

**ASHEBORO CITY SCHOOLS
BOARD OF EDUCATION
December 13, 2018
7:30 p.m.
Asheboro City Schools
Central Office Board Room**

6:00 p.m. – Policy Committee

6:45 p.m. – Finance Committee Meeting

I. Opening

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

II. Special Recognition and Presentations

- A. Community Partner Spotlight – Lindley Park Elementary School Volunteer - Ms. Leigh Anna Marbert
- B. Board Spotlight– Lindley Park STEAM Challenges – Ms. Nikia Domally, Principal
- C. Superintendent’s Holiday Card Contest Recognition – Ms. Leigh Anna Marbert
- D. 2018 Asheboro City Schools Exceptional Education Teacher of Excellence - Dr. Cayce Favasuli
- E. Rotary Dictionary Donations – Superintendent Terry Worrell
- F. Accomplished Student Recognitions:
 - Greensboro Youth Symphony Guest Performer – Ms. Candace Call, North Asheboro Middle School Principal
 - North Carolina Elementary Honors Chorus Participants – Ms. Melanie Parrish, Music Instructor
 - American High School Poet – Mr. Jonathan Jessup, Assistant Principal

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 3 – 5 minutes for remarks. Issues or concerns involving personnel matters are not appropriate for the public comment setting.

IV. *Consent Agenda

The following items are presented for Board approval:

- A. Approval of Minutes for November 8, 2018
- B. Policies Recommended for Approval
 - Policy 1310/4002 – Parental Involvement
 - Policy 2670 – Business Advisory Council
 - Policy 3410 – Testing and Assessment Program
 - Policy 3420 – Student Promotion and Accountability
 - Policy 3430 – School Improvement Plan
 - Policy 7610 – Defense of Board Employees
- C. Personnel
- D. Discard List
- E. Budget Amendment CE-02
- F. Overnight Field Trip Request for Asheboro High School JROTC, April 12-14, 2019, Washington, D.C.

V. Information, Reports, and Recommendations

- A. Policies for 30-Day Review – Dr. Drew Maerz**
 - Policy 2110 – Board Member Elections
 - Policy 2121 – Board Member Conflict of Interest
 - Policy 4125 – Homeless Students
 - Policy 5020 – Visitors to the Schools
 - Policy 5025 – Prohibition of Drugs and Alcohol
 - Policy 5030 – Community Use of Facilities
- B. Asheboro High School Construction Update – Mr. Mike Mize**
- C. Mental Health Continuum of Services – Dr. Cayce Favasuli**

VI. Action Items

VII. Superintendent's Report/Calendar of Events

- A. Points of Pride – Ms. Leigh Anna Marbert**
- B. Calendar of Events – Ms. Leigh Anna Marbert**
- C. 2018-2019 Board Goals, December Update – Superintendent Terry Worrell**

VIII. Board Operations

- *A. Board Leadership Decision – Superintendent Worrell**
- B. 2019 Board Member School and Committee Assignments – Chairman Lamb**
- C. Important Dates to Remember – Chairman Lamb**

IV. Adjournment

*Requires approval of 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.

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

**ASHEBORO CITY SCHOOLS
BOARD OF EDUCATION
December 13, 2018
7:30 p.m.
Asheboro City Schools
Central Office Board Room
Addendum**

6:00 p.m. – Policy Committee

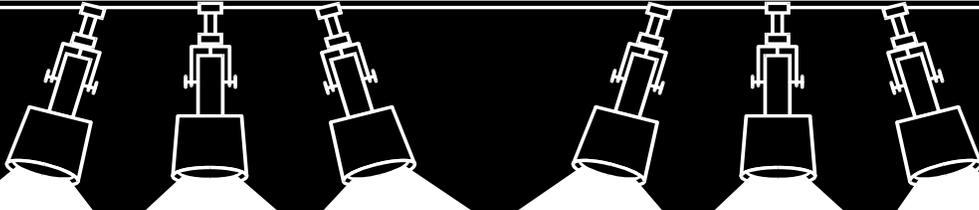
6:45 p.m. – Finance Committee Meeting

- I. **Opening**
- II. **Special Recognition and Presentations**
- III. **Public Comments**
- IV. ***Consent Agenda**
 - C. Personnel Addendum (added)
 - G. 2018-2019 Catalyzing CTE Through Enhanced Career Pathways Incentive Grant Memorandum of Understanding (added)
 - H. Addition and Renovation Projects Recommendation for Commissioning Services (added)
- V. **Information, Reports, and Recommendations**
- VI. **Action Items**
- VII. **Superintendent's Report/Calendar of Events**
 - B. Calendar of Events (updated)
 - D. 2018-2019 Calendar Update
- VIII. **Board Operations – Chairman Lamb**
- IX. **Adjournment**

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December 12, 2018



Community Partner Spotlight:

The Community Partner Spotlight for December is Lindley Park Elementary School volunteer, Ms. Gisela Aquino.

Board Spotlight:

Nikki Domally, principal of Lindley Park Elementary School, will share information about the STEAM Challenges taking place at Lindley Park this year.

Superintendent's Holiday Card Contest Winner:

We will recognize Mr. Omar Alvarez Gonzalez of South Asheboro Middle School as the winner of the 2018 Superintendent's Holiday Card Contest.

2018 ACS Exceptional Childrens Teacher of Excellence:

Dr. Cayce Favasuli, director of Exceptional Children's Services, will introduce the 2018 ACS EC Teacher of Excellence, Ms. Laura Dough Roberts.

Asheboro Rotary Dictionary Donation:

We will recognize members of Asheboro Rotary and Mid-State Rotary for their generous donations of dictionaries to each third-grade student in Asheboro City Schools.

Accomplished Student Recognitions:

Sixth-grade student, Mr. Robert McKee, was selected by competitive audition to play with the Greensboro Symphony Youth Orchestra. Mr. McKee is the one and only tubist playing with the group. He will join us in December and share via Power Point presentation a preview of his performances.

We will recognize two Asheboro City Schools' students who were selected by competitive audition to perform with the North Carolina Elementary Honor's Chorus. Students include Ms. Helen Britt of Lindley Park and Mr. Daniel Barrera of Balfour Elementary School.

Our final recognition features Asheboro High School student, Brianna Tillman, whose poem, "My World," was selected as a Topical Winner from the Live Poets Society of New Jersey.

**Board of Education Meeting
November 8, 2018**

Policy Committee

Staff members present:

Dr. Terry Worrell
Dr. Drew Maerz

Dr. Aaron Woody
Carla Freemyer

Dr. Sean McWherter

Board members present:

Gidget Kidd
Linda Cranford

Michael Smith
Dr. Beth Knott

Kyle Lamb

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

- Policy 2110 – Board Member Elections
 - Reviewed current policy with committee members
 - No recommended changes at this time
- Policy 2121 – Board Member Conflict of Interest
 - Policy updated according to current General Statute and includes all conflict of interest rules applicable to board members
 - Updated legal references and cross references
- Policy 4125 – Homeless Students
 - Policy reorganized to improve readability (per NCSBA recommendation)
 - Additional duties added for homeless liaison in section E
 - Updated legal references
- Policy 5020 – Visitors to the Schools
 - Policy references updated throughout
- Policy 5025 – Prohibition of Drugs and Alcoholic Beverages
 - Title changed to “Prohibition of Drugs and Alcohol”
 - Expands prohibitions in policy
 - Updated legal references
- Policy 5030 – Community Use of Facilities
 - Updated policy references throughout

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

With no further business, the meeting was adjourned at 6:25 p.m.

Finance Committee

The Finance Committee convened at 6:45 p.m. in the Central Office Board Room. The following board members were present:

Gus Agudelo
Baxter Hammer
Joyce Harrington

Kyle Lamb
Archie Priest
Gwen Williams

Staff members present were: Dr. Terry Worrell and Harold Blair.

Mr. Blair reviewed budget amendments S-01, CE-01 F-01 and CO-01. Mr. Blair also reviewed the bank resolution to add Dr. Penny Crooks as a signor on the Asheboro High School checking account.

There being no further business, the meeting adjourned at 7:20 p.m.

Board of Education

The Asheboro City Board of Education met in open session in the Central Office Board Room with the following members present:

Kyle Lamb, Chair
Linda Cranford
Dr. Beth Knott
Gwen Williams
Scott Eggleston, Attorney

Gustavo Agudelo
Baxter Hammer
Archie Priest, Jr.

Phillip Cheek, Vice Chair
Gidget Kidd
Michael Smith

Staff members present:

Dr. Terry Worrell, Superintendent
Dr. Drew Maerz
Harold Blair
Leigh Anna Marbert

Dr. Aaron Woody
Dr. Sean McWherter
Jordi Roman

Anthony Woodyard
Dr. Cayce Favasuli
Robin Harris

Chairman Lamb called the meeting to order and welcomed all in attendance at 7:30 p.m.

Following a moment of silence, Hannah Charles, Erin Eames, and Dolly Gladden, North Asheboro Middle School students, led the Pledge of Allegiance.

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

Special Recognitions

Asheboro City Schools recognized the Flying Pig Food and Spirits as this month's Community Partner. The Flying Pig has allowed the staff and families from North Asheboro Middle School to host a private event prior to the beginning of the school year for the past five years. This event provides a non-structured atmosphere where friendships between staff members and NAMS families have a chance to develop.

The FFA program at North Asheboro Middle School was the recognized board spotlight. Ms. Candace Call, North Asheboro Middle School principal, and Mr. Matthew Kidd, FFA advisor, shared information about the FFA program that was started at NAMS last school year. The National FFA Organization seeks to make a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. Through the FFA, students have the opportunity to participate in leadership development activities and competitions.

Superintendent Dr. Terry Worrell presented the Principal of the Year plaque to North Asheboro Middle School principal, Ms. Candace Call. Ms. Call was selected by her peers for this honor. During her time at NAMS, the school has met or exceeded expected growth year after year.

Superintendent Worrell announced that Asheboro City Schools has been named a Top 10 school district by State Superintendent Mark Johnson for the district’s four-year cohort graduation rate for the second time in three years. During the 2017-2018 school year, Asheboro City Schools’ four-year cohort graduation rate reached 92.7 percent.

Dr. Sean McWherter recognized each school for achieving outstanding status by the Positive Behavior Interventions and Supports (PBIS) initiative. PBIS is funded by the United States Department of Education with a purpose of improving the effectiveness, efficiency, and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

Dr. Sean McWherter recognized Asheboro High School students for their volunteer contributions during the summer of 2018. The Superintendent’s Service Leadership Award recipient was Asheboro High School junior, Fatima Perez, who volunteered the most hours at various Asheboro City Schools’ summer camps and programs.

Public Comments

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

Consent Agenda

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

- A. Minutes – October 15, 2018 Board of Education Meeting
- *B. Overnight Field Trip Request for Asheboro High School Wrestling, 12-21-18, Chapel Hill High School
- *C. Overnight Field Trip Request for Asheboro High School Wrestling, 12-27-18, Charlotte
- D. Personnel:

***I. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Bagley	Lois	AHS	School Nurse	1/31/2019
Henley	Samantha	CWM	After-school Program Assistant (part-time)	TBD
Willett	Ruth	DLL	Media Specialist	10/19/2018

***II. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Columbia	Lori	NAMS	Instructional Facilitator	12/10/2018
Deleon	Elizabeth	AHS	Custodian	10/22/2018
Dunn	Tina	AHS	Exceptional Children	11/13/2018
Shinn	Carla	DLL	Media Specialist (part-time; temporary)	10/29/18-12/21/18
Trogon	Quinton	CO	Bus Driver	11/8/2018
Brim	Laura	CO	Substitute/\$80 per day	11/13/2018
Grimsley	Alan	AHS	Non-Faculty Coach – Wrestling	11/8/2018

Horton	Ray	CO	Lead Exceptional Childrens Program Specialist	12/12/2018
McGuine	Deonte	AHS	Non-Faculty Coach – Boy’s Asst. Basketball	11/8/2018
Nicholson	Kathy	CO	Substitute/\$80 per day	11/13/2018
Snuggs	Amber	CO	Substitute/\$80 per day	11/13/18
Whitten	Christina	DLL	Media Specialist (part-time; temporary)	11/13 – 12/12/2018

***III. LEAVES OF ABSENCE**

Silva	Prisila	DLL	Custodian	11/19/18-1/2/19
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IV. TRANSFERS

Crooks	Penny	BAL to AHS	Principal	12/1/2018
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***E.** Budget Amendments: State-01, Current Expense-01, Federal-01, Capital Outlay-01

***F.** Bank Resolution for Asheboro High School

*A copy is made a part of these minutes

Information, Reports, and Recommendations

A. The following policies were presented for 30-day review by Dr. Drew Maerz.

- Policy 1310/4002 – Parental Involvement
- Policy 2670 – Business Advisory Council
- Policy 3410 – Testing and Assessment Program
- Policy 3420 – Student Promotion and Accountability
- Policy 3430 – School Improvement Plan
- Policy 7610 – Defense of Board Employees

B. Ms. Courtney McGowan and Ms. Sarah Beth Robbins presented information regarding the Asheboro High School Comets to Careers program, in honor of Career Development Month. Through this program, Ms. McGowan and Ms. Robbins work with high school students and various businesses to secure job-shadowing, internship, and apprenticeship opportunities. Students have worked with various businesses including healthcare providers, local media outlets, and graphic designers.

***C.** Dr. Julie Pack presented the following courses for consideration to be added to the course catalog for the 2019-2020 school year: Honors Math 1, Honors Discrete Math, Honors Advanced Functions and Modeling, Interior Design 2, and Python Programming 1. Upon motion by Ms. Kidd, seconded by Mr. Agudelo, the addition of these courses was unanimously approved as presented.

D. Dr. Sean McWherter and Mr. Christopher Tuft, assistant principal at Balfour Elementary School, shared a presentation regarding Asheboro City Schools’ after-school program which is now offered at each elementary school in the district. They shared students academic outcomes from last school year related to the extended learning time through the after-school program.

E. Mr. Mike Mize, director of Facilities and Maintenance, reported that the demolition phase has begun on the construction/renovation project at Asheboro High School.

F. Dr. Drew Maerz updated the board on plans for repurposing the trees that were removed from the Asheboro High School campus. Dr. Maerz noted that in honor of the community’s connection to the trees, the wood will be repurposed and used in the new addition so that their legacy will live on at Asheboro High School.

Action Items

- *A. The Continuous Improvement Plans for Asheboro High School, North Asheboro Middle School, South Asheboro Middle School, and the Early Childhood Development Center were presented by principals and members of the leadership teams. Upon motion by Ms. Williams, seconded by Ms. Cheek, the plans were unanimously approved as presented.

