

ASHEBORO CITY BOARD OF EDUCATION

September 13, 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 – Jared Garay, Balfour Elementary School Student – Dr. Penny Crooks
- *D. Approval of Agenda

II. Special Recognitions

- A. Community Partner Spotlight – The Dream Center – Leigh Anna Marbert
- B. Board Spotlight – Balfour Watch D.O.G.S. Program – Dr. Penny Crooks, Principal of Balfour Elementary School
- C. Ariana Tatum – Asheboro High School Student Writer – Donnie Wright, Assistant Principal of Asheboro High School

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 – August 16, 2018 Board of Education Meeting
- B. Personnel
- C. Recommendation for Sole Source Waiver Under Federal Uniform Guidance
- D. Application Requesting Funding for NC Career Coach(es)

V. Information, Reports and Recommendations

- A. Policies Recommended for 30-Day Review – Dr. Drew Maerz
 - Policy 1710/4021/7230 – Prohibition Against Harassment, Discrimination, and Bullying
 - Policy 1720/4015/7225 – Discrimination, Harassment, and Bullying Compliant Procedure
- B. School Nurses – Communication and Outreach to Students, Staff, and Community – Dr. Sean McWherter and Kim Richau, Nurse
- C. District Writing Initiative – Dr. Aaron Woody, Dr. Julie Pack, Jordi Roman, and Sara Beth Robbins

VI. *Action Items

- A. 2018-2019 Budget Proposal – Sandra Spivey

VII. Superintendent's Report/Calendar of Events

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

VIII. Board Operations – Chairman Lamb

- A. Important Dates to Remember

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

X. Adjournment

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

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

ASHEBORO CITY BOARD OF EDUCATION

September 20, 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

II. Special Recognitions

III. Public Comments

IV. *Consent Agenda

B. Personnel Addendum (added)

C. Recommendation for Sole Source Waiver Under Federal Uniform Guidance

-Ellevation

-Bayata (added)

E. Overnight Field Trip Request for Asheboro High School FFA Chapter, October 24-27, 2018, Indianapolis, IN (added)

F. Charter Bus Companies for Use in 2018-2019 (added)

V. Information, Reports, and Recommendations

D. 2017-2018 Accountability Data – Dr. Drew Maerz (added)

VI. *Action Items

B. Asheboro High School Project (added)

○ Project Budget – Kristen Wright

○ J.M. Thompson Co., General Contractor – Contract – Michael Mize

○ Project Bid Tabulation

VII. Superintendent’s Report / Calendar of Events

A. Calendar of Events – Updated

VIII. Board Operations

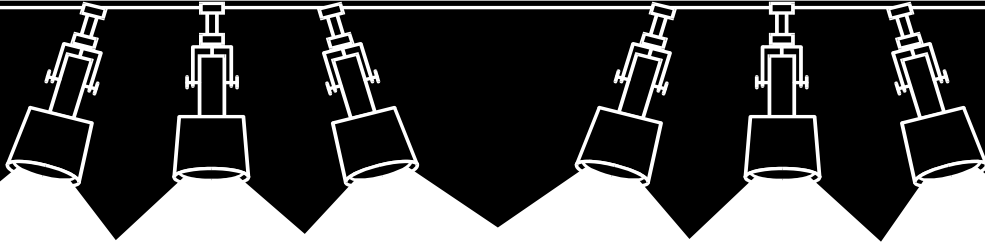
IX. Closed Session

X. Adjournment

*Item(s) requires Board approval

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September 13, 2018



Community Partner Spotlight:

Asheboro City Schools is pleased to welcome the Dream Center for this month's Community Partner Spotlight. Several Balfour Elementary School students attend this unique after-school program where they receive help with their homework, are given an afternoon snack, and are provided a number of learning opportunities in which they may participate with their teachers and family members.

Board Spotlight:

Tonight, the board will hear from Balfour Elementary School principal, Dr. Penny Crooks about the Balfour Watch D.O.G.S. (Dads of Great Students) program. Watch D.O.G.S. is one of the nation's largest and most respected school-based, family, and community engagement, organizations in the country. In 1998, the very first Watch D.O.G.S. program launched at Gene George Elementary in Springdale, AR. Today, more than 6,450 schools across the country have launched a Watch D.O.G.S. program of their own. Each school year hundreds of thousands of fathers and father-figures make a positive impact on millions of children by volunteering time in their local schools through this amazing one-of-a-kind program.

Student Writer: Ms. Ariana Tatum

Inspired by a love of writing, Ariana Tatum, sophomore student at Asheboro High School, has written a novel, titled "World of Secrets." The novel tells the story of Kamber Lucan, a 17-year-old girl living in a young country with dominating government officials and laws who, following a number of events, begins to see her world in a whole new light, realizing that there are always more secrets to uncover. Tatum wrote the novel from June – October 2017, between her eighth-grade and ninth-grade years. The novel can be purchased on Amazon, Barnes and Noble.com, and Google Play.

**Board of Education Meeting
August 16, 2018**

Policy Committee

Staff members present:

Dr. Terry Worrell
Carla Freemyer

Dr. Aaron Woody
Dr. Drew Maerz

Dr. Sean McWherter

Board members present:

Phillip Cheek
Michael Smith

Dr. Beth Knott
Gidget Kidd (via telephone)

Kyle Lamb

Mr. Lamb called the meeting to order at 6:00 p.m. and referred to Dr. Maerz who began review of the agenda.

- Policy 1710/4021/7230 – Prohibition Against Harassment, Discrimination, and Bullying
 - This policy has been significantly revised based on NC State Board of Education law and to include additional best practices or other matters as recommended by the Office for Civil Rights. Updates include: updated definitions, language clarification, and updates to reporting and investigations.
 - Updated legal and cross references.
- Policy 1720/4015/7225 – Discrimination, Harassment, and Bullying Complaint Procedure
 - This policy has been revised to reflect the latest Title IX enforcement position of the Office for Civil Rights, add information to better integrate this policy with policy 4040/7310, Staff-Student Relations, and to make other clarifications and additions to improve the policy content. Updates include: language clarification and reporting requirements.
 - Updated legal and cross references.

All policies will go to the Board for 30-day review in September.

With no further business, the meeting was adjourned at 6:28 p.m.

Finance Committee

The Finance Committee convened at 6:45 p.m. in the Professional Development Center conference room. The following board members were present:

Kyle Lamb
Joyce Harrington
Dr. Beth Knott

Gus Agudelo
Baxter Hammer
Michael Smith

Phillip Cheek
Gwen Williams
Gidget Kidd

Staff members present were:

Dr. Terry Worrell
Sandra Spivey

Harold Blair

Kristen Wright

Mr. Blair discussed the AHS Addition/Renovation Project and the recent bid opening for general contractors. We received bid packages from five general contractors. The bid package included the base bid and eight bid alternates. The committee agreed to request funding from the County to award the base bid and all alternates.

Mr. Blair discussed the two resolutions to update the bank signature card information for Guy B. Teachey Elementary and Donna Lee Loflin Elementary.

There being no further business, the meeting adjourned at 7:22 p.m.

Board of Education

The Asheboro City Board of Education met in open session in the Professional Development Center with the following members present:

Kyle Lamb, Chair	Gustavo Agudelo	Phillip Cheek, Vice Chair
Linda Cranford	Baxter Hammer	Joyce Harrington
Gidget Kidd	Dr. Beth Knott	Michael Smith
Gwen Williams		
Scott Eggleston, Attorney		

Archie Priest, Jr. joined the meeting at 8:25 p.m.

Staff members present:

Dr. Terry Worrell, Superintendent	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	Robin Harris
Leigh Anna Marbert		

Chairman Lamb called the meeting to order and welcomed all in attendance at 7:32 p.m.

Following a moment of silence in memory of Ms. Herschelle Watkins, assistant principal at North Asheboro Middle School, who passed this week, the Boys Only Book Club members from Charles W. McCrary Elementary School led the Pledge of Allegiance.

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

Special Recognitions

Ms. Robin Harris and Ms. Vanessa Brooks led college campus tours this summer for Asheboro High School students visiting five North Carolina campuses. Five students who participated in the tours shared their experiences and thanked the Board of Education for supporting this opportunity.

Public Comments

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

Consent Agenda

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

- A. Minutes – July 19, 2018 Board of Education Meeting

***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. 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

**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
Garcia	Keey	AHS	Custodian	8/8/2018
Johnson	Tari	CO	Transportation Supervisor	9/6/2018

***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
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

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
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 Gifted	8/15/2018
Robles	Omayra	GBT to BAL	English as a Second Language	8/15/2018
White	Elizabeth	CWM to NAMS	English as a Second Language	8/15/2018

*A copy is made a part of these minutes.

Information, Reports and Recommendations

- A. Jordi Roman presented an update on the Dual-Language Immersion programs at Balfour and Lindley Park elementary schools noting the positive feedback from parents of students participating in the program. Both programs are adding an additional grade level for the upcoming year.
- B. Dr. Sean McWherter along with Kimberly Clodfelter and John Beard, school counselors, presented information regarding the content of the new elementary social and emotional curriculum which will be put into place this year. The program's focus is aimed at building strong classroom relationships and supportive learning communities across grade levels.
- *C. Dr. Sean McWherter presented district-wide discipline information pertaining to office referrals, in-school suspensions, out-of-school suspensions, and long-term suspensions. Brian Saunders, principal of Asheboro High School, along with Donnie Wright, Jonathan Jessup, and Gayle Higgs, assistant principals, provided insight into more consistent discipline policies and procedures which are now in place focusing on positive behavior support.
- D. Dr. Sean McWherter provided the results of parent / student surveys which were conducted at the conclusion of the 2017-2018 school year. The following results were reported:
 - 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.
- 96% of students reported that students know the school rules.
- 79% of students feel safe at school and 91% feel that safety is valued at their school.
- 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.
- 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.

***E.** Dr. Aaron Woody presented the instructional framework and curriculum updates for the 2018-2019 school year.

*A copy is made a part of these minutes.

Superintendent's Report/Calendar of Events

- A.** Ms. Leigh Anna Marbert shared the *Points of Pride* and *Calendar of Events* noting the next Board of Education meeting will be on September 13, 2018.
- B.** Superintendent Worrell presented the 2018-2019 Strategic Plan Goals with planned steps for achievement.
- C.** Superintendent Worrell reported the following:
- 18 new teachers attended New Teacher Orientation.
 - 13 teachers attended the Teacher Leadership Academy professional development series in Ocracoke.
 - New VOIP telephones have been installed at all sites.
 - Summer Feeding Program:
 - 12,655 breakfasts, 8,243 lunches, and 8,140 snacks were served at our designated feeding sites, the YMCA, the Dream Center, and the Boys and Girls Club.
 - Our food truck delivered 3,966 meals to Coleridge Road Apartments, Piedmont Place Apartments, and the Rainbow Center.
 - AP Exams: We administered a total of 372 exams to 236 students with 31 students recognized for outstanding achievement.
 - The Advanced Placement Scholar recognition reception will be held on December 19, 2018, at 4 p.m. in the Asheboro High School media center.
 - Convocation: Dr. Rosemarie Allen will be the keynote speaker at the August 21, 2018, event.
 - Four Asheboro High School students signed and committed to internships through Apprenticeship Randolph.
 - The District Leadership Team met recently to analyze results, setup a framework for instruction, clarify expectations, and plan for the upcoming year.

Board Operations

- A.** Chairman Lamb reminded board members of important upcoming events noting that the District 5 Annual Meeting will be held on September 19, 2018, in Davie County.
- *B.** Chairman Lamb noted that the Board of Education School and Committee Assignments for the 2018-2019 school year were included in the meeting materials.

*A copy is made a part of these minutes.

Closed Session

Upon motion by Mr. Cheek, seconded by Ms. Cranford, 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 develop a consensus evaluation of the Superintendent's annual review.

Upon motion by Ms. Harrington, seconded by Mr. Smith, and unanimously carried, the Board opened closed session at 10:19 p.m. to develop a consensus evaluation of the Superintendent's annual review.

Upon motion by Mr. Hammer, seconded by Mr. Smith, and unanimously carried, the Board moved to adjourn closed session at 11:55 p.m. and return to open session.

Adjournment

There being no further business and upon motion by Mr. Agudelo, seconded by Dr. Knott, and unanimously approved, the meeting was adjourned at 12:00 a.m.

Chairman

Secretary

**Asheboro City Schools
Personnel Transactions
September 13, 2018**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Newman	Sara	CO	EC Lead Program Specialist/MTSS Coord.	9/26/2018
Saunders	Brian	AHS	Principal	9/28/2018
Tinnin	Jessica	LP	After School Program Assistant (PT)	9/7/2018
Wyatt	Kathleen	CO	Bus Driver	8/21/2018

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Carroll	Aileene	SAMS	Math (PT)	8/21 - 12/20/2018
Fonville	Shekinah	GBT	After School Program Assistant (PT)	8/27/2018
Henley	Samantha	CWM	After School Program Assistant (PT)	8/27/2018
Hupp	Alexa	ECDC	After School Program Assistant (PT)	8/27/2018
Maness	Tommy	SAMS	Math (PT)	8/21 - 12/20/2018
Toponce	Paul	LP	Instructional Assistant/EC (PT)	8/24/2018
Tucker	Lakisha	SAMS	Exceptional Children	8/27/2018
Westover	Kelly	DLL	After School Program Assistant (PT)	8/28/2018

***C. ADMINISTRATIVE CONTRACTS**

Wood	Kasey	NAMS	Assistant Principal	9/17/18 - 6/30/20
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D. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Agudelo	Gustavo	SAMS to AHS	Non-Faculty Coach - Soccer	8/1/2018
Staley	Jennifer	CO	Sub Bus Driver to Bus Driver	8/28/2018

**Asheboro City Schools
Personnel Transactions - ADDENDUM
September 13, 2018**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Nguyen	Andre	AHS	Testing Coordinator	10/1/2018

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Alvarado	Al	GBT	Custodian	9/17/2018
Barnes	Joanna	CO	CTE Special Populations Coordinator (part-time)	10/1/18 - 6/30/19
Cagle	Lynn	NAMS	Instructional Assistant/Exceptional Children	10/1/2018
Cash	Suzanne	CO	School Based Mental Health Specialist	TBD
Dye	Kari	CO	Substitute/\$103 per day	9/17/2018
Fowler	Marilyn	CO	Substitute/\$80 per day	9/17/2018
Hildreth	Crystal	CO	Substitute/\$80 per day	9/17/2018
Hildreth	Darlene	CO	Substitute/\$80 per day	9/17/2018
Jarmon	Shay	LP	After-school Program Assistant	9/6/2018
Leong	Oi-Lin	CO	Substitute/\$80 per day	9/17/2018
Lovell	Carla	ECDC	After-school Program Assistant	9/24/2018
Lowery	Roslyn	LP	After-school Program Assistant	9/24/2018
Palmer	Angela	CO	Transportation Supervisor	9/27/2018
Settle	Ma'Kira	AHS	Non-faculty coach (varsity cheerleading)	9/12/2018
Shumaker	Sue	NAMS	Tutor (part-time)	9/17/18 - 5/30/19
Weaver	Christina	CWM	School Nurse	9/17/2018
Woodle	Gene	GBT	Instructional Assistant/Exceptional Children	9/17/2018

***C. ADMINISTRATIVE CONTRACTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Riggan	Larry	AHS	Interim Principal (part-time/temporary)	10/1/18 - 11/30/18
Rogers	Katherine	AHS	Interim Principal (part-time/temporary)	10/1/18 - 11/30/18

D. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Sanchez	Silver	CO to GBT	Maintenance to Head Custodian	10/1/2018

**ASHEBORO CITY SCHOOLS
ADMINISTRATIVE APPOINTMENTS
September 13, 2018**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Wood, Kasey	Appalachian State University B: English, Secondary Education Gardner-Webb University M: Executive Leadership	English Principal

Ms. Kasey Wood is recommended as an Assistant Principal at North Asheboro Middle School. Ms. Wood currently serves the school as the Instructional Facilitator. Previously, Ms. Wood was in Randolph County Schools where she has served as an Assistant Principal at Southwestern Randolph Middle School for three years. Prior to that, she taught English for 13 years, and earned National Board Certification. Ms. Wood's experience serving as an assistant principal will help her transition into her new role at North Asheboro Middle School. Throughout her career, Ms. Wood has consistently held high expectations for her students and believes in the importance of maintaining relationships with students and parents. Ms. Wood believes firmly that all students should have the opportunity to become life-long learners through the right balance of education for each individual. We are pleased to welcome Ms. Wood to the Asheboro City Schools administrative team.

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
September 13, 2018**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Tucker, Lakisha	North Carolina A&T University B: Psychology B: Special Education Capella University M: Mental Health Counseling	Exceptional Children

Ms. Lakisha Tucker is recommended to teach Exceptional Children (EC) at South Asheboro Middle School for the 2018-2019 school year. Ms. Tucker is a veteran educator coming to Asheboro City Schools from the Triad Math and Science Academy, where she served as the Exceptional Children Coordinator. As the EC Coordinator, Ms. Tucker is well trained in the area of EC compliance, and providing direct services to students. Ms. Tucker has previously taught in Alamance Burlington and Guilford County Schools. We are excited to welcome Ms. Tucker to the Asheboro City Schools team. Welcome Ms. Tucker!

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS
September 13, 2018**

NAME

Cash, Suzanne

COLLEGE/DEGREE

Duke University

B: Psychology

UNC Charlotte

M: Counseling

LICENSURE

School Counselor

Ms. Cash is recommended as a School Based Mental Health Specialist for Asheboro City Schools. Ms. Cash has served as a school counselor for the past four years at Uwharrie Charter Academy. Prior to that, she was a school counselor in Brunswick County and Guilford County Schools, serving students of all grade levels. She has a strong background in counseling, Positive Behavior Intervention and Support, and crisis team collaboration. Ms. Cash is a 2000 graduate of Asheboro High School and is looking forward to continuing her career in Asheboro City Schools. Welcome Ms. Cash!



PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION William W. Cobey Jr., Chairman

DEPARTMENT OF PUBLIC INSTRUCTION Mark Johnson, Superintendent of Public Instruction

WWW.NCPUBLICSCHOOLS.ORG

TO Robin T. Harris, Director of Federal Programs
Asheboro City Schools (761)

FROM Leigh Ann Kerr *Leigh Ann Kerr*

DATE August 31, 2018

APPROVAL OF REQUEST FOR AUTHORIZATION OF NONCOMPETITIVE PROCUREMENT PROPOSAL – ELLEVATION

As the pass-through entity for programs authorized under the Every Student Succeeds Act (ESSA), the North Carolina Department of Public Instruction may waive competitive procurement requirements in accordance with 2 CFR §200.320(f)(3).

Based on information provided, the Division of School Business approves the request for authorization of the noncompetitive proposal for Ellevation for the period of availability of the grant funds used to obtain this procurement.

Note that all procurements, including sole source procurements, must comply with the general procurement standards identified in 2 CFR §200.318 and adherence be adequately documented for auditors and/or monitors.

If you need additional information, please contact Leigh Ann Kerr, Assistant Director, Division of School Business, at Leighann.Kerr@dpi.nc.gov or at (919) 807-3553 or your Federal Program Administrator at 919.807.3969.

Enclosure

c: Harold Blair, Assistant Superintendent of Business and Finance
Christie Lynch Ebert, K-12
Chris Vecchione, Federal Programs
Irwin Benjamin, Monitoring and Compliance

OFFICE OF FINANCIAL AND BUSINESS SERVICES DIVISION OF SCHOOL BUSINESS

Leigh Ann Kerr, Assistant Director | LeighAnn.Kerr@dpi.nc.gov
6326 Mail Service Center, Raleigh, North Carolina 27699-6326 | (919) 807-3553 | Fax (919) 807-3704
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Asheboro CITY SCHOOLS

A learning community of excellence!

Chartered in 1905

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

August 28, 2018

Dear Ms. Kerr:

Asheboro City Schools is requesting approval for a non-compete contract with Ellevation based on Uniform Guidance that allows the pass-through agency to grant such a waiver.

Vendor: Ellevation https://ellevationeducation.com/home/default													
Scope of Work	Deliverables	Cost	Non-Compete Justification										
<p>In Ellevation, ESL specialists, administrators, and classroom teachers have access to:</p> <p>Student Demographics and Data</p> <p>Information comes directly from PowerSchool so teachers do not need to manually enter data. Ellevation allows partners to view their data in many different lists, graphs, and other visualizations based on data analysis needs.</p> <p>ACCESS and WIDA Screener Scores</p> <p>ESL specialists can make data-informed decisions quickly.</p> <p>Testing Accommodations and Classroom Modifications</p> <p>Ellevation makes it easy to add and change accommodations, as well as check against errors.</p> <p>Language Education Plan and Services</p> <p>Ellevation makes it easy to add and change EL services, as well as check against errors and identify students missing service assignments. A compilation of all of the EL student data (including test scores, services, accommodations, services, and Can Do Descriptors) is in an easily-digestible language plan. The Can Do descriptors align with a student's current level. This plan is generated and shared with classroom teachers, district admin, and parents.</p> <p>Parent Letters</p>	<p>20 Users in Ellevation Platform</p> <p>781 Collaborate Student Licenses</p> <p>781 Strategies Student Licenses</p> <p>1 Ellevation Academy License with webinars and On-Demand Learning Courses</p>	<table border="1"> <tr> <td>2014-15</td> <td>\$13,800</td> </tr> <tr> <td>2015-16</td> <td>\$8,800</td> </tr> <tr> <td>2016-17</td> <td>\$9,350</td> </tr> <tr> <td>2017-18</td> <td>\$24,820</td> </tr> <tr> <td>2018-19</td> <td>\$24,558</td> </tr> </table>	2014-15	\$13,800	2015-16	\$8,800	2016-17	\$9,350	2017-18	\$24,820	2018-19	\$24,558	<p>Ellevation remains the best possible product and service that we have been able to locate through our research since the platform was first purchased by our district in 2014. The company serves over eighty-five (85) school districts within North Carolina. The representatives and software designers have continued to listen, innovate, and adapt to the changing needs of the EL community as well as federal legislation. Ellevation assists in keeping our teachers' focus on classroom instruction with students rather than time consumption with paperwork. In addition to the scope of work we have detailed in the first column, two of the most beneficial features two our district are the monitoring and instructional strategies that have been enhanced over the years.</p> <p>Monitoring</p> <p>Ellevation allows partners to conduct federally mandated Former English Learner monitoring digitally. Users can format the monitoring form to meet district design and can send electronic forms to all classroom teachers.</p> <p>Instructional Strategies</p> <p>Ellevation provides a bank of strategies and activities that teachers can use in their classroom every day. These strategies and activities are directly tied to the student data</p>
		2014-15	\$13,800										
		2015-16	\$8,800										
		2016-17	\$9,350										
		2017-18	\$24,820										
2018-19	\$24,558												
Note: The variance in cost is based on number of users, licenses, and features purchased within the Ellevation Platform each year.													

Ellevation allows users to generate Parent Notification Letters that auto-populate a student's most recent test scores and LEP services. Ellevation auto-translates these letters based on the student's Home Language (available for 34 different languages).			in Ellevation, making it quick and easy for teachers to find one that directly meets the needs of their specific students. No other vendors offer <u>all</u> of these features specifically focused on the English Learner population.
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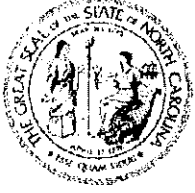
Please contact me should you have any questions at (336) 318-1002 or rharris@asheboro.k12.nc.us. I look forward to hearing from you soon.

Sincerely,



Robin T. Harris
Director of Federal Programs

cc: Dr. Chris Vecchione
Mr. Alex Charles
Dr. Terry Worrell
Dr. Aaron Woody
Mr. Harold Blair



PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION William W. Cobey Jr., Chairman
DEPARTMENT OF PUBLIC INSTRUCTION Mark Johnson, Superintendent of Public Instruction
WWW.NCPUBLICSCHOOLS.ORG

TO Dr. Cayce Favasuli, Director, Exceptional Children
Asheboro City Schools (761)

FROM Leigh Ann Kerr *Leigh Ann Kerr*

DATE September 12, 2018

APPROVAL OF REQUEST FOR AUTHORIZATION OF NONCOMPETITIVE PROCUREMENT PROPOSAL – BAYADA HOME HEALTH CARE INC.

As the pass-through entity for programs authorized under the Individuals with Disabilities Act (IDEA), the North Carolina Department of Public Instruction may waive competitive procurement requirements in accordance with 2 CFR §200.320(f)(3).

Based on information provided, the Division of School Business approves the request for authorization of the noncompetitive proposal for Bayada Home Health Care Inc. for the period of availability of the grant funds used to obtain this procurement.

Note that all procurements, including sole source procurements, must comply with the general procurement standards identified in 2 CFR §200.318 and adherence be adequately documented for auditors and/or monitors.

If you need additional information, please contact Leigh Ann Kerr, Assistant Director, Division of School Business, at Leighann.Kerr@dpi.nc.gov or at (919) 807-3553 or your Federal Program Administrator.

