachers will participate in Remote Learning PD to ensure the quality of content delivery and student engagement in the event of an extended remote learning scenario.
- Consider pre-AP training for some of our CTE teachers, or providing some training through our monthly district CTE meetings.

Who:

- CTE Director
- CDC/SPC/CIMC
- CTE Teachers
- AHS AP Lead /AIG Lead
- Instructional Facilitators

Strategy 2: Develop a professional development (PD) plan to address instructional rigor as stated in our CLNA.

Who/When:

Action Steps:

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

- PD on reading pacing guides and how the Revised Bloom's Taxonomy (RBT) indicators relate to instruction. PD on RBT and how to move instruction forward in the continuum. Pacing Guides/RBT - Fall 2022



- PD on differentiated learning strategies. What is effective? What is best practice? Differentiated Learning Strategies - Spring 2023
- PD on formative assessments - Fall 2022
- PD on what is demonstrated mastery. How to effectively assess and how to give effective feedback. -Assessing Mastery and Giving Feedback - Fall 2022 and Spring 2023

Who:

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

Strategy 3: Continue the Standards Crosswalk PD with Core teachers

Who/When:

Action Steps: In 2019 AHS CTE teachers conducted a Professional Development session with AHS core teachers to help showcase where our content standards align with core curriculums in English Language Arts, Social Studies, Science and Math. We developed a crosswalk of CTE projects and activities that reflect real world applications of these shared concepts. We plan to continue this work over the next two years.

- Meet with AHS Administrators and Instructional Facilitator to develop a plan to provide opportunities for collaboration between CTE and core teachers. (Fall 2022)
  - Develop a list of common vocabulary (by Spring 2023)
  - Develop instructional strategies for common teaching of specifically aligned content standards (by Fall 2022)



- Facilitate opportunities for co-teaching or student collaboration on projects (by Spring 2023)

- Evaluate the success of the initiative and make changes as needed (end of each Spring semester)

Who:

- CTE Director
- AHS Administration
- AHS Instructional Facilitator
- AHS Teachers
- CIMC



## 2S2 Academic Proficiency in Mathematics

### Asheboro City Schools (761) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part I: Data/Indicators of Performance

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

#### Data Masking Key

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

When the results are shown as NA, this indicates that data was not available.

## 2S2 Academic Proficiency in Mathematics

Category	2019-2020 State Goal: 48.80%			2020-2021 State Goal: 50.08%			2021-2022 State Goal: 51.36%			2022-2023 State Goal: 52.64%
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark
Overall	39.80	N/A	N/A	41.31	28.90	-12.41	42.81			
Special Populations										
Individual with Disabilities	0.00	N/A	N/A	2.50	16.70	14.20	5.00			



Economically Disadvantaged	21.45	N/A	N/A	23.41	<5	-	25.38			
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
English Learner	35.80	N/A	N/A	37.41	31.30	-6.11	39.01			
Homeless Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)	35.50	N/A	N/A	37.11	>95	+	38.73			
Youth who are in, or have aged out of, the foster care system	0.00	N/A	N/A	2.50	N/A	N/A	5.00			
Youth with parents on active duty in the armed forces	0.00	N/A	N/A	2.50	N/A	N/A	5.00			
<b>ESSA Categories - Racial &amp; Ethnic</b>										
American Indian or Alaska Native	100.00	N/A	N/A	100.00	N/A	N/A	100.00			
Asian	66.70	N/A	N/A	67.53	>95	+	68.37			



Black or African American	12.65	N/A	N/A	14.83	22.20	7.37	17.02			
Hispanic/Latino	39.25	N/A	N/A	40.77	23.50	-17.27	42.29			
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
White	47.40	N/A	N/A	48.72	35.70	-13.02	50.03			
Two or More Races	60.00	N/A	N/A	61.00	25.00	-36.00	62.00			
<b>Gender</b>										
Male	43.40	N/A	N/A	44.82	21.90	-22.92	46.23			
Female	38.25	N/A	N/A	39.79	34.10	-5.69	41.34			

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

What: See an annual increase in academic proficiency of at least 2% in our overall proficiency scores for all CTE Concentrators.

Why: We realize that as students master the essential knowledge and skills in Mathematics, it will help them to gain success in any career as well as their personal life. Our baseline percentage of 28.9% is much lower than the state benchmark of 50.08%. This exhibits an overall gap of -12.41%.

How:

Strategy 1: More purposeful focus on MDC (Math Design Collaborative) strategies in foundational and prerequisite CTE courses that are made up of mostly underclassmen.



Who/When:

Action Steps:

- Review MDC strategies at the beginning of year CTE Kickoff meeting, Fall 2022
- Set a required amount of MDC lessons to be used in foundational and prerequisite CTE courses per semester-Fall 2022
- Teachers share MDC lessons through virtual platform and/or monthly CTE District Meetings
- All CTE teachers will participate in Remote Learning PD to ensure the quality of content delivery and student engagement in the event of an extended remote learning scenario.

Who:

- CTE Director
- CDC/SPC/CIMC
- CTE Teachers
- Instructional Facilitators

Strategy 2: Develop a professional development (PD) plan to address instructional rigor as stated in our CLNA.

Who/When:

Action Steps:

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

- PD on reading pacing guides and how the Revised Bloom's Taxonomy (RBT) indicators relate to instruction. PD on RBT and how to move instruction forward in the continuum. Pacing Guides/RBT - Fall 2022
- PD on differentiated learning strategies. What is effective? What is best practice? Differentiated Learning Strategies - Spring 2023
- PD on formative assessments - Fall 2022



- PD on what is demonstrated mastery. How to effectively assess and how to give effective feedback. -Assessing Mastery and Giving Feedback - Fall 2022 and Spring 2023

Who:

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

Strategy 3: Continue the Standards Crosswalk PD with Core teachers

Who/When:

Action Steps: In 2019 AHS CTE teachers conducted a Professional Development session with AHS core teachers to help showcase where our content standards align with core curriculums in English Language Arts, Social Studies, Science and Math. We developed a crosswalk of CTE projects and activities that reflect real world applications of these shared concepts. We plan to continue this work over the next two years.

- Meet with AHS Administrators and Instructional Facilitator to develop a plan to provide opportunities for collaboration between CTE and core teachers. (Fall 2022)
  - Develop a list of common vocabulary (by Spring 2023)
  - Develop instructional strategies for common teaching of specifically aligned content standards (by Fall 2022)
  - Facilitate opportunities for co-teaching or student collaboration on projects (by Spring 2023)



- Evaluate the success of the initiative and make changes as needed (end of each Spring semester)

Who:

- CTE Director
- AHS Administration
- AHS Instructional Facilitator
- AHS Teachers
- CIMC



## 2S3 Academic Proficiency in Science

### Asheboro City Schools (761) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part I: Data/Indicators of Performance

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#### Data Masking Key

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

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

When the results are shown as NA, this indicates that data was not available.

## 2S3 Academic Proficiency in Science

Category	2019-2020 State Goal: 52.00%			2020-2021 State Goal: 53.20%			2021-2022 State Goal: 54.50%			2022-2023 State Goal: 55.60%
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark
Overall	42.50	N/A	N/A	43.94	57.40	13.46	45.38			
Special Populations										
Individual with Disabilities	0.00	N/A	N/A	2.50	20.00	17.50	5.00			



Economically Disadvantaged	12.70	N/A	N/A	14.88	<5	-	17.07			
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
English Learner	37.15	N/A	N/A	38.72	57.10	18.38	40.29			
Homeless Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)	35.50	N/A	N/A	37.11	>95	+	38.73			
Youth who are in, or have aged out of, the foster care system	100.00	N/A	N/A	100.00	N/A	N/A	100.00			
Youth with parents on active duty in the armed forces	0.00	N/A	N/A	2.50	N/A	N/A	5.00			
<b>ESSA Categories - Racial &amp; Ethnic</b>										
American Indian or Alaska Native	100.00	N/A	N/A	100.00	N/A	N/A	100.00			
Asian	66.70	N/A	N/A	67.53	>95	+	68.37			



Black or African American	33.05	N/A	N/A	34.72	42.90	8.18	36.40			
Hispanic/Latino	35.75	N/A	N/A	37.36	41.90	4.54	38.96			
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
White	52.15	N/A	N/A	53.35	83.30	29.95	54.54			
Two or More Races	50.00	N/A	N/A	51.25	25.00	-26.25	52.50			
<b>Gender</b>										
Male	55.25	N/A	N/A	56.37	50.00	-6.37	57.49			
Female	37.25	N/A	N/A	38.82	62.50	23.68	40.39			

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

What: See an annual increase in academic proficiency of at least 2% each year in students of Two or More Races and Male students.

Why: Science is the foundation of many careers, but especially in STEM related industries. Our baseline percentage of 57.4% is significantly lower than the state benchmark of 43.94%. Our only subgroups that are reflecting a negative gap are Two or More Races and Male students.

Strategy 1: Develop a professional development (PD) plan to address instructional rigor as stated in our CLNA.



Who/When:  
Action Steps:

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

- PD on reading pacing guides and how the Revised Bloom's Taxonomy (RBT) indicators relate to instruction. PD on RBT and how to move instruction forward in the continuum. Pacing Guides/RBT - Fall 2022
- PD on differentiated learning strategies. What is effective? What is best practice? Differentiated Learning Strategies - Spring 2023
- PD on formative assessments - Fall 2022
- PD on what is demonstrated mastery. How to effectively assess and how to give effective feedback. -Assessing Mastery and Giving Feedback - Fall 2022 and Spring 2023
- All CTE teachers will participate in Remote Learning PD to ensure the quality of content delivery and student engagement in the event of an extended remote learning scenario.

Who:

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



## Strategy 2: Continue the Standards Crosswalk PD with Core teachers

### Who/When:

Action Steps: In 2019 AHS CTE teachers conducted a Professional Development session with AHS core teachers to help showcase where our content standards align with core curriculums in English Language Arts, Social Studies, Science and Math. We developed a crosswalk of CTE projects and activities that reflect real world applications of these shared concepts. We plan to continue this work over the next two years.

- Meet with AHS Administrators and Instructional Facilitator to develop a plan to provide opportunities for collaboration between CTE and core teachers. (Fall 2022)
- Develop a list of common vocabulary (by Spring 2023)
- Develop instructional strategies for common teaching of specifically aligned content standards (by Fall 2022)
- Facilitate opportunities for co-teaching or student collaboration on projects (by Spring 2024)
- Evaluate the success of the initiative and make changes as needed (end of each Spring semester)

### Who:

- CTE Director
- AHS Administration
- AHS Instructional Facilitator
- AHS Teachers
- CIMC



### 3S1 Post-Secondary Placement

#### Asheboro City Schools (761) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part I: Data/Indicators of Performance

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

#### Data Masking Key

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

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

When the results are shown as NA, this indicates that data was not available.

### 3S1 Post-Secondary Placement

Category	2019-2020 State Goal: 95.00%			2020-2021 State Goal: 95.13%			2021-2022 State Goal: 95.25%			2022-2023 State Goal: 95.38%
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark
Overall	96.30	>95	+	96.39	92.74	-3.65	96.49			
Special Populations										
Individual with Disabilities	85.70	>95	+	86.06	>95	+	86.42			



Economically Disadvantaged	93.90	71.74	-22.16	94.05	91.76	-2.29	94.21			
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
English Learner	100.00	66.67	-33.33	100.00	>95	0.00	100.00			
Homeless Individuals	100.00	>95	0.00	100.00	N/A	N/A	100.00			
Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)	N/A	N/A	N/A	N/A	93.75	N/A	N/A			
Youth who are in, or have aged out of, the foster care system	N/A	N/A	N/A	N/A	>95	N/A	N/A			
Youth with parents on active duty in the armed forces	N/A	66.67	N/A	N/A	77.78	N/A	N/A			
<b>ESSA Categories - Racial &amp; Ethnic</b>										
American Indian or Alaska Native	N/A	N/A	N/A	N/A	>95	N/A	N/A			
Asian	100.00	>95	0.00	100.00	N/A	N/A	100.00			



Black or African American	88.90	80.00	-8.90	89.18	88.89	-0.29	89.46			
Hispanic/Latino	96.60	71.23	-25.37	96.69	93.33	-3.36	96.77			
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
White	100.00	77.08	-22.92	100.00	>95	-	100.00			
Two or More Races	75.00	80.00	5.00	75.63	66.67	-8.96	76.25			
<b>Gender</b>										
Male	97.10	81.33	-15.77	97.17	>95	-	97.25			
Female	95.60	69.33	-26.27	95.71	91.46	-4.25	95.82			

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

What: To move the needle closer to the state benchmark, see an annual benchmark increase of at least 2.5% for students categorized as Two or More Races and Females entering in postsecondary education or advanced training, military service or are employed.

Why: Our ultimate goal in Asheboro City Schools is for all CTE concentrators to graduate with a postsecondary plan. These two subgroups of students, Two or More Races and Females, reflect our lowest subgroups when it comes to actively implementing a postsecondary plan, so it is important that we develop strategies to help increase the success of these students after they leave AHS.

How:



Strategy 1: Collaborate with Counselors, College Advisor and SPC to identify and target Special Populations students, especially Juniors and graduating Seniors who do not have a career plan for after graduation, to attend the Career/Job Fair where in-demand industry sectors and partners like NCWorks are present.

Who/When:

Action Steps:

Identification of students, during at least 1 monthly meeting-By December/January annually

- CDC
- SPC
- Counselors
- College Advisor
  
- Analyze Labor Market Data tab on the Pathways matrix/Quick Reference Guide in order to know what industry sectors are in-demand by December annually
  - CTE Director
  - SPC
  - CDC
- Meet with NC Works & compile data from NC Department of Labor to know what industry sectors are in-demand by December annually
  - CTE Director
  - SPC
  - CDC
- Recruit businesses that represent in-demand industries-Fall/Early Spring annually
  - CDC
- Career/Job Fair-Spring 2023 & Spring 2023
  - CDC

How:

Strategy 2: Providing incentives/assistance for CTE teachers to increase the amount of prior CTE Concentrator students they contact from the CTE Concentrator Survey



Who/When:

Action Steps:

- Provide CTE teachers with a listing of which seniors from their program area who are CTE concentrators-Each October & April
  - SPC
- Create an expectation that CTE teachers interact with those CTE concentrators (before they graduate) to establish a relationship of support and ongoing communication so that the student will feel comfortable accepting the survey call 6-9 months after graduation-Fall of each year
  - CTE Administrator
- Ensure all CTE concentrators are on Concentrator Remind 101 so they receive information and help with career advice, job applications and resumes, etc-By May of each year
  - CDC
- Develop a plan to provide incentives to teachers with the goal of contacting more Concentrators in a timely manner



#### 4S1 Non-Traditional Program Enrollment

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

When the results are shown as NA, this indicates that data was not available.

#### 4S1 Non-traditional Program Enrollment

Category	2019-2020 State Goal: 37.20%			2020-2021 State Goal: 38.77%			2021-2022 State Goal: 40.34%			2022-2023 State Goal: 41.91%
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark
Overall	61.40	25.74	-35.66	62.37	20.00	-42.37	63.33			
Special Populations										
Individual with Disabilities	100.00	<5	-	100.00	13.33	-86.67	100.00			



Economically Disadvantaged	58.70	N/A	N/A	59.73	17.50	-42.23	60.77			
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
English Learner	21.45	12.50	-8.95	23.41	15.38	-8.03	25.38			
Homeless Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)	61.40	25.74	-35.66	62.37	20.00	-42.37	63.33			
Youth who are in, or have aged out of, the foster care system	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Youth with parents on active duty in the armed forces	0.00	36.36	36.36	2.50	N/A	N/A	5.00			
<b>ESSA Categories - Racial &amp; Ethnic</b>										
American Indian or Alaska Native	0.00	N/A	N/A	2.50	N/A	N/A	5.00			
Asian	67.85	N/A	N/A	68.65	N/A	N/A	69.46			



Black or African American	53.55	42.31	-11.24	54.71	8.00	-46.71	55.87			
Hispanic/Latino	61.70	16.95	-44.75	62.66	20.99	-41.67	63.62			
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
White	64.50	26.67	-37.83	65.39	25.00	-40.39	66.28			
Two or More Races	59.15	33.33	-25.82	60.17	14.29	-45.88	61.19			
<b>Gender</b>										
Male	45.40	44.90	-0.50	46.77	21.43	-25.34	48.13			
Female	67.20	14.94	-52.26	68.02	18.29	-49.73	68.84			

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

What: See an annual increase of 2 % of CTE Concentrator students taking non-traditional courses.

Why: It is important to introduce and encourage student concentration in Nontraditional fields for many reasons. First, when it comes to job availability, Nontraditional students tend to have an advantage over traditional students. In addition, many fields reflect an increase in pay for Nontraditional workers. Lastly, having Nontraditional workers in an industry provides a different perspective that leads to innovative ideas and solutions.

How:

Strategy 1: Identify and promote non-traditional CTE courses and careers.



Who/When:

Action Steps:

- Include pictures and graphics of people in non-traditional careers on CTE informational and/or marketing materials-Ongoing
  - CTE Director/SPC/CDC
  - CTE Teachers/CTSO Advisors
- Make a report or graphic that identifies non-traditional CTE courses-Fall 2022
  - SPC
- Attend and share information at district wide counselor meetings-beginning 2022 2023
  - CTE Director/SPC/CDC
- Work with ACS Curriculum Team and school level administration to educate about CTE and develop expectations for counselor recruitment into CTE programs-Starting in Fall 2022
  - CTE Director
  - CDC
  - SPC

How:

Strategy 2: Each semester, provide Job Shadowing opportunities targeted for students interested in non-traditional careers.

Who/When:

Action Steps:

- CDC pulls the Virtual Job Shadow Interest Inventory report and sorts to identify students who are interested in non-traditional careers. (By October of each school year)



- CDC meets with students to discuss post-secondary goals and different opportunities within the Nontraditional industry. (First half of each semester)
- CDC sets up a Job Shadow opportunity for the students. (Second half of each semester)
- CDC follows up with students regarding their experience to determine how the Job Shadow experience affected their post-secondary goals.



# 5S1 Program Quality-Attained Recognized Postsecondary Credential

Asheboro City Schools (761) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part I: Data/Indicators of Performance

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## Data Masking Key

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

When the results are shown as NA, this indicates that data was not available.

## 5S1 Program Quality-Attained Recognized Postsecondary Credential

Category	2019-2020 State Goal: 20.00%			2020-2021 State Goal: 21.57%			2021-2022 State Goal: 23.14%			2022-2023 State Goal: 24.71%
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark
Overall	21.35	30.40	9.05	23.32	26.00	2.68	25.28			
Special Populations										
Individual with Disabilities	9.10	<5	-	11.37	11.10	-0.27	13.65			



Economically Disadvantaged	17.80	26.10	8.30	19.86	27.90	8.04	21.91			
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
English Learner	13.25	16.70	3.45	15.42	7.70	-7.72	17.59			
Homeless Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)	10.30	N/A	N/A	12.54	30.00	17.46	14.79			
Youth who are in, or have aged out of, the foster care system	N/A	>95	N/A	N/A	33.30	N/A	N/A			
Youth with parents on active duty in the armed forces	N/A	<5	N/A	N/A	N/A	N/A	N/A			
<b>ESSA Categories - Racial &amp; Ethnic</b>										
American Indian or Alaska Native	N/A	<5	N/A	N/A	N/A	N/A	N/A			
Asian	12.50	N/A	N/A	14.69	33.30	18.61	16.88			



Black or African American	27.90	21.40	-6.50	29.70	29.40	-0.30	31.51			
Hispanic/Latino	16.30	35.40	19.10	18.39	22.50	4.11	20.49			
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
White	23.90	31.30	7.40	25.80	28.30	2.50	27.71			
Two or More Races	29.15	16.70	-12.45	30.92	50.00	19.08	32.69			
<b>Gender</b>										
Male	12.90	11.90	-1.00	15.08	25.00	9.92	17.26			
Female	27.25	37.70	10.45	29.07	26.70	-2.37	30.89			

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

What: See a 2% annual increase in ELL CTE Concentrators graduating from high school having attained a recognized postsecondary credential

Why: With Perkins V legislation, North Carolina made the choice to use Industry Recognized Postsecondary Credentials for CTE program quality evaluation. In addition, we know that obtaining industry related credentials provides students with concrete evidence of content knowledge for job and college applications. Increasing these numbers will benefit our program exponentially, and students will be more highly qualified for jobs and postsecondary programs of study. Although our overall numbers surpassed our Benchmark as well as NC's Benchmark, we still have work to do. Our GOFI seems to be ELL students.

How:



Strategy 1: Evaluate ACS CTE pathways and add second level courses and recognized postsecondary credentials to each pathway, if possible, depending on the CTE budget,

to not only increase the number of CTE Concentrators but also the number of students who can earn a credential.

Who/When:

Action Steps:

- Use state Career Pathway Model to evaluate ACS program offerings and make decisions on course changes including the addition of second level courses-Annually; next cycle Fall 2020
  - CTE Administrator/SPC/CDC
- Get course changes approved by the Board of Education-annually
  - CTE Administrator
- Collaborate with secondary administration and counselors to incorporate changes into registration and master schedule-annually before registration
  - CTE Administrator
- Use CTE reporting matrix to identify credentials to be added to courses-annually
  - CTE Director
  - SPC
- Within budget planning, decide on what credentials can be offered-annually
  - CTE Director
- Make changes annually to CTE informational documents updating courses and credentials offered within pathways
  - CTE Director/SPC/CDC
  - CTE Teachers and CTSO Advisors



How:

Strategy 2: Develop a process to ensure ELL students are offered and are using translators or if there is a version of the credentialing process that is in their native language.

Who/When:

Action Steps:

- Identify and then review annually with CTE teachers what accommodations can be used on each credentialing exam-Starting Fall 2022
  - CTE Director/SPC/CDC
  - CTE Teachers
  - EC Case Managers
- SPC reviews classroom and CTE state assessment modifications with all CTE teachers who teach ELL students-at the beginning of each semester
- SPC will review all credentialing exam accommodations with all CTE teachers whose course has a credentialing exam and who teach ELL students to ensure teachers are providing accommodations on practice exams and setting up accommodations to be used on the actual exam

How:

Strategy 3: Through an equity lens, evaluate data to determine why AHS students are not earning credentials.

Who/When:

Action Steps:

- CTE Director/SPC pull previous school year data to evaluate and compare:



- Students enrolled in CTE courses that have a credentialing exam
- Students who took the exam
- Students who earned the credential
- Meet with CTE teachers if necessary to determine why a student did not take the credentialing exam
  - CTE Director/SPC
- Review Asheboro City Schools Board of Education Equity Policy-starting Fall 2022
  - CTE Director/SPC/CDC
- Develop a plan to align CTE credential exam offerings with Equity Policy if a gap is determined-After review of Equity Policy
  - CTE Director/SPC



# 5S4 Program Quality-Other

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### Data Masking Key

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

When the results are shown as NA, this indicates that data was not available.

## 5S4 Program Quality-Other

Category	2019-2020 State Goal: 70.90%			2020-2021 State Goal: 71.63%			2021-2022 State Goal: 72.36%			2022-2023 State Goal: 73.08%
	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark	Actual	Gap Analysis	Benchmark
Overall	76.05	N/A	N/A	76.65	56.92	-19.73	77.25			
Special Populations										
Individual with Disabilities	42.15	N/A	N/A	43.60	32.73	-10.87	45.04			



Economically Disadvantaged	71.65	N/A	N/A	72.36	52.45	-19.91	73.07			
Single Parents	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Out of Workforce Individuals	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
English Learner	33.35	N/A	N/A	35.02	22.62	-12.40	36.68			
Homeless Individuals	33.35	N/A	N/A	35.02	<5	-	36.68			
Nontraditional Concentrators (Individuals Preparing for Non-traditional Fields)	78.50	N/A	N/A	79.04	58.76	-20.28	79.58			
Youth who are in, or have aged out of, the foster care system	37.50	N/A	N/A	39.06	N/A	N/A	40.63			
Youth with parents on active duty in the armed forces	100.00	N/A	N/A	100.00	N/A	N/A	100.00			
<b>ESSA Categories - Racial &amp; Ethnic</b>										
American Indian or Alaska Native	50.00	N/A	N/A	51.25	50.00	-1.25	52.50			
Asian	93.35	N/A	N/A	93.52	70.00	-23.52	93.68			



Black or African American	66.60	N/A	N/A	67.44	52.17	-15.27	68.27			
Hispanic/Latino	70.75	N/A	N/A	71.48	53.46	-18.02	72.21			
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
White	87.30	N/A	N/A	87.62	65.51	-22.11	87.94			
Two or More Races	77.30	N/A	N/A	77.87	51.28	-26.59	78.44			
<b>Gender</b>										
Male	72.15	N/A	N/A	72.85	52.53	-20.32	73.54			
Female	79.45	N/A	N/A	79.96	59.50	-20.46	80.48			

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

What: Increase the proficiency rate of our English Learners by 1% annually.

Why: If you look at our overall proficiency rate for the last two years, our numbers have decreased significantly based on the 2020 2021 school year. This could be due to Covid and due to the new data calculations, but the bottom line is, we need to focus on improvement. English Learners make up 19% of our student population in Asheboro City Schools and 12% at Asheboro High School. With EL students representing such a large portion of our student population, the importance of addressing their needs for mastering CTE course content is critical.

How:



Strategy 1: More purposeful focus on LDC (Literacy Design Collaborative) strategies in foundational and prerequisite CTE courses that are made up of mostly underclassmen.

Who/When:

Action Steps:

- Review LDC strategies at the beginning of year CTE Kickoff meeting, Fall 2022
- Set a required amount of LDC lessons to be used in foundational and prerequisite CTE courses per semester-Fall 2022
- Teachers share LDC lessons through virtual platform and/or monthly CTE District Meetings

Who:

- CTE Administrator
- CDC/SPC/CIMC
- Instructional Facilitators

How:

Strategy 2: Collaborate with EL teachers to identify specific strategies for teaching technical vocabulary to EL learners.

Who/When:

Action Steps:

- Meet with EL leadership and AHS EL teachers to discuss our concerns regarding EL performance data on post-assessments. (Fall 2022)
- Collaborate with EL leadership and AHS EL teachers to develop specific strategies for teaching technical vocabulary to EL learners. (Fall 2022)
- Share strategies with all CTE teachers at district level meetings (by January 2023)



- Teachers will utilize these strategies on their next unit(s) of teaching and share out at the following monthly district meetings. (Spring 2023)
- Evaluate the success of the strategies and determine if anything needs to be changed for 2022-2023 school year. (Late Spring 2023)

Who:

- CTE Director
- CDC/SPC/CIMC
- EL District Leadership and AHS EL teachers
- CTE teachers

Strategy3: Develop a professional development (PD) plan to address instructional rigor as stated in our CLNA.