*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 upcoming events including the following: Middle School Agriculture Day on November 15 at the NC Zoo, Thanksgiving Holiday on November 22, Hour of Code on December 3 in the Asheboro High School Media Center from 5- 7 p.m., District Science Fair on December 11 from 8:30 a.m. – 1 p.m. at South Asheboro Middle School, and the Senior Holiday Lunch on December 12 at Donna Lee Loflin Elementary School at 12 p.m.
- B. Superintendent Worrell provided updates to the 2018-2019 Strategic Plan Goals and other updates including the following:
- All staff completed Resiliency training on November 6, 2018 as part of ongoing professional development in the areas of mental, social, and emotional health.
 - On November 7, 2018 the district hosted a regional meeting of instructional leaders from the Piedmont-Triad at the Asheboro High School Zoo School.
 - Dr. Worrell extended special thanks to all individuals serving on the district's advisory councils: Faith-Based, Latino, Black, Staff, Student, Business, and PTO/PTA.
 - On November 13, 2018 a team from Asheboro City Schools, along with board chair Kyle Lamb and board members Gidget Kidd and Gwendolyn Williams, will present at the North Carolina School Boards Association annual conference on *Translating Theory into Practice*.
 - The Asheboro High School chorus will perform at the Piedmont Triad Education Consortium's annual Signature Schools Breakfast on Friday, December 14, 2018 at the Koury Convention Center. Dr. Worrell will provide words of encouragement at the breakfast.
 - Dr. Worrell thanked board members and staff who volunteered this week for the Communities in Schools of Randolph County's Reality Store for ninth-grade students at Asheboro High School.

Board Operations

- A. Chairman Lamb noted that the next Board of Education meeting will be held on December 13, 2018.

Adjournment

There being no further business and upon motion by Mr. Agudelo, seconded by Mr. Cheek, and unanimously approved, the meeting was adjourned at 9:46 p.m.

Chairman

Secretary

Policies
For
Approval

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

The board directs each principal or designee to develop a parental involvement plan as a part of the school improvement plan. This plan must include, at a minimum, efforts that meet the requirements established in this policy. In addition, the plan must include ways to enhance parental involvement in the following areas:

1. meaningful two-way communication between home and school;
2. promotion of responsible parenting;
3. involvement of parents and guardians in student learning;
4. promotion of volunteering;
5. involvement of parents and guardians in school decisions that affect children and families;
6. parental training;
7. community collaboration; and
8. promotion of student health awareness.

This policy applies to the parents, legal guardians, and legal custodians of students who are under 18 years old and are not married.

A. PARENT COMMUNICATION AND CONFERENCES

The board encourages school personnel to have regular contact with parents for commendation as well as for notification of concerns. Principals or designees shall plan for periodic communication with parents. Teachers are responsible for scheduling conferences with parents.

The principal or designee shall strive, through oral or written communication or other means, to include the parents of students identified as at-risk in the implementation and review of academic and/or behavioral interventions for their children, in accordance with policy 3405, Students at Risk of Academic Failure.

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

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

B. PARENTAL NOTIFICATION

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

In addition, annually every building principal or designee shall effectively notify parents of the following:

1. parental rights related to student records (see policy 4700, Student Records);
2. parental rights related to student surveys (see policy 4720, Surveys of Students);
3. the approximate dates of any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered and scheduled in advance by the school administration, and (c) not necessary to protect the immediate health and safety of students;
4. the schedule of pesticide use on school property and their right to request notification of nonscheduled pesticide use (see policy 9205, Pest Management);
5. student behavior policies, the Code of Student Conduct, and school standards and rules (see policies in the 4300 series);
6. the permissible use of seclusion and restraint in the schools (see regulation 4302-R, Rules for Use of Seclusion and Restraint in Schools);
7. policy 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure;
8. policy 1740/4010, Student and Parent Grievance Procedure;
9. the dates of the system-wide and state-mandated tests that students will be required

to take during that school year, how the results from the tests will be used and the consequences thereof, and whether each test is required by the State Board of Education or by the local board;

10. grading practices that will be followed at the school and, for parents of high school students, the method of computing the grade point averages that will be used for determining class rank (see policies 3400, Evaluation of Student Progress and 3450, Class Rankings);
11. available opportunities and the enrollment process for students to take advanced courses and information explaining the value of taking advanced courses;
12. a clear and concise explanation of the North Carolina testing and accountability system that includes all information required by federal law;
13. a report containing information about the school system and each school, including, but not limited to:
 - a. the following information both in the aggregate and disaggregated by category: student achievement, graduation rates, performance on other school quality and/or student success indicators, the progress of students toward meeting long-term goals established by the state, student performance on measures of school climate and safety, and, as available, the rate of enrollment in post-secondary education;
 - b. the performance of the school system on academic assessments as compared to the state as a whole and the performance of each school on academic assessments as compared to the state and school system as a whole;
 - c. the percentage and number of students who are:
 - i. assessed,
 - ii. assessed using alternate assessments,
 - iii. involved in preschool and accelerated coursework programs, and
 - iv. English learners achieving proficiency;
 - d. the per pupil expenditures of federal, state, and local funds;
 - e. teacher qualifications;
134. the grade earned by the school on the most recent annual report card issued for it by the State Board of Education if the grade was a D or F;
15. supportive services available to students, including guidance, counseling and health services (see policy 3610, Counseling Program);

16. information about meningococcal meningitis and influenza, including the causes, symptoms, and vaccines, how the diseases are spread, and places where parents and guardians may obtain additional information and vaccinations for their children;
17. for parents of students in grades 5 through 12, information about cervical cancer, cervical dysplasia, and human papillomavirus, including the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children;
18. how to reach school officials in emergency situations during non-school hours;
19. information about and an application form for free and reduced price meals and/or free milk (see policy 6225, Free and Reduced Price Food Services);
20. information about the school breakfast program;
21. information about the availability and location of free summer food service program meals for students when school is not in session;
22. for parents of children with disabilities, procedural safeguards (see also policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
23. information on the availability of the asbestos management plan and planned or in-progress inspections, re-inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities;
24. education rights of homeless students (see policy 4125, Homeless Students);
25. the content and implementation of the local school wellness policy (see policy 6140, Student Wellness);
26. their right to take four hours of unpaid leave from their jobs every year in order to volunteer in their child's school as stated in G.S. 95-28.3 (see policy 5015, School Volunteers);
27. that the school system does not discriminate on the basis of race, color, national origin, sex, disability, or age (see policies 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying and 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);
28. that the school system provides equal access to its facilities, programs and activities to the Boy Scouts and other designated youth groups (see policy 1710/4021/7230, Prohibition Against Discrimination, Harassment, and Bullying); and

29. the availability of and the process for requesting a waiver or reduction of student fees (see policy 4600, Student Fees).

C. OPPORTUNITIES TO WITHHOLD CONSENT/OPT OUT

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

1. release of student directory information about their child for school purposes or to outside organizations (see policy 4700, Student Records);
2. release of their child's name, address, and telephone listing to military recruiters or institutions of higher education (see policy 4700, Student Records);
3. their child's participation in curricula related to (a) prevention of sexually transmitted diseases, including HIV/AIDS; (b) avoidance of out-of-wedlock pregnancy; or (c) reproductive health and safety education, as provided in policy 3540, Comprehensive Health Education Program. A copy of the materials that will be used in these curricula will be available in the school media center during the school year and at other times that the media center is available to the public. To meet any review periods required by law, materials also may be made available for review in the central office;
4. their child's participation in academic or career guidance or personal or social counseling services of a generic nature offered to groups of students (e.g., peer relations strategies offered to all sixth graders). However, parental notification and permission are not required for: (a) short-duration academic, career, personal, or social guidance and counseling and crisis intervention that is needed to maintain order, discipline, or a productive learning environment; (b) student-initiated individual or group counseling targeted at a student's specific concerns or needs; and (c) counseling if child abuse or neglect is suspected (see policies 3610, Counseling Program, and 4240/7312, Child Abuse – Reports and Investigations);
5. their child's participation in non-Department of Education-funded surveys concerning protected topics (see policy 4720, Surveys of Students);
6. their child's participation in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance; (b) administered and scheduled in advance by the school administration; and (c) not necessary to protect the immediate health and safety of students;
7. the collection, disclosure, or use of their child's personal information for marketing purposes (see policy 4720, Surveys of Students); and
8. release of their child's free and reduced-price meal information to State Medicaid

or State children's health insurance program (SCHIP).

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

D. PARENTAL PERMISSION REQUIRED

Written parental permission is required prior to the following activities:

1. the administration of medications to students by employees of the school system (see policy 6125, Administering Medicines to Students);
2. the release of student records that are not considered directory information, unless the release is allowed or required by law (see policy 4700, Student Records);
3. off-campus trips;
4. students' participation in high-impact or high-risk sports or extracurricular activities, such as football or mountain climbing (see policy 4220, Student Insurance Program);
5. all decisions or actions as required by the IDEA with regard to providing special education or related services to students with disabilities (see policy 3520, Special Education Programs/Rights of Students with Disabilities);
6. certain health services, as required by law;
7. participation in a mental health assessment or mental health services under circumstances prescribed by federal law;
8. students' participation in programs or services that provide information about where to obtain contraceptives or abortion referral services;
9. students' participation in surveys funded by the Department of Education that are conducted concerning protected topics (see policy 4720, Surveys of Students);
9. disclosure of students' free and reduced price lunch eligibility information or eligibility status; and
11. students' independent access to the Internet, as described in policy 3225/4312/7230, Technology Responsible Use.

Legal References: Elementary and Secondary Education Act, as amended, 20 U.S.C. 6301 *et seq.*, 34 C.F.R. pt. 200; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. pt. 99; Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98; Individuals with Disabilities Education Act, 20 USC 1400, *et seq.*; Asbestos Hazard Emergency Response Act, 15 U.S.C. 2641, *et seq.*; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*; 42 U.S.C. 1758, 7 C.F.R. pt. 245; 42 U.S.C. 1758b; National School Lunch Program, 42 U.S.C. 1751 *et seq.*, 7 C.F.R. 210.12; Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. 108.9; 20 U.S.C. 7908; G.S. 90-21.1; 95-28.3; 115C-47(47), -47(51), -47(54), -47(58), -81.25, -81.30, -81.36, -105.41, -109.1, 174.26(d) -307(c), -375.4, -390.2, -391.1, -407.16; State Board of Education Policies KNEC-002, PRNT-000, TEST-001

Cross References: Title I Parent and Family Engagement (policy 1320/3560), Prohibition Against Discrimination, Harassment, and Bullying (policy 1710/4021/7230), Discrimination, Harassment, and Bullying Complaint Procedure (policy 1720/4015/7225), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Student and Parent Grievance Procedure (policy 1740/4010), Technology Responsible Use (policy 3225/4312/7320), Evaluation of Student Progress (policy 3400), Students at Risk of Academic Failure (policy 3405), Class Rankings (policy 3450), Special Education Programs/Rights of Students with Disabilities (policy 3520), Comprehensive Health Education Program (policy 3540), Counseling Program (policy 3610), Extracurricular Activities and Student Organizations (policy 3620), Homeless Students (policy 4125), Student Insurance Program (policy 4220), Child Abuse – Reports and Investigations (policy 4240/7312), Student Behavior Policies (4300 series), Rules for Use of Seclusion and Restraint in Schools (regulation 4302-R), Student Fees (policy 4600), Student Records (policy 4700), Surveys of Students (policy 4720), School Volunteers (policy 5015), Registered Sex Offenders (policy 5022), Administering Medicines to Students (policy 6125), Student Wellness (policy 6140), Free and Reduced Price Meal Services (policy 6225), Pest Management (policy 9205)

Adopted: April 14, 2011

Revised: March 14, 2013, August 8, 2013, August 14, 2014, January 8, 2015, May 12, 2016, March 9, 2017, July 13, 2017, March 8, 2018

The board will receive assistance from a business advisory council in the performance of its duty to provide career and technical education instruction, activities, and services. In accordance with the requirements of state law, the business advisory council will serve the board by identifying economic and workforce development trends related to the training and educational needs of the community and advocating for strong, local career and technical education programs, including career pathway development that provides work-based learning opportunities for students and prepares students for post-secondary educational certifications and credentialing for high-demand careers.

A. COMPOSITION OF THE COUNCIL

The business advisory council will have nine members, including the superintendent or designee, the career and technical education program director, the president of the local community college or designee, and a principal assigned by the superintendent. The career and technical education program director will be a nonvoting member on the council and will serve as secretary to the council. The majority of members on the council will be business, industry, and workforce and economic development stakeholders, and community members (“business and industry representatives”), such as: local business and industry owners; representatives from local manufacturing centers and factories; human resource directors employed at businesses and industries in the community; representatives from community-based organizations; representatives from economic and workforce development organizations; parents of students enrolled in career and technical education courses; or a representative or manager of the local apprenticeship coalition.

B. APPOINTMENT OF BUSINESS AND INDUSTRY REPRESENTATIVES

1. Initial Appointment of Business and Industry Representatives

The board will make the initial appointments of business and industry representatives for terms beginning January 1, 2018. The board will divide the initial appointments into four groups as equal in size as practicable and will designate appointments in group one to serve four-year terms, in group two to serve three-year terms, in group three to serve two-year terms, and in group four to serve one-year terms.

2. Subsequent Appointment of Business and Industry Representatives

a. Reasons for Appointment

As terms expire for business and industry representatives initially appointed by the board, the council will appoint subsequent members to the council for four-year terms. Any vacancy of a business and industry representative seat will be filled by the remaining members of the council to serve until the end of that seat’s term.

At any time the council may decide, by two-thirds majority vote, to add one or more seats to the council. The council will appoint a business and industry representative to the vacant, newly created seat(s). When increasing the council size, the council may adjust the length of the initial term of a newly created seat in order to keep as equal as practicable the number of members whose terms expire each year.

b. Appointment Process

Any individual interested in serving on the council should contact the career and technical education program director and submit a statement of interest. School system employees, board members, and council members are encouraged to recommend individuals who they believe would be positive additions to the council. The superintendent or designee shall make an effort to recruit a diverse field of qualified candidates.

When a business and industry representative's seat is set to expire or is vacant, a committee of at least two council members appointed by the council chair shall interview the candidates. The committee shall provide all council members with the candidate's statement of interest, the interview information, and the committee's appointment recommendations. The council members shall review the materials provided by the committee and, by majority vote, choose a candidate to fill each seat that is set for expiration or is vacant.

When appointing new members, the council should choose candidates who are concerned with the best interests of the students and the local economy and who are willing to devote the time and effort required of council membership. Ideal candidates will have a particular knowledge or expertise or a unique perspective relevant to economic and workforce development trends related to the training and educational needs of the community. Candidates also should be advocates for strong, local career and technical education programs. Preference will be given to candidates who reside within the school administrative unit. Membership on the council must reasonably reflect the education, business, and community makeup of the school administrative unit.

C. OPERATION OF THE COUNCIL

The business advisory council will operate in accordance with G.S. 115C-172. The superintendent shall provide the council with a meeting space and shall assign necessary administrative staff to assist the council. The council shall report back to the board annually on its recommendations for the school system's career and technical education instruction, activities, and services. Meetings of the council are subject to the requirements of the open meetings law in Article 33C of Chapter 143 of the General Statutes.