Enclosure

c: Dr. Terry Worrell, Superintendent
Dr. Aaron Woody, Assistant Superintendent Academics
Harold Blair, Assistant Superintendent of Business and Finance
Sherry Thomas, Exceptional Children
Lori Peterson, Exceptional Children
Irwin Benjamin, Monitoring and Compliance

OFFICE OF FINANCIAL AND BUSINESS SERVICES DIVISION OF SCHOOL BUSINESS

Leigh Ann Kerr, Assistant Director | LeighAnn.Kerr@dpi.nc.gov
6326 Mail Service Center, Raleigh, North Carolina 27699-6326 | (919) 807-3553 | Fax (919) 807-3704
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Asheboro CITY SCHOOLS

A learning community of excellence!

Chartered in 1905

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

September 6, 2018

Dear Ms. Kerr:

Asheboro City Schools is requesting approval for a non-compete contract with Bayada Home Health Care, Inc. based on Uniform Guidance that allows the pass-through agency to grant such a waiver.

An equal opportunity/affirmative action employer.

Vendor: Bayada Home Health Care, Inc.				
Scope of Work	Deliverables	Cost		Non-Compete Justification
<p>Bayada Home Health Care, Inc. is a contract agency providing Registered Nurse or Licensed Practical Nurse services for one student, who is a quadriplegic and is identified as having an Other Health Impairment, within Asheboro City Schools.</p> <p>The specific services provided by Bayada to the student include:</p> <ul style="list-style-type: none"> • Feeding • Toileting • Performing trach/vent care • Administering Oxygen and ensuring safety • Monitoring stamina, strength, other health conditions and overall well-being • Supporting access to assistive technology • Supporting safe transitions for motorized wheelchair accessibility 	<p>Nursing services to ensure student health, safety, vitality and access to educational opportunities for a student with significant medical needs.</p>	2014-15	\$21,195.00	<p>Bayada has provided consistent staff to support this student, with the agency providing services to the student for more than 4 years. This student received services from Bayada in middle school, for all three years of high school, and this is the student's senior year of high school.</p> <p>The significant life-threatening implications of this student's complex medical needs requires efforts to safeguard continuity of care.</p> <p>The familiarity and historical knowledge of the student and his needs, along with the value of maintaining a trusting relationship with the care giver have significant implications for ensuring his safety and health.</p>
		2015-16	\$33,412.50	
		2016-17	\$36,808.02	
		2017-18	\$52,841.56	
		2018-19	\$50,000	
		*projected		

Please contact me should you have any questions at (336) 625-5104 or cfavasuli@asheboro.k12.nc.us. I look forward to hearing from you soon.

Sincerely,



Dr. Cayce Favasuli, Director
Exceptional Children Services

cc:

- Lori Peterson
- Dr. Terry Worrell
- Dr. Aaron Woody
- Mr. Harold Blair

**Application Requesting Funding for
NC Career Coach(es)**

The purpose of the NC Career Coach Program is to place community college career coaches in high schools to assist students with determining career goals and identifying community college programs that would enable students to achieve these goals.

The board of trustees of a community college and a local board of education of a local school administrative unit within the service area of the community college jointly may apply for available funds for the NC Career Coach Program funding from the State Board of Community Colleges.

Based on an estimate of salary and benefits per coach position, which requires a local dollar for dollar match, allocation will be approximately \$39,440 per approved coach position for each fiscal year (FY 2019-20; FY 2020-21; FY 2021-22) totaling approximately \$118,320. If the General Assembly approves salary increases, matching dollars must also increase. **All allocations are contingent upon the availability of funds.**

Application Process

The following NC Career Coach Program application process was approved by the State Board of Community Colleges on October 30, 2015 in accordance with G.S. 115D-21.5, as enacted in Section 10.14 of S.L. 2015-241 (H97):

Step 1. System Office will distribute an RFP to community colleges inviting submission of application requesting funding for NC Career Coach(es).

Step 2. Interested colleges must submit completed application by designated deadline. The completed application, accompanied by the signed Memorandum of Understanding and Certification, should be scanned and e-mailed to Dr. James "JW" Kelley, Associate Vice President for Student Service kellyj@nccommunitycolleges.edu.

The application must be received via e-mail by no later than **September 14, 2018.**

Applications must include the following components:

- A) Requested number of career coaches.
- B) Certification that the funding request will be matched dollar-for-dollar with local funds, which may come from public or private sources.
- C) A signed memorandum of understanding (MOU) between the board of trustees of a community college and the partner local board of education that meets the statutory requirements described below.

Statutory MOU Requirements

At a minimum, the memorandum of understanding between the community college and LEA shall include the following:

Requirement that the community college provides the following:

- a. Hiring, training, and supervision of career coaches. The board of trustees may include a local board of education liaison on the hiring committee and in the decision-making regarding hiring for the coach positions.
- b. Salary, benefits, and all other expenses related to the employment of the coach. The coach will be an employee of the board of trustees and will not be an agent or employee of the local board of education.
- c. Development of pedagogical materials and technologies needed to enhance the advising process.
- d. Criminal background checks required by the local school administrative unit for employees working directly with students.
- e. Agreement that, while on any school campus, the coach will obey all local board of education rules and will be subject to the authority of the school building administration.

Requirement that the local school administrative unit provides the following to the coach:

- a. Access to student records, i.e., PowerSchool, as needed to carry out the coach's job responsibilities.
 - b. Office space on-site appropriate for student advising.
 - c. Information technology resources, including, but not limited to, Internet access, telephone, and copying.
 - d. Initial school orientation and ongoing integration into the faculty and staff community.
 - e. Promotion of school-wide awareness of coach duties.
 - f. Facilitation of coach's access to individual classes and larger assemblies for the purposes of awareness-building.
- D) Description of plan for deployment of coaches detailing how deployment of NC Career Coach(es) i) addresses targeted workforce needs in community served and ii) effectively and appropriately serves local school administrative service area based on rationale supported by local community leaders.
- E) Professional Development Plan (Proposed training) for NC Career Coaches
- that prepares NC Career Coaches to work in high school setting
 - that ensures NC Career Coaches are aware of, and have the tools/resources to remain current in their knowledge of, current career opportunities and required education and/or training
 - that prepares NC Career Coaches to serve as effective advisors, as college personnel in a high school setting.
- F) Description of proposed communication strategies of NC Career Coaches with stakeholders, including, but not limited to: high school students, high school and middle school faculty and staff, parents and guardians, and service area employers.
- G) Job Description of NC Career Coach. Candidates **MUST** have the work experience at the time of application. Applicants that do not hold the minimum requirements will not be eligible for hire.
- **Required Degree Level:** Bachelors
 - **Required Years of Work Experience:** 1 year within the past 5 years

- **Examples of Related Work Experience:** Industry-related career development work experience in business, industry, or labor; or as a coordinator of work-based learning (job-shadowing, internships, cooperative education, apprenticeships); or as a career/academic advisor; or in school counseling

H) Evaluation plan including expected outcomes resulting from NC Career Coach deployment and certification that the college will comply with the statutory annual reporting requirements described below.

Step 3. An advisory committee will review all complete applications meeting minimum requirements and make recommendations for funding awards to the State Board of Community Colleges based on the criteria below, submitted through the Finance Committee. Per G.S.115D-21.5(c)(1), the advisory committee shall include representatives from the North Carolina Community College System, the Department of Public Instruction, the NC initiative located in the Department of Commerce, and at least three representatives of the business community.

Evaluation Criteria

The advisory committee shall disqualify any application that fails to include all required components described above. Complete applications shall be evaluated using the following criteria:

- a. Consideration of the workforce needs of business and industry in the region.
- b. Targeting of resources to enhance ongoing economic activity within the community college service area and surrounding counties.
- c. Quality of the Career Coach deployment, professional development, and communication plans.
- d. Geographic diversity of awards.

Step 4. The State Board of Community Colleges Finance Committee presents final recommendations for full board consideration.

Notification of Award of Funding

The advisory committee will provide their recommendations to the State Board of Community Colleges at the November 2018 meeting. Community colleges submitting applications will be notified of status by the NC Community College System in December of 2018.

Statutory Annual Reporting Requirements

The board of trustees of a community college that employs one or more career coaches must report annually to the State Board of Community Colleges on implementation and outcomes of the program, including the following information:

- a. Number of career coaches employed.
- b. Number of local school administrative units served, and names of schools in which career coaches are placed.
- c. Number of students annually counseled by career coaches.
- d. Impact of career coaches on student choices, as determined by a valid measure selected by the State Board of Community Colleges.

**Application Requesting Funding for
NC Works Career Coach(s)**

This application for NC Works Career Coach Program funding is submitted by:

Community College: Randolph Community College and **Local School Administrative Units (LEAs):** Randolph County School System and Asheboro City Schools which are located within the service area of the community college.

Contact Person for Information Contained within the Application for Funding:

Name: Suzanne Rohrbaugh Title: Vice President for Instructional Services

Community College: Randolph Community College Phone Number: 336-633-0218

Email Address: syrohrbaugh@randolph.edu

A. Requested Number of Career Coaches

The Community College and LEA are requesting that 4 (number of Career Coach(es) be funded. The following high school, within the LEA, will be provided with a Career Coach by the community college:

High School:	<u>Asheboro HS</u>	<u>1221 S. Park St, Asheboro</u>	<u>50%</u>
	Name of High School	Address	Amount of Time*
High School:	<u>Eastern Randolph HS</u>	<u>390 Eastern Randolph Rd, Ramseur</u>	<u>50%</u>
	Name of High School	Address	Amount of Time*
High School:	<u>Providence Grove HS</u>	<u>5555 Mack Lineberry Rd, Climax</u>	<u>50%</u>
	Name of High School	Address	Amount of Time*
High School:	<u>Randleman HS</u>	<u>4396 Tigers Den Rd, Randleman</u>	<u>50%</u>
	Name of High School	Address	Amount of Time*
High School:	<u>Southwestern Randolph HS</u>	<u>1641 Hopewell Friends Rd, Asheboro</u>	<u>50%</u>
	Name of High School	Address	Amount of Time*
High School:	<u>Trinity HS</u>	<u>5746 Trinity HS Dr, Trinity</u>	<u>50%</u>
	Name of High School	Address	Amount of Time*
High School:	<u>Uwharrie Ridge Six-Twelve</u>	<u>1463 Pleasant Union Rd, Trinity</u>	<u>50%</u>
	Name of High School	Address	Amount of Time*

Application 2019-22

High School: Wheatmore HS 3678 Finch Farm Rd, Trinity 50%
Name of High School Address Amount of Time*

**Amount of time per week*

B. Certification

Complete and sign Attachment A, which is a certification providing that the funding request will be matched dollar-for-dollar with local funds. *Local funds may come from public or private sources.*

C. Memorandum of Understanding

Add as Attachment B a signed memorandum of understanding (MOU) between the board of trustees of a community college and the partner local board of education that meets the statutory requirements described in the above directions.

D. Plan for Deployment of NC Works Career Coach(es)

Include a description of the plan for deployment of coaches detailing how deployment of NC Career Coach(es): *(Limit description to the area provided below)*.

- a) Addresses targeted need in community served *and*
- b) Effectively and appropriately serves local school administrative service area based on rationale supported by local community leaders.

In looking at Randolph County's Strategic Plan, the Randolph County Environmental Data Scan conducted in the Fall of 2015 revealed that while the county's population is projected to grow by 8% by 2020, 99% of the projected growth are older adults. The majority of our county's population that moves out of Randolph County are in the 18-24 age group while the age group accounting for the largest influx in migration are over the age of 60. Of our existing workforce, 54% of Randolph County's labor force commutes to surrounding counties for employment. Our county's per capita income is \$20, 525 while one in four children in the county are living in poverty. These alarming statistics further highlight the dire need that our community has for reaching out to high school students and retaining them to address our local workforce demands.

The Randolph County School System and Asheboro City Schools have lower proportions of students deemed "college and career ready" than the state average. Given the aforementioned factors, the Randolph County School System, Asheboro City Schools, and Randolph Community College have jointly participated in the Central North Carolina Pathways to Prosperity project where we collaborate with local industry partners to create seamless grades 9-14 pathways. We have just finished the third iteration of our partnership where we have focused on Advanced Manufacturing, Health Sciences, and Agriculture. Having our local employers at the table has allowed the community college and our school systems to work closely together to adequately and efficiently serve Randolph County.

The High School Career Coaches' positions have been integral in bridging all of the communication gaps that had previously existed between the college and our high school students. Rather than having students trying to navigate the various educational and occupational opportunities before them alone, having a community college representative present at their high schools has and will continue to be a valuable resource for students. Our Career Coaches work very closely with students individually and collectively to make them aware of their academic opportunities at Randolph Community College while in high school as well as after graduation.

The Career Coaches' impact is reflected in the exponential growth that we have experienced in the Career & College Promise Program, which consisted of 304 students taking 418 courses in the Fall of 2015 (prior to the Career Coach positions) and of 855 students taking 1304 courses in the Fall of 2018. This translates to a 181.25% increase in students that left high school with college credits that drastically improved their academic and employment options. Should we be awarded all four Career Coach positions as requested, we would be in a much better position to serve students in all eight traditional, public high schools in Randolph county.

E. Professional Development Plan

Outline the proposed training for NC Career Coach(es) that:

(Limit outline to the area provided below).

- a) Prepares NC Career Coaches to work in a high school setting
- b) Ensures NC Career Coaches are aware of, and have the tools/resources to remain current in their knowledge of, current career opportunities and required education and/or training
- c) Prepares NC Career Coaches to serve as effective advisors, as college personnel in a high school setting

Given the unique skill sets needed to acclimate to a high school setting, RCC has made two years' experience working in a high school a requirement for our Career Coaches. We feel that having that backdrop allows the Coaches to smoothly transition from their training phase at RCC into our local high schools. Another layer of our commitment to hiring Career Coaches for our schools is that the CTE Directors for Asheboro City Schools and the Randolph County School System serve on the interview committees. This allows the school systems to be directly involved in the hiring of the college employees that will be working directly with their students. Our Career Coaches are passionate educators who thoroughly enjoy working with students to explore their academic and employment opportunities in Randolph County.

As part of the Career Coaches' training, RCC requires that they meet with all of our academic Department Heads to see how their positions can address the specific needs of the college and our labor market before they are placed in high schools. We feel that these meetings provide Career Coaches with the most accurate career advising information for them to share with their students. This also provides an opportunity for Coaches to build relationships with Department Heads as they work to enhance students' knowledge of their educational and professional opportunities.

We have modified our current Career Coaches' work schedules to ensure that they have consistent and accurate professional development at RCC on Fridays. One Friday a month, our Coaches will be visiting a local industry partner to learn what their specific workforce demands are and how they can serve as a link between the industry and high school students. We have realized that their direct contact with students makes them a valuable resource to our community's needs. We hope to expand the Coaches' industry visits in 2019 to include two site visits a month. The remaining Fridays are spent meeting with various academic and enrollment-related departments on campus in an effort to bridge the communication gap between the college and our high schools. This, in turn, will allow the Coaches to provide the best possible customer service to students and to our community. The Career Coaches attend monthly faculty meetings, monthly Career & Technical Education Leadership meetings, and weekly administration meetings at their high schools, which allows them to find appropriate ways to help their schools.

E. Communication Strategies

Provide a description of proposed communication strategies of NC Career Coaches with stakeholders, including, but not limited to: high school students, high school and middle school faculty and staff, parents and guardians, and service area employers.

(Limit description to the area provided below).

Career Coaches will engage with stakeholders in a variety of ways including:

High School students: The Career Coaches set up information tables weekly during students' lunch breaks to make themselves available for students during non-instructional time. Our Career Coaches are active on professional, social media sites, which is where our younger population spends a lot of their time. The Career Coaches will continue to conduct college-ready workshops and community college presentations in high school Career Management, English IV, and any other classroom where they are invited. Coaches also participate in grade level meetings at the beginning of the year and during high school registration periods.

High school/middle school faculty and staff: The Career Coaches attend monthly faculty meetings at their respective high schools to stay informed of events where they can represent RCC. Coaches share work spaces with Career Development Coordinators at the high schools, which allows them the opportunity to collaborate on high school four-year, academic plans with students as early as ninth grade. The Coaches also work closely with guidance counselors and join them when presenting high school information to middle school students. Our Career Coaches participated in a back-to-school CTE Rally where they hosted breakout sessions to educate high school and middle school teachers about services they can provide for their students. The Coaches received multiple invitations to speak to middle school classes and they will be doing so as requested.

Parents/Guardians: The Career Coaches attend all back-to-school open houses, college nights, and report card nights that their schools host. This allows them the opportunity to interact with parents directly and to educate them on the academic programs that RCC has available for their students.

Service Area employers/other stakeholders: This year we have modified the Career Coaches' work schedules where they are on the college campus on Fridays. We made this change in order to allow the Coaches time to become active with our local Chamber of Commerce and to provide them the opportunity to visit industries in our community. We feel that having first-hand knowledge of local employment opportunities will enhance Coaches' abilities to provide the best possible career advising.

F. Job Description

Add as Attachment C the job description of the NC Career Coach to the application. Candidates MUST have the required credential and work experience at the time of application.

G. Evaluation Plan

Describe an evaluation plan which includes expected outcomes resulting from NC Career Coach deployment. *(Please note data that will be required as part of the annual reporting).*

One way that we have currently measured Career Coaches' impact in our high schools is that we send out an annual, anonymous survey to school counselors, Career Development Coordinators, and school administration teams to help us evaluate the positions. RCC plans to expand this survey to include the industries that Career Coaches visit this year to allow local employers to provide RCC with feedback on future visits and opportunities for improvement. We feel that having all of their input is critical to establishing and maintaining successful partnerships.

Another way that we plan to measure the Career Coaches' impact at RCC is to closely examine data on the number of high school graduates that enroll at the college. While Career & College Promise numbers have drastically risen since our initial deployment of Career Coaches, we would like to see how many CCP and non-CCP high school graduates continue their education at RCC. We would also like to assess the number of CCP students enrolled in CTE pathways that earn employable credentials, which will also help us determine how many students leave high school and are better positioned to enter the workforce.

Certification

The community college board of trustees and the local board of education of the local school administrative unit within the service area have assessed the need for the NC Works Career Coach Program and have determined that the program will assist students with determining career goals and identifying community college programs that would enable students to achieve these goals. These funds shall only be used for the salary and benefits for NC Works Career Coaches.

The funding request will be matched dollar-for-dollar with local funds. These funds will come from the following source(s):

Public Source(s):

Private Source(s):

We further certify that the board of trustees of the community college employing one or more career coaches shall report annually to the State Board of Community Colleges on implementation and outcomes of the program, including the following information:

- a. Number of career coaches employed.
- b. Number of local school administrative units served, and names of schools in which career coaches are placed.
- c. Number of students annually counseled by career coaches.
- d. Impact of career coaches on student choices, as determined by a valid measure selected by the State Board of Community Colleges.

Signature, Chairperson, Asheboro City Schools Board of Education

Date

Signature, Chairperson, Randolph County School System Board of Education

Date

Signature, Chairperson, Local Board of Trustees of Community College

Date

Attachment B

Memorandum of Understanding

**Memorandum of Understanding
between
Randolph Community College and Asheboro City Schools**

PURPOSE and AGREEMENT

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

Randolph Community College (RCC) (herein called the "College" or RCC), and Asheboro City Schools (ACS) enter into the following agreement for the 2018-2019 academic year. The college and the school referenced herein agree to the provisions outlined in the content of this document.

FOUNDATIONAL ROLES

RCC will agree to the following responsibilities:

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

ACS will agree to the following responsibilities:

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

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

COMMUNICATION, RECORDS, AND CONFIDENTIALITY

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

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

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

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

COURSES AND INSTRUCTION

RCC will agree to the following responsibilities:

- Assume sole responsibility for the hiring of instructional and support personnel.
- Assume sole responsibility for all college course instruction.
- Establish a permanent transcript, assign a final course grade, and award college credit to high school students who complete college courses.
- Create a master schedule of classes by the registration period at ACS so that students have adequate time to be advised and to register for RCC courses and pathways.

ACS will agree to the following responsibilities:

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

TEXTBOOKS

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

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

ACADEMIC PROGRESS

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

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

RCC will not withdraw any student from an RCC course without prior consent from the ACS authorized designee.

STUDENT CONDUCT

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

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

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

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

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

UNSCHEDULED CLOSINGS/DELAYS

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

INFORMATION TECHNOLOGY

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

RCC will provide a laptop computer or device for use while on site at any ACS high school for the purposes of providing services to students. If internet cannot be provided to RCC personnel using

RCC devices, ACS will issue a device which will allow access for the RCC Director of Educational Partnerships/High School Coach.

PERSONNEL

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

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

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

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

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

DURATION

This Memorandum of Understanding shall become effective upon signature by the authorized officials from RCC and ACS for the 2018 – 19 academic year and will remain in effect until terminated or revised by either party. This MOU may be amended by mutual written consent of all parties. The terms of the amendment and the effective date of such amendment must be mutually agreed upon by both parties. The College and the school system may terminate this MOU upon written notice to all other parties 90 days prior to the date of termination. In the event of termination of the agreement, the date of termination will be the day after the end of the semester during which the 90-day period expires.

Affirmation of Support:

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

Dr. Terry Worrell, Superintendent
Asheboro City Schools

Date

Mr. Kyle Lamb, Chairman, Board of Education
Asheboro City Schools

Date

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

Date

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

Date

Memorandum of Understanding
between
Randolph Community College and Randolph County School System

PURPOSE and AGREEMENT

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

Randolph Community College (RCC) (herein called the "College" or RCC), and Randolph County School System (RCSS) enter into the following agreement for the 2018-2019 academic year. The college and the school referenced herein agree to the provisions outlined in the content of this document.

FOUNDATIONAL ROLES

RCC will agree to the following responsibilities:

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

RCSS will agree to the following responsibilities:

- Commit to creating conditions favorable for the success of the RCC High School Career Coach by integrating the coach/liaison into the faculty and staff community of RCSS.
- Promote system-wide/school-wide awareness of CCP pathways and the High School Career Coach.
- Assist the Career Coach with recruitment of students to ensure sufficient enrollment to support instructional offerings.
- Facilitate RCC personnel access and availability to students and personnel for the purposes of providing information and facilitating college services on site at RCSS as

- needed.
- Provide space to conduct confidential meeting with students.
- Access to student information relevant to college admissions, enrollment and progression in college pathways.
- Facilitate access to IT resources for RCC personnel if needed (specifics outlined below).

COMMUNICATION, RECORDS, AND CONFIDENTIALITY

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

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

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

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

COURSES AND INSTRUCTION

RCC will agree to the following responsibilities:

- Assume sole responsibility for the hiring of instructional and support personnel.
- Assume sole responsibility for all college course instruction.
- Establish a permanent transcript, assign a final course grade, and award college credit to high school students who complete college courses.
- Create a master schedule of classes by the registration period at RCSS so that students have adequate time to be advised and to register for RCC courses and pathways.

RCSS will agree to the following responsibilities:

- Provide a minimum of 15 students to be enrolled in each college course if offered as a cohort. If the course has fewer than 15 students registered, RCC has the option of canceling the class

or reassigning the students to an online section of the course or an alternate course within the pathway.

- Recognize the RCC employment application and hiring processes for the purposes of meeting pre-employment requirements for RCSS. This includes completing a RCC application, submitting official college transcripts, and completion of other necessary documents. A drug screen and criminal background check will be conducted on all full-time employees.
- Provide RCC faculty members access to instructional technology for the purposes of carrying out classroom instruction if held in the high school setting.

TEXTBOOKS

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

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

ACADEMIC PROGRESS

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

RCC will implement an Early Alert System to identify students that are struggling in their RCC courses. Instructors will be asked by the Director of Educational Partnerships/High School Coach to report on students at designated points of the semester. The information will be shared with the RCSS designee so that academic support measures can be put in place to help ensure the success of the students.

RCC will not withdraw any student from an RCC course without prior consent from the RCSS authorized designee.

STUDENT CONDUCT

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

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

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

- The Director of Educational Partnerships shall resolve any issues that arise with RCSS students in RCC classes and can be resolved at the administrative level without the intervention of higher administrative authority. When this occurs, the RCSS liaison will notify the RCSS superintendent, the RCC Vice President of Instructional Services and/or the RCC Vice President of Student Services of any action(s) taken as appropriate;
- When infractions occur outside of the RCC and RCSS classrooms, the following guidelines will be followed:
 - Infractions regarding the College Code of Conduct and the RCC Zero Tolerance Policy will be resolved by the school principal, the RCC Director of Educational Partnerships or College Liaison (involving parents when appropriate) and the RCC Vice President for Student Services.
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RCC acknowledges that High School Students will frequently be present on and moving about RCC's campus without RCSS's direct supervision. RCC will take the same precautions to protect the safety of High School Students as RCC does for RCC students.

UNSCHEDULED CLOSINGS/DELAYS

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

INFORMATION TECHNOLOGY

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

RCC will provide a laptop computer or device for use while on site at any RCSS high school for the purposes of providing services to students. If internet cannot be provided to RCC personnel using

RCC devices, RCSS will issue a device which will allow access for the RCC Director of Educational Partnerships/High School Coach.

PERSONNEL

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

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

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

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

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

DURATION

This Memorandum of Understanding shall become effective upon signature by the authorized officials from RCC and RCSS for the 2018 – 19 academic year and will remain in effect until terminated or revised by either party. This MOU may be amended by mutual written consent of all parties. The terms of the amendment and the effective date of such amendment must be mutually agreed upon by both parties. The College and the school system may terminate this MOU upon written notice to all other parties 90 days prior to the date of termination. In the event of termination of the agreement, the date of termination will be the day after the end of the semester during which the 90-day period expires.