Who/When:

Action Steps:

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

- PD on reading pacing guides and how the Revised Bloom's Taxonomy (RBT) indicators relate to instruction. PD on RBT and how to move instruction forward in the continuum. Pacing Guides/RBT - Fall 2022
- PD on differentiated learning strategies. What is effective? What is best practice? Differentiated Learning Strategies - Spring 2023
- PD on formative assessments - Fall 2023
- PD on what is demonstrated mastery. How to effectively assess and how to give effective feedback. -Assessing Mastery and Giving Feedback - Fall 2023 and Spring 2024

Who:



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



## Evaluation of Performance

**Asheboro City Schools (761) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Comprehensive Needs Assessment (CLNA)**

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

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

### Performance Goals

1 = Not Met (< 90% of SDPL/Goal) 2 = Met (= 90% and up to SDPL/Goal) 3 = Exceeded (> of SDPL/Goal)		2019-2021	2022-2024
a)	Graduation Rate (1S1): Student performance met or exceeded the state-determined performance level.	2 ▼	* 2 ▼
b)	Graduation Rate (1S1): Student performance met or exceeded the state goal.	3 ▼	* 3 ▼
c)	Academic Proficiency - Reading/Language Arts (2S1): Student performance met or exceeded the state-determined performance level.	2 ▼	* 1 ▼
d)	Academic Proficiency - Reading/Language Arts (2S1): Student performance met or exceeded the state goal.	3 ▼	* 1 ▼
e)	Academic Proficiency - Mathematics (2S2): Student performance met or exceeded the state-determined performance level.	2 ▼	* 1 ▼
f)	Academic Proficiency - Mathematics (2S2): Student performance met or exceeded the state goal.	1 ▼	* 1 ▼



g)	Academic Proficiency - Science (2S3): Student performance met or exceeded the state-determined performance level.	2 ▼	* 3 ▼
h)	Academic Proficiency - Science (2S3): Student performance met or exceeded the state goal.	1 ▼	* 3 ▼
i)	Postsecondary Placement (3S1): Student performance met or exceeded the state-determined performance level.	2 ▼	* 2 ▼
j)	Postsecondary Placement (3S1): Student performance met or exceeded the state goal.	3 ▼	* 3 ▼
k)	Non-Traditional Program Enrollment (4S1): Student performance met or exceeded the state-determined performance level.	2 ▼	* 1 ▼
l)	Non-Traditional Program Enrollment (4S1): Student performance met or exceeded the state goal.	3 ▼	* 1 ▼
m)	Program Quality - Attained Recognized Postsecondary Credentials (5S1): Student performance met or exceeded the state-determined performance level.	2 ▼	* 1 ▼
n)	Program Quality - Attained Recognized Postsecondary Credentials (5S1): Student performance met or exceeded the state goal.	3 ▼	* 1 ▼
o)	Program Quality - Other (5S4): Student performance met or exceeded the state-determined performance level.	2 ▼	* 1 ▼
p)	Program Quality - Other (5S4): Student performance met or exceeded the state goal.	3 ▼	* 1 ▼

### CTE Administration

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2019-2021	2022-2024
q)	The CTE Administration consistently provides school administrators and teachers with CTE Performance Indicator data.	2 ▼	* 2 ▼



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

#### \* Consultation Method

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

#### \* What We Are Doing Well

- Since Asheboro City Schools is a small district, with one high school and two middle schools that have CTE faculty and staff, it allows for monthly district meetings that provide regular opportunities for professional development, collaboration, and data and LAP review.
- Again, due to our size, ACS CTE maintains a strong, collaborative relationship with school level administrators, especially at Asheboro High School.
- ACS CTE provides post-assessment (preliminary) and credential data to school level administrators and the Director of Testing and Accountability at the end of each school year.
- ACS CTE Administration meets with AHS teachers each semester to review curriculum guides, pacing guides, special populations reviews, and review of the previous semester/year's data.



## \* Identified Needs

Interviews and surveys revealed the following needs:

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

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



## Labor Market Alignment

### Asheboro City Schools (761) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Comprehensive Needs Assessment (CLNA)

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

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

#### Labor market alignment

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2019-2021	2022-2024
a)	All current Career Pathways align to current industry demand and needs.	2 ▼	* 2 ▼
b)	Projected industry growth has been analyzed and processes are in place to phase in new Career Pathways and phase out those that do not align to industry demand.	2 ▼	* 2 ▼
c)	Emerging occupations have been identified and plans are in place to implement programs and activity offerings to students.	3 ▼	* 3 ▼
d)	Industry stakeholders have identified skills that are lacking, and programs/activities have been implemented to address the deficiencies identified.	3 ▼	* 3 ▼
e)	CTE concentrator graduates are entering postsecondary opportunities (work, college, etc.) aligned to their high school concentration.	2 ▼	* 2 ▼
f)	Opportunities for special populations to participate in the labor market have been identified and programs/activities have been implemented to prepare special population students for postsecondary (work, college, etc.) opportunities.	2 ▼	* 2 ▼

#### \* Consultation Method



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

#### \* What We Are Doing Well

- Through Pathways to Prosperity work and local collaborations between ACS, RCSS, RCC, local agencies and industry partners, Randolph County has established three official NC Pathways: Advanced Manufacturing, Health Science and Agriculture
- ACS CTE participates in Apprenticeship Randolph which was developed through Pathways to Prosperity collaborations. Apprenticeship Randolph now has apprenticeships in Advanced Manufacturing, Automotive, and Information Technology.
- As a result of Pathways to Prosperity work, ACS CTE has added an Advanced Manufacturing program at AHS. The program implements the Advanced Manufacturing pathway and has recently begun administering the Certified Production Technician credential.
- In the last several years we have developed an Agriculture program as well. We currently have one Agriculture teacher at AHS and one at each of our middle schools. AHS offers both the Horticulture and Natural Resources pathways. We have added the Animal Science pathway to our high school offerings.
- Again, with our local collaborations with RCSS and RCC, we have established 8th grade industry days for our Pathways and apprenticeship programs (Advanced Manufacturing, Health Sciences, Agriculture, and Information Technology).
- Through the PRC 177 Career Accelerator Grant, we have re-established our Summer Pathways camps. This year we plan to offer PULSE, (our Health Science Academy camp), Middle School Health Science day, Agriculture Camp for both middle and high school students, Digital Media Camp, Design and Engineering Camp, and Entrepreneurship camp. These are offered at various grade levels, from rising 6th - 12th grades.
- At our stakeholders CLNA meeting, our stakeholders indicated that we are doing a good job with aligning our programs to industry needs in Randolph County. They voiced that their greatest need is employees with Employability Skills and Durable Skills.
- Stakeholders did indicate that based on economic data, Hospitality and Service industries will continue to grow and be a strong sector in our local economy. In addition, Advanced Manufacturing continues to be our largest skills gap in Randolph County, as well as a growing need for childcare workers. Through our FCS programs and a strong Business and Marketing department, and our Advanced Manufacturing program, we are providing student opportunities to meet this demand.



- We have hired a second Career Development Coordinator who spends a day each week at our middle schools and has facilitated our new 5th grade career development curriculum. We have seen a marked difference implementation of CDP's and pathways planning for middle school students.
- AHS has an established Health Science Academy.
- Feedback from community stakeholders and student interest surveys have indicated a need and desire for a mental health pathway. This year we have implemented the Counseling and Mental Health pathway and it has been received with great success.
- We analyzed our current pathways and added several second level options for the 2022-2023 school year to fill in any gaps in our program areas. In the last two years we have filled in second level courses in the following pathways: Entrepreneurship II, Adobe Video, Marketing Applications, Python Programming II, and Interior Design II. We have also added the following Pathways: Business Management, Counseling and Mental Health, and Animal Science.

#### **\* Identified Needs**

- Based on feedback from our latest Advisory Council meetings, we realize that we need to engage our council members between the required bi-annual meetings and develop stronger relationships with members in order to increase collaboration and maximize the value of their input.
- Although we have a Health Science Academy and have added Advanced Manufacturing and Agriculture to our pathways options (as mentioned above), we still have some work to do in this area to continue to adjust our pathways and course options to ensure they reflect labor market trends. We need to look more closely at projected local industry growth to determine if we do have any pathways that need to be phased out, and if so, create a plan to implement.
- With new large employer opportunities in Randolph and surrounding counties, we need to look at all of our pathways to see how to develop opportunities for students in those industries. i.e. Toyota is coming to Randolph County. That obviously gives our students opportunities within the Advanced Manufacturing field, but what other opportunities can be identified? For example, finance and Human Resources?
- We have identified a need to explore another technology pathway. We are looking into project management, cybersecurity, e-sports and drone technology as options.
- Having been a 1:1 district for many years, we have identified a need for IT technicians. As a district we are applying to be a part of the NCBCCE Tech Team program. If our participation is approved, CTE will play a role with credentialing students through the computer science pathways.

#### **\* Describe how the identified needs will be addressed.**



**WHAT: Develop better industry relationships with our Advisory Council.**

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

**HOW:**

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

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

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

**WHO:** CTE Director/CIMC  
CDC  
SPC

**WHEN:** By our Next Fall Advisory Council Meeting (October) 2022; Newsletter to roll out September, 2022

**WHAT: Develop a sustainable (digital) matrix that compares our program pathways with industry need and student interest.**

**WHY:** This data will allow us to develop a systematic approach to monitoring where we stand in respect to programming and local economic trends in order to make more informed programming decisions for our students and our community to better determine which pathways to add or phase out.

**HOW:**

Update our current matrix (or Quick Reference Guide) for our counselors and staff that shows each of our local pathways. Adding RCC pathways to the matrix will help counselors, students and parents the opportunity to see opportunities beyond graduation.

Adding a tab to this document that indicates where each pathway compares to REDC labor market data will help us create a lens to monitor this to see if program areas need to be added or phased out.

**WHO:** CTE Director/CIMC  
CDC  
SPC

**WHEN:** This document will be completed before our October 2022 Advisory Council meeting.

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



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

**HOW:**

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

**WHO:** CTE Director/CIMC

CDC

CTE Teachers'

Economic Development and Community business leaders

**WHEN:**

- CTE Director/CIMC meets with community business leaders in the fall of 2022 to determine where these employers are in the planning process. This will be prior to November when new course requests are due to the Board of Education and the registration conversation has begun.

**WHAT:** Evaluate the value of adding a new Technology Pathway.

**WHY:** Our current Technology Engineering and Design Pathway does not have an aligned credential. Although that is not a 100% reason to consider cutting a pathway, in a one high school system, an entire pathway has a large impact on our credential numbers.

**HOW:**

- CTE Director will research pathways at Summer Conference
- CTE Director/CIMC and SPC, along with the AHS Technology teacher, will look at the Curriculum Guide to determine which, if any, of the course content will meet the needs of our program, community, and labor market.
- CTE Administrative team and AHS Technology teacher reviews the curriculum guide to determine alignment of content to economic data and student interest



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

**WHO:** CTE Director/CIMC

CDC

SPCC

AHS Technology Teacher

**WHEN:**

- CTE Director, CDC/SPC, Technology teacher looks at possible pathways to determine aligned to economic data and student interest
- CTE Director requests Board approval - October/November 2022
- CTE Administrator adds the approved pathway courses to registration documents



## Size, Scope, and Quality

### Asheboro City Schools (761) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Comprehensive Needs Assessment (CLNA)

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

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

#### Size and Scope of Program

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2019-2021	2022-2024
a)	CTE enrollment data is analyzed and used to inform program offerings.	2 ▼	* 2 ▼
b)	CTE enrollment data is analyzed and used to inform the number of courses and course sections within the program.	2 ▼	* 2 ▼
c)	All students are able to enroll in the CTE program(s) of their choice and not denied access due to limited course offerings, lack of advisement, local enrollment restrictions, etc.	2 ▼	* 1 ▼

#### CTE Teaching and Learning Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2019-2021	2022-2024
a)	Course blueprints are used to inform instruction in all CTE courses.	2 ▼	* 2 ▼
b)	Course User Guides are used to ensure instructional time is maximized in all CTE courses.	2 ▼	* 1 ▼
c)	Both teachers and students have a clear understanding of learning targets.	2 ▼	* 2 ▼



d)	Classroom instruction is aligned to the Standard Course of Study Standards/Objectives and delivered using the appropriate level of rigor.	1 ▼	* 1 ▼
e)	Students are challenged and are engaged in cognitive rigor that leads to demonstration of knowledge and learning.	1 ▼	* 1 ▼
f)	Teachers actively plan for student differences so that all students can learn to the best of their ability.	1 ▼	* 1 ▼
g)	Classroom instruction is planned to foster student engagement.	2 ▼	* 2 ▼
h)	Formative, authentic and summative assessments are aligned to the Standard Course of Study Standards/Objectives and are assessed at the appropriate level of rigor.	2 ▼	* 2 ▼

### Facilities and Equipment Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2019-2021	2022-2024
a)	Facilities, equipment, technology and materials meet state-level CTE program guidelines.	3 ▼	* 3 ▼
b)	Facilities, equipment and technology reflect current workplace, industry and/or occupational practices and requirements.	3 ▼	* 3 ▼
c)	Equipment and technology to student ratio meets state-level guidelines.	3 ▼	* 3 ▼
d)	Facilities, equipment and technology are in good working order and are used in a safe manner.	3 ▼	* 3 ▼
e)	Adequate classroom and/or workshop space is available.	2 ▼	* 1 ▼
f)	Safety inspection of CTE labs/shop areas are conducted annually (at minimum).	1 ▼	* 1 ▼
g)	Instructional facilities are clean, well-organized, and conducive to learning.	3 ▼	* 2 ▼



h)	Students demonstrate safe and appropriate use of facilities, equipment, technology and materials within the program of study.	3 ▼	* 2 ▼
i)	Regularly inspect, update and replace equipment, technology and materials.	3 ▼	* 3 ▼

### Career Awareness, Exploration and Preparation Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2019-2021	2022-2024
a)	Career Interest Inventories are administered and used for advisement and registration.	2 ▼	* 2 ▼
b)	Career awareness, exploratory and development information/opportunities are shared verbally (group or individual) with students, parents, staff and other stakeholders.	2 ▼	* 2 ▼
c)	Career awareness, exploratory and development information/opportunities are shared through other means of non-verbal media (brochures, websites, flyers, social media, etc.).	1 ▼	* 2 ▼
d)	CTE students participate in employer visits, career fairs, industry and postsecondary tours.	1 ▼	* 1 ▼
e)	Comprehensive career development is coordinated and sequenced to promote and support the career decision-making and planning of all students, including prior to entering the program of study.	1 ▼	* 1 ▼
f)	Each CTE student in the program of study has a personalized, multi-year education and Career Development Plan (CDP) that reflects exploration of the student's interests, preferences and abilities; and informs course selection, planning for further education and a career, and involvement in extended learning (e.g. WBL, CTSOs and credentialing).	1 ▼	* 2 ▼



g)	Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on extended learning experiences available through the program of study, such as work-based learning, CTSO participation, student credentialing and articulated credit.	1 ▼	* 2 ▼
h)	Students in the program of study and their parents/guardians (as appropriate) are provided accurate and timely information on regional occupational trends and outlooks, high-demand and high-wage career opportunities, and the educational pathways that lead to current and projected career opportunities.	1 ▼	* 2 ▼
i)	Students in the program of study have access to job search information and placement services as they near completion of the program of study.	2 ▼	* 2 ▼
j)	Career development professionals have access to professional development and up-to-date information on extended learning experiences, education and training options, and regional occupational trends to aid students in education and career planning and decision-making.	3 ▼	* 3 ▼

### Student Credentialing Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2019-2021	2022-2024
a)	Students are provided credentialing opportunities in CTE courses that offer student credentialing.	2 ▼	* 2 ▼
b)	Students are provided their first credential opportunity attempt at no cost for each aligned CTE course that they are enrolled.	3 ▼	* 3 ▼
c)	Student credential data provides evidence of a successful credentialing program.	2 ▼	* 1 ▼

### Postsecondary Alignment Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2019-2021	2022-2024



a) Secondary and postsecondary CTE staff collaborate regularly on course sequencing, vertical alignment and opportunities for credit transfer agreements.	3 ▼	* 3 ▼
b) The program of study is coordinated with broader career pathways systems, as defined in the Workforce Innovation and Opportunity Act, as appropriate and available.	3 ▼	* 3 ▼
c) A MOU has been created outlining articulation and CTE CCP opportunities for students and evaluated on a regular basis.	3 ▼	* 3 ▼
d) A process is in place to ensure students receive articulated credits upon matriculation.	1 ▼	* 1 ▼

### Partnership Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished Advisory council members represent employers in local, regional, or state "in-demand" jobs.		2019-2021	2022-2024
a) Advisory council members represent employers in local, regional, or state "in-demand" jobs.		2 ▼	* 2 ▼
b) Advisory council members are engaged and assist in the planning and implementation process of the CTE program.		1 ▼	* 1 ▼
c) Representatives of the program of study actively conduct outreach activities to develop partnerships to ensure the program of study is informed by employer and community needs.		2 ▼	* 1 ▼
d) Partnerships are formed with a diverse range of stakeholders who represent differing perspectives, including employers from small, medium and large businesses; industry representatives; community, workforce and economic development agencies; and other education stakeholders.		3 ▼	* 3 ▼



e)	Partners provide guidance in the selection of Career Pathways that meet current and future workforce demand.	3 ▼	* 3 ▼
f)	Partners provide guidance in the identification of industry recognized credentials aligned to in-demand jobs.	2 ▼	* 2 ▼
g)	Partners support student extended learning by providing opportunities such as work-based learning experiences.	3 ▼	* 2 ▼
h)	Partners support teacher extended learning by providing opportunities such as externships to stay current with industry-relevant knowledge and skills.	3 ▼	* 3 ▼
i)	Partners support program of study sustainability by advocating for and promoting the program of study.	2 ▼	* 2 ▼

#### Career and Technical Student Organizations Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2019-2021	2022-2024
a)	CTSOs are offered to all students for each program area offered at the middle school level.	1 ▼	* 1 ▼
b)	CTSOs are offered to all students for each program area offered at the high school level.	1 ▼	* 1 ▼
c)	CTSO's have a calendar of events and hold regular meetings.	3 ▼	* 3 ▼
d)	CTSOs provide opportunities for students to participate in relevant competitive events.	2 ▼	* 2 ▼
e)	CTSOs provide opportunities for students to participate in relevant community and school service activities.	3 ▼	* 3 ▼
f)	CTSOs provide opportunities for students to participate in leadership development activities.	2 ▼	* 2 ▼



g)	CTSOs are supervised by CTE staff with clearly defined roles.	3 ▼	* 3 ▼
h)	CTSOs are aligned with relevant national, state and/or local standards.	3 ▼	* 3 ▼
i)	CTSOs have a formal officer team in place with assigned leadership positions.	3 ▼	* 3 ▼
j)	CTSO advisors attend professional learning opportunities to be prepared to be an effective advisor.	3 ▼	* 3 ▼

### Work-Based Learning Quality

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2019-2021	2022-2024
a)	A full continuum of industry learning, and work-based learning experiences are offered to students.	3 ▼	* 3 ▼
b)	Work-based learning experiences develop and reinforce relevant technical, academic and employability knowledge and skills.	3 ▼	* 3 ▼
c)	Work-based learning experiences are intentionally aligned with each student's education and career goals.	2 ▼	* 2 ▼
d)	Requirements and procedures for work-based learning experiences that address access, selection, liability, supervision, responsibilities, safety, transportation, learning objectives and evaluations are formalized and shared in advance of work-based learning experiences with employers, students and parents/guardians (as appropriate).	2 ▼	* 2 ▼
e)	Work-based learning experiences are supervised by CTE staff with clearly defined roles.	3 ▼	* 3 ▼
f)	Students engage in reflection and document learning resulting from work-based learning experiences, such as through a portfolio, journal and/or presentation.	2 ▼	* 2 ▼

\* Consultation Method



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

#### \* What We Are Doing Well

- At all three schools, Asheboro High School (AHS), North Asheboro Middle School (NAMS), and South Asheboro Middle School (SAMS), over 72% of students took at least one CTE course.
- We have a process in place to ensure that teachers are using appropriate curriculum guides and pacing guides.
- 77% of students say teachers post learning targets each day. 93% of teachers say they post learning targets each day. Learning targets are monitored via walkthroughs by both CTE leadership and building level administrators.
- Our CTE leadership and SPC meet with teachers at the beginning of each semester to ensure that teachers understand and are implementing accommodations for EC/EL students. She follows up throughout the semester



and again before post-assessments are administered. We feel this process is effective because 78% of students report that CTE meet their individual needs. 80% of EC and EL teachers report see CTE teachers using appropriate modifications on a regular basis.

- ACS and ACS CTE have an established history of providing up to date technology and equipment to support classroom instruction. We have a plan in place to forecast and budget for replacement of computer labs and classroom laptop carts. In addition, all three schools, AHS, NAMS, and SAMS, provide 1:1 devices for student use.
- 94% of students report that ACS CTE teachers model, share and enforce safety precautions in the classroom.
- ACS CTE has an established and thorough inventory process.
- 100% of ACS CTE teachers and counselors report sharing career information on a regular basis.
- Our CTE leadership regularly shares career information at school level Family Engagement nights.
- Along with our collaboration with RCSS and RCC, we provide 8th grade career focus days in all of our Pathways to Prosperity industry and Apprenticeship Randolph Industry sectors. (Advanced Manufacturing, Health Sciences, Agriculture, Automotive and IT)
- In addition, through the Career Accelerator grant, we are offering Sumer Pathways camps during the summer of 2022. Those are: Middle School Health Science Day, PULSE: Health Science Camp for Health Science Academy members, Middle School Agriculture Camp, High School Agriculture Camp, Media Production Camp (7th - 9th), Design and Engineering Camp (7th- 10th), and Entrepreneurship Camp (8th - 9th).
- Also through Career Accelerator grant, we are re-instating our Summer Student Internship program. Students will apply and interview to work with area companies over a four week period. Students will also earn a Working Smart career readiness, Employability Skills credential through a partnership program with Randolph Community College. Students will receive a stipend and if they complete all 120 hours, they will receive internship credit.
- For many years, ACS CTE has worked with RCSS and the Randolph Asheboro Chamber of Commerce to offer Summer Teacher Internships. Teachers from across both systems spend a week with a local company to learn more about what they do and how they contribute to our local community and economy.



- ACS CTE leadership participates in our local Partnership Team meeting that includes a variety of local agencies to collaborate on trends in our local community and economy.
- ACS CTE leadership participates in the Randolph Chamber of Commerce's Business Education committee.
- ACS CTE, along with RCSS and RCC held a Job Shadow Day the first week in February. Randolph County juniors apply and complete a survey indicating their career interests and are placed with a local company or agency for either the morning or the afternoon for a job shadow experience. This program will be re-instated during the 2022-2023 school year.
- ACS CTE purchases a yearly subscription to Virtual Job Shadow. Teachers and school leadership have the opportunity to conduct career interest and learning styles inventories through the program. The platform allows for career exploration and provides in depth career videos to give students insight into a wide variety of careers.
- ACS CTE created a model for creating Career Development Plans for students to be completed in 8th grade.
- CTE leadership collaborates at least one time per month, and typically more often, with postsecondary partners and shares with CTE staff. These collaborations exist through Pathways to Prosperity partnerships, Apprenticeship Randolph, Advisory Boards and Automotive Academy.
- ACS CTE has an established Health Sciences Academy. Students are admitted to this program as freshman or sophomore entering AHS. Students participate in regular activities including guest speakers, industry visits, learning labs, service learning opportunities and a summer camp: PULSE. Students also receive intentional career advising from the Health Science Academy leadership
- In partnership with RCSS, RCC and Uwharrie Charter Academy, ACS CTE helped plan and implement Randolph NEXT. This was an all day event in March at RCC that was held for seniors who did not have a post-graduation plan. Student toured program areas and attended a job fair.

#### \* Identified Needs

- Although our surveys showed that most students and teachers report the use of learning targets, we recognize that we need to address instructional rigor, differentiated learning strategies, and assessing mastery of



standards.

- Although we have a solid inventory process in place, we have identified a need to add a process to capture regular safety inspection data.
- We have a strong work-based learning and career guidance model, but we have identified some gaps in our process, including offering more short term career exploration opportunities and developing a better process for four-year plans.
- We need to develop a more systematic approach to delivering high-wage, high-demand career information to all stakeholders, including students, parents, counselors, teachers, administrators, board members and the community.
- Teachers who teach courses with articulated credits do talk about the opportunity with students and we send home a flyer explaining, we need to develop a process of notifying students and parents of this opportunity with all NC community colleges.
- We have a need to add more CTSO opportunities at the middle and high school levels.
- We have a need to engage our Advisory Council members in the process of planning and implementing our CTE programming.
- We need to develop a schedule and form for providing walkthrough feedback to our teachers on a regular basis.

**\* Describe how the identified needs will be addressed.**

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

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



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

HOW:

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

WHO:

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

WHEN:

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



when appropriate

- **TIMELINE:**

Pacing Guides/RBT - Fall 2022

Differentiated Learning Strategies - Fall 2022

Formative Assessments - Fall 2022

Assessing Mastery and Giving Feedback - Spring 2022

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

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

**HOW:**

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

**WHO:**

- CIMC

**WHEN:**

- Form to be completed no later than August 2020; ready for our kickoff meeting
- Safety walkthroughs conducted at least once each semester



WHAT: We need to fill gaps in our WBL and career guidance model.

WHY: By adding more short term career exploration opportunities and developing a better process for utilizing four year plans, our career guidance model will be more well rounded and provide a more seamless transition from career exploration to longer WBL experiences like internships and apprenticeships.

HOW:

- Provide more job shadowing opportunities throughout the year.
- PD for teachers and counselors on using Virtual Job Shadow
- Our district is looking at creating a Google site that would house 4 year plans, course catalogs, program sequences, pathways and other information.
- Continue Randolph NEXT for seniors with no postsecondary plans by making it an annual event. Begin the process of identifying and counseling seniors earlier.
- CDCs/CTE Director to attend district wide counselor meetings for collaboration and sharing career information

WHO and WHEN:

- CDC - Job Shadowing beginning 2022-2023 school year
- CDC- Virtual Job Shadow PD - Fall 2023
- CDCs- District wide counselor meetings - beginning 2022-2023 school year
- CTE Director/School level admins/ACS Curriculum and Instructional Team/CDC/SPC/CIMC/Counselors - more consistent use of CDP plans - 2022 - 2023
- Research budget feasibility and integration of an online CDP system - Summer 2022



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

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

HOW:

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

WHO: CIMC

CTE Director

WHEN: Each year, beginning with this year. by June 30.

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

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

HOW:



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

WHO: CTE Director  
CDC's

WHEN: Summer 2022



## Career Pathways Implementation Evaluation of Progress

Asheboro City Schools (761) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Comprehensive Needs Assessment (CLNA)

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

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

### Career Pathways Implementation Evaluation of Progress

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2019-2021	2022-2024
a)	Career Pathways offerings are based on an analysis of data trends including enrollment and retention over time, alignment to region and state labor market demand, learner outcomes, and degree of secondary and postsecondary alignment.	2 ▼	* 3 ▼
b)	Secondary or postsecondary partners play a role in Career Pathways design and delivery.	3 ▼	* 3 ▼
c)	Business and industry partners play a role in Career Pathways design and delivery.	2 ▼	* 2 ▼
d)	Current and future workforce needs and economic priorities in your locale are used to determine Career Pathways offerings.	2 ▼	* 2 ▼
e)	Secondary and postsecondary courses within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.	2 ▼	* 2 ▼
f)	Career Pathways allow for multiple entry and exit points.	2 ▼	* 2 ▼
g)	Career Pathways provide relevant work-based learning opportunities.	2 ▼	* 2 ▼



h)	Career Pathways provide relevant credentialing opportunities as appropriate.	2 ▼	* 2 ▼
i)	Career Pathways provide CTSO opportunities.	2 ▼	* 2 ▼
j)	Students in the Career Pathways have opportunities to earn credit that articulates to the next level of education, such as through articulation and CTE Career and College Promise.	3 ▼	* 3 ▼
k)	Plans are in place for reviewing and implementing future work-based learning, industry certifications, early post-secondary opportunities, and career development activities, including data on learner participation and success in such efforts.	2 ▼	* 2 ▼
l)	Career Pathways information are mapped out in an easy to read format informing students and parents the appropriate course sequence providing a seamless transition to postsecondary opportunities and the workforce.	1 ▼	* 1 ▼

#### \* Consultation Method

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



- Career Development Coordinator (CDC) and Special Populations Coordinator (SPC)/Curriculum and Instructional Management Coordinator (CIMC) Support Interviews

#### \* What We Are Doing Well

- All of our Career Pathways are aligned to labor market trends or student interest.
- Through Pathway to Prosperity work, industry partners have had the opportunity to provide input on pathway design through the postsecondary level and continue to help ensure that we are meeting workforce needs and economic priorities. Feedback at our Stakeholders meeting confirmed this when partners reported we are doing a good job of meeting workforce needs.
- All of our Internship opportunities are aligned to Career Pathways.
- We offer many relevant credentials in our Career Pathways.
- 3 out of 5 of our program areas offer a CTSO experience.
- Our CCP enrollment at AHS has tripled in the last several years.
- We created a Pathways document for teachers and counselors to use when talking with students. This document was the result of a careful analysis of our current pathways and helped us identify which pathways to add or phase out or where to add a 2nd level course.