Legal References: G.S. 115C-47(30), -55, -172; 143 art. 33C

Cross References: Compliance with the Open Meetings Law (policy 2320)

Adopted: June 14, 2018

The board believes that an effective testing and assessment program evaluates the progress of individual students and helps ensure that educational goals and objectives are being met for every child. A testing program also assists in the continued refinement of the instructional program. In addition, data from tests and assessments provide measures of student learning that are useful for evaluating educator effectiveness.

Every effort will be made to ensure that the testing program contributes to the learning process rather than detracts from it. Efforts also will be made to use only culture-free or culture-fair tests in order to ensure that measurements are reasonably accurate.

A. ADMINISTRATION OF TESTS, SCREENINGS, AND OTHER ASSESSMENTS

The superintendent shall provide for the proper administration of all state-required tests, screenings, and other assessments and any state-required remedial instruction and/or retesting in accordance with all requirements established by law or the State Board of Education.

Results from the North Carolina End of Course, End of Grade, and North Carolina Final Exams will be used in determining students' final grades in accordance with policy 3420, Student Promotion and Accountability.

The superintendent shall provide for the online administration of state-required tests to the extent required by the State Board of Education or the Department of Public Instruction, and otherwise as feasible within available resources. The superintendent shall keep the board informed of any resources or other measures needed to support online test administration.

Students may participate in field testing and other sample testing as designated by the State Board or the Department of Public Instruction.

The superintendent shall develop security and administration procedures for the state testing program and other assessments that are consistent with State Board of Education requirements and relevant law. The superintendent shall ensure that all relevant personnel are instructed in such procedures. All testing personnel, teachers, and school administrators are required to be familiar with and adhere to all applicable testing manuals, handbooks, and guides, including the Testing Code of Ethics, for state and locally-required. Failure to follow procedures may result in disciplinary sanctions, including termination or revocation of administrative and/or teaching licenses.

B. HIGH SCHOOL AND MIDDLE SCHOOL FINAL EXAMS AND END-OF-COURSE TESTING

The End of Course (EOC), End of Grade (EOG) and North Carolina Final Exam results will count as twenty percent (20%) of a student's final grade in each middle school course for which such a test is administered. However, the results of such assessments will not factor into a student's final grade in a course during the initial implementation year of a new assessment for that course where scores are not immediately available due to standard setting. Middle school students requiring multiple final assessments, within a single subject, should have the assessments averaged for the final exam score. This requirement does not apply for students assessed on the Extended Content Standards or English Learner students in their first year in the United States.

The End of Course (EOC) assessment, North Carolina Final Exam and Career and Technical Education State Assessments results will count as twenty percent (20%) of a student's final grade in each high school course for which such a test is administered. However, the results of such assessments will not factor into a student's final grade in a course during the initial implementation year of a new assessment for that course where scores are not immediately available due to standard setting. This requirement does not apply for students following the Occupational Course of Study Pathway Standards or English Learner students in their first year in the United States. This applies to English/Language Arts/Reading, Mathematics, Science, and Social Studies EOC and NCFE assessments. All other high school courses are also required to administer a final exam which shall count as twenty percent (20%) of a student's final grade. Further, CTE students who earn a credential that is approved under Department of Public Instruction guidelines as evidence of technical skill attainment will not be required to take the CTE Post-Assessment in the course.

C. MINIMIZING TIME SPENT TESTING

The superintendent or designee shall ensure that the time students spend taking standardized state and local tests and the frequency of field testing at a particular school are minimized. Specifically, the superintendent shall ensure the following.

1. Schools will devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning.
2. Students will not be subject to field tests or national tests during the two-week period preceding their school's administration of end-of-grade tests, end-of-course tests, or regularly scheduled final exams.
3. No school will participate in more than two field tests at any one grade level during a school year.
4. All annual assessments of student achievement adopted by the State Board of Education pursuant to G.S. 115C-174.11(c)(1) and (3) and all final exams for

courses will be administered within the final ten instructional days of the school year for year-long courses and within the final five instructional days of the semester for semester courses. Exceptions will be permitted on an individual basis to accommodate a student's individualized education program or Section 504 plans; for the administration of final exams for courses with national or international curricula required to be held at designated times; for make-up testing; and as otherwise permitted by the Department of Public Instruction.

Legal References: The Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, -h; 34 C.F.R. pt. 99; G.S. 115C, art. 10A; 115C-47, -81, -83.5, -83.6, -174.11, -174.12(a), -174.22, -174.25, -276, -288, 307, -402.5; State Board of Education Policy Series TEST and GRAD; EVAL-006; EVAL-006, EVAL-025 through -31

Cross References: Professional and Staff Development (policy 1610/7800), Goals and Objectives of the Educational Program (policy 3000), Student Promotion and Accountability (policy 3420), Student Records (policy 4700), Public Records – Retention, Release, and Disposition (policy 5070/7350)

Other References: *NC Final Exams Test Administrators' Guides*, available at <http://www.dpi.state.nc.us/accountability/testing/common-exams/>; *North Carolina Test Coordinators' Policies and Procedures Handbook*, available at <http://www.dpi.state.nc.us/accountability/policies/generalinfo>

Adopted: January 9, 2014

Revised: June 12, 2014, January 8, 2015, September 8, 2016, August 10, 2017, May 10, 2018

A. PURPOSE

The board believes that students should progress to the next level of study only after they are proficient in their knowledge and application of the current curriculum level. To the extent reasonably possible, students should be given as much or as little time as they need to be proficient at a particular level of study. Students will be promoted to the next level of study as described in this policy.

B. STUDENT PROMOTION STANDARDS

The superintendent shall develop (1) proposed promotion standards and (2) a process to be used in determining a student's readiness to progress to the next level of study and shall submit the standards and process to the board for approval. The standards will be based, in part, upon proficiency in reading. The standards and process must provide multiple criteria for assessing a student's readiness to progress to the next level of study, such as standardized test scores, formative and diagnostic assessments, grades, a portfolio or anthology of the student's work and, when appropriate, accepted standards for assessing developmental growth. The standards and process will incorporate all state law and State Board of Education policy requirements, including those for the assessment and promotion of third grade students as described in G.S. 115C-83.6 *et seq.* and State Board of Education Policies KNEC-002 and -003.

Principals shall ensure that the promotion standards are used by teachers and school administrators in assessing each student's readiness to progress to the next level of study. Principals have the authority to promote or retain students based upon the standards approved by the board and any applicable standards set by the State Board of Education.

To reduce the number of students who do not meet promotion standards, the board directs school administrators and teachers to use individual growth plans as required in policy 3405, Students at Risk of Academic Failure, to address the needs of students who are not making adequate academic progress.

C. LOCAL PROMOTION STANDARDS

1. Grades Kindergarten, 1 and 2

Students in grades K, 1 and 2 will be expected to demonstrate grade level proficiency on the current state instructional standards in reading, writing, and mathematics. Multiple measures are to be used to determine grade level proficiency on the current state instructional standards including, but not limited, to:

- a. K-5 Portfolio, including writing samples
- b. K-2 math benchmark assessments

- c. Demonstration of the current state grade level instructional standards
- d. Teacher observation and recommendation
- e. Reading 3D Diagnostic Data

Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's individual growth plan. Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection E of this policy.

2. Grades 3-5

Students in grades 3, 4 and 5 will be expected to demonstrate grade level proficiency in reading, writing, mathematics, science, and social studies. Multiple measures are to be used to determine grade level proficiency including, but not limited, to:

- a. Standardized test scores from the North Carolina End-of-Grade tests
- b. Demonstration of the current state grade level instructional standards
- c. K-5 portfolios, including writing samples
- d. Benchmark assessments
- e. Teacher observation and recommendation
- f. Reading 3D Diagnostic Data

Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's individual growth plan. Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection E of this policy.

3. Grades 6-8

Students in grades 6, 7 and 8 will be expected to demonstrate grade level proficiency in reading, writing, mathematics, science, and social studies. Multiple measures are to be used to determine grade level proficiency including, but not limited, to:

- a. Standardized test scores from the North Carolina End-of-Grade tests
- b. Pass five courses: one of which must be language arts, one of which must be mathematics, one of which must be science or social studies
- c. Grades
- d. Student work portfolios, including writing samples

- e. Benchmark assessments
- f. Teacher observation and recommendation

Students who are performing below grade level will be provided intervention strategies according to the school remediation plan and the student's individual growth plan. Students who are still performing below grade level after receiving intervention will not be promoted, unless otherwise determined by the school principal in accordance with Subsection E of this policy.

4. Grades 6-8 End of Course, End of Grade, and North Carolina Final Exams

The End of Course (EOC), End of Grade (EOG) and North Carolina Final Exam results shall count as twenty percent (20%) of a student's final grade in each middle school course for which such a test is administered. However, the results of such assessments will not factor into a student's final grade in a course during the initial implementation year of a new assessment for that course where scores are not immediately available due to standard setting. Middle school students requiring multiple final assessments, within a single subject, should have the assessments averaged for the final exam score. This requirement does not apply for students assessed on the Extended Content Standards or English Learner students in their first year in the United States.

5. High School End of Course Tests

The End of Course (EOC) assessment, North Carolina Final Exam and vocational post assessment results shall count as twenty percent (20%) of a student's final grade in each high school course for which such a test is administered. However, the results of such assessments will not factor into a student's final grade in a course during the initial implementation year of a new assessment for that course where scores are not immediately available due to standard setting. This requirement does not apply for students following the Future Ready Occupational Course of Study or English Learner students in their first year in the United States. This applies to English/Language Arts/Reading, Mathematics, Science, and Social Studies EOC and NCFE assessments. (State Board of Education Policy TEST-003, -011, -016) All other high school courses are also required to administer a final exam that shall count as twenty percent (20%) of a student's final grade.

6. Diploma Standards

To receive a North Carolina high school diploma, a student must complete the requirements set forth in policy 3460, Graduation Requirements.

D. INTERVENTION FOR STUDENTS UNLIKELY TO MEET PROMOTION STANDARDS

The goal of Asheboro City Schools is to identify, as early as possible, students who are unlikely to meet the standards for progression to the next level of study so that the school can provide appropriate intervention. Intervention must be provided for any student who does not meet grade level proficiencies established by the State or who is determined to be at-risk of not meeting grade level proficiencies or making progress toward graduation established by the Local Board or State.

Every student who does not meet grade level proficiency, is at risk of academic failure, or is not making progress toward graduation shall have developed for them an individual growth plan constructed by the student's teacher(s) whether the student is promoted or retained. Each plan shall include student assessment data, intervention strategies, and progress monitoring strategies (Students At Risk of Academic Failure, policy 3405).

1. Intervention Plans

Each school must submit to the board the school's plan for intervention as part of the school's yearly improvement plan. Schools also must include in the school improvement plan the types of intervention strategies that will be offered at the school. At a minimum, the intervention plan must address the following elements:

- a. identification of and intervention for students at risk of failing the student accountability standards;
- b. differentiated instruction for students who have been retained; and
- c. meeting individual students' needs.

2. Intervention Strategies

Intervention involves identifying strategies specifically designed to increase grade level proficiency. Strategies may include, but are not limited to, alternative learning models, special homework, smaller classes, flexible grouping, tutorial sessions, extended school day, Saturday school, modified instructional programs, parental involvement, small or large group counseling sessions, summer school instruction, participation in or restriction of participation in extracurricular activities, individualized instruction or goals, and remedial instruction or retention.

Extended instructional opportunities should be different from and supplemental to regular classroom instruction. The school will involve parents and the student in discussing intervention strategies. Students will participate in the intervention strategies and demonstrate acceptable growth and achievement.

E. REVIEW OF STUDENT PROMOTION STANDARDS

1. Previous retentions

Previous retentions may be a factor in waiving student promotion standards.

2. Review Process

In the case where a student's promotion is in question, the principal must consider the following before recommending promotion or retention.

Teachers shall provide documentation of the student's performance during a review process. Documentation may include but is not limited to:

1. Student work samples;
2. Other assessment data;
3. Information supplied by parents;
4. For student with disabilities, information that is included in the individualized education program; and
5. Other information that verifies that a student is at grade level or, is making adequate progress to meet grade level requirements.

Light's Retention Scale should be considered for deciding whether or not a student should be retained.

F. APPEALS OF PROMOTION DECISIONS

1. Appeal to the Superintendent

Within five workdays of receiving the principal's written decision to promote or retain a student, the student's parents may appeal the decision to the superintendent. The superintendent may overturn the principal's decision only upon a finding that the principal's decision was arbitrary and capricious (i.e., without a rational basis) or was otherwise an abuse of discretion.

The superintendent must render a decision within 10 workdays of receiving the appeal. The superintendent may support the principal's decision, remand it back to the principal for consideration of additional issues or reverse the decision.

The superintendent's findings must be in writing and must be provided to the parents.

2. Appeal to the Board of Education

The superintendent's decision to promote or retain a student may be appealed to the board in accordance with the procedures set forth in subsection E.5 of policy 1740/4010, Student and Parent Grievance Procedure.

G. PROMOTION AND ACCOUNTABILITY STANDARDS FOR STUDENTS WITH DISABILITIES

To the extent possible, students with disabilities must be held to the same promotion standards as all other students. However, for students who take alternative assessments in lieu of the end-of-grade (EOG) or end-of-course (EOC) tests, promotion decisions must be based on criteria recommended by the IEP team.

All intervention strategies and other opportunities, benefits and resources that are made available to students without disabilities must be made available to those students with disabilities who are subject to the student promotion standards. Such opportunities must be in addition to the special education services provided to the student.

H. PROMOTION AND ACCOUNTABILITY STANDARDS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

To the extent possible, students with limited English proficiency will be held to the same standards as all other students.

All intervention and other opportunities, benefits, and resources that are made available to other students must be made available to students with limited English proficiency who participate in the student promotion standards.

I. CREDIT BY DEMONSTRATED MASTERY

The superintendent, or designee, shall provide opportunities for students in grades 9 through 12 to earn course credit by demonstrating mastery of course material without first completing the regular period of classroom instruction in the course. Students in middle school may earn credit by demonstrated mastery for high school courses offered in middle school. To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and application of knowledge through a multi-phase assessment, in accordance with standards established by the State Board of Education and any additional standards established by the superintendent.

J. CREDIT RECOVERY

Students who fail a high school course may retake parts of the course through credit recovery to earn credit for the course. Credit recovery delivers a subset of the blueprint of the original course in order to specifically address deficiencies in a student's mastery of the course and target specific components of a course necessary for completion. A pre-assessment of the student's understanding of the course material will be administered at

the beginning of the course and the credit recovery will be tailored to meet the needs of the individual student. The length of a credit recovery course is dictated by the skills and knowledge the student needs to recover and not a fixed length of seat time.

Any EOC exam associated with the credit recovery course will be administered no later than 30 days upon completion of the credit recovery course. The credit recovery will be graded as pass or fail and will not impact the student's grade point average. The original grade for the course will remain on the student's transcript.