Affirmation of Support:

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

Dr. Stephen Gainey, Superintendent
Randolph County School System

Date

Mr. Gary Cook, Chairman, Board of Education
Randolph County School System

Date

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

Date

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

Date

NC Career Coach Job Description



Randolph Community College Job Description

TITLE: HIGH SCHOOL CAREER COACH

GENERAL JOB DESCRIPTION: The High School Career Coach will report to the Director of Educational Partnerships and Initiatives. The Career Coach is based in area high schools and is responsible for helping high school students define their career aspirations and identifying community college programs and/or training to meet those aspirations and achieve their educational goals. The Career Coach will empower students to make informed decisions regarding career and educational plans in preparation for success in post-secondary education and training.

This is a grant-funded position scheduled to end June 30, 2019. Continued employment is contingent upon grant funding.

QUALIFICATIONS:

Required:

- Bachelor's Degree in education, counseling, human services or a related field from a regionally accredited institution
- Two years of experience working with a public secondary school system or a postsecondary institution
- Demonstrated ability to build relationships within an education setting; plan, organize, and implement programs and services; and provide tracking and assessment to ensure quality

Preferred:

- Experience in advising high school students for college courses and/or career opportunities

DUTIES:

- Work in collaboration with high school counselors and career development coordinators (CDC) to promote CTE degree options/careers and develop Career Development Plans
- Assist in development of 9-14 career pathways
- Provide career exploration, planning, and development guidance and college advisement to high school students

- Engage students, counselors, faculty, parents, and all other stakeholders with information sessions related to college opportunities; participate in school-related activities in which RCC and articulated credit can be promoted (Parent Nights, grade-level meetings, etc.)
- Conduct academic advising sessions with students
- Maintain accurate and adequate student records to assist in academic/career advising and registration of high school learners
- Provide supportive interventions to help students succeed in high school/college courses; providing academic success strategies to facilitate successful transition, foster progression, and promote completion of credentials
- Monitor student progress in high school/college classes and work with students, parents/guardians, and instructors to develop plans for success, i.e., track attendance, academic progress, early warning
- Conduct orientations for RCC high school students at the beginning of each semester
- Manage college textbooks at high school sites
- Maintain quality partnerships with secondary school personnel in collaboration with the Director of Educational Partnerships and Initiatives
- Maintain quality partnerships with local business and industry leaders to promote career readiness among students and develop career exploration opportunities (job-shadowing, internships, industry tours, etc.)
- Provide assistance to students during their transition from secondary to postsecondary institutions
- Work in collaboration with the Director of Educational Partnerships and Initiatives to execute initiatives in assigned high school(s)
- Participate in team meetings and professional development activities, as recommended by the Director of Educational Partnerships and Initiatives
- Other duties as assigned by the Director of Educational Partnerships and Initiatives

COLLEGE REQUIREMENTS OF ALL EMPLOYEES:

- Demonstrated excellence in written, oral, and interpersonal communication skills
- Demonstrated commitment to diversity, equal opportunity, and the academic, intellectual, and social development of all students and employees
- An understanding of and commitment to the comprehensive community college philosophy and mission
- Treats others respectfully, speaks to others courteously, and behaves in such a way that creates a workplace environment that is marked by trustworthiness, honest but polite communication, and interpersonal interactions that are both personally cordial and professionally appropriate
- Acts as a team player when working with any and all employees of the College

COLLEGE REQUIREMENTS OF ALL EMPLOYEES:

- Demonstrated excellence in written, oral, and interpersonal communication skills.
- Demonstrated commitment to diversity, equal opportunity, and the academic, intellectual, and social development of all students and employees.

- An understanding of and commitment to the comprehensive community college philosophy and mission.
- Treats others respectfully, speaks to others courteously, and behaves in such a way that creates a workplace environment that is marked by trustworthiness, honest but polite communication, and interpersonal interactions that are both personally cordial and professionally appropriate.
- Acts as a team player when working with any and all employees of the College.
- Serves on institutional committees as appointed by the President.
- Performs other duties and responsibilities as needed.
- Annually review all Randolph Community College safety rules and policies and be familiar with all emergency safety procedures. Promote good safety habits and be compliant with OSHA safety regulations.

Note: Items in red letters denote requirements and duties set forth by the President of the College and are both standard and required on all Randolph Community College faculty and staff job descriptions. These items are not to be edited or revised in any way.

**Randolph Community College
Job Description
ADA Requirements**

POSITION: HIGH SCHOOL CAREER COACH

REQUIREMENTS RELATIVE TO ADA:

Check physical demands that apply and describe job responsibilities.

ACTIVITY	X	% or lbs.	DESCRIPTION OF JOB RESPONSIBILITIES
Strength			
Standing	X	10%	Stands to present seminars and workshops
Walking	X	10%	Walks to serve customers and to attend meetings
Sitting	X	80%	Sits for counseling and advising sessions
Lifting	X	30 lbs.	Student files and documents
Carrying	X	30 lbs.	Student files and documents
Pushing			
Pulling			
Climbing	X	10%	Stairs at some businesses and schools
Balancing			
Stooping	X	10%	To retrieve student files
Kneeling	X	10%	To retrieve student files
Crouching			
Crawling			
Reaching	X		File processing
Handling	X		File processing
Speaking	X		Counseling and advising sessions
Hearing	X		Counseling and advising sessions
Seeing	X		Paperwork, Datatel work, computer work
Depth of Perception			
Color Vision			

ASHEBORO CITY SCHOOLS
FIELD TRIP / TRANSPORTATION REQUEST

SEND TO TRANSPORTATION SUPERVISOR - CENTRAL OFFICE

SEP 10 2018

Overnight Trip

Group Making Request: Asheboro Zoo FFA Chapter School: Asheboro High School

Destination: National FFA Convention, Indianapolis, IN Date of Trip: October 24-27

Number of Students Involved: 1 Percent of Total Group: 100%

Reasons for Students Not Attending: Student attending was chosen to serve as a state delegate.

Transportation Method: Activity Bus Charter Bus Private Automobile Other: Car with NCCFA Staff

Charter Bus Service, state name of vendor here: _____

If using Travel Company, state name of Vendor here: _____

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

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

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

Departure Time: 10/20/2018 Return Time: 10/28/2018 Round Trip Miles (estimated) _____

Estimated Cost to the Student: None - Expenses paid by NC FFA Association

Purpose(s) of the Field Trip: Nathaly Trinidad interviewed and was selected by the NC FFA Association to represent our state as a voting delegate. Nathaly will be traveling with the NC FFA Staff.

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

Traveling with the NC FFA State Staff

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

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

ES Paek _____ Date 9/4/18
Sponsor (Group Responsible for Paying for the Trip)

Approved: [Signature] _____ Date 9/7/18
Principal

Approved: [Signature] _____ Date 9/11/18
Superintendent or Designee

Transportation Scheduled: _____ Date _____
Transportation Supervisor

Special Comments/Response: _____

Asheboro CITY SCHOOLS

A learning community of excellence!

Chartered in 1905

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

After completing the proper paperwork requirements and successful site inspections by Asheboro City Schools Support Services, the Asheboro City Schools Board of Education has approved the following charter bus companies for use in the 2018-2019 school year:

Sunway Charters
Trolley Inc.
3636 North Glenn Av
Winston-Salem, NC 27105

Holiday Tours Inc.
10367 Randleman Rd
Randleman, NC 27317

Cross Roads Charters & Tours
275 Barber Junction Rd
Cleveland, NC 27013

Policies
For
30-Day Review

PROHIBITION AGAINST DISCRIMINATION, HARASSMENT, AND BULLYING

Policy Code: 1710/4021/7230

The board acknowledges the dignity and worth of all students and employees and strives to create a safe, orderly, caring, and inviting school environment to facilitate student learning and achievement. The board prohibits discrimination on the basis of race, color, national origin, sex, disability, or age and will provide equal access to the Boy Scouts and other designated youth groups as required by law. The board will not tolerate any form of unlawful discrimination, harassment, or bullying in any of its educational or employment activities or programs. Any violation of this policy will be considered serious and school officials shall promptly take appropriate action to address the violation.

A. PROHIBITED BEHAVIORS

1. Discrimination, Harassment, and Bullying

Students, school system employees, volunteers, and visitors are expected to behave in a civil and respectful manner. The board expressly prohibits unlawful discrimination, harassment, and bullying by students, employees, board members, volunteers, or visitors. “Visitors” includes parents and other family members and individuals from the community, as well as vendors, contractors, and other persons doing business with or performing services for the school system.

Students are expected to comply with the behavior standards established by board policy, the Code of Student Conduct, and school and classroom rules. Employees are expected to comply with board policy, school system regulations, and school rules. Volunteers and visitors on school property also are expected to comply with board policy, school system regulations, and school rules and procedures.

This policy applies to behavior that takes place: (1) in any school building or on any school premises before, during or after school hours; (2) on any bus or other vehicle as part of any school activity; (3) at any bus stop; (4) during any school-sponsored activity or extracurricular activity; (5) at any time or place when the individual is subject to the authority of school personnel; or (6) at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools.

B. DEFINITIONS

For purposes of this policy, the following definitions apply:

1. Discrimination

Discrimination means any act or failure to act, whether intentional or unintentional, that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category, such as race, ethnicity, sex, pregnancy, religion, age, or disability.

2. Harassment and Bullying

a. Harassment or bullying behavior is deliberate conduct intended to harm another person or group of persons. Such conduct violates this policy when any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication:

- 1) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
- 2) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits or by adversely altering the conditions of an employee's employment.

“Hostile environment” means that the victim subjectively views the conduct as harassment or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is harassment or bullying. A hostile environment may be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe.

Harassment and bullying include, but are not limited to, behavior described above that is reasonably perceived as being motivated by any actual or perceived differentiating characteristic or motivated by an individual's association with a person who has or is perceived to have a differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability. Examples of behavior that may constitute bullying or harassment include, but are not limited to, acts of disrespect, intimidation, or threats, such as verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, lewd propositions, exclusion from peer groups, extortion of money or possessions, implied or stated threats, assault, impeding or blocking movement, offensive touching, or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Harassment and bullying may occur through electronic means (“cyberbullying”), such as through the Internet, emailing, or text messaging, or by use of personal websites to support deliberate and repeated behavior intended to cause harm to persons or groups. Legitimate age-appropriate pedagogical techniques are not considered harassment or bullying.

Harassment, including sexual or gender-based harassment, as described below, is not limited to specific situations or relationships. It may occur between fellow students or co-workers, between supervisors and subordinates, between employees and students, or between non-employees, including visitors, and employees or students. Harassment may occur between members of the opposite sex or the same sex.

- b. Sexual harassment is a form of harassment that violates this policy. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
- 1) submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's employment, academic progress, or completion of a school-related activity;
 - 2) submission to or rejection of such conduct is used as the basis for employment decisions affecting the individual, or in the case of a student, submission to or rejection of such conduct is used in evaluating the student's performance within a course of study or other school-related activity; or
 - 3) such conduct is sufficiently severe, persistent, or pervasive that it has the purpose or effect of (a) unreasonably interfering with an employee's work or performance or a student's educational performance, (b) limiting a student's ability to participate in or benefit from an educational program or environment, or (c) creating an abusive, intimidating, hostile, or offensive work or educational environment.

Sexually harassing conduct includes, but is not limited to, deliberate, unwelcome touching that has sexual connotations or is of a sexual nature, suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats, pressure for sexual activity, continued or repeated offensive sexual flirtations, advances or propositions, continued or repeated verbal remarks about an individual's body, sexually degrading words used toward an individual or to describe an individual, sexual assault, sexual violence, or the display of sexually suggestive drawings, objects, pictures or written materials. Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex, but not involving sexual activity or language, may be combined with incidents of sexually harassing conduct to determine if the incidents of sexually harassing conduct are sufficiently serious to create a sexually hostile environment.

As provided in policy 4040/7310, Staff-Student Relations, employees are strictly prohibited from engaging in a romantic or sexual relationship with any student enrolled in the school system, whether or not the relationship is consensual. Such conduct is prohibited whether or not it constitutes sexual harassment.

- c. Gender-based harassment is also a type of harassment that violates this policy. Gender-based harassment may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping but not involving conduct of a sexual nature.

C. REPORTING AND INVESTIGATING COMPLAINTS OF DISCRIMINATION, HARASSMENT, OR BULLYING

Any person who believes that he or she has been discriminated against, harassed, or bullied in violation of this policy by any student, employee, or other person under the supervision and control of the school system, or any third person who knows or suspects conduct that may constitute discrimination, harassment, or bullying, should inform a school official designated to receive such complaints, as described in policy 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure.

Any employee who has witnessed, or who has reliable information that another person may have been subjected to discrimination, harassment, or bullying in violation of this policy has a duty to report such conduct in accordance with policy 1720/4015/7225. Employees who observe an incident of harassment or bullying are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator and it is safe to do so. If an employee knows of an incident involving discrimination, harassment, or bullying and the employee fails to report the conduct or take proper action or knowingly provides false information in regard to the incident, the employee will be subject to disciplinary action up to, and including, dismissal.

Reports, except mandatory employee reports, may be made anonymously, and all reports will be investigated in accordance with policy 1720/4015/7225.

D. RESPONDING TO OCCURRENCES OF DISCRIMINATION, HARASSMENT, OR BULLYING

- 1. Consequences for the Perpetrator
 - a. Disciplinary Consequences for Students

Students will be disciplined in accordance with the school's student behavior management plan (see policy 4302, School Plan for Management of Student Behavior). Based on the nature and severity of the offense and the circumstances surrounding the incident, the student will be subject to appropriate consequences and remedial actions ranging from positive behavioral interventions up to, and including, expulsion. In addition, the violation may also be reported to law enforcement, as appropriate.

Incidents of misbehavior that do not rise to the level of discriminatory harassment or bullying may violate acceptable standards of student behavior, including, but not

limited to, the expectation that students will demonstrate civility and integrity in their actions and interactions with others. See policy 4310, Integrity and Civility. The consequences for such behavior will be consistent with applicable board policy and the Code of Student Conduct.

b. Disciplinary Consequences for Employees

Employees who violate this policy will be subject to disciplinary action up to, and including, dismissal. In addition, the violation may also be reported to law enforcement, as appropriate. Nothing in this policy will preclude the school system from taking disciplinary action against an employee when the evidence does not establish unlawful discrimination, harassment, or bullying, but the conduct otherwise violates board policy or expected standards of employee behavior.

c. Consequences for Other Perpetrators

Volunteers and visitors who violate this policy will be directed to leave school property and/or reported to law enforcement, as appropriate, in accordance with policy 5020, Visitors to the Schools. A third party under the supervision and control of the school system will be subject to termination of contracts/agreements, restricted from school property, and/or subject to other consequences, as appropriate.

2. Consideration of Need for More Extensive Response

School administrators shall consider whether the misconduct warrants more than just a response at the individual level. Given the nature and severity of the misconduct, the administrators may determine that a classroom, school-wide, or school system-wide response is necessary. Such classroom, school-wide, or school system-wide responses may include additional staff training, harassment and bullying prevention programs, and other measures deemed appropriate by the superintendent to address the behavior. The actions taken must be reasonably calculated to end the behavior, eliminate a hostile environment and its effects if one has been created, and prevent recurrence of the behavior.

3. Retaliation Prohibited

The board prohibits reprisal or retaliation against any person for (a) reporting or intending to report violations of this policy, (b) supporting someone for reporting or intending to report a violation of this policy, or (c) participating in the investigation of reported violations of this policy.

After consideration of the nature and circumstances of the reprisal or retaliation and in accordance with applicable federal, state, or local laws, policies, and regulations, the

superintendent or designee shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

E. TRAINING AND PROGRAMS

The board directs the superintendent to establish training and other programs that are designed to prevent discrimination, harassment, and bullying and to foster an environment of understanding and respect for all members of the school community. Information about this policy and the related complaint procedure must be included in the training plan.

As funds are available, the board will provide additional training for students, employees, and volunteers who have significant contact with students regarding the board's efforts to address discrimination, harassment, and bullying and will create programs to address these issues. The training or programs should (1) provide examples of behavior that constitutes discrimination, harassment, or bullying; (2) teach employees to identify groups that may be the target of discrimination, harassment, or bullying; and (3) train school employees to be alert to locations where such behavior may occur, including locations within school buildings, at school bus stops, on cell phones, and on the Internet.

F. NOTICE

The superintendent is responsible for providing effective notice to students, parents, and employees of this policy and of the procedures for reporting and investigating complaints of discrimination, harassment, and bullying established in policy 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure. The superintendent must ensure that each school principal provides a copy of this policy and policy 1720/4015/7225 to students, employees, and parents or other responsible care givers at the beginning of each school year. In addition, both policies must be posted on the school system website, and copies of the policies must be readily available at each school and worksite. Notice of the policies must appear in all student and employee handbooks and in any school or school system publication that sets forth the comprehensive rules, procedures, and standards of conduct for students and employees.

G. COORDINATORS

The superintendent has appointed the following individuals to coordinate the school system's efforts to comply with and carry out its responsibilities under federal non-discrimination laws. These responsibilities include investigating any complaints communicated to school officials alleging noncompliance with Title VI or Title IX of the Civil Rights Act, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), the Age Discrimination Act, and/or the Boy Scouts Act, or alleging actions which would be prohibited by those laws.

1. Title IX Coordinator
Executive Director for Support Services
1126 S. Park Street, Asheboro, NC 27203
(336) 625-5104
2. Section 504 Coordinator
Director of Exceptional Child Services
1126 S. Park Street, Asheboro, NC 27203
(336) 625-5104
3. ADA Coordinator
Director of Exceptional Child Services
1126 S. Park Street, Asheboro, NC 27203
(336) 625-5104
4. Age Discrimination Coordinator
Executive Director for Human Resources
1126 S. Park Street, Asheboro, NC 27203
(336) 625-5104
5. Coordinator for Other Non-discrimination Laws
Executive Director for Human Resources
1126 S. Park Street, Asheboro, NC 27203
(336) 625-5104

H. RECORDS AND REPORTING

The superintendent or designee shall maintain confidential records of complaints or reports of discrimination, harassment, or bullying. The records must identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The superintendent also shall maintain records of training conducted and corrective action(s) or other steps taken by the school system to provide an environment free of discrimination, harassment, and bullying.

The superintendent shall report to the State Board of Education all verified cases of discrimination, harassment, or bullying. The report must be made through the Discipline Data Collection Report or through other means required by the State Board.

I. EVALUATION

The superintendent shall evaluate the effectiveness of efforts to correct or prevent discrimination, harassment, and bullying and shall share these evaluations periodically with the board.

Legal References: Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 *et seq.*, 34 C.F.R. pt. 110; Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d *et seq.*, 34 C.F.R. pt. 100; Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e *et seq.*, 29 C.F.R. pt. 1604; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. pt. 108; *Racial Incidents and Harassment Against Students at Educational Institutions; Investigative Guidance*, U.S. Department of Education, Office for Civil Rights (1994); *Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties*, U.S. Department of Education, Office for Civil Rights (2001); *Notice of Non-Discrimination*, U.S. Department of Education, Office for Civil Rights (2010); *Dear Colleague Letter (Bullying)*, U.S. Department of Education, Office for Civil Rights, (2010), available at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf>; *Dear Colleague Letter (Sexual Harassment)*, U.S. Department of Education, Office for Civil Rights (2006) available at <https://www2.ed.gov/about/offices/list/ocr/letters/sexhar-2006.html>; Q&A on Campus Sexual Misconduct, U.S. Department of Education, Office for Civil Rights (2017), available at <https://www2.ed.gov/about/offices/list/ocr/docs/qa-title-ix-201709.pdf>; *Oncale v. Sundowner Offshore Services*, 523 U.S. 75 (1998); G.S. 115C-335.5, -407.15 through -407.18; 126-16; State Board of Education Policy SSCH-000

Cross References: Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Prohibition Against Retaliation (policy 1760/7280), Equal Educational Opportunities (policy 4001), Staff-Student Relations (policy 4040/7310) School Plan for Management of Student Behavior (policy 4302), Visitors to the Schools (policy 5020), Community Use of Facilities (policy 5030), Recruitment and Selection of Personnel (policy 7100), Professional Employees: Demotion and Dismissal (policy 7930), Classified Personnel: Suspension and Dismissal (policy 7940)

Adopted: February 18, 2010

Updated: May 10, 2012, April 10, 2014, May 14, 2015, March 11, 2016, August 10, 2017

DISCRIMINATION, HARASSMENT, AND BULLYING COMPLAINT PROCEDURE

Policy Code: **1720/4015/7225**

The board takes seriously all complaints of unlawful discrimination, harassment, and bullying. The process provided in this policy is designed for those individuals who believe that they may have been discriminated against, bullied, or harassed in violation of policy 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying or policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities. Individuals who have witnessed or who have reliable information that another person has been subject to unlawful discrimination, harassment, or bullying also should use the process provided in this policy to report such violations to one of the school system officials listed in subsection C.1. In addition, the process in this policy should be used to report a violation of policy 4040/7310, Staff-Student Relations.

Any report made through the process established in this policy may be made anonymously, except mandatory employee reports. The school system will ensure that institutional interests do not interfere with the impartiality of the process for investigating and resolving complaints established in this policy.

The process set forth in this policy does not apply to allegations regarding or related to the identification, evaluation, educational placement, or free appropriate public education of a student under Section 504 or the IDEA. Such allegations may be raised through the procedures established under policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities (for Section 504 complaints), or in accordance with the procedures described in the Parents Rights Handbook published by the NC Department of Public Instruction (for IDEA complaints).

A. DEFINITIONS

1. Alleged Perpetrator

The alleged perpetrator is the individual alleged to have discriminated against, harassed, or bullied the complainant.

2. Complaint

A complaint is an oral or written notification made by a person who believes he or she is the victim of unlawful discrimination, harassment, or bullying.

3. Complainant

The complainant is the individual complaining of being discriminated against, harassed, or bullied.

4. Days

Days are the working days, exclusive of Saturdays, Sundays, vacation days, or holidays, as set forth in the school calendar. In counting days, the first day will be

the first full working day following receipt of the complaint. When a complaint is submitted on or after May 1, time limits will consist of all weekdays (Monday–Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

5. Investigative Report

The investigative report is a written account of the findings of the investigation conducted in response to a complaint.

6. Investigator

The investigator is the school official responsible for investigating and responding to the complaint.

7. Report

A report is an oral or written notification that an individual, other than the reporter, is a suspected perpetrator or victim of unlawful discrimination, harassment, or bullying.

B. REPORTING BY EMPLOYEES OR OTHER THIRD PARTIES

1. Mandatory Reporting by School Employees

Any employee who witnessed or who has reliable information or reason to believe that a student or other individual may have been discriminated against, harassed, or bullied in violation of policy 1710/4021/7230 or policy 1730/4022/7231 must report the offense immediately to an appropriate individual designated in subsection C.1, below. Suspected violations of policy 4040/7310, Staff-Student Relations, should be reported directly to the superintendent or designee. An employee who does not promptly report possible discrimination, harassment, or bullying or violations of policy 4040/7310 shall be subject to disciplinary action.

2. Reporting by Other Third Parties

All members of the school community including students, parents, volunteers, and visitors are also strongly encouraged to report any act that may constitute an incident of discrimination, harassment, or bullying.

3. Anonymous Reporting

Reports of discrimination, harassment, or bullying may be made anonymously (except mandatory reports by school employees) but formal disciplinary action may not be taken solely on the basis of an anonymous report.

4. Investigation of Reports

School officials shall sufficiently investigate all reports of discrimination, harassment, or bullying, even if the alleged victim does not file a complaint or see action by school officials, to understand what occurred and to determine whether further action under this policy or otherwise is necessary. School officials shall take such action as appropriate under the circumstances, regardless of the alleged victim's willingness to cooperate. At the option of the alleged victim, the report may be treated as a complaint by the alleged victim under this policy.

C. COMPLAINTS BROUGHT BY ALLEGED VICTIMS OF DISCRIMINATION, HARASSMENT, OR BULLYING

1. Filing a Complaint

Any individual, who believes that he or she has been discriminated against, harassed, or bullied is strongly encouraged to file a complaint orally or in writing to any of the following individuals:

- a. the principal or assistant principal of the school at which either the alleged perpetrator or alleged victim attends or is employed;
- b. an immediate supervisor if the individual making the complaint is an employee;
- c. the executive director of human resources if the alleged perpetrator or alleged victim is an employee of the school system (or the superintendent if the assistant superintendent of human resources is the alleged perpetrator);
- d. the Title IX coordinator for claims of sex discrimination or sexual harassment (see policy 1710/4021/7230 for contact information);
- e. the Section 504 coordinator or the ADA coordinator for claims of discrimination on the basis of a disability (see policy 1710/4021/7230 for contact information); or
- f. for claims of other forms of prohibited discrimination, the applicable civil rights coordinator as established in policy 1710/4021/7230.

2. Time Period for Filing a Complaint

A complaint should be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the 30-day period may be investigated; however, individuals should recognize that delays in reporting may significantly impair the ability of school officials to investigate and respond to such complaints.