#### \* Identified Needs

- Although we offer many credentials at AHS, we need to look at all of our pathways and see which credentials we want to add in the next two years.
- Reinstate HOSA for our Health Science program area
- Charter a National Technical Honor Society chapter



**\* Describe how the identified needs will be addressed.**

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

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

**HOW:**

- Review the CTE Reporting Matrix and utilize the Career Pathway Credential Analyzer to determine what credentials are available for each ACS CTE pathway.
- Research cost and process for each credential.
- Consult with program area faculty to determine viability for our program.
- Decide which credentials to add.
- Review at end of each semester to determine success

**WHO:**

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

**WHEN:** By August 2022/ Review in Spring 2023

**WHAT:** Reinstate HOSA



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

HOW:

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

WHO:

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

WHEN:

- Meet with teachers and set goals/expectations in August 2022
- Develop a plan for implementation with a timeline - August - September 2022
- Begin student recruitment - September 2022

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

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



## HOW

- Contact NHTS regarding the criteria for implementing a charter
- Talk with AHS administration and ACS Curriculum Team to determine criteria for creating a new organization.
- Determine eligibility for students
- Develop a calendar of events for the 2022 2023 school year; tweak as needed for 2023 2024
- Identify our first cohort
- Induct our first cohort

## WHO:

- CTE Director
- -CIMC/SPC Support

## WHEN:

- Contact NHTS regarding the criteria for implementing a charter - Summer 2022
- Talk with AHS administration and ACS Curriculum Team to determine criteria for creating a new organization. Summer 2022
- Determine eligibility for students - August 2022
- Develop a calendar of events for the 2022 2023 school year; tweak as needed for 2023 2024 - August 2022 - tweak in May 2023
- Identify our first cohort - August 2022



- Induct our first cohort - September 2022



## Improve Recruitment, Retention, and Training

Asheboro City Schools (761) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Comprehensive Needs Assessment (CLNA)

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

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

### Recruitment, Retention and Training of CTE Teachers

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2019-2021	2022-2024
a)	CTE staff supporting the program of study meet appropriate state certification and licensing requirements.	2 ▼	* 2 ▼
b)	CTE staff supporting the program of study hold the industry recognized credential(s) that they offer to students.	3 ▼	* 2 ▼
c)	CTE staff reflect the demographic makeup of the student body.	1 ▼	* 1 ▼
d)	CTE educators maintain up-to-date knowledge and skills across all aspects of an industry.	2 ▼	* 2 ▼
e)	CTE staff attend local, regional, and state professional development opportunities.	2 ▼	* 2 ▼
f)	CTE and academic staff collaborate regularly and frequently to coordinate curriculum, instruction, assessment, and extended learning activities and to analyze data for program improvement.	3 ▼	* 2 ▼
g)	Student data informs the professional learning opportunities provided to teachers.	3 ▼	* 2 ▼



h)	Transparent processes are in place to retain and recognize CTE teachers and support staff.	3 ▼	* 2 ▼
i)	Exit interviews are analyzed for patterns to inform processes and practices.	0 ▼	* 0 ▼
j)	Consistent processes and supports are available for all newly hired CTE teachers and support staff.	2 ▼	* 2 ▼
k)	CTE teachers and support staff participate in structured, data driven, student focused professional learning communities.	3 ▼	* 2 ▼
l)	Teacher recruitment plans are developed based on the analysis of CTE position shortage trends.	2 ▼	* 2 ▼

#### \* Consultation Method

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



## \* What We Are Doing Well

### WHAT ARE WE DOING WELL

- All of our CTE staff currently meet licensing guidelines; we do have several BT's still working on their license. (We have several vacancies we are working on filling).
- All of our district CTE faculty and staff meet monthly for updates and professional development. Many of our faculty attend summer conference every year, a few every other year. All stay up to date on their CTE program area Moodles. Many attend regional and state professional development.
- Several of our AHS faculty have been on state level committees to develop curriculums for their program areas. This participation brings a different perspective and level of understanding back to our entire faculty.
- Although most of our teachers are singletons, all of our CTE program areas meet monthly to discuss data, instruction, assessments and activities. And again, our entire department meets monthly.
- One of the advantages of being a small district is the opportunity to establish strong relationships with our CTE department members. CTE leadership recognizes CTE celebrations at every monthly meeting. Leadership begins each semester with a treat for our teachers. We recognize birthdays and other milestones and think of our department as our CTE family. CTE leadership recognizes teachers each day of teacher appreciation week. We end the year with a celebration and celebrate holidays as well. We recognize those who meet individual and benchmark test scores.
- Again, due to our size, providing support to new teachers is imperative and easily implemented. Our CTE Administrator and CIMC meet with new teachers regularly and stay in touch through email. Our CTE department chair also works closely with new faculty. Our school has a three year BT group that mentors new teachers as well and these leaders stay in contact with the CTE Administrator as well. Our CTE department chair will help with BTs next year.

## \* Identified Needs



## IDENTIFIED NEEDS

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

### \* Describe how the identified needs will be addressed.

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

WHAT: We need to develop an exit interview process.

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

HOW:

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

WHO:



CTE Director/CIMC

SPC/CIMC Support

ACS Human Resources

ACS Curriculum and Instructional Team

WHEN:

Research other processes - 2022-2023 school year

Develop our process - Spring/Summer 2023

Implement - 2023-204 school year

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

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

HOW:

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



**WHO:**

CTE Director

SPC/CIMC Support

CDC

CTE Department Chair

**WHEN:**

Determine what needs to be included and when new teachers need that information - 2022-2023

Create CANVAS course/Boot Camp - Fall 2022

Develop timeline - Spring/Summer 2023



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

Asheboro City Schools (761) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part II: Comprehensive Needs Assessment (CLNA)

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

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

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

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

0 = Not Demonstrated 1 = Developing 2 = Established 3 = Distinguished		2019-2021	2022-2024
a)	All learners have access to high-quality CTE programs of study.	2 ▼	* 2 ▼
b)	The program of study is promoted to all potential participants and their parents/guardians (as appropriate), in a manner that is free from bias, inclusive and non-discriminatory.	2 ▼	* 2 ▼
c)	Students are actively recruited from populations that have been traditionally underrepresented, including by gender, race and ethnicity, and special populations.	3 ▼	* 2 ▼
d)	Career guidance is offered to all potential and current program of study participants in a manner that is free from bias, inclusive and non-discriminatory.	1 ▼	* 1 ▼



e)	Facilities, equipment, technology and materials are provided in a way that ensure all students have the opportunity to achieve success in the program of study.	3 ▼	* 3 ▼
f)	Curriculum, instruction, materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study, including through accommodations, as appropriate.	2 ▼	* 2 ▼
g)	Supportive services are provided to ensure all students have the opportunity to achieve success in the program of study, as appropriate.	2 ▼	* 2 ▼
h)	Appropriate actions are taken to eliminate barriers to extended learning experiences, such as work-based learning, CTSO participation and articulated credit, for all students.	2 ▼	* 2 ▼

#### \* Consultation Method

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



### \* What We Are Doing Well

- We participated in Randolph NEXT, with RCSS, RCC and UCA, this spring that targeted students without a plan. We plan to make this an annual event.
- Our CDC's, along with our teachers, work hard to ensure all students have the opportunity to succeed in our classrooms. Our EC/EL teacher survey responses support this statement.
- Our CDC's and CIMC/SPC support work to ensure that we remove barriers for students. ACS pays for student books and kits for CCP courses. We have secured financial help from other sources to provide boots for apprentices and other items that apprentices and interns have needed in the past. We arranged for our school social worker to transport students to and from our Job Shadowing Day in February. ACS provides bus transportation for our Automotive Academy students.
- ACS CTE students are never asked to pay for materials needed for courses or our programming. The only exception would be CTSOs and those organizations have funds in place to provide partial or full scholarships for students with financial barriers.
- We meet each semester with teachers to ensure they are providing accommodations for students with IEPs, 504 plans and EL students. We have implemented new procedures and training for CTE teachers that have OCS students

### \* Identified Needs

- We recognize a need to better support our school counselors in recruiting for CTE programs to ensure all students have equal access.
- Although we do a good job of working with teachers who teach special populations students, there is still a need to develop a more systematic approach to monitoring



**\* Describe how the identified needs will be addressed.**

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

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

HOW:

- Conduct PD with counselors for utilizing Virtual Job Shadow in their career guidance.
- Attend and share at district wide counselor meetings.
- Work with ACS Curriculum Team to reinstate CTE and counselor vertical team meetings.
- Work with ACS Curriculum Team and school level administration to educate about CTE and develop expectations for counselor recruitment into CTE programs.

WHO:

CTE Director/CIMC

CDC

SPC/CIMC Support

ACS Curriculum Team

Administrators

Counselors

WHEN:



Virtual Job Shadow counselor PD - Fall 2022

District wide counselor meetings - beginning 2022 2023

Vertical Team Meetings - prior to registration 2022



Subsection - Local Application Narratives

**Asheboro City Schools (761) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0**  
**- Part III: Local Application Narratives**

**Instructions**

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

Select Add Row to add additional pathways.

Complete the narratives below the list.

**State Approved Career Clusters**

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

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

* Agriculture, Food, & Natural Resources — Natural Resources Career Pathway (NARE)	▼
* Agriculture, Food, & Natural Resources — Plant Systems Career Pathway (PLSV)	▼
* Hospitality & Tourism — Sports & Entertainment Marketing Career Pathway (SEMK)	▼
* Hospitality & Tourism — Travel & Tourism Career Pathway (TRTO)	▼
* Business Management & Administration — Entrepreneurship Career Pathway (ENTRE)	▼



* Marketing — Marketing Management Career Pathway (MMGT)	▼
* Health Science — Biomedical Technology Career Pathway (BTCP)	▼
* Health Science — Healthcare Professional Career Pathway (HPCP)	▼
* Health Science — PLTW Biotechnology Research & Development Career Pathway (PLWB)	▼
* Human Services — Food & Nutrition Career Pathway (FONU)	▼
* Human Services — Early Childhood Development & Services Career Pathway (EACH)	▼
* Arts, A/V Technology, & Communications — Apparel and Textile Production Career Pathway (ATPR)	▼
* Architecture & Construction — Interior Design Career Pathway (INDE)	▼
* Arts, A/V Technology, & Communications — Adobe Academy Career Pathway (ADAC)	▼
* Information Technology — Python Programming Career Pathway (PYPR)	▼
* Manufacturing — Advanced Manufacturing Career Pathway (ADMA)	▼
* Science, Technology, Engineering, & Mathematics — Technology Engineering & Design Career Pathway (TEND)	▼
* Finance — Accounting Career Pathway (ACCT)	▼
* Transportation, Distribution & Logistics — Automotive Services Career Pathway (AUTO)	▼
* Transportation, Distribution & Logistics — Collision Repair Career Pathway (COLL)	▼
* Law, Public Safety, Corrections & Security — Law & Justice Career Pathway (LAWJ)	▼
* Architecture & Construction — Electrical Trades Career Pathway (ELTR)	▼
* Manufacturing — Welding Career Pathway (WELD)	▼
* Information Technology — Network Security Career Pathway (NESE)	▼
* Arts, A/V Technology, & Communications — Adobe Academy Career Pathway (ADAC)	▼
* Business Management & Administration — General Management Career Pathway (GMGT)	▼
* Human Services — Counseling and Mental Health Career Pathway (CMHC)	▼



**\* CTE Local Courses**

CTE Local Course Options are not offered in our school district.

- \* CTE Local Course Options are offered and have been approved through the LCO application process.

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

Principles of Education and Training

Digital Media I

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

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

Based on feedback from our industry partner surveys and our student interest surveys, we have determined that exploring the Culinary Arts pathway, as opposed to Foods and Nutrition, would benefit our students and community

HOW:

-CTE Foods and Nutrition teacher will explore the Culinary Arts pathways

-CTE Director/CIMC and SPC/CIMC Support, will look at the Curriculum Guide to determine if the course content will meet the needs of our program and labor market.

WHO:

CTE Director/CIMC

SPC/CIMC Support



CDC

AHS Foods and Nutrition teacher

WHEN:

- CTE Foods & Nutrition teacher attends Summer Conference - Summer 2022
- CTE Administrative team reviews the curriculum guide to determine alignment of content to economic data and student interest - by September 2022
- If it is determined that this is a better pathway for our students and community, CTE Director submits to central office and BOE for approval - November 2020

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

HOW:

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

WHO:

-CIMC

WHEN:

- Form to be completed no later than August 2022; ready for our kickoff meeting
- Safety walkthroughs conducted at least once each semester



WHAT:

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

HOW:

- Meet with FCS department to discuss how to better recruit to this program.
- Review recent Child Development students and determine if we are missing opportunities to recruit to this program.
- Develop a plan to recruit students to the ECE program.
- Work with ACS Curriculum team to develop a teacher recruitment strategy to grow educators from within our system.

WHO:

- CTE Director
- CIMC/SPC Support
- FCS faculty
- ACS Curriculum Team

WHEN:

- Meet with FCS department to discuss how to better recruit to this program. - Fall 2022
- Review recent Child Development students and determine if we are missing opportunities to recruit to this program. - Fall 2022
- Develop a plan to recruit students to the ECE program. Fall 2022
- Work with ACS Curriculum team to develop a teacher recruitment strategy to grow educators from within our system. - 2022  
2023 School Year



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

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

HOW:

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

WHO:

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

WHEN:

- Revised document by October, 2022



- Career Center site - Fall 2022

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

#### HOW:

- Conduct PD with counselors for utilizing Virtual Job Shadow in their career guidance.
- Attend and share at district wide counselor meetings.
- Work with ACS Curriculum Team to reinstate CTE and counselor vertical team meetings.
- Work with ACS Curriculum Team and school level administration to educate about CTE and develop expectations for counselor recruitment into CTE programs.

#### WHO:

CTE Director

CDC

SPC/CIMC Support

ACS Curriculum Team

Administrators

Counselors



**WHEN:**

Virtual Job Shadow PD - Fall 2022

District wide counselor meetings - beginning 2022-2023

Vertical Team Meetings - prior to registration 2022

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

- Career exploration and career development coursework, activities or services.
- Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage or in-demand industry sectors or occupations, as determined by the comprehensive local needs assessment.
- Provide career exploration and career development through a systematic framework designed to aid students, including the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study.

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

■ How

- Collect current career awareness activities data from all elementary schools and build from it
- Businesses should represent in-demand industry sectors
- During Industry Tours/Field Trips and/or Career Day, representatives from businesses should be non-traditional or from special populations groups when possible



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



- Career Fair-Late Fall or Spring
- Reflection Meeting-Spring
- Stakeholder Feedback Surveys-Spring
- Collection of Career Awareness data for state report-Spring

Career exploration continues and career development begins in middle school. In analyzing data from stakeholder surveys, 86% of Middle School Counselors and CTE Teachers provide students with career descriptions, career pathway information, and education levels needed for various occupations on a daily to weekly basis. All 8th graders at both middle schools complete a career interest inventory and start their Career Development/4-year Plans. Through a Pathways to Prosperity initiative, collaborating partners including the Randolph County Economic Development Corporation, NCWorks, Randolph Community College(RCC), Randolph County School System, Asheboro City Schools, and local businesses, identified and created 4 Pathways that include career exploration and work-based learning opportunities for middle school students.

■ How:

- Support middle school counselors in using Career Interest Inventory results and CTE program area teacher input to recruit students for Career Days and Summer Camps
- CTE Administrator & CDC attend district wide counselor meetings
- Reinstate CTE and counselor vertical team meetings
- Provide Professional Development for Counselors

■ Who:

- 8th grade Career Interest Inventory-MS Counselor
- Run Interest Inventory reports-MS Counselor with CDC support
- Connect middle school counselor with CTE program area teacher to collaborate on recruitment of students-CTE Administrator and/or CDC
- Plan Virtual Job Shadow activities for students-Vertical Team Members



- Execute Virtual Job Shadow activities for students-MS Counselors & Teachers with CDC support
  - Virtual Job Shadowing Professional Development-CTE Admin & CDC
  - Middle school students participate career exploration in Virtual Job Shadow-MS Counselor with CDC support
  - Vertical Team meeting agendas-CTE Administrator
- What & When:
- Have all 8th Grade students complete a Career Interest Inventory-Early Fall
  - Run Interest Inventory reports and compile the data-Fall
  - Middle school counselor and CTE program area teacher collaborate on recruitment of students-Fall
  - Plan Virtual Job Shadowing activities with students-Early Fall
  - Execute Virtual Job Shadowing activities with students-Late Fall-Spring
  - Virtual Job Shadow Professional Development-Fall 20220
  - District wide counselor meetings-beginning Fall 2022
  - Vertical Team Meetings - Beginning Fall 2020

Career development and preparation are essential in high school and are provided through coursework, activities and services for students. One way we prepare students for careers is through coursework. Employability skills are taught in all CTE courses by the teacher and are enhanced by the CDC guest teaching lessons in classrooms on Resume Building, Interview Skills, and various other skills. Employability skills are also taught through the Internship course and students attending Blue Comet Time Enrichment sessions with the CDC. Employability skills information is compiled from resources including Virtual Job Shadow, ACS Advisory Board meetings, Apprenticeship Randolph meetings, and NCWorks. Through Apprenticeship Randolph, which is a partnership with local business partners, Asheboro City Schools, the Randolph County School System, Randolph Community College, WIOA, the Asheboro/Randolph Chamber of Commerce, the Randolph County Economic Development Corporation, and the NC Department of Commerce students can participate in Apprenticeships in the pathways of Advanced Manufacturing, Automotive Technology, and Information Technology. Job Shadowing is another career development and preparation activity that is provided to high school students in various forms. The online platform Virtual Job Shadow is provided by the district to middle and high school students, and 79% of CTE teachers report using it within their lessons. Having Guest Speakers is a good way for students to obtain information on professions, especially those



that have strict confidentiality rules where students can not visit the worksite. Since only 31% of CTE teachers report having career guest speakers in their classrooms, we have partnered with East Side Local Development(ESLD), a local non-profit organization, to bring Career Guest Speakers to campus during lunch. The founder of ESLD appropriated funds from our City Council that are used to provide lunch from local businesses to students who attend. In 18-19, only 34 Students attended Career Lunch & Learns, in 19-20 the attendance jumped to 130 students. On-site Job Shadowing experiences are available for high school students but very few students participate in them annually. A need that was identified in the CLNA process was to fill in the gaps of our work-based learning program, and one way to do that is to increase the number of students who participate in on-site Job Shadowing.

■ How:

- Utilize Virtual Job Shadow reports to identify students who would benefit from job shadowing
- Utilize Career Development Plans/4-year plans to identify students who would benefit from job shadowing
- Collaborate with Counselors and College Advisor to identify students, especially Juniors and Seniors, who have not chosen a career path
- CDC & SPC collaborate to identify Special Populations students who have not chosen a career path
- Collaborate with local businesses

■ Who:

- All students complete Virtual Job Shadow Interest Inventory-CDC & Counselors
- All students have a Career Development Plan/4-year plan-CDC & Counselors
- Set up Job Shadowing activities with local businesses-CDC

■ What & When:

- All students complete Interest inventory on Virtual Job Shadow-CDC & Counselors-Early Fall
- Run Virtual Job Shadow reports & compile data-CDC & SPC-September
- Identification of students, a collaboration between the CDC, SPC, Counselors, and College Advisor-September/October
- Set up Job Shadowing activities with businesses-October-Spring
- New platform for housing Career Development/4-year plans-bu August 2022



- Counselors, CDC, and College Advisor collaboration-weekly Student Support Meetings
- District wide counselor meetings-beginning Fall 2022

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

■ How:

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

■ Who:

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



- Recruit businesses that represent in-demand industries-CTE Administrator, SPC, CDC

- What & When:

- Attending Regional Workforce Board Leadership Team and Asheboro/Randolph Chamber of Commerce Business Education Committee meetings-Monthly
- Adding a Labor Market Data tab and information to the Pathways matrix/Quick Reference Guide-Before October 2022
- Identification of students, a collaboration between the CDC, SPC, Counselors, and College Advisor-By December/January
- Recruit businesses that represent in-demand industries-Fall/Early Spring

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

Invest time and effort into a new platform for housing 4 year plans

Vertical alignment of Career Development Program/Comets to Careers 5th-High School

CDC Guest Speaking in Middle School classrooms

NAMS & SAMS Roadshow-9th grade counselor and CDC go to middle schools to promote programs right before registration

CDC working with Middle School Counselors to have students start Career Development Plans

5th grade tours of Middle Schools-Data shows tours were not consistent in exposing students to CTE electives

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



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

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

- How:

- Vertical alignment of the Career Development program
- Reinstate CTE and counselor vertical team meetings
- Provide Professional Development for all Counselors
- Research a better CDP platform for better integration and implementation

- Who:

- Initial communication to Central Office staff, Principles, & Counselors about collaboration-CTE Administrator
- Meeting Agendas-CTE Administrator, SPC or CDC
- Professional Development-CTE Admin & CDC
- Vertical Team meeting agendas-CTE Administrator

- What & When:

- Initial Communication & set-up of dates-Summer/Early Fall



- Vertical Team Meetings - Beginning Fall 2022
- Professional development on Virtual Job Shadow, labor market trends, and Career Development/4-year Plans-Fall
- Plan flow of career activities-Late Fall-Early Spring
- Choose and develop budget to purchase a better CDP model for better integration and implementation into our current digital and data platforms.

**\* 3) Describe how the local eligible recipient will:**

- Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
- Prepare CTE participants for non-traditional fields;
- Provide equal access for special populations to CTE courses, programs, and programs of study; and
- Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

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

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



## HOW

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

## WHO

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

## WHEN

- The CDP plan is scheduled to be completed by Fall 2020
- Professional Development and promoting CTE programming will begin again in August 2020 and be an ongoing process



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

Our strategy to address these opportunities, again, includes professional development with our school counselors and a more intentional approach to program planning.

#### HOW

- Professional Development with CTE teachers and school counselors regarding which courses are considered non-traditional and the importance of promoting our programming to non-traditional students.

#### WHO

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

#### WHEN



- Professional Development and promoting CTE programming will begin again in August 2022 and be an ongoing process

When it comes to equal access to our programming and activities, Asheboro City Schools CTE has worked with our administration to provide transportation to all Career Awareness and Work-Based Learning activities. Our Career Development Coordinator, CTE Administrator, school-based social worker and admin team have all provided transportation to Apprenticeship Randolph Open House events, Job Shadowing opportunities, and Summer Work Experience programming. We have arranged to transport students to Zoo School or RCC in order for them to be on campus for our Lunch and Learn Opportunities.

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

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

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

## HOW

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

## WHO



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

#### WHEN

- Professional Development and promoting CTE programming will begin again in August 2022 and be an ongoing process

Over the last two years, we have begun to develop Credit Recovery modules for some of our CTE courses. We began this process with our courses with the highest failing rate. These are typically our courses with the highest number of students as well, and this includes special populations students. Currently, we have developed Credit Recovery modules for Child Development, Marketing, Adobe Visual Design, Health Science I and Interior Design I. We are committed to continuing this practice. We feel this is beneficial to all students and to all of our special populations students that are in these courses.

#### HOW

- Develop Credit Recovery modules for CTE courses as budget and teacher availability allows.

#### WHO

- CTE Administrator/CIMC
- SPC



- School Administrator
- CTE Teachers

#### WHEN

- Each spring, CTE Administrator will determine if funding is available to pay teachers in June to develop Credit Recovery modules
- If funding is available, CTE Administrator will work with the AHS Administrator in charge of curriculum to determine where the greatest need is for Credit Recovery modules
- Once identified, CTE Administrator will work with CTE Teachers to contract with them to work right after the last workday in June

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

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

In middle school:

- We have hired a second CDC who spends one day a week at each middle school. This has had a incredible impact on relationships and implementation of Career Development activities at those schools.
- Our second CDC has also implemented 5th grade Career Awareness activities at our middle schools. Some have asked her to come facilitate those activities, and some chose to implement on their own. There is some inconsistency between both those models, but it has still increased awareness activities
- 6th-8th grade students have access to Virtual Job Shadow
- Less than 20% of CTE teachers take their students on industry tours (this number is down due to Covid)
- 53% of CTE teachers have at least one career guest speaker per year (this number is down due to Covid, but some teachers have been able to maintain this with virtual speakers)



- 8th grade at one middle school participate in a 5-week Career Exposure Program through a collaboration with a local organization, East Side Local Development
- 200-240 8th grade students participate in annual Career days in the pathways of Advanced Manufacturing, Automotive Technology, Agriculture, Health Science and Information Technology This is a collaboration between Asheboro City Schools, Randolph County School System, Randolph Community College and local businesses. Students go on an industry tour & do hands-on activities at the community college
- Both middle schools hold an annual Career Fair

In high school:

- 9th-12th grade students participate in activities through Virtual Job Shadow
- On average, less than 5 students per year participate in an Internship (this number is down due to Covid. Our goal is to be back to 10-20 by the 2022 2023 school year)
- On average 10 students per year participate in short-term job shadowing
- Annually 10 Juniors participate in Randolph County's Job Shadowing Day, a collaboration between Asheboro City Schools, Randolph County School System and local business partners
- On average 10 students per year participate in long-term job shadowing through the Asheboro Police Department's Police Explorers program
- About 70 students per year participate in PULSE camp-Health Sciences Camp that includes industry tours, guest speakers and hands-on activities
- We have some co-curricular Work Based Learning experiences happening. Some of these opportunities have been impacted by both Covid and ongoing construction project at AHS
  - Early Childhood I & II-Childcare Center work experiences
  - Apparel II-School-based enterprise
  - DECA
  - FFA



- On average 10-20 students per year participate in Industry Open Houses in the areas of Advanced Manufacturing, Automotive Technology and Information Technology through Apprenticeship Randolph
- Through Apprenticeship Randolph, Asheboro City Schools has had to date 7 students become Apprentices
- Annually, an average of 100 students participate in Career Talks planned by our CDC's

#### Middle & High School:

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

Internships are for 11th and 12th grade students who have completed two CTE courses in the same career pathway, with one of the courses being a second level course. Internships are advertised by the CDC, CTE teachers, and School Counselors. Students fill out an application during registration that includes what their career goal is and at what type of business they would like to intern. The internship lasts for one school semester and the intern must complete 135 of on-the-job training. The intern must turn in a monthly timesheet that is signed by the sponsoring business. Coursework for interns includes weekly journals, Points to Ponder employability questions, and completion of a Resume. Since completing the CLNA, it was decided to add online Employability Modules to the internship coursework. Throughout the internship the intern creates an electronic portfolio that includes picture documentation of their experience to present to a board of judges at the end of the semester. The judges score the intern using a rubric that includes the electronic portfolio, their resume, and presentation. Scores are averaged together and count as the student's final exam grade for the course.

This summer, up to 15 students will participate in a Summer Internship program. Students will apply and interview to work for local industry partners. They will earn a stipend (funded by PRC 177) and earn a Working Smart employability skills certificate, as well as internship credit if they complete all 120 hours



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

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

■ How:

Recruit current juniors to the program

- Recruit industry partners to the program
- Obtain job descriptions and hold interviews
- Orientation for students, parents and industry partners
- Set up Working Smart Training with RCC faculty

Who:

- Compile data from interest inventories and Career Development/4-year Plans-SPC & CDC
- Make application-CTE Director & SPC
- Compile who is eligible from applications-SPC



- Recruit Employers-CTE Director, SPC, CDC
- Compile student packets-SPC
- Student & Parent Meeting- CTE Director, SPC, CDC, ACS HR
- Employability Skills lessons with students-RCC Faculty
- Employer & Student Orientation & Interviews-CTE Administrator, SPC, CDC
- Employability Skills Training- RCC Faculty
- What & When: (each year)
  - Compile data of students- Fall each year
  - Advertise opportunity to students-December-January
  - Completed applications due-March - April
  - Recruit Employers- February March
  - Student packets due - April
  - Student & Parent Meeting-May
  - Employer & Student Orientation & Interviews-May/June
  - Student Work Experience employment- July-August
  - Employability Skills Training- July-August

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

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



notify students that are in other eligible courses. Now that we have that information available in PowerSchool, we recognize that we need to include these students and courses in that process.

#### HOW

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

#### WHO

- CTE Administrator/CIMC
- CDC
- SPC
- School counselors
- CTE Teachers

#### WHEN

- Beginning Fall 2023 and ongoing

The number of Asheboro High School students taking CCP courses at RCC has more than doubled in the last three years, and this includes CTE CCP courses. Our CDC does an excellent job of promoting these opportunities to our students, as well as the RCC Career Coach and our school counselors. We recognize there is a gap in informing our teachers, as well as parents. We will plan to



update our promotional materials and messages for students, parents, and all stakeholders. These will be utilized at Family Engagement Nights, shared with administration, counselors and our district advisory councils.

