

ASHEBORO CITY BOARD OF EDUCATION

August 16, 2018

7:30 p.m.

Asheboro High School

Professional Development Center

6:00 p.m. – Policy Committee

6:45 p.m. - Finance Committee

I. Opening

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

II. Special Recognitions

- A. Board Spotlight – College Campus Tours – Vanessa Brooks, Robin Harris, and Students

III. Public Comments

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

IV. *Consent Agenda

- A. Approval of Minutes – July 19, 2018 Board of Education Meeting and Retreat
- B. Policies Recommended for Approval:
 - Policy 3200 – Selection of Instructional Materials
 - Policy 4400 – Attendance
 - Policy 5030 – Community Use of Facilities
 - Policy 6220 – Operation of School Nutrition Services
 - Policy 6442 – Vendor Lists
 - Policy 7100 – Recruitment and Selection of Personnel
 - Policy 7240 – Drug-Free and Alcohol-Free Workplace
 - Policy 7620 – Payroll Deductions
 - Policy 8305 – Federal Grant Administration
- C. Approval of 2018-2019 School Fees
- D. Comprehensive Continuous Improvement Plan (Title I –Part A, Title II – Part A, Title III – Part A, Title IV – Part A)
- E. Bank Signature Resolution – Guy B. Teachey Elementary School and Donna Lee Loflin Elementary School
- F. Personnel

V. Information, Reports and Recommendations

- A. Dual-Language Immersion Program Update – Jordi Roman
- B. Elementary Social/Emotional Curriculum Presentation – Dr. Sean McWherter and Counselors
- C. Discipline Data – Dr. Sean McWherter and Asheboro High School Administrators

- D. Parent / Student Survey Results – Dr. Sean McWherter
- E. Instructional Framework and Curriculum Updates – Dr. Aaron Woody

VI. Superintendent's Report/Calendar of Events

- A. Points of Pride – Leigh Anna Marbert
- B. Calendar of Events – Leigh Anna Marbert
- C. 2018-2019 Strategic Plan Goals and Other Updates – Dr. Terry Worrell

VII. Board Operations – Chairman Lamb

- A. Important Dates to Remember
- B. School and Committee Assignments for the 2018-2019 School Year

VIII. Closed Session (NC General Statute 143-318.11.A1) – Discuss the Superintendent's Annual Evaluation

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

August 16, 2018

7:30 p.m.

Asheboro High School

Professional Development Center

Agenda Addendum

6:00 p.m. – Finance Committee

6:45 p.m. – Policy Committee

7:30 p.m. – Board of Education

I. Opening

C. Pledge of Allegiance – Members of the Boys Only Book Club from C.W. McCrary Elementary School

II. Special Recognitions

III. Public Comments

IV. Consent Agenda

D. Comprehensive Continuous Improvement Plan (Title I – Part A, Title II – Part A, Title III – Part A, Title IV – Part A) – Included written summatives

G. Personnel Addendum

V. Information, Reports, and Recommendations

A. Dual-Language Immersion Program Update – PowerPoint presentation added

VI. Superintendent's Report / Calendar of Events

A. Calendar of Events – Updated

D. Superintendent's Report - Added

VII. Board Operations

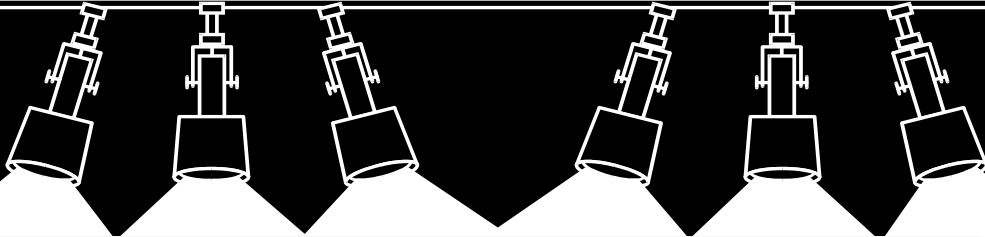
VIII. Closed Session - Purpose of Closed Session amended to develop a consensus evaluation of the Superintendent's annual review.

IX. Adjournment

*Item(s) requires Board approval

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August 16, 2018



Board Spotlight:

Tonight the board will hear from several students who had the opportunity to visit colleges and universities over the summer through the district's College Tours summer activity. Ms. Vanessa Brooks and Ms. Robin Harris led the groups to various locations all across North Carolina.

**Board of Education Meeting
July 19, 2018**

Board Retreat

The Asheboro City Board of Education held the annual summer board retreat at 5 p.m. in the Professional Development Center with the following members present:

Kyle Lamb, Chair	Gustavo Agudelo	Phillip Cheek
Baxter Hammer	Joyce Harrington	Dr. Beth Knott
Archie Priest, Jr.	Michael Smith	Gwen Williams

Staff members present:

Superintendent Terry Worrell	Dr. Aaron Woody	Anthony Woodyard
Dr. Drew Maerz	Carla Freemyer	Dr. Julie Pack
Dr. Sean McWherter	Michael Mize	Dr. Cayce Favasuli
Harold Blair	Jordi Roman	

Chairman Lamb called the meeting to order and welcomed all in attendance.

Dr. Julie Pack, Director of Secondary Education, led a 2.25 hour retreat training session for the Board of Education and administrative staff focused on the *Colors of Leadership*. Through this activity, attendees focused on the strengths of various leadership styles and how these strengths contribute to the education of students.

Finance Committee

The Finance Committee convened at 7:15 p.m. in the Professional Development Center conference room. The following board members were present:

Kyle Lamb	Archie Priest	Baxter Hammer
Gustavo Agudelo	Joyce Harrington	Gwen Williams
Dr. Beth Knott	Phillip Cheek	Michael Smith

Staff members present were:

Superintendent Terry Worrell	Harold Blair	Kristen Wright
Michael Mize		

Others present:

Scott Eggleston, Attorney

Board Attorney, Scott Eggleston, reviewed the Asheboro High School Project resolution, administrative agreement, and lease agreement between the Asheboro City Schools Board of Education and Randolph County. These documents transfer title of Asheboro High School to Randolph County. This will allow the

County to use the Asheboro High School property as collateral for Limited Obligation Bonds to fund the Project.

Mr. Blair discussed the list of School Treasurers, Child Nutrition Prices, the Payroll Calendar, and the Sodexo contract for the 2018-2019 school year.

There being no further business, the meeting adjourned at 7:25 p.m.

Board of Education

The Asheboro City Board of Education met in open session at 7:50 p.m. in the Professional Development Center with the following members present:

Kyle Lamb, Chair	Gustavo Agudelo	Phillip Cheek, Vice Chair
Baxter Hammer	Joyce Harrington	Dr. Beth Knott
Archie Priest, Jr.	Michael Smith	Gwen Williams
Scott Eggleston, Attorney		

Staff members present:

Superintendent Terry Worrell	Dr. Aaron Woody	Anthony Woodyard
Dr. Drew Maerz	Carla Freemyer	Dr. Julie Pack
Dr. Sean McWherter	Michael Mize	Dr. Cayce Favasuli
Harold Blair	Jordi Roman	

Chairman Lamb called the meeting to order and welcomed all in attendance.

Following a moment of silence, Chairman Lamb led the Pledge of Allegiance.

Upon motion made by Mr. Cheek, seconded by Mr. Hammer, the Board unanimously approved the meeting agenda.

Public Comments

Chairman Lamb opened the floor to public comments. There were no requests to address the Board.

Consent Agenda

Upon motion by Ms. Harrington, seconded by Mr. Agudelo, the following items under the Consent Agenda were approved:

- *A. Minutes – June 14, 2018 Board of Education Meeting.
- *B. School Treasurers for 2018-2019.
- *C. Payroll Calendar for 2018-2019.
- *D. Sodexo Contract Amendment for Meal Services 7-1-18 to 6-30-19.
- *E. Policies Recommended for Approval:
 - Policy 3565/8307 – Title I Program Comparability of Services
 - Policy 4700 – Student Records
 - Policy 5010 – Parent Organizations
 - Policy 5070/7350 – Public Records – Retention, Release, and Disposition
 - Policy 5220 – Collections and Solicitations
 - Policy 6520 – Use of Equipment, Materials, and Supplies
- *F. Overnight Field Trip Request, North Asheboro Middle School, April 3-5, 2019, Washington D.C.
- G. Personnel –

I. RESIGNATIONS/RETIREMENTS/SEPARATIONS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Brumley	Shelia	GBT	Exceptional Children	8/10/2018
Cockman	Joan	CWM	Instructional Assistant	6/13/2018
Frazier	De-Anne	CWM	School Nurse	7/28/2018
Gallimore	Sarah	GBT	2nd grade	6/13/2018
Hill	Denise	GBT	Head Custodian	9/14/2018
Ortiz	Claudia	LP	1st grade Dual Language	6/30/2018
Robbins	Christin	CWM	Globetrotters/2nd grade	6/13/2018
Schauble	Kimberly	CWM	Instructional Assistant/EC	6/30/2018
Hayes	Amy	GBT	1st Grade	7/16/2018
Hinch	Thomas	LP	2nd Grade	7/12/2018
Scotton	Rebecca	LP	5th Grade	7/16/2018
Williams	Marie	CO	Bus Driver	8/9/2018

II. APPOINTMENTS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Alvarado	Al	CO	Summer Maintenance (temporary)	6/19 - 8/17/2018
Banner	LeBrandon	AHS	Non-Faculty Coach - Football	7/9/2018
Favasuli	James	CO	Psychologist (part-time)	8/15/2018
Fisher	Mary	AHS	Exceptional Children	8/15/2018
Gallagher	Lindsey	AHS	Chorus	8/15/2018
Hughes	Caleb	GBT	Therapeutic Classroom	8/9/2018
Hunt	Ashley	DLL	2nd grade	8/9/2018
Keller	Emily	NAMS	Science	8/9/2018
Quintero	Ivan	LP	1st grade Dual Language	8/15/2018
Smith	Kristen	CWM	Kindergarten	8/15/2018
Wodecki	Cassandra	BAL	5th grade	8/9/2018
Wilson	Stefanie	NAMS	8th grade Math/Science	8/15/2018
Wood	Kasey	NAMS	Instructional Facilitator	8/15/2018
Callahan	Mattison	NAMS	6th Grade Math/Social Studies	8/9/2018
Cook	Kathryn	LP	5th Grade	8/9/2018
Levesque	Robert	CO	Bus Driver	8/1/2018
Lyons-Lehman	Megan	BAL	Media Specialist	8/15/2018
Mosby	Candace	SAMS	7th Grade Science	8/15/2018
Rivera	Spencer	CO	Summer Maintenance (temporary)	7/16 - 8/31/2018
Scoggins	Mary	GBT	Speech Language Pathologist	8/15/2018

III. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Luther	Paulette	CO	Sub Bus Driver to Bus Driver	8/1/2018
Pugh	Elizabeth	CWM to DLL	Exceptional Children (part-time)	8/15/2018
Wyatt	Kathleen	CO	Sub Bus Driver to Bus Driver	8/1/2018

*A copy is made a part of these minutes.

Information, Reports and Recommendations

- A. Dr. Sean McWherter presented information regarding a proposed time change to the start and end time for North Asheboro Middle School and South Asheboro Middle School beginning with the upcoming school year. The proposal was to move the start time from 8:30 a.m. to 8:20 a.m. and the end time from 3:30 p.m. to 3:20 p.m. in an effort to better manage traffic patterns and enhance student safety. Based on positive feedback from stakeholders, and upon motion by Ms. Williams, seconded by Dr. Knott, the Board unanimously approved this change.
- B. Dr. Sean McWherter presented information on possible changes to the school calendar. The proposal shared at the June meeting reflected changes to better align with college and university course options, an opportunity to conduct high school exams before winter break, along with enhanced opportunities for students at the end of the school year. Guidelines received from the NC Department of Public Instruction after the June meeting eliminate important features of the calendar design that will require additional review. Based on this new information, the previously approved 2018-2019 school calendar remains, and the Calendar Committee will continue to study options to best serve students.
- C. Dr. Drew Maerz presented the following policies which are recommended for 30-day review:
- Policy 3200 – Selection of Instructional Materials
 - Policy 4400 – Attendance
 - Policy 5030 – Community Use of Facilities
 - Policy 6220 – Operation of School Nutrition Services
 - Policy 6442 – Vendor Lists
 - Policy 7100 – Recruitment and Selection of Personnel
 - Policy 7240 – Drug-Free and Alcohol-Free Workplace
 - Policy 7620 – Payroll Deductions
 - Policy 8305 – Federal Grant Administration

Action Items:

- *A. Mr. Scott Eggleston, Board Attorney, presented information regarding next steps for the Asheboro High School construction and renovation project. Upon motion by Ms. Harrington, seconded by Mr. Agudelo, the Board unanimously voted to approve the resolution and agreements to proceed with the bond funding.

*Copies are made a part of these minutes.

Superintendent's Report/Calendar of Events

- A. Ms. Carla Freemyer shared the *Calendar of Events* noting the next Board of Education meeting will be on August 16, 2018.
- B. Superintendent, Dr. Terry Worrell, shared the following accomplishments of the 2017-2018 Board Goals:
- The unofficial graduation rate for Asheboro High School has increased.
 - Scores in Math 1, Biology, English II, and third-grade Reading and Math have increased.
 - CTE post assessments were over 90%.
*Once test scores are official, more specifics will be shared.
 - Forty-four students attempted and 33 earned Credit By Demonstrated Mastery. Fifty-one

students have signed up to earn credits this summer.

- The Automotive Academy and Early College were launched this year along with the addition of Apprenticeship Randolph and a Career Coach to increase dual enrollment and support students at the community college.
- Through the use of intervention blocks and the implementation of Letterland, early elementary students received additional literacy instruction and seventh and eighth-grade students engaged with online Career Cruising and Virtual Job Shadowing experiences.
- The district continued to provide three Academic Family Teacher Team (AFTT) meetings at each school site and the Heritage Language Academy. These opportunities provide families training to learn various technology tools and resources to support their child's education at home. In other areas, the district continues to look for ways to ensure each student has an excellent educator every day.
- The district held its second annual teacher fair on the last Saturday of February and expanded the use of the state online teacher application tool.
- The district successfully piloted a new Voice Over Internet Protocol (VOIP) telephone system, and launched a new ADA compliant website this year.
- Families can now check-out portable hot spots from the Randolph Public Library. Several local businesses are providing free wi-fi which provides greater access for our families.
- The district held several Mental Health First Aid trainings for staff and the community.
- Crisis plans and threat assessment procedures and materials have been recently updated.
- Several schools participated in the Mayor's Fitness Challenge, the 4-H Bike Rodeo, and National Walk to School Day.

"It was an excellent year highlighted by collaboration with our families and the community to make the best school system even better. I am very proud of our students and staff and look forward to great things in the coming school year," concluded Dr. Worrell.

Board Operations

A. Chairman Lamb reviewed important upcoming events.

Closed Session

Upon motion by Ms. Harrington, seconded by Mr. Cheek, and unanimously carried, the Board approved to reconvene in closed session under NC General Statute 143-318.11.A1, to prevent disclosure of information that is privileged or confidential pursuant to the law of this State or of the United States, or not considered a public record within the Meaning of Chapter 132 of the General Statutes to discuss the Superintendent's annual evaluation at 8:31 p.m.

Upon motion by Mr. Agudelo, seconded by Mr. Cheek, and unanimously carried at 8:40 p.m., the Board opened closed session to discuss the Superintendent's annual evaluation.

Upon motion by Mr. Smith, seconded by Mr. Cheek, and unanimously carried, the Board moved to adjourn closed session at 10:50 p.m. and return to open session.

Adjournment

There being no further business and upon motion by Mr. Agudelo, seconded by Mr. Cheek, and

unanimously approved, the meeting was adjourned at 10:51 p.m.

Chairman

Secretary

Policies
For
Approval

In order to help fulfill the educational goals and objectives of the school system, the board strives to provide instructional materials that will enrich and support the curriculum and enhance student learning. Instructional materials should be representative of the rich diversity of our nation and appropriate for the maturity levels and abilities of the students.

Instructional materials constitute all materials, whether print, non-print, digital or any combination thereof, used in the instructional program. For purposes of this policy, instructional materials will be divided into two categories: textbooks and supplementary materials.

A. SELECTION OF TEXTBOOKS

Textbooks are systematically organized materials comprehensive enough to cover the primary objectives outlined in the current statewide instructional standards for a grade or course. Formats for textbooks may be print, non-print or digital media, including hardbound books, softbound books, activity-oriented programs, classroom kits and technology-based programs or materials that require the use of electronic equipment in order to be used in the learning process. Technology-based programs may include subscription or web-based materials.

State-approved textbooks will be used as a means to help students meet the goals and objectives of the current statewide instructional standards, unless the superintendent, or designee, approves alternative materials recommended by the appropriate textbook selection committee. Textbooks will be recommended for selection for district-wide use by a committee chaired by the superintendent, or designee, with input from all affected personnel. The committee should include teachers and other professional staff representing various grade levels. Textbook committee members will ensure that textbooks are aligned with the current statewide instructional standards, support articulation from grade to grade, and meet the educational goals of the board of education.

B. SELECTION OF SUPPLEMENTARY MATERIALS

Supplementary materials are instructional and learning resources, which are selected to complement, enrich or extend the curriculum.

1. Objectives for Selection of Supplementary Materials

The procurement of materials must be accomplished in accordance with law. The objectives for the selection of supplementary materials are as follows:

- a. to provide a wide range of materials that will enrich and support the curriculum, taking into consideration the individual needs and varied interests, abilities, socio-economic backgrounds, learning styles and developmental levels of the students served;

- b. to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
 - c. to provide a background of information that will enable students to become successful lifelong learners, prepared for 21st century global citizenship and to make intelligent judgments in their daily lives;
 - d. to provide resources representing various points of view on controversial issues so that students as young citizens may develop, under guidance, the skills of critical thinking and critical analysis; and
 - e. to provide resources representative of the many religious, ethnic and cultural groups in our nation and the contributions of these groups to our American heritage.
2. Process and Criteria for Selecting Supplementary Materials

The selection of supplemental instructional materials for school use will be made primarily at the school level with the involvement of an advisory committee. The committee should include media specialists, teachers and instructional support personnel representing various subject areas and grade levels, as well as parents. Principals will be responsible for establishing rules concerning what materials may be brought in by teachers without review. Principals are encouraged to involve teachers in establishing these rules.

C. REMOVAL OF OUTDATED SUPPLEMENTARY

To ensure that the supplementary media collection remains relevant, the media and technology professionals, assisted by the media and technology advisory committee, shall review materials routinely to determine if any material is obsolete, outdated or irrelevant. The school media and technology advisory committee should remove materials no longer appropriate and replace lost, damaged and worn materials still of educational value.

D. ACCEPTANCE OF GIFT MATERIALS

Supplementary materials offered as a gift will be reviewed pursuant to the criteria outlined in this policy; policy 8220, Gifts and Bequests; and any regulations established by the superintendent. Gift material may be accepted or rejected by the board based upon such criteria.

E. CHALLENGES TO TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

Challenges to materials will be addressed pursuant to policy 3210, Parental Inspection of and Objection to Instructional Materials.

Legal References: U.S. Const. amend. I; N.C. Const. art. I, § 14; G.S. 115C-45, -47, -81, -98, -101; *Board of Education v. Pico*, 457 U.S. 853 (1982), *Board of Education v. Pico*, 457 U.S. 853 (1982); State Board of Education Policy TEXT-000; *Impact: Guidelines for North Carolina Media and Technology Programs*, North Carolina Department of Public Instruction (2005); *The Library Bill of Rights*, The American Library Association (1996)

Cross References: Goals and Objectives of the Educational Program (policy 3000), Parental Inspection of and Objection to Instruction Materials (policy 3210), School Improvement Plan (policy 3430), Gifts and Bequests (policy 8220)

Adopted: January 10, 2013, August 8, 2013

Attendance in school and participation in class are an integral part of academic achievement and the teaching-learning process. Regular attendance develops patterns of behavior essential to professional and personal success in life. Regular attendance by every student is mandatory: the State of North Carolina requires that every child in the State between the ages of seven (or younger if enrolled) and 16 years attend school. Parents or legal guardians have the responsibility for ensuring that students attend and remain at school daily.

A. ATTENDANCE RECORDS

School officials will keep an accurate record of attendance, including accurate attendance records in each class. Attendance records will be used to enforce the Compulsory Attendance Law of North Carolina.