3. Informal Resolution

The board acknowledges that many complaints may be addressed informally without a full investigation and/or hearing, through such methods as conferences or mediation. The board encourages the use of informal procedures such as mediation to the extent possible in appropriate cases and when all parties voluntarily agree after receiving a full disclosure of the allegations and the option for formal resolution; however, mediation or other informal procedures will not be used to resolve complaints alleging sexual assault or sexual violence complaints by a student of sexual harassment perpetrated by an employee, or when otherwise deemed inappropriate by the investigator or applicable civil rights coordinator.

If an informal process is used, the principal or other designated personnel must (1) notify the complainant that he or she has the option to end the informal process and begin formal procedures at any time and (2) make a copy of this policy and other relevant policies available to the complainant. Any informal process should be completed within a reasonable period of time, not to exceed 30 days unless special circumstances necessitate more time. If informal procedures fail to resolve the matter in a reasonable period of time or are inappropriate, or if the complainant requests formal procedures, the complaints will be investigated promptly, impartially, and thoroughly according to the procedures outlined in the remainder of this policy.

D. PROCESS FOR ADDRESSING COMPLAINTS OF ALLEGED INCIDENTS OF DISCRIMINATION, HARASSMENT, OR BULLYING

1. Initiating the Investigation

a. Whoever receives a complaint of discrimination, harassment, or bullying pursuant to subsection C.1. shall immediately notify the appropriate investigator who shall respond to the complaint and investigate. The investigator of a complaint is ordinarily determined as follows; however, the superintendent or designee may determine that individual circumstances warrant the assignment of a different investigator.

- 1) If the alleged incident occurred under the jurisdiction of the principal, the investigator is the principal or designee, unless the alleged perpetrator is the principal, the executive director of human resources, the superintendent, or a member of the board. If the alleged perpetrator is any other employee, the principal or designee shall conduct the investigation in consultation with the director of human resources or designee.
- 2) If the alleged perpetrator is the principal, the executive director of human resources or designee is the investigator.

- 3) If the alleged incident occurred outside of the jurisdiction of a principal (for example, at the central office), the assistant superintendent of human resources or designee is the investigator unless the alleged perpetrator is the executive director of human resources, the superintendent, or a member of the board.
 - 4) If the alleged perpetrator is the executive director of human resources, the superintendent or designee is the investigator.
 - 5) If the alleged perpetrator is the superintendent, the board attorney is the investigator. (In such cases, whoever receives a complaint of discrimination, harassment, or bullying shall immediately notify the executive director of human resources who shall immediately notify the board chair. The board chair shall direct the board attorney to respond to the complaint and investigate.)
 - 6) If the alleged perpetrator is a member of the board, the board attorney is the investigator. (In such cases, whoever receives a complaint of discrimination, harassment, or bullying shall immediately notify the superintendent who shall direct the board attorney to respond to the complaint and investigate. Unless the board chair is the alleged perpetrator, the superintendent shall also notify the board chair of the complaint.)
- b. As applicable, the investigator shall immediately notify the Title IX, Section 504, ADA, or other relevant coordinator of the complaint, and, as appropriate, may designate the coordinator to conduct or assist with the investigation.
 - c. The applicable coordinator and the investigator shall jointly assess the need for interim measures of support for either party and, as necessary, shall implement appropriate measures in a timely manner and monitor the Interim measures that restrict the ability of either party to discuss the investigation (“gag orders”) may not be used.
 - d. The investigator shall explain the process of the investigation to the complainant and inquire as to whether the complainant would like to suggest a course of corrective action.
 - e. Written documentation of all reports and complaints, as well as the school system’s response, must be maintained in accordance with policy 1710/4021/7230.
 - f. Failure to investigate and/or address claims of discrimination, harassment, or bullying shall result in disciplinary action.

2. Conducting the Investigation

The investigator is responsible for determining whether the alleged act(s) constitutes a violation of policy 1710/4021/7230, policy 1730/4022/7231, or policy 4040/7310. In so doing, the investigator shall impartially, promptly, and thoroughly investigate the complaint. In complaints alleging sexual misconduct between students, each party will receive notice and access to information consistent with guidance from the U.S. Department of Education, Office for Civil Rights.

- a. The investigator shall interview all individuals who may have relevant information, including (1) the complainant; (2) the alleged perpetrator(s); (3) individuals identified as witnesses by the complainant or alleged perpetrator(s); and (4) any other individuals, including other possible victims, who may have relevant information. The investigation will include a review of all evidence presented by the complainant or alleged perpetrator.
- b. If the investigator, after receipt of the complaint, an interview with the complainant, and consultation with the board attorney, determines that the allegations submitted, even if factual, do not constitute discrimination, harassment, or bullying as defined in policy 1710/4021/7230 or policy 1730/4022/7231, school officials will address the matter outside the scope of this policy. Information regarding the investigator's determination and the process for addressing the complaint will be provided to the complainant.
- c. The complaint and investigation will be kept confidential to the extent possible. Information may be shared only with individuals who need the information in order to investigate and address the complaint appropriately and those with a legal right to access the information. Any requests by the complainant for further confidentiality will be evaluated within the context of the legal responsibilities of the school system. Any complaints withdrawn to protect confidentiality must be recorded in accordance with policy 1710/4021/7230.
- d. The investigator shall review the factual information gathered through the investigation to determine whether, based on a preponderance of the evidence, the alleged conduct constitutes discrimination, harassment, or bullying, giving consideration to all factual information, the context in which the alleged incidents occurred, the age, and maturity of the complainant and alleged perpetrator(s), and any other relevant circumstances. The investigator shall submit a written investigative report to the superintendent and, as applicable, to the Title IX, Section 504, ADA, or other coordinator.

3. Notice to Complainant and Alleged Perpetrator

- a. The investigator shall provide written notification to the complainant of the results of the investigation within 15 days of receiving the complaint, unless additional time is necessary to conduct an impartial, thorough investigation. The investigator shall specify whether the complaint was substantiated and, if so, shall also specify:
 - 1) reasonable, timely, age-appropriate, corrective action intended to end the discrimination, harassment, or bullying, and prevent it from recurring;
 - 2) as needed, reasonable steps to address the effects of the discrimination, harassment, or bullying on the complainant; and
 - 3) as needed, reasonable steps to protect the complainant from retaliation as a result of communicating the complaint.
 - b. If required by federal law, information regarding specific disciplinary action imposed on the alleged perpetrator(s) will be given to the complainant, such as when the information relates directly to the complainant (e.g., an order requiring the perpetrator not to have contact with the complainant). School officials are encouraged to consult with the superintendent and board attorney before releasing such information, however.
 - c. If the investigator determines that the complaint was substantiated, the perpetrator(s) shall be subject to discipline or other corrective steps, as described in policy 1710/4021/7230. If the corrective steps involve actions outside the scope of the investigator's authority, the superintendent will be notified so that responsibility for taking the corrective steps may be delegated to the appropriate individual.
 - d. Each alleged perpetrator will be provided with a written summary of the results of the investigation in regard to whether the complaint was substantiated, whether the alleged perpetrator violated relevant law or board policies by his or her actions, and what, if any, disciplinary actions or consequences will be imposed upon the perpetrator in accordance with board policy. The perpetrator may appeal any disciplinary action or consequence in accordance with board policy and law. However, an appeal by the perpetrator of disciplinary action does not preclude school officials from taking appropriate action to address the discrimination, harassment, or bullying.
4. Appeal
- a. If the complainant is dissatisfied with the results of the investigation, he or she may appeal the decision to the superintendent (unless the alleged perpetrator is the assistant superintendent of human resources or the

superintendent, in which cases the complainant may appeal directly to the board in accordance with the procedure described in subsection D.4.b below). The appeal must be submitted in writing within five days of receiving the notice of the results of the investigation. The superintendent may review the documents, conduct any further investigation necessary, or take any other steps the superintendent determines to be appropriate in order to respond to the complaint. The superintendent shall provide a written response within 10 days after receiving the appeal, unless further investigation is needed.

- b. If the complainant is dissatisfied with the superintendent's response, he or she may appeal the decision to the board within five days of receiving the superintendent's response. The board will review the documents, direct that further investigation be conducted if necessary, and take any other steps that the board determines to be appropriate in order to respond to the complaint. Upon request of the complainant, the board will hold a hearing pursuant to policy 2500, Hearings Before the Board. The board will provide a written response within 30 days after receiving the appeal, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

E. TIMELINESS OF PROCESS

The school system will make a good faith effort to conduct a fair, impartial investigation in a timely manner designed to provide all parties with a prompt and equitable resolution. The number of days indicated at each step of the process should be considered a maximum. Every effort should be made to expedite the process. The school system reserves the right to extend any deadline contained in this policy for good cause with written notice to the parties of the delay and the reason for the delay.

If any school official charged with investigating the complaint or reviewing the investigation fails at any step in the process to communicate a decision within the specified time limit, the complainant will be entitled to appeal the complaint to the next step unless the official has notified the complainant of the delay and the reason for the delay, such as the complexity of the investigation, review, or report. The school official shall make reasonable efforts to keep the complainant apprised of progress being made during any period of delay. Delays that interfere with the exercise of any legal rights are not permitted.

Failure by the complainant at any step in the process to appeal a complaint to the next step within the specified time limit will be considered acceptance of the decision at that step, unless the complainant has notified the investigator of a delay and the reason for the delay and the investigator has consented in writing to the delay.

F. GENERAL REQUIREMENTS

1. No reprisals or retaliation of any kind will be taken by the board or by an employee of the school system against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy, unless the person knew or had reason to believe that the complaint or report was false or knowingly provided false information.
2. All meetings and hearings conducted pursuant to this policy will be private.
3. The board and school system officials will consider requests to hear complaints from a group, but the board and officials have the discretion to hear and respond to complainants individually.
4. The complainant may be represented by an advocate, such as an attorney, at any meeting with school system officials. Should the complainant choose to be represented by an attorney, the complainant should notify school officials in advance so that an attorney for the school system may also be present.
5. Should, in the judgment of the superintendent or designee, the investigation or processing of a complaint require that an employee be absent from regular work assignments, such absences shall be excused without loss of pay or benefits. This shall not prevent the superintendent or designee from suspending the alleged perpetrator without pay during the course of the investigation.

G. RECORDS

Records will be maintained as required by policy 1710/4021/7230.

Legal References: Age Discrimination in Employment Act of 1967, 29 U.S.C. 621 *et seq.*, 34 C.F.R. pt. 110; Americans with Disabilities Act, 42 U.S.C. 12101 *et seq.*, 28 C.F.R. pt. 35; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. pt. 104; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d *et seq.*, 34 C.F.R. pt. 100; Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e *et seq.*, 29 C.F.R. pt. 1604; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*, 34 C.F.R. pt. 106; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. pt. 108; *Racial Incidents and Harassment Against Students at Educational Institutions; Investigative Guidance*, U.S. Department of Education, Office for Civil Rights (1994); *Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties*, U.S. Department of Education, Office for Civil Rights (2001); *Notice of Non-Discrimination*, U.S. Department of Education, Office for Civil Rights (2010); *Dear Colleague Letter (Bullying)*, U.S. Department of Education, Office for Civil Rights (2010), available at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf>; *Dear Colleague Letter (Sexual Harassment)*, U.S. Department of Education, Office for Civil Rights (2006), available at <https://www2.ed.gov/about/offices/list/ocr/letters/sexhar-2006.html>; *Q&A on Campus Sexual Misconduct*, U.S. Department of Education, Office for Civil Rights (2017), available at <https://www2.ed.gov/about/offices/list/ocr/docs/qa-title-ix-201709.pdf>; *Gebser v. Lago Vista*

Independent School District, 524 U.S. 274 (1998); *Davis v. Monroe County Board of Education*, 526 U.S. 629 (1999); G.S. 115C-407.15 through -407.18

Cross References: Prohibition Against Discrimination, Harassment, and Bullying (policy 1710/4021/7230), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Student and Parent Grievance Procedure (policy 1740/4010), Hearings Before the Board (policy 2500), Staff-Student Relations (policy 4040/7310), Assaults, Threats, and Harassment (policy 4331)

Adopted: February 18, 2010

Updated: May 10, 2012, May 14, 2015, June 9, 2016

ACS School Nurses

Board of Education
Presentation
2018



Your Nurse Team

Lois Bagley, BSN, RN, NCSN

Lashonda McDonald, BSN, RN, NCSN

Kim Richau, BSN, RN, NCSN

Veronica Loflin, BSN, RN

Heather Meisch, BSN, RN

Christina Weater, BSN, RN, MSN

ACS Nurse Team

Supports Whole School, Whole
Community, Whole Child Model

The WSCC model focuses its attention on the child, emphasizes a school-wide approach, and acknowledges learning, health, and the school as being a part and reflection of the local community.

Every young person is healthy

Every young person is safe

Every young person is engaged

Every young person is supported

Every young person is challenged





ACS Nurse Team Contacts:

Parents: Over 4,300

Medical: Over 800

ACS Nurse Team

Immunization and Health
Assessment Monitoring

- ❖ Ongoing
 - ❖ Collaborative Effort
 - Social Workers
 - Medical Providers
 - Randolph Health - Pediatrics
 - Merce Clinic
 - Randolph County Health Department
-

Immunization & HAF Monitoring

❖ Elementary

- Begins with Kindergarten orientation where the school nurse reviews incoming students' records.

❖ Middle School

- Begins in January where school nurse starts reviewing immunization records of rising 7th graders.
 - Parents are notified on 3rd and 4th semester report cards about 7th grade immunization requirements.
 - Immunization status is reviewed again by school nurse before the end of the year.

❖ Summer Connect-Ed Calls: by Dr. Worrell and School Principals

- ❖ NEW: Spring 2018 - Letter from Support Services was sent to Randolph County pediatricians requesting HAF be incorporated into every five-year old's annual exam.
-

Data Summary 2017-2018

ACS Nurse Team

Served our students
with over
6,400 nursing hours



A word cloud centered around the text "School Nurse". The words are arranged in a circular pattern around the central text. The words include: "Invaluable", "Awesome", "Educated", "Improves Attendance", "Professional", "Caregiver", "Emergency", "Disease Manager", "Listener", "Compassionate", "Wellness Assessment", "Skilled", "Healthy Children Learn Better", "Caring", "Healer", and "Kind". The words are in various colors and sizes, with "School Nurse" being the largest and most prominent.

ACS Nurse Team

Provided direct care
for
13,000
individual student
cases -
an average of 13
students per day



Asheboro NC: Population 26,000

ACS Nurse Team

819 of the 13,000 students served were sent home by the school nurse resulting in...

94% of
students
returning to
class

ACS Nurse Team

Referred over **500** student cases to a healthcare provider.



ACS Nurse Team

Provided emergency
care services
and
initiated EMS
for **17** students.



ACS Nurse Team

Vision Screenings: 1,900

1st, 3rd, 5th, 7th & 9th Grades

Dental Screening: 2,000



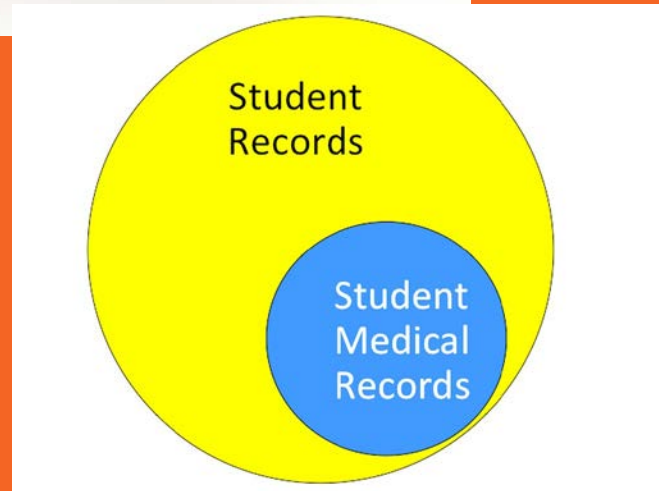
The Nurse Team collaborates with the RCHD-Dental Clinic annually to screen students in the following grade levels: Kindergarten, 1st, 3rd, 5th, 7th, and 9th.

ACS Nurse Team

Reviewed over **6,400** student records for the following:

- *Immunization Compliance
- *Health Assessment Law (HB 13)
- *Health Record Review

Many individual student records require multiple reviews.



ACS Nurse Team

Performed **42**
health and safety
related trainings
to
340 staff members.

- ❖ First Aid/CPR/AED
 - ❖ Diabetes Case Manager
 - ❖ First Responder
 - ❖ Medication Administration
 - ❖ Seizures
 - ❖ Calling for Help
 - ❖ Choking
 - ❖ Catheterization
 - ❖ Asthma
 - ❖ Lice Management
-

ACS Nurse Team

50 presentations
were completed by
school nurses
on a variety of health
related topics to over
1,500 students and staff.

- ❖ Reproductive Health
 - ❖ Family Life
 - ❖ Nutrition
 - ❖ Nurse Career
 - ❖ Handwashing
 - ❖ Hygiene
 - ❖ Dental Care
 - ❖ Water and Our Body
 - ❖ Safety and First Aid
 - ❖ Your School Nurse
-

ACS Nurse Team

We also took care of
our staff with
500 staff encounters!



ACS Nurse Team

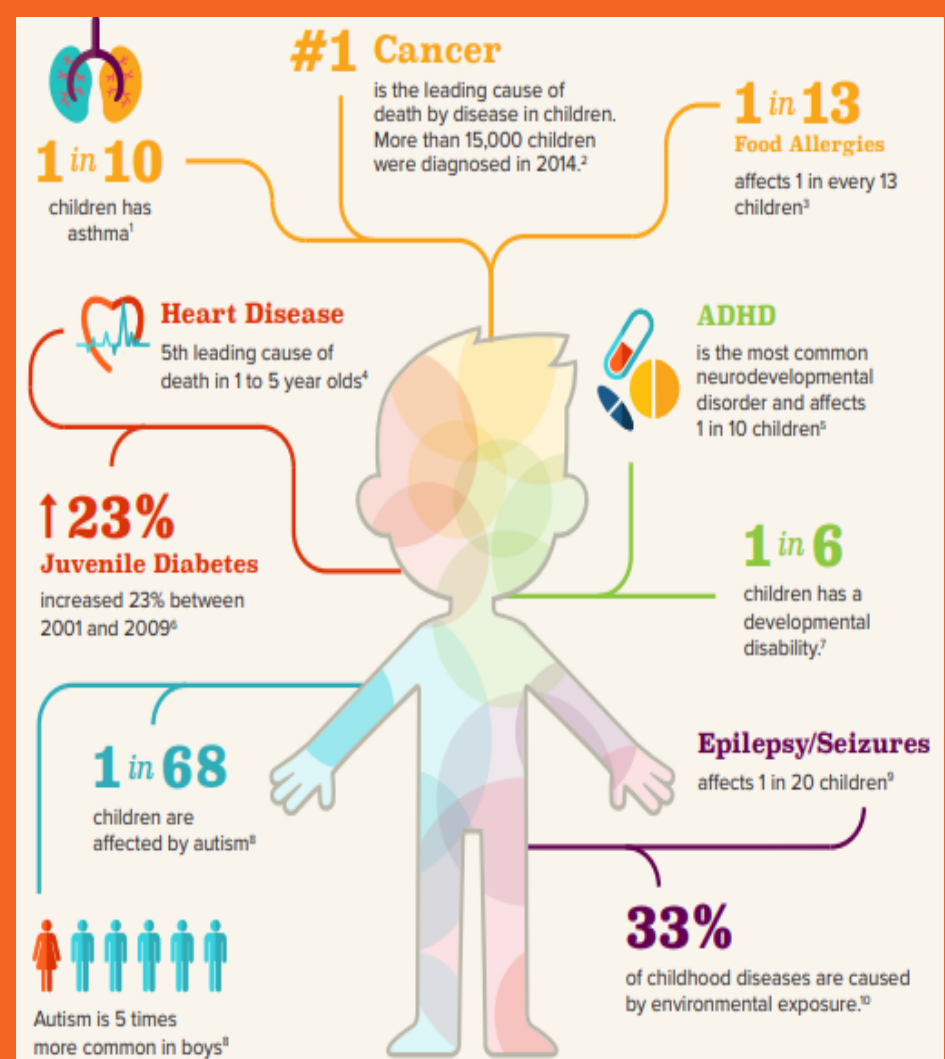
Assessed and educated
our students with
over **1,100**
1:1 counselling sessions.

- ❖ ADD/ADHD
- ❖ Asthma
- ❖ Allergies
- ❖ Abuse
- ❖ Chronic Illness
- ❖ Mental Health
- ❖ Diabetes
- ❖ Hygiene
- ❖ Nutrition
- ❖ Pregnancy
- ❖ Puberty
- ❖ Relationships
- ❖ Seizures
- ❖ Substance Abuse
- ❖ Suicide

ACS Nurse Team

Identified **565** students with chronic health conditions that required a course of action such as:

- EAP (Emergency Action Plan)
- IHP (Individual Health Plan)
- 504 Plan
- Medication Administration





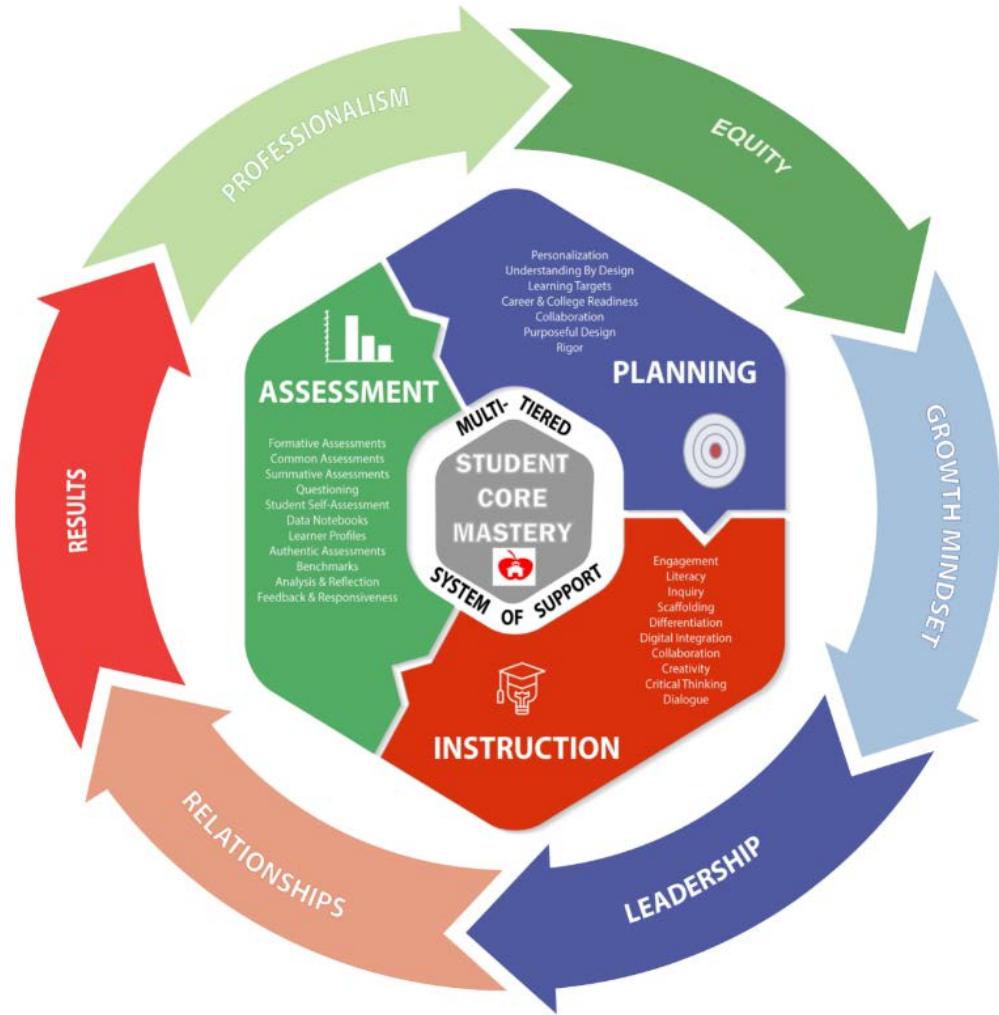
THANK YOU!



A close-up photograph of a hand holding a blue pen, writing on a spiral-bound notebook. The background is blurred, showing a laptop screen. A solid blue vertical bar is on the left side of the image.

ACS Writing Plan

Asheboro City Schools
Board of Education Presentation
September 13, 2018



Writing Expectations

IN ASHEBORO CITY SCHOOLS:

Writing will be a PreK-12 focus at each grade level and in all content areas. Writing instruction will follow the district writing framework and expectations. Writing goals will be addressed by schools based on ACS Instructional Framework, needs assessments, and relevant data.

2018-2019 PROFESSIONAL DEVELOPMENT FOCUS:

Professional learning will be provided for all teachers to support the writing focus.