The superintendent shall develop procedures addressing the implementation of credit recovery opportunities across the school system.

K. REPEATING A COURSE FOR CREDIT

1. Repeating a Previously Failed Course

As provided in State Board of Education policy CCRE-001, high school students who fail a course for credit may repeat that course. To take advantage of this option, the student must repeat the entire course. Beginning with the 2015-16 school year, when a student initially fails a high school course and successfully repeats the course for credit, the new course grade will replace the original failing grade for the course on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility. The superintendent may develop procedures for students to indicate their intent to repeat a course for credit under this paragraph and may establish any other rules as necessary and consistent with State Board policy.

2. Repeating a Course for which Credit was Earned (Grade Replacement)

The board recognizes that high school students may need to repeat a course for which they have earned credit in order to increase their understanding of the course content, to improve skill mastery, or to meet postsecondary goals. Students may repeat a course for which they have previously earned credit, subject to the following preconditions and any other reasonable rules established by the superintendent:

- a. the student must make a written request to repeat the course;
- b. the principal or designee must approve the request;
- c. there must be space available after seats have been assigned to students who are taking the course for the first time or repeating a previously failed course;
- d. the course to be repeated must be a duplicate of the original class and course number and must be taken during the regular school day at a high school in

this school system or through the North Carolina Virtual Public School;

- e. upon completion of the repeated course, the higher course grade, current or original mark, will be used on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility;
- f. credit towards graduation for the repeated course will be given only once;
- g. a course may be repeated only one time; and
- h. students may repeat a maximum of four previously passed courses during their high school careers.

The superintendent shall require notice to students and parents of these preconditions and of any other relevant information deemed advisable by the superintendent.

L. ACCELERATION

Some students may need less time to learn the curriculum. The Board recognizes our responsibility to provide an array of services that maximizes the potential of each of these students. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail or providing different types of educational experiences. Differentiated programs and services may be provided through such strategies as appropriate classroom groupings, increased pace instruction, challenging subject classes, differentiated units, content modification, subject advancement, grade skipping, alternative products, enrichment opportunities, curriculum compacting, or individual projects and contracts. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options (see policy 3101, Dual Enrollment).

M. REPORTING REQUIREMENTS

1. Superintendent's Report to the Board

At least on an annual basis, the superintendent shall provide the board with the following information for each school:

- a. aggregate student performance scores on state-mandated tests and any other standardized tests used by a school or the school system;
- b. the number and percentage of students retained and/or not meeting the standards for their grade level;
- c. the number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in state law; and

- d. remedial or additional educational opportunities provided by the school system and the success of these efforts in helping students meet promotion standards.
2. Report to the North Carolina State Board of Education and Department of Public Instruction

Pursuant to statutory requirements and standards established by the Department of Public Instruction, all required information regarding student performance will be provided annually to the Department.

3. Publication on the School System Website

Information about the reading performance of third grade students will be posted on the school system website in accordance with state law.

M. RESOURCES

Consistent with the objective of improving student performance, the board will provide schools with maximum flexibility in the allocation of state funds. School personnel are expected to budget financial resources in a manner that will meet the standards established in this policy. The board will consider requests to transfer funds from other funding allotment categories to intervention strategies as part of the school improvement plan submitted by school officials. All funds will be used in a fiscally sound manner in accordance with policy 8300, Fiscal Management Standards.

O. NOTIFICATION TO PARENTS

The superintendent or designee shall provide information regarding promotion standards to all students and parents. In addition, if a kindergarten, first grade, second grade or third grade student (1) is demonstrating difficulty with reading development; (2) is not reading at grade level; or (3) has an individual growth plan under G.S. 115C-105.41, the student's teacher shall provide the student's parents timely written notice advising that if the student is not demonstrating reading proficiency by the end of third grade, the student will be retained, unless exempt from mandatory retention for good cause. Parents are encouraged to help their children meet the promotion standards and will have opportunities to discuss the promotion standards and procedures with teachers and the principal. Information provided to parents should be in the parents' native language when appropriate foreign language resources are readily available.

The teacher of a student who does not meet promotion standards must notify the student's parents that the student has failed to meet the standards for progression to the next level of study and must provide the parents with information concerning retesting, intervention, review and appeal opportunities. When a student is to be retained, the principal shall provide the student's parents written notice of the retention and, if the student will be retained in accordance with G.S. 115C-83.7(a) for failure to demonstrate reading proficiency, (1) written notice of the reason the student is not eligible for a good cause

exemption as provided in G.S. 115C-83.7(b) and (2) a description of proposed reading interventions that will be provided to the student to remediate identified areas of reading deficiency. Teachers shall provide parents of students retained under G.S. 115C-83.7(a) at least monthly written reports on student progress toward reading proficiency. The evaluation of a student's progress will be based upon the student's classroom work, observations, tests, assessments and other relevant information.

P. CHILDREN OF MILITARY FAMILIES

As required by the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5) and policy 4155, Assignment to Classes, school administrators have the authority to exercise flexibility in waiving course or program prerequisites or other preconditions for the placement of children of military families in courses or programs offered by the school system.

Legal References: G.S. 115C-36, -45(c), -47, -81, -83.2, -83.3, -83.6, -83.7, -83.8, -83.9, 83.10, -83.11, -105.21, -174.11, -288(a), -407.5; State Board of Education Policy CCRE-001, KNEC-002, KNEC-003

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Goals and Objectives of the Educational Program (policy 3000), Concurrent Enrollment and Other Curriculum Expansions (policy 3101), Students At-Risk of Academic Failure (policy 3405), School Improvement Plan (policy 3430), Graduation Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620), Children of Military Families (policy 4050), Students At Risk of Academic Failure (Policy 3405), Assignment to Classes (policy 4155), Fiscal Management Standards (policy 8300)

Other Resources: *Guidelines for Testing Students Identified as English Learners*, (N.C.

Department of Public Instruction) available at

<http://www.dpi.state.nc.us/docs/accountability/policyoperations/lep/testinglep1314.pdf>; *North Carolina Read to Achieve: A Guide to Implementing House Bill 950/S.L. 2012-143 Section 7A* (N.C. Department of Public Instruction), available at <http://www.dpi.state.nc.us/docs/k-3literacy/resources/guidebook.pdf>

Adopted: August 11, 2011

Revised: August 8, 2013, January 9, 2014, October 9, 2014, March 12, 2015, July 14, 2016, July 13, 2017, May 10, 2018

A. PRINCIPLES

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

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

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

B. PART ONE OF THE SCHOOL IMPROVEMENT PLAN: STATE PROGRAM FOR SCHOOL-BASED MANAGEMENT AND ACCOUNTABILITY

The board endorses the principles set forth by the State Board of Education that all children need to master basic skills and knowledge and build upon this foundation for lifelong learning. Therefore, in developing their school improvement plans, all schools should ensure, to the extent possible, that sufficient resources and curricula are directed toward meeting the goal of having all students performing at grade level or higher in the basic subject and skill areas identified by the State Board.

1. School Improvement Team

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

to principals to ensure that the principals establish and work together with school improvement teams to develop, review, and amend school improvement plans.

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

2. Mandatory Components of the State Plan

A school improvement plan must include the following components.

- a. The plan must specify the effective instructional practices and methods to be used to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school.
- b. The plan must take into consideration the minimum annual performance goal established by the State Board and the goals set out in the mission statement for public schools adopted by the State Board of Education.
- c. The plan must be, to the greatest extent possible, data driven. The team shall use the Education Value Added Assessment System (EVAAS) or a compatible and comparable system approved by the State Board of Education to analyze student data to identify root causes for problems and determine actions to address them and to appropriately place students in courses such as Math I. The plan must contain clear, unambiguous targets, explicit indicators and actual measures, and expeditious time frames for meeting measurement standards.
- d. The plan must identify how staff development funds allocated to the school will be used.
- e. The plan must provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team.
- f. The plan must provide duty-free instructional planning time for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week.
- g. The plan must attempt to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant

documents into the student accessible components of the Instructional Improvement System.

- h. As part of the school system's efforts to maintain safe and orderly schools, the plan must address safety and discipline concerns. These concerns include any special conditions at the school. The plan should include the components of any positive behavior management or positive behavior support programs that have been adopted at the school and should comply with the requirements of policy 1510/4200/7270, School Safety, and all protocols established by the superintendent or designee under that policy.
- i. In accordance with policy 1310/4002, Parental Involvement, the plan must identify the goals and strategies for parents to be involved in their child's education and in the educational program of the school.
- j. The plan must include a process by which the school improvement team will review the school improvement plan at least once a year. The annual review process must include (1) a review of student scores on all state- and board-mandated tests and (2) a means for the school improvement team to modify the plan, if necessary, when the school has not met the expected growth score established by the state.
- k. The plan must require the principal to notify the superintendent if the school improvement team modifies a board-accepted school improvement plan.

3. Optional Components of the State Plan

Part One of the school improvement plan may include any or all of the following components.

- a. The plan may include a request to transfer state funds from one allotment category to another, as permitted by state law. The request must identify the funding allotment categories involved in the transfer and identify how the transfer will facilitate improving student performance.
- b. The plan may include a comprehensive conflict resolution plan, as provided in G.S. 115C-81(a4), in order to help create a safe school.
- c. The plan may provide for the use of textbooks that have not been adopted by the State Board.

4. Development and Review of the Plan

School Leadership teams should review student performance data from the preceding school year in developing the school improvement plan. Based on the availability of data and when specific school standards are established by the State

Board, the superintendent shall establish the date by which school improvement plans must be submitted.

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

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

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

After review of the school improvement plans, the board will accept or reject each school improvement plan. If a plan is rejected, the board will explain the specific reason (s) for the rejection.

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

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

A school improvement plan may be in effect for no more than two years. The plan must be reviewed at least annually by the school improvement team in accordance with the review process established in the school's plan. If a school does not meet its expected growth standard as established by the State Board or if more than 25% of the students performed below grade level, the principal must submit to the

superintendent and the board a report of the school improvement team. The report must explain the reasons for the standard(s) not being met and describe any modifications that will be made in the school improvement plan. After considering any recommendations of the superintendent, if the board is not satisfied with the response of the school improvement team, the board may suggest modifications to the plan or may vacate those portions of the plan that impede student performance and require the school improvement team to revise the plan.

5. Elimination of Redundant or Unnecessary Reporting Requirements

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

6. Compliance with Requirements

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

C. POSTING THE SCHOOL IMPROVEMENT PLAN ONLINE

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

D. STAFF DEVELOPMENT

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

School administrators must be evaluated by their supervisors on the school-based management process as required by board policy and state law and on the effectiveness of

the school improvement plan.

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

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

Adopted: April 11, 2013

Updated: October 9, 2014, February 11, 2016

It is generally the board's policy to provide for the defense of any civil or criminal action or proceeding brought against an employee in his or her official or individual capacity, or both, on account of an act done or an omission so long as the following conditions are met:

1. The act or omission occurred in the scope and course of employment;
2. Defense of the action would not create a conflict of interest between the board and the employee; and
3. The employee did not act or fail to act because of fraud, corruption or malice on his or her part.
4. All potential liability insurance carriers and/or liability coverage providers have provided written notification to the employee that the carrier(s) and/or liability coverage provider(s) will not provide a defense for the employee.

In order for the board to provide for the defense pursuant to this policy, the employee must provide a written request to the superintendent as soon as possible upon learning of the claim or action and receiving written notice from all potential insurers and/or liability coverage providers pursuant to item 4 above.

The superintendent, with advice from the board attorney, will make a recommendation to the board as to whether the board will provide legal representation for the employee. Board approval of an employee's request to provide legal representation will only relate to the initial trial or proceeding. The employee must make an additional request in writing to the board for legal representation at each subsequent stage of the appeal of the action or proceeding.

If an employee's request for legal representation in any civil or criminal action or proceeding is denied and subsequently the employee is found to not be liable or guilty, the board may reimburse the employee a reasonable attorney's fee upon written request of the employee.

To protect its own financial resources, the board will provide for sufficient liability coverage for personnel, workers' compensation coverage and unemployment compensation insurance.

By enacting this policy, the board does not intend to create any contractual rights between the board and any employee and this policy should not be construed to create any contract term or substantive right whatsoever. Further, this policy should not be construed to waive any claim of immunity that the board might otherwise be entitled to make

Legal References: G.S. 115C-43, *Wray v. City of Greensboro*, 370 N.C. 41 (2017)

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

Reviewed by Policy Committee on September 9, 2010

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

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Butler	Annette	CWM	After-School Program Assistant	12/21/2018
O'Connor	Teresa	GBT	Exceptional Children	11/30/2018
Ritter	Debora	CO	Administrative Assistant/Human Resources	2/28/2019
Sneed	Meredith	NAMS	English Language Arts	12/31/2018
Wilson	Stephanie	NAMS	Math/Science	1/1/2019

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Allen	Norman	CO	Bus Driver	11/19/2018
Carroll	Aileene	AHS	Homebound Services (part-time; temporary)	11/28/2018-1/6/2019
Carroll	Aileene	SAMS	Math Tutor (part-time)	12/3/2018-5/31/2019
Clarrett-Daniels	Kheaven	CWM	After-School Program Assistant (part-time)	11/14/2018
Toponce	Paul	LP	Instructional Assistant/EC (part-time)	12/10/2018

***C. ADMINISTRATIVE APPOINTMENTS**

Cash	David (D.R.)	CO	Director of Support Services	12/3/2018
Keller	Edward	CO	Director of Facilities and Maintenance	12/10/2018

D. TRANSFERS

Mize	Michael	CO	Director of Facilities and Maintenance to AHS Project Manager	12/10/2018
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**Asheboro City Schools
Personnel Transactions - ADDENDUM
December 13, 2018**

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

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Pack	Julie	CO	Director of Secondary Education and CTE	2/1/2019
Stewart	Claudia	CWM	Exceptional Children	12/21/2018

***B. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Barrett	Michelle	CO	Substitute; \$80 per day	12/17/2018
Bucardo	Jennyfer	CO	Substitute; \$80 per day	12/17/2018
Dixon	Heather	CO	Substitute; \$80 per day	12/17/2018
Goad	Zara	CWM	Exceptional Children	1/2/2019
Hall	Andrea	CO	Substitute; \$80 per day	12/17/2018
Lardiere	Daniele	NAMS	English Language Arts	1/2/2019
Sheppard	Lea	CO	Substitute; \$80 per day	12/12/2018
Wysong	Brandon	CO	Substitute; \$80 per day	1/2/2019

D. TRANSFERS

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Tuft	Christopher	BAL	Assistant Principal to Interim Principal	12/1/2018

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

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Cash, David (D.R.)	Duke University B: History Gardner Webb University M: Executive Leadership Studies Appalachian State University Education Specialist	History Principal

Mr. D.R. Cash is recommended as the Director of Support Services for Asheboro City Schools. Mr. Cash has spent the past four years as an assistant principal at A.L. Brown High School in Kannapolis, NC. During his time at A.L. Brown his duties included direct supervision and restructuring of the Virtual Learning Program, staff evaluations, and testing coordinator for the Freshman Academy. Prior to this, Mr. Cash was an assistant principal at Heide Trask Senior High School and completed his principal internship at Eugene Ashley High School in Wilmington, NC. Mr. Cash spent nine years in Guilford County Schools, serving as a classroom teacher, graduation coach, activities/athletic director, and Virtual Learning and Saturn Program Coordinator. Mr. Cash has served as a collegiate level coach, and at the high school level he coached football, track, and JV girls basketball. We are excited to welcome Mr. Cash to the Asheboro City Schools team! Welcome Mr. Cash!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>
Keller, Edward	Guilford Technical Community College AAS: Mechanical Engineering Technology NC State University B: Construction Management

Mr. Edward Keller is recommended as the Director of Facilities and Maintenance for Asheboro City Schools. Mr. Keller brings a wealth of facility experience to the district having served as the Senior Director of Housing Facilities Management at Georgia Institute of Technology, and the Associate Director of Operations at UNC-Greensboro. Mr. Keller has a strong background in budgeting, developing and maintaining 10-year facility plans, and the maintenance of building mechanical systems such as hot water boilers, chiller plants, building automation systems and associated equipment. Mr. Keller holds Educational Facilities Professional certification, Niagara AX certification, and certification in HVAC/Design, Installation, Controls, and Service. We are pleased to welcome Mr. Keller to Asheboro City Schools team! Welcome Mr. Keller!