B. EXCUSED ABSENCES

When a student must miss school, a written excuse signed by a parent or guardian must be presented to the teacher or principal designee within 2 days after returning from an absence. Absences due to extended illness may also require a statement from a physician. An absence may be excused for any of the following reasons:

1. personal illness or injury that makes the student physically unable to attend school;
2. isolation ordered by the local health officer or by the State Board of Health;
3. death in the immediate family;
4. medical or dental appointment;
5. participation under subpoena as a witness in a court proceeding;
6. observance of an event required or suggested by the religion of the students or the student's parent(s);
7. participation in a valid educational opportunity, such as travel or service as a legislative or Governor's page, with prior approval from the principal;
8. pregnancy and related conditions or parenting, when medically necessary;
9. visitation with the student's parent or legal guardian, at the discretion of the superintendent or designee, if the parent or legal guardian (a) is an active duty member of the uniformed services as defined by policy 4050, Children of Military

Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.

Extended illnesses generally require a statement from a physician. Once a student has accumulated more than 15 absences in a school year (or more than five consecutive absences), a doctor's note, or other documentation approved by the principal, will be needed to excuse further absences. This standard does not apply to medically fragile students as defined in the North Carolina School Attendance and Student Accounting Manual and approved by the principal.

In the case of excused or unexcused absences, short-term out-of-school suspensions, and absences under G.S. 130A-440 (for failure to submit a school health assessment form within 30 days of entering school), the student will be permitted to make up his or her school work. (See also policies 4110, Immunization and Health Requirements for School Admission, and 4351, Short-Term Suspension.) The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

C. SCHOOL-RELATED ACTIVITIES

All classroom activities are important and difficult, if not impossible, to replace if missed. It is the intention of the board of education that classes missed be kept to an absolute minimum through close scrutiny and a monitoring system on the part of the principal. The following school-related activities will not be counted as absences from either class or school:

1. field trips sponsored by the school;
2. job shadows and other work-based learning opportunities, as described in G.S.115C-47(34a);
3. school-initiated and scheduled activities;
4. athletic events requiring early dismissal from school;
5. Career and Technical Education student organization activities approved in advance by the principal; and
6. in-school suspension.

Assignments missed for these reasons will be completed by students. The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

D. EXCESSIVE ABSENCES

Class attendance and participation are critical elements of the educational process and may be taken into account in assessing academic achievement. Students are expected to be at school on time and to be present at the scheduled starting time for each class.

The principal will notify parents and take all other steps required by G.S. 115C-378 for excessive absences.

If a student is absent from school for five or more days in a semester, the principal or a committee established by the principal shall consider whether the student's grades should be reduced because of the absences. The principal or committee shall review other measures of academic achievement, the circumstances of the absences, the number of absences, and the extent to which the student completed missed work. A committee may recommend to the principal and the principal may make any of the following determinations:

1. the student will not receive a passing grade for the semester;
2. the student's grade will be reduced;
3. the student will receive the grade otherwise earned; or
4. the student will be given additional time to complete the missed work before a determination of the appropriate grade is made.

Students with excused absences due to documented chronic health problems are exempt from this policy. In addition, for students experiencing homelessness (see board policy 4125, Homeless Students), school officials must consider issues related to the student's homelessness, such as a change of caregivers or nighttime residence, before taking disciplinary action or imposing other barriers to school attendance based on excessive absences or tardies.

Excessive absences may impact eligibility for participation in interscholastic athletics. See policy 3620, Extracurricular Activities and Student Organizations.

E. TARDIES

The principal is responsible for handling tardies and for establishing relevant school procedures that are in compliance with the NC School Attendance and Student Accounting Manual. Students are expected to be at school on time and to be present at the scheduled starting time for each class and be present for the entire school day.

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, et seq.; G.S. 115C-47, -84.2, -288(a), -378 to -383, -390.2(d), -390.2(l), -390.5, -407.5; 130A-440; 16 N.C.A.C. 6E.0102-.0103; State Board of Education Policies ATND-000, -003, NCAC-6E.0104

Cross References: Extracurricular Activities and Student Organizations (policy 3620), Education for Pregnant and Parenting Students (policy 4023), Children of Military Families (policy 4050), Immunization and Health Requirements for School Admission (policy 4110), Homeless Students (policy 4125), Short-Term Suspension (policy 4351)

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

Updated: April 10, 2008, May 14, 2009, September 10, 2009, November 10, 2011, June 13, 2013, July 9, 2015, July 14, 2016, September 14, 2017

The board endorses the goals of the Community Schools Act. The board will make specified indoor and outdoor school facilities available for use by eligible community groups under agreements developed in accordance with this policy. The board also will make some outdoor school facilities available for limited recreational use by the general public when not inconsistent with the board's use of the facilities. Public use is subject to Section H of this policy.

A. GENERAL PRINCIPLES

The use of school facilities by community groups should be consistent with the goals and objectives of the board and school district and must not conflict with the educational program.

Community use of school facilities is encouraged, but should not interfere with their use for the educational program and should not be so extensive as to prevent the need to adequately maintain them, in order to protect the taxpayers' investment.

Use of school facilities will not be approved for activities that do any of the following:

1. violate federal, state or local laws;
2. violate board of education policies or regulations;
3. advocate imminent violence;
4. damage or have the potential to damage school buildings, grounds or equipment;
or
5. are in conflict with scheduled school activities

B. PRIORITY IN USE/FEE STRUCTURE

School-sponsored groups and activities, (such as school athletic events, school drama and choral productions), and meetings of student organizations, including organizations permitted to meet under the Equal Access Act, shall have first priority in the use of school facilities.

Priority for community use of facilities will then be given to non-profit community groups whose mission is similar or complementary to that of the school district. The district may sponsor non-profit community groups that serve the essential mission of the school district and help it meet its goals. Sponsorship decisions will be made on a case-by-case basis. The district shall not sponsor community groups that discriminate on the basis of the proscribed criteria in Policy 1710, Prohibition against Discrimination and Harassment,

including Bullying and Hazing. A decision to sponsor a community group is in the sole discretion of the superintendent.

For-profit groups are not permitted to use school facilities, unless the superintendent or designee determines that a particular use is non-commercial in nature. Nor are school facilities generally to be used for private purposes (such as weddings or family reunions), or for commercial activities of non-profit groups. School-sponsored fund raising activities may be permitted regardless of the sharing of event revenue with an outside entity, provided the superintendent or designee determines that the primary purpose of the event is to benefit education and approves a fund raiser request in accordance with Policy 8411, School Fund Raising Activities.

Although for-profit groups are generally not permitted to use school facilities, local dance-instruction studios have historically utilized our facilities for the purpose of staging dance recitals. Recognizing the board's long-standing relationship with these studios and their reliance on the availability of our facilities for the presentation of their artistic performances, the board deems it appropriate to exempt them from the prohibition against for-profit group use of our facilities. The mission of dance-instruction studios is similar and complementary to that of the school district, each has used our facilities for many years, without incident, and the board feels it is in the best interest of the community to allow their continued utilization of our facilities for dance recital purposes, upon payment of rental, utility, custodial and supervisory fees, as applicable.

Priority in the use of school facilities and the fee structure for such groups will be in accordance with the following user categories. Priority in use among groups within the same user category will not be based upon the viewpoints of the groups. (see Policy 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying). All groups within the same user category will be charged for facility use according to the uniform fee structure. Upon approval of the facility use, all users will be required to submit the fees in advance.

1. School-sponsored groups and activities, such as athletic events, school drama and choral productions, and meetings of student organizations.

Application: Not required. The school shall provide advance notice to the Director of Facilities of all such activities that will take place outside normal school hours.

Insurance: Not Required

Fees: None.

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2. School related groups (organizations formed to support the school in some manner, such as the PTA, PTO, teachers' and principals' organizations and booster clubs)

Application: Required

Insurance: Not Required

Fees: Fees for providing use of kitchens will be charged to cover costs. Custodial or other supervisory services may be charged.
 3. Non-profit community groups sponsored by the district, approved fund raisers involving use of school facilities by outside groups, and one-time meetings for local governmental agencies supported by tax funds of the community (Asheboro City Council, Randolph Board of County Commissioners), including as a polling place on election days, in accordance with G.S. 163A-1046

Application: Required.

Insurance: Required

Fees: None
 4. Local government and youth organizations, including but not limited to any youth group listed in Title 36 of the United States Code as a patriotic society such as the Boy Scouts and Girl Scouts, and, political parties for the express purpose of annual or biennial precinct meetings and county and district conventions in accordance with G.S. 155C-527

Application: Required.

Insurance: Required

Fees: Rental fees for the use of facilities may be charged. Custodial, kitchen, and supervisory fees will be charged.
 5. All groups not included in the other categories

Application: Required.

Insurance: Required

Fees: Rental, custodial, kitchen and supervisory fees will be charged.

Prior to the beginning of each school year, the superintendent shall submit for board approval a fee structure that lists the amount or method of calculating rent and fees to be charged for facility use.

C. REQUESTS FOR USE OF FACILITIES

Any eligible individual or group in categories 2, 3, 4 and 5 above that wishes to use a school facility must submit a request to the principal of the school that contains the desired facility. The request must be submitted using a written application, which will be available in the principal's office. An application for use of a school facility shall be filed at least two (2) weeks prior to the date of intended use. An application must be approved by the principal and the Director of Facilities and Maintenance.

D. FACILITIES AVAILABLE FOR USE

The board permits eligible individuals or groups to use certain facilities in schools.

The following types of facilities are available for use at schools: auditoriums, theaters, and multi-purpose rooms; dining areas and kitchens; designated classrooms; designated gymnasiums; media centers; and playgrounds. Costs for using designated facilities will be calculated in accordance with the fee structure adopted by the board.

Other school facilities may be used only in exceptional circumstances based on a justified need and as approved by the superintendent or his/her designee. The superintendent is authorized to determine the fees for the use of facilities in such circumstances.

E. RULES GOVERNING USE OF SCHOOL FACILITIES

The superintendent shall develop regulations consistent with this policy. The regulations will include an application process, and provisions regarding the supervision of groups using facilities, the care of facilities, prohibited conduct and other issues deemed appropriate by the superintendent. A copy of such regulations will be furnished to all applicants at the time they receive the facilities use application form. In addition to the regulations established by the superintendent, users of school facilities must comply with the following rules:

1. Users must comply with all federal, state and local laws and all rules required by the board, superintendent or his/her designee, or the principal.

2. Users must comply with the requirements of the Americans with Disabilities Act (ADA) (particularly Subchapter III pertaining to Public Accommodations and Services Operated by Private Entities) and the federal regulations that have been adopted for the implementation of the ADA.
3. Users must comply with board policy and legal requirements forbidding the use of tobacco products in school facilities and on school grounds (see policy 5026/7250, Smoking and Tobacco Products).
4. Users must not consume or possess alcohol or drugs on school grounds (see policy 5025, Prohibition of Alcoholic Beverages).
5. Users must not possess weapons or explosives while on school grounds, except in the limited circumstances permitted by state law and policy 5027/7275, Weapons and Explosives Prohibited.
6. Users are responsible for supervising their activity and the people present at their activity. Users are responsible for maintaining order and safety during their activity.
7. Users shall not publicize or advertise events in school facilities prior to obtaining all required approvals.

A user's violation of the provisions of this policy or any applicable regulations is grounds for suspending the user's privilege to use school facilities for such period of time deemed appropriate by the principal, subject to the review of the superintendent and board of education.

F. DAMAGES AND LIABILITY INSURANCE

Users of school facilities are responsible for all damages to school facilities, property or equipment that occurs while the facility is being used by the group, regardless of who causes the damage. Users also are responsible for the conduct of all persons involved in the users' activities while on school property.

All users groups, except categories 1 and 2 above, must furnish a certificate of insurance for general liability coverage with a total limit coverage of \$1,000,000 for each claim made.

G. TERM AND ACCEPTANCE OF LEASE

The superintendent is authorized to enter into agreements with community groups for the lease of school property for terms of one year or less. All such leases must be reviewed and approved in advance by the board attorney. The superintendent will inform the board

of the execution of any lease at its next regularly scheduled meeting. Leases may be renewed following the same process.

Absent unusual circumstances, leases will not be granted for a term longer than one year. A lease for more than one year must be approved in advance by the board.

H. USE OF OUTDOOR SCHOOL FACILITIES BY THE GENERAL PUBLIC

Outdoor property and facilities of the school system will be open to limited use by members of the general public in accordance with rules to be established by the superintendent or designee. Public use will be permitted only to the extent that it 1) is not inconsistent with the proper preservation and care of the outdoor school property; 2) does not interfere with the safe and efficient operation of the schools and school activities; and 3) does not conflict with use by any community group operating under a facility use agreement described in this policy. The superintendent is authorized to establish all terms, conditions, and rules necessary to regulate the use of outdoor facilities by members of the general public consistent with these requirements.

I. REVIEW OF DECISIONS CONCERNING USE OF SCHOOL FACILITIES

Any person or organization may request a review of any decision made by staff pursuant to this policy in accordance with policy.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Equal Access Act, 20 U.S.C. 4071-4074, 28 C.F.R. pt. 36; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. pt. 108; 36 I.S.C. 20101 *et seq.*; G.S. 14-269.2 Community Schools Act, G.S. 115C-203 to -209.1; 115-524, -527; 160A-274; 163A-1046

Cross References: Prohibition Against Discrimination and Harassment including Bullying and Hazing (1710/4021/7230), Parent and Student Grievance Procedure (1740/4010), Prohibition of Alcoholic Beverages (5025), Smoking and Tobacco Products (policy 5026/7250), Weapons and Explosives Prohibited (5027/7275), School Fund Raising Activities (policy 8411), Sale, Disposal and Lease of Board-Owned Real Property (9400)

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

Revised: February 12, 2009, June 14, 2012, January 21, 2016, August 11, 2016, July 13, 2017

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

A. OPERATIONAL STANDARDS

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

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

8. Child Nutrition Program (CNP) funds will be used only for the purposes authorized by law. Indirect costs, as defined by law, will not be assessed to the CNP unless the program has a minimum of one month's operating balance.
9. The price for meals will be determined in accordance with federal law.
10. Nonprogram foods will be priced to generate sufficient revenues to cover the cost of those items. A nonprogram food is defined as a food or beverage, other than a reimbursable meal or snack, that is sold at the school and is purchased using funds from the child nutrition account.
11. All school nutrition services will be operated on a non-profit basis for the benefit of the CNP. School nutrition services are those that are operated from 12:01 a.m. until the end of the last lunch period.
12. All income from the sale of food and beverages that is required by law or regulation to be retained by the CNP will be deposited to the CNP account and will be used only for the purposes of the school's non-profit lunch and breakfast programs. All funds from food and beverage sales not otherwise required by law to be deposited to the CNP account will be deposited into the proper school account in accordance with guidelines developed by the superintendent or designee.
13. All competitive foods sold on school campuses will meet federal and state standards for nutrient content.

B. MEAL CHARGES

Students who are required to pay for meals are expected to provide payment in a timely manner. The board recognizes, however, that students occasionally may forget or lose their meal money. To safeguard the dignity and confidentiality of students in the serving line, reasonable efforts must be used whenever possible to avoid calling attention to a student's inability to pay.

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

school year. However, the superintendent shall ensure that federal child nutrition funds are not used to offset the cost of unpaid meals and that the CNP is reimbursed for bad debt resulting from uncollected student meal charges prior to September 30 each year.

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

Legal References: Child Nutrition Act of 1966, 42 U.S.C. 1771 *et seq.*; National School Lunch Act, 42 U.S.C. 1751 *et seq.*, 2 C.F.R. pt. 200; 7 C.F.R. pt. 210; 7 C.F.R. pt. 215; 7 C.F.R. pt. 220; United States Department of Agriculture Policy Memos SP 46-2016 and 47-2016, available at <http://childnutrition.ncpublicschools.gov/regulations-policies/usda-policy-memos/2016/2016usda-policymemos>; G.S. 115C-47(7), 47(22), -263, -264, -264.1, -426, -450, -522; 16 N.C.A.C. 6H .0104; State Board of Education Policy NCAC-6H.0004

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

Adopted: January 9, 2014

Revised: June 11, 2015

The board desires to provide opportunities to responsible suppliers to do business with the school system. To this end, the superintendent or designee is directed to develop and maintain lists of potential vendors for the various types of materials, equipment and supplies. Such lists will be used in the development of a mailing list for distribution of specifications, invitations to bid, and notice of other competitive purchasing processes.

The superintendent or designee has the discretion to determine which vendors are included on the list and may establish standards for being placed on the list or for remaining on the list. The standards shall take into account the requirements of G.S. 143C, art. 6E and art. 6G. The superintendent or designee is encouraged to include vendors listed as historically underutilized businesses with the Division of Purchase and Contracts at the State Department of Administration.

Legal References: G.S. 115C-522; 143C, art. 6A

Cross References: Purchasing Requirements for Equipment, Materials and Supplies (policy 6430), Participation by Minority Businesses (policy 9125)

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

Updated: October 13, 2016

A. GENERAL PRINCIPLES

It is the policy of the board to provide all applicants for employment with equal employment opportunities and to provide current employees with training, compensation, promotion, and other benefits of employment without regard to race, color, religion, national origin, military affiliation, genetic information, sex, age, or disability, except when sex, age, or physical requirements are essential occupational qualifications. All candidates will be evaluated on their merits and qualifications for positions. All employment decisions will be consistent with the board's objective of providing students with the opportunity to receive a sound basic education, as required by state law.

The board also is committed to diversity throughout the programs and practices of the school system. To further this goal, the recruitment and employment program should be designed to encourage a diverse pool of qualified applicants.

B. RECRUITMENT

Recruitment for a specific vacancy will be undertaken only after the need and qualifications for the position are established and proper authorization is obtained.

All vacancies must be adequately publicized within the school system so that employees will be informed of opportunities for promotion or transfer to new jobs; however, the superintendent or designee may forgo publicizing a vacancy if the position will be filled through a lateral assignment, reassignment, or promotion of a current employee or if exigent circumstances necessitate that the position be filled immediately. Vacancies also may be publicized externally to attract qualified applicants.

C. CRIMINAL HISTORY

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

A criminal history check and a check of sex offender registries must be conducted on all final candidates for employment with the school system. Criminal history checks must be

conducted in accordance with state law and any procedures established by the superintendent. School officials shall not require candidates to disclose expunged arrests, charges, or convictions and shall not ask candidates to voluntarily disclose such information without first advising that disclosure is not required. The superintendent or designee shall report to the State Board of Education any licensed individual who is found to have a criminal history, as required by State Board policy.

A final candidate for employment or for hiring as an independent contractor will be excluded from hiring on the basis of criminal conduct only when doing so is job-related and consistent with business necessity. If a final candidate is found to have been convicted of a criminal offense, other than a minor traffic violation, the superintendent shall determine whether the individual is qualified for employment despite the criminal history by considering, among other things, whether the individual poses a threat to the safety of students or personnel or has demonstrated that he or she does not have the integrity or honesty to fulfill the duties of the position. The following factors will be considered in making this determination: (1) the nature and gravity of the offense or conduct; (2) the time that has passed since the offense or conduct and/or completion of the sentence; and (3) the nature of the job sought. Before the superintendent may exclude a final candidate based on his or her past criminal convictions, the superintendent must give the candidate the opportunity to demonstrate that the exclusion does not properly apply to him or her.

The board has determined that every position with the school system, regardless of whether the position is located in a school or elsewhere, potentially entails contact with students, either on a regular, occasional, or emergency basis. For that reason, no individual who is a registered sex offender subject to the provisions of policy 5022, Registered Sex Offenders, will be hired for any position with the school system.

In addition, each contract executed by the board with an independent contractor or for services of independent contractors must require the contractor to check sex offender registries as specified in policy 5022, Registered Sex Offenders.

D. SELECTION

1. Qualifications

Candidates for employment must be selected based upon their likely ability to fulfill duties identified in the job description as well as performance standards established by the board. In making the determination, the following information must be considered:

- a. application;
- b. education and training;
- c. licensure and certification (when applicable);

- d. relevant experience;
- e. personal interviews; and
- f. references and/or background checks.

When several applicants for the same position are equally qualified and suitable for the position, employees within the school system will be given priority.

2. Nepotism

- a. For purposes of this subsection, the following definitions apply.
 - i. “Immediate family” means spouse, parent, child, brother, sister, grandparent, or grandchild. The term includes the step, half, and in-law relationships.
 - ii. “Central office staff administrator” includes principals, directors, supervisors, specialists, assistant superintendents, and superintendent.
- b. Before any immediate family of any board of education member or central office staff administrator is employed by the board or engaged in any capacity as an employee, independent contractor, or otherwise, (1) the board member or central office staff administrator must disclose the familial relationship to the board and (2) the prospective employment or engagement must be approved by the board in a duly called open session meeting.
 - i. An employee who knowingly fails to disclose a familial relationship to the board as required will be subject to disciplinary action up to and including dismissal.
 - ii. Notification by the employee to human resources will be deemed disclosure to the board. The human resources department is responsible for conveying the disclosure to the board before the board takes action on the prospective employment or engagement.
- c. When making recommendations for the selection and assignment of personnel, the superintendent shall attempt to avoid situations in which one employee occupies a position in which he or she has influence over the employment status, including hiring, salary, and promotion, of another employee who is a member of the first employee’s immediate family.
- d. No administrative or supervisory personnel may directly supervise a member of his or her immediate family.