#### HOW

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

#### WHO

- CTE Administrator

#### WHEN

- Completed and translated no later than January, 2024

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

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

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



## HOW

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

## WHO

- CIMC
- CDC
- SPC

## WHEN

- Completed and ready for roll out no later than August 2022

If you look at the demographics of ACS, our largest population of students is hispanic, then caucasian, then African American. If you look at our CTE staff, we do not match our demographics. Both in CTE, and in Asheboro City Schools, there is a focus on equity and closing those long-standing achievement gaps. ACS Board of Education just passed our very first Equity Policy in March 2020. In our CLNA, we did not identify our lack of staff diversity in our action plan, but it is not a subject we can ignore for two more years. ACS CTE has had higher turnover rates in the last few years, and the question remains, how do we address this equitably? ACS CTE administration will continue to work with our HR department to recruit teachers and staff of color. We will advertise on HBCU campuses that offer education programming. We will also print posters of underrepresented groups in the education field to encourage students to go into education.

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



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



## Application for Workstudy Program

### Asheboro City Schools (761) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part IV: Application for Workstudy Program

#### **1. Students participating in the program are:**

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

#### **2. Hours and compensation/limitations are:**

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



(d) rate per hour -

Minimum: Effective State minimum wage rate;

Maximum: Effective Federal minimum wage rate

**3. Place of employment may be:**

(a) Local education agency, or

(b) Public or non-profit, private agency or institution -- Federal, State, or Local.

(c) no limitation upon hours or amount earned during summer if student is not enrolled in classes except for 15 year olds, who may work only eight hours per day and 40 hours per week; and

**4. Programs will be coordinated such that:**

(a) Work will be performed pursuant to a written agreement between the local educational agency and participating public agency or institution;

(b) Work so performed will be adequately supervised and coordinated; and

(c) Work will not supplant present employees of participating agency or institution.

(d) In cases where work is performed for a Federal agency or institution, the written agreement between the local educational agency and the Federal agency or institution will state that the students so employed are not Federal employees for any purpose.

**Our district WILL be participating in the Workstudy Program.**

**\* 8. Description of work-study activities:**



**Budget**

**Asheboro City Schools (761) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part V - 1: Perkins Federal Grant (PRC 017)**

LEA	PRC	Budget Number	Rounding Option	Change To Plan	Indirect Cost
761	017	0	No	No	2.98 %

**Fiscal Information**

	NCDPI Finance	LEA Budget
Allotment Type:	DPI Allotment	
Allotment Amount:	\$77,671.00	\$77,671.00
Carryover Amount:	\$0.00	\$0.00
Allotment Plus Carryover:	\$77,671.00	\$77,671.00
Total Budgeted:		\$77,671.00
Total Remaining:	\$0.00	\$0.00

**Current Budget Status**

Budget Status	Date of Status	Modified by
Received	05/20/2022 11:37 AM	Admin, NCCCIP



☒ **Budget History**

☒ **Show Data Sent to LEA**

Date	Status	Sent to LEA	Modified By	Accounting Data	Line Seq.	Comments
5/20/2022 11:37 AM	Received		Admin, NCCCIP			

☒ **Highlight Amended Rows**

All ▼

**000 - School Level Expenditures**

View	Type	Funding	Purpose	Object	Local	503	Budget Amount	Amendment Amount	Revised Amount	Change Justification	DPI Comments
①	Salary	3	5120	192	000	00	\$10,000.00	\$0.00	\$10,000.00		
①	Other	3	5120	211	000	00	\$765.00	\$0.00	\$765.00		
①	Other	3	5120	221	000	00	\$2,419.00	\$0.00	\$2,419.00		
①	Other	3	5120	312	000	00	\$10,000.00	\$0.00	\$10,000.00		
①	Other	3	5120	333	000	00	\$10,000.00	\$0.00	\$10,000.00		
①	Other	3	5120	351	000	00	\$5,000.00	\$0.00	\$5,000.00		
①	Other	3	5120	352	000	00	\$2,000.00	\$0.00	\$2,000.00		
①	Other	3	5120	411	000	00	\$30,238.65	\$0.00	\$30,238.65		
①	Other	3	5120	418	000	00	\$5,000.00	\$0.00	\$5,000.00		
①	Other	3	8100	392	000	00	\$2,248.35	\$0.00	\$2,248.35		
<b>Total:</b>							<b>\$77,671.00</b>	<b>\$0.00</b>	<b>\$77,671.00</b>		



**Grant Award Notification (GAN)**

**Asheboro City Schools (761) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part V - 1: Perkins Federal Grant (PRC 017)**

**A grant award letter has not yet been generated.**



**Allotment and Budget**

**Asheboro City Schools (761) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part V - 2: Months of Employment Grant (PRC 013)**


**Months of Employment  
(PRC 013) Allotment:**

**247**



## Related Documents

**Asheboro City Schools (761) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part V - 2: Months of Employment Grant (PRC 013)**

Required Documents		
Type	Document Template	Document/Link
Months of Employment (PRC 013) Planning Budget [Upload 1 document(s)]	N/A	 <a href="#">ACS CTE LEA 761 PRC 013 2022 2023 Budget</a>







## Assurances

### Asheboro City Schools (761) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part VI: Assurances and Certifications

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

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

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

**A. Local Application for Career and Technical Education Programs**

1. The purposes of career and technical education as established in Chapter 115C, Article 10 of the NC General Statutes are adhered to in planning, designing, implementing, supervising and evaluating the career and technical education programs within this local education agency (LEA). (S.) (Article 10 Part 1 Section 115C-151)
2. Career and technical education programs are supervised, directed, or coordinated by persons qualified under the State Board of Education policies. (S. 115C-154 (6)(7))
3. The LEA will provide free appropriate career and technical education instruction, activities, and services in accordance with this Part for all youth who elect the instruction and shall have responsibility for administering the instruction, activities, and services in accordance with federal and State law and State Board of Education policies. (S. 115C-157)



4.	The expenditures in this plan will adhere to the most recent NC Career and Technical Education (CTE) Fiscal and Policy Guide. (S. 115C-154 (9); 115C-156)						
5.	The programs in this plan will adhere to the most recent NC Career and Technical Education Standard Course of Study Guide. (S. 115C-154)						
6.	The LEA has developed a career and technical education plan that describes the career and technical education needs of students and potential students in the LEA and indicates how and to what extent the programs proposed in the application meet such needs. (S. 115C-154 (8)) (F. 134 (a))						
7.	The LEA has conducted a comprehensive local needs assessment related to career and technical education and has included the results of the needs assessment in the local application. (F. 134 (c)(A))						
8.	The LEA has conducted a comprehensive local needs assessment related to career and technical education not less than once every 2 years. (F. 134 (c)(B))						
9.	The career and technical education programs and courses are not duplicated within the LEA unless the LEA has data to justify the duplication or has a plan to redirect the duplicative program within three years. (S. 115C-154.1 (2))						
10.	For all current job skill programs, there is a documented need based on labor market data or follow-up data or there is a plan to redirect the program within two years. (S. 115C-154.1 (3))						
11.	Career and technical education programs in the LEA are in accordance with the purposes of G.S. 115C-151: <table> <tr> <td>A.</td><td>Occupational Skill Development - To prepare individuals for paid or unpaid employment in recognized occupations, new occupations, and emerging occupations. (S. 115C-151 (1))</td></tr> <tr> <td>B.</td><td>Preparation for Advanced Education - To prepare individuals for participation in advanced or highly skilled career and technical education. (S. 115C-151 (2))</td></tr> <tr> <td>C.</td><td>Career Development Introductory - To assist individuals in the making of informed and meaningful occupational choices. (S. 115C-151 (3))</td></tr> </table>	A.	Occupational Skill Development - To prepare individuals for paid or unpaid employment in recognized occupations, new occupations, and emerging occupations. (S. 115C-151 (1))	B.	Preparation for Advanced Education - To prepare individuals for participation in advanced or highly skilled career and technical education. (S. 115C-151 (2))	C.	Career Development Introductory - To assist individuals in the making of informed and meaningful occupational choices. (S. 115C-151 (3))
A.	Occupational Skill Development - To prepare individuals for paid or unpaid employment in recognized occupations, new occupations, and emerging occupations. (S. 115C-151 (1))						
B.	Preparation for Advanced Education - To prepare individuals for participation in advanced or highly skilled career and technical education. (S. 115C-151 (2))						
C.	Career Development Introductory - To assist individuals in the making of informed and meaningful occupational choices. (S. 115C-151 (3))						
12.	New career and technical education programs show documented need based on student demands, or for new job skill programs, based on student and labor market demands (S. 115C-154.1(4)); or, address high-wage or high skill or in-demand occupations. (F. 135 (3))						



13.	All career and technical education programs are responsive to technological advances, including characteristics of the work force, and the academic, technical, and attitudinal development of students. (S. 115C-154.1 (5))
14.	Local programs using the cooperative career and technical education method will be approved subject to students enrolled being placed in employment commensurate with the respective program criteria (S. 115C-154)
15.	Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study. (F. 135 (b)(1))
16.	Provide professional development programs for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, counselors, and administrators. (F. 135 (b)(1)(2))
17.	The definitions of specific career and technical education program elements are adhered to. (S. 115C-152 (1)(2)(3)(4))
18.	Support integration of academic skills into career and technical education programs and programs of study. (F.135 (4))
19.	Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance. (F. 135 (5))
20.	A formal system of evaluation is conducted annually to determine how the programs meet their state objectives and are relevant to employment and occupational needs of students. Evaluation results are maintained in the LEA file designated by the superintendent and are used for improvement in programs. (S. 115C-154 (10))
21.	Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive local needs assessment required. (F. 135 (b)(6))
22.	An organized system for conducting follow-up studies to determine the effectiveness of the career and technical education programs and guidance and counseling is used by the principal, and a compilation of all schools maintained in the office of the career and technical education director. Records and other information needed to carry out this function are maintained in the teacher's files. (S. 115C-154 (10))



23.	The LEA has on file the findings of evaluations of career and technical education programs operated in the LEA during the previous one year and five years to ascertain the effectiveness of instruction, services, and activities. (S. 115C-154 (10))
24.	Each local board of education shall be assisted by a business advisory council in performance of its duties to provide career and technical education instruction, activities, and services. (S. 115C-172)
25.	Each local school administrative unit shall offer as part of its career and technical education program at least two work-based learning opportunities that are related to career and technical education instruction. A work-based learning opportunity shall consist of on-the-job training through an internship, cooperative education, or an apprenticeship program. (S. 115C-157).
<b>B. Local Use of Funds</b>	
1.	The LEA will not use more than five (5) percent of the funds for administrative costs associated with the administration of activities under this section. (F. 135 (d))
2.	Funds allocated for career and technical education will be transferred only in accordance with any rules that the State Board of Education considers appropriate to ensure compliance with federal regulations. (S. 115C-105.25 (b)(6))
3.	No funds from Perkins V shall be used to require any secondary school student to choose or pursue a specific Career Pathway Program of Study; or to mandate that any individual participate in a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (F. 214 (1)(2))
4.	Funds made available under this act for career and technical education activities shall supplement, and shall not supplant, non-federal funds expended to carry out career and technical education activities. (F. 211 (a))
5.	No funds under Perkins V may be used to provide career and technical education programs or programs of study to students prior to the middle grades (5th grade defined by ESSA) except that equipment and facilities purchased with funds under this act may be used by such students. (F. 215)



- |    |  |
|----|--|
| 6. | If the LEA uses funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel, shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical education programs located in the geographic area served by such eligible agency or eligible recipient. (F. 217) |
|----|--|

C. Other Administrative Provisions	
------------------------------------	--

- |    |  |
|----|--|
| 1. | Nothing in Perkins V shall be construed to be inconsistent with applicable federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of federal programs or services. (F. 216)   |
| 2. | Nothing in Perkins V shall be construed by the LEA to permit, allow, encourage, or authorize any federal control over any aspect of a private, religious, or home school, regardless of whether a home school is treated as a private school or home school under State law. This section shall not be construed to bar students attending private, religious, or home schools from participation in programs or services under this Act. (F. 213) |



Debarment Assurance

Asheboro City Schools (761) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part VI: Assurances and Certifications

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

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

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

1. The prospective lower tier participant certifies, by submission of this application, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this application.
3. By signing and submitting this application, the prospective lower tier participant is providing the certification set out below.
4. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into, if it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.



5.	The prospective lower tier participant shall provide immediate written notice to the person to which this application is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
6.	The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "application," and "voluntarily excluded," as used in this clause have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this application is submitted for assistance in obtaining a copy of those regulations.
7.	The prospective lower tier participant agrees by submitting this application that should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
8.	The prospective lower tier participant further agrees by submitting this application that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification on all lower tier covered transactions and in all solicitations for all solicitations for lower tier covered transactions.
9.	A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
10.	Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.



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



**Certification Regarding Lobbying for Grants and Cooperative Agreements**

**Asheboro City Schools (761) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Part VI: Assurances and Certifications**

**Certification Regarding Lobbying for Grants and Cooperative Agreements**

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

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

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



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



## CTE Local Application Checklist

### Asheboro City Schools (761) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - CTE Local Application Checklist

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

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

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

##### 1. Part I: Data/Indicators of Performance

Not Reviewed ▼

1. CTE Participants
2. CTE Concentrators
3. 1S1 Four-Year Graduation Rate
4. 2S1 Academic Proficiency in Reading/Language Arts
5. 2S2 Academic Proficiency in Mathematics
6. 2S3 Academic Proficiency in Science
7. 3S1 Post-Secondary Placement
8. 4S1 Non-Traditional Program Enrollment
9. 5S1 Program Quality-Attained Recognized Postsecondary Credential
10. 5S4 Program Quality-Proof of Learning

##### 2. Part II: Comprehensive Needs Assessment (CLNA)

Not Reviewed ▼

1. Evaluation of Performance
2. Labor Market Alignment
3. Size, Scope, and Quality
4. Career Pathways Implementation Evaluation of Progress
5. Improve Recruitment, Retention, and Training
6. Equal Access to High-Quality CTE Programs of Study for All Students

##### 3. Part III: Local Application Narratives

Not Reviewed ▼

1. Subsection - Local Application Narratives

##### 4. Part IV: Application for Workstudy Program

Not Reviewed ▼

1. Application for Workstudy Program

##### 5. Part V - 1: Perkins Federal Grant (PRC 017)

Not Reviewed ▼



1. Budget	
2. Related Documents	
- 6. Part V - 2: Months of Employment Grant (PRC 013)	Not Reviewed ▼
1. Allotment and Budget	
2. Related Documents	
- 7. Part V - 3: State Support Grant (PRC 014)	Not Reviewed ▼
1. Budget	
2. Related Documents	
- 8. Part VI: Assurances and Certifications	Not Reviewed ▼
1. Assurances	
2. Debarment Assurance	
3. Certification Regarding Lobbying for Grants and Cooperative Agreements	
4. Signature Page	



## GAN Information

### **Asheboro City Schools (761) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Grant Award Notification (GAN)**

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



GAN Organization Data

Asheboro City Schools (761) Regular Local School District - FY 2023 - CTE Local Application (PRC 13, PRC 14, PRC 17) - Rev 0 - Grant Award Notification (GAN)

\* Unique Entity Identifier (UEI):

NEP2GJKLLYQ1

\* Address:

1126 South Park Street Asheboro, NC 27203

Superintendent

\* Name

Dr. Aaron Woody

\* Email Address

awoody@asheboro.k12.nc.us

Key Personnel:

Name	Email Address
* Sandra Spivey, Director of Finance	* sspivey@asheboro.k12.nc.us
* Sarah Beth Robbins	* srobbins@asheboro.k12.nc.us



**2022-2023 LOCAL APPLICATION  
FOR CAREER AND TECHNICAL EDUCATION (CTE)\*  
STATE/FEDERAL FUNDING  
FINAL SUBMISSION FOR OVERALL APPROVAL**

All programs, services and activities administered through this local application will be in accord with the CTE assurances listed in Part VI of the local application. The development of this application for state/federal funding for secondary career and technical education was coordinated by the director for career and technical education. This plan and the programs, services and activities offered are in accord with State and Federal guidelines. The information, data, and certifications included are accurate to the best of our knowledge and belief. The Assurances in Part VI will be carried out.

This application, when completed and approved by the local board of education, finance officer, and the superintendent of schools, becomes an agreement between the local board of education and the State Board of Education. This application is a necessary part of the State Board of Education's accountability to the General Assembly of North Carolina and the United States Department of Education.

Asheboro City Schools

761

June 2, 2022

\_\_\_\_\_  
**Local Education Agency**

\_\_\_\_\_  
**LEA Number**

\_\_\_\_\_  
**Date**

**APPROVED BY:**  
**Superintendent:**

Aaron M. Woody

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

**Finance Officer:**

Sandra Spivey

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

**Board of Education Chairperson:**

Michael B. Smith

\_\_\_\_\_  
Name of Chairperson

\_\_\_\_\_  
Signature

**PREPARED BY:**  
**Director, Career and Technical Education**

Sarah Beth Robbins

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

*\*Career and Technical Education is the administrative name which encompasses vocational and technical education in North Carolina. For the purposes of this plan, these terms are synonymous.*

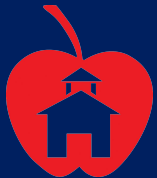




# Career & Technical Education

## Sarah Beth Robbins

June 2, 2022





# **Sarah Beth Robbins**

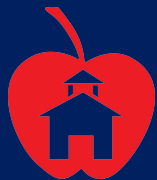
**Director of Career & Technical Education &  
Curriculum & Instructional Management Coordinator (CIMC)**

# **Courtney McGowan**

**Career Development Coordinator/CTE Support**

# **Elizabeth Pack**

**Career Development Coordinator**





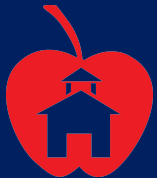
## **5 Program areas:**

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

**AHS: 14 teachers**

**NAMS: 3 teachers**

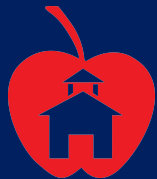
**SAMS: 3 teachers**





# Perkins V

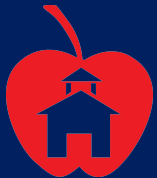
- Strengthening Career and Technical Education for the 21<sup>st</sup> Century
- Signed into law July 31, 2018
- In effect July 1, 2020
- \$1.3 billion annually for CTE programming across the nation
- Governs Secondary and Post-Secondary CTE Education





# Career & Technical Education

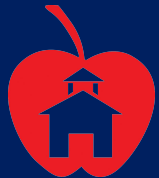
- Funded by the Carl D. Perkins Act
- First authorized in 1984
- Previous update in 2006
- Must submit a Local Application Plan (LAP) to receive funding
  - LAP is submitted biannually
  - Budgets are submitted annually
  - Both require board approval





# Performance Indicators

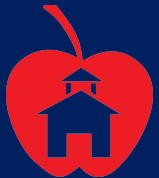
- 1S1: Four-Year Graduation Rate
- 2S1: Academic Proficiency in Reading/Language Arts
- 2S2: Academic Proficiency in Mathematics
- 2S3: Academic Proficiency in Science
- 3S1: Post-Secondary Placement
- 4S1: Non-Traditional Program Enrollment
- 5S1: Program Quality – Attained Recognized Post-Secondary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





# Comprehensive Local Needs Assessment (CLNA)

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





# Narratives

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





# Celebrations Since Our Last LAP

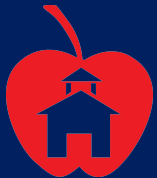
- Developed our Career Development Continuum and implemented our 5th grade through middle school components.
- Implemented a digital process for Career Development Plans (4 year plans).
- Completed and added nine pathways to our course offerings, providing more opportunities for students to become a concentrator in our pathways.
- Surpassed the North Carolina overall credential pass rate for the 2020-2021 school year.





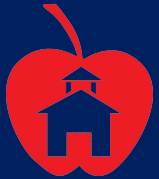
# Overarching Goals for 2022 - 2024

- Build a more collaborative relationship with our Business Advisory Council members.
- Continue to develop a crosswalk of CTE and core standards in English Language Arts and Mathematics in order to increase our proficiency scores for concentrators in our Performance Indicators 2S1 Reading/Language Arts and 2S2 Mathematics.
- Develop a CTE Boot Camp for new CTE teachers.
- Create a CTE Walkthrough procedure for our CTE Leadership Team to provide more consistent feedback to our CTE teachers.





I am happy to answer any questions  
at this time.





## Overview and Guidance

### **Asheboro City Schools (761) Regular Local School District- FY 2022- Local Academically or Intellectually Gifted Plan, 2022-2025- Rev 0**

#### **Welcome**

Welcome to DPI's Local AIG Plan electronic system! This database system is the official site where your LEA and/or Charter School will submit its Local AIG Plan for 2022-2025, as mandated by Article 98. We appreciate your efforts to develop high quality (HQ) AIG services and programming and develop an effective plan to support gifted and advanced learners in your LEA and/or Charter School.

#### **Overview of Legislation**

North Carolina has legislation that mandates identification and services of K-12 AIG students. This legislation was passed in 1996 and is entitled Article 98, Academically or Intellectually Gifted Students (N.C.G.S. § 115C-150.05-.08). Article 98 provides a state definition for Academically or Intellectually Gifted (AIG) students and requires local education agencies (LEA) to develop three-year AIG local plans with specific components, to be approved by local school boards and subsequently sent to the State Board of Education and Department of Public Instruction (DPI) for review and comment.

#### **NC State Board of Education Policy (ACIG-000)**

As legislated in Article 98, the SBE and DPI provide guidelines for LEAs to follow in the development of their local AIG plans. Each year prior to the submission of a new local AIG plan, the standards are revised and approved by the SBE. The NC AIG Program Standards were revised and approved again in June 2021 and continue to serve as a statewide framework for all of NC and guide LEAs to develop, coordinate, and implement thoughtful and comprehensive AIG programs, while still honoring local flexibility.

#### **What is the purpose of this plan update?**

As with the previous plan revision cycles, each LEA or charter school is asked to review progress and make updates to



their local AIG plan. The overall process remains the same as the previous plan submission cycles. The LEA or charter should have clear responses to each of the practices within the standards, making sure efforts are made to honor local context while implementing best practices in gifted education. This framework supports our efforts to move forward into the next stage of developing HQ services and programming with a focus on equity and excellence and ultimately supports LEAs and charters to craft effective local AIG programs that support the optimal growth and development of all gifted learners.

### **Overall Writing Information**

Develop a plan for utilizing stakeholder feedback and other applicable data regarding your 2019-22 plan as a starting point for your 2022-2025 plan.

Every standard and practice must be addressed in this local AIG plan through your LEA Response.

The self-assessment rating for each standard and practice can be found in the Self-Assessment section. However, this information will not be printed in your final Local AIG Plan document.

As legislated by Article 98, local Boards of Education approve local AIG plans. Indicate the date of approval and upload evidence of approval in the submission section.

Upload any documents and forms you need or want to include in either the specific the AIG Additional Resources area on each standard page OR in the AIG Related Documents section.

Note that only a list of these documents will print as part of the text in the plan. The actual documents will not print as a part of the local AIG plan.

Note that only a list of these documents will print as part of the text in the plan. The actual documents will not print as a part of the local AIG plan.

In addition, for each standard, the LEA will provide strategies for strengthening the standard and planned sources of evidence for each standard.

You will be able to print your local AIG plan, or a section of the plan, at any time.

Once completed and approved, you will submit your entry to NCDPI.

After submission of the local AIG plan, you are encouraged to download the final document for posting to your district or charter school website, or other locations as appropriate.



### When are the local AIG plans due?

The local AIG plans are due to the SBE/DPI by July 15, 2022 for review and feedback for all LEAs and those charter schools with an existing local AIG plan. All charter schools submitting a local AIG plan for the first time, will submit via the NC CCIP portal by October 15, 2022. As Article 98 legislates, these updated plans should be approved by the LEA's school board prior to submission and must be submitted every three years to SBE/DPI.

### For questions, please contact:

<b>Stephanie Cyrus</b>	State Consultant, AIG & Advanced Programs	stephanie.cyrus@dpi. nc.gov
<b>Beth Cross</b>	State Consultant, AIG & Advanced Programs	beth.cross@dpi.nc.gov
<b>Sneha Shah-Coltrane</b>	Director of Gifted Education and Advanced Programs	sneha.shahcoltrane@dpi.nc.gov



**Asheboro City Schools (761) Regular Local School District- FY 2022- Local Academically or Intellectually Gifted Plan, 2022-2025- Rev 0**

**AIG List of Standards & Practices**

**Organization of the AIG Program Standards**

Each standard is formatted as follows:

**Standard:** The standard is a defining statement articulating the State Board of Education expectations for quality, comprehensive, and effective local AIG programs and relates to the categories addressed in Article 98.

**Practices:** The practices clarify the standard, describe what an LEA must have in place, and guide LEAs for program improvement. These practices will be verified to stakeholders through a variety of sources of evidence.

**Standard 1: Student Identification**

*The LEA's student identification procedures for AIG are clear: equitable, and comprehensive and lead towards appropriate educational services.*

**PRACTICES**

- a) Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities for every student to show their strengths and talents.
- b) Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.
- c) Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ ethnically diverse, economically disadvantaged, English learners, highly gifted, and twice-exceptional.



- d) Monitors the screening, referral, and identification processes for consistent implementation across the LEA.
- e) Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large.
- f) Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

## **Standard 2: Comprehensive Programming within a Total School Community**

*The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional/earning experiences in various domains that are not dependent on the students' demographic background or economic means.*

### **PRACTICES**

- a) Delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.
- b) Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.
- c) Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.
- d) Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.
- e) Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.
- f) Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.
- g) Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit



by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

h) Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

i) Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

### **Standard 3: Differentiated Curriculum and Instruction**

*The LEA employs challenging, rigorous, and relevant curriculum and instruction to accommodate a range of academic, intellectual, social, and emotional needs of K-12 gifted learners.*

#### **PRACTICES**

a) Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

b) Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.

c) Incorporates a variety of evidence-based resources that enhance student learning.

d) Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.

e) Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

f) Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

g) Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional differentiated curriculum and instruction.

h) Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.



i) Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

#### **Standard 4: Personnel and Professional Development**

*The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.*

##### **PRACTICES**

- a) Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.
- b) Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.
- c) Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.
- d) Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.
- e) Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.
- f) Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.
- g) Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

#### **Standard 5: Partnerships**



*The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.*

## **PRACTICES**

a) Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- academic and intellectual
- social and emotional

b) Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

c) Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/ guardians, AIG teachers, and other instructional and support staff.

d) Informs all students, parents/guardians, and the community of the following:

- Local AIG Plan
- Local AIG program services
- Policies relating to advanced learning and gifted education
- Ways to access opportunities available to AIG students

Communication is ongoing and responds to the diverse language needs of the community.

## **Standard 6: Program Accountability**

*The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.*

## **PRACTICES**

a) Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE



policy (N.C.G.S. § 115C-150.5-.8 [Article 98]), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

- b) Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.
- c) Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.
- d) Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.
- e) Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.
- f) Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.
- g) Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.
- h) Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.
- i) Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.
- j) Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.



Overview: Mission/Vision Statement and Funding

**Asheboro City Schools (761) Regular Local School District- FY 2022- Local Academically or Intellectually Gifted Plan, 2022-2025- Rev 0**

\*LEA Superintendent's Name:

Dr. Aaron Woody

\*LEA AIG Contact Name:

Smith, Megan- mjsmith@asheboro.k12.nc.us

Asheboro City Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs aligned to NC's AIG legislation, Article 98 (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

For 2022-2025, the Asheboro City Schools local AIG plan is as follows:

\*Mission and/or Vision Statement(s)

Asheboro City Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.



The NC AIG Program standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 98 (N.C. G. S. 115C- 150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

Asheboro City Schools' Vision and Mission:

Mission: Every student will have equitable access to engaging learning that transforms life outcomes and prepares them to be collaborative, competitive, and successful in our global world.

Vision: Asheboro City Schools engages students in educational experiences and opportunities that elevate lifelong learning, cultivates exceptional thinkers, and empowers students to design their own futures.

We recognize that:

- Gifted students come from all socioeconomic, cultural, and ethnic backgrounds; gifted students come in all shapes, sizes, and exhibit varying characteristics.
- Gifted students have exceptional abilities, talents, and strengths.
- Gifted students whose intellectual capacity, rate of learning, and potential for creative contributions demand experiences apart from, but connected to, the regular classroom.
- Gifted students exhibit high performance, or the potential to achieve in academic, intellectual, or creative endeavors.
- Gifted students are individuals with potential who require guidance in discovering, developing, and realizing their potential as individuals and members of society.