**ASHEBORO CITY SCHOOLS
CERTIFIED APPOINTMENTS - ADDENDUM
December 13, 2018**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Goad, Zara	University of Phoenix B: Human Services Management M: Psychology	Exceptional Children

Ms. Zara Goad is recommended to teach Exceptional Children at Charles W. McCrary Elementary School for the 2018-2019 school year. Ms. Goad has served as an Instructional Assistant in the Exceptional Children's program for eleven years, and is ready to move into role as teacher. Prior to coming to Asheboro City Schools, Ms. Goad worked in the daycare setting, as well as a substitute in the district. Ms. Goad has consistently demonstrated the ability to establish good rapport with students, families, and staff. We are pleased to welcome Ms. Goad to the McCrary school family. Welcome Ms. Goad!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Lardiere, Daniele	Coastal Carolina University B: Middle Level Education	6-9 English Language Arts 6-9 Social Studies

Ms. Daniele Lardiere is recommended to teach English Language Arts at North Asheboro Middle School for the 2018-2019 school year. Ms. Lardiere completed her student teaching at Myrtle Beach Middle School, along with field experience at Whittemore Park Middle School and Ocean Bay Middle School. Ms. Lardiere has served as a volunteer for the Dalton and Linda Floyd Family Mentoring Program and at Palmetto Bays Elementary School. Ms. Lardiere is looking forward to relocating to the area and beginning her teaching career in Asheboro City Schools. We are pleased to welcome Ms. Lardiere to North Asheboro Middle School!

Asheboro City Schools
Discard List of Obsolete Furniture, Fixtures, and Miscellaneous Items
December 13, 2018

SAMS

Plywood storage shelf
table saw
2 drawer desk
3 metal laptop cabinets
wood teacher desk
book case
small wood
28 student chairs
25 student desk
metal cart
floor vac
file cabinet
candy machine
wood cabinet
stove
electronics

NAMS

1 Black Ramp
2 Large blue mats
1 silver basketball rack
Electronics

Balfour

Projector Rolling Cart
Electronics

McCrary

7 blue chairs
2 metal desks
1 pink desk
1 Podium Box
2 small tables
1 case
15 blinds
1 small book shelf
Electronics

AHS

4 wood desks
25 old student desks
3 file cabinets
2 rolling carts
3 office chairs
1 vacuum cleaner
1 sprayer
1 small wood table
1 bell system tower
1 podium
1 upholstered chair
1 wood shelf

CENTRAL OFFICE

Transportation

Car Seats
Computer Monitor
Old TV
Electronics

Teachey

ALL electronics

Lindley Park

All electronics

ECDC

Teacher desk
Electronics

Loflin

1 Wood desk
1 Metal desk
10 small student chairs
2 computer tables
3 student desks
2 Filing Cabinets
3 long tables
Electronics

Budget Amendment
Asheboro City Schools Administrative Unit
Current Expense Fund

The Asheboro City Board of Education at a regular meeting on the 13th day of December, 2018, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2019.

<u>REVENUE</u>			
2.4910.000	Fund Balance Appropriated	\$	<u>182,000</u>
		\$	<u>182,000</u>
 <u>EXPENDITURE</u>			
2.5110.845	Regular Instructional Services	\$	88,000
2.5210.845	Special Instruction Services		26,000
2.5330.845	Alternative Programs and Services		15,000
2.5410.845	School Leadership Services		13,000
2.5840.845	School-Based Support Services		11,000
2.6540.845	Operational Support Services		18,000
2.6610.845	Financial and Human Resource Services		6,000
2.6940.845	Policy and Leadership Services		5,000
		\$	<u>182,000</u>
 Total Appropriation in Current Budget		\$	10,002,592
Total Increase/Decrease of above amendment			<u>182,000</u>
Total Appropriation in Current Amended Budget		\$	<u>10,184,592</u>

Passed by majority vote of the Board of Education of Asheboro City on the 13th day of December, 2018.

Chairman, Board of Education

Secretary

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

Form 8
Procedure No. 3320.01
5/2017

Overnight Trip

Group Making Request: JROTC School: AHS
 Destination: Washington D.C. Date of Trip: 12 Apr 19
 Number of Students Involved: 20 Percent of Total Group: 14 Apr 19
 Reasons for Students Not Attending: _____
 Transportation Method: Activity Bus Charter Bus Private Automobile Other: Van
 Charter Bus Service, state name of vendor here: Enterprise
 Using Travel Company, state name of Vendor here: _____

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

Number of Vehicles Needed (to be secured by the Central Office): 0
 Number of Drivers Needed (to be secured by the Central Office): 0
 Departure Time: 12 APR 19 9:00am Return Time: 14 APR 19 3:00pm Round Trip Miles (estimated): 600
 Estimated Cost to the Student: \$80

Purpose(s) of the Field Trip: CIA Senior Trip for JROTC, seniors and staff; visiting museums/historical sites
 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.
Lt Col McDonald
M Sgt Davis

When 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 drive as drivers; private vehicles are used as a last resort; and (3) All students in a class or group shall have an opportunity 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.

JROTC 3 Dec 18
 Sponsor (Group Responsible for Paying for the Trip) _____ Date _____
 Approved: Rory Beck Principal _____ Date Dec 4 18
 Approved: _____ Superintendent or Designee _____ Date _____
 Transportation Scheduled: _____ Transportation Supervisor _____ Date _____

Special Comments/Response: _____



Asheboro City Schools

... 110 years of excellence!

Chartered 1905

Office of the Superintendent

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

Asheboro City Schools Addition and Renovation Projects Recommendation for Commissioning Services

On December 7, 2018 a Request for Qualifications for Commissioning Services was published on the Asheboro City Schools website. The opportunity to submit qualifications closed on December 14, 2018.

Based on this process, we request the Asheboro City Board of Education approve for the district to enter into contract negotiations with **MBP Carolinas, Inc.** as the commissioning agent to perform services for the following project:

- The first phase of the Asheboro High School Addition and Renovation

The selections were as follows:

1. MBP Carolinas, Inc.
2. Commissioning WorCx
3. System WorCx

Our decision to select MBP was based on the following reasons:

- Past relatable project experience
- Recommendations from Randolph Community College who is currently using MBP
- Our mechanical engineer, Optima, who is working with Smith Sinnett Architecture has a good past relationship with MBP

Policies
For
30-Day Review

A. QUALIFICATIONS

There is a basic concept of responsibility attached to service as a member of this board of education. Board members are individually and collectively trustees; they serve as trustees of our community's children. More specifically, the "estate" which members of this board hold "in trust" is (1) the present welfare of our children and community as it may be enhanced by a program of public education; and (2) the future welfare of our community, state and nation as the children in school today become the responsible adults of tomorrow.

In terms of this concept, this board of education is responsible to our community at-large and also to the State of North Carolina. This responsibility looms large, and it is one which can be filled best by persons of sound judgment, broad vision, dedication to the interest of education and unselfish concern for the public welfare.

As elected representatives of the public, board members are expected to be free from prejudice, bias or commitment to special interests.

Any person possessing the qualifications for election to public office as provided for in Article VI, Section 6 of the Constitution of North Carolina and who is a qualified voter and resident of the election district from which he/she seeks to be elected is eligible to serve as a member of the board of education.

Any person elected or appointed to the board and also employed by the board will resign his/her employment before taking office as a member of the board.

B. MEMBERSHIP AND TERMS OF OFFICE

The board of education will consist of eleven members. All terms will be for six years with the terms staggered so that no more than four will expire every two years.

C. METHOD OF ELECTION

All elections are nonpartisan and are to be held at the time of the November general election in odd-numbered years.

The elections shall be held and conducted by the Randolph County Board of Elections under the same provisions of the General Statutes which are applicable to the election of municipal officers in the City of Asheboro.

D. OATH OF OFFICE

Before taking office, newly elected board members will take and sign the following oath or affirmation at the regular December meeting of the board of education following their election:

“I, _____ do solemnly swear (or affirm) that I will support and maintain the Constitution and laws of the United States and the Constitution and laws of the State of North Carolina, not inconsistent therewith, and that I will faithfully discharge my duties as a member of the Asheboro City Board of Education to the best of my ability.”

If a board member enters into the duties of his or her office before taking, subscribing and filing the oath of office, he or she will be ejected from office.

Legal References: N.C. Const., art. VI, §§ 6 and 7; G.S. 14-229; 115C-35; -37, Local Modification, Randolph County: 1967, c. 739; 1973

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

Updated: February 12, 2009, August 9, 2012, August 9, 2012, November 12, 2015

Reviewed by Policy Committee on June 14, 2012

The board and each member of the board recognize that they are subject to North Carolina's criminal laws related to conflicts of interest in public office and that a board member may not use his or her office for personal benefit. The board and each member of the board further recognize that they are subject to the standards established by the federal government for recipients of federal grants as specified in policy 8305, Federal Grant Administration. The board and each member of the board understand that violation of state and federal laws and regulations on conflicts of interest may result in conviction of a crime, may render a contract of the board void, or may result in loss of federal funds. In keeping with the ethical duties specified in policy 2120, Code of Ethics for School Board Members, board members will not let any personal or business interest interfere with their duties as public officials.

All board members will abide by the following conflict of interest rules.

1. A board member will not derive a personal benefit from a contract with the school system in violation of state law G.S. 14-234.2 Specifically, a board member will not:
 - a. obtain a direct benefit from a contract that he or she is involved in making or administering on behalf of the board, unless an exception is allowed pursuant to G.S. 14-234 or other law;
 - b. influence or attempt to influence anyone who is involved in making or administering a contract on behalf of the board when the board member will obtain a direct benefit from the contract; or
 - c. solicit or receive any gift, favor, reward, service, or promise of reward, including a promise of future employment, in exchange for recommending, influencing, or attempting to influence the award of a contract.

For purposes of G.S. 14-234, a board member is involved in administering a contract if he or she oversees the performance of the contract or has authority to interpret or make decisions regarding the contract. A board member is involved in making a contract if he or she participates in the development of the specifications or terms of the contract or participates in the preparation or award of the contract. A board member is also involved in making a contract if the board takes action on the contract, even if the specific board member did not actually participate in that action, unless the contract is approved under an exception to the law under which the board member is allowed to benefit and is prohibited from voting.

A board member derives a direct benefit from a contract if the board member or his or her spouse does any of the following: (1) has more than a 10 percent ownership or other interest in an entity that is a party to the contract; (2) derives any income or commission directly from the contract; or (3) acquires property under the contract. An exception is allowed for employment contracts between the board and the spouse of a board member. However, the board member involved will not deliberate or vote on the spouse's employment contract or

attempt to influence any other person who is involved in making or administering the contract.

2. A board member will not deliberate on, vote on, or otherwise engage in the selection, award, or administration of a contract supported in whole or part by federal funds when he or she has a real or apparent conflict of interest under federal rules as provided in 2 C.F.R. 200.318(c)(1) and policy 8305, Federal Grant Administration. For purposes of this paragraph, a conflict of interest arises when a board member or his or her spouse, immediate family member, or partner, or the employer or pending employer of any of those persons, has a financial or other interest in or receives a tangible personal benefit from a firm considered for the contract. Any such conflict must be disclosed to the awarding agency.

For purposes of the previous paragraph, a “financial interest” means a financial interest which comprises more than five percent of the equity of the firm or business or more than five percent of the assets of the economic interest in indebtedness. It does not include an ownership interest held through a fiduciary, such as a mutual fund or blind trust, where the individual or individual’s employer has no control over the selection of holdings.

3. A board member will not solicit or accept trips, meals, gratuities, gifts, favors, or anything of monetary value from (i) current contractors, subcontractors, or suppliers; (ii) any contractor, subcontractor or supplier that has performed under a contract with the board within the past year; or (iii) any contractor, subcontractor, or supplier that foreseeably may bid on a contract in the future, unless the item is an unsolicited gift of nominal value (\$50 or less) and is one of the following: an advertising item or souvenir that is widely distributed; an honorarium for participating in a meeting; a meal provided at a banquet; or other item that is clearly permitted by state and federal law.

Multiple permitted items from a single contractor, subcontractor, or supplier may not exceed an aggregate value of \$100 in a twelve-month period.

4. A board member will not solicit or accept any gifts from a current or potential provider of E-rate services or products in violation of applicable federal E-rate program gifting rules.
5. A board member will not misuse information in violation of G.S. 14-234.1. Specifically, a board member will not use knowledge of contemplated board action, or information known to the member in his or her official capacity and not made public, to:
 - a. acquire a financial interest in any property, transaction, or enterprise or gain any financial benefit which may be affected by the information or contemplated action; or
 - b. intentionally aid another to acquire a financial interest or gain a financial benefit.

Legal References: 2 C.F.R. 200.112 and 200.318(c)(1); 47 C.F.R. 54.503; FCC Sixth Report and Order 10-175; G.S. 14-234, -234.1; 133-32; Attorney General Opinion requested by L.W. Lamar regarding G.S. 133-32, the Applicability to Attorneys and Law Firms Providing Professional Services to Local Boards of Education, dated May 13, 1993

Cross References: Code of Ethics for School Board Members (policy 2120), Ethics and the Purchasing Function (policy 6401/9100), Employee Conflict of Interest (policy 7730), Federal Grant Administration (policy 8305)

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

Revised: July 14, 2011, June 12, 2014, February 11, 2016

The board of education is committed to providing a free appropriate education for all students enrolled in the school system. In accordance with the McKinney-Vento Homeless Assistance Act and the North Carolina State Plan for Educating Homeless Children, the board will make reasonable efforts to identify homeless children and youth of school age within the district, encourage their enrollment, and eliminate barriers to their receiving an education which may exist in district policies or practices. Based on individual need, homeless students will be provided services available to all students, such as preschool, free or reduced school meals, services for English learners, special education, career and technical education (CTE), academically or intellectually gifted (AIG) services, and before- and after-school care.