3. Employment Procedures

All applicants selected for employment must be recommended by the superintendent and approved by the board. In situations in which the employee must be hired between board meetings, the superintendent is authorized to approve hiring such personnel, contingent upon approval by the board at its next scheduled board meeting.

State guidelines must be followed in selection and employment procedures. The superintendent shall develop any other procedures necessary to implement this policy.

The superintendent shall develop procedures for verifying new employees' legal status or authorization to work in the United States as required by law.

Legal References: Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 *et seq.*; Americans with Disabilities Act of 1990, 42 U.S.C. 12101 *et seq.*; Equal Educational Opportunities Act of 1974, 20 U.S.C. 1703; Equal Pay Act of 1963, 29 U.S.C. 206; Fair Credit Reporting Act, 15 U.S.C. 1681 *et seq.*; Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. 2000ff *et seq.*; Military Selective Service Act, 50 U.S.C. Appx. 453; Rehabilitation Act of 1973, 29 U.S.C. 794; Title VII of the Civil Rights Acts of 1964, 42 U.S.C. 2000e *et seq.*; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*; Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. 4301 *et seq.*; 8 U.S.C. 1101 *et seq.*; *Green v. Missouri Pacific Railroad* (8th Cir. 1975); *Enforcement Guidance on the Consideration of Arrest and Conviction Records in Employment Decisions Under Title VII of the Civil Rights Act of 1964*, U.S. Equal Employment Opportunity Commission (April 25, 2012), available at http://www.eeoc.gov/laws/guidance/arrest_conviction.cfm; G.S. 14-208.18; 15A-153; 114-19.2; 115C-36, -47, -276(j), -332; 126-7.1(i), -16; 127A-202.1; 127B-10, -12, -14; 143B-421.1; 16 N.C.A.C. 6C .0313; State Board of Education Policies BENF-009 and NCAC-6C.0313

Cross References: Board Authority and Duties (policy 1010), Registered Sex Offenders (policy 5022)

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

Administrative Procedure: Yes

Revised: April 8, 1998, August 14, 2008, June 14, 2012, February 13, 2015, March 11, 2016, October 5, 2017

The board of education recognizes that reducing drug and alcohol abuse in the workplace improves the safety, health and productivity of employees. It is the policy of the board that a drug-free and alcohol-free workplace must be maintained.

A. PROHIBITED ACTIVITIES

The board prohibits employees from engaging in the unlawful manufacture, sale, distribution, dispensing, possession, or use of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid, alcohol, stimulants, synthetic cannabinoids, counterfeit substance, or any other controlled substance as defined in (1) schedules I through VI of the North Carolina Controlled Substances Act or in (2) schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. 812) and further defined by regulation at 21 C.F.R. 1300.01 through 1300.04 , and 21 C.F.R. 1308.11 through 1308.15. Employees must not be under the influence of alcohol or be impaired by the excessive use of prescription or nonprescription drugs at any time this policy is applicable. This policy is not violated by an individual's proper use of a drug lawfully prescribed for that individual by a licensed health-care provider.

B. APPLICABILITY

This policy governs each employee before, during, and after school hours while the employee is on any property owned or leased by the board of education; at any time during which the employee is acting in the course and scope of his or her employment with the board; and at any time that the employee's violation of this policy has a direct and adverse effect upon his or her job performance. This policy does not apply to an employee's consumption of alcoholic beverages that are served at a reception or other similar function that occurs outside the regular workday and that the employee is authorized or required to attend as a part of his or her employment duties.

Independent contractors, volunteers, and visitors are subject to all requirements of this policy while on school property or at a school-sponsored event.

C. REASONABLE SUSPICION TO SEARCH

An employee may be subjected to a search of his or her person or belongings or school property under the employee's control if there is reasonable suspicion that the employee has violated this policy. An employee also may be required to submit to a drug or alcohol test when there is reasonable suspicion of drug or alcohol use by the employee in violation of this policy. Reasonable suspicion shall be based on specific, contemporaneous observations concerning the physical, behavioral, speech, and/or performance indicators of drug or alcohol use. The observations must be made by a supervisor or other school system official with training or experience in such indicators.

All drug and alcohol testing will be done with procedures that ensure the confidentiality and privacy interests of the employee and in accordance with law. Employees who refuse to submit to a search or a test to detect alcohol or drug use after reasonable suspicion is established may be suspended immediately pending consideration of a decision to terminate employment.

In addition, any employee, volunteer, or independent contractor who operates a commercial motor vehicle or performs other safety-sensitive functions in the course of duties for the board may be subject to drug and alcohol testing in accordance with policy 7241, Drug and Alcohol Testing of Commercial Motor Vehicle Operators.

The board will cover the cost of any required employee testing.

D. DUTY TO REPORT

In accordance with policy 7300, Staff Responsibilities, an employee must notify his or her supervisor and the executive director of human resources in writing of any conviction under any criminal drug statute for a violation occurring within the scope of Section B of this policy. Notification must be given no later than the next scheduled business day after such a charge or conviction and before reporting to work. Within 10 days of receiving a notice of conviction by an employee whose position is funded in any part by a federal grant, the executive director of human resources or designee shall notify the funding agency of the conviction. "Conviction" as used in this policy includes the entry in a court of law or military tribunal of: (1) a plea of guilty, *nolo contendere*, no contest or the equivalent; (2) a verdict or finding of guilty; or (3) a prayer for judgment continued ("PJC") or a deferred prosecution.

E. CONSEQUENCES

Violation of this policy will subject an individual to disciplinary action by the board that could result in non-renewal or termination of employment with the school system or the requirement that the employee participate satisfactorily in a drug or alcohol abuse assistance or rehabilitation program approved by the board or federal, state or local health, law enforcement, or other appropriate agency. Information concerning available counseling, rehabilitation, and re-entry programs will be provided to employees. Any illegal drug activity will be reported to law enforcement authorities.

All employees shall receive a copy of this policy.

Legal References: 21 U.S.C. 812; 41 U.S.C. 8101 et seq.; 21 C.F.R. 1300.01-.04 and 1308.11 - 15; G.S. 20-138.2B; 90-89 to -94; 115C-36; O'Connor v. Ortega, 480 U.S. 709 (1987)

Cross References: Drug and Alcohol Testing of Commercial Motor Vehicle Operators (policy 7241), Staff Responsibilities (policy 7300)

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

Revised: May 11, 2000, September 11, 2008, January 12, 2012, February 12, 2015, February 8, 2018

To assist employees in managing their financial affairs and meet state and federal legal requirements, the finance officer is authorized to make the following salary deductions:

1. federal income taxes;
2. state income taxes;
3. federal social security taxes;
4. North Carolina State Retirement contributions (required by G.S. 135-8);
5. court-ordered child support payments;
6. garnishments required by law;
7. health insurance premiums authorized by state law (authorized by G.S. 115C-340);
8. tax sheltered (deferred) annuities, 403(b) (authorized by G.S. 115C-341);
9. Supplemental Retirement Income Plan of North Carolina, NC 401(k), NC 457 (authorized by G.S. 135-93);
10. flexible benefits plan (authorized by G.S. 115C-341.1);
11. North Carolina State Employees Credit Union deductions (authorized by 115C-342);
12. group life insurance premiums (authorized by 115C-340, -342);
13. group dental insurance premiums (authorized by G.S. 115C-340, -342);
14. professional dues;
15. charitable deductions;
16. other deductions as may be approved by the board.

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

Legal References: G.S. 115C-339 to -343; 135-8; -93; 143B-426.40A(g), (i).

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

Administrative Procedure: None

Updated: March 12, 2009

The board intends to administer federal grant awards efficiently, effectively, and in compliance with all requirements imposed by law, the awarding agency, and the North Carolina Department of Public Instruction or other applicable pass-through entity.

A. FINANCIAL MANAGEMENT SYSTEMS AND INTERNAL CONTROLS

The finance officer and program manager shall be responsible to the superintendent to develop, monitor, and enforce effective financial management systems and other internal controls over federal awards that provide reasonable assurance that the school system is managing the awards in compliance with all requirements for federal grants and awards. Systems and controls must meet all requirements of federal law and regulation, including the *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (“Uniform Guidance”) issued by the U.S. Office of Budget and Management and any applicable state requirements, and shall be based on best practices.

The financial management and internal controls must provide for (1) identification of all federal funds received and expended and their program source; (2) accurate, current, and complete disclosure of financial data in accordance with federal requirements; (3) records sufficient to track the receipt and use of funds; (4) effective control and accountability over assets to assure they are used only for authorized purposes; and (5) comparison of expenditures against budget. In addition, written procedures must be established for cash management and for determining the allowability of costs, as required by the Uniform Guidance.

At a minimum, the systems and controls shall address the following areas.

1. Allowability

Costs charged by the school system to a federal grant must be allowed under the individual program and be in accordance with the cost principles established in the Uniform Guidance, including how charges made to the grant for personnel are to be determined. Costs will be charged to a federal grant only when the cost is (1) reasonable and necessary for the program; (2) in compliance with applicable laws, regulations, and grant terms; (3) allocable to the grant; (4) adequately documented; and (5) consistent with school system policies and administrative regulations that apply to both federally-funded and non-federally funded activities. Internal controls shall be sufficient to provide reasonable assurance that charges to federal awards for personnel expenses are accurate, allowable, and properly allocated and documented. Prior written approval for certain cost charges must be obtained as required by the awarding agency in order to avoid subsequent disallowances.

2. Cash Management and Fund Control

Payment methods must be established in writing that minimize the time elapsed between the draw of federal funds and the disbursement of those funds. Standards for funds control and accountability must be met as required by the Uniform Guidance for advance payments.

3. Procurement

All purchases for property and services made using federal funds must be conducted in accordance with all applicable federal, state and local laws and regulations, the Uniform Guidance, and the school system's written policies and procedures. The district shall avoid situations that unnecessarily restrict competition, as defined in 2 C.F.R. 200.319, and shall avoid acquisition of unnecessary or duplicative items. Noncompetitive procurement will be used only in the circumstances allowed by 2 C.F.R. 200.320. Individuals or organizations that develop or draft specifications, requirements, statements of work, and/or invitations for bids, requests for proposals, or invitations to negotiate, must be excluded from competing for such purchases.

Contracts are to be awarded only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. No contract shall be awarded to a contractor who is suspended or debarred from eligibility for participation in federal assistance programs or activities.

Purchasing records must be sufficiently maintained to detail the history of all procurements and must include at least the rationale for the method of procurement, selection of contract type, and contractor selection or rejection; the basis for the contract price; and verification that the contractor is not suspended or debarred.

The requirements for conflicts of interest established below in subsection A.4 are applicable to all procurements.

4. Conflict of Interest

Each employee, board member, or agent of the school system who is engaged in the selection, award, or administration of a contract supported by a federal grant or award ("covered individual") and who has a potential conflict of interest shall disclose that conflict in writing to the superintendent. The superintendent shall disclose in writing any potential conflict of interest to the federal awarding agency in accordance with 2 C.F.R. 200.112.

For purposes of this paragraph, a conflict of interest would arise when (1) the covered individual, (2) any member of his or her immediate family, (3) his or her partner, or (4) an organization which employs or is about to employ any of those parties has a financial or other interest in or receives a tangible personal benefit

from a firm considered for a contract. A covered individual who is required to disclose a conflict in accordance with this paragraph shall not participate in the selection, award, or administration of a contract supported by a federal grant or award.

Covered individuals shall not solicit or accept any gratuities, favors, or items from a contractor or a party to a subcontract for a federal grant or award; however, covered individuals may accept (1) a single unsolicited item with a value of \$50 or less or (2) multiple unsolicited items from a single contractor or subcontractor having an aggregate monetary value of \$100 or less in a 12-month period. Violations of this rule are subject to disciplinary action.

5. Mandatory Disclosures

The superintendent shall disclose in writing to the federal awarding agency in a timely manner all violations of federal criminal law involving fraud, bribery, or gratuities potentially affecting any federal award. The superintendent shall fully address any such violations promptly and shall notify the board accordingly. The board may request the superintendent to develop a plan of correction for board approval in appropriate situations as determined by the board.

6. Equipment and Supplies Purchased with Federal Funds

Equipment and supplies acquired with federal funds will be used, managed, and disposed of in accordance with applicable state and federal requirements. Property records and inventory systems shall be sufficiently maintained to account for and track equipment that has been acquired with federal funds.

7. Accountability and Certifications

All fiscal transactions must be approved by the finance officer and by the program manager or other person who can attest that the expenditure is allowable and approved under the federal program.

The superintendent or finance officer are authorized to sign all required certifications on behalf of the board and they shall be submitted by the finance officer, program manager, or designee.

8. Monitoring and Reporting Performance

The superintendent shall establish sufficient oversight of the operations of federally supported activities to assure compliance with applicable federal requirements and to ensure that program objectives established by the awarding agency are being achieved. Performance reports, including reports of significant developments that arise between scheduled performance reporting dates, must be submitted as required by federal or state authorities.

B. AUDITS AND CORRECTIVE ACTION

1. An annual independent audit will be conducted as provided in policy 8310, Annual Independent Audit. The finance officer or designee will prepare all financial statements, schedules of expenditures, and other documents required for the audit.
2. At the completion of the audit, the superintendent or designee shall prepare a corrective action plan to address any audit findings. The plan must identify the responsible party and the anticipated completion date for each corrective action to be taken. The superintendent shall present the plan to the board for approval.
3. Compliance deficiencies discovered internally through administrative supervision must be addressed promptly with the goal of improving processes to encourage future compliance and reduce audit findings.

C. TRAINING

All individuals responsible for the administration of a federal grant or award shall be provided sufficient training to carry out their duties in accordance with all applicable requirements for the federal grant or award.

D. OTHER APPLICABLE BOARD POLICIES

Other board policies provide additional controls over the administration of federal grants. These include, but are not necessarily limited to:

1. Educational programs policies (policies in the 3000 series)
2. School nutrition services policies (policies in the 6200 series)
3. Purchasing policies (policies in the 6400 series)
4. Equipment, materials, and supplies policies (policies in the 6500 series)
5. Personnel policies (policies in the 7000 series)
6. Fiscal management policies (policies in the 8000 series)

The board intends to comply with all requirements applicable to the use of federal funds. To the extent that any provision of a board policy is contrary to a federal law, regulation, term, or condition applicable to a federal award, employees must follow the applicable federal requirement.

E. REPORTING MISMANAGEMENT OF FEDERAL FUNDS

Any employee who reasonably believes that federal funds have been misused or that the school system is otherwise in violation of any requirement applicable to the receipt and use of federal funds should report the matter as provided in policy 1760/7280, Prohibition Against Retaliation.

Legal References: 2. C.F.R. Part 200


Cross References: Prohibition Against Retaliation (Policy 1760/7280), Fiscal Management Standards (policy 8300)

Other References: *Standards for Internal Control in the Federal Government* (“The Green Book”) (GAO), available at <http://www.gao.gov/greenbook/overview>; *Internal Control Framework* (Committee of Sponsoring Organizations of the Treadway Commission (COSO)), executive summary, available at <http://www.coso.org/ic.htm>; *Compliance Supplement, Part 6, Internal Control* (Office of Management and Budget), available at https://www.whitehouse.gov/omb/financial_fin_single_audit

Adopted:

Budget

Asheboro City Schools (761) Regular Local School District - Randolph County - 2019 - Consolidated - Rev 0 - Title IA

 By checking this box the LEA is waiving allocation for this grant and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

All

Object Code	Salaries 100	Employer Provided Benefits 200	Purchased Services 300	Supplies and Materials 400	Capital Outlay 500	Transfers 700	Total
Purpose Code							
5000 - Instructional Services	945,243.00	406,143.66	38,603.01	78,258.73	0.00	0.00	1,468,248.40
6000 - System- Wide Support Services	32,250.00	11,601.48	27,000.00	2,000.00	0.00	0.00	72,851.48
7000 - Ancillary Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8000 - Non- Programmed Charges	0.00	0.00	46,322.99	0.00	0.00	0.00	46,322.99
Total	977,493.00	417,745.14	111,926.00	80,258.73	0.00	0.00	1,587,422.87
						Adjusted Allocation	1,587,422.87
						Remaining	0.00

Grant Details

Asheboro City Schools (761) Regular Local School District - Randolph County - 2019 - Consolidated - Rev 0 - Title IA

1. Local Educational Agency (LEA) Plans (SEC. 1112)

The LEA's Consolidated Plan has been developed with timely and meaningful consultation with (SEC. 1112(a)(1)):

Teachers

Principals

Other school leaders

Paraprofessionals

Specialized Instructional Support Personnel

Administrators (including administrators of programs described in other parts of this title)

Parents of children in schools served under this part, and

As appropriate, is coordinated with other programs under this Act (e.g., IDEA, Carl D. Perkins)

Other (e.g., Tribal organizations) indicate below

Asheboro City Schools (ACS) executes a comprehensive strategic planning process every five years. The most recent process took place from October, 2015 through April, 2016. The process involved gathering input from community stakeholders regarding perceptions of the school district's strengths and opportunities. Intentional focus on multiple sources of district data was included in this process. The plan adopted by the Board of Education (BOE) in June, 2016, serves as a roadmap for district continuous improvement and provides a framework from which individual schools develop, implement, and monitor their Continuous Improvement Plans (CIP). ACS is in the third year of the strategic plan projected to end in 2021. However, this is the second year of utilizing the NC Star tool district-wide for school improvement planning.

Progress monitoring of the Strategic Plan happens on a weekly basis at the district level and each school's CIP occurs at a minimum of a twice each month. Principals, with School Leadership Teams, are required to provide evidence of assessment data and progress toward meeting CIP goals during School Leadership Team, Conversations Around Student Achievement (CASA) and Board of Education NCStar CIP Presentation meetings. The Superintendent, Assistant Superintendent for Curriculum and Instruction, and Directors from Senior Leadership meet with school leadership teams and staff regarding their CIP goals and professional development through critical conversations impacting student achievement spanning the year to coach, assist and monitor school goals and data.

The completed school Comprehensive Needs Assessments (CNA) guide an ongoing process in ACS and serve as a foundation for effective continuous improvement planning. Each school completes one between spring and summer prior to the opening of the new academic year. The CIPs, now in NCStar, include demographic, perception, student learning, and process data. The process is embedded through multiple platforms which include: an annual ACS administrative team retreat, monthly administrative leadership team meetings, weekly central office cabinet meetings, weekly curriculum and instruction meetings, school leadership team meetings, faculty meetings, content/ job-alike meetings, and CASA meetings throughout the school year. Our schools conduct Comprehensive Needs Assessments annually as a part of the NCStar Continuous Improvement Planning process used to develop schoolwide goals and enhance district efforts. The quantitative data received from summative assessments coupled with qualitative results of NC Teacher Working Conditions Surveys provide our collective school leadership teams roadmaps for the academic year to further strengthen our work with students, staff members, and families.

District parent, teacher, and student surveys which can be disaggregated by each school (e.g. Title I schools) are conducted on an annual basis. Data from the NC Teacher Working Conditions (TWC) Survey are analyzed every two years, with some schools conducting their own TWC survey during the years the NC TWC is not administered by the state. The TWC Survey was administered to all staff during the 2017-18 school year and our school and district leaders are happy to make adjustments based on the shared feedback of our colleagues this academic year in order to continue to make what we deem the best school district even better.

Our Consolidated Plan has been developed by representative staff, reviewed by stakeholders, submitted for approval, and voted on by our Board of Education.