We believe that:



- It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate the academic, emotional, and social needs of gifted students.
- It is our responsibility to provide students with a continuum of educational services that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.
- It is our responsibility to provide specialized instruction that is integrated with the regular curriculum and the intellectual, academic, and social and emotional needs of academically and/or intellectually gifted students.
- Under this philosophy, it becomes the responsibility of the entire staff to meet the needs of gifted students by identifying their gifts and talents and developing those areas.
- Continuous communication and collaboration among teachers, parents/guardians, administrators, and community members are essential to meet the needs of all students.
- This philosophy also requires a strong partnership between the school system and community.
- These services should be provided by well-qualified, knowledgeable staff.
- The district should provide resources and training to support growth and development regarding equity and excellence.

#### **FUNDING FOR LOCAL AIG PROGRAM (as of 2022)**

<b>State Funding</b>		<b>Local Funding</b>		<b>Grant Funding</b>		<b>Other Funding</b>	
* \$	382,932.33	* \$	31,142.80	* \$	0.00	* \$	71,454.00



## Standard 1: Student Identification

### Asheboro City Schools (761) Regular Local School District- FY 2022- Local Academically or Intellectually Gifted Plan, 2022-2025- Rev 0

#### Standard 1: Student Identification

*The LEA's student identification procedures for AIG are cleaequitable, and comprehensive and lead towards appropriate educational services.*

#### \* Practice A

Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities for every student to show their strengths and talents.

Asheboro City Schools' AIG plan outlines the steps for K-12 screening and referral process. The Needs Determination Teams for school and district meets regularly to discuss eligible referrals, monitor student data, and determine eligibility. Formal student screening is conducted annually to create a screening pool of students for possible identification. Student nominations, referrals, and evaluations are conducted throughout the school year. Each student in the screening pool is reviewed for nomination annually. Data from the student search is recorded by the AIG Specialists on the AIG Screening Pool Spreadsheets.

The annual formal screening process is as follows:

(K-3)

1. Current district diagnostic and assessment data is reviewed regularly by school personnel
2. Talent development efforts that may lead to a portfolio of evidence or work samples are collected as needed
3. Checklist for screening specific to K-2

(3-5)



1. Universal Screening: All third grade students are screened using a nationally normed measure of aptitude (CogAt or other nationally normed assessment)
2. Screening Pool: Students may be added to the school based screening pool using the following criteria:
  - a. 75th percentile or above on any section (Verbal, Quantitative, Nonverbal, Composite, or Partial Composite) of an eligible 3rd grade universal screening measure of aptitude (CogAT)
  - b. 85th percentile or above on 3rd grade BOG assessment
  - c. 85th percentile or above on a reading and/or math EOG
  - d. Referral for screening by the student, parent/guardian, teacher, AIG staff member
  - e. Transfer students who moves into the district after the 3rd grade universal screening for aptitude and do not have district accepted measure of aptitude and/or achievement from their previous school district
3. Small Group Screening: Students in the 3rd and 5th grade screening pool are administered a nationally normed achievement test (Iowa Test of Basic Skills or other nationally normed assessment) for reading and/or math to be administered by an AIG specialist. In addition, a second testing opportunity may occur during the 5th grade year for students who are currently identified as AIG and those who are part of the screening pool with a nationally normed aptitude and achievement measure.

(6-12)

1. Screening Pool: Upon review of EOC/EOG and other relevant data a screening pool may be created for grades 6-12.
2. Small Group Testing: Achievement and/or aptitude tests are administered as needed within the district window of testing.

Note: Screening pools in grades 6-12 may be used to help develop comprehensive learner profiles to make recommendations for AIG clustering, acceleration, high school level courses at the middle schools, and/or honors, AP, or other college level courses.



The K-12 Asheboro City Schools referral process for student nominations, referrals, and evaluations are conducted throughout the school year.

Referrals may include:

- Teacher, principal, or school counselor nomination based on at least one of these:
  - Checklists and observation forms
  - Student work samples and portfolios
  - Standardized test scores
  - EL students who advance at least 3 proficiency levels in one school year or less

OR

- Student and/or parent/guardian nomination based on at least one of these:
  - Parent/guardian checklist and/or rating scales
  - Testing by outside psychologist

When the Needs Determination Team (NOT) determines individual testing is needed, a Permission for Testing is completed by the parents/guardians. The Needs Determination Team will specify which individual or group test(s) should be administered as screening measures for each student. Those recommended for additional testing by the NOT will be included during the annual testing window. Valid and appropriate modifications/accommodations for testing are also provided for AIG screening and formal assessments.

Student testing results are valid for two years after the date of testing and retesting will only be proposed outside of that two year window.

\*If a student has a qualifying aptitude or achievement score but does not have a qualifying rating scale score, alternative screening assessments, such as district-developed Performance Tasks, may be used for identification



purposes. District Performance Tasks are administered as alternative assessments to demonstrate mastery through student work samples. A qualifying score is based on pre-established rubrics that guide the decision-making process. Tasks are scored at the district level by at least two AIG personnel from a school that is not the student's home school.

Note: In addition to the list above, students in grades other than 3rd and 5th grade may be included in the small group testing administration if they have received approval to test based on a parent/guardian, student, or teacher referral, are currently identified as AIG in reading, math, or both, and/or lack adequate screening data from enrollment in a previous school district.

In order to maintain consistent screening and referral processes, the AIG specialist:

- Implements district gifted identification procedures and interpret assessments to identify the unique needs of gifted students.
- Communicates and reviews the district flowchart that outlines the screening and referral process that may lead to identification to stakeholders.
- Collaborates with classroom teachers and instructional specialists on an ongoing basis in nominating students for gifted education program services.
- Conducts annual meetings to inform all parents/guardians and teachers of students' eligibility for program placement and services.
- Communicates with school personnel about the characteristics and needs of AIG students.
- Communicates about screening, nomination and services in English and other native languages, as needed.
- Uses assessment information in making eligibility, program, and AIG service option decisions for individuals including those from culturally and/or linguistically diverse backgrounds.
- Interprets assessment data to plan appropriate curricular offerings based on individual profiles of the students.



## **\*Practice B**

Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

Asheboro City Schools includes multiple criteria for student identification including measures of aptitude, achievement, and alternative forms of assessment. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both nontraditional and traditional measures that are based on current theory and research. Identification procedures also include multiple entry points for identification. Asheboro City Schools has clearly defined identification criteria for Intellectually Gifted (IG), Academically and Intellectually Gifted (AIG), Academically Gifted (Reading and Math-AG), Academically Gifted in Reading (AR), and Academically Gifted in Math (AM).

A visual representation of the multiple criteria for identification is available in attachments.

Pathway I. Intellectually Gifted

Pathway II. Aptitude AND Achievement

Pathway III. Aptitude or Achievement + GRS 3/6 OR a qualifying performance task score; one of the 3/6 areas on GRS must be academic or intellectual (AR, AM, AG)

Asheboro City Schools Pathways for AIG Eligibility are as follows:

**Grade K-3: Students in Kindergarten through 3rd grade must meet criteria listed below to qualify as Intellectually Gifted (IG)**

- 95th percentile or above on Intelligence Test Composite
- Students who qualify in K-3 will receive an individual differentiated education plan (IDEP) based on service areas.



**Grades 4-8: Students in grades 4 through 8 may qualify for Academically and/or Intellectually Gifted Services based on a multiple criteria approach. Students may qualify for services in the following areas:**

**Pathway 1: Intellectually Gifted (IG)**

95th percentile or above on an Intelligence Test Composite. Students who meet Pathway One will be identified as Intellectually Gifted (IG) and will require an Individual Differentiated Education Plan (IDEP).

**Pathway 2: Academically and Intellectually Gifted (AIG)**

Students must have intelligence OR aptitude AND achievement in the area under consideration. Students who meet Pathway Two will be identified as Academically and Intellectually Gifted (AIG). Students who qualify through Pathway Two will require a group Differentiated Education Plan (DEP).

- Aptitude: 90th percentile or greater on Intelligence Test composite

OR

90th percentile or greater on an Aptitude measure. Aptitude measures may include composite, partial composite or subtest percentiles. Average of Standard age scores (SAS) converted to percentile. Reading partial composites or subtests=Verbal +Nonverbal; Verbal; Nonverbal Math partial composites or subtests= Quantitative +Nonverbal; Quantitative; Nonverbal

- Achievement: 90th percentile or greater on a Nationally Normed Achievement test in total reading and/or total math.

All students can be identified as AIG Reading, AIG Math, or AIG reading and math. These local designations will be documented on internal AIG rosters as PowerSchool does not allow for AIG to be separated into subject areas.

**Pathway 3: Academically Gifted (AG Reading and Math)**

Students who meet Pathway Three will be identified as Academically Gifted in Reading and Math (AG), Academically Gifted in Reading (AR) or Academically Gifted in Math (AM).



Students must have intelligence OR aptitude OR achievement in the area under consideration. Students must have one standardized test AND rating scale OR qualifying performance task score to qualify with Pathway Three.

- 90th percentile or greater on Intelligence Test composite

OR

90th percentile or greater on Aptitude composite, partial composite or subtest Aptitude scores may include composite, partial composite or subtest percentiles. Average of Standard age scores (SAS) converted to percentile. Reading partial composites or subtests=Verbal + Nonverbal; Verbal; Nonverbal Math partial composites or subtests= Quantitative +Nonverbal; Quantitative; Nonverbal

OR

90th percentile or greater on National Normed Achievement test in total reading and/or total math

AND

- Rating Scale Score of greater than or equal to 60 on 3 of the 6 areas of a Gifted Rating Scale. These areas include: Intellectual Ability, Academic Ability, Creativity, Artistic Talent, Leadership and Motivation. The rating scale is completed by the classroom teacher and/or any other Grade 4-8 teacher. One of the 3 areas must be intellectual or academic.

OR

- A qualifying score on pre-established rubrics of district-developed Performance Assessments for reading and/or math. Assessments are scored at the district level by at least two AIG personnel from a school that is not the student's home school. (Performance tasks are given if a student has a qualifying aptitude and/or achievement score but does not score a 3/6 on the gifted rating scale.)

### **Academically Gifted in Reading and Math (AG)**

- 90th percentile in Total Reading AND Total Math on an approved achievement test OR 90th percentile in Nonverbal/Composite on an approved aptitude test.



AND

- Rating Scale Score of greater than or equal to 60 on 3 of the 6 areas of a Gifted Rating Scale for reading and math. One of the 3 areas must be intellectual or academic.

OR

- A qualifying score on pre-established rubrics of district-developed Performance Assessments for reading and/or math. Assessments are scored at the district level by at least two AIG personnel from a school that is not the student's home school. (Performance tasks are given if a student has a qualifying aptitude and/or achievement score but does not score a 3/6 on the gifted rating scale.)

### **Academically Gifted in Reading (AR)**

- 90th percentile in Total Reading in Achievement OR Aptitude (Verbal/Nonverbal)

AND

- Rating Scale Score of greater than or equal to 60 on 3 of the 6 areas of the GRS for reading. One of the 3 areas must be intellectual or academic.

OR

- A qualifying score on pre-established rubrics on district-developed Performance Assessments for reading.

### **or Academically Gifted in Math (AM)**

- 90th percentile in Total Math Or Aptitude (Quantitative/Nonverbal)

AND

- Rating Scale Score of greater than or equal to 60 on 3 of the 6 areas of a Gifted Rating Scale for math. One of the 3 areas must be intellectual or academic.

OR



- A qualifying score on pre-established rubrics on district-developed Performance Assessments for math.

### **Grades 9-12:**

Students in grades 9 through 12 may qualify for Academically and/or Intellectually Gifted Services based on the same pathways in grades 4-8. Students in grades 9-12 may qualify for services in the following areas: Intellectually Gifted (IG), Academically and Intellectually Gifted (AIG), Academically Gifted (AG-Reading and Math), Academically Gifted in Reading (AR) or Academically Gifted in Math (AM). Standardized assessments for students to qualify for differentiated services in grades 9-12 may change based on age appropriate measures. Possible standardized age appropriate measures may: PSAT, SAT, ACT.



[Click here to remove the table and use only the narrative field.](#)

### **Practice C**

Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

Asheboro City Schools may use the following as components for multiple criteria to ensure AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to ACS demographics.

The nomination process provides a well-articulated procedure for equal opportunity, equity/access to all students including minority students, English Learners, students with disabilities, students who are economically disadvantaged, intellectually gifted and other underserved groups. AIG Specialists provide professional development to promote understanding of traditional and nontraditional characteristics to address misconceptions about under-represented groups. AIG Screening, referral, and identification procedures for ACS include measures of aptitude, achievement, and alternative assessment measures. Students from traditionally under-represented populations may also qualify for alternative testing measures based on decisions from the school or district Needs Determination Team (NOT).



The overall district population (Winter 2021) currently consists of approximately: Hispanic 50%, White 28%, 15% Black, 1.2% Asian

In addition to standardized test data, the use of nontraditional methods such as performance tasks will be used for effective screening, nomination, and identification of underserved populations who may manifest giftedness in different ways. The following screening, referral, and identification procedures are intentionally implemented based on our demographics:

- Intentional Talent development opportunities are available in grades K-3 to develop potential, especially in underrepresented populations. Additionally, the Talent Development Specialist will collaborate with K-3 teachers to increase their capacity in recognizing talent in the primary grades by reframing their lens and shifting mindsets. Early access to advanced learning opportunities will allow students to showcase their talents in a non-threatening environment.
- System-wide screening in 3rd grade by administering nationally normed aptitude tests. ACS will administer the Cognitive Abilities Test (CogAT).
- Small-group screening by administering nationally normed achievement tests based on ACS screening procedures (IOWA Test of Basic Skills).
- Gifted Rating Scales may be completed by classroom teachers as a portion of the multiple criteria for identification. Gifted Rating Scales may include both traditional and non-traditional measures of giftedness. Classroom teachers may collaborate with other stakeholders such as elective teachers, EC and EL support staff, and other school personnel who work with the student to develop a comprehensive student profile with the GRS.
- English Learners (EL) who advance at least three proficiency levels in one school year or less will be placed in a screening pool.
- Ongoing parent/guardian, teacher, and student nomination process for student identification for screening of all students in multiple grade levels based on recommendations from NOT. The formal student search will be conducted annually. This search will include a review of test data using reports compiled by the Asheboro City Schools' stakeholders.
- Asheboro City Schools will use teacher recommendations, work samples, portfolios, and other research-based checklists and rating scales. This pre-nomination pool will be sent to the school-based Needs Determination



Team for Academically and/or Intellectually Gifted (NDT-AIG) for review.

- Asheboro City Schools incorporates the use of nonverbal aptitude scores for screening and identification. In addition, a Non-Verbal battery score of greater than 90th percentile on the Cognitive Abilities Test (CogAT) can be used as a qualifying score to gain entrance to the AIG pool.
- Individual tests may be administered based on recommendation from District NOT. For example, Naglieri Nonverbal Ability Test may be used for students from under-represented populations. Individually administered tests may be preferable under certain circumstances in order to identify potentially gifted students from underrepresented populations. These may be recommended based on the following:
  - The student may be twice-exceptional.
  - The student has a documented medical condition or disability that may interfere with the ability to perform well in a group situation (i.e., ADD, chronic asthma).
  - The existing group data on this student does not provide sufficient information to make the decision about the need for services.
- Students from underrepresented populations may need increased collaboration between the AIG Specialist and support teachers. This may include the EL teachers to collect data for students who grow three or more language levels in one academic school year, Exceptional Children teachers, collection of qualitative data from various checklists, AIG nomination/identification procedures and DEP parent meetings are communicated in parents' native language, and increased communication between the AIG Specialist and school personnel on AIG identification and nomination procedures.

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#### **\* PracticeD**

Monitors the screening, referral, and identification processes for consistent implementation across the LEA.

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Asheboro City Schools maintains a systematic process for screenings, referrals, and identification within the district. The lead AIG specialist facilitates the monthly district AIG meeting to share and review AIG screening, referral, and identification processes. AIG specialists provide school-based professional development through staff meetings and/or grade levels meetings regarding the screening, referral and identification processes annually to ensure their consistent



messaging and implementation. There is a school and district level Needs Determination Team which serves to monitor and review the school/district decisions. (See Attachment: Student Search Process)

The School Needs Determination Team may be comprised of the following members:

One member of the NDT-AIG must be the AIG Specialist. The school level NOT should have no less than four people present. One member should be knowledgeable about the child and other members may include:

- Current classroom teacher or previous classroom teacher
- Principal or designee
- School counselor
- Regular education teachers representing next grade levels
- Support staff (EC, EL, etc.)

One member of the district NDT-AIG must be the AIG Coordinator/AIG Lead Specialist. Other members should be selected from the following and must include one member who is knowledgeable about the child. The District Needs Determination Team (NDT-AIG) is comprised of:

- AIG Coordinator/Lead Specialist
- AIG Specialists

The district NDT-AIG Team should have no less than four people present.

AIG Specialists are involved in all screening, referral and identification processes to ensure consistent implementation at all school sites. In this annual review process AIG Specialists may:

- Indicate the annual review date at the top of the new DEP or IDEP.
- Review the student's performance in both gifted and general education settings.



- Discuss the appropriateness of the options selected on the current Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP).
- Recommend services matched to the student's level of need.
- Indicate the options selected for the next school year on the Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP).
  - Consider the same level in intensity of services.
  - Consider an increased level in intensity of services.
  - Consider a reduced level in intensity of services.
- School Level NOT members who are present will sign the DEP or IDEP.
- Send an invitation to notify parents/guardians of a conference to discuss their child's DEP or IDEP for the upcoming year.
- If a parent withdraws a student from the AIG program, an exit form must be completed.
- 4th grade to 8th grade- DNDT will sign after review. Members will sign/date to represent the team.
- Changes during the school year will be addressed by the AIG Specialist with individual IDEP or DEP meetings.
- Review the Talent Development data to ensure that appropriate services are in place

The following tests/instruments may be accepted as part of gifted services eligibility decisions when reviewing records of transfer students. Intelligence/Aptitude Tests: Cognitive Abilities Test; Comprehensive Test of Non-Verbal Intelligence (CTONI); Weschler Scales (WISC-IV, WAIS-R); Weschler Preschool and Primary Scale of Intelligence, Third Edition (WPPSI-111); Naglieri Non-Verbal Ability Test (NNAT); Universal Non-Verbal Intelligence Test (UNIT) Achievement Tests: Iowa Test of Basic Skills (ITBS); Woodcock-Johnson Psychoeducational BatteryIII Test of Achievement-English and Spanish.



The list above reflects frequently used instruments, it is not exclusive. Additional tests may be used as long as there are norms and the test is being used for the purpose for which it was developed.

Unapproved Tests/Instruments: WRAT, PIAT, PPVT, Slossan, or any other tests developed for the purpose of screening are not designed and/or normed for the purpose of gifted service decisions.

### **\*Practice E**

Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/families, students, and the community-at-large

ACS AIG Specialists maintain a communication plan regarding AIG student screening, referral, and identification by developing procedures that are available in various formats. Procedures for screening, referral, and identification are communicated to parents/guardians, school personnel, and students through annual meetings and on the district website.

AIG Specialists share screening, referral, and identification procedures with school personnel annually at faculty meetings and/or collaborative grade level meetings. This information is shared with parents/guardians/students at annual Differentiated Education Plan (DEP) meetings. These meetings may be held through virtual and/or face to face formats. Translators are available at these events and materials are translated into English and Spanish.

In addition, AIG information regarding these processes may be disseminated throughout the school year at events such as open houses, school level family engagement nights, and other district activities. AIG Specialists maintain and review annually with parents/guardians the documentation that explains the screening, referral and identification processes and service options for AIG students. Translators are available at these events and materials are translated into English and Spanish. These procedures are available through various formats including the district website, social media outlets and school communication platforms (such as ClassDojo).

AIG Specialists also create a quarterly newsletter to share with stakeholders. Various topics related to screening, referral, and identification are included. Newsletters are available in print and online formats and are translated into English and Spanish.



## **\*Practice F**

Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

Throughout the screening and referral processes, a cumulative AIG screening database is maintained by AIG Specialists for identified students in the screening pool. The ACS AIG screening database is an internal digital roster that is used as a school based screening pool documentation. The district internal database is maintained with an initial identification date, it is modified as needed based on end of year procedures. The Talent Development Specialist maintains documentation with a talent development checklist that may be used to support an AIG identification decision. Once identification occurs, AIG specialists maintain spreadsheets for identified students that are reviewed regularly. ACS is working toward utilizing features in Powerschool to document identification evidence for AIG students.

Students have an individual AIG folder that contains all AIG evidence that may have led to AIG identification. This may include: written referral requests, parent/guardian documents such as permission to test, AIG test results, initial placement consent, and/or withdrawal from services, rating scales, and copies of DEPs. Each folder is maintained by the school based AIG specialist and held at the school where the student is currently enrolled. Student folders of 9-12th graders are kept with lead specialist. This information is reviewed annually by the AIG specialists during the annual review process.

Once a student is identified for AIG services, a Differentiated Education Plan (DEP) or IDEP form is created based on area of identification. AIG identified students' records are maintained in Powerschool and in a district database to ensure appropriate AIG identification records. Parents/guardians are provided with all copies of documentation that are reviewed during initial placement for AIG services. These are updated each year during the annual review. DEP meetings are held annually for parents/guardians of AIG students at all schools K-8. At annual DEP meetings, the AIG Specialist reviews the Asheboro City Schools' identification process and service options for AIG students. Parents/guardians review the AIG student's DEP with the AIG specialist and are provided time to ask questions about identification and service options. AIG Specialists also review enrichment opportunities, potential content modification, and potential learning environment modifications. All DEPs are held in a central server to maintain individual student's AIG electronic documentation. Copies of signed DEPs are kept in each student's AIG folder.

Rising 9th grade AIG students will develop a 4 year plan with the middle school AIG specialist and school counselor based on students' interests and academic strengths that capitalize on advancement opportunities for high school.



Those plans are monitored by high school counselors during registration each year. Parents/guardians are invited to participate in review of these plans.

Records of students who do not qualify are also housed at the school where initial testing was administered.

#### \* Ideas for Strengthening the Standard

During the 2022-2025 cycle, Asheboro City Schools has the following goal related to Standard 1:

To continue research on non-traditional measures for identification for AIG services. Asheboro City Schools currently utilizes measures of aptitude and achievement at multiple entry points. In order to develop an additional non-traditional measure, the AIG district team will continue to research various non-traditional processes for students who are culturally/ethnically diverse, economically disadvantaged, English Language Learners, highly gifted, intellectually gifted, or twice exceptional.

#### Planned Sources of Evidence

- | \* DEP Meeting Agenda, Sign in sheets, presentations
- | \* School/District Agenda, sign in sheets, presentations
- | \* AIG specialist data spreadsheets (talent pool and identified)
- | \* AIG student folders
- | \* Standardized test data, system wide benchmark scores, gifted rating scales
- | \* Student Work Samples
- | \* Nomination Forms or other referral documentation
- | \* DEP/IDEP



	Documents	
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	<a href="#"><u>O AIG Standard 1 Additional Resources</u></a> <a href="#"><u>O AIG Standard 1 Additional Resources</u></a> <a href="#"><u>O AIG Standard 1 Additional Resources</u></a> <a href="#"><u>O AIG Standard 1 Additional Resources</u></a> <a href="#"><u>O AIG Standard 1 Additional Resources</u></a>



## Standard 2: Comprehensive Programming within a Total School Community

### **Asheboro City Schools (761) Regular Local School District- FY 2022- Local Academically or Intellectually Gifted Plan, 2022-2025- Rev 0**

#### **Standard 2: Comprehensive Programming within a Total School Community**

*The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional/earning experiences in various domains that are not dependent on the students' demographic background or economic means.*

#### **\*Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Asheboro City Schools provides comprehensive services and various differentiation models for K-12 for gifted learners based on student readiness, interest, and learning styles. These may include cluster group options, special extension classes, small learning communities, mentorships, and dual enrollment for all areas of identification. AIG Specialists in the district provide support for schools wide instructional staff to ensure comprehensive services for students to grow and cultivate student talent in K-12.

AIG services by grade span may include the following:

##### Grades K-3

- The Talent Development Specialist will become familiar with students in primary classrooms through lessons, observations and discussions with teachers.
- The Talent Development Specialist will generate a talent pool of students in K-3 to work with in small enrichment groups.



- The Talent Development Specialist will collaborate with classroom teachers to provide appropriate differentiation for gifted learners to increase teacher capacity through collaborative development of assignments by the Talent Development Specialist and regular education teachers.
- When students are identified for AIG services at the K-3 level, individual differentiated education plans (IDEP) are developed with the parents/guardians, classroom teacher, instructional specialist, and AIG specialist. This IDEP is created to individually meet the academic and intellectual needs of K-3 gifted learners. This plan may include: extension, enrichment or acceleration of current grade level standards, special programming or extra curricular opportunities, cluster grouping or other classroom modifications.
- Students in Asheboro City Schools also have the option to enroll in a Dual Language Immersion program at two elementary sites with an additional site planned for the 2022-2023 school year.

#### Grades 4-8 for AIG, AG, AR and AM

- Collaborative planning, coaching, and model instruction as needed between AIG Specialists and classroom teachers.
- projects and learning opportunities that offer choice and flexible pacing for gifted students
- after school clubs and other extracurricular opportunities for gifted learners
- collaboration with school counselors and mental wellness facilitators to meet students' social and emotional needs
- purposeful clustering and small group instruction specific to academic needs of gifted students
- push-in services in order to co-teach and support whole group classroom instruction
- professional development opportunities to increase classroom teacher awareness of the needs of gifted learners
- optional enrollment in a Dual Language Immersion program at two elementary sites with an additional site planned for the 2022-2023 school year; the program is also planning to expand to 6th grade starting with the 2022-2023 school year



- Students identified as Intellectually Gifted (IG) have individual differentiated education plans (IDEP) that are developed with the parents/guardians, classroom teacher, instructional specialist, and AIG specialist. This IDEP is created to individually meet the academic and intellectual needs. This plan may include: extension, enrichment or acceleration of current grade level standards, special programming or extra curricular opportunities, cluster grouping or other classroom modifications based on individual student's needs.

## Grades 9-12

- advanced course opportunities through NCVPS, community college, Honors and AP courses
- collaboration with school counselors and mental wellness facilitators to meet students' social and emotional needs
- various extra-curricular opportunities for gifted learners
- professional development opportunities to increase classroom teacher awareness of the needs of gifted learners and their unique academic needs
- Students identified as Intellectually Gifted (IG) have individual differentiated education plans (IDEP) that are developed with the parents/guardians, classroom teacher, instructional specialist, and AIG specialist during their four year plan. This IDEP is created to individually meet the academic and intellectual needs and is revisited annually with school counselors during the registration process. This plan may include: extension, enrichment or acceleration of current grade level standards, special programming or extra curricular opportunities, cluster grouping or other classroom modifications.

In addition, AIG specialists collaborate regularly during grade level or content level meetings with AIG cluster classroom teachers, school counselors, administrators, and other support staff k-12 to plan and deliver service options for AIG students. AIG documents including the DEP are housed in a central location at each school and available for school staff. Students are clustered in elementary and middle school in order for the AIG specialist to offer flexible grouping, co-teaching, small group instruction, and/ or small learning community opportunities to meet academic needs of AIG students.



### **\* Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.

In order to meet the social and emotional needs of gifted learners, K-12 school counselors, district Mental Wellness Facilitators, and AIG specialists collaborate to provide additional support as needed to teachers, administrators, parents and/or individual students or groups of students. School counselors and AIG specialists meet as needed to provide direct and indirect support to discuss trends and issues associated with gifted learners in order to build a partnership in addressing social and emotional needs. 2021-2022 survey data indicates that 78% certified staff agree that collaboration occurs among stakeholders to address the social and emotional needs of AIG learners. Therefore, there is a need to focus on addressing the social and emotional needs of AIG students through collaboration with key personnel.