The provisions of this policy will supersede any and all conflicting provisions in board policies that address the areas discussed in this policy.

A. DEFINITION OF HOMELESS STUDENTS

Homeless students are children and youth who lack a fixed, regular, and adequate nighttime residence. The term “homeless student” shall will also be deemed to include the term “unaccompanied youth,” which includes a youth who is not in the physical custody of a parent or guardian. Homeless children and youth include those students who are as follows:

1. sharing the house of other persons due to loss of housing, economic hardship, or a similar reason;
2. living in motels, hotels, transient trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
3. living in emergency or transitional shelters;
4. abandoned in hospitals;
5. living in a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; or
7. living in a migratory situation that qualifies as homeless because the child lacks a fixed, regular, and adequate nighttime residence.

B. ENROLLMENT, ASSIGNMENT, AND TRANSPORTATION OF HOMELESS STUDENTS

1. Enrollment

a. Eligibility

Notwithstanding the enrollment eligibility requirements established by the board elsewhere in policy, school personnel shall immediately enroll homeless students even if they do not have proof of residency, school and immunization records, birth certificates, or other documents; have missed application or enrollment deadlines during a period of homelessness; have outstanding fees; or are not accompanied by an adult. The homeless liaison shall assist the students and parents or guardians in securing appropriate records or otherwise meeting enrollment requirements.

b. Records

Homeless students transferring into the school district may provide cumulative and other records directly to the school district. The school district will not require that such records be forwarded from another school district before the student may enroll. However, school personnel will immediately request the official records from the previous school.

Information regarding a child or youth's homeless situation must be treated as a student record and protected accordingly. See policy 4700, Student Records.

2. Assignment

A homeless student (or the student's parent or guardian) may request to attend (1) his/her school of origin or (2) any public school that other students living in the same attendance area are eligible to attend. The school of origin is defined as the school the student attended before losing permanent housing or the school in which the student was last enrolled, including a preschool. When a student completes the final grade level served by the school of origin, the school of origin includes the designated receiving school at the next grade level for all feeder schools. To the extent feasible, unless not in the student's best interest, a homeless student who continues attending the school of origin will remain enrolled in the school of origin for the entire time the student is homeless and until the end of any academic year in which the student moves into permanent housing.

The superintendent, or the superintendent's designee, in consultation with the homeless liaison, will make the decision regarding which school a homeless student will attend. The decision must be based upon consideration of student-centered factors related to the student's best interest, including factors concerning the impact of mobility on achievement, education, health, and safety of homeless students, giving priority to the request of the student's parent or guardian or the unaccompanied youth. The superintendent's designee must presume that keeping the student in the school of origin is in the student's best interest unless contradicted by the student's parent or guardian or the unaccompanied youth.

If the superintendent or designee determines that it is not in the student's best interest to attend the school of origin or the school requested by the parent or guardian or unaccompanied youth, he/she must provide a written explanation of the reasons for the determination to the parent or guardian or unaccompanied youth, along with information regarding the right to appeal the placement decision as described in Section D, below.

3. Transportation

The board of education will provide homeless students with transportation services comparable to those of other students. In addition, at the parent or guardian's request (or at the request of the homeless liaison for unaccompanied youth), the board will provide transportation services to/from the school of origin. The superintendent or designee and the homeless liaison shall coordinate homeless students' transportation needs, based on the child's best interest. In situations in which a student attends school in this system but his or her temporary housing is in another system (or vice versa), the superintendent or designee shall work with the other system to share the cost and/or responsibility for transportation. If an agreement cannot be reached between the systems, the cost of such transportation will be divided evenly.

If a homeless student becomes permanently housed and chooses to remain in his or her school of origin, the board will provide transportation to the student for the remainder of the school year.

C. ELIGIBILITY FOR TITLE I SERVICES

Homeless students are automatically eligible for Title I services. The homeless liaison and the Title I director shall collaborate to identify the needs of homeless students.

D. DISPUTE RESOLUTION PROCESS

A parent, guardian, or unaccompanied youth who disagrees with a decision of school officials with regard to eligibility, school selection, or enrollment of a student who is homeless (hereinafter, referred to as a “complainant”) may appeal the decision to the school system’s homeless liaison in accordance with this section upon registering or attempting to register the child or youth at the school in which enrollment is sought.

Any employee who is aware that an unaccompanied youth or a parent or guardian of a homeless student is dissatisfied with a decision of school officials with regard to eligibility, school selection, or enrollment should immediately refer that individual to the school system’s liaison for homeless students.

As used in this section, “school days” means days when students are scheduled to be in attendance.

1. Notice, Stay Put, and Informal Resolution

Upon learning of a complainant’s disagreement with a decision of school officials, the homeless liaison shall take the following actions.

- a. The homeless liaison shall arrange to have the student immediately admitted to the school in which enrollment is sought (either the school of origin or the school located in the attendance zone of the student’s temporary residence) if enrollment is at issue. Once enrolled, the student must receive all services for which he/she is eligible and must be allowed to participate fully in school activities, pending resolution of the dispute.
- b. Immediately, but not later than one school day after learning of the complainant’s disagreement, the homeless liaison shall provide the complainant a copy of the school system’s uniform statement of rights and procedures that is written, to the extent practicable, in a language that the complainant can understand. The written statement must include all of the following
 - i. contact information, including telephone number, e-mail address, and physical address of the homeless liaison and of the State Coordinator for homeless education, with a brief description of their roles;
 - ii. notice that, within two school days of the school’s decision, the complainant has the right to notify the homeless liaison that the complainant intends to appeal the decision;

- iii. an explanation of the appeal procedure, including the timeline and process for making the initial appeal and for pursuing a subsequent appeal to the superintendent and board, as provided by this policy;
 - iv. a simple complaint form that a complainant can complete and submit to the homeless liaison to initiate the dispute resolution process and to pursue any subsequent appeals to the superintendent and board;
 - v. notice that the board of education or a designated panel of the board will make the final decision on behalf of the school system;
 - vi. notice of the right to appeal the final decision of the school system to the State Coordinator within three school days and the option to request an extension from the State Coordinator, along with a step-by-step description of how to file the appeal;
 - vii. notice of the right to enroll immediately in the school located in the assignment area of the student's temporary residence or remain in the school of origin with transportation provided pending resolution of the dispute if such transportation is requested by the parent, guardian, or homeless liaison on behalf of the youth;
 - viii. notice that immediate enrollment includes full participation in all school activities;
 - ix. notice of the right to obtain assistance of advocates or attorneys; and
 - x. notice of the right to provide supporting written or oral documentation during the appeals process.
- c. The homeless liaison shall attempt to informally resolve the matter. Complainants are encouraged to attempt informal resolution through discussion with the homeless liaison when possible.
 - d. If informal resolution is unsuccessful, the homeless liaison shall inform the complainant of the right to appeal the matter by initiating the dispute resolution process provided in subsection D.2, below.

- e. If the complaint initiates the dispute resolution process, the homeless liaison shall expedite the process so that a final decision in the dispute is reached within 15 school days or 30 calendar days, whichever is less.
2. Steps in the Dispute Resolution Process and Related Timelines
- a. Homeless Liaison Review
 - i. If informal resolution of a complaint is unsuccessful, the complainant may initiate the dispute resolution process by making a formal appeal to the homeless liaison, either directly or through the principal of the school in which enrollment is sought. The appeal must be presented within five school days of the decision giving rise to the complaint unless the homeless liaison agrees to an extension of up to five additional school days for good cause.
 - ii. The appeal may be made orally or in writing on the designated complaint form. If the complainant makes an oral appeal, the homeless liaison shall complete the written complaint form on the complainant's behalf without delay.
 - iii. The complaint should include the date of the filing, a description of the disputed action pertaining to eligibility, school selection, or enrollment, the name of the person(s) involved and a description of the relief requested. The complainant may provide supporting written or oral documentation and may be accompanied by an advocate or attorney.
 - iv. The local liaison shall inform the superintendent, other appropriate school officials, and the State Coordinator of the dispute immediately after the parent, guardian, or unaccompanied youth has initiated the dispute resolution process.
 - v. Within two school days after receiving the formal complaint, the homeless liaison will provide a written decision, including the reasons for the decision, to the complainant and the superintendent.
 - b. Appeal to the Superintendent of the Liaison's Decision

- i. Within two school days of receiving the liaison's decision, the complainant may appeal the decision to the superintendent orally or in writing using the form designated for this purpose. Oral appeals must be made to the homeless liaison, who shall commit the appeal to writing on the designated form. The homeless liaison shall ensure that the superintendent receives copies of the written complaint and the response of the liaison.
 - ii. The superintendent or his/her designee shall schedule a conference with the complainant to discuss the complaint.
 - iii. Within five school days of receiving the appeal, the superintendent or designee shall provide a written decision to the complainant including a statement of the reasons for the decision.
- c. Appeal to the Board of the Superintendent's Decision
- i. If the complainant is dissatisfied with the superintendent's decision, he/she may file an appeal with the board of education within two days.
 - ii. The appeal may be filed orally or in writing using the form designated for this purpose. Oral appeals must be made to the homeless liaison, who shall commit the appeal to writing on the designated form.
 - iii. The board or a panel of at least two board member acting on behalf of the board will hear the appeal. The board or board panel will provide the complainant with a written decision within five days of receiving the appeal. In unusual circumstances the board or board panel may extend this time but will avoid exceeding the lesser of (1) 15 school days from when the complaint was received or (2) 30 calendar days from when the complaint was received.
 - iv. The board or board panel's decision will constitute the final decision of school system for purposes of the complainant's right to appeal to the State Coordinator.
 - v. If the matter under appeal is a school assignment, a board panel decision will be a recommendation that must be submitted to the full board for a final determination as required by state law and policy 4150, School Assignment.

However, in order to ensure an expedited appeals process for students who are homeless, the recommendation of the board panel shall be considered the final decision of the board for purposes of appeal to the State Coordinator if a final determination by the full board reasonably cannot be accomplished by the deadline described in the previous paragraph.

- vi. The written statement of the board's final decision will include the name and contact of the State Coordinator for homeless education and will describe the appeal rights to the state Coordinator. If the matter under appeal is a school assignment and the appeal was not heard by the full board, the written decision will also note that review of the matter by the full board as required by state law is pending.

d. Appeal to the State Coordinator of the Board's Decision

If the complainant is dissatisfied with the decision of the board or board panel, he/she may file an oral or written appeal with the State Coordinator for homeless education within three school days of receiving the board of panel's decision. The State Coordinator will issue a final decision on the complaint. The appeal must include:

- i. the name, physical address if available, e-mail address, and telephone number of the complainant;
- ii. the relationship or connection of the person to the child in question;
- iii. the name of the school system and the specific school in question;
- iv. the federal requirement alleged to have been violated;
- v. how the requirement is alleged to have been violated; and
- vi. the relief the person is seeking.

Within three school days following a request from the State Coordinator, the homeless liaison shall provide the record of complaint, ~~and~~ a copy of the board or panel's decision, and any other supporting documents necessary to complete the record.

E. HOMELESS LIAISON

The superintendent or designee shall appoint and train a school employee to serve as the homeless liaison. In addition to the duties specifically assigned elsewhere in this policy, the homeless liaison's duties shall include, but not be limited to, the following:

1. ensuring that school personnel identify homeless children and youth;
2. ensuring school/preschool enrollment of and opportunities for academic success for homeless children and youth;
3. ensuring that homeless families and children have access to and receive educational services for which they are eligible;
4. ensuring that homeless families and children receive referrals to healthcare, dental, mental health and substance abuse, housing, and other appropriate services;
5. informing parents or guardians and any unaccompanied youth of available transportation services and helping to coordinate such services;
6. ensuring that public notice of the educational rights of homeless students is disseminated in locations frequented by parents or guardians and unaccompanied youth;
7. informing parents or guardians of educational and related opportunities available to their children and ensuring that parents or guardians have meaningful opportunities to participate in their children's educations;
8. communicating the dispute resolution process to parents, guardians, and unaccompanied youth experiencing homelessness;
9. helping to mediate enrollment disputes, including ensuring that a homeless child or youth is enrolled immediately pending final resolution of the dispute;
10. developing a uniform written notice that explains to parents, guardians, and unaccompanied youth their rights and the process for appealing a decision of school officials, as required by subsection D.1.b of this policy. The notice must be written in a simple and understandable format and translated to other languages as needed and practicable;
11. ensuring that when parents, students, and unaccompanied youth initiate the dispute resolution process, all parties comply with the dispute resolution

policy and that parents, students, and unaccompanied youth are provided with the information listed in subsection D.1.b of this policy;

12. informing unaccompanied youth of their status as independent students and assisting in verifying such status for the purposes of the Free Application for Federal Student Aid;
13. ensuring that school personnel providing services to homeless students receive professional development and other support;
14. working with school personnel, the student, parents or guardians, and/or other agencies to obtain critical enrollment records, including immunization and medical records, in a timely manner; and
15. working with the superintendent or designee to identify board policies or procedures that might serve as a barrier to enrollment of homeless students, including those related to immunization records, medical records, uniforms or dress codes, school fees, and school admission.

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*; *Non-Regulatory Guidance on Education for Homeless Children and Youths Program*, U.S. Department of Education (July 2016); G.S. 115C-366(a2), -369; 16 N.C.A.C. 6H.0112; State Board of Education Policyies SBOP-020, SPLN-000

Cross References: Immunization and Health Requirements for School Admission (policy 4110), Domicile or Residence Requirements (policy 4120), Discretionary Admission (policy 4130), School Assignment (policy 4150), Student Records (policy 4700)

Adopted: July 12, 2007

Revised: July 13, 2017

The board encourages the community and parents to be involved in and support the schools and the educational program of the schools.

A. OPPORTUNITIES TO VISIT THE SCHOOLS

To encourage involvement, the following opportunities are provided to visit the schools.

1. Visitors are welcome to observe and learn about the educational program at each school subject to reasonable rules developed by school administrators.
2. Visitors are encouraged to use school facilities made available to the public, such as media centers or meeting spaces, as provided in policy 5030, Community Use of Facilities.
3. Visitors are invited to attend school events that are open to the public, such as athletic events, musical programs, and dramatic productions.

B. REQUIREMENTS OF VISITORS TO THE SCHOOLS

While the school board welcomes visitors to the schools, the paramount concern of the board is to provide a safe and orderly learning environment in which disruptions to instructional time are kept to a minimum. The superintendent and each principal shall establish and enforce reasonable rules to address this concern.