Enter the date(s) for stakeholder meeting(s) (MM/DD/YYYY):

08/16/2017

2. Parent and Family Engagement (SEC. 1116 (a)(2))

The LEA has a current LEA Parent and Family Engagement Policy posted on their website. Enter the URL (must be publicly accessible) for the LEA's written Parent and Family Engagement Policy: Policy

Code: 1320-3560 Title I Parent and Family Engagement

http://filecabinet9.eschoolview.com/560B0526-97E5-4B9F-BAA3-A6B0666EA9F9/1000%20Series/1320_3560Title1ParentandFamilyEngagement.pdf

3. Parent and Family Engagement – Use of Funds (SEC. 1112 (b)(7))

Funds reserved for parent and family engagement shall be used to carry out activities and strategies consistent with the LEA's parent and family engagement policy, including not less than one (1) of the following (SEC. 1116(a)(3)(D)):

e Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members. (SEC. 1116(a)(3)(D)(i))

b Supporting programs that reach parents and family members at home, in the community, and at school. (SEC. 1116(a)(3)(D)(ii))

b Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. (SEC. 1116(a)(3)(D)(iii))

e Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. (SEC. 1116(a)(3)(D)(iv))

b Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy. (SEC. 1116(a)(3)(D)(v))

4. Carryover (Estimated as of June 30th)

184,793.87 A. Total Carryover from previous year's budget


14,369.38 B. Parent and Family Engagement Carryover – Funds remaining in (1%) Set Aside from previous year’s budget

184,793.87 C. Carryover for school allocation – Amount must be the same value as Line 16 on the Set Asides Page

D. Remaining Carryover not included in B and/or C (Describe use of funds below)

Our carryover funds are allocated and distributed to the schools. We do not reserve any funds at the district level. The funds are used for various instructional and engagement needs detailed by the school leadership teams and school administrators at each site.

5. LEA Report Card (SEC. 1111(h)(2))


 The LEA distributes an Annual LEA Report Card in compliance with Title I requirements. Describe how the LEA ensures that the Annual LEA Report Card is distributed in a language and format that is understandable to parents and families:

The Report Cards are distributed by our Testing and Accountability Department to each school, in both, English and Spanish. The documents are delivered by the students. A Blackboard Connect 5 message is sent home notifying parents to expect the receipt of the letter. An accompanying cover letter is attached to the report card to provide further detail a customization about each school site. Our interpreters are readily available to provide additional explanation to our non-English speaking families, if needed.

Our superintendent, along with Board of Education members, attend our Annual Title I Meetings in early fall to briefly discuss the LEA Report Card and School Data at each school with the school administrator.

6. Method for Determining Funding for Title I and Low-Income Rank Order (SEC. 1113)

A. Identify the data sources used for low-income and membership numbers and date(s) collected. (SEC. 1113(a)(2))

 Direct Certification – Community Eligibility Provision (CEP)

Date(s) collected

 Household Application

Date(s) collected
4/17/18

 Other (please explain in text box, below)


Asheboro City Schools utilizes Meals Plus Student Eligibility reporting from Child Nutrition Services. All schools' free and reduced lunch information is supplied to the Director of Federal Programs on a monthly basis. The April demographics report has been consistently used to rank order schools for schoolwide participation in the Title I program.

B. Describe how the schools were identified and served in rank order. (SEC. 1113(A)(3))

The rank order was determined based on the numbers and percentage of students within each eligible Title I School. The schools were ranked in descending order from the highest percent of poverty to the lowest percent of poverty.

7. Participation of Children Enrolled in Private Schools (SEC. 1117)

Describe equitable services provided to private school children, teachers and other instructional staff. (Upload (1) Affirmation of Consultation form within Consolidated Related Documents for each private school located within the LEA)

 Check if you are a charter or do not have private schools within your LEA

Private schools listed in the 2017-18 NC Division of Non-Public Education-School Listing By County for our catchment area were invited to attend a Non-Public School Consultation meeting on March 28th, 2018. Private schools were mailed a certified letter to verify receipt of the correspondence. Phone calls were made to each administrator of the private school along with personal email messages. A Public Notice was displayed in the Courier-Tribune newspaper for four weeks as well.


8. Homeless Children and Youths Services (SEC. 1112(b)(6))

Describe the services provided, including services with funds reserved under SEC. 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youth, in coordination with services the LEA is providing

under the McKinney Vento Homeless Assistance Act.

The Executive Director of Support Services serves as the Homeless Director. Homeless students are provided services on an annual basis such as: transportation, placement, enrollment assistance, advisement/support from school social workers, food, items of clothing and shoes, school supplies, homework assistance and tutoring, after school programs, and summer programs. The Transportation Department does an excellent job of coordinating services for families immediately and communication with the Title I funding is never a barrier when it comes to locale. Our Social Workers and Counselors are a great resource to assist with these life transitions.

9. Support, Coordination and Integration of Services in Early Childhood Education Programs (SEC. 1112(b)(8))

 Check if the LEA has one or more Title I-funded preschool classes.

Funding source:

 District Set Aside


 School Reservation

A. If applicable, describe how the LEA will support, coordinate and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.


Each year, our schools host local families for kindergarten tours in our elementary schools. Students are able to walk the halls and become acquainted with the classroom environment, media center, cafeteria, playgrounds, and teachers. In addition, families are asked to come to a spring orientation involving teachers, instructional assistants, nurses, interpreters, and other valuable support staff members. Students have an opportunity to pre-screen as well so that teachers know a little about students prior to the first day of school in order to best individualize instruction for our young learners. Students are provided small learning bags after screening to start the process prior to school and build the school partnership with families. We make connections with the Dolly Parton Imagination Library for families to assist with early literacy during this interaction.

Indicate any/all partners that assisted with the development of transitions plans:

 NC Pre-K

 Exceptional Children

 Head Start

 Private Childcare

 Other (Describe below)

Our district works closely with the Partnership for Children and our local daycares because we understand there will be transiency and mobility.

Asheboro City Schools works collaboratively with Randolph County Partnership for Children, Head Start and each of the elementary schools to ensure a smooth transition for all students. We take field trips to the elementary schools and we host parent meetings to answer questions about the transitions.


We are all working toward the same goal.

B. Fully-funded Preschool Classrooms

 Check if children served in the preschool classrooms are all Title I

Number of Children

Amount of funds allocated

 Check if any Title I eligible children also qualify for NC Pre-K

Number of Children

NC Pre-K Amount per month

C. Blended Preschool Classrooms

 Check if children are served in blended classrooms

150 Total Number of children

Amount of funds allocated

Number of Title I children included in number above

Indicate the proportion of preschool funding by program:

0 % Title I

39 % EC

61 % Other - source

Check if any Title I eligible students also qualify for NC Pre-K

Number of Children

Amount of NC Pre-K per month

D. Other Preschool Programs

Check to indicate other LEA Preschool Program:

Exceptional Children

Head Start


NC Pre-K

Other (Describe below)

10. Coordination Requirements (SEC. 1119(a)-(b))

Each local educational agency receiving assistance under this part shall carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each local

educational agency shall develop agreements with such Head Start agencies and other entities to carry out such activities.

 Check if LEA has a Memorandum of Understanding (MOU) / Agreement (MOA) with local Head Start agencies and/or other entities.

11. Strategies to Facilitate Effective Transitions (SEC. 1112(b)(10)(A)-(B))

Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education:

Asheboro City Schools collaborates with parents and students through transition events such as the curriculum fair, 9th grade transition meeting, and Freshman FanFare to provide a successful transition from the middle schools to the high school. In addition, ninth grade students are supported by a dedicated school counselor for freshmen. To assist in transitioning students to postsecondary education, Asheboro City Schools collaborates with agencies and grants to employ a UNC College Advisor, an RCC Career Coach, and a CTE Career Development Coordinator, in addition to the four school counselors on staff. These support staff work to help students to transition to postsecondary opportunities through college tours, FASFA nights, College Application Weeks, College Visitation days at RCC, military visits, industry tours, internships, job shadowing, apprenticeship, and scholarship opportunities.

including, if applicable:

A. through coordination with institutions of higher education, employers, and other local partners; and

Asheboro City Schools has a strong partnership with Randolph Community College (RCC). Each year the student participation in the Career & College Promise (dual enrollment) grows which allows students to graduate with college credit and/or credentials completed towards their future goals. The district participates in the Pathways to Prosperity partnership with RCC and Randolph County School System to align industry and labor market demand with educational pathways for students to graduate job ready students at all levels. ACS also participates in the Apprenticeship Randolph program that prepares students for industry careers debt free with industry support. Randolph Health is a large supporter along with RCC of the Asheboro High School Health Sciences Academy, and the North Carolina Zoological Park partners with Asheboro City Schools to house the only Zoo School in North Carolina that is a small learning community of Asheboro High School.

B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Asheboro City Schools has partnered with RCC to increase the opportunities for our students to earn college credit while in high school. We have an Early College Academy that allows students to earn an Associate's Degree while in high school; Career & College Promise program for students who wish to earn credit towards a college degree or a certificate, diploma, or credential; and the Automotive Academy, which allows students to earn a diploma or credential in automotive systems or autobody. In addition, Asheboro High School has a robust Advanced Placement program for students to earn college credit while in high school, either through face-to-face or online classes. To assist students in selecting the most appropriate pathway, students have access to career counselling and guidance through a Career Development Coordinator and career readiness software (Career Cruising, CFNC, and VirtualJobShadow.org). In addition, counselors use test results from PSAT, Pre-ACT, and ACT to help students select dual enrollment and AP opportunities.

12. Reduce Overuse of Discipline Practices (SEC. 1112(b)(11))

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c)(2).

The district PBIS team meets monthly to review disaggregated school and district discipline data. Each school PBIS meets monthly as well to review this data and individual student data problem solve. The analysis of this data results in various strategies used to reduce student discipline. Examples include, but are not limited to, modifying staff duty rosters, changing procedure and practices in high risk areas (i.e. bathrooms, playgrounds, etc.), individualized student behavior plans, and classroom management support. In some cases, discipline data may also be used to determine the need for alternative placement, or method of instruction (on-line vs face-to-face).

13. Comparable Services (SEC. 1113(b)(1)(D))

In accordance with federal law, an LEA may skip and not serve an eligible attendance area or school if

â€¢ the school meets comparability requirements; and


â€¢ the school is receiving supplemental funds from other State or local sources that are spent for programs that meet the requirements of Title I and those funds are at least the same as would have come from Title I.

Comparable services are provided for (1) schools that are skipped within a selected grade-span; and (2) schools that are skipped in the district as a whole. Complete the following table for eligible attendance areas/schools, in a selected grade-span or in the district as a whole, that will be skipped and will not receive Title I funds. Attach additional pages as needed.

Note: Approval for skipping schools is contingent upon the LEA's provision on substantial evidence that supports that supplemental state and local funds are provided. Approval is granted on a school-by-school basis.

LEA Per Pupil Cost:

Calculate per pupil allocation (PPA) based on inclusion of the schools listed below in Title I funds to be allotted to schools.

Name of school(s) skipped:	PPA Based on Inclusion:	Number of LIS*:	Amount of funds for school:
Select... 	\$		\$

*Low-Income Students

Description of Comparable Services (Describe each school separately):

Provide a brief description of the comparable services to be offered. Section 1113(b)(1)(D)(ii) allows an LEA to skip an eligible school attendance area or school that has a higher percentage of poverty if the area or school is receiving supplemental funds from other State or local sources that are spent according to the requirements of section 1114 or 1115. A supplemental State or local program meets the requirements of Section 1115 if the program:

- Serves only children who are failing, or most at risk of failing, to meet the State's challenging student academic achievement standards;
- Provides supplementary services designed to meet the special educational needs of the children who are participating in the program to support their achievement toward meeting the State's student academic achievement standards; and
- Uses the State's assessment system described in Â§200.2 of the Title I regulations to review the effectiveness of the program

Our district takes great pride in providing a personalized educational experience for our learners. Several supplemental services are designed to assist students who need assistance meeting academic standards whether through EL, EC or other interventions. Mechanisms are in place to create catch up growth for students who fail to make annual growth measures. NC Check-ins and other formative assessments are used to guide quality instruction for learners.

14. Targeted Assistance Schools (please make sure this aligns with ESSR) (SEC. 1115)

If operating TAS programs, describe the process for selecting students served (1112(b)(9)):

15. If Title I funds are identified as Unbudgeted Reserve as a Set Aside, please provide justification.

Asheboro City Schools has not Set Aside money to cover expenses that may occur related to this federal fund. All money is budgeted for salaries, benefits, professional development, materials and supplies, parent engagement, etc.

16. Supplement, Not Supplant (SEC. 1118(b)(1)-(4))

A Local Educational Agency (LEA) shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds. Describe the methodology used to allocate State and local funds to each school receiving assistance under this part, thus ensuring that such school receives all the State and local funds it would otherwise receive if it were not receiving assistance under this part.

Title I funds are used to supplement the level of federal, state, and local funds provided by other sources designated to increase the academic achievement of our students. The current methodology used by our district to allocate state and local funds to each school is based on average daily membership. Our Assistant Superintendents of Finance and Curriculum & Instruction meet collaboratively with the Director of Federal Programs to detail the Title I planning allotment with each school principal as soon as it becomes available. The principal, in turn, meets with the school leadership team to refine the Comprehensive Needs Assessments now that funds have been identified to align with their schoolwide S.M.A.R.T. goals.

Building Eligibility

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Organization Code	School Name (8 Buildings)	Grade Span	Total Resident Children	Low Income Students				Total Low Income NPS Students	Sort Order (Asc)	Eligibility For Service	School Served	Grand-father Rule	Eligibility - Program Model
				OriginalNumber	FinalNumber	OriginalPercent	FinalPercent						
761320	Charles W McCrary Elementary	KG - 05	386	343	343	88.86 %	88.86 %		B	B	E	SW-SW	
761336	North Asheboro Middle	06 - 08	448	391	391	87.28 %	87.28 %		B	B	E	SW-SW	
761312	Balfour Elementary	P3 - 05	540	466	466	86.30 %	86.30 %		B	B	E	SW-SW	
761321	Donna L Loflin Elementary	KG - 05	338	280	280	82.84 %	82.84 %		B	B	E	SW-SW	
761332	Lindley Park Elementary	KG - 05	411	308	308	74.94 %	74.94 %		B	B	E	SW-SW	
761308	South Asheboro Middle	06 - 08	539	360	360	66.79 %	66.79 %		B	B	E	SW-SW	
761304	Asheboro High	09 - 12	1314	869	869	66.13 %	66.13 %		B	E	E	SW	
761328	Guy B Teachey Elementary	KG - 05	558	349	349	62.54 %	62.54 %		B	B	E	SW-SW	
Totals:			4,534	3,366	3,366	74.24 %	74.24 %	0					

Set Asides - 100% Rule

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Totals		Amount
1	Total Title I Planning Allotment	1,402,629.00
2	Private School Proportionate Share Amount	0.00
3	Title I Allotment for LEA use	1,402,629.00

Set Asides		Amount
4	Administrative (12% maximum)	94,174.47
5	School Improvement Interventions (CSI/TSI schools)	
5.1	Financial Incentives and Rewards for recruitment and retention for CSI/TSI schools (optional 5% maximum)	
6	Professional Development for Teachers in Title I Schools	10,853.01
7	Parent and Family Engagement (1% minimum for allocations above \$500,000)	28,395.38
8	Homeless Children and Youth Services (Section 1113(c)(3)(A) - comparable to Title I PPA)	25,000.00
9	Foster Care Transportation	
10	PreKindergarten Programs	
11	Neglected, Delinquent or At-Risk Services	
12	District-Wide Instructional Initiative	5,000.00
13	Unbudgeted Reserve (not to exceed 10%)	
14	Total Set Aside	\$ 163,422.86

Per Pupil Amount (PPA)		Amount
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All buildings served with at least 35% low-income.			
15	Total Title I Adjusted Allocation (Title I Allotment Remaining After Private School Proportionate Share less Set Asides)		1,239,206.14
16	Carryover/Additional Funds to be available for PPA (optional)	+	184,793.87
17	Total Allocation Amount	\$	1,424,000.01
18	Total LEA Number of Low-Income Students	~	3,366
	100% Factor	x	1.00
19	Minimum PPA	\$	423.05

School Allocations - PPA List - 100% Rule

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School/Attendance Area Allocation

Minimum Per Pupil Amount (PPA) \$ 423.05

Organization Code	School/ Attendance Area A	Low Income		Min. Alloc	Actual Allocation		
		%	#		PPA	Total Amt	
		B	C	D PPA x C	E	F E x C	
761320	Charles W McCrary Elementary	88.86	343	145,106.15	570.28	195,606.04	
761336	North Asheboro Middle	87.28	391	165,412.55	570.28	222,979.48	
761312	Balfour Elementary	86.30	466	197,141.30	570.29	265,755.14	
761321	Donna L Loflin Elementary	82.84	280	118,454.00	570.28	159,678.40	
761332	Lindley Park Elementary	74.94	308	130,299.40	570.28	175,646.24	
761308	South Asheboro Middle	66.79	360	152,298.00	570.28	205,300.80	
761328	Guy B Teachey Elementary	62.54	349	147,644.45	570.28	199,027.72	
Total Low Income			2497	Total Allocations		1,423,993.82	
						Remaining	6.19

Plan Relationships

Asheboro City Schools (761) Regular Local School District - Randolph County - 2019 - Consolidated - Rev 0 - Title IA

Related Goals



Related Organization Plan Action Steps

Related School Plan Action Steps


Related Documents

Asheboro City Schools (761) Regular Local School District - Randolph County - 2019 - Consolidated - Rev 0 - Title IA

Required Documents

Type	Document Template	Document/Link
Title I Statement of Assurances [Upload 1 document(s)]	 TitleIStatementofAssurances	NCStatementof Assurances-Title I
Equity Plan (Template not provided) [Upload 1 document(s)] N/A		 EquityPlan2018-19

Optional Documents

Type	Document Template	Document/Link
Title I - N&D Institution(s)	 N&DTitleIPartDSubpart2	

NORTH CAROLINA STATEMENT OF ASSURANCES

The Elementary and Secondary Education Act of 1965
The Every Student Succeeds Act Of 2015 (P.L. 114–95)

Title II, PART A—SUPPORTING EFFECTIVE INSTRUCTION SEC. 2101. [20 U.S.C. 6611] STATEMENT OF ASSURANCES

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) or Charter School will:

- (1) Ensure compliance with section 8501 (regarding participation by private school children and teachers);
- (2) Coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs;
- (3) Develop the application with meaningful consultation with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title in accordance with Section 2103(b)(3);
- (4) Ensure that the programs and activities implemented with funds under this part shall be in accordance with the purpose of this title;
- (5) Ensure that the programs and activities implemented with funds under this part shall address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students;
- (6) Submit to the State educational agency such information as the State requires;
- (7) Use the funds made available through the subgrant to develop, implement, and evaluate comprehensive programs and activities; and
- (8) Use funds made available under this title to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.

I HEREBY CERTIFY that to the best of my knowledge, the information contained in this application is correct.

Terry W. Worrell

Printed Name of Superintendent


Signature of Superintendent

8/16/18

Date

Budget

Asheboro City Schools (761) Regular Local School District - Randolph County - 2019 - Consolidated - Rev 0 - Title II-A

 By checking this box the LEA is waiving allocation for this grant and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

All

Object Code	Salaries 100	Employer Provided Benefits 200	Purchased Services 300	Supplies and Materials 400	Capital Outlay 500	Transfers 700	Total
Purpose Code							
5000 - Instructional Services	131,800.00	46,905.18	59,372.43	0.00	0.00	0.00	238,077.61
6000 - System- Wide Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7000 - Ancillary Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8000 - Non- Programmed Charges	0.00	0.00	7,401.83	0.00	0.00	0.00	7,401.83
Total	131,800.00	46,905.18	66,774.26	0.00	0.00	0.00	245,479.44
						Adjusted Allocation	245,479.44
						Remaining	0.00

Grant Details

Asheboro City Schools (761) Regular Local School District - Randolph County - 2019 - Consolidated - Rev 0 - Title II-A

1. Activities (SEC. 2102(b)(2)(A))

Provide a description of the activities to be carried out by the LEA under this section and how these activities will be aligned with challenging North Carolina academic standards.

Asheboro City Schools will use Title II funds to focus on five area:

Instructional Support through a targeted approach with Beginning Teachers and those whose data does not demonstrate effectiveness in the classroom. Provide instructional support through the use of Instructional Facilitators and content area Academic Coaches for teachers at all levels and content areas, to include curriculum support for beginning teachers.

Tuition Assistance to support teachers and administrators who pursue advanced degrees, work toward expanding their teaching license, or successfully complete the National Board Certification renewal process.

Teacher Recruitment and Retention to support emerging best practices in recruiting, hiring and retaining highly qualified teachers. Funds will be used to support the Beginning Teacher Support programming, licensure, and teacher evaluation.

Professional Development will specifically focus on support for the locally developed Teacher Leadership Academy to build leadership capacity, Reading Research training to strengthen efforts to infuse literacy, and Math Foundations for teachers with an identified need across the district. Additionally, funds will be used to support leadership development among the district's Administrative Leadership team. Funds may also be used to further support training to enhance math and science content knowledge across the district.

Mentoring Support to provide funds for a Lead Mentor at each school. Lead Mentors are key to the implementation of the district's Beginning Teacher Support Plan, and play an integral part in the success of beginning teachers.