Elementary Writing Focus

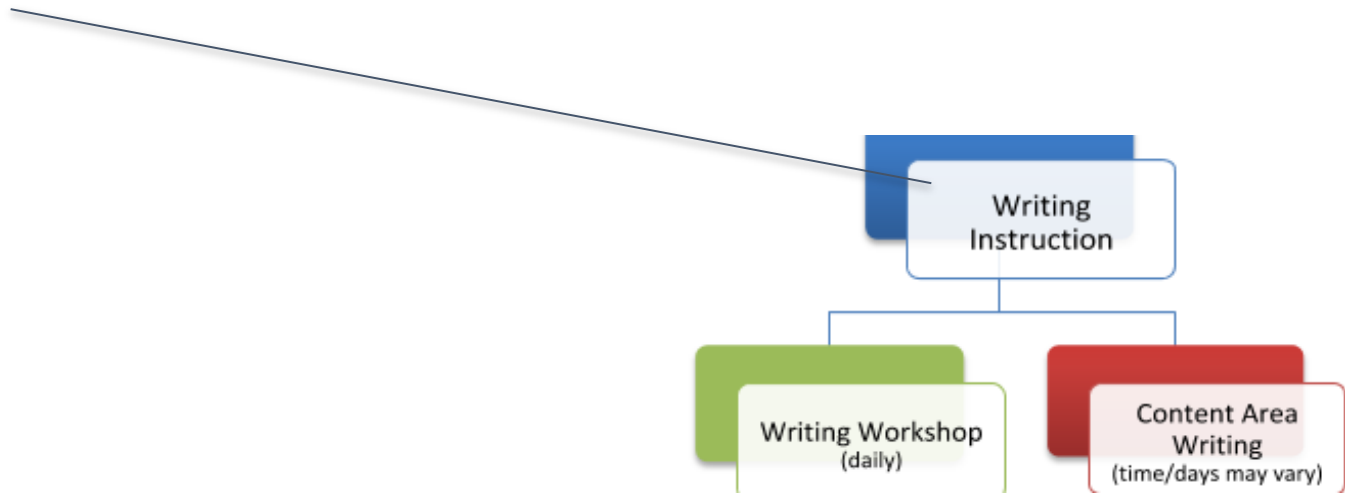
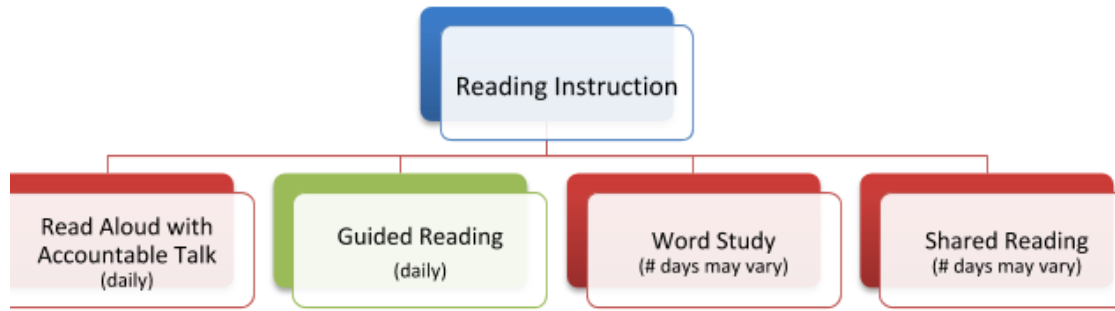


Monday, August 20th

Mini- PD

“We have had several teachers reach out for more information about the texts we use, lesson plan ideas, and they liked that they left with new ideas to use in their classrooms.”

Instructional Facilitator




Role of Vocabulary in Writing:

We encourage academic oracy: the ability to produce academic language with skill and automaticity.

Oracy requires **comprehensible input** and **comprehensible output**.



Grades K-5 Daily Writing Framework



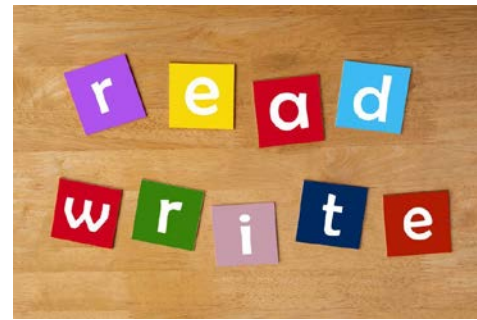
Teachers increase vocabulary development in speaking and in writing through Oracy (Accountable Talk).

The larger the reader's vocabulary (either oral or print), the easier it is to make sense of the text.

Secondary Writing Focus



Literacy Guiding Principles



1. Reading and writing are about developing meaning.
2. Reading and writing are complex thinking and meta-cognition.
3. Reading and writing require active “conversations” with the text.
4. Vocabulary and grammar must be developed within context.
5. Reading and writing are different in each content area.
6. Reading and writing are social experiences.
7. Reading and writing competence is necessary for academic success and beyond.

Secondary Writing Framework

- Clearly spelled out in the instructional framework for principals, teachers, and instructional staff.
- Provides overarching structure for writing instruction in grades 6-12 in all content areas.
- All secondary teachers are being provided professional development to support writing expectations at the secondary level.



Secondary Professional Development

WCA2018

Home

Modules

Discussions

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Inbox

Help

ACS Writing in the Content Area for Secondary Teachers



Welcome to the Secondary Writing in the Content Area Canvas Professional Development!

If you teach or support students in grades 6-12 in any content area, then you are expected to complete this Canvas Course. If you have any questions about the course content or navigating through Canvas, please contact your school Instructional Facilitator or any of the instructional contacts below:

[Dr. Julie A. Pack](#), Director of Secondary Education/CTE
[Carlos Gomez](#), AHS Instructional Facilitator
[Kasey Wood](#), NAMS Instructional Facilitator
[Chandra Manning](#), SAMS Instructional Facilitator
[Sarah Beth Robbins](#), CTE Coordinator

In this Canvas Learning Course, you will complete the following Modules:

- [Introduction Module: What is Writing in the Content Area?](#) (August 22)
- [Module 1: Types of Writing](#) (August 22)
- [Module 2: Writing Process Overview](#) (August 22)
- Module 3: Writing Strategies/Lessons (Mid October)
- Module 4: Assessing Writing (Mid October)
- Evaluation and Certificate of Completion

[Introduction Module Next](#)

View Course

Coming Up
Nothing for the moment

Introduction: What is Writing in the Content Area Complete All Items

- [What is Writing in the Content Area?](#) View Complete
- [Why Writing in the Content Area](#) Complete
- [Reflecting on Writing in the Content Area](#) Contribute Complete
- [What is Writing in the Content Area?](#) Complete
- [Guiding Principles for Literacy Instruction at the Secondary Level](#) Complete
- [Secondary Writing Framework](#) Complete
- [What is Writing in the Content Area?](#) Complete
- [What is Writing in the Content Area](#) 3 pts Complete

Module 1: Types of Writing Prerequisite: Introduction: What is Writing in the Content Area Complete All Items

- [Types of Writing](#) View Complete
- [Incorporating Writing into the Content Area Classroom](#) Complete
- [FAT-P](#) Complete
- [FAT-P Application](#) Complete
- [Authentic Writing in Your Content Area](#) Complete

Module 2: Writing Process Overview Prerequisites: Introduction: What is Writing in the Content Area, Module 1: Types of Writing Complete All Items

- [The Writing Process](#) View Complete
- [Prewriting](#) Complete
- [Drafting](#) Complete
- [Rewriting and Revising](#) Complete
- [Editing](#) Complete
- [Publishing](#) Complete
- [Part 1 Complete](#) Complete



Questions?



2017-2018: Accountability Data

Asheboro City Schools
September 2018

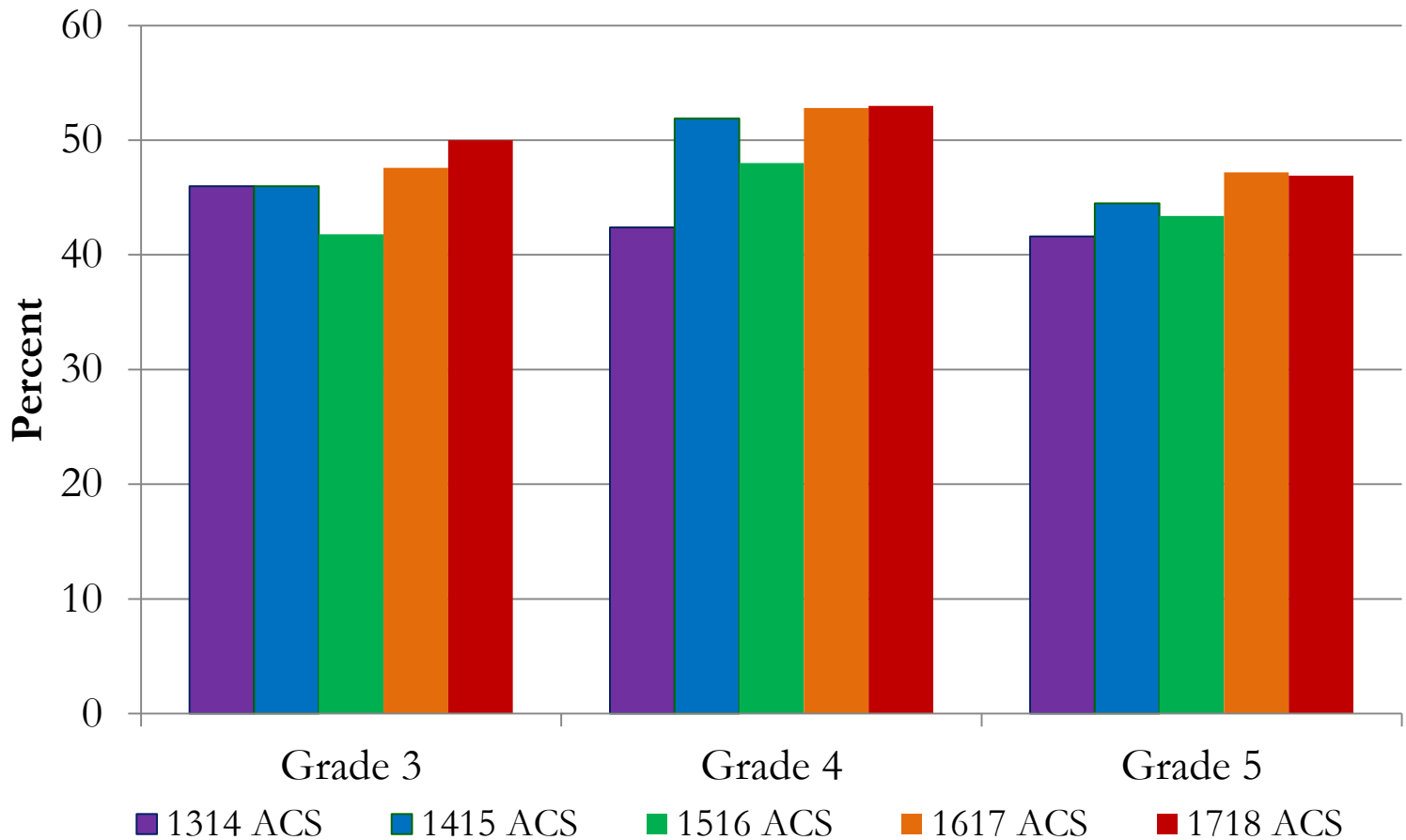


End-of-Grade Assessments Grades 3 through 8



ACS End-of-Grade Reading Scores

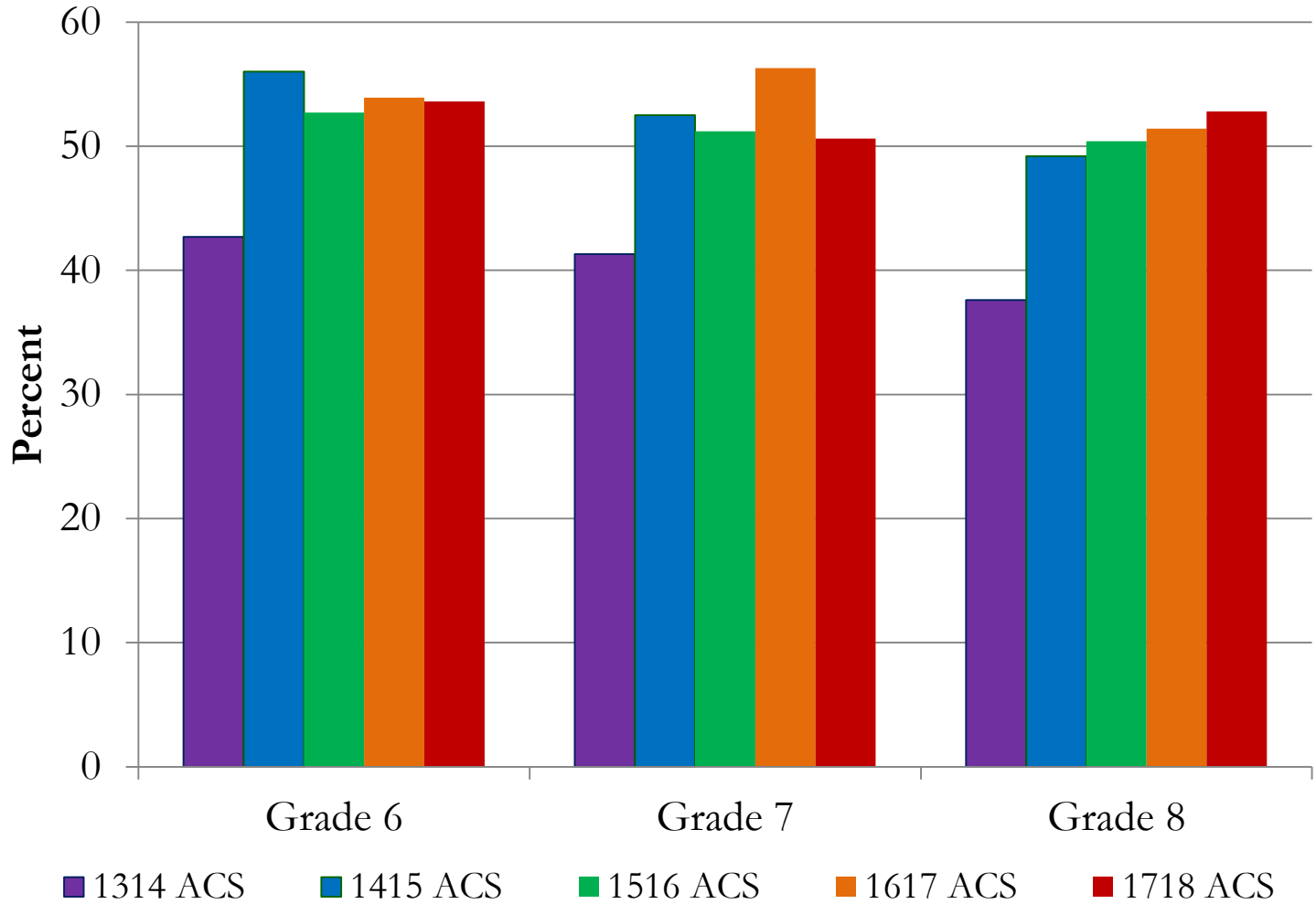
Elementary Grade Level Proficiency





ACS End-of-Grade Reading Scores

Middle School Grade Level Proficiency



Grades 3-8 EOG Reading

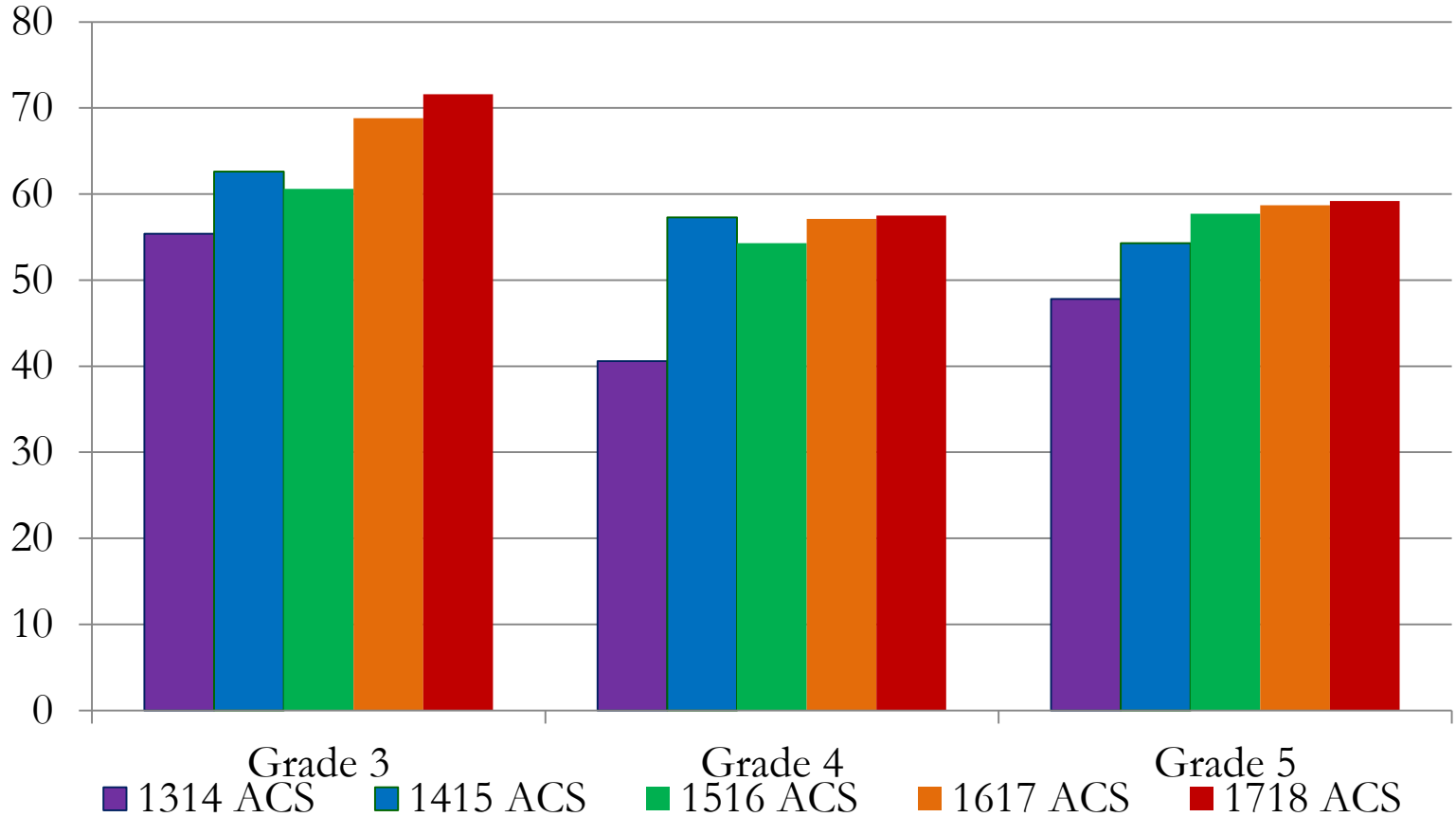


Grade	ELA/READING – Grade Level Proficiency				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
3	46.0	46.0	41.8	47.6	50.0
4	42.4	51.9	48	52.8	53.0
5	41.6	44.5	43.4	47.2	46.9
6	42.7	56.0	52.7	53.9	53.6
7	41.3	52.5	51.2	56.3	50.6
8	37.6	49.2	50.3	51.4	52.8



ACS End-of-Grade Math Scores

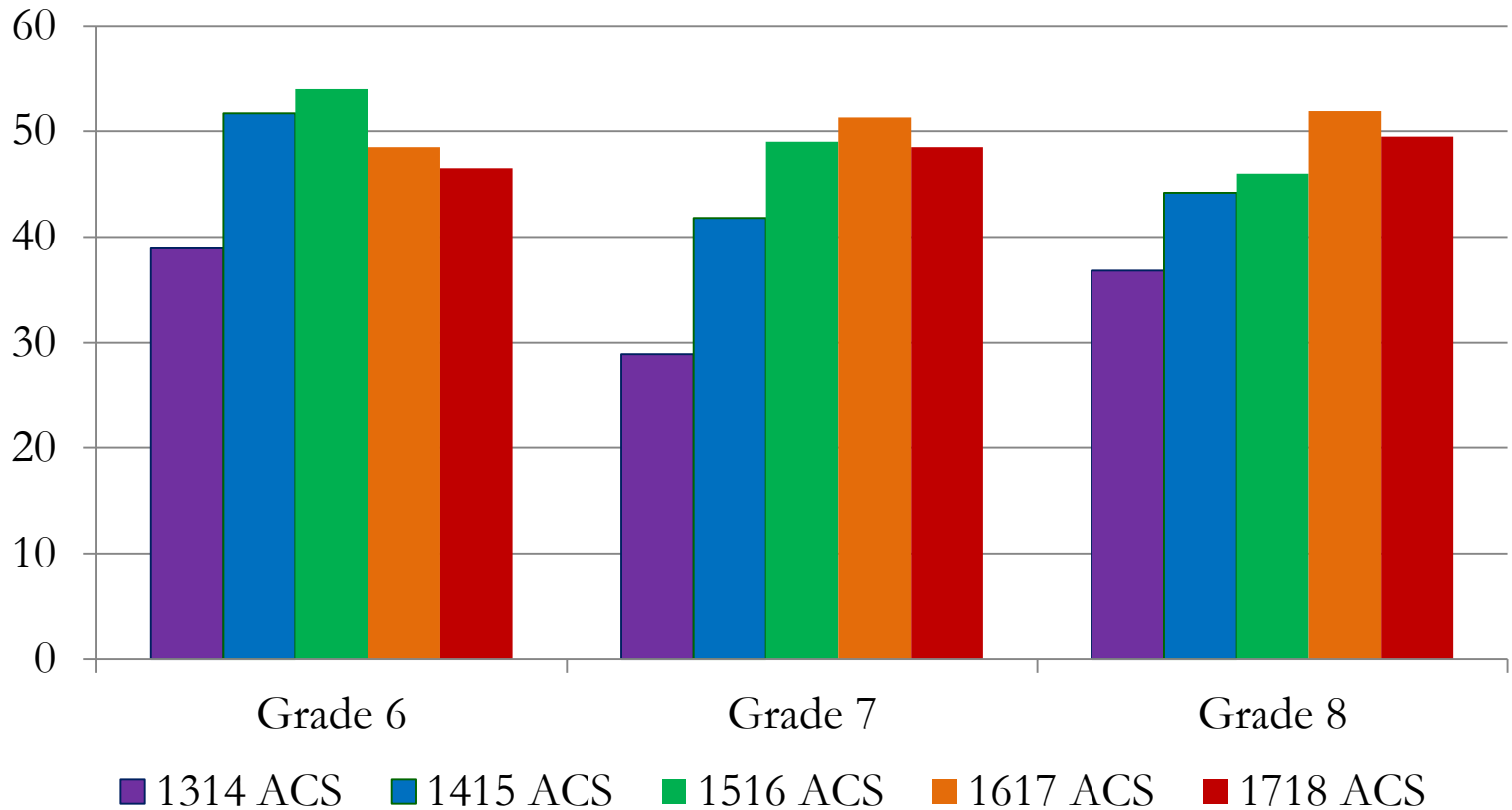
Elementary Grade Level Proficiency





ACS End-of-Grade Math Scores

Grade Level Proficiency





Grades 3-8 EOG Math

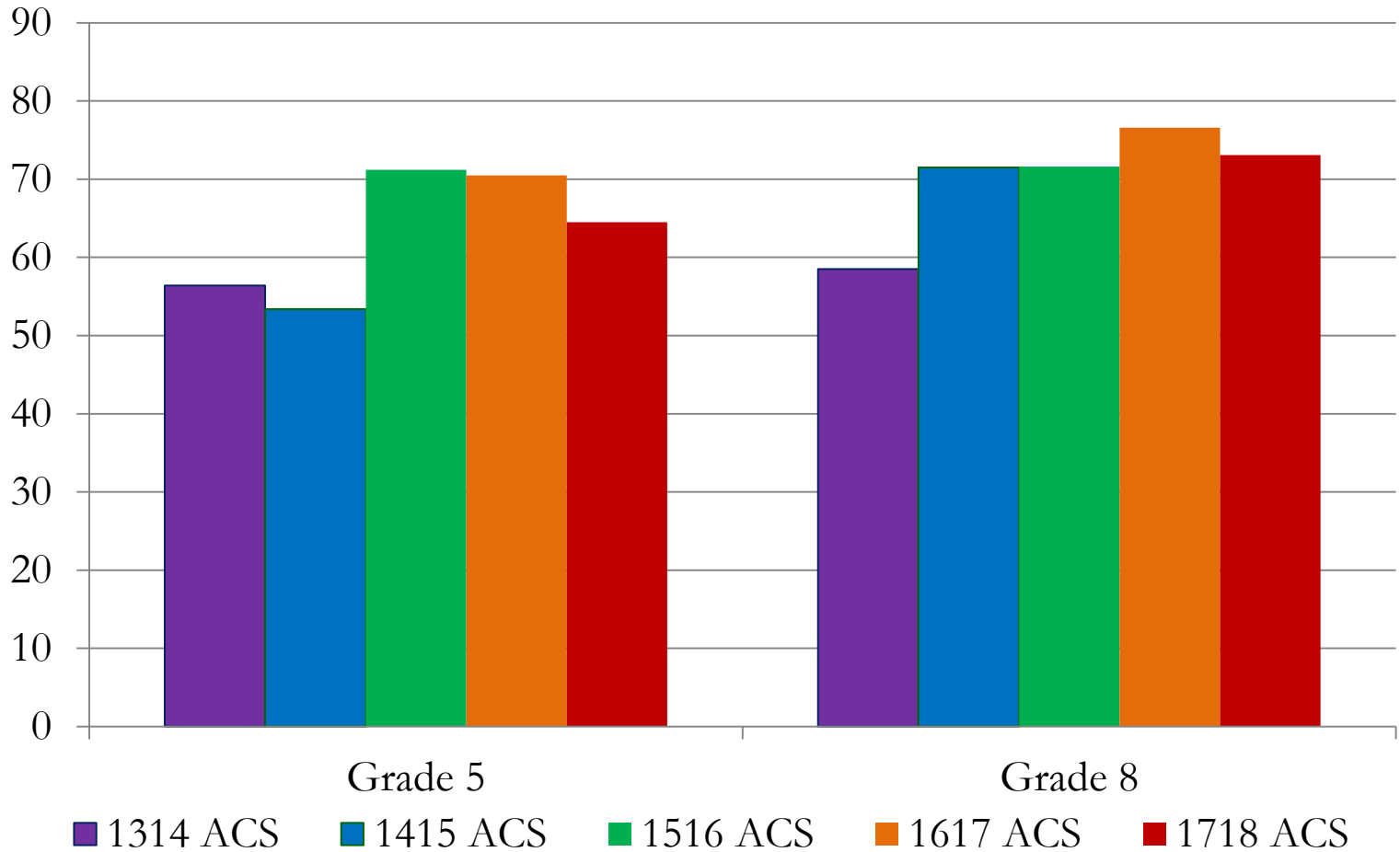
Grade	MATHEMATICS – Grade Level Proficiency				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
3	55.4	62.6	60.6	68.8	71.6
4	40.6	57.3	54.3	57.1	57.5
5	47.8	54.3	57.7	58.7	59.2
6	38.9	51.7	54.0	48.5	46.5
7	28.9	41.8	49.0	51.3	48.5
8	36.8	44.2	46.0	51.9	49.5*