AIG specialists collaborate with K-12 students, school counselors, teachers, support staff, administrators, and parents to understand and meet the social and emotional needs of AIG students. AIG specialists may develop and implement professional development for stakeholders. K-12 school counselors may provide counseling and guidance services specifically designed to address the specific needs of AIG students, and provide information and support to parents, teachers and administrators. DEP also allows for AIG specialist to make note of holistic needs of the student, both academic and SEL

All students K-12 participate in district wide SEL lessons through a paced curriculum. Lessons from those platforms may be assigned for specific needs as needed throughout the school year. In addition, The Asheboro City Schools' school counselors and AIG specialists may collaborate to provide additional support for individual students or groups of students. Gifted students are provided additional assistance, as needed, for coping with their heightened sensitivity, perfectionism, peer relationships, situational stressors, and college and career planning. Asheboro City Schools has special education staff and a memorandum of agreement with a local mental health private provider (if needed) for gifted students with intensive emotional or behavioral difficulties related to learning disabilities, depression, underachievement, ADHD, or other symptoms that require extra support or intervention. In addition, AIG specialists share information on the social and emotional needs of AIG students to parents. The Asheboro City Schools' gifted specialists, in collaboration with other parent sponsored initiatives, will offer information concerning social and emotional needs of their gifted children. Asheboro City Schools will continue to survey both students and parents. The



survey will include questions related to social and emotional issues in order to gather data in this area. This information will be used to expand the staff development and parent workshop topics.

In addition to specific services, the district AIG DEP includes a notes section that may be used for SEL information and services as needed to ensure and seamless transfer of SEL services for individual services. Service options for gifted students include differentiated guidance services which target support and interventions for common concerns that specific groups of students share. As part of the differentiated program of counseling services, guidance personnel work collaboratively with the classroom teachers, gifted specialists, and administrators to support students' optimal learning and adjustment. The team will work collaboratively in a proactive approach to prevent social and emotional difficulties.

### **\*Practice C**

Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.

The Asheboro City Schools' Plan for Academically and/or Intellectually Gifted is supported by, and connected to, numerous other system-wide initiatives and programs including the district's 2022-2026 Strategic Plan. The Strategic Plan encompasses the following goals:

- **Goal1 Focusing Direction: Asheboro City Schools will create a process of continuous improvement with clear, focused direction.**
- **Goal 2 Cultivating Collaborative Cultures: Asheboro City Schools will cultivate the expertise of stakeholders to be focused on a collective purpose.**
- **Goal3 Deepening Learning: Asheboro City Schools will improve the learning-teaching process by establishing clear learning goals, building precise professional expectations, and strengthening resources and academic programming.**

Asheboro City Schools is committed to ensuring the needs of gifted learners are addressed in practice and policy by:

- regular review of school and district wide policies to ensure the use of effective and current best practices and eliminate barriers to success to ensure equitable opportunities for all students



- making recommendations at the school and district level for new policy as needed; this may include additional course offerings and expanding academic and enrichment opportunities for all students

In addition, district level leadership or representation occurs during monthly AIG staff meetings and the lead AIG specialist serves on various district teams to represent AIG staff and students. The lead specialists helps to facilitate collaboration for integrated and connected services with district priorities through these teaming structures. AIG services in reading and math align with our district's goals and resources as outlined in the Asheboro City Schools 2022-2025 Strategic Plan and individual School Improvement Plans.

AIG services are determined by students' area(s) of identification. Service options are also aligned with the individual school's improvement plan. We align the AIG program and services with each area of AIG identification, goals of the program, and resources of the LEA as a maintained practice. Students that are identified in reading are clustered for reading, according to district guidelines for elementary and middle school, and receive researched based curriculum resources such as Junior Great Books, small group novel studies, vocabulary development, and/ or problem based learning. In addition, students identified in math are clustered for math according to district guidelines for elementary and middle school and receive researched based curriculum resources such as math problems of the week, project based learning, and critical thinking skill activities. Layered curriculum and other flexible learning opportunities may be provided to offer students choice in the content and pace of their learning. Small-flexible grouping instruction is frequently utilized in both ELA and Math in order to more effectively meet the needs of these learners.

The AIG specialists collaborate and consult with the regular classroom teachers and other stakeholders to deliver services that are integrated with the instructional programs of the district. This collaboration allows each school to have access to all resources, programs, and services as outlined in our current plan. The Asheboro City Schools' AIG Plan is supported by, and connected to, numerous other system-wide initiatives and programs. The following list includes some of the system initiatives linked to meeting the needs of gifted students:

- Advanced Placement/Honors Courses
- PreAP coursework
- Accelerated Classes
- College and Career Readiness Opportunities



- Multiple Forms of Student Assessment
- Asheboro High School Small Learning Communities
- Career and Technical Education Offerings
- Cluster Grouping
- Collaborative Planning
- Project Based & Problem Solving Learning Opportunities

#### **\*Practice D**

Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.

AIG specialists utilize intentional, flexible grouping based on student needs to provide support and create appropriate instructional and learning options for advanced learners. AIG specialists may also collaborate with key stakeholders at district and school sites to determine placement options for K-12 gifted learners. AIG students are grouped flexibly based on a variety of factors, such as readiness through student achievement and growth data, student interest, and learning profiles, school based data, teacher recommendation and SEL needs. In addition, students who are in the current talent development pool may also be considered for flexible groupings.

The following options are available for AIG students K-12:

**Flexible Pacing Options:** Flexible pacing is any provision that places students at an appropriate instructional level, creating the best possible match between a student's achievement and instruction and allows them to move forward in the curriculum as they achieve mastery of content and skills.

These are flexible groups that are created based on student readiness.

**In-Class Flexible Grouping:** Students in each class are assigned to a small group for instruction. These groups may be heterogeneously grouped according to skill level. To be effective, grouping should be flexible and fit the instructional purpose. It is important that each student be provided with tasks that are challenging and appropriate.



**Cross-Grade Flexible Grouping in Specific Subjects:** Depending on their skill level and performance, students are grouped within the school for specific subjects and/or purposes.

**Learning Environment-** Instructional grouping can be flexible within and between individual classrooms or within and between teams/grade levels, enabling students to move in and out of groups based on their needs and performance.

**Cluster Grouping within a regular class:** A cluster group of gifted students (4 to 8 elementary and 8 to 12 middle school students) is assigned to a regular heterogeneous class. The cluster group teacher receives extensive training in gifted education and works closely with a gifted specialist to design appropriate, differentiated curriculum for this group. This includes both resources and teaching strategies. This is an appropriate placement if the classroom is organized to meet individual needs so that flexible grouping occurs, and different abilities are valued and nurtured.

**Cross Team/Subject Grouping with Collaboration:** Two sections of the same subject are taught at the same time, allowing students to be grouped and regrouped between the classes for skills and enrichment. This might also involve a team teaching arrangement with an enrichment specialist.

**Cluster Grouping within Teams:** Students are assigned to teams heterogeneously. The academically able students within each team are reassigned to one or more teachers for a specific block of instructional time. Placement within this group is flexible, based on student performance, and teams meet on a regular basis to review student progress.

**Accelerative Options:** Based on student(s) needs which may be recognized by teacher recommendation, demonstrated performance on a nationally normed test, composite score on individual IQ test, student interest and commitment, score on IOWA Acceleration Scale, and/or interview with parents and students.

**Resource Pull-Out:** Resource pull-out classes offer enrichment and instructional opportunities in writing, technology, public speaking, and advanced topics in math and independent projects. This can be a small group of students with a need for enrichment and/or differentiation in an area.

AIG specialists collaborate regularly through MTSS meetings as needed, and grade level and content area planning to discuss AIG grouping practices and growth of AIG students. Topics covered during collaborative sessions at school and district level may include:

- Monitoring local and statewide assessment data



- Professional development for administrators and teachers (including regular education and AIG Specialists) and counselors to understand data of AIG students, grouping practices for growth of students, instructional strategies for groups of advanced learners

### **Practice E**

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for **AIG** students, regulations related to gifted education, and the local AIG program and plan.

AIG specialists strive to inform all stakeholders about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, the local AIG program, and AIG plan through various methods and forums. This occurs during the annual Differentiated Education Plan (DEP) meeting for parents/guardians and annual review of AIG plan and services for staff members during a school staff meeting. Brochures, offered in English and Spanish, highlighting differentiated services and instructional strategies are distributed to AIG parents at the annual DEP meeting and posted on the district website.

AIG Specialists share a district wide presentation yearly at a school level staff meeting to inform school personnel about the differentiated service options, legislation and regulations for gifted education, the local AIG plan, and roles of the AIG specialist. School staff and parents serve on the AIG Advisory Board to provide feedback about services and instruction for AIG students.

AIG specialists will advocate for and communicate the principles of differentiated curriculum and instruction to match the distinct characteristics of gifted learners that may include revisiting the Differentiated Education Plan form and identification process, tracking specific data, and communicating with other specialists regularly. AIG specialists participate in regular collaborative data discussions regarding AIG students academic, intellectual, and social/emotional needs.



**\*Practice F**

Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

There is a need for ongoing communication between stakeholders in key transition years, especially for 5th to 6th and 8th to 9th, to ensure an effective continuity of K-12 AIG services in Asheboro City Schools. Due to the need to provide additional support to both the AIG students and the staff who serve the AIG students at the high school level, AIG specialists collaborate to provide additional support to teachers, administrators, school counselors, parents and/or individual students, or groups of students.

The AIG district team reviews DEPs for all AIG students annually in order to ensure the effective continuation of services. Elementary AIG specialists collaborate with Middle School Specialists to develop AIG clusters for ELA and Math to match individual students' needs. Middle school specialists collaborate with school counselors during registration in order to ensure AIG students are registering for high school classes that best fit their academic and social needs. Schedules of AIG students are monitored by the Lead AIG Specialist and school counselors to ensure students are engaged in rigorous and relevant courses.

Middle School AIG Specialists also collaborate with AP Lead Teacher to facilitate AP family nights and AP summer sessions to familiarize students with those courses.

AIG specialists monitor and communicate in ways that may include revisiting the Differentiated Education Plan form and identification process, tracking specific data, communicating with other district specialists regularly, and confirming appropriate scheduling by reviewing AIG students' schedules. The District Needs Determination Teams communicate regularly to ensure continuation of services as needed and/or qualification for differentiated services in the AIG program. AIG specialists may provide various opportunities for stakeholders to increase their awareness of the unique expectations and services available at the elementary, middle school, and high school levels yearly including invitations to group DEP meetings and access to DEP forms for all AIG students.

**\*Practice G**

Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.



Children who are gifted learn at a faster rate and come to class with a higher level of base knowledge than other children. Therefore, they can often move through the curriculum at a developmentally appropriate accelerated pace. Because of their different learning and social needs, children who are gifted require time with like-minded and similar ability peers in order to establish relationships and promote growth. They may also require an alternate or compact academic course of study in order to facilitate learning growth. The Asheboro City Schools' Strategic Plan, the State Board of Education's Acceleration Policies, and our district acceleration procedures are updated to articulate opportunities for various acceleration options.

AIG specialists may develop and implement professional development, provide support, and offer services to teachers of AIG students in order to create appropriate accelerative instructional and learning options. AIG specialists may also collaborate with key stakeholders to determine accelerated placement options for K-12 gifted learners.

Service delivery options may include:

**Accelerated Content:** Advanced Placement (AP), dual enrollment and CTE courses that earn high school and/or college level credit and/or certification may be offered so that able students can accelerate their program of study. Middle school students may also take the following high school courses: Spanish 1, World History, English 1, Math 1, and/or Earth/Environmental courses.

**Compacted Content:** Students that meet district level established criteria may be enrolled in courses that compact standards in order to meet their academic needs.

**Early entrance to Kindergarten:** ACS meets the NCDPI Guidelines for Early Entrance to Kindergarten and the school principal retains legal responsibility for this decision.

**Credit by Demonstrated Mastery:** ACS follows NCDPI policies and procedures for COM. According to NCDPI guidelines for Credit by Demonstrated Mastery: "Credit by Demonstrated Mastery (COM) is the process by which a student may earn credit for a high school course by demonstrating a deep understanding of the content; without course enrollment or seat time. COM was designed to respond to needs of students, families, AIG community, school personnel and leadership. COM specifically offers NC students the opportunity to personalize and accelerate their learning, thus allowing for optimal student growth while providing an opportunity to have effective seat time to learn new content."

- Students shall demonstrate mastery through a multi-phase assessment, consisting of:



- Phase 1: A standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally and
- Phase 2: An artifact which requires the student to apply knowledge and skills relevant to the content standards.

While the COM process is open to all students, it is not designed for whole groups of students. Likewise, it is not intended to replace the general accelerated pathways local school districts often provide for advanced students."

**Dual Enrollment:** Dual Enrollment is offered through the Career and College Promise program. This is designed to offer qualified high school students structured dual enrollment opportunities that provide both entry-level job skills as well as pathways leading to a certificate, diploma or degree.

**Whole Grade Acceleration:** Based on student(s) needs which may be recognized by teacher recommendation, demonstrated performance on a nationally normed test, composite score on individual IQ test, student interest and commitment, score on IOWA Acceleration Scale, and/or interview with parents and students.

For whole grade acceleration in ACS, students must meet all of the following criteria to be recommended for whole grade skipping.

- Teacher recommendation based on observation with documentation of very strong need for more intensive differentiation
- Demonstrated performance 3 or more years above grade level on a nationally normed test in reading and mathematics
- 95-99<sup>th</sup> percentile composite score on an individual IQ test
- Student interest, commitment, and motivation based on portfolio review
- Academic, social and emotional readiness based on a score >46 points on the IOWA Acceleration Scale
- Extensive interview with parent and student
- School principals retain legal responsibility for this decision.



**Subject Advancement/Acceleration:** Based on student(s) needs which may be recognized in various ways, students may test out and bypass specific subjects or skill levels. Subject advancement/acceleration may be offered to students who demonstrate mastery of content aligned with specific course standards through state and nationally normed data, teacher recommendation, and/or students who demonstrate high interest, commitment, and motivation. In accordance with State Bill§ 115C-81.36. Advanced courses in mathematics: students who score a level five on EOG or EOC test for math will be enrolled in the advanced course for the next math course in which the student is enrolled. Parents may provide written consent for the student to be excluded or removed from the course.

The State Board of Education's Acceleration Policy on Credit By Demonstrated Mastery (COM) may be included in this subject advancement.

### **\*Practice H**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

AIG specialists continue to research, develop, advocate for, and implement various intentional identification methods, programming, and services in support of broadening access for traditionally under-represented AIG populations. Intentional programming options and efforts to cultivate talent and address the needs of under-represented populations may include:

K-8

- The Talent Development Specialist will build a pipeline in grades K-3 allowing students to show their potential in a non-threatening environment. All primary grade students will be given access to advanced curriculum to broaden equity and access across the district.
- The Talent Development Specialist conducts lessons in grades K-3 to generate a talent pool list. Portfolios will be developed for each student in the talent pool containing checklists and work samples. The Talent Development Specialist will collaborate with classroom teachers in developing lessons for talent pool students on each grade level.



- The Talent Development Specialist will deliver professional development on a school by school basis. The training will focus on overcoming implicit bias and casting a larger net when identifying students for talent pools.
- Talent development will occur 4-8 based on normed assessment data administered throughout the year such as NC check ins, grade level CFAs, iReady, MClass, or other district benchmark assessments. Groups may be flexible depending on results. Talent Development data will be reviewed annually to offer a continuum of services designed to cultivate talent and nurture all students. Data will be monitored by AIG specialist on an ongoing basis and through annual review process
- Professional development regarding under-represented populations for in AIG and strategies to work with those students
- Collaborative meetings with support staff (EC, EL, Title 1) to discuss service options and discuss referrals for differentiated services
- Enrichment opportunities provided by AIG specialist or classroom teacher
- 6-8: Advanced learning options such as advanced math groups, enrichment clubs, and books clubs may be utilized to enhance learning before, during and after the school day.

## 9-12

- Professional development regarding under-represented populations for in AIG and strategies to work with those students
- Collaborative meetings with support staff and school counselors to discuss service options and discuss referrals for differentiated services
- Mentorships, job shadowing, and apprenticeship for students to explore alternative learning pathways
- Enrichment opportunities such as school clubs, academic competitions, CTE student organizations
- PreAP courses available to students in various courses; these may include English 1 and 2, Biology, and Arts.



## **\*Practice I**

Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

Currently, Asheboro City Schools offers a variety of extra-curricular programs and events to enhance and further develop the needs, talents, and interests of AIG students during and outside of the traditional school day for elementary, middle and high school levels. Student participation is based on student interest, readiness, motivation, teacher recommendation, and the ability of the student to complete required prerequisites for participation if applicable. Choices will vary within each school each year.

The following are examples of extra curriculum programming and options that may be available for students at each level:

Elementary School:

- Literature Circles
- Independent research projects
- Spelling Bee
- Third Grade Science Day
- Literature Seminars
- Family Engagement Nights
- STEAM competition
- After school clubs
- Battle of the Books
- Girls Excelling in Math and Science (GEMS)
- Dual Language Immersion Program



Middle School:

- Math Fair
- Science Fair
- Battle of the Books
- Dual Language Program
- Junior Great Books
- Student Government
- Science Olympiad
- Math Olympiad
- Beta Club
- Project Based Learning
- Socratic Seminars
- Spelling Bee
- Job Shadowing
- Yearbook Staff
- Extracurricular clubs
- STEAM competition

High School:



- National Honor Society
- Art Club
- Yearbook
- Park Street Players
- Youth Leadership Programs
- Academic Contests/Competitions
- International Club
- J-ROTC
- Fellowship of Christian Athletes
- Governor's School
- Governor's Page
- SAT Preparation
- Science Olympiad
- CTE Student Organizations
- Service Projects
- Key Club
- Spanish Club
- Mock Trial Team



- Student Council
- Internships
- Student LIFT
- Small learning communities such as Zoo School, Health Science Academy, Advanced Manufacturing, Apprenticeship Randolph

### **·Ideas for Strengthening the Standard**

During the 2022/2025 cycle, Asheboro City Schools has the following goal related to Standard 2:

- To further develop extra-curricular programs to enhance both academic growth and encourage talent development in AIG students

### **Planned Sources of Evidence**

- \* Student enrollment lists: North Carolina Governor's School, AHS small learning communities, AP/Honors courses, etc.
- \* Agendas and resources from professional development with school counselors, administrators and/or teachers
- \* Rosters from clustered classes and/or flexible grouping
- \* Comprehensive progress monitoring (grades, common assessments, and benchmark assessments)
- \* Sign in sheet from DEP and other AIG meetings including parents, students, teachers, administrators and/or counselors
- \* Copies of Pacing/Curriculum Guides/Lesson plans
- \* AIG data spreadsheets (identified and talent development)



- \* Collaborative planning minutes
- \* District wide communication: Monday Musings, district website, newsletters, district and school level phone messages
- \* AIG materials (quarterly newsletters, brochures, presentations, rosters, etc.)
- \* PowerSchool and district AIG database
- \* Posted school offerings of enrichment opportunities in newsletters, parent letters, announcements, emails, phone calls, parent nights, open house, report card pickup and other forms of communication

Type	Documents Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	Standard 2 and 3 Programming Options



### Standard 3: Differentiated Curriculum and Instruction

#### **Asheboro City Schools (761) Regular Local School District- FY 2022- Local Academically or Intellectually Gifted Plan, 2022-2025- Rev 0**

### **Standard 3: Differentiated Curriculum and Instruction**

*The LEA employs challenging, rigorous, and relevant curriculum and instruction to accommodate a range of academic, intellectual, social, and emotional needs of K-12 gifted learners.*

#### **\*Practice A**

Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

Asheboro City Schools understands that a continuum of programming services must be available for gifted learners including cluster group options, acceleration, special pull-out classes, mentorships, and dual enrollment to address students' academic needs. These flexible options are available for gifted students in Asheboro City Schools. When given the appropriate educational opportunities, children who are gifted or show potential will become increasingly knowledgeable; therefore, their need for differentiation increases when compared to others of their age, experience, and environment. In our 2021 stakeholder surveys, 90% of respondents agree that their school used challenging, rigorous, and relevant curriculum and instruction to accommodate for their AIG learners in Language Arts and Math, as well as other content areas when appropriate.

The following options may be used to adapt the NC SCOS for elementary and middle school students:

- co-teaching opportunities with the AIG specialist to provide support and direct instruction to enrich, extend or acceleration core content
- Collaborative planning with AIG specialists and other stakeholders in the AIG students' education
- K-8 flexible grouping and utilization of research based supplement resources



- utilization of blended environments (1-1 technology K-12) through Google classroom to provide accelerated pacing and differentiation to SCOS; these extensions may be developed by AIG specialists or other stakeholders based students' needs
- exposure to compacted curriculum
- middle school students are provided the opportunity to take High School courses in ELA, Math, Science, Social Studies, and Spanish

The following options may be used to adapt the NC SCOS for high school students:

- advanced coursework through Honors, Advanced Placement, and Career and College Promise
- acceleration opportunity through the Credit by Demonstrated Mastery process
- participation in a Pre-AP course (English, Biology, Arts) that include instructional practices and routines that help them develop critical thinking skills
- additional coursework through NCVPS

AIG specialists and classroom teachers collaborate during common planning sessions to adapt the NC Standard Course of Study to address the needs of advanced learners in language arts, mathematics, and other content areas as appropriate through the use of differentiation, enrichment, extension, or acceleration. AIG specialists may also work with instructional facilitators to provide coaching support and instruction resources for K-12 classroom teachers with a focus on enriching, extending, and/or accelerating the standards.

ACS AIG specialists seek to be well versed in the NCSCOS and meet regularly with classroom teachers in order to provide rigorous and meaningful differentiation opportunities for students.

Enrichment and extension activities for AIG learners may include:

- modifications for activities in the district pacing and curriculum maps to adjust for AIG learners
- project based learning opportunities (PBL) throughout the content areas



- standard based critical thinking activities including P.E.T.S and logic puzzles
- seminars/ literature circles
- enrichment activities provided for AIG/ talent pool students via a digital learning platform
- academic competitions

### **Practice B**

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.

Children who are gifted share the ability to think with more complexity and abstraction than other children of their same age, experience, and environment; and, therefore they require differentiation in the curriculum and enrichment opportunities. When differentiated education is appropriately provided, children who are gifted or show potential, thrive in school.

AIG specialists and classroom teachers collaborate regularly to provide diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels. Service options available include curriculum compacting, flexible grouping, whole grade and subject acceleration. These are utilized based on abilities, readiness, interest and learning profiles.

Diverse and effective instructional practices K-12 may include, but are not limited to:

- Additional coursework through NCVPS, AP, or CCP courses
- Honors level courses
- Small learning communities
- Subject advancement
- Subject acceleration



- Independent study
- Project-based learning
- Differentiated and higher level resources
- Extension and enrichment of classroom material advanced coursework in middle school
- Curriculum compacting
- Professional Development opportunities for K-12 classroom teachers and school counselors for meeting the academic needs of gifted learners.
- Interest and multiple intelligence inventories
- Depth and Complexity lessons
- Jacob's Ladder Affective Lessons
- 1-1 technology

In ACS, data may be gathered about student' abilities, readiness, interests, and learning, profiles through the following options:

- District student interest surveys to help drive the addition of new courses or enrichment activities
- Career interest inventories at the secondary level that are utilized in planning for middle and high school courses.

### **Practice C**

Incorporates a variety of evidence-based resources that enhance student learning.

Evidence-based resources are being utilized K-12 to enhance student learning for AIG students. Classroom teachers are provided professional development regarding implementation of resources.



AIG specialists implement current instructional practices to foster collaboration with classroom teachers to ensure differentiated needs are being met. AIG specialists review the service delivery options in the schools with a program review that consists of methods of differentiation. These may include:

- K-3 Primary Education Thinking Skills lessons (P.E.T.S)
- The Junior Great Books Program in grades K through 8 to cultivate potential through small group inquiry-based discussions around a complex text
- Jacob's Ladder selections to develop students' skills in literary analysis and interpretation, persuasive writing, linguistic competency, and oral communication, as well as to strengthen students' reasoning skills and understanding of the concept of change
- District created curriculum maps based around evidence based resources that include appropriate extension and enrichment
- STEAM extension activities
- Depth and Complexity activities to enhance critical thinking abilities
- Layered Curriculum opportunities to foster independence and choice for gifted learners
- Middle school students may participate in high school courses in order to provide acceleration options for those students.
- High school online courses, Advanced Placement courses, and honors courses are acceleration options available. Parents/guardians may also wish to seek acceleration opportunities beyond the school setting in order to accommodate an individual student's need that cannot be met in traditional school settings.
- PreAP coursework for all secondary students in specific courses (English, Biology, Arts); utilizing Springboard curriculum for middle school ELA framework

Asheboro City Schools offers diverse competition opportunities to enhance student learning. These may include:



- Spelling bee for students in grades 3 through 8. The purpose is to help students improve their spelling, increase their vocabularies, learn concepts, and develop correct English usage.
- Elementary and middle school students have the opportunity to participate in academic competitions such as Science Olympiad and Math Olympiad. The purpose of these competitions is to secure America's global competitiveness and inspire excellence, confidence, and curiosity in U. S. middle school students through fun and challenging programs.
- Math, Science, and Technology Fairs are offered to develop higher intellectual skills in mathematics and science. Asheboro City Schools may offer district level opportunities such as Science Fair, STEAM (Science, Technology, Engineering, Art and Math) competitions, Digital Expo and Math Fair for gifted students to enrich and extend classroom learning.

#### **\*Practice D**

Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.

Asheboro City Schools fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership across all grade levels and content areas. Collaboration between the district AIG specialists and stakeholders for advanced learning options supports the intentional development of curriculum and experiences for all students in ACS.

The district provides curricular experiences for students with embedded critical thinking skills through continued collaboration between classroom teachers and AIG Specialists. Services and program options that target the development of future ready skills and real world experiences at an advanced level in the following capacities:

- Elementary specialists utilize the following strategies in order to develop future ready skills in students including Primary Education Thinking Skills program (P.E.T.S.), Project Based Learning (PBL) activities, Junior Great Books curriculum, critical and creative thinking exercises, Socratic seminars, Kaplan and Gould's Depth and Complexity thinking skills.
- Secondary specialists seek to develop future ready skills by offering Socratic seminars, exploratory courses, advanced programming options including subject advancement options, and PreAP/AP and/or other advanced



courses. Middle school specialists also collaborate with classroom teachers to provide curriculum and critical thinking skills support.

- District specialists also provide professional development to district staff in order to model for teachers and other stakeholders how to increase rigor in the regular classroom by incorporating opportunities for critical thinking in lesson plans.

Asheboro City Schools is dedicated to building opportunities for students to explore critical thinking, curiosity, collaborative dialogue, and leadership skills through the real-world context of various enrichment club options and summer learning opportunities. These skills can become a springboard for future pursuit of student interests, advanced courses, services learning options, and internships.

ACS works to cultivate future ready skills through collaboration with community partners, organizations and programs at the secondary level through use of the following options:

- Asheboro High School Zoo School
- Mentoring, job shadowing, internships, apprenticeships with local organizations
- Career and Technical Education (CTE) options for exploring future ready skills including The AHS Health Science Academy, Computer Science and Information Technology courses, Business, Finance, and Marketing courses, Trade, Technology, Engineering courses, and the opportunity for an honors level CTE internship for high school credit.
- Career and College Promise dual enrollment at AHS is supported by the available CTE and advanced course options at middle school.

The options listed above are designed to prepare students for advanced courses and encourage the development of student talents, interest, and student potential that may lead to student enrollment in advanced high school class and CTE academy options.

Asheboro City Schools is committed to fostering the development of future ready technological skills in students by providing each student with a technological device district wide in grades K-12. Students are encouraged to utilize technological devices, as well as web-based tools (such as the programs of Google suites), while participating in



various learning opportunities in order to further develop their critical thinking, communication, collaboration, creativity, curiosity, and leadership skills.

### **\*Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

AIG specialists and classroom teachers collaborate to meet differentiated needs of their students. This collaboration is based on data from formative and summative assessments which serve as tools for meeting individual student needs. AIG specialists meet during collaborative discussions to share strategies based on data.

AIG specialists and classroom teachers meet regularly to discuss formative and summative data of AIG students. Stakeholders review individual AIG student progress incorporating multiple assessments (district benchmarks, NC Check-ins, lexile levels, EOG scores, EVAAS (Education Value-Added Assessment System) growth, guided reading levels for elementary students). These data discussions help guide reflection on current AIG grouping and instructional strategies and help facilitate flexible grouping that may be needed to enrich, extend, or accelerate.

AIG specialists maintain data spreadsheets monitoring currently identified AIG students' progress and regularly participate in school data discussions to differentiate for AIG learners. AIG specialists and classroom teachers collaborate on the following data to meet the needs of AIG students:

- Classroom summative and formative assessments
- District benchmark and State Check-in assessments
- Lexile level/ SRI data



- Cognitive Abilities Test
- IOWA Test of Basic Skills
- mClass/Guided Reading level (elementary)
- iReady data (elementary and middle)
- STAR data (high school)
- Multi Tiered Support System Data (MTSS)
- NC End of Grade/End of Course data
- At the middle school level, formative and summative data of AIG students is used to individualize learning through accelerated coursework. Students who demonstrate readiness in these assessments may enroll in high school courses during middle school years.