Instructional Coach to provide support for high school content area teachers and specialists with professional development and support. The individual would also assist with facilitating Collaboration Around Student Achievement meetings.

Class Size Reduction to create smaller class sizes at the elementary school level. Funds will be used to employ personnel.

2. Professional Growth and Improvement (SEC. 2102(b)(2)(B))

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Professional Development for targeted teachers in the area of literacy, aligned with the NC Standard Course of Study. Additionally, we will provide support to infuse literacy across all content areas, as well as further develop math and science content knowledge. Asheboro City Schools will continue to provide opportunities for teachers to participate in the locally developed Teacher Leadership Academy, as we strive to build teacher leadership capacity across all schools, grade levels and content areas.

Asheboro City Schools plans to provide on-going professional development and support for beginning teachers through district and school level opportunities. District support may include support from outside agencies, including professional development and teacher observations.

3. Comprehensive and Targeted Support and Improvement Prioritization (SEC. 2102(b)(2)(C))

Provide a description of how the LEA will prioritize funds to schools served that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c).

Targeted support/professional development in the areas of Reading and Math will be provided for teachers who have not participated in Reading Research or Math Foundations training and less than 50% of their students scored proficient on 2017-2018 End of Course or End of Grade testing.

4. Use of Data and Ongoing Consultation to Update and Improve Activities (SEC. 2102(b)(2)(D))

Provide a description of how the LEA will use data and ongoing consultation to continually update and improve activities supported under Title II Part A.

The school principals meet monthly with the district leadership in an Administrative Leadership Team meeting. Our Director of Testing and Accountability provides all participants with up-to-date formative assessment data regarding students and staff. The same information is provided to the Board of Education by our Superintendent. The staff is frequently polled for relevant information through the Continuous Improvement Planning process that occurs with NCStar twice each month. This representative structure allows each school staff to interact with school site data and make decisions based on it with parents present to lend their voices as well. Our Instructional Team will monitor interventions within the individual school sites to determine what works with students on a real-time basis. Clarification of standards will continue to be supported by our instructional leaders and facilitators. All students will have access to a core curriculum that is differentiated and aligned with strong formative and summative assessment.

5. Equitable Expenditures

(LEAs only) Determine the amount required for Title II, Part A equitable services to private school teachers and other educational personnel now that this amount must be determined based on the LEA's total Title II, Part A allocation.

Do you have Private school(s) participating?

Yes

No

A. Number of Students

A1: LEA Enrollment (number should match ESSR)	4534
A2: Participating Private Schools Enrollment	0
A3: Total Enrollment = A1 + A2	4534

B. Title II, Part A Allocation

B1: Total LEA Allocation	155,008.00
B2: Administrative Costs (for public and private school programs)	7,401.83
B3: LEA Allocation Minus Administrative Costs = B1 - B2	147,606.17

C. Per Pupil Rate

C1: B3 divided by A3	32.55
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D. Equitable Services

Amount LEA must reserve for equitable services for private school teachers and other educational personnel = A2 multiplied by C1	0.00
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Plan Relationships

Asheboro City Schools (761) Regular Local School District - Randolph County - 2019 - Consolidated - Rev 0 - Title II-A



Related Goals


Related Organization Plan Action Steps

Related School Plan Action Steps

Related Documents

Asheboro City Schools (761) Regular Local School District - Randolph County - 2019 - Consolidated - Rev 0 - Title II-A

Required Documents		
Type	Document Template	Document/Link
Title II-A Statement of Assurances [Upload 1 document(s)]	 2018-19TitleIIStatementofAssurances	 NCStatementofAssurances-TitleII

Optional Documents		
Type	Document Template	Document/Link
PRC103 Budget Sheet (FOR SOPs ONLY!!) [Upload up to 1 document(s)]	 2018-19TitleIIBudgetForm(State-OperatedProgramsONLY!)	

Title III Statement of Assurances 2018-2019

Assurances are hereby provided to the State Education Agency (SEA) that the Local Education Agency (LEA) or Charter School will:

- use payments to be received under Every Student Succeeds Act, Title III and its authorization (20 U.S.C. 6301 et seq., Sections § 3101, 3102, 3111-3116, and 3121-3128) solely for services benefiting English learners, consistent with the purposes, requirements, and other conditions of use as stipulated under this program.
- § 3115(b) not use more than 2 percent of allotted Title III funds for direct administrative expenses associated in administering this program.
- § 1112(c)(2) contact yearly, private elementary schools and secondary schools in the local education agency (LEA) in accordance with section § 1117, to have timely and meaningful consultation with private school officials regarding English learner services;
- § 3116(b)(4)(A) - § (1112)(e)(3)(A-B) provide the following information to parents of English learners not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program via a uniform notification process in a language the parent can understand:
 1. the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
 2. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
 3. the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
 4. how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
 5. how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
 6. the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
 7. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and
 8. information pertaining to parental rights that includes written guidance—“(I) detailing the right that parents have to have their child immediately removed from such program upon their request;“(II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and“(III) assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.

SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR.—For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with subparagraph (A).

- § 3116(b)(4)(B) not be in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections § 3125 and § 3126. The participation of this district or school in this program will be conducted in accordance with all federal, state, and local laws and all requirements set forth in policies and procedures as issued by the North Carolina Department of Public Instruction.
- § 3116(b)(4)(C) consult with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing the Title III program.
- § 3116(b)(4)(D) if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
- § 3116(c) All teachers in a Title III language instruction educational program for English learners are fluent in English and any other language used for instruction. Each eligible entity receiving a subgrant under section § 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
- abide by all assurances published under the above law with regard to all statutes related to nondiscrimination and other compliance features listed in the federal Standard Form 424B as revised for Non-Construction Programs, the federal Certification Regarding Lobbying, and the Federal Certification Regarding Drug-Free and Tobacco-Free Workplace Requirements.
- § EDGAR 76.730 maintain on file, all supporting documents for expenditures under Title III, in the business office of the school district in an orderly manner to permit expenditures audit and will be made available to appropriate officials upon request.
- comply with Title VI, Section 601, of the Civil Rights Act of 1964 (race, color, national origin); Section 504 of the Rehabilitation Act of 1973 (handicapped); Title IX of the Education Amendments of 1971 (sex); the Americans with Disabilities Act of 1990 and the Age Discrimination Act of 1975.

***I hereby certify that all facts, figures, and representations made in this application are true and correct to the best of my knowledge, and the school board of the local school agency (or agencies if the application is for a consortium) named in this application has/have authorized me as its/their representative.**

Terry W. Worrell _____

Typed name of Superintendent


Signature of Superintendent

8/16/18 _____

Date

Budget

Asheboro City Schools (761) Regular Local School District - Randolph County - 2019 - Consolidated - Rev 0 - Title III â€ Language Acquisition (PRC104)

 By checking this box the LEA is waiving allocation for this grant and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

All

Object Code	Salaries 100	Employer Provided Benefits 200	Purchased Services 300	Supplies and Materials 400	Capital Outlay 500	Total
5000 - Instructional Services	108,500.00	33,331.35	47,000.00	56,186.97	0.00	245,018.32
6000 - System-Wide Support Services	0.00	0.00	0.00	0.00	0.00	0.00
8200	0.00	0.00	0.00	0.00	0.00	0.00
8000 - Non-Programmed Charges	0.00	0.00	1,600.00	0.00	0.00	1,600.00
Total	108,500.00	33,331.35	48,600.00	56,186.97	0.00	246,618.32
					Adjusted Allocation	246,618.32
					Remaining	0.00

Grant Details

Asheboro City Schools (761) Regular Local School District - Randolph County - 2019 - Consolidated - Rev 0 - Title III â€ Language Acquisition (PRC104)

1. Allowable Purposes for Title III Funds (SEC. 3115(a)(1-4))

Indicate below the activities the LEA will implement to improve the education of English learners and immigrant children and youth by assisting the children to learn English and meet the challenging State academic standards. Check each box that applies; check at least one item.

Developing and implementing new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary school programs, and secondary school programs.

Carrying out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instruction programs for English learners and immigrant children and youth.

Implementing, within an individual school, schoolwide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.

Implementing, within the entire jurisdiction of a local educational agency, agency-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for English learners and immigrant children and youth.

Note: Approaches and methodologies must be effective for teaching English Learners, immigrant children and youth in meeting challenging State academic standards.

2. Supplement Not Supplant (SEC. 3115(g))

Explain the process that is used to ensure the Title III funds are "used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and in no case to supplant such Federal, State, and local public funds."

Title III funds are used to supplement federal, local, and state funds. We have fully utilized all of our State 054 funds in staffing ESL teachers within our schools. The district has also used local dollars to assist in support of the ESL program. The district will continue to use federal dollars to impact language acquisition and increase academic outcomes for ELs and intentionally engage with their families.

Our plan is to:

- hire a Lead EL teacher to support ongoing within district professional development
- bolster parent engagement with EL and immigrant families
- provide more EL-specific teaching and learning materials
- contracted services for the summer

3. Programs and Activities (SEC. 3115(c)(1)(A) & (B) and SEC. 3116(b)(1))

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Our teachers will utilize techniques learned from professional development on Reaching ELs through Reading and Writing Strategies this summer with Valentina Gonzalez. We will continue to strengthen our work with Co-Teaching across the district as a result of inservice from Dr. Joan LaChance and Dr. Timothy Sims. Also, we will take a deep dive into resolving our ongoing issues with Long-Term ELs after completing professional development and purchasing follow up materials to support our learning to provide appropriate instruction and deliver services to our students.

4. English Language Proficiency Assessment and Professional Development (SEC. 3115(c)(2)(A-D) and SEC. 3116(b)(2))

The LEA must use funds to provide effective professional development of classroom teachers (including teachers in classroom setting that are not the setting of language instruction education program), principal and other school leaders,

administrators, and other school or community-based organizational personnel.

A. Select all the following groups that will be provided

classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs),

principals and other school leaders,

administrators, and

other school or community-based organizational personnel.

B. Describe how the effective professional development that the LEA shall provide to selected group(s) is -

1. designed to improve the instruction and assessment of English learners;

2. designed to enhance the ability of such teachers, principals and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;

3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and

4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher, as appropriate.

Our district has sent administrators from the Central Office, building level administrators, lead teachers, and teachers at each grade span to be trained by NCDPI offerings over the past year and summer. Some of these individuals have received recent promotions to leadership position and will be in official training capacities within our system. A part of our new grant is to have a Lead EL Teacher who will be able to impact our regular education/content teachers and ESL teachers on a more frequent basis to provide daily engagement with professional development and scholarly discourse. Our district has also appointed a dedicated Director of ESL and Dual Language. In addition to the attached Professional Development Plan, our superintendent has contracted with a retired ESL teacher Ann Talton to provide ongoing monthly professional development to our administrators so that they have look fors as well as a better understanding of EL progress indicators and expectations with WIDA.

5. Parent, Family and Community Engagement. (SEC. 3115(c)(3)(A) & (B) and SEC. 3116(b)(3))

Describe how your LEA/Charter will promote parent, family, and community engagement in the education of English learners that will enhance or supplement the EL program being used in your district.

Our district utilizes the Dr. Karen Mapp model of Family Engagement along with the Dual Capacity framework. Our ESL teacher host a minimum of two ESL nights each year for families and many schools hold heritage events that bring many families to the schools for outstanding participation. Our teachers have developed a partnership with the University of North Carolina at Greensboro to engage in a Heritage Language Academy with families that has become a parent-led project on Saturdays from January through April. Many of our parents take advantage of English classes that are offered by Randolph Community College in our elementary schools while our teachers and students offer free daycare services.

Plan Relationships

Asheboro City Schools (761) Regular Local School District - Randolph County - 2019 - Consolidated - Rev 0 - Title III â€ Language Acquisition (PRC104)

Related Goals

Related Organization Plan Action Steps

Related School Plan Action Steps

North Carolina Debarment Certification – 2018-19

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 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 160-19211). Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

Website Reference for NC Debarred Vendors: <http://www.doa.state.nc.us/PandC/actions.asp>

THE AUTHORIZED REPRESENTATIVE IS THE SUPERINTENDENT.

1. 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.
2. The prospective lower tier participant shall provide immediate written notice to the person which this proposal 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.
3. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," 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 proposal is submitted for assistance in obtaining a copy of those regulations.
4. The prospective lower tier participant agrees by submitting this proposal 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.
5. The prospective lower tier participant further agrees by submitting this proposal 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.
6. A participant in a covered transaction may rely upon a certification of a perspective 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 Non-procurement List.
7. 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.
8. Except for transactions authorized under number 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.

Terry W. Worrell
Typed Name of Superintendent

Signature of Superintendent

8/16/18
Date

NORTH CAROLINA PRAYER CERTIFICATION AND SINGLE SET OF ASSURANCES
The Elementary and Secondary Education Act of 1965
The Every Student Succeeds Act of 2015 (P.L. 114–95)

SEC. 8524. [20 U.S.C. 7904] SCHOOL PRAYER.

CERTIFICATION. -- As a condition of receiving funds under this Act, we hereby certify in writing to the State educational agency that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools.

SEC. 8306. [20 U.S.C. 7846] OTHER GENERAL ASSURANCES.

ASSURANCES.—Any applicant, other than a State educational agency that submits a plan or application under this Act, shall have on file with the State educational agency a single set of assurances, applicable to each program for which a plan or application is submitted, that provides that—

- (1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
- (2)(A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
- (3) the applicant will adopt and use proper methods of administering each such program, including— (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- (4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
- (5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
- (6) the applicant will— (A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and (B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
- (7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.
- (8) the applicant will comply with the provisions of Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103-382).

Agency Name: Asheboro City Schools

I HEREBY CERTIFY that to the best of my knowledge, the agency complies with aforementioned assurances; the agency named above has authorized me as its representative to file this application; and such action is recorded in the minutes of the agency's meeting held on 8/16/18. (Month/Day/Year)

Terry W. Worrell

8/16/18


Printed Name of Superintendent

Signature of Superintendent

Date

Budget

Asheboro City Schools (761) Regular Local School District - Randolph County - 2019 - Consolidated - Rev 0 - Title IVA â€ Student Support and Academic Enrichment (SSAE)

 By checking this box the LEA is waiving allocation for this grant and acknowledges that doing so could result in the reallocation of these funds, to another Program Report Code (PRC) or LEA/charter.

All

Object Code	Salaries 100	Employer Provided Benefits 200	Purchased Services 300	Supplies and Materials 400	Capital Outlay 500	Transfers 700	Total
5000 - Instructional Services	37,500.00	2,868.75	12,000.00	77,618.60	0.00	0.00	129,987.35
6000 - System- Wide Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8000 - Non- Programmed Charges	0.00	0.00	1,559.75	0.00	0.00	0.00	1,559.75
Total	37,500.00	2,868.75	13,559.75	77,618.60	0.00	0.00	131,547.10
						Adjusted Allocation	131,547.10
						Remaining	0.00

Grant Details

Asheboro City Schools (761) Regular Local School District - Randolph County - 2019 - Consolidated - Rev 0 - Title IVA â€ Student Support and Academic Enrichment (SSAE)

1. Consultation (SEC. 4106 (c)(1))

The LEA or Charter has consulted with the following in the development of the Title IV-A application:

Parents

Teachers

Principals

Other school leaders

Specialized instructional support personnel

Students

Community-based organizations

Local government representatives (i.e., law enforcement agency, juvenile court, child welfare agency, public housing agency)

Indian tribes or tribal organizations located in region served by LEA (where applicable)

Others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart

2. Comprehensive Needs Assessment (SEC. 4106 (d))

Date(s) Comprehensive Needs Assessment was conducted (required only if receiving \$30,000 or more).

Asheboro City Schools (ACS) executes a comprehensive strategic planning process every five years. The most recent process took place from October, 2015 through April, 2016. The process involved gathering input from community stakeholders regarding perceptions of the school district's strengths and opportunities. Intentional focus on multiple sources of district data was included in this process. The plan adopted by the Board of Education (BOE) in June, 2016, serves as a roadmap for district continuous improvement and provides a framework from which individual schools develop, implement, and monitor their Continuous Improvement Plans (CIP). ACS is in the third year of the strategic plan projected to end in 2021. However, this is the second year of utilizing the NC Star tool district-wide for school improvement planning.

Progress monitoring of the Strategic Plan happens on a weekly basis at the district level and each school's CIP occurs at a minimum of a twice each month. Principals, with School Leadership Teams, are required to provide evidence of assessment data and progress toward meeting CIP goals during School Leadership Team, Conversations Around Student Achievement (CASA) and Board of Education NCStar CIP Presentation meetings. The Superintendent, Assistant Superintendent for Curriculum and Instruction, and Directors from Senior Leadership meet with school leadership teams and staff regarding their CIP goals and professional development through critical conversations impacting student achievement spanning the year to coach, assist and monitor school goals and data.

The completed school Comprehensive Needs Assessments (CNA) guide an ongoing process in ACS and serve as a foundation for effective continuous improvement planning. Each school completes one between spring and summer prior to the opening of the new academic year. The CIPs, now in NCStar, include demographic, perception, student learning, and process data. The process is embedded through multiple platforms which include: an annual ACS administrative team retreat, monthly administrative leadership team meetings, weekly central office cabinet meetings, weekly curriculum and instruction meetings, school leadership team meetings, faculty meetings, content/ job-alike meetings, and CASA meetings throughout the school year. Our schools conduct Comprehensive Needs Assessments annually as a part of the NCStar Continuous Improvement Planning process used to develop schoolwide goals and enhance district efforts. The quantitative data received from summative assessments coupled with qualitative results of NC Teacher Working Conditions Surveys provide our collective school leadership teams roadmaps for the academic year to

further strengthen our work with students, staff members, and families.

District parent, teacher, and student surveys which can be disaggregated by each school (e.g. Title I schools) are conducted on an annual basis. Data from the NC Teacher Working Conditions (TWC) Survey are analyzed every two years, with some schools conducting their own TWC survey during the years the NC TWC is not administered by the state. The TWC Survey was administered to all staff during the 2017-18 school year and our school and district leaders are happy to make adjustments based on the shared feedback of our colleagues this academic year in order to continue to make what we deem the best school district even better.

Our Consolidated Plan has been developed by representative staff, reviewed by stakeholders, submitted for approval, and voted on by our Board of Education.

3. Partnership(s) (SEC. 4106 (e)(1)(A))

Describe any partnership(s) with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart.

Randolph County Public Library is an ongoing partner of the district. We work with them throughout the academic year as well as over the summer to provide literacy support to students. We will have the professionals from the Asheboro Children's Room visit the schools to provide storytelling and take field trips to library.

4. Activities (SEC. 4106 (e)(1)(B-D))

A. If applicable, describe how funds will be used for activities related to supporting well-rounded education under Section 4107. **(SEC. 4106 (e)(1)(B))**

Asheboro City Schools is interested in utilizing funds to further support the Read to Achieve initiative by providing afterschool tutors for third grade students in our elementary schools. Occasionally, incentives may be provided to students to continue to boost attendance and give extrinsic motivation to order to increase literacy achievement.

i-Ready is a diagnostic tool for K-12 learners and K-8 instruction that would fill an existing gap in our district-wide instructional framework. Asheboro City Schools would like to pilot this tool district-wide to determine if it meets our needs this academic year.

B. If applicable, describe how funds will be used for activities related to supporting safe and healthy students under Section 4108. **(SEC. 4106 (e)(1)(C))**

Remind school and district software will support campus safety by providing an easy-to-use messaging platform for all stakeholders. The communication tool can be accessed all in one place by parent groups. Instant updates are available by text message when important information is disseminated by the school. Students can converse about specific lesson details with teachers, when needed. This tool assists with parent engagement activity prompting and memorization.

C. If applicable, describe how funds will be used for activities related to supporting the effective use of data and technology in schools under Section 4109. **(SEC. 4106 (e)(1)(D))**

Asheboro City Schools would like to purchase Crostini for student Chromebook computers. This is an instructional tool that teachers will be able to utilize to communicate with students in order to maximize time on task. Features include the ability to lock student screens and easily take screenshots of student activity in order to provide meaningful feedback during class. Teachers are able to remotely monitor student progress without hovering over them and private message encouragement.

5. Program Objectives and Outcomes (SEC. 4106 (e)(1)(E))

Describe the program objectives and intended outcomes for activities under this subpart, and how the organization will periodically evaluate the effectiveness of the activities carried out under Section 4106, based on such objectives and outcomes.

The evaluation team will rely on specialists from various departments within the district with whom the funds are targeted as well as senior leadership (Instructional Team) for oversight. The evaluators will determine critical components as to whether what extent they are implemented by reviewing documents and discussing the programs with the developers and users at each school site. The fidelity of the implementation framework will be analyzed with input from the participants.