1. All school visitors during the school day must report immediately to the administrative office at the school to request and receive permission to be in the school. Each principal shall ensure that signs are posted in the school to notify visitors of this requirement.
2. School visitors are expected to comply with all school rules and school board policies, including policy 5025, Prohibition of Drugs and Alcohol; policy 5026/7250, Smoking and Tobacco Products; and policy 5027/7275, Weapons and Explosives Prohibited.
3. Persons who are subject to policy 5022, Registered Sex Offenders, must comply with the provisions of that policy.

C. ADDITIONAL REQUIREMENTS OF PROBATION OFFICERS

To minimize disruption to student learning and school operations, the board establishes the following additional requirements for visits by probation officers during the school day:

1. Probation officers may not visit students on school property during school hours unless the visit is conducted through the Division of Community Corrections' School Partnership Program.
2. Visits by probation officers must be authorized in advance by the school principal or designee or be the result of a request for assistance by a guidance counselor or school resource officer. The principal or designee at each school shall coordinate with probation officers to plan and schedule visits to occur at times least disruptive to the student's academic schedule and to school operations.
3. To protect the privacy of students, the principal or designee shall designate a private area for probation officers to meet with students away from contact with the general student population. Initial contact with the student will be made by a designated school employee, who shall direct the student to the private area to meet with the probation officer.
4. Probation officers may not initiate direct contact with any student while the student is in class or between classes.
5. All visits must be conducted in accordance with this policy and any additional guidelines developed by the superintendent or designee.

D. UNAUTHORIZED, DISRUPTIVE, OR DANGEROUS VISITORS

If a school employee becomes aware that an individual is on a school property without having received permission or that an individual is exhibiting unusual, threatening or dangerous behavior, the employee must either direct the individual to the administrative office or notify the principal, designee or school resource officer, depending on the circumstances.

If a school employee suspects that an individual is on school property in violation of policy 5022, Registered Sex Offenders, the employee must immediately notify the principal, designee or school resource officer.

Students will be instructed to notify school employees of any unusual or suspicious behavior by visitors. School employees shall inform the principal or designee immediately of a student's report of suspicious behavior on the part of a school visitor.

When an individual disrupts the educational environment, acts in a disorderly manner, damages school property, or violates board policy or the law, the principal or designee has authority to:

1. order the individual to leave school property;
2. notify law enforcement; or

3. take any other action deemed appropriate under the circumstances.

Failure to comply with a request to leave school grounds may result in the filing of trespass charges or other charges as appropriate against the offending individual.

The superintendent, upon recommendation from the principal, may deny an individual permission to come onto school grounds or enter a school facility for up to one school year if the individual is guilty of disruptive or dangerous behavior on school grounds.

Legal References: G.S. 14-132, -132.2, -159.11, -159.12, 159.13, -208.18; 115C-46.2, -523, -524, -526

Cross References: Registered Sex Offenders (policy 5022), Prohibition of Drugs and Alcohol (policy 5025), Smoking and Tobacco Products (policy 5026/7250), Weapons and Explosives Prohibited (policy 5027/7275), Community Use of Facilities (policy 5030)

Adopted: April 11, 2013

The board prohibits the possession or use of illegal drugs and the possession or consumption of alcoholic beverages, including beer, malt liquor, and wine, on property owned or occupied by the school district. Any person who possesses, consumes, uses, or appears to be under the influence of alcoholic beverages or illegal drugs will be asked to leave the school property or event immediately and, if he or she fails to do so, may be arrested and prosecuted for criminal trespass, disorderly conduct or any other charge that may be appropriate. Student behavior is further governed by policy 4325, Drugs and Alcohol. Employee conduct is further governed by policy 7240, Drug-Free and Alcohol-Free Workplace.

Legal References: 21 U.S.C. 812; 21 C.F.R. 1300.01-.04 and 1308.11-.15; G.S. 18B-301; 90-89 to -94; 115C-36, -40, -47

Cross References: Drugs and Alcohol (policy 4325), Community Use of Facilities (policy 5030), Drug-Free and Alcohol-Free Workplace (policy 7240)

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

Updated: December 10, 2015

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

A. GENERAL PRINCIPLES

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

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

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

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

B. PRIORITY IN USE/FEE STRUCTURE

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

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

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

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

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

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

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

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

Insurance: Not Required

Fees: None.

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

Application: Required

Insurance: Not Required

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

Application: Required.

Insurance: Required

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

Application: Required.

Insurance: Required

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

Application: Required.

Insurance: Required

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

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

C. REQUESTS FOR USE OF FACILITIES

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

D. FACILITIES AVAILABLE FOR USE

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

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

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

E. RULES GOVERNING USE OF SCHOOL FACILITIES

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

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

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

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

F. DAMAGES AND LIABILITY INSURANCE

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

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

G. TERM AND ACCEPTANCE OF LEASE

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

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

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

H. USE OF OUTDOOR SCHOOL FACILITIES BY THE GENERAL PUBLIC

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

I. REVIEW OF DECISIONS CONCERNING USE OF SCHOOL FACILITIES

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

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

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

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

Revised: February 12, 2009, June 14, 2012, January 21, 2016, August 11, 2016, July 13, 2017, August 16, 2018



**Continuum of Social, Emotional and
Mental Health Supports
December 13, 2018**

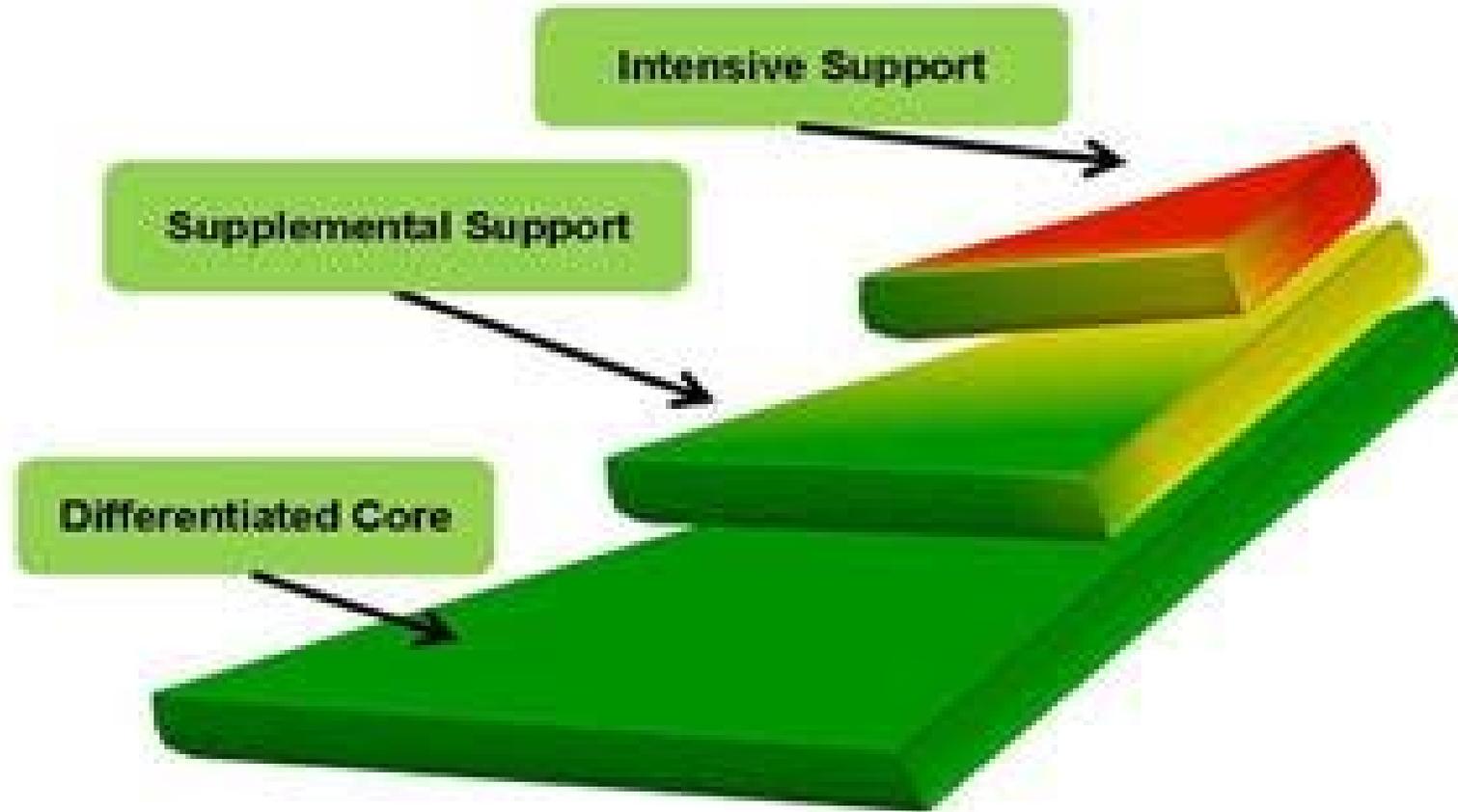
Dr. Cayce Favasuli, Director of Exceptional Children Services
Suzanne Cash, Mental Health Specialist

STRATEGIC PLAN GOALS:

- **Goal 2, 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.
- **Goal 5, 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.
- **Goal 5, 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.

Continuum of Support:

Layering of Support



Intensive Support:

Specific settings, Threat/Risk Assessments, and Mental Health Specialist

Supplemental Support:

Community mental health resources

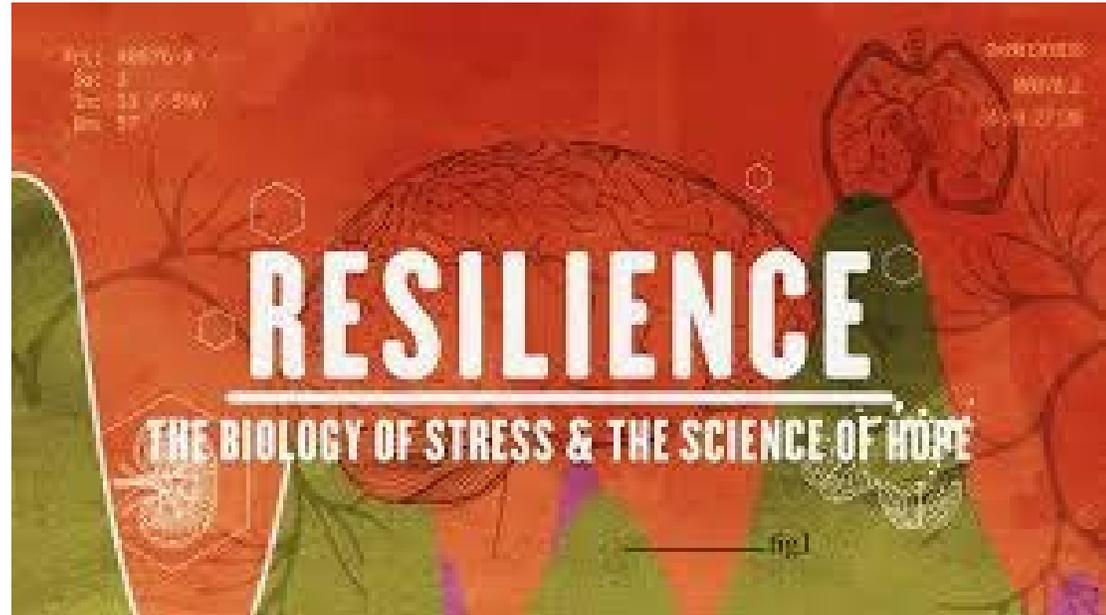
Differentiated Core:

School/District level support

Resilience

District-wide Professional Development delivered 11/6 and 11/13

Objective: Increase staff awareness of the impact of Adverse Childhood Experiences and the value of developing strategies to support resiliency



Educational Settings

- Long-Term Intervention Program/ Success Academy
- Therapeutic Classroom



Shifting Perspectives to Increase Safety



Discipline and Consequences

Reactive and not likely to prevent further incidents of violence

Inquiry and Intervention

Proactive and purposeful implementation of interventions in the attempt to prevent further issues of violence

Threat and Risk Assessments:

- Multi-disciplinary team
- Determine if a student's behavior or actions pose a threat to safety
- Using warning signs, risk factors, protective factors, and information about the incident
- Assess motivation, goals, capacity, risk factors, etc. to determine likelihood of violent action
- Assess risk of harm to self (suicidal thought and self-injurious behaviors)
- Determine the level of threat
- Develop response and intervention plan
- Follow up and monitor

**Asheboro City Schools
Mental Health Specialist**



Mental Health Specialist Support:

- **Grant funded:** School Mental Health Support Personnel Grant
- **Objective:** serve students who have significant chronic social, emotional or behavioral barriers to success.
- **Focus:** support the development of skills and strategies associated with academic success in school.
- **Current Services:** supporting students through individual and group sessions, parental collaboration, case management, and community collaboration.
- **District Support/Assessment:** Leading district mental health assessment efforts utilizing SHAPE (School Health Assessment and Performance Evaluation System) as a tool for growth in the area of school mental health.



QUESTIONS?



Points of Pride Update

December 13, 2018

District Science Fair

The Asheboro City Schools Science Fair is open to secondary students and will take place on Tuesday, December 11 from 8:30 a.m. – 1 p.m. at South Asheboro Middle School.

Hour of Code

Asheboro City Schools hosted **Hour of Code** on Monday, December 3 in the media center at Asheboro High School. Hour of Code is an introduction to computer science, designed to demystify computer coding. The event demonstrated that anyone – from third graders to seniors in high school - can learn coding basics.

Agriculture Day 2018

Agriculture Day 2018 was held on Thursday, November 15, with 54 eighth-grade students from North and South Asheboro Middle Schools traveling to the AHS Zoo School. They participated in Career Talks with various NC Zoo personnel including the horticulture/pesticides supervisor, the programs coordinator of education, and the rhino/antelope keeper. Students visited the gardens and greenhouses within the NC Zoo and learned about Agriculture courses, FFA, and how to be a Zoo School student.

NCCTM Conference

Rolando Hernandez and Jeannette Graham displayed their state math fair project to teachers at the North Carolina Council of Teachers of Mathematics (NCCTM) conference in Greensboro on November 2nd. Arvin Singh from Asheboro High School and Srishti Kushwaha from Guy B. Teachey Elementary School also presented at the conference.

Senior Holiday Lunch

The annual Senior Holiday Lunch will be hosted on Wednesday, December 12. We are anticipating a great turnout and we appreciate the generous support from our community partners including Chick-fil-A, Randolph Health, Cross Road Retirement Community, Nikki Cherry with the Preppy Possum, Ink and Stitches, and the Table Farmhouse Bakery.