*Beginning in 2017-18 NC Math 1 students do not take the Grade 8 Math EOG



ACS End-of-Grade Science Scores

Grade Level Proficiency





Grades 5 & 8 EOG Science

Grade	SCIENCE – Grade Level Proficiency				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
5	56.4	53.4	71.2	70.5	64.5
8	58.5	71.5	75.6	76.6	73.1

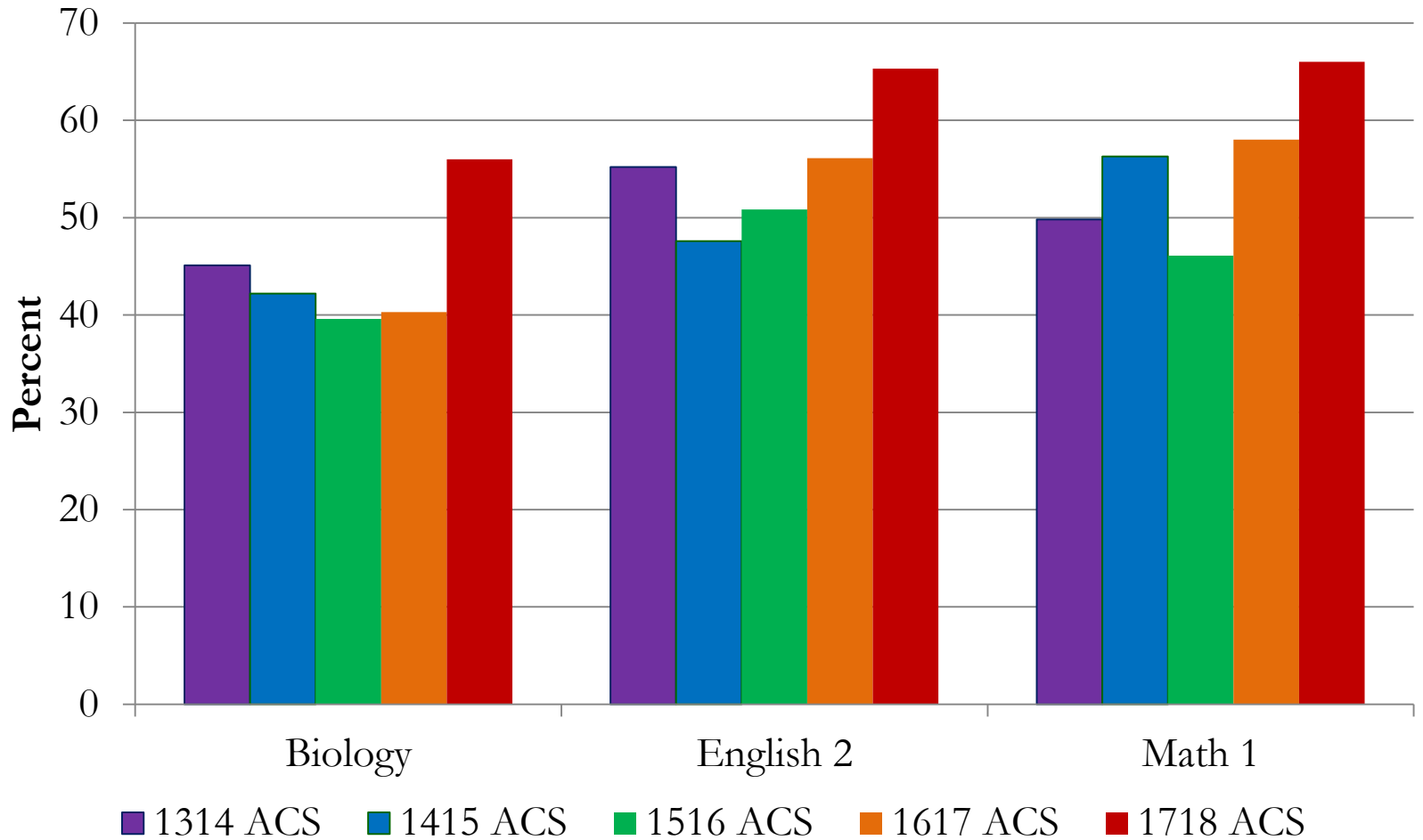


End of Course Assessments



ACS End-of-Course Scores

Grade Level Proficiency





End-of-Course Assessments

EOC – Grade Level Proficiency			
YEAR	ENGLISH II	MATH 1	BIOLOGY
2013-14	55.2	49.8	45.1
2014-15	47.6	56.3	42.2
2015-16	50.9	46.1	39.6
2016-17	56.1	58.0	40.6
2017-18	65.3	66.0*	56.0

*Proficiency is for Grade 9-12 Math and includes NC Math 1 & NC Math 3 EOC

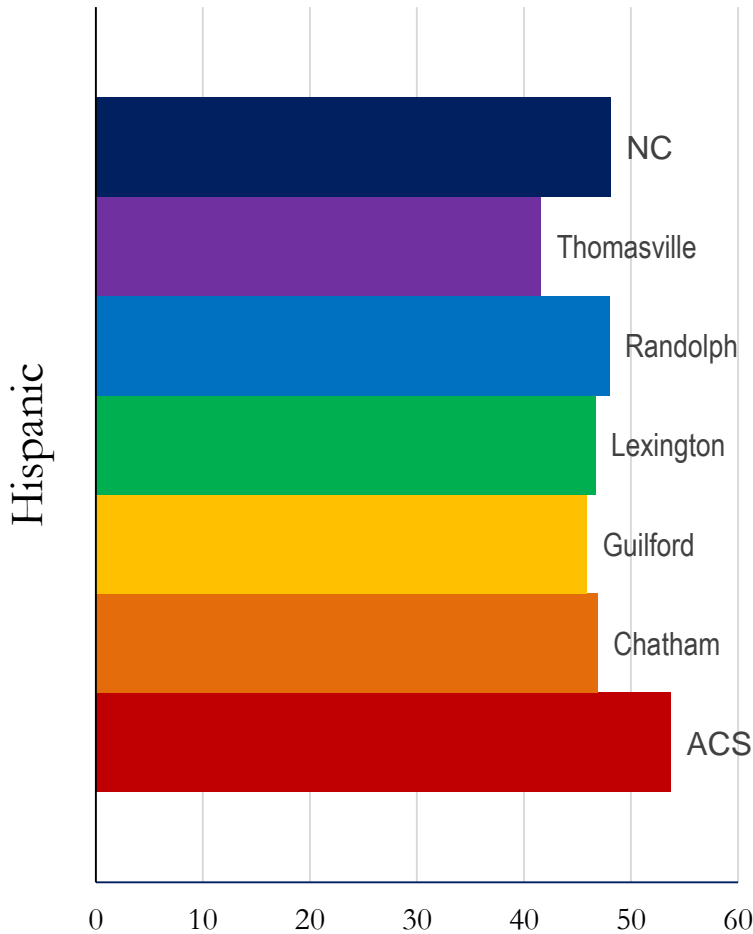


Composite Performance

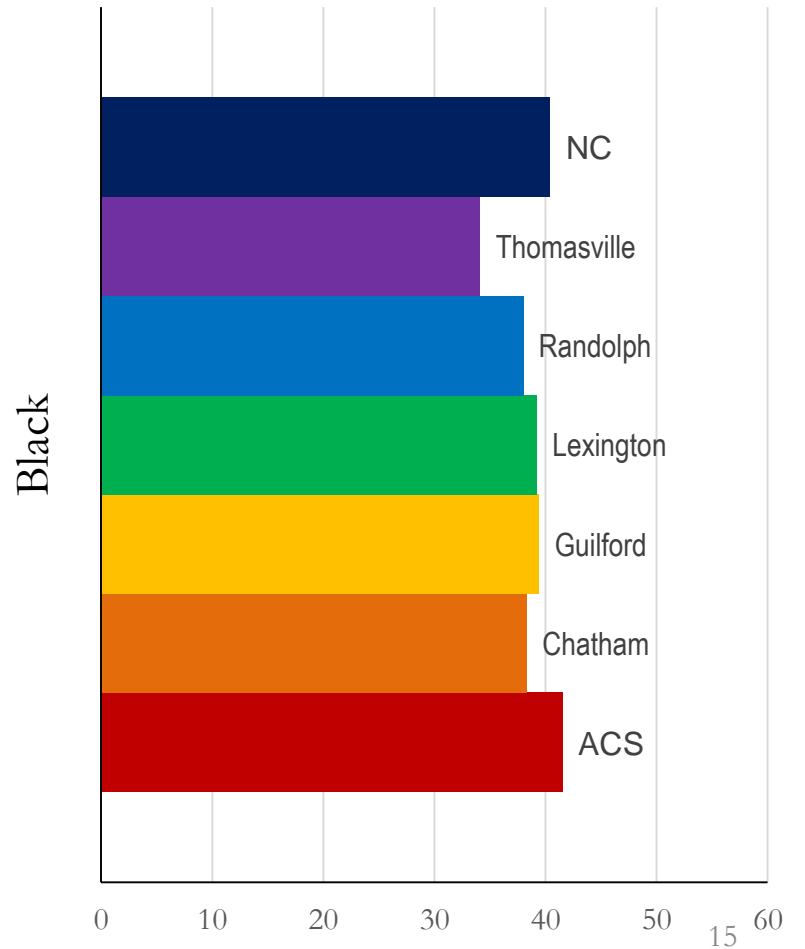


Grade Level Performance by Subgroups (All Subjects)

Hispanic Student Performance



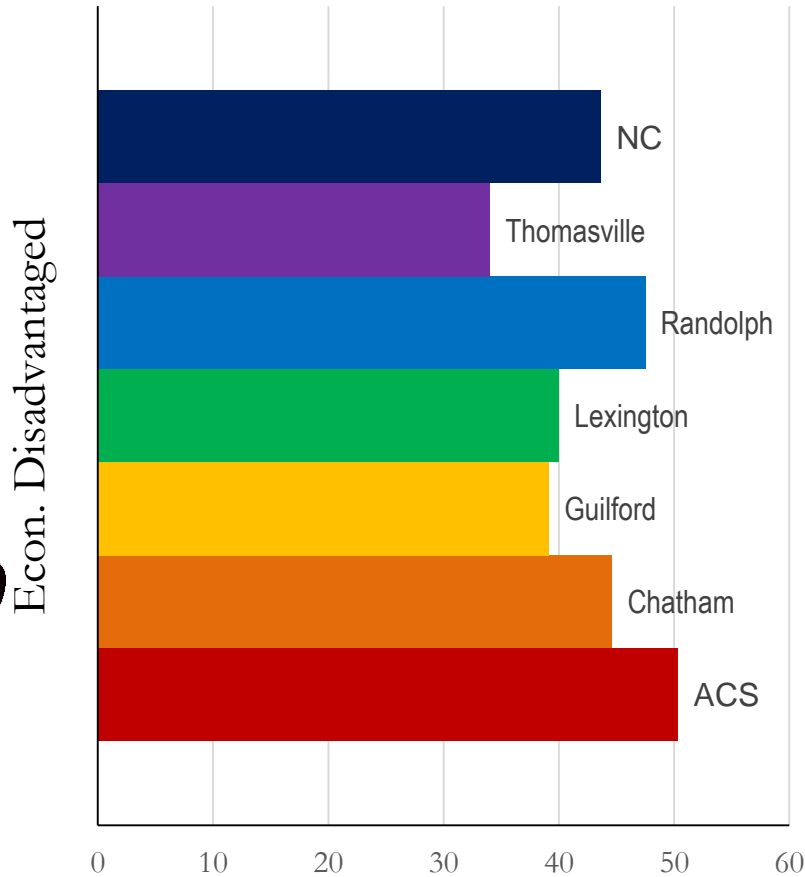
Black Student Performance



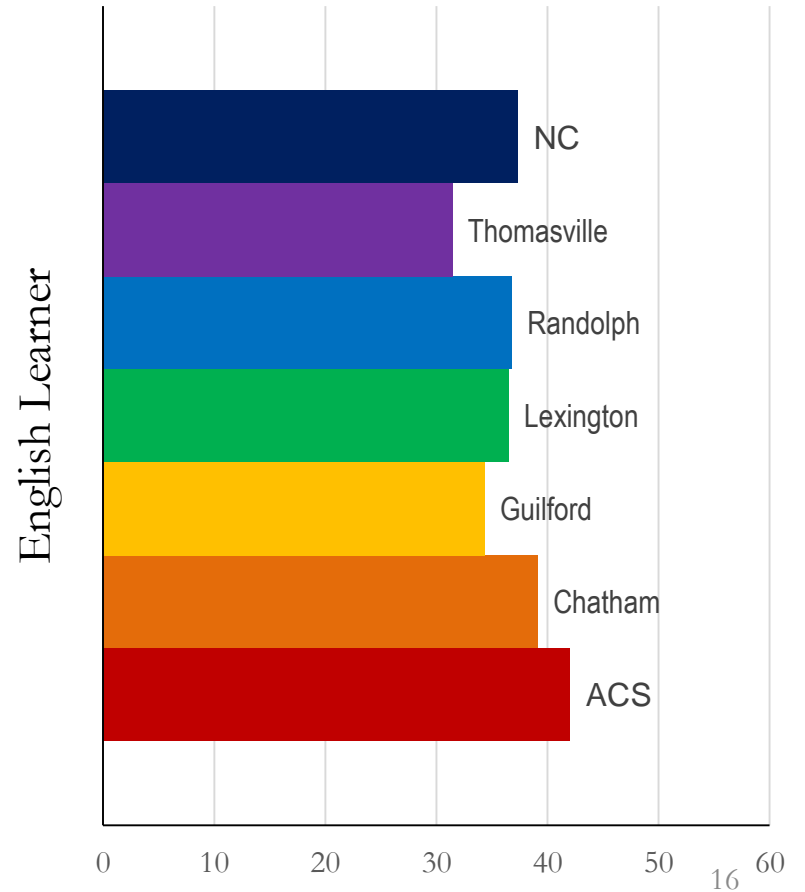


Grade Level Performance by Subgroups (All Subjects)

Economically Disadvantaged Student Performance



English Learner Student Performance



Growth Data



School	Reading	Math	Overall	Status
Balfour	0.05	1.80	1.35	Met
Charles W. McCrary	0.03	3.10	2.14	Exceeded
Donna Lee Loflin	-2.69	1.42	-1.62	Met
Guy B. Teachey	0.97	1.39	1.93	Met
Lindley Park	0.93	-0.49	0.63	Met
North Asheboro MS	1.05	1.01	2.73	Exceeded
South Asheboro MS	2.46	0.68	1.85	Met
Asheboro HS			3.41	Exceeded



Other Accountability Measures



CTE Post Assessments

AHS-CTE Proficiency 2017-18*	
Agriculture Education	
	Last Year 88.2%
Career Development	
	Last Year 33.3%
Business, Finance & Information Technology	
	Last Year 66.0%
Marketing Education	
	Last Year 63.6%
Family & Consumer Sciences Education	
	Last Year 92.9%
Health Sciences Education	
	Last Year 75.3%
Technology, Engineering, & Design	
	Last Year 63.9%
Trade & Industrial Education	
	Last Year 78.4%

*Does not include field tests



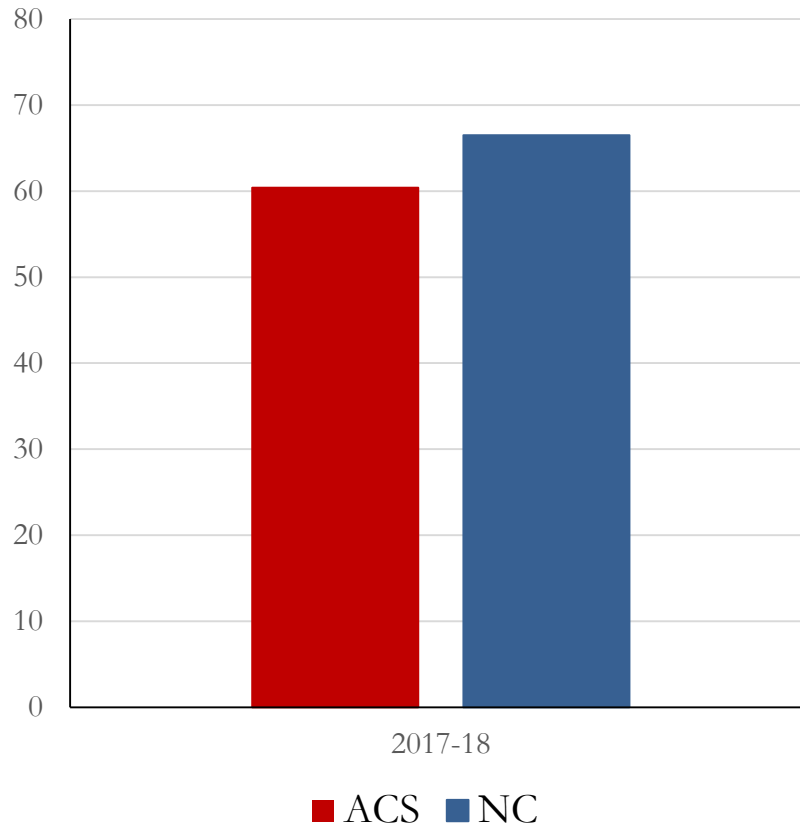
Attendance Rates by School

School	Attendance Rate (from PMR)
BAL	98.1%
CWM	96.5%
DLL	97.7%
GBT	97.8%
LP	97.8%
NAMS	97.9%
SAMS	97.4%
AHS	93.7%
Asheboro City Schools	96.5%



ACT/WorkKeys Indicator

ACS and NC Percent Meeting



The ACT/ACT WorkKeys Indicator is the percentage of 12th graders who met either the UNC System Minimum 17 composite on ACT or Silver or better on the ACT WorkKeys assessment.

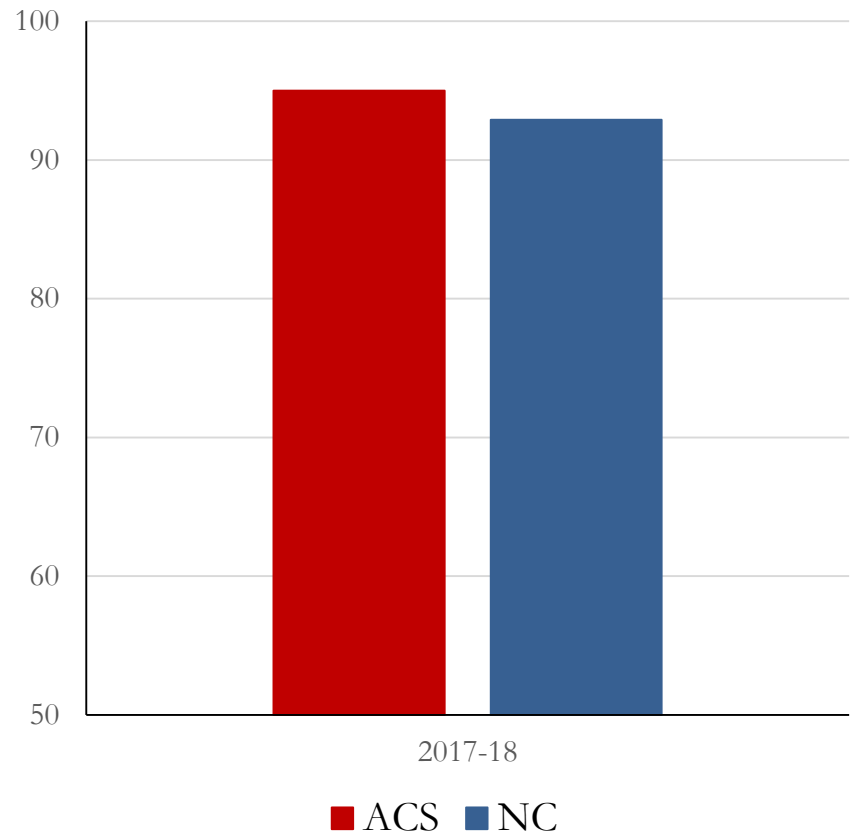


Math Course Rigor

The Passing NC Math 3 Indicator is the percentage of 12th graders who have passed the NC Math 3 course.

Asheboro High School had more than 95% pass NC Math 3.