6. Administrative Costs (SEC. 4105 (c))

If applicable, describe any proposed use of funds for the direct administrative costs of carrying out the Title IV â€ Part A grant responsibilities.

- Mileage reimbursement
- Supplies and materials
- Publication costs
- Equipment
- Consultant services (potential)

7. Attestation

By checking this box, the LEA or Charter attests that it has complied with all stated assurances for Title IV â€ Part A as found on the Assurances page as the same. (SEC. 4106 (e)(2))

8. Equitable Expenditures

(LEAs only) Determine the amount required for Title IV, Part A equitable services to private school teachers and other educational personnel now that this amount must be determined based on the LEAâ€™s total Title IV, Part A allocation.

Do you have Private school(s) participating?

Yes

No

A. Number of Students

4534 A1: LEA Enrollment (number should match ESSR)

0 A2: Participating Private Schools Enrollment

4534 A3: Total Enrollment = A1 + A2

B. Title IV, Part A Allocation

103,367.00 B1: Total LEA Allocation

1,559.75 B2: Administrative Costs (for public and private school programs)

101,807.25 B3: LEA Allocation Minus Administrative Costs = B1 â€ B2

C. Per Pupil Rate

22.45 C1: B3 divided by A3

D. Equitable Services

0.00 Amount LEA must reserve for equitable services for private school teachers and other educational personnel = A2 multiplied by C1

Set Asides

Asheboro City Schools (761) Regular Local School District - Randolph County - 2019 - Consolidated - Rev 0 - Title IVA â€ˆ Student Support and Academic Enrichment (SSAE)

103,367.00 Total Title IV â€ˆ Part A Planning Allotment

Set Asides

92,368.75 A. Activities to Support Well-Rounded Educational Opportunities (SEC. 4106 (e)(2)(C)) (20% min for allocations >= \$30K)

30,000.00 B. Activities to Support Safe and Healthy Students (SEC. 4106 (e)(2)(D)) (20% min for allocations >= \$30K)

7,618.60 C. Activities to Support the Effective Use of Technology (SEC. 4106 (e)(2)(E)) (a portion of the allocation)

D. Of total reserved in C., above, the amount used to purchase technology infrastructure (15% maximum) (SEC. 4109 (b))

E. Administrative (2% maximum for direct administration) (SEC. 4105 (c))

1,559.75 F. Indirect Costs

Plan Relationships

Asheboro City Schools (761) Regular Local School District - Randolph County - 2019 - Consolidated - Rev 0 - Title IVA â€ Student Support and Academic Enrichment (SSAE)

Related Goals

Related Organization Plan Action Steps

Related School Plan Action Steps

Asheboro City Schools Board of Education

**RESOLUTION APPROVING THE SIGNERS ON A BANK ACCOUNT WITH
CAPITAL BANK**

WHEREAS, the Asheboro City Schools Board of Education has chosen Capital Bank to provide individual school banking services; and,

NOW THEREFORE, The Board of Education finds and resolves that:

1. The following individuals shall be signers on the individual school depository bank account with Capital Bank for Guy B. Teachey Elementary School:

- a. B. Harold Blair, Jr. _____
- b. Ann E. Evans _____
- c. Tina E. Poole _____

RESOLUTION APPROVED AND ADOPTED THIS 16th DAY OF August, 2018.

Asheboro City Schools Board of Education

**RESOLUTION APPROVING THE SIGNERS ON A BANK ACCOUNT WITH
CAPITAL BANK**

WHEREAS, the Asheboro City Schools Board of Education has chosen Capital Bank to provide individual school banking services; and,

NOW THEREFORE, The Board of Education finds and resolves that:

1. The following individuals shall be signers on the individual school depository bank account with Capital Bank for Donna Lee Loflin Elementary School:

- a. B. Harold Blair, Jr. _____
- b. Lisa P. Hayes _____
- c. Carrie A. Dorrity _____

RESOLUTION APPROVED AND ADOPTED THIS 16th DAY OF August, 2018.

**Asheboro City Schools
Personnel Transactions
August 16, 2018**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Bailey	Amanda	CWM	After School Program Assistant	8/4/2018
Coleman	Billie	BAL	5th Grade	8/6/2018
Davis	Ben	CO	Bus Driver	7/31/2018
Diaz	Jessica	GBT	After School Program Assistant	7/26/2018
Hill	Katherine	GBT	2nd Grade	7/19/2018
Simmons	Kerrick	AHS	Instructional Assistant/NCVPS	7/18/2018
Simpson	Bryan	SAMS	Mathematics	7/23/2018
Stookey	Greta	AHS	Exceptional Children	7/22/2018

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Banty	Elizabeth	LP	4th Grade	8/9/2018
Borbon'	Oscar	LP	Instructional Assistant/Dual Language	8/15/2018
Carroll	Ryan	NAMS	Science/Social Studies	8/15/2018
Clayton	Lauren	GBT	2nd Grade	8/15/2018
Hager	Stephanie	GBT	1st Grade	8/15/2018
Scott	Mercene	LP	2nd Grade	9/4/2018
Sheffield	Gary	CO	Substitute/\$103.00 per day	8/15/2018
Teague	Brittany	DLL	4th Grade	8/15/2018
Way	Alyssa	CO	Secretary	8/23/2018

C. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Arnold	Karen	NAMS to CO	EL Teacher to Lead EL Teacher	8/15/2018
Carl	Mischale	CO	Sub Bus Driver to Bus Driver	8/1/2018
Lamb	Reba	CWM to ECDC	After School Asst. to Instructional Asst.	8/15/2018

**Asheboro City Schools
Personnel Transactions - ADDENDUM
August 16, 2018**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Garcia	Keey	AHS	Custodian	8/8/2018
Johnson	Tari	CO	Transportation Supervisor	9/6/2018

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Allmon	Terry	BAL	Exceptional Children (part-time)	8/15/2018
Ball	Shaylyn	GBT	EC Instructional Assistant	8/15/2018
Craven	John	CO	Substitute (\$80.00 per day)	8/27/2018
Eaton	Vicky	CWM	EC Instructional Assistant (part-time)	8/15/2018
Espino	Arely	SAMS	Spanish	9/10/2018
Kabatchnick	Ruth	CWM	Speech Language Pathologist	8/15/2018
Price	Calin	BAL	5th Grade	8/15/2018

C. TRANSFERS

Dillion	Stacy	LP to LP/CWM	English as a Second Language	8/15/2018
Gomez	Carlos	AHS	ESL to Instructional Facilitator	8/15/2018
Jones	Josephine	GBT to CWM	EC Instructional Assistant	8/15/2018
McKeown	Melissa	GBT to NAMS	Academically Gifted	8/15/2018
O'Connor	Teresa	SAMS to GBT	Exceptional Children	8/15/2018
O'Neal	Andrea	BAL to LP	Speech Language Pathologist	8/15/2018
Patton	Kelly	NAMS to GBT	Academically Gift	8/15/2018
Robles	Omayra	GBT to BAL	English as a Second Language	8/15/2018

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
August 16, 2018**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Banty, Elizabeth	State University of New York at Genesco B: Childhood with Special Education	Elementary K-6 Exceptional Children

Ms. Banty is recommended as a fourth grade teacher at Lindley Park Elementary for the 2018-2019 school year. Ms. Banty is relocating to the area from Albion, New York and is excited to begin her teaching career in Asheboro and to learn about the community. Ms. Banty completed two very successful student teaching placements and gained experience through her work with the Soaring Stars summer enrichment program. Ms. Banty is described as having a wonderful rapport with children of all ages and ability, as well as adults with whom she works. Please join me in welcoming Ms. Elizabeth Banty to Asheboro City Schools. Welcome Ms. Banty!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Carroll, Ryan	UNC Greensboro B: Social Studies	Social Studies (6-9) Science (6-9)

Mr. Carroll is recommended as a 7th grade science/social studies teacher at North Asheboro Middle School for the 2018-2019 school year. Mr. Carroll comes to us from the Triad Math and Science Academy in Greensboro where he taught history. Outside of the classroom, he has tutored students after school and mentored students in a school-sponsored mentorship program. Mr. Carroll is eager to continue his career with Asheboro City Schools and brings with him valuable experience to our system. Please help me welcome Mr. Ryan Carroll to Asheboro City Schools. Welcome Mr. Carroll!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Clayton, Lauren	UNC Wilmington B: Elementary Education	Elementary Education (K-6)

Ms. Clayton is recommended as second grade teacher at Guy B. Teachey Elementary School for the 2018-2019 school year. Ms. Clayton previously taught third grade at Edgewood Elementary School in Whiteville, North Carolina. She has demonstrated adaptability to the individual needs of students and developing relationships. Ms. Clayton is experienced with integrating technology into her lessons, facilitated after school tutoring and coached a Girls on the Run after school program. She is excited to relocate to the area and be a part of the Teachey Tiger team. Please welcome Ms. Clayton to Asheboro City Schools. Welcome Ms. Clayton!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Hager, Stephanie	Concord University (WV) B: Elementary Education	Elementary Education (K-6)

Ms. Hager is recommended as a first grade teacher at Guy B. Teachey Elementary School for the 2018-2019 school year. Ms. Hager is a veteran educator coming to us from Randolph County Schools. Ms. Hager has served as a grade level chairperson, lead mentor and participated on the School Improvement Team. In 2012 she earned a Distinguished Educator award. Her understanding and use of informal and formal assessments, and guided reading will be an asset to her new team at Teachey. Please join me in welcoming Ms. Hager to Asheboro City Schools. Welcome Ms. Hager!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Scott, Mercene	NC A&T University B: Elementary Education Teachers College, Columbia University M: Teaching and Learning	Elementary Education (K-6)

Ms. Scott is recommended as a second grade teacher at Lindley Park Elementary School for the 2018-2019 school year. Ms. Scott comes to us from William R. Davie S.T.E.M Academy in Roanoke Rapids, North Carolina. Mercene has eighteen years of experience in education in various settings. She is described as positive, professional at all times, has a great passion for teaching, and is able to motivate her students. She is an effective teacher and is a team player. We are happy to have Ms. Scott join our district to continue her career as a valued member of the Lindley Park team. Please help me welcome her to Asheboro City Schools. Welcome Ms. Scott!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Teague, Brittany	UNC Greensboro B: Elementary Education NC Central University M: School Administrator	Elementary Education Academically Gifted School Administrator

Ms. Teague is recommended as fourth grade teacher at Donna Lee Loflin Elementary School for the 2018-2019 school year. Ms. Teague has just finished a year as a North Carolina Department of Public Education administrative intern at Virginia Cross Elementary in Siler City. Ms. Teague is a veteran educator with experience as a classroom teacher and as an Academically Gifted co-teacher at the middle school level. Ms. Teague has stated, "I want to work for Asheboro City Schools because their mission and my core values align for providing rigorous, individualized, and engaging learning opportunities for all children." Please join me in welcoming Ms. Teague to our district. Welcome Ms. Teague!

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS – ADDENDUM
August 16, 2018**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Espino, Arely	Appalachian State University B: K-12 Spanish Education	K-12 Spanish Education

Ms. Espino is recommended as a Spanish teacher at South Asheboro Middle School for the 2018-2019 school year. Ms. Espino is coming to us from Flat Rock Middle School, Winston-Salem, where she has taught Spanish for the past three years. She has collaborated with colleagues at her previous schools on Hispanic Heritage Month, Black History Month, Women's History Month, and many other multi-cultural events. Ms. Espino is enthusiastic to begin working with Asheboro City Schools and will be a great asset. Please join me in welcoming Ms. Arely Espino to Asheboro City Schools. Welcome Ms. Espino!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Kabatchnick, Ruth	University of Maryland B: Zoology Georgetown University M: Physiology University of Maryland M: Speech/Language Pathology	Speech/Language Pathology

Ms. Kabatchnick is recommended as a Speech/Language teacher at Charles W. McCrary Elementary School for the 2018-2019 school year. Ms. Kabatchnick has previously served students in Randolph and Guilford County School systems, as well as other diverse settings. Her former colleagues describe Ms. Kabatchnick as being very caring with children and having good rapport with parents/guardians. She is excited to join Asheboro City Schools and bring her valuable skill set to Charles W. McCrary Elementary. Please join me in welcoming Ms. Ruth Kabatchnick to Asheboro City Schools. Welcome Ms. Kabatchnick!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Price, Calin	UNC Greensboro B: Elementary Education	Elementary K-6

Ms. Price is recommended as a fifth grade teacher at Balfour Elementary School for the 2018-2019 school year. Ms. Price is a NC Teaching Fellow and is an experienced 5th grade teacher coming to us from St. Paul's Elementary School in Robeson County. Ms. Price enjoys integrating technology into her lessons, and is trained in RTI and mClass. We share in her excitement to be a part of Balfour Elementary School. Please welcome Ms. Price to Asheboro City Schools. Welcome Ms. Price!



299 x 298 - Images may be subject to copyright. Learn More

Dual Language Programs

Asheboro City Schools



Dual Language Programs in North Carolina

Over 140 DL/I Programs in 35 Counties (more details to come—the numbers continue to grow!).





Making Meaning

Dual Language/Immersion Programs Address:

- ❖ Community and Learner Needs
- ❖ Effective Program Design
- ❖ Intentional Instruction
- ❖ Accountability: Student Growth *via*
 - Two or more languages
 - Academic Standards and Content
 - Cross-cultural identity and experiences



What does it look like?

<https://www.youtube.com/watch?v=co6r2fTB6wY>

Our Schools

Balfour

Kindergarten, first, and second grades.

Lindley Park

Kindergarten and first grade.

We are expanding!

Kindergarten Results

Balfour

Kindergarten Total Number	41
Black	7.3%
Hispanic	63.4%
White	24.4%

English Dibels	97.6%
English TRC	82.3%
Spanish TRC (Green and Blue)	19.5%

Lindley Park

Kindergarten Total Number	40
Black	17.5
Hispanic	30
White	52.5

English DIBELS	82.5%
English TRC	85%
Spanish TRC (Green and Blue)	62.5%

First Grade Results - Balfour

Total Number	38
Black	7.8%
Hispanic	78.9%
White	10.5%

English Dibels	78.9%
English TRC	39.5%
Spanish TRC (Green and Blue)	31.6%

Stories from our programs

When enrolling our daughter in the Dual Language Program we knew great things were going to take place. The instructors have done an awesome job introducing this program. During the past two years in the program we, as parents, have noticed nothing more than growth and success. Jordyn has enjoyed every minute of it. She has excelled in both English and Spanish. As parents we couldn't help but to be so proud of her and the amount of education she is receiving through the Dual Language Program.

Thank you,
The Parents of JL

Y hay mas (and much more) . . .

From my point of view, it was extremely eye-opening how learning another language at this age can push students ahead. The students were truly making connections between the two languages from day to day. They were able to carry over their lessons from Spanish world into the English world and vice versa.

I found it very helpful to have students repeat phrases or academic vocabulary in both English and Spanish to better enhance those connections. My favorite part was hearing students switch between languages so easily at lunch and recess when talking with peers and teachers, especially students who come from an English-speaking home.

Any questions?



ELEMENTARY SOCIAL AND EMOTIONAL CURRICULUM

Overview

- Program aimed at building strong classroom relationships and supportive learning communities
- Developed at Arizona State University
- Partnership with Eastern Carolina University
- Aligned with North Carolina standards

Implementation Plan

The new social/emotional curriculum is/offers:

- Customizable;
- Counselor-driven;
- Group training modules;
- Instructional kits for each grade level;
- Whole-group instruction;
- Lessons anywhere from 5-30 minutes in length;
- Activities such as Buddy Up and conversation starters.



Comprehensive Curriculum



The new social/emotional curriculum aims to build strong classroom relationships and supportive learning communities. Focus areas include:

- Diversity and Inclusion;
- Empathy and Critical Thinking;
- Communication;
- Problem Solving;
- Peer Relationships;
- Bullying.



DISCIPLINE DATA

Overview Comparisons 2015-2016

15-16 Total OSS

- ACS – 293
- Davie – 332
- Thomasville – 656
- Chatham – 548
- Kannapolis City – 836
- Montgomery – 646
- Edgecombe – 2227

15-16 OSS per 100 (high School)

- ACS – 7.05
- Davie – 6.53
- Thomasville – 39.94
- Chatham – 12.03
- Kannapolis City – 14.62
- Montgomery – 17.23
- Edgecombe – 38.49

Overview Comparisons 2016-2017

16-17 Total OSS

- ACS – 334 (4651)
- Davie – 353 (6,242)
- Thomasville – 544 (2329)
- Chatham – 553 (8786)
- Kannapolis City – 747 (5306)
- Montgomery – 768 (3926)
- Edgecombe – 1779 (5994)

17-18

- ACS 359 total OSS

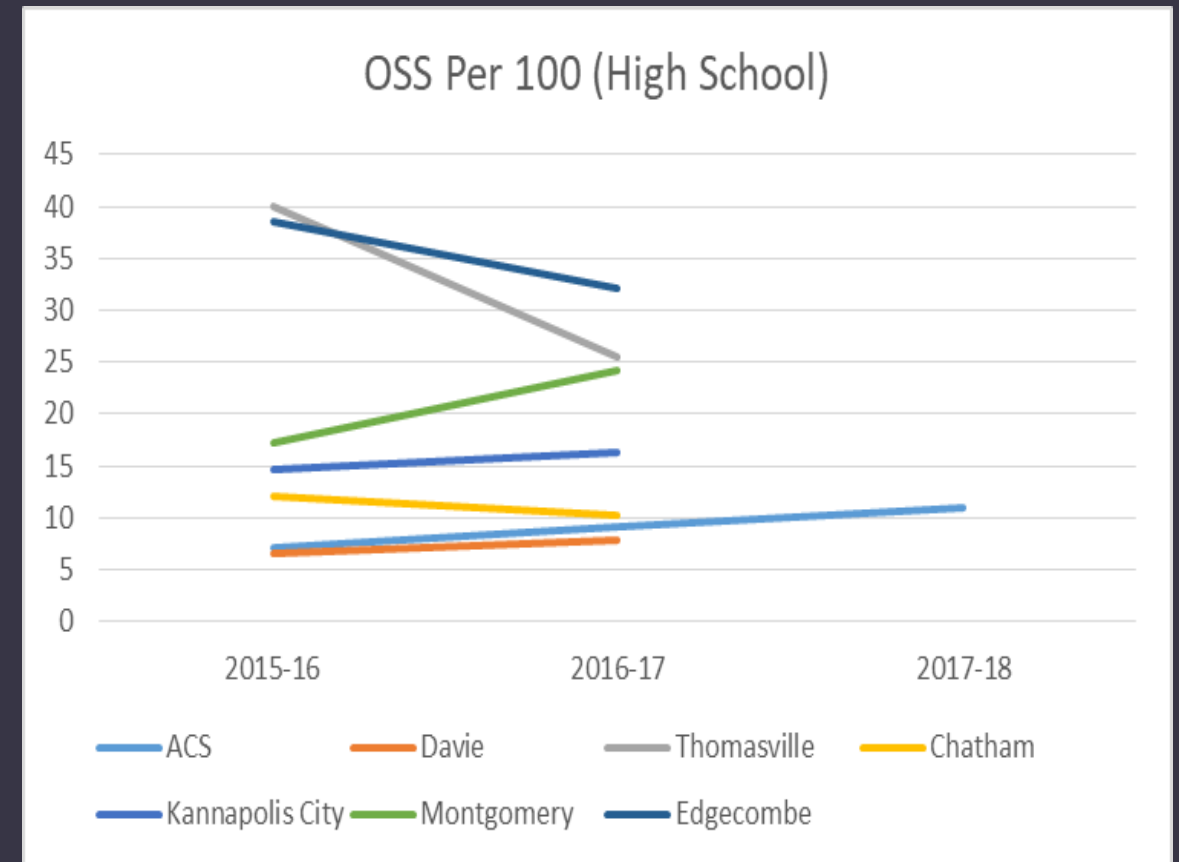
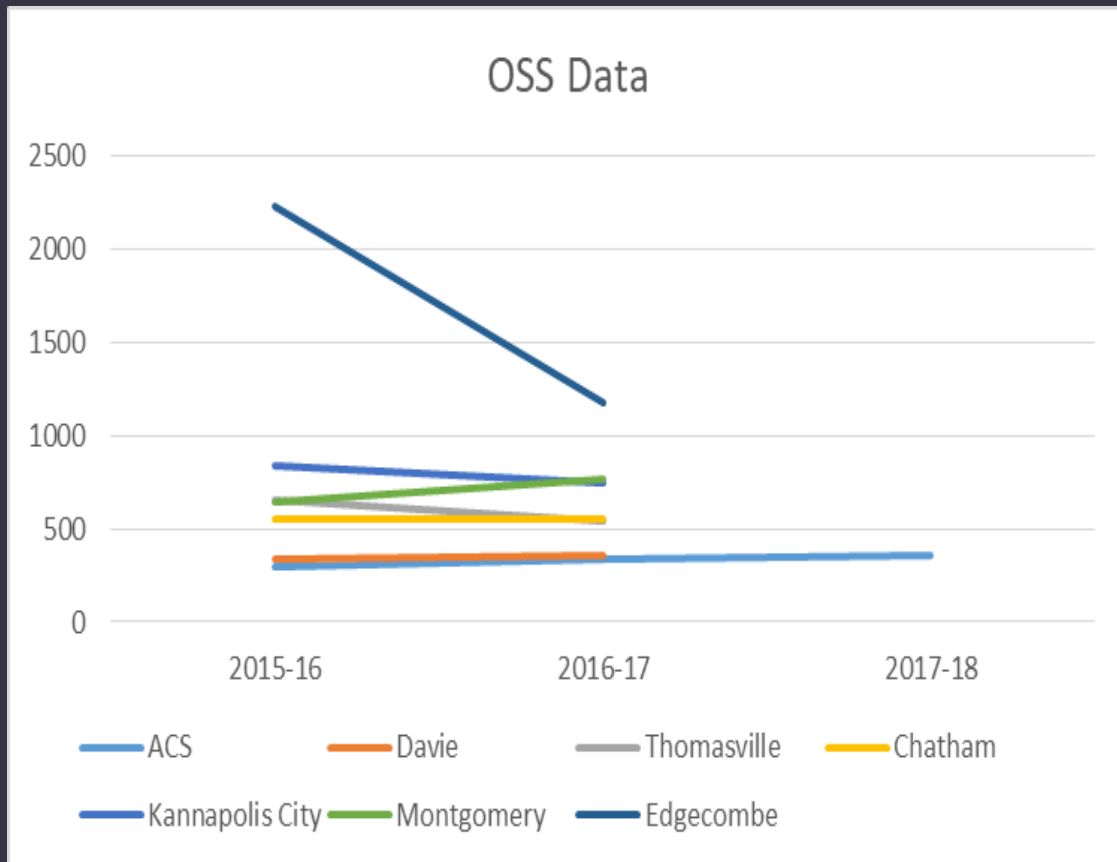
16-17 OSS per 100 (high School)

- ACS – 9.06
- Davie – 7.81
- Thomasville – 25.58
- Chatham – 10.17
- Kannapolis City – 16.25
- Montgomery – 24.15
- Edgecombe – 32.03

• 17-18

- ACS 11.03

Five Year Discipline Trends



Asheboro High School

Notes of Importance with regards to the 2017-2018 Data

- We continue to focus on providing safe learning environments.
- Data is used to improve our practices, ensuring discipline, accountability, and consequences are administered equitably and consistently.
- We used the Asheboro City Schools' Code of Conduct matrix to maintain consistency.
- We introduced a new Office Discipline Referral (ODR) system in 17-18 for our staff, called the *Educator's Handbook*.
- Staff are required to document all incidents in *Educator's Handbook*.