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**\*Practice F**

Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

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Asheboro City Schools understands that a comprehensive gifted education program must establish a plan to recognize and nurture the unique social and emotional development of gifted learners. We support a well-defined affective curriculum that addresses personal/social awareness and adjustment, academic planning, and vocational/career awareness for gifted learners. Resources may include:

- Affective Jacob's Ladder texts that address social and emotional needs
- Growth Mindset/ community building activities



- Bibliotherapy lessons and/or units
- Text based resources and lessons that focus on specific affective needs of the gifted on topics such as perfectionism, underachievement, etc.
- District based SEL lessons from research based curriculum

Children who are gifted have some unique social needs and may feel "different" from other children of their age, experience, and environment; therefore, they may need access to appropriate counseling and support to assure their affective well-being. DEP allows for AIG specialists to make note of holistic needs of the student, both academic and SEL, so that specific needs may be shared with stakeholders. Asheboro City Schools offers staff development for regular education teachers and school counselors in meeting the social and emotional needs of gifted students and continues to develop instructional strategies to address aspects of social and emotional needs within curriculum and instruction.

Gifted students are provided with differentiated guidance efforts to meet their unique social and emotional development. The students may be offered a continuum of service options to meet their needs through classroom counseling activities, parent meetings, focus groups, and individual and family support sessions, bibliotherapy using literature, joint AIG and school counselors meeting, and differentiated lessons to address social and emotional needs of the gifted, individual and parent/guardian supports.

By increasing collaboration with school counselors and AIG specialists, the continuum of service options will be extended through staff development delivered within individual schools. This collaboration occurs through regular meetings to discuss specific needs and issues related to gifted learners.

The continuum of service options can be extended to individualized affective learning and needs of gifted learners with continued collaboration between school counselors, district wellness facilitators, and AIG specialists. ACS also partners with outside agencies to facilitate additional SEL support that may be needed outside of the school environment.

Asheboro City Schools clusters AIG students to provide the opportunity to learn with others of similar interest, ability, and motivation. The AIG specialists collaborate with school counselors and district wellness specialists to provide appropriate support for AIG students. These guidance efforts may include: book club/study, small group or focuses whole group lessons.



### **\*Practice G**

Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional differentiated curriculum and instruction.

The early educational experiences of potentially gifted students help to shape their learning habits; therefore, it is essential that young students with high abilities have access to appropriately stimulating and challenging education to help ensure that their potential is cultivated and developed. A cultivating education component is critical in ensuring that there is a plan in place to provide opportunities for all children to reach their potential. Our district believes in cultivating and developing the potential of young gifted students. AIG specialists and classroom teachers will collaborate to cultivate and develop the potential of young (K-3) students through purposeful and intentional strategies, differentiated curriculum and instruction.

In 2021-2022, the addition of K-3 Talent Development Program Specialist was added in ACS to assist in professional development and modeling lessons for intentional talent development at the elementary level. The Talent Development Specialist works to increase capacity in our K-3 teachers to help address the purposeful and intentional talent differentiation and to help cultivate talent in our youngest learners. AIG specialists and the talent development specialist serve as resources for primary teachers to identify needs and locate material to extend learning opportunities.

In addition to the Talent Development Specialist's work, other practices may include:

- Promoting learning with research based strategies for underserved students to facilitate the recognition and cultivating of outstanding potential in typically under-served populations at the elementary level.
- Junior Great Books to cultivate potential through small group inquiry-based discussions.
- PETS (Primary Education Thinking Skills), a systematized enrichment and diagnostic thinking skills program suitable for Kindergarten through the primary grades, to align to the higher levels of revised Bloom's Taxonomy.
- Science and Nature Day for all third grade students to explore science and nature activities led by volunteers and teachers; activities correlate with the North Carolina Essential Science Standards.



- PO on effectively teaching gifted students in order to increase the awareness of teachers to meet the needs of gifted learners and develop talent

### **\*Practice H**

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

In Asheboro City Schools all instructional personnel collaborate to develop differentiated curriculum and instruction to meet the needs of advanced learners\_ 2021-2022 Survey data reveals that 84o/o of respondents feel that AIG specialists and classroom teachers collaborate with each other concerning differentiation for AIG students\_

AIG specialists have a working knowledge of educational and psychological needs of the intellectually and/or academically gifted and application of a variety of instructional models and/or educational strategies appropriate for use with gifted and/or talented learners\_ This knowledge assists AIG specialists in developing differentiated curriculum activities in collaboration with regular education teachers to extend and enrich the standard course of study appropriate to meeting the unique intellectual and emotional needs and interests of AIG students\_ AIG specialists facilitate the decision making process among district personnel and design gifted services to supplement or extend the academic skills and knowledge learned in regular classrooms at all grade levels to ensure continuity as students progress throughout the program\_

The AIG staff works with the district leadership to ensure implementation of differentiated curriculum and instruction is supported and expected of all instructional staff\_ Intentional efforts are in place to increase collaboration between the AIG department and teachers in grades K-3\_ The addition of a K-3 Talent Development Program Specialist has allowed for a focused effort at each elementary school through model lessons, collaborative grade level meetings and professional development The Talent Development Specialist will provide classroom teachers with curriculum examples of questions and strategies designed to engage and challenge gifted learners\_

Ongoing collaboration time among AIG personnel and other stakeholders may include the following:

- planning advanced content



- problem-solving (use of advanced content)
- development of a repository of lessons teachers can implement in their classrooms
- Planning as a team to locate resources and materials to augment differentiated curriculum and to supplement independent study opportunities for individual students.
- Collaborating with counseling personnel in implementing intervention strategies for at-risk gifted students.
- Collaborating with school counselors during middle and high school scheduling for coursework
- Participating in the gathering of information that can be used to evaluate the gifted education program.
- Providing a lending library for teachers with curriculum materials that help to extend the critical thinking of students and meet the academic needs of advanced learners in the classroom.
- creating compacted courses in secondary
- creating and offering honors and Advanced Placement courses
- monitoring the success of students in secondary via school counselors
- addition of differentiation options as part of the district pacing/curriculum guides to include relevant and appropriate units and lessons

This collaboration occurs between AIG specialists and stakeholders may occur during various formats including:

- Grade level collaborative planning meetings and vertical planning meetings
- MTSS meetings
- Monthly AIG Specialists meetings
- District led PO



### **\*Practice I**

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

We develop and document a student plan that articulates the differentiated curriculum and instruction services, curriculum, and learning environment modifications that match the identified needs of the K-12 AIG students through a Differentiated Education Plan (DEP). AIG Specialists develop Individual/Differentiated Education Plans annually for all AIG students. This document is reviewed annually with stakeholders through a group DEP meeting for families and grade level meetings with school staff to ensure effective programming, a continuum of services, and support school transitions. Individual meetings with parents/guardians may be utilized to help plan DEP upon request. Elementary and middle school specialists collaborate with students and other stakeholders (EL, EC, school counselors, parent/guardian) in order to create student schedules and/or four year plans. AIG Specialist may also be included in the IEP and/or EL meeting when considering the needs of a twice exceptional student.

AIG elementary specialists collaborate with school counselors and middle school specialists during the 5th to 6th transition to make recommendations regarding course placement and clustering. Those recommendations are noted on the student's DEP during the end of year annual review process. At the middle school level, AIG specialists collaborate with middle and high school counselors for rising 9th registration. Middle school specialists work collaboratively with school counselors and rising 9th grade AIG students to help plan a four year plan that will ensure appropriate services for high school. Specialists may also be available during transition/information meetings for middle and high school transition. These meetings may include topics such as: CTE pathway, AP courses, general middle/high school information, student school visits and special course offerings.

Asheboro City Schools needs continued development of a 9-12 DEP that AIG students can use through their high school years. Currently, a 9-12 DEP provides a general overview of differentiated services available at the high school level and is developed for AIG students that includes areas of identification, possible learning environment modification, content differentiation options, and possible enrichment. This DEP is kept on file in the students AIG folder and held in a central database for digital access.



## **Ideas for Strengthening the Standard**

During the 2022-2025 cycle, Asheboro City Schools has the following goal related to Standard 3:

- To develop a comprehensive four-year DEP for 9-12 AIG students to implement intentional and consistent programming options for high school gifted students. This plan will be developed through a collaborative effort between middle and high school counselors and AIG specialists to ensure consistent services from middle to high school.

## **Planned Sources of Evidence**

- \* DEP/IDEP
- \* Collaborative Planning Minutes, Agenda, Materials
- \* Student schedules and transcripts
- \* AIG rosters
- \* Course descriptions and other registration materials
- \* Curriculum maps, unit and/or lesson plans
- \* AIG monthly meeting materials
- \* PO Materials (talent development and AIG specialists)
- \* 3rd Grade Science resources

## **Documents**

Type	Document Template	Document/Link
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## Standard 4: Personnel and Professional Development

### **Asheboro City Schools (761) Regular Local School District- FY 2022- Local Academically or Intellectually Gifted Plan, 2022-2025- Rev 0**

#### **Standard 4: Personnel and Professional Development**

*The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.*

#### **\*Practice A**

Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local **AIG** program and plan.

All AIG specialists serving in Asheboro City Schools possess AIG licensure. The AIG program is a component of the overall educational curriculum. Therefore, the implementation and monitoring of the plan is a collaboration between all district level and school level administrative leaders, the AIG specialists, and the Director AIG services/K-12 Director of Curriculum and Instruction.

Asheboro City Schools currently employs four full-time AIG-licensed gifted education specialists and one part time talent development specialist. These individuals serve the eight schools in the district. They collaborate to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

One of our licensed specialists serves as lead coordinator for the district and serves as a representative for the AIG department at district collaborative conversations, regional meetings, state level conferences, professional development opportunities, and other state initiatives to support gifted programs. Monitoring and evaluating of the local AIG program is done by building level and district administration.

In addition, the lead specialist:

- oversees AIG student records, screening, referral, and identification processes.
- facilitates monthly AIG meetings.



- facilitates district AIG professional development for district staff.
- maintains AIG records in Powerschool and the district's internal database; runs fall and spring headcounts

Together, the AIG district team (Director of AIG services/K-12 Director of Curriculum and Instruction, lead specialist, and school based AIG specialists) will:

- Implement procedures for selecting teachers with specific responsibilities for the identification and provision of services for academically and/or intellectually gifted (AIG) students.
- Select or hire qualified personnel to serve AIG students
- Encourage qualified applicants who do not possess AIG licensure to pursue additional coursework through tuition reimbursement opportunities
- Implement a comprehensive, ongoing professional development plan for all key personnel who work with gifted learners.
- Articulate the roles and responsibilities of all persons working with AIG students.
- Facilitate regular AIG district meetings to guide, plan, develop, and implement the district AIG plan.

### **\*Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.

Current survey data showed that 930/o of teachers agree that our AIG specialists are engaged in tasks which directly address the needs of AIG learners. In the 2021-2022 survey data, teachers noted that collaboration included:

- AIG Specialists teaching model lessons in clustered classrooms, small group instructions for enrichment and/or acceleration
- providing curriculum materials



- assisting with differentiation through common planning
- conferencing with parents

As a result of this survey data, AIG specialists will continue to collaborate with and provide support for classroom teachers to meet the academic and intellectual needs of gifted learners through various models. Support provided may include face-to-face or online professional development opportunities, modeling, co-teaching, common planning sessions, distribution of resources/materials, or small group lessons.

AIG specialists collaborate with support services to monitor and address the social and emotional needs of gifted learners. Collaborative meetings with AIG specialists and school counselors are held on an as needed basis to discuss issues and trends associated with gifted learners, with special focus on transitions from 5th to 6th and 8th to 9th grade. This not only ensures that school counselors have the knowledge and awareness needed to address the social and emotional needs of gifted learners, but also helps ensure that a common mission and philosophy exists between AIG specialists and counselors. Through this collaboration, both parties can determine the most appropriate way to support gifted learners socially and emotionally at each school, as well as the best way to support teachers in addressing these needs.

AIG specialists and school administrators collaboratively address topics to support the academic, intellectual, social and emotional needs of gifted learners that may include appropriate clustering and placement options, appropriate enrichment opportunities, the determination of the types of professional development opportunities provided, or ideas for the future of the AIG program at each site.

AIG specialists support, plan, promote, and implement a range of diverse programs and activities to address the academic, intellectual, social, and emotional needs of gifted learners in the school district which may include the following:

- Spelling Bees
- Math, Science, and/or Technology Fairs
- Junior Great Books
- Independent Projects



- Science and Nature Field Trip (3rd grade students)
- North Carolina Virtual Public School courses
- Governor's School
- Summer Ventures
- Advanced coursework in middle school (high school courses)
- Academic competitions
- Credit by Demonstrated Mastery

### ■ Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

According to the current survey data of classroom teachers, instructional specialists, and administrators, the responses indicated a desire for MTSS and AIG focused professional development, differentiation strategies, and a specific focus on differentiation for the 6-12 grade span.

Professional development (PO) for personnel involved with AIG programs and services are reviewed and evaluated frequently with the district AIG team as well as the Director of AIG Services/Director of K-12 Education in order to effectively provide timely PO based on the current needs of the district.

The professional learning requirements and expectations for AIG Specialists are based on current needs of students, teachers, individual schools, and the needs of the district. Professional Development for AIG specialists may consist of an annual book study, annual peer observation and feedback cycle, monthly AIG team meetings, quarterly joint planning sessions for AIG specialists, planning and collaboration with classroom teachers, collaboration with school based Instructional Facilitators, and opportunities for professional development at regional and state workshops/conferences as necessary and appropriate.



The professional learning support and learning goals for each of the personnel stakeholder groups are reviewed and planned based on the current needs of the students, teachers, and district. According to needs expressed in the current survey data, the following options for professional development may include:

- MTSS and AIG PO at district coaching meetings
- Collaboration with district Instructional Facilitators
- AIG Specialist collaboration with classroom teachers, instructional specialists and service personnel during planning time, CASA meetings, and MTSS meetings

The district also recognizes a need for the continued growth of all personnel involved with AIG programming and services that involve the specific needs of AIG learners. The AIG district team has developed a Canvas course focused on providing the skills, knowledge, and understanding needed to meet the needs of AIG learners and prepare participants for add-on AIG licensure. This Canvas course is open to all classroom teachers (K-12), instructional specialists, student service personnel, and administrators. All personnel involved in AIG programming and services are encouraged to participate and take the PRAXIS to earn AIG add-on licensure. Asheboro City Schools also supports this initiative by offering reimbursement for a passing PRAXIS score.

#### **\*Practice D**

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

Because the learning needs of children who receive gifted services are different from other children of their age, experience, and environment, teachers responsible for these students must have appropriate knowledge and skills to meet these needs. More teachers in our district need to complete AIG licensure or professional development requirements in order to make it possible for all AIG students to be served by an AIG qualified teacher.

Asheboro City Schools' will continue to offer a local professional development course to help prepare teachers to work with AIG students who do not have an add-on license. This optional hybrid professional development course focuses on understanding gifted characteristics, research based differentiation methods and modules, and social/emotional the needs of gifted learners, and gifted resources. At the completion of the course, participants have the option to take the



Praxis exam in order to add AIG licensure to their current teaching certificate. In addition, the AIG district team has created a series of self-paced mini courses for those teachers who wish to independently pursue AIG licensure through the praxis route.

Completion of the professional development training in gifted education or AIG licensure is a district goal for all teachers serving AIG clusters.

It is important to select key personnel to work with gifted education students. We understand that gifted learners need services by professionals who have specialized preparation in gifted education, expertise in developing appropriately differentiated content and instructional methods, ongoing professional development, and exemplary professional/personal traits. District administration meets annually before the start of each school year with school administrators to ensure AIG cluster guidelines are being implemented at each elementary and middle school. Documentation of appropriate classes, training, experience, or workshops in designated subject area(s) may also serve in qualifying an individual to serve the gifted population. The district human resource office maintains a list of district staff who currently hold an AIG licensure and this information is available to school administrators.

Asheboro City Schools' continued goal is to increase the number of classroom teachers who have earned an AIG add-on licensure through Institutes of Higher Education and/or Praxis requirements.

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### **Practice E**

Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.

During the recruitment and initial hiring process, principals are encouraged to embed questions into their selection process to identify candidates who demonstrate the level of rigor we expect at all levels and specific questions related to gifted learners. Sample questions may include: What characteristics do you seek to develop talents in students?, How do parents/guardians partner with schools for talent development?, How might you collaborate with others to serve gifted learners in your classrooms?



In addition, principals and district administration are strategic when making hiring recommendations based on the needs of the school. The district also provides Tuition Reimbursement Program for staff who apply and are approved and reimburses staff for Praxis exams to add to or expand an existing license. District recruitment of diverse teaching staff may include the following strategies:

- Virtual job fairs at various locations including HBCU Legacy Bowl Career Fair for highly-qualified HBCU students from across the country, attendees included: Tuskegee University, Howard University, North Carolina Central University, and Florida A&M University; Marymount University Hispanic Serving Institution; UNC-Pembroke (Historically American Indian University); #TeachingInColor Virtual Summit
- Participation in various recruitment webinar such as "Supporting Hispanic Serving Institutions" webinar through the Hunt Institute
- District presentations to local IHE such as NC A&T State University

## **Practice F**

Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.

As part of the 20222-2026 ACS Strategic Plan, the district has identified a goal to "improve the learning-teaching process by establishing clear learning goals, building precise professional expectations, and strengthening resources and academic programming." One objective within the district strategic plan goal is to to continue to provide professional growth opportunities for staff that focuses on expanding academic and enrichment opportunities for all students. ACS AIG department provides locally developed professional development that focus on differentiation, effective strategies for rigorous instruction, and talent development as well as other topics that may be requested by individual school or district leadership. The AIG team utilizes research based resources, including those provided by NCDPI such as the Call to Action and Guidebook, to provide focus on critical actions for equity and excellence in gifted education. In addition, the AIG team integrates these with other equity and excellence initiatives in our district. The ACS AIG will collaborate with individual school sites and district leadership in order to develop and implement professional development to both meet this strategic plan goal and address equity and excellence for all in Asheboro City Schools.

During the 2021-2022 school year, Asheboro City Schools has created a position within the AIG department focusing on K-3 talent development. Part of this position is dedicated to providing talent development experiences for all



students as well as professional development as requested by school and district leadership. While newly created, this position is focused on modeling best practices for the diverse needs of advanced learners and empowering teachers to identify talent and potential in all learners.

To encourage additional licensure and professional learning related to gifted learners, ACS currently has tuition reimbursement opportunities for teachers who apply and are approved for those that wish to pursue coursework related to AIG licensure or professional learning. ACS also currently offers reimbursement for staff who want to add or expand a current license. The AIG department also has created a Canvas course to help prepare teachers for the add-on AIG licensure Praxis. These opportunities combined will work together to support the district's goal of providing professional development focused on expanding opportunities and enrichment for all students.

### **Practice G**

**Aligns** professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

#### Professional Development Goals for ACS AIG Program:

- Goal1: Facilitate professional learning opportunities in a variety of settings and modes across the total school community to focus on changing mindsets, policies, and practices.
- Goal 2: Integrate professional learning with the district's overall program to ensure needs of the gifted are addressed
- Goal 3: To increase partnership with Exceptional Children, EL, and Title 1 specialists to cultivate and recognize potential in students and to determine effective programming for students which may include service options outside of traditional services

AIG district team partners with the district professional development team to offer PO related gifted learners at the district and school based level through various modes. These PDs sessions may be offered during school based staff meetings, early release days, mini-conference professional development days, or regular grade level/content meetings. PO resources include: Booster Shots from DPI, research based instructional materials, AIG professional



development, equity and excellence briefs, and/or other DPI materials. Specific focus is given during these PO sessions to focus on changing mindsets, policies, and practices.

During the grade level/content meetings, AIG specialists have the opportunity to work directly with classroom teachers and instructional specialists to plan, implement, and discuss best practices and refine professional learning related to gifted learners. Elementary schools have bi-monthly grade level planning and data meetings in which the AIG specialists participate regularly. Middle and high schools have weekly content/grade level meetings, district vertical team meetings, and monthly faculty meetings in which the AIG specialists may participate. In addition, AIG specialists work with school based instructional facilitators to integrate best practices for gifted learners during grade level/content planning.

AIG specialists may also co-teach regularly in AIG cluster classrooms at the elementary and middle school level to model strategies for working with gifted learners and provide feedback to cluster teachers on instructional strategies. This also provides an opportunity for exemplar lessons that include strategies from district and school based professional development. In addition, AIG specialists participate in data meetings to discuss AIG students and reflect on professional learning opportunities.

AIG specialists for the district also meet together monthly to plan, implement, and refine applications of professional development learning and to monitor AIG plan. The AIG team maintains a shared Google Drive to digitally share grade level appropriate resources and professional development materials. The lead AIG specialist also houses the district AIG library for print materials and books that are available to use at any school for book studies, professional development, or AIG exemplar lessons.

The Talent Development Specialist will deliver focused training outlining a shift in mindset. Teachers will learn how to navigate around and erode barriers created through implicit biases preventing our underserved populations from being identified. They will be given checklists of characteristics to look for in underserved populations. Additionally, teachers will be given strategies for determining learner readiness for challenges encompassing academics and social emotional needs.

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### **Ideas for Strengthening the Standard**

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During the 2022-2025 cycle, Asheboro City Schools has the following goal related to Standard 3:

- To utilize AIG specialists as instructional coaches to help support AIG learners in the regular classroom.

Planned Sources of Evidence
* AIG staff meeting materials
* PO rosters and materials/presentations
* PO logs for AIG specialists
* List of AIG licensed staff
* Google Drive with materials
* AIG district library

Documents		
Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	



## Standard 5: Partnerships

### **Asheboro City Schools (761) Regular Local School District- FY 2022- Local Academically or Intellectually Gifted Plan, 2022-2025- Rev 0**

#### **Standard 5: Partnerships**

*The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.*

#### **\*Practice A**

Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

AIG specialists and school level personnel, in collaboration with the Director of AIG Services/Director of K-12 Curriculum, may partner with parents/guardians to help develop services and programs for gifted learners through the following:

- Annual AIG informational meetings for school staff, parents/guardians, and others to inform stakeholders and provide opportunities for parent/guardian feedback regarding programming. These sessions may be provided through a virtual or face to face format. Feedback may also be gathered during district and/or school based surveys. All written materials are translated.
- In addition to the DEP or IDEP annual meeting, student/parent/guardian/classroom teacher conferences may be scheduled to focus on the individual student's needs and academic progress.
- Current AIG plan is available on the district website for parent/guardian access. Additional AIG informational materials, such as AIG school brochures, students' Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP), are available for parents upon request.



- Individual schools may also facilitate parent/guardian question and answer sessions related to acceleration, extension and enrichment opportunities available during the school year. Past topics have included: AP night for high school students, career and college exploration, enrichment opportunities transition meetings for rising 6th and 9th graders, college tours, summer opportunities, AIG services at the elementary level, etc.
- AIG specialists collaborate with school counselors to provide opportunities for SEL focused sessions and address individual student SEL needs.

### **\*Practice B**

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

Asheboro City Schools believes our partnerships with parents/guardians and community stakeholders are an essential component of student success. ACS will enhance support for AIG programs and services by maintaining and creating new partnerships with these stakeholders.

Asheboro City Schools networks with families regarding their children's academic and social progress by communicating and working in partnerships with colleagues, administrators, school boards, students, families, and business and industry on behalf of gifted learners. Networks may include but are not limited to the following methods:

- Creating communication vehicles that explain the programming services available to AIG students (as stated above).
- Locating a variety of resources to share with parents/guardians to support their gifted children at home. These resources are shared through quarterly newsletter and face to face/virtual sessions.
- Developing activities to encourage parental and community involvement in the education of the gifted.
- Participating in professional organizations related to gifted and talented education to inform the school district of best practices.
- Invitations to community partners to attend AIG Student Showcases that focus on highlighting student achievements.



- Board spotlights for students to share with the local board of education and staff various achievements.
- Communication regarding local workshops and opportunities sponsored by other organizations related to gifted issues (ie, Randolph County Public Library, Randolph Community College, and other local HEs). This may include lunch and learn sessions for parents or school based informational sessions at family engagement nights at each school site.

Our community stakeholders play an important role in our efforts to provide effective educational experiences for enrichment, extension and acceleration for all students. Partnerships with school and other local civic organizations may include:

- Donation of appropriate materials and other types of support to elementary and middle schools
- Support of school activities
- Academic Excellence Awards
- Student enrichment trips or day activities

The following events are district-wide initiatives that may involve parents/guardians and community leaders in the support of gifted education:

- Faith-based school volunteers that help mentor and provide resources for students.
- Community based mentors
- Academics competition judges like Math Fair or Science Fairs
- AHS Small Learning Communities (Zoo School, Health Science Academy)
- 3rd grade science day field trip in conjunction with the NC Zoo
  - Career Day community volunteers
  - Asheboro/Randolph Chamber of Commerce Student LIFT program



- Asheboro Rotary Club Student Leadership Program
- Randolph Arts Guild
- Randolph County Cooperative Extension and 4-H
- North Carolina Zoological Park
- Communities in Schools
- Student Internships/Apprenticeships
- Institutions of Higher Education
- Asheboro Public Library
- STEAM Competition
- After school enrichment opportunities with community partners

### **Practice C**

Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.

Asheboro City Schools develops an advisory team to review, develop, implement, monitor, and revise the local AIG program and plan. Additionally, the team reviews the strengths and seeks continuous improvement in all areas. This process involves school system staff, parents/guardians, students, administrative staff, and members of the community. The current team updated and revised the 2019-2022 AIG Plan which contained guidelines to identify potentially gifted students and establish procedures for providing appropriate educational services. Due to district COVID protocols, various teams of stakeholders met throughout 2021-2022 in both virtual and face to face sessions. These teams included intentional efforts for a variety of stakeholders that are representative of the district's demographics..



Asheboro City Schools Academically and/or Intellectually Gifted Program Advisory Teams for 2021-2022 included the following teams:

**AIG District Level Advisory Team:** Lead AIG Specialist, School level AIG Specialists

**Administrative Advisory Team:** Assistant Superintendent of Curriculum and Instruction, Director of K-12 Education, Director of Equity and Inclusion, BT Coordinator/Curriculum Specialist, School Principals, Lead AIG Specialist, and School AIG Specialists, Accountability and Student Information Coordinator

**School Based Advisory Team:** School level AIG Specialists, Classroom Teachers K-5 and 6-8, Instructional Facilitators, Instructional Support personnel, Career Development Coordinator. Both survey and face to face sessions were utilized for school based advisory teams. Implementation and monitoring of the AIG plan is obtained by collecting parent, teacher, and administrator input on the AIG survey. The AIG District and Administrative Advisory Teams analyzed and used this survey data to make revision recommendations for the 2022-25 plan.

**Parent/Guardian Advisory Team:** Due to current COVID protocols, parent/guardian advisory input was gathered via digital surveys. Both multiple choice and short response formats were used to collect feedback. NC DPI survey resources were also used to create questions. The AIG District and Administrative Advisory Teams analyzed and used this survey data to make revision recommendations for the 2022-25 plan.

**Student Advisory Team:** Due to current COVID protocols, student input was gathered via digital surveys and informal small group sessions. Both multiple choice and short response formats were used to collect feedback in the survey. The AIG District and Administrative Advisory Teams analyzed and used this survey data to make revision recommendations for the 2022-25 plan.

Moving forward advisory teams will meet in person in order to develop, implement, monitor, and revise the local AIG program and plan.

#### **Practice D**

Informs all students, parents/guardians, and the community of the following:

- Local AIG Plan
- Local AIG program services



- Policies relating to advanced learning and gifted education
- Ways to access opportunities available to AIG students

Communication is ongoing and responds to the diverse language needs of the community.

Asheboro City Schools informs all students, parents/guardians, and community related to the current plan, program services, and other policies regarding opportunities available to AIG students on an on-going basis and in their native language. Currently, the district employs interpreters to relay information to parents in their native language for both written communication and verbally at district meetings. All communication is translated into Spanish.