ACS and NC Percent Passing NC Math 3





English Learner Progress

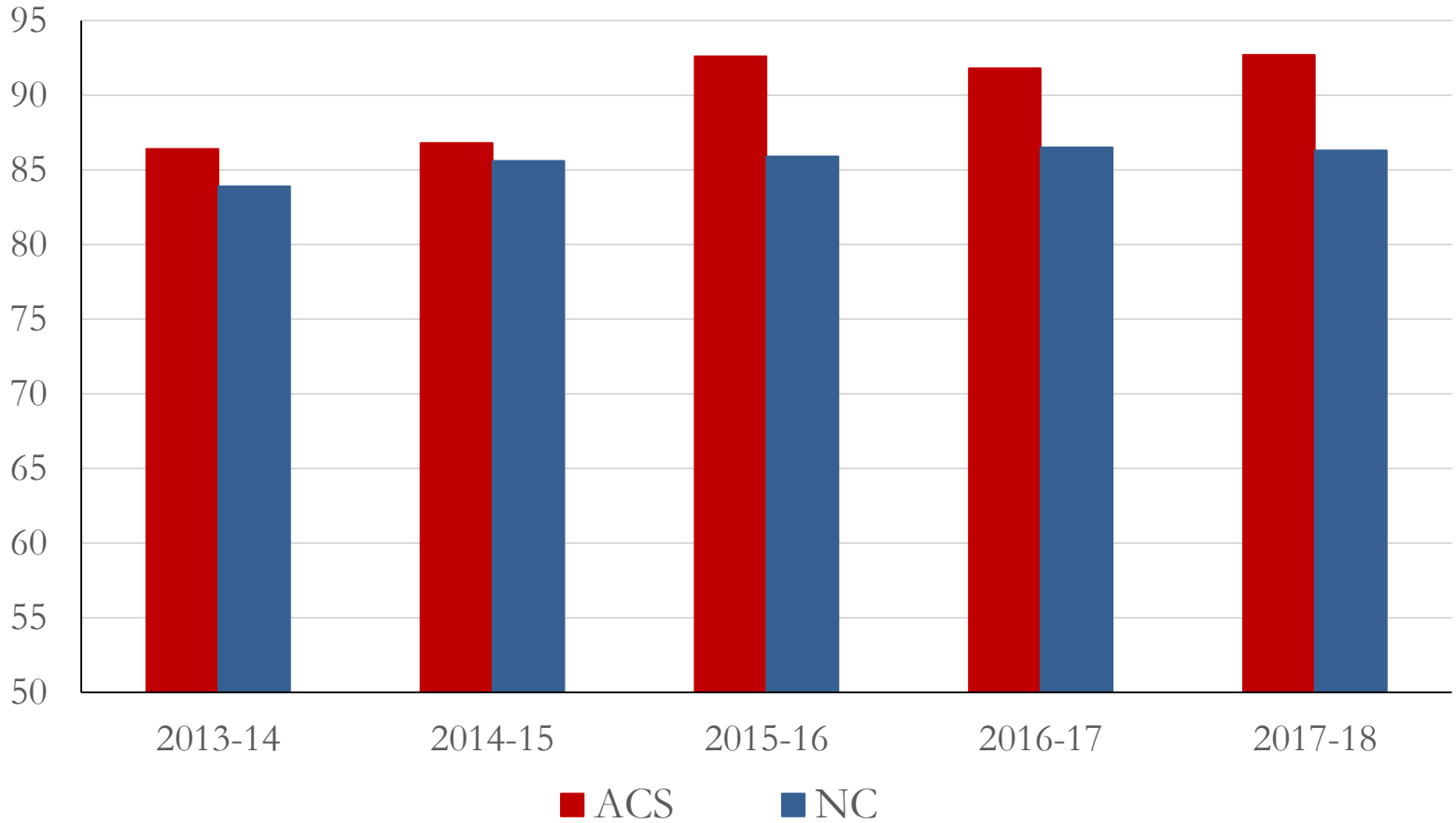
(WIDA ACCESS Annual Assessment)

School	Making Annual Progress
BAL	53.5%
CWM	49.6%
DLL	70.4%
GBT	62.7%
LP	40.6%
NAMS	15.4%
SAMS	25.0%
AHS	31.0%
Asheboro City Schools	45.2%
<i>State of North Carolina</i>	<i>44.9%</i>



Graduation Rate

Graduation Rates (ACS and NC)





Graduation Rates

School Year	2013-14	2014-15	2015-16	2016-17	2017-18
Numerator	266	262	275	290	317
Denominator	308	302	297	316	342
Graduation Rate	86.4%	86.8%	92.6%	91.8%	92.7%



2017-18 Subgroup Graduation Rates

Subgroup	ACS	NC
ALL	92.7%	86.3%
Black	93.6%	83.2%
Hispanic	92.4%	79.9%
2+ Races	83.3%	84.1%
White	93.8%	89.5%
Economic Disadvantaged	89.9%	80.3%
English Learner	82.6%	68.3%
Students with Disabilities	89.2%	69.1%
Academically Gifted	>95%	>95%



Questions

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2018 - 2019
Adopted September 13, 2018**

Be it resolved by the Board of the Asheboro City Schools Administrative Unit that for the fiscal year beginning July 1, 2018 and ending June 30, 2019:

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

Instructional Services	
5100 - Regular Instructional Services	\$ 2,406,397
5200 - Special Populations Services	326,610
5300 - Alternative Programs and Services	417,000
5400 - School Leadership Services	567,564
5500 - Co-Curricular Services	220,000
5800 - School-Based Support Services	501,740
System-wide Support Services	
6100 - Support and Development Services	153,900
6200 - Special Population Support and Development Services	140,400
6300 - Alternative Programs and Services	102,200
6400 - Technology Support Services	320,100
6500 - Operational Support Services	2,408,858
6600 - Financial and Human Resource Services	634,152
6700 - Accountability Services	92,000
6800 - System-wide Pupil Support Services	192,100
6900 - Policy, Leadership and Public Relations Services	898,148
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	425,000
8400 - Interfund Transfers	10,000
Total Local Current Expense Fund Appropriation	<u>\$ 9,816,169</u>

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

County Appropriation	\$ 5,366,169
Supplemental Taxes	3,264,000
Local Revenues	286,000
Fund Balance Appropriated	900,000
Total Local Current Expense Fund Revenue	<u>\$ 9,816,169</u>

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2018 - 2019
Adopted September 13, 2018**

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

Instructional Services		
5100 - Regular Instructional Services	\$	95,360
5200 - Special Populations Services		340,800
5300 - Alternative Programs and Services		835,780
5800 - School-Based Support Services		197,000
 System-wide Support Services		
6200 - Special Population Support and Development Services		159,200
6500 - Operational Support Services		325,000
 Total Other Designated Accounts Fund Appropriation		<u>\$ 1,953,140</u>

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

State and Federal Funds	\$	1,054,780
Local Revenues		490,000
Fund Balance Appropriated		408,360
 Total Other Designated Accounts Fund Revenue		<u>\$ 1,953,140</u>

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2018 - 2019
Adopted September 13, 2018**

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

Instructional Services	
5100 - Regular Instructional Services	\$ 17,060,335
5200 - Special Populations Services	4,524,617
5300 - Alternative Programs and Services	761,995
5400 - School Leadership Services	2,344,669
5800 - School-Based Support Services	1,730,915
System-wide Support Services	
6100 - Support and Development Services	256,651
6200 - Special Population Support and Development Services	136,315
6300 - Alternative Programs and Services	84,258
6400 - Technology Support Services	364,401
6500 - Operational Support Services	1,894,442
6600 - Financial and Human Resource Services	260,442
6900 - Policy, Leadership and Public Relations Services	332,310
Non-Programmed Charges	
8400 - Interfund Transfers	45,000
Total State Public School Fund Appropriation	<u>\$ 29,796,350</u>

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

Total State Public School Fund Allocation	<u>\$ 29,796,350</u>
--	-----------------------------

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2018 - 2019
Adopted September 13, 2018**

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

Instructional Services		
5100 - Regular Instructional Services	\$	251,786
5200 - Special Populations Services		1,360,500
5300 - Alternative Programs and Services		1,617,509
5400 - School Leadership		2,000
5800 - School-Based Support Services		190,397
System-wide Support Services		
6200 - Special Population Support and Development Services		130,994
6300 - Alternative Programs and Services		47,851
6500 - Operational Support Services		25,000
Non-Programmed Charges		
8100 - Payments to Other Governmental Units		101,153
Total Federal Grants Fund Appropriation	\$	<u><u>3,727,190</u></u>

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

Total Federal Grants Fund Allocation	\$	<u><u>3,727,190</u></u>
---	-----------	--------------------------------

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2018 - 2019
Adopted September 13, 2018**

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

Ancillary Services	
7200 - Nutrition Services	\$ 3,500,000
Non-Programmed Charges	
8100 - Payments to Other Governmental Units	225,000
Total Child Nutrition Fund Appropriation	<u>\$ 3,725,000</u>

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

Federal Allocation	\$ 3,110,000
Local School Child Nutrition Fund	615,000
Total Child Nutrition Fund Revenue	<u>\$ 3,725,000</u>

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2018 - 2019
Adopted September 13, 2018**

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

9000 - Capital Outlay	\$ 20,560,500
Total Capital Outlay Projects	<u><u>\$ 20,560,500</u></u>

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

County Appropriation	\$ 965,120
County Appropriation - Asheboro High School Project	550,000
Limited Obligation Bond Proceeds	19,000,000
Fund Balance Appropriated	45,380
Total Capital Outlay Fund Revenue	<u><u>\$ 20,560,500</u></u>

Section 13: The following revenues are estimated to be available to the Asheboro City Schools budget.

Local Current Expense Fund	\$ 9,816,169
Other Designated Accounts Fund	\$ 1,953,140
State Public School Fund	\$ 29,796,350
Federal Grants Fund	\$ 3,727,190
Child Nutrition Fund	\$ 3,725,000
Capital Outlay Fund	\$ 20,560,500
	<u><u>\$ 69,578,349</u></u>

**ASHEBORO CITY SCHOOLS
BUDGET RESOLUTION
2018 - 2019
Adopted September 13, 2018**

- Section 14:** All appropriations shall be paid firstly from revenues restricted as to use, and secondly from general unrestricted revenues.
- Section 15:** The Superintendent is hereby authorized to transfer appropriations within a fund under the following conditions:
- A. Between functions and objects of expenditures within a purpose without limitations and without a report to the Board of Education being required.
 - B. Between purposes of the same fund without a report to the Board of Education being required.
 - C. May not transfer any amounts between funds nor from any contingency appropriation within a fund without Board approval.
- Section 16:** Copies of the budget resolution shall be entered in the minutes of the Board of Education, and within 5 days after adoption, copies shall be filed with the Superintendent, School Finance Officer, and County Finance Officer.

Adopted the 13th day of September, 2018

ASHEBORO CITY BOARD OF EDUCATION

CHAIRMAN

SECRETARY

Asheboro City Schools

Asheboro High School - Project Budget

September 20, 2018

Revenues	Amount
County of Randolph Appropriation	\$ 20,500,000
Erate/Technology	100,000
Duke Power Grant	72,000
Child Nutrition Fund/Grant	300,000
Capital Outlay	200,000
Total Revenues	\$ 21,172,000

Expenses	Amount
Building & Site Construction Package	\$ 18,446,085
Architect & Engineering	1,858,500
Furniture, Technology & Equipment	702,915
Surveying, Testing, Approvals, Fees	164,500
Total Asheboro High School Addition/Renovation	\$ 21,172,000

AIA[®] Document A101[™] – 2007

Standard Form of Agreement Between Owner and Contractor where the basis of payment is a Stipulated Sum

AGREEMENT made as of the 20th day of September in the year Two Thousand Eighteen
(In words, indicate day, month and year.)

BETWEEN the Owner:
(Name, legal status, address and other information)

Asheboro City Schools
1126 South Park Street
Asheboro, North Carolina 27203
Telephone Number: 336.625.5104
Fax Number: 336.625.9238

and the Contractor:
(Name, legal status, address and other information)

JM Thompson Co.
1002 East Chatham Street
Cary, North Carolina 27511
Telephone Number: 919.851.1611
Fax Number: 919. 859.9583

for the following Project:
(Name, location and detailed description)

Asheboro High School Additions and Renovations
1221 South Park Street
Asheboro, North Carolina 27203

The Architect:
(Name, legal status, address and other information)

Smith Sinnett Architecture
4600 Lake Boone Trail
Suite 205
Raleigh, North Carolina 27607
Telephone Number: 919.781.8582

The Owner and Contractor agree as follows.

ADDITIONS AND DELETIONS:

The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added necessary information and where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

AIA Document A201[™]–2007, General Conditions of the Contract for Construction, is adopted in this document by reference. Do not use with other general conditions unless this document is modified.

TABLE OF ARTICLES

- 1 THE CONTRACT DOCUMENTS
- 2 THE WORK OF THIS CONTRACT
- 3 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION
- 4 CONTRACT SUM
- 5 PAYMENTS
- 6 DISPUTE RESOLUTION
- 7 TERMINATION OR SUSPENSION
- 8 MISCELLANEOUS PROVISIONS
- 9 ENUMERATION OF CONTRACT DOCUMENTS
- 10 INSURANCE AND BONDS

ARTICLE 1 THE CONTRACT DOCUMENTS

The Contract Documents consist of this Agreement, Conditions of the Contract (General, Supplementary and other Conditions), Drawings, Specifications, Addenda issued prior to execution of this Agreement, other documents listed in this Agreement and Modifications issued after execution of this Agreement, all of which form the Contract, and are as fully a part of the Contract as if attached to this Agreement or repeated herein. The Contract represents the entire and integrated agreement between the parties hereto and supersedes prior negotiations, representations or agreements, either written or oral. An enumeration of the Contract Documents, other than a Modification, appears in Article 9.

ARTICLE 2 THE WORK OF THIS CONTRACT

The Contractor shall fully execute the Work described in the Contract Documents, except as specifically indicated in the Contract Documents to be the responsibility of others.

ARTICLE 3 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

§ 3.1 The date of commencement of the Work shall be the date of this Agreement unless a different date is stated below or provision is made for the date to be fixed in a notice to proceed issued by the Owner.

(Insert the date of commencement if it differs from the date of this Agreement or, if applicable, state that the date will be fixed in a notice to proceed.)

September 24, 2018

If, prior to the commencement of the Work, the Owner requires time to file mortgages and other security interests, the Owner's time requirement shall be as follows:

N/A

§ 3.2 The Contract Time shall be measured from the date of commencement.

§ 3.3 The Contractor shall achieve Substantial Completion of the entire Work not later than Six hundred (600) days from the date of commencement, or as follows:

(Insert number of calendar days. Alternatively, a calendar date may be used when coordinated with the date of commencement. If appropriate, insert requirements for earlier Substantial Completion of certain portions of the Work.)

Init.

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User Notes:

(3B9ADA2E)

May 15, 2020

Portion of Work

Substantial Completion Date

, subject to adjustments of this Contract Time as provided in the Contract Documents.

(Insert provisions, if any, for liquidated damages relating to failure to achieve Substantial Completion on time or for bonus payments for early completion of the Work.)

Refer to Supplementary General Conditions

ARTICLE 4 CONTRACT SUM

§ 4.1 The Owner shall pay the Contractor the Contract Sum in current funds for the Contractor's performance of the Contract. The Contract Sum shall be Eighteen million, four hundred forty-six thousand eighty five dollars (\$ 18,446,085.00), subject to additions and deductions as provided in the Contract Documents

Clarification: Base Bid of \$15,196,000 Less Value Engineering of \$56,815 with an adjusted Base Bid of \$15,139,185 plus acceptance of all Alternates totaling \$3,406,900 Less Value Engineering of \$100,000 with an adjusted Alternates Bid of \$3,306,900 for a Grand Total of \$18,446,085.

§ 4.2 The Contract Sum is based upon the following alternates, if any, which are described in the Contract Documents and are hereby accepted by the Owner:

(State the numbers or other identification of accepted alternates. If the bidding or proposal documents permit the Owner to accept other alternates subsequent to the execution of this Agreement, attach a schedule of such other alternates showing the amount for each and the date when that amount expires.)

- Alternate 1: Owner Preferred Manufacturers (\$1,500.00)
- Alternate 2: North Circulation Stair Addition (\$557,800.00)
- Alternate 3: Fine Arts Renovations (\$827,400.00)
- Alternate 4: 400 Wing Renovations (\$862,600.00)
- Alternate 5: Resinous Matrix Terazzo Flooring (\$173,100.00)
- Alternate 6: Fiber Reinforced Membrane Roofing (\$ 24,500.00)
- Alternate 7: East Parking Area (\$717,000.00)
- Alternate 8: West Parking Area (\$143,000.00)

§ 4.3 Unit prices, if any:

(Identify and state the unit price; state quantity limitations, if any, to which the unit price will be applicable.)

Item	Units and Limitations	Price Per Unit
Allowance No. UP/A-1	per Cubic Yard	\$22.00
Allowance No. UP/A-2	per Cubic Yard	\$110.00
Allowance No. UP/A-3	per Cubic Yard	\$220.00
Allowance No. UP/A-4	per Cubic Yard	\$22.00
Allowance No. UP/A-5	per Cubic Yard	\$71.50
Allowance No. UP/A-6	per Cubic Yard	\$60.50
Allowance No. UP/A-7:	per Square Yard	\$3.30
Allowance No. UP/A-8:	per Square Yard	\$4.40
Allowance No. UP/A-9:	per Square Yard	\$11.00
Allowance No. UP/A-10:	per Square Foot	\$16.50
Allowance No. UP/A-18:	per Square Foot	\$2.20
Allowance No. UP/A-19:	per 1000	\$500.00

Init.

§ 4.4 Allowances included in the Contract Sum, if any:

(Identify allowance and state exclusions, if any, from the allowance price.)

Item	Price
Allowance No. A-11:	\$40,000 (Undiscoverable Existing Systems and Utilities)
Allowance No. A-12:	\$45,000 (Access Control Systems)
Allowance No. A-13:	\$20,000 (Signage)
Allowance No. A-14:	\$30,000 (Technology & Furnishing)
Allowance No. A-15:	\$35,000 (Appliances)
Allowance No. A-16:	\$350,000 (Contingency)
Allowance No. A-17:	Removed through Value Engineering

ARTICLE 5 PAYMENTS

§ 5.1 PROGRESS PAYMENTS

§ 5.1.1 Based upon Applications for Payment submitted to the Architect by the Contractor and Certificates for Payment issued by the Architect, the Owner shall make progress payments on account of the Contract Sum to the Contractor as provided below and elsewhere in the Contract Documents.

§ 5.1.2 The period covered by each Application for Payment shall be one calendar month ending on the last day of the month, or as follows:

§ 5.1.3 Provided that an Application for Payment is received by the Architect not later than the 25th day of a month, the Owner shall make payment of the certified amount to the Contractor not later than the last day of the following month. If an Application for Payment is received by the Architect after the application date fixed above, payment shall be made by the Owner not later than thirty (30) days after the Architect receives the Application for Payment.

(Federal, state or local laws may require payment within a certain period of time.)

§ 5.1.4 Each Application for Payment shall be based on the most recent schedule of values submitted by the Contractor in accordance with the Contract Documents. The schedule of values shall allocate the entire Contract Sum among the various portions of the Work. The schedule of values shall be prepared in such form and supported by such data to substantiate its accuracy as the Architect may require. This schedule, unless objected to by the Architect, shall be used as a basis for reviewing the Contractor's Applications for Payment.

§ 5.1.5 Applications for Payment shall show the percentage of completion of each portion of the Work as of the end of the period covered by the Application for Payment.

§ 5.1.6 Subject to other provisions of the Contract Documents, the amount of each progress payment shall be computed as follows:

- 1 Take that portion of the Contract Sum properly allocable to completed Work as determined by multiplying the percentage completion of each portion of the Work by the share of the Contract Sum allocated to that portion of the Work in the schedule of values, less retainage of five percent (5 %). Pending final determination of cost to the Owner of changes in the Work, amounts not in dispute shall be included as provided in Section 7.3.9 of AIA Document A201™–2007, General Conditions of the Contract for Construction;
- 2 Add that portion of the Contract Sum properly allocable to materials and equipment delivered and suitably stored at the site for subsequent incorporation in the completed construction (or, if approved in advance by the Owner, suitably stored off the site at a location agreed upon in writing), less retainage of five percent (5 %);
- 3 Subtract the aggregate of previous payments made by the Owner; and
- 4 Subtract amounts, if any, for which the Architect has withheld or nullified a Certificate for Payment as provided in Section 9.5 of AIA Document A201–2007.

§ 5.1.7 The progress payment amount determined in accordance with Section 5.1.6 shall be further modified under the following circumstances:

- 1 Add, upon Substantial Completion of the Work, a sum sufficient to increase the total payments to the full amount of the Contract Sum, less such amounts as the Architect shall determine for incomplete Work, retainage applicable to such work and unsettled claims; and
(Section 9.8.5 of AIA Document A201–2007 requires release of applicable retainage upon Substantial Completion of Work with consent of surety, if any.)
- 2 Add, if final completion of the Work is thereafter materially delayed through no fault of the Contractor, any additional amounts payable in accordance with Section 9.10.3 of AIA Document A201–2007.

§ 5.1.8 Reduction or limitation of retainage, if any, shall be as follows:

(If it is intended, prior to Substantial Completion of the entire Work, to reduce or limit the retainage resulting from the percentages inserted in Sections 5.1.6.1 and 5.1.6.2 above, and this is not explained elsewhere in the Contract Documents, insert here provisions for such reduction or limitation.)

§ 5.1.9 Except with the Owner's prior approval, the Contractor shall not make advance payments to suppliers for materials or equipment which have not been delivered and stored at the site.

§ 5.2 FINAL PAYMENT

§ 5.2.1 Final payment, constituting the entire unpaid balance of the Contract Sum, shall be made by the Owner to the Contractor when

- .1 the Contractor has fully performed the Contract except for the Contractor's responsibility to correct Work as provided in Section 12.2.2 of AIA Document A201-2007, and to satisfy other requirements, if any, which extend beyond final payment; and
- .2 a final Certificate for Payment has been issued by the Architect.

§ 5.2.2 The Owner's final payment to the Contractor shall be made no later than 30 days after the issuance of the Architect's final Certificate for Payment, or as follows:

ARTICLE 6 DISPUTE RESOLUTION

§ 6.1 INITIAL DECISION MAKER

The Architect will serve as Initial Decision Maker pursuant to Section 15.2 of AIA Document A201-2007, unless the parties appoint below another individual, not a party to this Agreement, to serve as Initial Decision Maker.

(If the parties mutually agree, insert the name, address and other contact information of the Initial Decision Maker, if other than the Architect.)

§ 6.2 BINDING DISPUTE RESOLUTION

For any Claim subject to, but not resolved by, mediation pursuant to Section 15.3 of AIA Document A201-2007, the method of binding dispute resolution shall be as follows:

(Check the appropriate box. If the Owner and Contractor do not select a method of binding dispute resolution below, or do not subsequently agree in writing to a binding dispute resolution method other than litigation, Claims will be resolved by litigation in a court of competent jurisdiction.)

- Arbitration pursuant to Section 15.4 of AIA Document A201-2007
- Litigation in a court of competent jurisdiction
- Other *(Specify)*

ARTICLE 7 TERMINATION OR SUSPENSION

§ 7.1 The Contract may be terminated by the Owner or the Contractor as provided in Article 14 of AIA Document A201-2007.

§ 7.2 The Work may be suspended by the Owner as provided in Article 14 of AIA Document A201-2007.

ARTICLE 8 MISCELLANEOUS PROVISIONS

§ 8.1 Where reference is made in this Agreement to a provision of AIA Document A201-2007 or another Contract Document, the reference refers to that provision as amended or supplemented by other provisions of the Contract Documents.

§ 8.2 Payments due and unpaid under the Contract shall bear interest from the date payment is due at the rate stated below, or in the absence thereof, at the legal rate prevailing from time to time at the place where the Project is located.

(Insert rate of interest agreed upon, if any.)

0 % Zero

§ 8.3 The Owner's representative:

(Name, address and other information)

Harold Blair, Assistant Superintendent, Business and Finance,
1126 South Park Street
Asheboro, North Carolina 27203
Telephone Number: 336.625.5104

Email Address: hblair@asheboro.k12.nc.us

§ 8.4 The Contractor's representative:

(Name, address and other information)

John M. Thompson, P.E., President
1002 East Chatham Street
Cary, NC 27511
Telephone Number: 919.851.1611

Email: john.thompson@jmthompsonco.com

§ 8.5 Neither the Owner's nor the Contractor's representative shall be changed without ten days written notice to the other party.

§ 8.6 Other provisions:

N/A

ARTICLE 9 ENUMERATION OF CONTRACT DOCUMENTS

§ 9.1 The Contract Documents, except for Modifications issued after execution of this Agreement, are enumerated in the sections below.

§ 9.1.1 The Agreement is this executed AIA Document A101–2007, Standard Form of Agreement Between Owner and Contractor.

§ 9.1.2 The General Conditions are AIA Document A201–2007, General Conditions of the Contract for Construction.

§ 9.1.3 The Supplementary and other Conditions of the Contract:

Document	Title	Date	Pages
Project Manual	Supplementary General	July 6, 2018	00 73 00-1 thru 8
Project Manual	Conditions Special Conditions	July 6, 2018	00 90 10-1 thru 4

§ 9.1.4 The Specifications:

(Either list the Specifications here or refer to an exhibit attached to this Agreement.)

See Attachment "Exhibit A"

Section	Title	Date	Pages
Project Manual	Asheboro High School Addition and Renovations	July 6, 2018	See Exhibit A"

§ 9.1.5 The Drawings:

(Either list the Drawings here or refer to an exhibit attached to this Agreement.)

See Attachment "Exhibit B"

Number	Title	Date
--------	-------	------

§ 9.1.6 The Addenda, if any:

Number	Date	Pages
Addendum 1	July 13, 2018	ADD 1-1 thru 2 plus attachments
Addendum 2	July 20, 2018	ADD 2-1 thru 3 plus attachments
Addendum 3	July 27, 2018	ADD 3-1 thru 5 plus attachments
Addendum 4	August 2, 2018	ADD 4-1 thru 3 plus attachments

Portions of Addenda relating to bidding requirements are not part of the Contract Documents unless the bidding requirements are also enumerated in this Article 9.

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User Notes:

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§ 9.1.7 Additional documents, if any, forming part of the Contract Documents:

- .1 AIA Document E201™-2007, Digital Data Protocol Exhibit, if completed by the parties, or the following:

Exhibit A - Project Manual - Table of Contents
Exhibit B- Index of Drawings - Construction Documents
Exhibit C - Value Engineering

- .2 Other documents, if any, listed below:

(List here any additional documents that are intended to form part of the Contract Documents. AIA Document A201-2007 provides that bidding requirements such as advertisement or invitation to bid, Instructions to Bidders, sample forms and the Contractor's bid are not part of the Contract Documents unless enumerated in this Agreement. They should be listed here only if intended to be part of the Contract Documents.)

AIA Document A201-2007

ARTICLE 10 INSURANCE AND BONDS

The Contractor shall purchase and maintain insurance and provide bonds as set forth in Article 11 of AIA Document A201-2007.

(State bonding requirements, if any, and limits of liability for insurance required in Article 11 of AIA Document A201-2007.)

Table with 2 columns: Type of insurance or bond, Limit of liability or bond amount (\$0.00). Rows include Payment and Performance Bond, Contractor Liability Insurance, and Property Insurance.

This Agreement entered into as of the day and year first written above.

OWNER (Signature)

Asheboro City Schools, Kyle Lamb, Board of Education, Chair

(Printed name and title)

CONTRACTOR (Signature)

J.M. Thompson Company, John M. Thompson, P.E., President S

(Printed name and title)

Init.