Asheboro High School

Highlighted Actions and Outcomes in 2017-2018

- Training on Positive Behavior Intervention & Support (PBIS), Equity, Relationships, and a Growth Mindset.
- We gained significant stability within our admin team from mid-March on.
- Our academic outcomes are some of the best in recent AHS history:
 - 92.7% four-year graduation rate
 - 96% of seniors successfully completed Math 3
 - English II proficiency increased from 56% to 65%
 - Math I proficiency increased from 47% to 67%

Asheboro High School

Additional Discipline Data of Note

Repeat Offenders

Positive Momentum

Number of
Referrals

Number of
Students

Month

Number of
referrals

1

125

2

54

February

175

3

27

March

155

4

16

April

151

5

8

May

122

6

6

Asheboro High School

Planning for Success and Support in 2018-2019

- Continued growth in Positive Behavior Interventions & Support
- Tiered identification of student needs
- New staff, new launch of the Long-term Intervention Program (LTIP)
- Review of the Student Intervention (SI) resource with teachers
- Expectation assemblies with all students to begin each semester
- Student Handbook review with students to begin each semester
- Signage in each classroom to communicate consequences
- Crucial conversations and continued training with teachers



PARENT/ STUDENT SURVEYS

Purpose and Response

In April parent and student engagement surveys were administered to collect information regarding:

- School Climate;
- Safety;
- Academics;
- Technology.

Responses:

- 106 parents and/or guardians;
- 2,010 students;
- Five-point Likert scale.

School Climate

- **81%** of students feel that our schools are a welcoming and friendly place.
- **88%** of students feel proud of their schools and 85% stated that they feel as though they are accepted for who they are.
- **91%** of students feel that our teachers serve as positive role models.
- **88%** of students feel that teachers care about their students and 81% feel that they have someone to talk to if needed.
- **65%** of students indicated that they are involved in after-school activities.

School Safety

- **96%** of students reported that students know the school rules.
- **79%** of students feel safe at school and **91%** feel that safety and security are valued at their school.

Academics

- **94%** of students indicate that they push themselves to do their best work.
- **98%** of students agreed that graduation is a top priority.
- **72%** of students agreed that classroom activities are exciting and engaging.
- **87%** of students agreed that what they are learning is preparing them for their future.
- **87%** of students feel that student leadership is encouraged.

Technology

- **90%** of students have opportunities to utilize technology at school.
- **87%** of students feel more engaged when technology is used.
- **87%** of students feel that technology helps them relate the content to real life situations.



**Instructional Framework
&
Curriculum Updates
August 16, 2018**

Dr. Aaron Woody, Assistant Superintendent

STRATEGIC PLAN FOCUS:

VISION:

- Asheboro City Schools will be a community of excellence where each student graduates globally competitive for college, careers, and citizenship.

MISSION:

- We are committed to providing rigorous, individualized, and engaging learning opportunities for all students in a safe and inviting environment to ensure our students can become successful lifelong learners, prepared for global citizenship.

STRATEGIC GOAL:

- Recognizing that the long-range goal of Asheboro City Schools is the successful preparation and graduation of each student, the goal for this plan is: By 2021, 100 percent of Asheboro City Schools students will graduate globally competitive for college, careers, and citizenship.

STRATEGIC PLAN FOCUS:

OUR OUTCOMES FOR STUDENT SUCCESS:

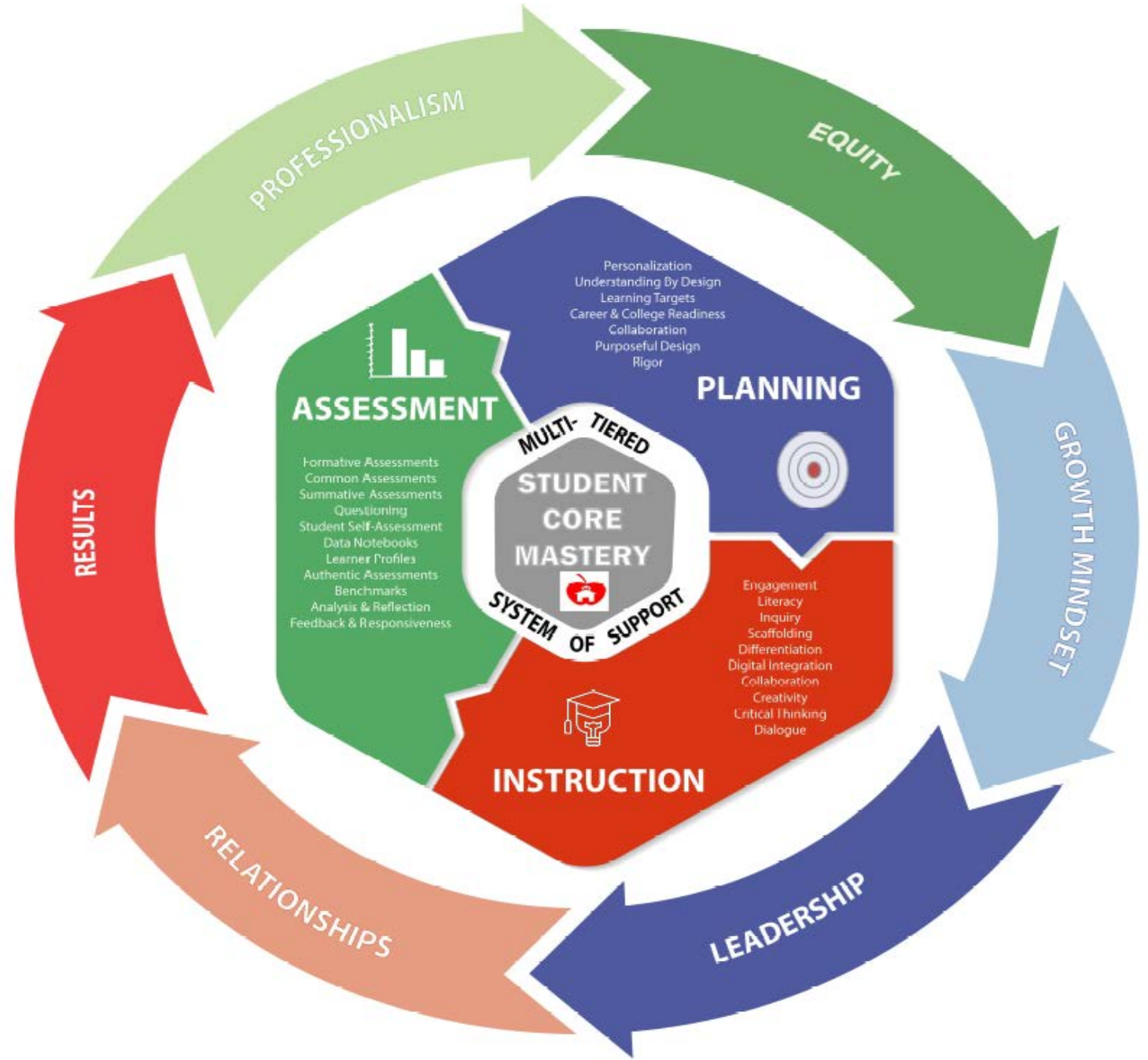
“Our primary focus is on teaching and assessing those skills our students need to excel as 21st Century learners, workers, and citizens.”

EACH ASHEBORO CITY SCHOOLS STUDENT WILL BE:

- Academically proficient;
- Able to effectively communicate and collaborate;
- Able to think critically and creatively in order to problem solve;
- Globally aware, independent, and responsible.

Asheboro City Schools "Visual" Instructional Framework

Core Instruction
Intervention
Essential Components
Values that surround our work



GUIDING QUESTIONS:

How will our framework guide teaching and learning?

1) What standards are we teaching and when?

- How are we using our standards, the scope and sequence, pacing?
- We must ensure that all students have every opportunity to learn all standards appropriate to their grade level...this is the expectation for all teachers across the district.

2) What materials are we using and how will they guide and inform teaching and learning?

- We will continue to vet all resources for high quality so that every resource utilized in our district meets the criteria above.

3) Where are students succeeding, and where do they need more support?

- Data analysis protocols will be employed in order to reflect on assessments AND apply the appropriate “REAL TIME” intervention and enrichment for our students.

Asheboro City Schools Continuous Improvement Plan (CIP)

- The CIP process is a three-year process utilizing the vehicle known as NCStar.
- The plans you will see and approve will be the same plan presented to you last year with various updates based on data analysis and comprehensive needs assessments.
- Schools will share their plans at October and November School Board meetings.



CIP (Continuous Improvement) Problem Solving



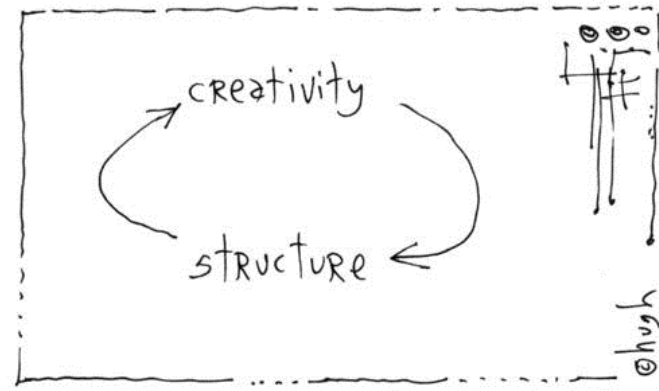
Indicators of Effective Practice

in·di·ca·tor [in-di-key-ter] (noun) A pointer or a gauge for assessing progress toward the destination.

Indicators provide the structure for building a continuous school improvement plan, while still allowing each school flexibility and creativity on how it implements the plan. Indicators point the way toward effective practices.

Indicators are:

- Guideposts for effective practice
- Plain language, behavioral (Who does what?)
- Aligned with research base (Wise Ways)
- Drivers of planning and improvement



Indicators

- **Schools will prioritize 3 of 13 indicators which will be the focus for CIP teams in the 2018/2019 school year**
 - When prioritizing these indicators, schools determined which are priority and will provide leverage.
 - Remaining 10 indicators. will be addressed but completed fully later.



What supports have been provided?

- NCDPI provided various updates to the NCStar process 2017-18
- All schools employed the NCStar tool last school year 2017-18
- Administrative Leadership Team Meetings – March and April 2018
 - Comprehensive Needs Assessment Training tool in place
 - Principals, Assistant Principals, Process Managers, Teacher Teams reflected on goals
 - District Office Staff provided support to individual schools
- Administrative Leadership Retreat July 16, 17, and 18
 - Administrative Teams worked in small groups to discuss organizational leadership and planning
- School Leadership Team Retreat – August 15 –
 - Continuous Improvement Team Training
- Individual Coaching to School Process Managers and Principals - August / September 2018

What will the board see?

October 11th – Elementary Schools

November 8th – Secondary Schools & ECDC

- Comprehensive Report of school's assessment of indicators
- Approximately 3 indicators of focus with explicit action steps, dates for review, and staff members assigned
- Approximately 13 indicators with general statements of full implementation and dates to review in the future



QUESTIONS?



Points of Pride Update

August 16, 2018

Apprenticeship Randolph Signing Ceremony

We are extremely excited and proud of the four AHS students who received and accepted full apprenticeship opportunities with various employers in Asheboro and Randolph County.

Jorge Martinez (ETI)

Brayan Guerrero (ETI)

Keshon Coleman (Post)

Joshua DeFreece (Post)

Piedmont Place and Coleridge Summer Camps

Asheboro City Schools hosted summer reading camps again this summer for children living in and around Piedmont Place and Coleridge apartment complexes. The district partnered with the Randolph Public Library, Sodexo, high school students, and Post Consumer Brands to provide engaging activities, lunch and snacks, and boxes of cereal to share with the whole family.

Read to Achieve Camp

Read to Achieve Camp wrapped up August 9. This year we served approximately 150 students in grades k-3. The instructional team believes the supports provided at camp have benefitted students by preparing them for the 2018-2019 school year.

AHS Band Camp

The Asheboro High School Marching Band held their annual band camp at South Asheboro Middle School the last week of July. The district is excited to welcome the newest Blue Comet bandmaster, Ms. Hannah Rose Duraski, an Auburn University Alumni. She was featured in the Meet the Teacher section of the Courier-Tribune's Back to School section, which was published on Sunday, August 12.

AHS Health Sciences P.U.L.S.E. Camp

The AHS Health Sciences P.U.L.S.E. Camp was a great opportunity for students interested in the health sciences to gain hands-on experiential learning. On the last day of camp, Asheboro High School partnered with Wake Forest Baptist Health's Baptist Air Care team for a simulation involving a "patient" who had to be airlifted. Students described the activity as "awesome."

AHS STEAM Camp

During the week of August 6, high school students participated in the Asheboro High School Zoo School STEAM Camp. At camp, students engaged in activities geared towards caring for the environment through the use of technology. They also had the opportunity to program a miniature human robot. The robot will also be used at this year's Hour of Code event (December 3).

College Tours

Several students had the opportunity to visit colleges over the summer through the district's College Tours summer activity. Ms. Vanessa Brooks and Ms. Robin Harris led the groups to colleges and universities all across North Carolina.

Teacher Internship Program

Four teachers from Asheboro City Schools participated in the Teacher Internship Program through the Asheboro-

Randolph Chamber of Commerce. Our teachers completed one-week internships at Randolph Electric Membership Corporation, the Randolph Public Library, Timken, and Elastic Therapy, Inc. Following the internship, teachers were required to write a lesson plan to be used this school year based on their experience in industry.

New Teacher Orientation

On Thursday, August 9, the district excitedly welcomed new teachers during New Teacher Orientation. Teachers participated in team-building exercises and were provided with critical information about district operations.

Calendar of Events					
	DATE	MEETING	TIME	LOCATION	
Thursday	August 16	Teacher Workday	All Day	All Sites	
Thursday	August 16	Dept. of Transportation Official's Informational Meeting on widening US 64	2-3 p.m.	West Bend United Methodist Church	1080 Albemarle Road, As
Thursday	August 16	Dept. of Transportation Public Meeting on widening US 64	4-7 p.m. drop-in style	1080 Albemarle Road,	Asheboro
Thursday	August 16	August Board of Education Meeting	7:30 p.m.	PDC	
Tuesday	August 21	Convocation - Breakfast and Program	7:30 a.m.	Performing Arts Center	
Tuesday	August 21	Equity and Leadership Teams - Equity Sessions	10:30 a.m. - 12 p.m.	Performing Arts Center	
Tuesday	August 21	RCC Allied Health Center Groundbreaking	9 a.m.	Adjacent to parking area of Petty Education Center	
Tuesday	August 21	ECDC Open House	4-6 p.m.	ECDC	
Tuesday	August 21	AHS Freshman Fanfare Open House	5-7 p.m.	AHS Performing Arts Center	
Tuesday	August 21	AHS Zoo School Open House	6-8 p.m.	AHS Zoo School	
Tuesday - Friday	August 21-24	Mandatory Teacher Workdays	All Day	All Sites	
Wednesday	August 22	AHS Open House (10-12 grades)	5-7 p.m.	AHS	
Wednesday	August 22	Middle School Open Houses (7-8 grades)	6-8 p.m.	NAMS and SAMS	
Thursday	August 23	RCC Allied Health Center Groundbreaking Ceremony	9 a.m.	Adjacent to parking area of Petty Education Center	
Thursday	August 23	Elementary School Open Houses	4-6 p.m.	Elementary Schools	
Thursday	August 23	Middle School Open Houses (6 grade)	5-7 p.m.	NAMS and SAMS	
Saturday	August 25	Back to School Bash sponsored by Shekinah Glory	12-2 p.m.	SAMS	
Monday	August 27	First Day for Students	All Day	All sites	
Monday	September 3	Labor Day Holiday	All Day	All Sites	
Tuesday	September 4	WKXR Talks	8:30 - 9 a.m.	WKXR Studios	
Monday	September 10	AHS AFTT Night			
Thursday	September 13	Asheboro City Board of Education Meeting	7:30 p.m.	PDC	
Friday	September 21	Elected Officials Luncheon	12 p.m.	New EMS Center (more details to follow)	
Friday	September 21	Homecoming Football Game (SE Guilford)	7:30 p.m.	AHS	
Tuesday	September 25	SAMS Title I /AFTT Night	5:30 p.m.	SAMS	
Tuesday	September 25	NAMS Title I Night	6-7:30 p.m.	NAMS	
Thursday	September 27	BAL Title I /AFTT Night	5 p.m.	BAL	
Thursday	September 27	DLL Title I Night	5:30 p.m.	DLL	
Thursday	September 27	GBT Title I Night	6 p.m.	GBT	
Monday	October 1	CWM Title I Night (K, 2 & 4)	5:30 p.m.	CWM	
Tuesday	October 2	WKXR Talks	8:30 - 9 a.m.	WKXR Studios	
Tuesday	October 2	Lindley Park Title I /AFTT Night	5:30 p.m.	LP	
Tuesday	October 2	CWM Title I Night (1, 3, & 5)	6:00	CWM	
Friday	October 5	Board of Education works football concessions - end zone	6-9 p.m.	AHS	
Friday	October 5	AHS Athletics Hall of Fame Induction Ceremony	6 p.m.	AHS New Gym	
Wednesday	October 10	International Walk to School Day			
Thursday	October 11	Asheboro City Board of Education Meeting	7:30 p.m.	PDC	
Wednesday - Friday	October 17-19	NCSBA Law Conference			
Friday	October 19	Senior Night (Williams)	7:30 p.m.	AHS	
Monday	October 29	Tentative - Randolph Sports Council Banquet			
Tuesday	October 30	NAMS AFTT Night	6-7:30 p.m.	NAMS	
Tuesday	November 6	WKXR Talks	8:30 - 9 a.m.	WKXR Studios	
Tuesday	November 6	Mandatory Teacher Workday	All Day	All Sites	
Thursday	November 8	Asheboro City Board of Education Meeting	7:30 p.m.	PDC	
Monday	November 12	Veteran's Day Holiday	All Day	All Sites	
Monday - Wednesday	November 12-14	NC School Boards Association Conference	All Day	Koury Center	
Monday - Friday	November 12-16	American Education Week/Principal for a Day	All Day	All Sites	
Tuesday	November 13	AHS AFTT Night			