AIG Specialists and school level personnel, in collaboration with the Director of AIG Services, conduct informational meetings for school staff, parents/guardians and the local community. During the parent/guardian meetings, the student's Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP) will be reviewed with parents/guardians for feedback and an overview of the current AIG Plan will be provided. These school based sessions also inform parents of enrichment opportunities available during the school year. In addition to the DEP or IDEP conference, student/parent/classroom teacher conferences may be scheduled to focus on the individual student's needs and academic progress. The AIG Specialists will be a part of these parent/teacher conferences as their schedule allows. The AIG specialist may also attend curriculum nights and/or open house nights at their assigned schools in order to communicate how the curriculum is being differentiated and enriched to meet the learning needs of the AIG students. Translators are available for all of these events.

AIG school brochures with written, accurate information about the program options for gifted education and the AIG plan will be placed on the district website and are also available in print formats upon requests at each school. At the elementary and middle school level, AIG Specialists create a quarterly AIG newsletter, both English and Spanish, that is distributed along with student report cards. Past topics for newsletters have included: AIG student celebration, talent development spotlight, summer enrichment opportunities, tips for working with gifted students at home, and district AIG events. The district AIG team also utilizes social media to share celebrations and information related to the AIG program.

At the high school level, student enrichment opportunities are shared on an ongoing basis with students and parents/guardians through learning platforms, weekly newsletters, and/or phone messages. These 9-12 updates also include scholarship opportunities and/or community events that may be of interest to AIG learners.



The Public Information Officer and district and school leadership will provide ongoing information regarding advanced learning and gifted education to the community through various methods including local media outlets, automated telephone messages, newsletters, Professional Development Notes, and school websites.

The district AIG team will continue to develop ways to make information about the local AIG program, the local AIG plan and other policies concerning gifted education more easily accessible to all stakeholders through the district website and other forms of electronic communication. Resources will be posted on the district website where appropriate and translated as possible. We will continue to explore the use of a webpage specific to the needs of AIG students and their parents, and communicating information about how Asheboro City Schools addresses the social/emotional and educational needs of these students.

### **Ideas for Strengthening the Standard**

During the 2022-2025 cycle, Asheboro City Schools has the following goal related to Standard 5:

ACS district goal is to increase the diversity and number of community partnerships and parent outreach in order to strengthen the program for the benefit of our students.

### **Planned Sources of Evidence**

- \* Advisory Team Agendas and minutes
- \* AIG brochures
- \* Monday Musing electronic newsletter
- \* AIG District newsletters
- \* Surveys and Survey results
- \* Volunteer logs
- \* Presentation materials from events, websites, etc.



## Documents

Document Template

Document/Link

AIG Standard 5 Additional Resources

N/A



## Standard 6: Program Accountability

### **Asheboro City Schools (761) Regular Local School District- FY 2022- Local Academically or Intellectually Gifted Plan, 2022-2025- Rev 0**

#### **Standard 6: Program Accountability**

*The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.*

#### **Practice A**

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy N.C.G.S. § 115C-150.5-.8 [Article 98]), which has been approved by the local board of education and sent to SBE/DPI or review and comment

Asheboro City Schools submitted a 2019-2022 plan that was approved by the local board of education and sent to the NC State Board of Education for review. The feedback received from NCDPI in winter of 2019 indicated the local AIG plan submission was complete with many overall commendations and applauded ACS efforts in developing a local AIG plan that is comprehensive and aligns with NC AIG Program Standards. In addition an addendum was added to the 2019-2022 plan in spring of 2021 to respond to the district's needs during COVID. This addendum was approved by BOE spring 2021 and approved by NCDPI in June 2021.

The AIG plan outlines the identification process, service options, and delivery of services for AIG students in grades K-12. In accordance with the General Assembly passage of Article 98, the Academically and/or Intellectually Gifted Students Amendment, an advisory team was formed to review the existing gifted plan and assess the strengths and continuous improvement areas. This process involved school system staff, parents, students, administrative staff, and members of the community. The team updated and revised the 2019-2022 AIG Plan which contained guidelines to identify potentially gifted students through an equity and excellence lens and establish procedures for providing appropriate educational services. A self assessment was completed in the fall of 2021 with feedback from various stakeholders surveys (parents, students, certified staff) and DPI from the 2019-2022 plan to help drive the development Asheboro City Schools used the DPI revision timeline to make changes and communicate updates regarding the plan revision process.



The result is an updated 2022-2025 Academically and/or Intellectually Gifted Education Program that is designed to meet the needs of gifted students and cultivate academically and/or intellectually gifted potential especially in under-served populations in accordance with the expectations of the North Carolina AIG Program Standards. The Director of AIG services/K-12 Director of Curriculum and Instruction and AIG specialists implement a comprehensive AIG program that demonstrates knowledge of state and national standards with comprehensive services for K-12 AIG students based on the standard course of study and best practices.

The 2022-2025 AIG Plan was submitted to the Asheboro City Schools Board of Education at their May 2022 meeting. Copies of the plan will be given to each AIG specialist, principal, and school board member. The district AIG plan will be located on the district website. AIG specialists share the current AIG Plan and AIG related data with staff each year through school wide staff meetings and with parents/guardians at the yearly DEP meeting.

#### **\*Practice B**

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

The plan for Academically and/or Intellectually Gifted Education is evaluated formatively and summatively. The plan ensures that student assessments and services for academically and/or intellectually gifted students are aligned and comply with both state and federal accountability standards. A variety of data collection strategies are used both initially for baseline data and throughout the three years of this plan. Formal and informal data collection instruments may include test data, grade level team meetings, written and oral questionnaires, and review of multiple performance indicators and student portfolios. All evaluation procedures are supervised by the AIG Specialists and Director of AIG Services/K-12 Director of Curriculum and Instruction.

Progress of the implementation of the local AIG program is reported on a regular basis to local stakeholders including: the AIG advisory group, district leadership, and the local Board of Education. The AIG specialists meet with teachers bi-monthly to collaboratively plan with their cluster teachers and/or grade level teams at their assigned school sites. Monthly AIG Team meetings with the AIG specialists and Director AIG services/K-12 Director of Curriculum and Instruction are held to discuss progress of the plan, to problem solve, and to make recommendations for improvement in AIG curriculum and instructional strategies. The AIG Year-at-a-Glance document is reviewed and amended at each monthly meeting and is a tool for monitoring the implementation of the AIG Plan. The Director of AIG Services and AIG



lead specialist collect sources of evidence in a shared AIG Google Drive. The AIG Lead/Director coordinates with other departments to monitor implementation of the plan.

The Director of AIG Services and AIG specialists have knowledge of the identification procedures for intellectually, academically, creatively, culturally diverse, and twice-exceptional gifted learners. AIG specialists analyze assessment and achievement data for individual students throughout the school year.

AIG specialists perform the following:

- Implement the district AIG identification procedures and interpret assessments to identify the unique needs of gifted students.
- Collaborate with classroom teachers to nominate students for gifted education programming services on an ongoing basis.
- Conduct annual meetings to inform parents and teachers of students' eligibility and district procedures for program placement and services.

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### **\*Practice C**

Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

The Director of AIG Services and district finance officer monitor expenditures of the AIG program through a budget spreadsheet. The director understands that gifted education funding should be part of the continuous budget planning process and should receive support comparable to similar efforts within the district and allocates adequate time, financial support, and personnel to implement the district's AIG Plan. The department prioritizes people, resources and professional development, based on program needs, to ensure students will benefit when planning purchases and other expenditures. AIG expenditures include supplies/materials, salaries, technology, and equipment for AIG specialists and students. Additional funding is also provided through the district Curriculum and Instruction department for materials and professional development for AIG specialists. Using federal monies designated through the ESSER funds, a Talent Development Specialist position will be implemented in order to meet the needs of K-2 learners for 2021-2024.



In North Carolina, the number of gifted education students funded by the state is currently capped at 4% of each school system's Average Daily Membership (ADM). This number does not reflect the total number of eligible students served in the district.

#### **\*Practice D**

Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for **AIG** students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

AIG specialists maintain data spreadsheets analyzing students' achievement and growth through each school year and their overall school years. Data collected by specialists may include: lexile, district benchmarks, EOG scores and EVAAS growth data for AIG students. This data is reviewed regularly to recognize patterns and trends to help monitor AIG students' needs.

AIG specialists participate in data discussions at each elementary and/ or middle school to analyze student growth with an intentional focus on underserved populations. Data from district and school based SEL needs may be reviewed during these discussions. In addition, AIG lead and middle school specialists collaborate with AP coordinator at high school to gather and analyze AP data including AP scores, enrollment statistics, and other academic data.

Asheboro City Schools' district team uses disaggregated data to analyze the annual drop out data each school year to determine the percentage of AIG students who drop out. High school dropout data will be reviewed monthly. Rationale for students' exits and withdrawals will be collected by interviewing students who have dropped out. This data will be shared with appropriate stakeholders.

EVAAS (Education Value-Added Assessment System) data will be used to determine the amount of AIG student growth from one year to the next. This data will be shared with principals and teachers in order to determine specific instructional changes that may need to be implemented. The Director of Testing and Accountability will share district benchmark data with AIG specialists, classroom teachers, and administrators. AIG student performance EOG data will be analyzed annually by AIG specialists and district stakeholders.



### **\*Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

As evidenced by current AIG demographics, there is a need to incorporate specific strategies related to equity with the AIG program. The AIG district team will implement the following strategies to focus maintaining and analyzing data sources to ensure on equity and excellence within the referral, identification, services and retention of AIG students:

- The AIG district team generates reports from PowerSchool and district data to analyze data based on AIG demographic breakdown. The reports are maintained in the district AIG server.
- AIG specialists maintain school based spreadsheets to maintain and analyze current AIG students. This data may include school based assessment, EOG/EOC, district benchmark, universal screeners and/or other school based measures. In addition, talent pool students' data are also reviewed annually to make recommendations related to referral, screening, and/or possible identification. Students can qualify for AIG services with a nonverbal score on the CoGat (Cognitive Abilities Test) as a cultural neutral assessment of general ability at the elementary and middle school levels
- Additionally, EOG/EOC data is reviewed annually by AIG specialists in order to recommend appropriate modifications based on needs and area of identification during annual review.
- Intentional monitoring of talent development services occurs with the talent development specialist to maintain and analyze student performance to cultivate a pipeline in grades K-3 where all students can show their potential. All primary grade students will be given access to advanced opportunities removing barriers of cultural perceptions.
- The AIG specialists monitor local AIG data regarding the percentage of students in the AIG program by gender and race following fall and spring headcount to examine trends in identification and retention of AIG students.
- AIG specialists continue to increase collaboration with **ELL** and EC departments, as well as MTSS teams, to ensure adequate monitoring of sub-groups and their participation in AIG programs.



- Data related to course enrollment, such as enrollment in advanced courses at middle school, honors/AP level courses, transfer or other community college courses are reviewed by counselors, AIG specialists, and other district level personnel to ensure equitable opportunities for advanced coursework.

– 1 [Click here to remove the table and use only the narrative field.](#)

#### Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
<b>Female</b>	---	<5o/o	<5o/o	---	---	---	14.00o/o
<b>Male</b>	---	---	6.68o/o	---	---	---	14.29o/o
<b>Total</b>	22.22o/o	<5o/o	<5o/o	---	6.75o/o	---	14.14o/o

#### Percent of Total AIG Students Identified as Dual Exceptionality

1---

#### \*Practice F

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.

The Human Resources office of Asheboro City Schools maintains a current database of AIG certified staff. In addition, the AIG department and Human Resources maintain records of teachers who have completed local PO related to gifted learners. This local PO may include AP/Pre-AP training, local coursework, school based PO, and/or other outside PD. Each year the Director of AIG Services receives an updated list of the district personnel with AIG add-on licensure from the Human Resources Department.



School AIG specialists meet annually with school administration to help review the list of personnel at their school with the AIG add-on licensure and to discuss clustering the AIG students with the most appropriate teachers for the upcoming school year. In addition, AIG specialists also work with administrators to help advise appropriate placement based for AIG learners and develop PO that aligns with individual school needs related to AIG.

### **Practice G**

Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

The district has an advisory team that consists of community members, parents/guardians, teachers of the gifted, AIG specialists, and central office staff who meet to review all aspects of the local AIG program. The AIG Advisory Team consists of diverse stakeholders from each school within the district. In the 2021-2022 school year, ACS utilized multiple ways of gathering input related to revisions for the 2022-2025 AIG plan. These formats include surveys related to high priority areas, focus groups, quick asks during other established meetings all throughout the year, ensuring all stakeholders have opportunities to provide feedback. Surveys and topics for focus groups were based around areas for high priority in the self-assessment tool and those areas which were indicated as partially or not evident on the DPI feedback.

In addition, annual stakeholder feedback may be solicited through the following formats:

- parent/guardian survey at the annual parent meeting (digital and print formats are available in both English and Spanish)
- feedback from classroom teachers with the AIG cluster of students and administrators at grade- level planning meetings.

This data is analyzed by AIG specialists for continuous improvement and reviewed by this team to ensure consistency and fidelity of program vision, and to ensure service delivery is equitable and consistent across schools. Participants on the Asheboro City Schools Academically and/or Intellectually Gifted Program Advisory Team are representative of the diverse population and interests within our district and oversee the continued implementation of the Academically and/or Intellectually Gifted Education Plan.



The regular feedback is gathered through implementing effective data management systems and accountability requirements for gifted students and district personnel and develops formative and summative evaluation of the gifted program that focuses on both quantitative and qualitative outcomes. This leads to ongoing reflection of the strategies and instructional approaches used by teachers with gifted students.

#### **Practice H**

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

The local AIG plan is revised as mandated by the State Board of Education. Budget, staff development needs, number of AIG certified staff, number of identified students, AIG program standards and practices, student identification procedures, AIG Advisory feedback, survey responses, and other data sources are used in the revision process for continuous program improvement.

The Asheboro City Schools 2022-2025 AIG Plan was developed by using the results of the AIG Self-Assessment document, survey data from students, parents, and staff, input from AIG Advisory Team, and continuous feedback from AIG specialists. Our district organizes the evaluation of the AIG program using formal and informal evaluation techniques including systematic gathering, analyzing, and reports of formative and summative data. This data can be used to improve the existing program. AIG specialists gather information from all stakeholders using reliable and valid measures to determine AIG program effectiveness. AIG district team works along with the advisory team and district administration to complete self assessment to ensure the local program is aligned with our current district's vision, mission, policies, practices and procedures. The team utilizes current collaborative structures (advisory, grade level, content level meeting) to also help gather a comprehensive evaluation of the local AIG program.

#### **\*Practice I**

Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.

The results of the AIG program evaluation are contained within the current AIG Plan. The district AIG Plan is posted on the Asheboro City Schools AIG web page, translations available upon request. The program evaluation results are



also shared with stakeholders at the AIG Advisory Team meetings, school board meetings, and various other district level meetings. Confidentiality of stakeholders and student data are maintained according to FERPA guidelines.

AIG specialists share the current AIG Plan and AIG related data with staff each year through school wide staff meetings and with parents/guardians at the yearly DEP meeting.

### **\*Practice J**

Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

The AIG plan is written and approved by the local school board and DPI. There is a clear process in place for informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

**Informed consent for assessment** leading to identification occurs when students are tested outside the whole grade screening opportunity in third grade. Parents/guardians sign a permission to test letter. Copies are kept in the student's AIG file.

**Consent for identification and placement** occur during initial AIG identification in Asheboro City Schools with a permission to receive AIG services from parents/guardians. Copies are kept in the student's AIG file.

**Reassessment** occurs for those recommended by the NOT or as parent/teacher request will be offered during the annual testing window. Student test scores are valid for two years after the date of testing. Retesting will occur outside of the two year window. An individual permission to test is collected by parents or guardians for students that are recommended for reassessment. Copies are kept in the student's AIG file.

**Transfer** students from other North Carolina districts with current AIG services will maintain those services for that school year. Eligibility to remain in the program may be verified by PowerSchool or other official AIG documentation from transferring school districts. Eligibility of transfer students from other states will be verified with documentation from the transferring school district. Parents/Guardians are noticed of transfer procedures once eligibility is confirmed through the district transfer letter. Copies are kept in the student's AIG folder. AIG services for all transfer students



will be reviewed at the end of the school year during the annual review process.

The AIG 2022-2025 Plan contains **due process procedures** regarding the identification and service decisions for all students. These procedures are used to resolve disagreements between parents/guardians and the school/district when a child is either not identified for formal AIG services or there is a concern regarding the appropriateness of services. Copies of these procedures are shared with parents at the annual Differentiated Education Plan (DEP) meetings and are available in English and Spanish.

Due process procedures regarding the identification and service decisions are in place and posted on the district website in English and in Spanish. This is a procedure to resolve disagreements between parents or guardians and the local school administrative unit when a child is either not identified for differentiated services or there is a concern regarding appropriateness of services. The process begins in the school and, if not resolved, can proceed to the administrative level in the Central Office and/or Board of Education. Asheboro City Schools' due process procedures for Academically and/or Intellectually Gifted identification services decisions are as follows:

If the student was **NOMINATED** by parents, but not **IDENTIFIED** as needing differentiated services by the NDT-AIG inform parent/guardian of this decision by providing them with the following:

1. Copy of Multiple Criteria Pathways for AIG services
2. Copy of Due Process Procedures Brochure

If the student was **IDENTIFIED** and the NDT-AIG recommends a **DIFFERENTIATED EDUCATION PLAN**, inform parents/guardian of this decision by providing them with the following:

1. Copy of Multiple Criteria Pathways for AIG Services
2. Copy of Differentiated Education Plan
3. Copy of Due Process Procedures
4. Asheboro City Schools AIG Program brochure



If parent/guardian has disagreements regarding nomination, identification, or service options, they are guaranteed the due process procedures as follows:

- I. Parent requests in writing a conference with the Needs Determination Team (NOT) at the school for AIG education.
- II. The parent will request a conference with the school principal if the principal is not a member of the NOT.
- III. The parent appeals the principal's decision to the Asheboro City Schools Director AIG services/K-12 Director of Curriculum and Instruction.
- IV. The parent appeals the AIG Director's decision to the Assistant Superintendent of Curriculum and Instruction of Asheboro City Schools.
- V. The parent appeals the Superintendent's decision to the Asheboro City School Board of Education.
- VI. The parent petitions the administrative law judge for a contested case hearing.

#### **Step 1: Appeal to school level Needs Determination Team (NOT)- AIG through AIG specialist**

- A. Parent/guardian may make a request in writing for a conference with the NDT-AIG to discuss the concerns about the recommendation. A written request is required and kept by the AIG specialist.
- B. NOT-AIG reviews the student's record and previous nomination, identification, and service delivery options decisions. The team may gather additional information about the student from teachers and/or parents as needed. The Individual Student Profile may be updated.
- C. NDT-AIG grants the conference within ten (10) school days of request and responds to parent/guardian in writing within five (5) school days after the conference.

IF THE DISAGREEMENT IS NOT RESOLVED AT THE NDT-AIG CONFERENCE, THEN PROCEED TO STEP II- PRINCIPAL CONFERENCE (unless the principal of the school was on the NDT-AIG).

#### **STEP II:- Principal Conference- (If principal was part of NDT-AIG, proceed to STEP III.)**



A. Parent may make a written request within thirty (30) calendar days for a conference with the principal after the written notification.

B. Principal reviews the recommendation with the NDT-AIG chairperson.

C. Principal grants the conference within ten (10) school days and responds in writing within five (5) school days after the conference.

IF THE DISAGREEMENT IS NOT RESOLVED AT THE PRINCIPAL CONFERENCE, THEN PROCEED TO STEP III -DIRECTOR OF AIG SERVICES/K-12 DIRECTOR OF CURRICULUM AND INSTRUCTION

### **STEP III- Appeal to Director of AIG Services/K-12 Director of Curriculum and Instruction**

A. Parent/guardian may appeal principal's decision in writing to the Director of AIG Services/K-12 Director of Curriculum and Instruction Services within five (5) school days of receiving the response from the school principal.

B. Director of AIG Services/K-12 Director of Curriculum and Instruction Services reviews the grievance within five (5) school days of receipt of appeal.

C. Director AIG Services responds in writing to the parent and principal concerning the outcome of the review within ten (10) school days

IF THE GRIEVANCE IS NOT RESOLVED AT STEP III, THEN PROCEED TO STEP IV- APPEAL TO Assistant Superintendent of Curriculum and Instruction or Superintendent.

### **STEP IV- Appeal to Assistant Superintendent of Curriculum and Instruction or Superintendent**

A. Parent/guardian may appeal decision to the Assistant Superintendent or Superintendent within five (5) school days of receiving the response.

B. Assistant Superintendent/Superintendent reviews the grievance within five (5) school days of receipt of the appeal.



C. Assistant Superintendent/Superintendent responds in writing concerning the outcome within ten (10) days to the parent/guardian and principal.

IF THE GRIEVANCE IS NOT RESOLVED IN STEP IV, THEN PROCEED TO STEP V- APPEAL TO THE BOARD OF EDUCATION

### **STEP V -Appeal to Asheboro City Schools Board of Education**

A. Parent may appeal to the Board of Education in writing within ten (10) school days following the written response from Step IV

B. The Board shall offer a final written decision within thirty (30) calendar days.

IN THE EVENT THAT THE LOCAL GRIEVANCE PROCEDURE FAILS TO RESOLVE THE DISAGREEMENT, THEN THE STATE GRIEVANCE PROCEDURE WOULD BE IMPLEMENTED.

### **STEP VI -State Level Grievance Procedure**

A. Parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:

(i) whether the local school administrative unit improperly failed to identify the child as an academically and/or intellectually gifted student,

or

(ii) whether the local plan has been implemented appropriately in regard to the child.

B. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.



[±] Click here to remove the table and use only the narrative field.

#### **It Ideas for Strengthening the Standard**

During the 2022-2025 cycle, Asheboro City Schools has the following goal related to Standard 6:

- To continue data driven decisions at the local level and incorporate a variety of survey opportunities AIG Advisory Teams

#### **Planned Sources of Evidence**

\* 2019-2022 and 2022-2025 AIG Plan

\* Board of Education minutes/presentations

\* ACS District website

\* AIG Specialists schedules

\* Data spreadsheets

\*Year at Glance document

\* Budget spreadsheet for AIG expenses



\* Exit interviewvs from high school students

\* AIG district database/Powerschool rosters

\* Self assessment document

\* Due process brochures

## Documents

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	<a href="#">O <u>AIG Standard 6 Additional Resources</u></a>
		<a href="#">O <u>AIG Standard 6 Additional Resources</u></a>



Local Board of Education Approval
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**Asheboro City Schools (761) Regular Local School District- FY 2022- Local Academically or Intellectually Gifted Plan, 2022-2025- Rev 0**

Approved by local Board of Education on:

Approved by local Board of Education on:

## Documents

## Type

Local Board of Education Approval Signatures  
[Upload at least 1 document(s)]

## Document Template

# Local Board of Education Approval Template

## Document/Link



## AIG Related Documents

### Asheboro City Schools (761) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	<a href="#">O AIG Standard 1 Additional Resources</a> <a href="#">AIG Standard 1 Additional _ Resources</a> <a href="#">O AIG Standard 1 Additional Resources</a> <a href="#">O AIG Standard 1 Additional Resources</a> <a href="#">AIG Standard 1 Additional _ Resources</a>
AIG Standard 2 Additional Resources	N/A	<a href="#">(r) Standard 2 and 3</a>



Programming Options

AIG Standard 3 Additional Resources N/A

AIG Standard 4 Additional Resources N/A

AIG Standard 5 Additional Resources N/A

AIG Standard 6 Additional Resources N/A

☐ AIG Standard 6 Additional Resources

☐ AIG Standard 6 Additional Resources



**Asheboro City Schools (761) Regular Local School District- FY 2022- Local Academically or Intellectually Gifted Plan, 2022-2025- Rev 0**

Phrase	Definition
ACS	Asheboro City Schools
AIG	Academically and Intellectually Gifted
AP	Advanced Placement
BOG	Beginning of Grade test
CCP	College and Career Promise
CDM	Credit by Demonstrated Mastery
CFA	Common Formative Assessment
CogAt	Cognitive Abilities Test
CTE	Career Technical Education
CTONI	Comprehensive Test of Nonverbal Intelligence
DEP	Differentiated Education Plan
EC	Exceptional Children
EL	English Learners
EOC	End of Course test
EOG	End of Grade test



EVAAS	Education Value-Added Assessment System
GRS	Gifted Rating Scale
IDEP	Individual Differentiated Education Plan
IG	Intellectually Gifted
LIFT	Leadership Information for Tomorrow, a program offered to students in Randolph County through the Chamber of Commerce.
MTSS	Muti-Tiered System of Support
NCVPS	North Carolina Virtual Public School
NOT	Needs Determination Team
NNAT	Naglieri Nonverbal Ability Test
PBL	Project or Problem Based Learning
PO	Professional Development
PETS	Primary Education Thinking Skills
RIAS	Reynolds Intellectual Abilities Scale
SCOS	Standard Course of Study
SEL	Social and Emotional Learning
STEAM	Science Technology Engineering Art and Math
UNIT	Universal Nonverbal Intelligence Test
WISC-IV	Weschler Intelligence Scale for Children



!±] [ The Local AIG Plan glossary is provided in an uploaded document.



## **Local AIG Plan Board Approval Document**

The Asheboro City Schools Local Board of Education reviewed and approved the Local Academically or Intellectually Gifted (AIG) Plan on June 2, 2022. This Local AIG Plan shall remain in effect for 2022-2025 as outlined in the regulations of Article 9B of Chapter 115C of the North Carolina General Statutes.

For questions regarding this Local AIG Plan, please contact Deanna Wiles, Director of K-12 Curriculum and Instruction.

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Signature of Board Chair

Date

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Signature of Superintendent

Date



## Calendar of Upcoming Events

June 2, 2022

Day	Date	Time	Event	Location
Friday	June 3	All Day	K-2 Field Day Teachey	Guy B. Teachey Elementary
Friday	June 3	9:00-10:00 a.m.  10:30-11:30 a.m.	First & Second Grades Awards Third & Fourth Grades Awards	McCrary Elementary
Friday	June 3	12:30 p.m.	Kindergarten Awards	Lindley Park
Friday	June 3	3:00-4:45 p.m.	McCrary Fifth Grade Dance	McCrary Elementary
Friday	June 3	6:00-8:00 p.m.	Eighth Grade Spring Formal Dance – NAMS	North Asheboro Middle School
Monday	June 6	6:00 p.m.	Randolph County Commissioners Meeting	Randolph County Old Courthouse
Tuesday	June 7	10:30 a.m. 1:00 p.m.	Third Grade Awards First Grade Awards	Lindley Park
Wednesday	June 8	9:00-10:30 a.m.	Kindergarten Awards Day - McCrary	McCrary Elementary
Wednesday	June 8	12:00-2:15 p.m.	Fifth Grade Awards Day McCrary	McCrary Elementary
Wednesday	June 8	8:30 a.m. 10:00 a.m. 12:30 p.m.	Kindergarten Awards First & Second Grade Awards Third & Fourth Grade Awards Loflin	Donna Lee Loflin Elementary
Wednesday	June 8	10:30 a.m.- 1:00 p.m.	Fifth Grade Awards Day & Picnic Balfour	Balfour Elementary
Wednesday	June 8	9:00 a.m. 1:00 p.m.	Second Grade Awards Fourth Grade Awards	Lindley Park
Thursday	June 9	8:30 a.m.	Fifth Grade Awards Day Loflin	Donna Lee Loflin Elementary
Thursday	June 9	8:30 a.m.	Sixth & Seventh Grade Awards Day South Asheboro Middle School	VIRTUAL-social media/Blackboard
Thursday	June 9	9:00 a.m.	Fifth Grade Awards Day Teachey	Guy B. Teachey Elementary
Thursday	June 9	9:00 a.m.	Eighth Grade Awards Day NAMS	North Asheboro Middle School



[illegible]






## **Asheboro City Board of Education Meetings**

### **2022-2023 Meeting Schedule**

The Asheboro City Board of Education will meet on the following dates  
in the North Asheboro Middle School Theater  
(until the Professional Development Center is available).

All regular monthly meetings begin at 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 13, 2022  
November 10, 2022  
December 8, 2022  
January 12, 2023  
February 9, 2023 (with Randolph County Commissioners)  
March 9, 2023 (includes budget meeting)  
April 6, 2023 (Spring Break is the following week) (includes budget approval meeting)  
May 11, 2023  
June 8, 2023  
June 29, 2023-5:30 p.m. - COBR (special called meeting)

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