Bid Tabulation:
Asheboro High School - Addition and Renovations

8-Aug-18



Single Prime General		License No.	Bid Bond	MBE	Base Bid	Alt-1	Alt-2	Alt-3	Alt-4	Alt-5	Alt-6	Alt-7	Alt-8	TOTAL
Subcontractors						Owner Preferred Manufacturers	North Circulation Stair - Addition	Fine Arts - Renovations	400 Wing - Renovations	Resinous Matrix Terrazzo Flooring	Fiber Reinforced Membrane Roofing	East Parking Area	West Parking Area	
1	American South General Contractors, Inc Sanford, NC	34536	X	X	\$15,585,000	\$38,500	\$500,000	\$945,000	\$847,000	\$180,000	\$31,500	\$624,000	\$94,500	\$18,845,500
	Plumbing: Terry's Plumbing Mechanical: Associated Heating + Air Electrical: Moonlite Electrical	6815 P-1 04205 21172-U												
2	H.M. Kern Corporation Greensboro, NC	8542	X	X	\$15,480,000	\$54,000	\$533,000	\$947,000	\$800,000	\$277,000	\$26,000	\$703,000	\$182,000	\$19,002,000
	Plumbing: Trinity Mechanical: JR Mechanical Electrical: Kenco	32324 24033 13027-U												
3	J.M. Thompson Company Cary, NC	474	X	X	\$15,196,000	\$1,500	\$557,800	\$927,400	\$862,600	\$173,100	\$24,500	\$717,000	\$143,000	\$18,602,900
	Plumbing: Terry's Plumbing Mechanical: Associated Heating + Air Electrical: Moonlite Electrical	6815 P-1 04205 21172-U												
4	Monteith Construction Company Wilmington, NC	44319	X	X	\$15,325,000	\$38,000	\$640,000	\$1,055,000	\$737,000	\$175,000	\$25,000	\$595,000	\$105,000	\$18,695,000
	Plumbing: Terry's Plumbing Mechanical: Associated Heating + Air Electrical: Moonlite Electrical	6815 P-1 04205 21172-U												
5	Muter Construction Zebulon, NC	73095	X	X	\$15,283,000	\$90,000	\$525,000	\$960,000	\$915,000	\$181,000	\$250,000	\$1,000,000	\$195,000	\$19,399,000
	Plumbing: Terry's Plumbing Mechanical: JR Mechanical Electrical: Beco	6815 P-1 29033 00467 - U												


 Smith Sinnett Architecture, P.A.
 Rhonda Angerio, AIA

8/8/18
 date



Points of Pride Update

September 13, 2018

2018 Convocation Event

At this year's Convocation, staff heard inspiring words from Apple of Excellence Outstanding First Year Teacher, Ms. Mireida Perez-Cortez and Teacher of the Year, Mrs. Molly Bunch. Our keynote speaker, Dr. Rosemarie Allen, engaged ACS staff in a presentation on the importance of developing and maintaining positive relationships with all students.

First Day of School

We had an outstanding first day back to school in Asheboro City Schools. The energy throughout the district was positive and upbeat. Smiles were abundant as teachers were excited to welcome students, and students were eager to be back in their classrooms. Without missing a beat, students and staff settled into their classrooms and began working on the day's learning objectives.

Asheboro Zoo FFA Chapter Receives Gold Rating

The Asheboro Zoo FFA Chapter received a gold rating from the NC FFA Association in the National Chapter Awards program. The chapter has also been recognized by the National FFA organization as a Two-Star Chapter for actively implementing the mission and strategies of the organization. Chapters are rewarded for providing educational experiences for the entire membership.

Student Writer Publishes First Novel

Inspired by a love of writing, Ariana Tatum, sophomore student at Asheboro High School, has written a novel, titled "World of Secrets." The novel tells the story of Kamber Lucan, a 17-year-old girl living in a young country with dominating government officials and laws who, following a number of events, begins to see her world in a whole new light, realizing that there are always more secrets to uncover. Tatum wrote the novel from June – October 2017, between her eighth-grade and ninth-grade years. The novel has been published by Page Publishing and can be purchased on Amazon, Barnes and Noble.com, and Google Play.

Balfour's Ms. Langbeen Receives Grant

Balfour Elementary School fourth-grade teacher, Ms. Desiree Langbeen, was presented an Extra Mile Grant in the amount of \$250 from Mr. Glen Williamson of Thomas Tire. Ms. Langbeen says she intends to use the grant funding for math and literacy materials.

Teacher Leadership Academy 2018-2019

Congratulations to the following ACS teachers who were selected to take part in this year's Teacher Leadership Academy. More information about the Teacher Leadership Academy will be presented at the December meeting of the Asheboro City Board of Education meeting. Participants include:

Mary Katherine Jessup	<i>Balfour Elementary School</i>
Kristina Ridge	<i>Balfour Elementary School</i>
Katherine Kelley	<i>Asheboro High School</i>
Kary Phelps	<i>Asheboro High School</i>
Mireida Perez-Cortez	<i>Asheboro High School</i>
Elizabeth Beckwith	<i>Asheboro High School</i>
Brandi Johnson	<i>Guy B. Teachey Elementary School</i>
Valerie Runnfeldt	<i>Guy B. Teachey Elementary School</i>
Leah Chase	<i>Lindley Park Elementary School</i>
Ashley Hutton	<i>Lindley Park Elementary School</i>
Danielle Hunter	<i>Donna Lee Loflin Elementary School</i>

Sarah Moore
Kathleen Gee
Elizabeth White
Meredith Sneed
Michelle Marsh
Janneth Ruiz
Callie Everette

Donna Lee Loflin Elementary School
Charles W. McCrary Elementary School
Charles W. McCrary Elementary School
North Asheboro Middle School
North Asheboro Middle School
South Asheboro Middle School
South Asheboro Middle School

Calendar - As of September 19, 2018

Items added since 9-7-18				
	<u>DATE</u>	<u>MEETING</u>	<u>TIME</u>	<u>LOCATION</u>
Fri	9/21/18	Staff Appreciation Snack	8 a.m.	All sites
Fri	9/21/18	Homecoming Football Game (SE Guilford)	7:30 p.m.	AHS
Tues	9/25/18	SAMS Title I /AFTT Night	5:30 p.m.	SAMS
Tues	9/25/18	NAMS Title I Night	6-7:30 p.m.	NAMS
Thurs	9/27/18	BAL Title I /AFTT Night	5 - 7 p.m.	BAL
Thurs	9/27/18	DLL Title I Night	5:30 p.m.	DLL
Thurs	9/27/18	GBT Title I Night	5:15 p.m.	GBT
Mon	10/1/18	CWM Title I Night (K, 2 & 4)	5:30 p.m.	CWM
Tues	10/2/18	WKXR Talks	8:30 - 9 a.m.	WKXR Studios
Tues	10/2/18	Lindley Park Title I /AFTT Night	5:30 p.m.	LP
Tues	10/2/18	CWM Title I Night (1, 3, & 5)	6:00	CWM
Wed.	10/3/18	WZOO Radio	8 a.m.	
Fri	10/5/18	2018 Elected Officials Picnic	12-2 p.m.	EMS Operations/760 New Century Dr., Asheboro
Fri	10/5/18	Middle School Band Night (NAMS 8th grade only)	5:30 p.m.	AHS PAC
Fri	10/5/18	Board of Education works football concessions - end zone	6-9 p.m.	AHS
Fri	10/5/18	AHS Athletics Hall of Fame Induction Ceremony	6 p.m.	AHS New Gym
Tues.	10/9/18	NAMS Introduction Concert (6th grade)	7:30 p.m.	AHS PAC
Wed	10/10/18	International Walk to School Day	7 a.m.	Memorial Park
Thurs	10/11/18	Flu Shot Clinic	8 a.m. - 4 p.m.	NAMS / Central Office Bd Rm
Thurs	10/11/18	Asheboro City Board of Education Meeting	7:30 p.m.	PDC
Wed - Fri	10/17 to 10/19	NCSBA Law Conference		Asheville
Thurs	10/18/18	DLL Cultural Heritage Night	5-7 p.m.	DLL
Fri	10/19/18	Senior Night (Williams)	7:30 p.m.	AHS
Tues.	10/23/18	AHS Band-O-Rama	7:30 p.m.	AHS PAC
Fri	10/26/18	BAL World Heritage Night	5- 7 p.m.	BAL
Mon	10/29/18	Tentative - Randolph Sports Council Banquet	6-8 p.m.	
Mon	10/29/18	All-County Chorus	TBD	PAC

Tues	10/30/18	NAMS AFTT Night	6-7:30 p.m.	NAMS
Tues	11/6/18	WKXR Talks	8:30 - 9 a.m.	WKXR Studios
Tues	11/6/18	Mandatory Teacher Workday	All Day	All Sites
Wed.	11/7/18	WZOO Radio	8 a.m.	WZOO
Thurs	11/8/18	Asheboro City Board of Education Meeting	7:30 p.m.	PDC
Mon	11/12/18	Veteran's Day Holiday	All Day	All Sites
Mon - Wed	11/12 to 11/14	NC School Boards Association Conference	All Day	Koury Center
Mon - Fri	11/12 to 11/16	American Education Week/Principal for a Day	All Day	All Sites
Tues	11/13/18	AHS AFTT Night	5:30-8 p.m.	AHS
Tues	11/13/18	DLL AFTT Night	5:30 p.m.	DLL
Thurs - Sun	11/15 - 11/17	Park St. Players Fall Show	7:30 p.m.	PAC
Wed.	11/21/18	Teacher Annual Leave	All Day	All Sites
Thurs	11/22/18	Thanksgiving Holiday	All Day	All Sites
Fri	11/23/18	Thanksgiving Holiday	All Day	All Sites
Mon	12/3/18	Hour of Code Event	5-7 p.m.	PDC
Tues	12/4/18	WKXR Talks	8:30 - 9 a.m.	WKXR Studios
Tues	12/4/18	SAMS AFTT Night	5:30-7:30	SAMS
Tues.	12/4/18	NAMS Winter Concert (All grades)	7:30 p.m.	AHS
Fri	12/7/18	Asheboro Christmas Parade (Band Performs)	7 p.m.	Downtown
Fri	12/7/18	WZOO Radio	8 a.m.	
Tues	12/11/18	District Science Fair	Morning	SAMS
Wed	12/12/18	Senior Holiday Lunch	12 - 1:30 p.m.	DLL
Thurs	12/13/18	Asheboro City Board of Education Meeting	7:30 p.m.	PDC
Fri	12/14/18	Christmas on Sunset (Band Performing-optional)	5:30 p.m.	Downtown
Tues	12/18/18	Superintendents Holiday Lunch	11:30 a.m. - 1 p.m.	PDC
Tues	12/18/18	AHS Winter Band Concert	7:30 p.m.	PAC
Wed	12/19/18	Advanced Placement Scholar Event	4 p.m.	AHS
Fri	12/21/18	Teacher Annual Leave	All Day	All Sites
Mon	12/24/18	Winter Holiday Break	All Day	All Sites
Tues	12/25/18	Winter Holiday Break	All Day	All Sites
Wed	12/26/18	Winter Holiday Break	All Day	All Sites
Thurs-Mon	12/27 to 12/31	Teacher Annual Leave	All Day	All Sites
Tues	1/1/19	Holiday	All Day	All Sites
Wed.	1/2/19	WZOO Radio	8 a.m.	WZOO

Tues.	1/8/19	WKXR Talks	8:30	WKXR Studios
Thurs	1/10/19	Board Appreciation Reception	5:30 - 6 p.m.	PDC
Thurs	1/10/19	Asheboro City Board of Education Meeting	7:30 p.m.	PDC
Fri	1/18/19	Teacher Workday	All Day	All Sites
Mon	1/21/19	MLK, Jr. Holiday	All Day	All Sites
Thurs	1/24/19	DLL AFTT Night	5:30-6:30	DLL
Mon	1/28/19	Tentative - Randolph Sports Council Banquet		
Tues	1/29/19	State of Our Schools	5 - 6:30 p.m.	PAC
Frid-Sat	2/1 to 2/2/19	Board of Education Winter Retreat	Fri - p.m. - Sat. 4 p.m.	Graylyn Estate, Winston-Salem
Tues	2/5/19	WKXR Talks	8:30 -9 a.m.	WKXR Studios
Tues	2/5/19	CWM AFTT Night (K, 2, & 4)	5:30 p.m.	CWM
Wed.	2/6/19	WZOO Radio	8 a.m.	WZOO
Thurs	2/7/19	CWM AFTT Night (1, 3, & 5)	5:30 p.m.	CWM
Thurs	2/7/19	GBT AFTT Night	4:30 - 6:30 p.m.	GBT
Thurs.	2/7/19	BAL AFTT Night	5-7 p.m.	BAL
Fri.	2/8/19	Staff Appreciation Snack	8 a.m.	All sites
Tues	2/12/19	Lindley Park AFTT Night	5:30 p.m.	LP
Mon	2/18/19	Annual Leave	All Day	All Sites
Tues	2/19/19	District Spelling Bee	7 p.m.	PDC
Thurs	2/21/19	ACS Board of Education Meeting	7:30 p.m.	PDC
Saturday	2/23/19	STEAM Competition (Kick-Off for	9 a.m. - 12 p.m.	AHS Media Center
Saturday	2/23/19	ACS Teacher Recruitment Fair	9 a.m. - 12 p.m.	PDC
Mon - Fri	Feb. 25- March 1	Read Across America Week	All Day	All Sites
Tues	2/26/19	Secondary Battle of the Books	10:30 a.m.	
Tues	2/26/19	MAKE-UP date for District Spelling Bee	7 p.m.	PDC
Tues	2/26/19	AHS AFTT Night	5:30-8 p.m.	AHS
Fri	3/1/19	Read Across America Day	All Day	All Sites
Tues	3/5/19	WKXR Talks	8:30 - 9 a.m.	WKXR Studios
Tues	3/5/19	Kindergarten Registration and Info. Sessions	4-7 p.m.	All Elementary Schools
Wed.	3/6/19	WZOO Radio	8 a.m.	WZOO
Wed	3/6/19	Youth Art Month Reception	4-6 p.m.	Randolph Arts Guild
Thurs	3/7/19	AHS Band Concert	7:30	PAC
Tues	3/12/19	SAMS AFTT Night	5:30-7:30	SAMS

Thurs	3/14/19	Asheboro City Board of Education Meeting	7:30 p.m.	PDC
Thurs.	3/21/19	BAL AFTT Night	5-7 p.m.	BAL
Wed	3/27/19	Elementary Battle of the Books	9:30 a.m.	?
Fri	3/29/19	Mandatory Teacher Workday		
Saturday- Mon	3/30 to 4/1	National School Boards Association Annual Conference	All Day	Philadelphia, PA
Tues	4/2/19	WKXR Talks	8:30 - 9 a.m.	WKXR Studios
Tues	4/2/19	NAMS AFTT Night	6-7:30 p.m.	NAMS
Wed.	4/3/19	WZOO Radio	8 a.m.	WZOO
Thurs	4/4/19	SAMS AFTT Night	5:30 - 7:30 p.m.	SAMS
Thurs	4/4/19	DLL AFTT Night	5:30 p.m.	DLL
Fri	4/5/19	ACS Elementary Choral Festival	7:30 a.m. - 7 p.m.	AHS PAC
Tues	4/9/19	CWM Kindergarten Orientation	8:30 a.m. - 1 p.m., 3-6 p.m.	CWM
Tues.	4/9/19	GBT AFTT Night	4:30 - 6:30 p.m.	GBT
Wed.	4/10/19	GBT AFTT Night	4:30 & 5:30 p.m.	GBT
Thurs	4/11/19	Asheboro City Board of Education Meeting	7:30 p.m.	PDC
Fri	4/12/19	Greensboro Symphony for 4th- 5th Graders-ACS & Rand. Co. Schools	9:30 a.m. ACS/ 11:30 Rand. Co.	AHS PAC
Mon - Fri	4/15 to 4/19	ACS Spring Break (Annual Leave M-Th, Holiday - Friday)	All Day	All Sites
Tues	4/23/19	LP Kindergarten Orientation	8:30 a.m. - 1 p.m., 3-6 p.m.	LP
Wed	4/24/19	BAL Kindergarten Orientation PM ONLY	12- 6 p.m.	BAL
Thurs	4/25/19	BAL Kindergarten Orientation	8:30 a.m. - 1 p.m., 3-6 p.m.	BAL
Tues	4/30/19	Lindley Park AFTT Night	5:30 p.m.	LP
Tues	4/30/19	GBT Kindergarten Orientation PM ONLY	12- 6 p.m.	GBT
Wed	5/1/19	GBT Kindergarten Orientation	8:30 a.m. - 1 p.m., 3-6 p.m.	GBT
Thurs	5/2/19	DLL Kindergarten Orientation	8:30 a.m. - 1 p.m., 3-6 p.m.	GBT
Fri.	5/3/19	BAL Spring Fling	5-7 p.m.	BAL
Mon	5/6/19	TENTATIVE - Randolph Sports Council Banquet		

Tues	5/7/19	WKXR Talks	8:30 - 9 a.m.	WKXR Studios
Tues	5/7/19	Teacher of the Year Banquet	6-8:30 p.m.	Pinewood
Wed.	5/8/19	NAMS Spring Concert	7:30 p.m.	AHS PAC
Thurs	5/9/19	Asheboro City Board of Education Meeting	7:30 p.m.	PDC
Thurs.	5/9/19	AHS Percussion & Chamber Band Concert	7:30	PAC
Mon	5/20/19	CWM AFTT Night (K, 2, & 4)	5:30 p.m.	CWM
Tues.	5/21/19	AHS Jazz Concert	7:30 p.m.	PAC
Wed.	5/22/19	WZOO Radio	8 a.m.	WZOO
Thurs	5/23/19	AHS Spring Band Concert	7 p.m.	PAC
Thurs	5/23/19	CWM AFTT Night (1, 3, & 5)	5:30 p.m.	CWM
Mon	5/27/19	Memorial Day Holiday	All Day	All Sites
Fri.	5/31/19	Staff Appreciation Snacks	8 a.m.	All Sites
Tues	6/4/19	WKXR Talks	8:30 - 9 a.m.	WKXR Studios
Wed.	6/5/19	WZOO Radio	8 a.m.	WZOO
Fri	6/7/19	Graduation/Last Day for Students	All Day	All Sites
Mon	6/10/19	Retirement Breakfast	8 - 10 a.m.	PAC
Mon	6/10/19	Mandatory Teacher Workday	All Day	All Sites
Tues	6/11/19	Teacher Workday	All Day	All Sites
Thurs	6/13/19	Asheboro City Board of Education Meeting	7:30 p.m.	PDC

**Asheboro City Schools
17/18 First 10 Days of Enrollment**

September 18, 2018 Enrollment	K	1	2	3	4	5	6	7	8	9	10	11	12	Enroll
Asheboro High School										340	335	332	297	1304
North Asheboro Middle							177	162	138					477
South Asheboro Middle							181	183	203					567
Balfour	84	83	113	79	67	91								517
Charles W McCrary	56	55	70	52	68	64								365
Donna Lee Loflin	61	47	52	69	53	57								339
Guy B Teachey	81	80	83	85	100	84								513
Lindley Park	79	69	61	69	57	73								408
TOTALS	361	334	379	354	345	369	358	345	341	340	335	332	297	4490

September 18, 2018 Average Class Size	K	1	2	3	4	5	Avg.
Balfour	17.0	17.0	19.0	16.0	17.0	23.0	17.8
Charles W McCrary	14.0	14.0	18.0	17.0	23.0	21.0	17.4
Donna Lee Loflin	20.0	16.0	17.0	17.0	18.0	19.0	17.8
Guy B Teachey	20.0	16.0	17.0	17.0	25.0	21.0	19.0
Lindley Park	20.0	17.0	20.0	17.0	19.0	18.0	18.5
Averages	18.1	15.9	18.0	16.9	20.3	20.5	



**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. <ol style="list-style-type: none"> 1. Monitored through CASA meetings and grade-level planning. 2. Pacing guide is used to guide grade-level and content-level planning at each school. ● Develop a PreK-12 writing focus across all subjects. <ol style="list-style-type: none"> 1. Developed K-12 Canvas course for K-12 teachers in writing across the curriculum. ● Monitor student progress at least quarterly with data team check-ins from assessment and walk-through data. <ol style="list-style-type: none"> 1. Central office teams and school-level administrators reviewed and analyzed Check-in data looking for patterns and examining next steps for instructional purposes. ● Provide research-based curriculum and support materials for teachers aligned to content standards. <ol style="list-style-type: none"> 1. Teachers were provided a hard copy of the revised standards in ELA and Math. ● Provide CASA fidelity checks. <ol style="list-style-type: none"> 1. Protocols are in place for weekly review and analysis of formative assessments, Check In data, and lesson plan reviews .

	<ul style="list-style-type: none"> ● 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). <ol style="list-style-type: none"> 1. Assessments were used to guide conversations and “next steps” to deliver differentiated instruction. 2. Family notifications were sent home after each administration.
<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 for learning.</p>	<ul style="list-style-type: none"> ● Provide technology professional development opportunities for teachers and administrators. <ol style="list-style-type: none"> 1. Seventeen teachers completed an Introduction to AIG in Asheboro City Schools professional development through Canvas facilitated by Megan Smith and Melissa McKeown during the summer to prepare to teach AIG students and add-on AIG licensure. 2. Secondary teachers completed part one of Canvas Writing in the Content Area course on the August 22nd workday. The remainder of the course will be completed by the November workday. ● Develop and implement a systematic and equitable process for selecting technology tools and software for classroom use.
<p>Objective 4. Establish transition plans for the district and individual students, so that each student makes continual progress towards graduation.</p>	<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.
<p>Objective 5. Expand opportunities for</p>	<ul style="list-style-type: none"> ● Increase number of math and science related teams, projects, and resources. Increase

<p>each student to utilize critical thinking, collaboration, communication, and creativity so that students develop skills necessary for further education and careers.</p>	<p>number of arts-related projects and activities.</p> <ul style="list-style-type: none"> ● 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.
<p>Objective 6. Provide each student service learning opportunities, so that all students will further develop their citizenship and contribute to their community.</p>	<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.
<p>GOAL 2. Each student has a personalized education.</p>	
<p>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.</p>	<ul style="list-style-type: none"> ● School Multi-Tiered System of Support (MTSS) team trainings for all schools. <ol style="list-style-type: none"> 1. 2018-19 MTSS training dates have been scheduled for the elementary and secondary cohorts. ● Develop standard protocols for interventions. <ol style="list-style-type: none"> 1. The elementary cohort began developing Standard Protocols during the 8/22/18 professional development session. ● 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. <ol style="list-style-type: none"> 1. On 8/31/18 a multidisciplinary stakeholder group met to review and propose revisions to the Universal Screening System for K-9. 2. Monitoring through CASA and planning. ● 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 <ol style="list-style-type: none"> 1. School CASA teams are developing small group intervention plans to support students who require additional support or intervention. <ul style="list-style-type: none"> ○ ACS EC Department is gathering data and will provide additional

	<p>coaching and support with identifying EC students who are 3 or more grade levels behind to ensure appropriate IEP goals and service delivery are being considered.</p>
<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. <ol style="list-style-type: none"> 1. School Leadership Teams are reviewing and gathering data to determine “next steps” in the adoption of dual -language program. ● 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 creativity and collaboration.</p>	<ul style="list-style-type: none"> ● Conduct a comprehensive arts program planning process to explore methods for enhancement of the arts education program.
<p>GOAL 3. Each student has excellent educators every day.</p>	
<p>Objective 1. Recruit, develop, and retain high quality professionals, so that students continue to learn and grow.</p>	<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.
<p>Objective 2. Foster a culture of professional growth, so that all employees are supported in achieving high standards and increased student performance.</p>	<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.
<p>Objective 3. Celebrate, recognize, and cultivate excellence in the profession,</p>	<ul style="list-style-type: none"> ● Work with building level leaders to identify additional ways to celebrate/recognize employees.

<p>so that faculty and staff feel supported, valued, and successful in order to maximize their full potential.</p>	<ul style="list-style-type: none"> ● Increase awareness of the Employee Assistance Program to provide resources and support to address personal or work-related challenges and concerns. <ol style="list-style-type: none"> 1. Implemented new Employee Assistance Program provider (Mygroup.com). Materials and introduction video provided for principals to introduce during opening staff meeting. Materials also available during ACS Health Fair. Monthly EAP newsletter made available through Monday Musings.
<p>GOAL 4. Asheboro City Schools will have up-to-date business, technology, and communication systems to serve its students, families, and staff.</p>	
<p>Objective 1: Provide access and up-to-date training on the use of technology and communication systems, so that students, families, and/or staff can effectively use these resources to support student progress.</p>	<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. ● Continue to update signage throughout the district.
<p>Objective 2: Communicate with city and local government to assess plans for community internet access.</p>	<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
<p>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.</p>	<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. <ol style="list-style-type: none"> 1. Students have been selected for the Student Advisory Council and PTO/PTA representatives have been identified. First meetings with these advisory groups begin the week of Sept. 17. ● 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. <ol style="list-style-type: none"> 1. Annual report for 17-18 content has been collected and are we are working on layout/design now. The report serves two purposes - to inform and to market ACS. It will be sent to all supplemental tax payers by the winter break. 2. Although not paid advertising, since the last board meeting we have scheduled

	monthly LIVE radio spots with 99.9 WZOO radio.
GOAL 5. Each student is healthy, safe and responsible.	
<p>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.</p>	<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.
<p>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.</p>	<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. <ol style="list-style-type: none"> 1. Training on the revised Threat and Risk Assessment process was provided to administrators on 8/15/18 and for School Counselors and Social Workers on 8/16/18.
<p>Objective 3. Design, implement, and evaluate a comprehensive continuum of behavioral supports, so that students, families, and staff have clear expectations for appropriate behavior and resources are available to meet student needs.</p>	<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 wide discipline data, establish interventions and celebrations
<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. <ol style="list-style-type: none"> 1. Implemented new Employee Assistance Program provider (Mygroup.com). Materials and introduction video provided for principals to introduce during opening staff meeting. Materials also available during ACS Health Fair. Monthly EAP newsletter made available through Monday Musings. ● Host a district wellness fair.

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| | <ul style="list-style-type: none">● 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. |
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