Tuesday	November 13	DLL AFTT Night	5:30 p.m.	DLL		
Wednesday	November 21	Teacher Annual Leave	All Day	All Sites		
Thursday	November 22	Thanksgiving Holiday	All Day	All Sites		
Friday	November 23	Thanksgiving Holiday	All Day	All Sites		
Monday	December 3	Hour of Code Event	5-7 p.m.	PDC		
Tuesday	December 4	WKXR Talks	8:30 - 9 a.m.	WKXR Studios		
Wednesday	December 12	Senior Holiday Lunch	12 - 1:30 p.m.	DLL		
Thursday	December 13	Asheboro City Board of Education Meeting	7:30 p.m.	PDC		
Tuesday	December 18	Superintendents Holiday Lunch	11:30 a.m. - 1 p.m.	PDC		
Wednesday	December 19	Advanced Placement Scholar Event	4 p.m.	AHS		
Friday	December 21	Teacher Annual Leave	All Day	All Sites		
Monday	December 24	Winter Holiday Break	All Day	All Sites		
Tuesday	December 25	Winter Holiday Break	All Day	All Sites		
Wednesday	December 26	Winter Holiday Break	All Day	All Sites		
Thursday	December 27	Teacher Annual Leave	All Day	All Sites		
Friday	December 28	Teacher Annual Leave	All Day	All Sites		
Monday	December 31	Teacher Annual Leave	All Day	All Sites		
Tuesday	January 1	Holiday	All Day	All Sites		
Thursday	January 10	Board Appreciation Reception	5:30 - 6 p.m.	PDC		
Thursday	January 10	Asheboro City Board of Education Meeting	7:30 p.m.	PDC		
Friday	January 18	Teacher Workday	All Day	All Sites		
Monday	January 21	MLK, Jr. Holiday	All Day	All Sites		
Tuesday	January 22	Professional Development for Teachers	All Day	All Sites		
Thursday	January 24	DLL AFTT Night	5:30 p.m.	DLL		
Monday	January 28	TENTATIVE - Randolph Sports Council Banquet				
Tuesday	January 29	State of Our Schools	5 - 6:30 p.m.	PAC		
Tuesday	February 5	WKXR Talks	8:30 -9 a.m.	WKXR Studios		
Tuesday	February 5	CWM AFTT Night (K, 2, & 4)	5:30 p.m.	CWM		
Thursday	February 7	CWM AFTT Night (1, 3, & 5)	5:30 p.m.	CWM		
Thursday	February 7	GBT AFTT Night	4:30 - 6:30 p.m.	GBT		
Tuesday	February 12	Lindley Park AFTT Night	5:30 p.m.	LP		
Monday	February 18	Annual Leave	All Day	All Sites		
Tuesday	February 19	District Spelling Bee	7 p.m.	PDC		
Thursday	February 21	ACS Board of Education Meeting	7:30 p.m.	PDC		
Saturday	February 23	ACS Teacher Recruitment Fair	9 a.m. - 12 p.m.	PDC		
Saturday	February 23	STEAM Competition (Kick-Off for Secondary Students)	9 a.m. - 12 p.m.	AHS Media Center		
Monday - Friday	Feb. 25-March 1	Read Across America Week	All Day	All Sites		
Tuesday	February 26	Secondary Battle of the Books	10:30 a.m.	?		
Tuesday	February 26	MAKE-UP date for District Spelling Bee	7 p.m.	PDC		
Tuesday	February 26	AHS AFTT Night				
Friday	March 1	Read Across America Day	All Day	All Sites		
Tuesday	March 5	WKXR Talks	8:30 - 9 a.m.	WKXR Studios		
Tuesday	March 5	Kindergarten Registration and Info. Sessions	4-7 p.m.	All Elementary Schools		
Wednesday	March 6	Youth Art Month Reception	4-6 p.m.	Randolph Arts Guild		
Thursday	March 14	Asheboro City Board of Education Meeting	7:30 p.m.	PDC		
Wednesday	March 27	Elementary Battle of the Books	9:30 a.m.	?		
Friday	March 29	Mandatory Teacher Workday	All Day	All Sites		
Saturday- Monday	March 30 - April 1	National School Boards Association Annual Conference	All Day	Philadelphia, PA		
Tuesday	April 2	WKXR Talks	8:30 - 9 a.m.	WKXR Studios		
Tuesday	April 2	NAMS AFTT Night	6-7:30 p.m.			
Thursday	April 4	SAMS AFTT Night	5:30 - 7:30 p.m.	SAMS		
Thursday	April 4	DLL AFTT Night	5:30 p.m.	DLL		

Thursday	April 4	GBT AFTT Night	4:30 - 6:30 p.m.	GBT		
Tuesday	April 9	CWM Kindergarten Orientation	8:30 a.m. - 1 p.m., 3-6 p.m.	CWM		
Thursday	April 11	Asheboro City Board of Education Meeting	7:30 p.m.	PDC		
Friday	April 12	Greensboro Symphony for 4th-5th Graders-ACS & Rand. Co. Schools	9:30 a.m. ACS/11:30 Rand. Co.	AHS PAC		
Monday - Friday	April 15-19	ACS Spring Break (Annual Leave M-Th, Holiday - Friday)	All Day	All Sites		
Tuesday	April 23	LP Kindergarten Orientation	8:30 a.m. - 1 p.m., 3-6 p.m.	LP		
Wednesday	April 24	BAL Kindergarten Orientation PM ONLY	12- 6 p.m.	BAL		
Thursday	April 25	BAL Kindergarten Orientation	8:30 a.m. - 1 p.m., 3-6 p.m.	BAL		
Friday	April 26	cARTwheels Performance for 3rd Graders-ACS & Rand. Co. Schools	9:45a.m.ACS/11:30 Rand. Co.	AHS PAC		
Tuesday	April 30	Lindley Park AFTT Night	5:30 p.m.	?		
Tuesday	April 30	GBT Kindergarten Orientation PM ONLY	12- 6 p.m.	GBT		
Wednesday	May 1	GBT Kindergarten Orientation	8:30 a.m. - 1 p.m., 3-6 p.m.	GBT		
Thursday	May 2	DLL Kindergarten Orientation	8:30 a.m. - 1 p.m., 3-6 p.m.	GBT		
Monday	May 6	TENTATIVE - Randolph Sports Council Banquet				
Tuesday	May 7	WKXR Talks	8:30 - 9 a.m.	WKXR Studios		
Thursday	May 9	Asheboro City Board of Education Meeting	7:30 p.m.	PDC		
Monday	May 20	CWM AFTT Night (K, 2, & 4)	5:30 p.m.	CWM		
Thursday	May 23	CWM AFTT Night (1, 3, & 5)	5:30 p.m.	CWM		
Monday	May 27	Memorial Day Holiday	All Day	All Sites		
Tuesday	June 4	WKXR Talks	8:30 - 9 a.m.	WKXR Studios		
Friday	June 7	Graduation/Last Day for Students	All Day	All Sites		
Monday	June 10	Retirement Breakfast	8 - 10 a.m.	PAC		
Monday	June 10	Mandatory Teacher Workday	All Day	All Sites		
Tuesday	June 11	Teacher Workday	All Day	All Sites		
Thursday	June 13	Asheboro City Board of Education Meeting	7:30 p.m.	PDC		



**Board of Education Strategic Plan Goals
2018-2019**

Goals and Objectives	Annual Strategies
<p>GOAL 1: Each student in Asheboro City Schools graduates prepared for further education, work and citizenship.</p>	
<p>Objective 1. Align instruction with a guaranteed and viable curriculum, so that students master grade /course standards for career and college readiness.</p>	<ul style="list-style-type: none"> ● Implement consistent and connected pacing in English Language Arts and Math, K-12. ● Develop a PreK-12 writing focus across all subjects. ● Monitor student progress at least quarterly with data team check-ins from assessment and walk-through data. ● Provide research-based curriculum and support materials for teachers aligned to content standards. ● Provide CASA fidelity checks. ● Expand the use of North Carolina Check-In assessments for interim progress monitoring in grades 3 to 8, including family notification of student progress after each administration (Reading/ELA in grades 4-8 and mathematics in grades 3-8).
<p>Objective 2. Define and implement consistent grading practices, so that students and families have a clear understanding of performance.</p>	<ul style="list-style-type: none"> ● Develop a grading practices committee to study grading practices across the district. ● Develop a common understanding of grading student performance for all schools at each level.
<p>Objective 3. Enhance the integration of technology with instruction, so that students use digital resources as tools</p>	<ul style="list-style-type: none"> ● Provide technology professional development opportunities for teachers and administrators.

for learning.	<ul style="list-style-type: none"> ● Develop and implement a systematic and equitable process for selecting technology tools and software for classroom use.
Objective 4. Establish transition plans for the district and individual students, so that each student makes continual progress towards graduation.	<ul style="list-style-type: none"> ● Develop a district and school transition plan for pivotal transition points in students' educational journey (entering school, between elementary and middle, between middle and high, graduation, temporary removal, etc.). ● Initiate 4-year plans with all eighth graders in preparation for moving to high school.
Objective 5. Expand opportunities for each student to utilize critical thinking, collaboration, communication, and creativity so that students develop skills necessary for further education and careers.	<ul style="list-style-type: none"> ● Increase number of math and science related teams, projects, and resources. Increase number of arts-related projects and activities. ● Expand afterschool and summer opportunities to participate in competitive and problem-solving events. ● Increase options for opportunities to learn within Advanced Placement courses, Honors courses, Dual-Credit courses, technical courses, internships, and online courses.
Objective 6. Provide each student service learning opportunities, so that all students will further develop their citizenship and contribute to their community.	<ul style="list-style-type: none"> ● Create and publicize opportunities for service-learning within our Asheboro City Schools community for students. ● Develop a common language and procedure for integrating service-learning within the Asheboro City Schools community.
GOAL 2. Each student has a personalized education.	
Objective 1. Implement a multi-tiered system of support (MTSS), so that all students are ensured equitable access to rigorous instruction aligned to their educational needs.	<ul style="list-style-type: none"> ● School Multi-Tiered System of Support (MTSS) team trainings for all schools. ● Develop standard protocols for interventions. ● Ensure a universal screening system is intact in all schools to evaluate core instruction, determine the needs of students and make decisions for the district in a systematic way. ● Implement the ACS District Equity Plan to intentionally engage in problem-solving and action planning related to issues of equity. ● Develop an intervention plan for all students who are not on grade level

<p>Objective 2. Increase the number of students who graduate with postsecondary credit, portable industry credentials, and work-based learning experiences, so that students are prepared for further education and/or employment.</p>	<ul style="list-style-type: none"> ● All students will have a career component to their 4-year graduation plan to include work-based learning experiences, industry credentials, and/or dual-learning credit. ● Increase the number of students participating in the Career and College Promise opportunities at Randolph Community College. ● Increase the number of CTE Concentrator graduates who score a level silver or above on the WorkKeys credential.
<p>Objective 3. Increase number of STEAM (science, technology, engineering, arts, and math) and global education experiences for all students, so that students are globally competitive.</p>	<ul style="list-style-type: none"> ● Partner with community organizations and industries to provide and expand additional STEAM activities for students and parents. ● Partner with academic institution in China to provide cultural opportunities for Asheboro High School students.
<p>Objective 4. Expand opportunities for personalized learning and engagement during and beyond the regular school day, so that student needs are met and personal interests are encouraged.</p>	<ul style="list-style-type: none"> ● Integrate equity into teaching, scheduling, and all student practices to ensure all students are treated fairly. ● Expand the dual-language program to a third elementary school. ● Develop a virtual academy for Asheboro City Schools. ● Increase the number of students who take at least one Advanced Placement and/or college course ● Continue postsecondary education and career awareness exploration activities through annual summer college tours
<p>Objective 5. Cultivate partnerships with families and the community so that student learning experiences are enhanced.</p>	<ul style="list-style-type: none"> ● Enhance existing Family Engagement initiatives that are connected to student learning and build strong relationships with parents and community. ● Cultivate a learning partnership to provide dual enrollment to homeschool students. ● Provide opportunity for all 2nd grade students to learn how to swim in partnership with the City of Asheboro.
<p>Objective 6. Expand opportunities for each student to experience the cultural arts, so that all students strengthen and develop their</p>	<ul style="list-style-type: none"> ● Conduct a comprehensive arts program planning process to explore methods for enhancement of the arts education program.

creativity and collaboration.	
GOAL 3. Each student has excellent educators every day.	
Objective 1. Recruit, develop, and retain high quality professionals, so that students continue to learn and grow.	<ul style="list-style-type: none"> ● Expand and grow the Asheboro City Schools career fair. ● Evaluate the impact of implementing the TeacherMatch system. ● Develop an entrance and exit survey/process to collect data to assess employee satisfaction.
Objective 2. Foster a culture of professional growth, so that all employees are supported in achieving high standards and increased student performance.	<ul style="list-style-type: none"> ● Increase the number of teachers who attend at least one Pre-AP or AP workshop conducted by the College Board. ● Teachers will have the opportunity to participate in Reading Research, Math Foundations, and ACS Teacher Leadership Academy to enhance professional skills and provide opportunities for leadership. ● Teachers and administrators will participate in focused professional development to support English Learners. ● Content areas and grade level teachers will meet regularly to provide support and professional growth. ● Provide professional development and learning opportunities to increase teachers' awareness of culturally competent and equitable practices in the learning environment as outlined in the ACS District Equity Plan.
Objective 3. Celebrate, recognize, and cultivate excellence in the profession, so that faculty and staff feel supported, valued, and successful in order to maximize their full potential.	<ul style="list-style-type: none"> ● Work with building level leaders to identify additional ways to celebrate/recognize employees. ● Increase awareness of the Employee Assistance Program to provide resources and support to address personal or work-related challenges and concerns.
GOAL 4. Asheboro City Schools will have up-to-date business, technology, and communication systems to serve its students, families, and staff.	
Objective 1: Provide access and up-to-date training on the use of technology and communication	<ul style="list-style-type: none"> ● Train classroom teachers and implement the use of PowerTeacher Pro. ● Train all staff on the new district telecommunications system. ● Conduct a needs assessment survey of students and families on home internet access.

systems, so that students, families, and/or staff can effectively use these resources to support student progress.	<ul style="list-style-type: none"> ● Continue to update signage throughout the district.
Objective 2: Communicate with city and local government to assess plans for community internet access.	<ul style="list-style-type: none"> ● Continue collaboration with Randolph Public Library to provide hotspots and internet access to our families through the public library ● Communicate low cost private internet options and free public wifi options to our families through multiple mediums
Objective 3: Develop and execute a comprehensive marketing plan, so that our community is informed about student outcomes, opportunities, quality educators, and the benefit of the district to the community.	<ul style="list-style-type: none"> ● Design and Implement the Asheboro High School Alumni and Friends Association ● Re-image the Advisory Councils to help carry the Asheboro City Schools message into the community. ● Develop “Talks with Terry” to update key community stakeholders about district initiatives and hear community concerns. ● Explore paid advertising options to continue carrying the message of Asheboro City Schools.
GOAL 5. Each student is healthy, safe and responsible.	
Objective 1. Design, implement, and evaluate a system-wide process to ensure students are connected to an adult advocate, so that each student collaborates regularly with a mentor or trusted adult.	<ul style="list-style-type: none"> ● At the beginning of each year school will identify students that do not have a mentor or trusted adult and will work with their teachers, staff, and mentor/ volunteers to ensure each student has a trusted adult to whom they can reach out. ● Continue to build partnerships with organizations like Communities in Schools, Village of Barnabas, Eastside Development Corporation and faith based and civic partners to find mentors for students.
Objective 2. Provide a system of support to ensure access to effective health and safety programs so that the physical, social, and emotional needs of students are met.	<ul style="list-style-type: none"> ● Integrate the Sanford Harmony social emotional curriculum in grades K-6. ● Communicate the role and outreach of the school nurse to the school community. ● Resilience Training for educators to meet the needs of students who have experienced trauma. ● Increase student access to mental health services. ● Provide training on the updated threat assessment process.
Objective 3. Design, implement, and evaluate a comprehensive continuum of behavioral supports, so that	<ul style="list-style-type: none"> ● Conduct monthly PBIS district meetings for the the purpose of analyzing discipline data and facilitate collaborative problem solving ● Conduct monthly PBIS school level meetings to problem solve individual, group, and school

<p>students, families, and staff have clear expectations for appropriate behavior and resources are available to meet student needs.</p>	<p>wide discipline data, establish interventions and celebrations</p>
<p>Objective 4. Expand community partnerships that promote a healthy lifestyle, so that the wellness of our students, families, and staff is improved.</p>	<ul style="list-style-type: none"> ● Expand Employee Assistance Program to provide resources and support to address personal or work-related challenges and concerns. ● Host a district wellness fair. ● Encourage ACS staff and students to participate in the Mayors fitness challenge. ● Partner with A3/ Healthy Randolph to offer classes for staff members on healthy eating and wellness.

Superintendent's Report

August 16, 2018

18 new teachers attended **New Teacher Orientation** over the past week.

13 teachers attended the **Teacher Leadership Academy** in Ocracoke.

The **new telephones** have been installed at all sites.

Summer Feeding Program:

At our schools, the YMCA, the Dream Center, Boys and Girls Club, and school sponsored camps we served: 12,655 breakfasts, 8,243 lunches, and 8,140 snacks. These meals were served Monday through Thursday.

Our Food Truck delivered 3,966 meals to Coleridge Road Apartments, Piedmont Place Apartments, and the Rainbow Center. Our truck ran Monday through Friday and will continue through tomorrow, August 17th.

AP Exams: We administered a total of 372 exams to 236 students. The following awards were earned by our students:

- AP Scholar Awards – Granted to 13 students for achieving scores of 3 or higher on three or more AP exams.
- AP Scholar with Honor – Granted to seven (7) students for achieving an average score of at least 3.25 on all AP exams taken or scores of 3 or higher on four or more of these exams.
- AP Scholar with Distinction – Granted to one (1) student for achieving an average score of at least 3.5 on all AP exams taken and scores of 3 or higher on five or more of these exams – awarded to Benjamin Carroll.
- AP Seminar and Research Certificates where granted to seven (7) students who received scores of 3 or higher on AP Seminar and AP Research.

Advanced Placement Scholar Recognition:

This event will be held on Wednesday, December 19th, at 4 p.m., at Asheboro High School.

Convocation:

Dr. Rosemarie Allen will speak at convocation next Tuesday. Dr. Allen is a national expert on implicit bias and culturally responsive practices and focuses on ensuring teachers are aware of how issues of equity, privilege, and power impact teaching practices.

We hope you will join us!

Last week, four (4) Asheboro High School students signed and committed to internships through **Apprenticeship Randolph**.

Our **District Leadership Team**, consisting of principals, assistant principals, and school leadership team members, met yesterday to analyze our results, setup a framework for instruction, clarify our expectations, and plan for the upcoming year.

**Asheboro City Board of Education
August 16, 2018**

Finance

Gus Agudelo, Chair
Joyce Harrington
Baxter Hammer
Archie Priest, Jr.
Gwen Williams
Kyle Lamb, ex-officio
Phillip Cheek, ex-officio

Policy

Linda Cranford, Chair
Gidget Kidd
Beth Knott
Michael Smith
Kyle Lamb, ex-officio
Phillip Cheek, ex-officio

Legislative

Gidget Kidd, Chair
Linda Cranford
Joyce Harrington
Kyle Lamb, ex-officio
Phillip Cheek, ex-officio

School Assignments 2018-2019

Asheboro High School	All members
South Asheboro Middle School	Gustavo Agudelo, Linda Cranford, Gidget Kidd, Kyle Lamb, Michael Smith
North Asheboro Middle School	Baxter Hammer, Phillip Cheek, Beth Knott, Archie Priest, Jr., Gwen Williams
Balfour Elementary School	Linda Cranford, Archie Priest, Jr., Gwen Williams
C.W. McCrary Elementary School	Gustavo Agudelo, Beth Knott
Donna Lee Loffin Elementary School	Kyle Lamb, Michael Smith
Guy B. Teachey Elementary School	Phillip Cheek, Gidget Kidd
Lindley Park Elementary School	Baxter Hammer, Joyce Harrington
Early Childhood Development Center	Kyle Lamb