ACS Holiday Concerts

With the holiday season upon us, we are excited about our school’s winter concerts that are scheduled throughout the month of December. Concert dates include:

NAMS Winter Band Concert	December 4	7:30 p.m.	NAMS Theater
SAMS Chorus Concert	December 10	7 p.m.	Central Methodist Church
AHS Chorus Concert	December 11	7:30 p.m.	First Presbyterian Church
SAMS Band Concert	December 17	7:30 p.m.	SAMS Gymnasium
AHS Band Concert	December 18	7:30 p.m.	To be determined

Blue Comet Athletics

Asheboro High School students Michael Smith and Trevor Marsh signed National Letters of Intent during the last week in November to participate in interscholastic sports at the college level. Marsh has signed with the University of North Carolina – Wilmington to play baseball and Smith signed to wrestle at Belmont Abbey College.

Calendar of Events

December 13, 2018

	DATE	MEETING	TIME	LOCATION
Fri.	Dec. 14	SAMS Geography Bee	9 a.m.	SAMS Media Center
Mon.	Dec. 17	AHS Chorus Concert	7:30 p.m.	First Presbyterian
Mon.	Dec. 17	SAMS Winter Band Concert	7:30 p.m.	SAMS Gym
Tues	Dec. 18	Superintendents Holiday Lunch	11:30 a.m. - 1 p.m.	COBR
Wed	Dec. 19	Advanced Placement Scholar Event	4 p.m.	AHS
Thurs.	Dec. 20	SAMS Chorus Concert	7 p.m.	Central United Methodist Church
Fri	Dec. 21	Early Release Day	12:30 and 1:30	All Sites
Mon	Dec. 24	Winter Holiday Break	All Day	All Sites
Tues	Dec. 25	Winter Holiday Break	All Day	All Sites
Wed	Dec. 26	Winter Holiday Break	All Day	All Sites
Thurs	Dec. 27	Teacher Annual Leave	All Day	All Sites
Fri	Dec. 28	Teacher Annual Leave	All Day	All Sites
Mon	Dec. 31	Teacher Annual Leave	All Day	All Sites
Tues	Jan. 1	Holiday	All Day	All Sites
Wed.	Jan. 2	WZOO Radio Broadcast	8 a.m.	WZOO
Thurs	Jan. 3	District Science Fair	9 a.m - 1 p.m.	SAMS Auditorium
Tues	Jan 8	WKXR Talks Broadcast	8 a.m.	WKXR Studios
Tues	Jan. 8	Legislative Committee Meeting	5:45 p.m.	COBR
Thurs	Jan. 10	Board Appreciation Reception	5:30 - 6 p.m.	COBR
Thurs	Jan. 10	Asheboro City Board of Education Meeting	7:30 p.m.	COBR
Thurs.	Jan. 10	DLL Spelling Bee	1 p.m.	DLL
Fri.	Jan. 11	SAMS Spelling Bee	9 a.m.	SAMS
Thurs.	Jan. 17	McCrary Spelling Bee	1 p.m.	CWM
Fri	Jan. 18	ACS Legislative Breakfast	8:30 a.m.	COBR
Fri	Jan. 18	Teacher Workday	All Day	All Sites
Mon	Jan. 21	MLK, Jr. Holiday	All Day	All Sites
Tues	Jan. 22	Professional Development for Teachers	All Day	All Sites
Wed.	Jan. 23	NAMS Spelling Bee	9 a.m.	NAMS
Thurs.	Jan. 24	BAL Spelling Bee	1 p.m.	BAL
Thurs	Jan. 24	DLL AFTT Night	5:30 p.m.	DLL
Mon.	Jan. 28	GBT Spelling Bee	1 p.m.	GBT
Fri. - Sat.	Feb. 1 - Feb. 2	Board of Education Winter Retreat	Friday evening - Saturday 4 p.m.	Graylyn Estate, WInston-Salem
Tues	Feb. 5	WKXR Talks	8:30 -9 a.m.	WKXR Studios
Tues	Feb. 5	CWM AFTT Night (K, 2, & 4)	5:30 p.m.	CWM
Wed.	Feb 6	WZOO Radio	8 a.m.	WZOO
Thurs	Feb. 7	CWM AFTT Night (1, 3, & 5)	5:30 p.m.	CWM
Thurs	Feb. 7	GBT AFTT Night	4:30 - 6:30 p.m.	GBT
Thurs.	Feb. 7	BAL AFTT Night	5-7 p.m.	BAL
Fri	Feb. 8	ACS Employee Appreciation Snacks	All day	All sites

Tues	Feb. 12	Lindley Park AFTT Night	5:30 p.m.	LP
Mon	Feb. 18	Annual Leave	All Day	All Sites
Tues	Feb. 19	District Spelling Bee	7 p.m.	
Thurs	Feb. 21	ACS Board of Education Meeting	7:30 p.m.	COBR
Thurs	Feb 21	ACS/Commissioners Joint Meeting	5:30 p.m.	COBR
Saturday	Feb. 23	ACS Teacher Recruitment Fair	9 a.m. - 12 p.m.	SAMS Media Center
Saturday	Feb. 23	STEAM Competition (Kick-Off for Secondary Students)	9 a.m. - 12 p.m.	AHS Media Center
Mon - Fri	Feb. 25- Mar. 1	Read Across America Week	All Day	All Sites
Tues	Feb. 26	MAKE-UP date for District Spelling Bee	7 p.m.	
Tues	Feb. 26	AHS AFTT Night	5:30-8 p.m.	AHS
Thurs.	Feb. 28	Secondary Battle of the Books	10 -11:30 a.m.	NAMS Auditorium
Fri	March 1	Read Across America Day	All Day	All Sites
Tues	March 5	WKXR Talks	8:30 - 9 a.m.	WKXR Studios
Tues	March 5	Kindergarten Registration and Info. Sessions	4-7 p.m.	All Elementary Schools
Tues.	March 5	NAMS 8th grade MPA Showcase	7:30 p.m.	AHS PAC
Wed.	March 6	WZOO Radio	8 a.m.	WZOO
Wed	March 6	Youth Art Month Reception	4-6 p.m.	Randolph Arts Guild
Thurs.	March 7	AHS Band Concert	7:30 p.m.	
Tues	March 12	SAMS AFTT Night	5:30-7:30	SAMS
Thurs	March 14	ACS Board of Education Workshop (prior to regular meeting)	6 p.m.	COBR
Thurs	March 14	Asheboro City Board of Education Meeting	7:30 p.m.	COBR
Thurs.	March 21	Elementary Battle of the Books	9:30 a.m.	DLL gymnasium
Thurs.	March 21	BAL AFTT Night	5-7 p.m.	
Fri	March 29	Mandatory Teacher Workday	All Day	All Sites
Sat. - Mon	Mar. 30 - April 1	National School Boards Association Annual Conference	All Day	Philadelphia, PA
Tues	April 2	WKXR Talks	8:30 - 9 a.m.	WKXR Studios
Tues.	April 2	STEAM Competition (Secondary)	9:30 a.m. - 2 p.m.	AHS Media Center
Tues	April 2	STEAM Competition (Elementary)	12-4 p.m.	AHS New Gym
Wed.	April 3	WZOO Radio	8 a.m.	WZOO
Wed - Fri	April 3-5	NAMS Student Trip to Washington DC		
Thurs	April 4	DLL AFTT Night	5:30 p.m.	DLL
Fri	April 5	ACS Elementary Choral Festival	7:30 a.m. - 7 p.m.	
Fri	April 5	Regional Middle School Battle of the Books		Laughlin Professional Center (Summerfield)
Tues	April 9	CWM Kindergarten Orientation	8:30 a.m. - 1 p.m., 3-6 p.m.	CWM
Tues.	April 9	GBT AFTT Night	4:30 - 6:30 p.m.	GBT
Thurs	April 11	Asheboro City Board of Education Meeting	7:30 p.m.	COBR
Fri	April 12	Greensboro Symphony for 4th-5th Graders- ACS & Rand. Co. Schools	9:30 a.m. ACS/11:30 Rand. Co.	
Mon - Fri	April 15-19	ACS Spring Break (Annual Leave M-Th, Holiday - Friday)	All Day	All Sites
Tues	April 23	LP Kindergarten Orientation	8:30 a.m. - 1 p.m., 3-6 p.m.	LP
Wed	April 24	BAL Kindergarten Orientation PM ONLY	12- 6 p.m.	BAL
Thurs	April 25	BAL Kindergarten Orientation	8:30 a.m. - 1 p.m., 3-6 p.m.	BAL

Fri.	April 26	NAMS 50th Anniversary Celebration	1 - 3:30 p.m.	
Tues	April 30	Lindley Park AFTT Night	5:30 p.m.	LP
Tues	April 30	GBT Kindergarten Orientation PM ONLY	12- 6 p.m.	GBT
Wed	May 1	GBT Kindergarten Orientation	8:30 a.m. - 1 p.m., 3-6 p.m.	GBT
Thurs	May 2	DLL Kindergarten Orientation	8:30 a.m. - 1 p.m., 3-6 p.m.	GBT
Thurs	May 2	NAMS AFTT Meeting	6-7:30 p.m.	
Fri.	May 3	BAL Spring Fling	5-7 p.m.	
Fri	May 3	State Middle School Battle of the Books		Wake Tech (Raleigh)
Tues	May 7	WKXR Talks	8:30 - 9 a.m.	WKXR Studios
Tues.	May 7	Teacher of the Year Banquet	6 p.m.	Pinewood Country Club
Wed.	May 8	NAMS Spring Concert	7:30 p.m.	NAMS Auditorium
Thurs	May 9	Asheboro City Board of Education Meeting	7:30 p.m.	COBR
Thurs.	May 9	AHS Band Chamber/Percussion Concert	7:30 p.m.	
Thurs.	May 9	Regional Elementary School Battle of the Books		Laughlin Professional Center (Summerfield)
Mon	May 20	CWM AFTT Night (K, 2, & 4)	5:30 p.m.	CWM
Tues.	May 21	AHS Jazz Concert	7:30 p.m.	
Wed.	May 22	WZOO Radio	8 a.m.	WZOO
Thurs	May 23	CWM AFTT Night (1, 3, & 5)	5:30 p.m.	CWM
Thurs.	May 23	AHS Spring Band Concert	7:30 p.m.	
Mon	May 27	Memorial Day Holiday	All Day	All Sites
Fri	May 31	ACS Employee Appreciation Snacks	All day	All sites
Mon	June 3	AHS Band Awards Banquet	Central UMC	6:30p.m.
Tues	June 4	WKXR Talks	8:30 - 9 a.m.	WKXR Studios
Wed.	June 5	WZOO Radio	8 a.m.	WZOO
Fri	June 7	Graduation/Last Day for Students	All Day	All Sites
Mon	June 10	Retirement Breakfast	8 - 10 a.m.	
Mon	June 10	Mandatory Teacher Workday	All Day	All Sites
Thurs	June 13	Asheboro City Board of Education Meeting	7:30 p.m.	COBR
Thurs - Frid	June 20 - 21	Summer Academy EOG/EOC		



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

Highlighted items added since the last board meeting.

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. 2. Provided writing professional development for instructional leaders and administrators during October Curriculum Conversations. 3. Provided Hybrid (face-to-face/ CANVAS) writing professional development for elementary teachers during October grade-level meetings. 4. Elementary teachers continued with CANVAS) writing professional development module 2 ● 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.

2. The first round of NC Check-In Grades 3-8 for Math and Reading will be given 10/30 - 11/9. Data will be utilized to gauge student mastery on assessed standards and adjust instruction as necessary.

3. Schools (instructional facilitators and administrators) reviewed Check-In data in CASA meetings after administering the NC Check-Ins in Reading and Mathematics. A central office team met with schools, upon request, to support data disaggregation.

4. EVAAS data for 2017-2018 was released on November 16. Principals reviewed data with school staff and analyzed data to support learning. Instructional facilitators attended a training on the use of EVAAS data to identify trends and to address subgroup deficiencies.

- Provide research-based curriculum and support materials for teachers aligned to content standards.

1. Teachers were provided a hard copy of the revised standards in ELA and Math.

- Provide CASA fidelity checks.

1. Protocols are in place for weekly review and analysis of formative assessments, Check-In data, and lesson plan reviews.

- 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).

1. Assessments were used to guide conversations and “next steps” to deliver differentiated instruction.

2. Family notifications were sent home after each administration.

3. Test Coordinator Training for administration will occur on October 9.

4. The first round of NC Check-In Grade 3-8 for Math and Reading will be given 10/30 - 11/9. Data will be utilized to gauge student mastery on assessed standards and adjust instruction as necessary.

5. Data was shared with schools within four days of administration. Schools are analyzing the data in CASA meetings and using the assessment data to drive instruction.

<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 each student to utilize critical thinking, collaboration, communication, and creativity so that students develop skills necessary for further education and careers.</p>	<ul style="list-style-type: none"> ● Increase number of math and science related teams, projects, and resources. Increase number of arts-related projects and activities. ● Expand afterschool and summer opportunities to participate in competitive and problem-solving events. ● Increase options for opportunities to learn within Advanced Placement courses, Honors courses, Dual-Credit courses, technical courses, internships, and online courses.

<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. <ul style="list-style-type: none"> ● 2018-19 MTSS training dates have been scheduled for the elementary and secondary cohorts. The elementary cohort has attended one session and the secondary cohort has attended two sessions. ● Representatives from each school participated in a two-day train-the-trainer event to support the use of Aimsweb for universal screening and progress monitoring. ● Develop standard protocols for interventions. <ul style="list-style-type: none"> ● 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 coaching and support with identifying EC students who are three or more grade levels behind to ensure appropriate IEP goals and service delivery are being considered.

<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. <ol style="list-style-type: none"> 1. The high school and PowerSchool teams are working to ensure all CTE Concentrator graduates are clearly identified and scheduled to participate in the WorkKeys administration. 2. The administration of the ACT WorkKeys for early graduates will be held in early December 2018.
<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</p>	<ul style="list-style-type: none"> ● Enhance existing Family Engagement initiatives that are connected to student learning and

<p>with families and the community so that student learning experiences are enhanced.</p>	<p>build strong relationships with parents and community.</p> <ol style="list-style-type: none"> 1. The Black Advisory Council met on November 1st and December 11th at the request of participants in order to address the urgency of student needs. 2. The Latino Advisory Council met on October 4th and highlighted areas that we can strengthen together as well. <ul style="list-style-type: none"> ● 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 style="text-align: center;">Sample exit surveys collected from several districts to review.</p>
<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. <ol style="list-style-type: none"> 1. Five AHS AP teachers attended a one-day workshop on October 31st through a partnership with NC AP Partnership. <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ■ 18 teachers are currently attending the fall cohort of Reading Research to Classroom Practice training and have completed three of the five days of training. ■ 10 teachers are currently participating in Math Foundations training and have completed

	<p>four of the five days of training.</p> <ul style="list-style-type: none"> ● Teachers and administrators will participate in focused professional development to support English Learners. <ul style="list-style-type: none"> ○ Lead teacher will participate in WIDA training for administrators and will bring back information to train administrators. ○ Elementary teachers participated in Oracy (Academic Discourse) during the initial work days. ○ Balfour Elementary teachers participated in Oracy (Academic Discourse) training during the November 6th professional development day. ● Content areas and grade level teachers will meet regularly to provide support and professional growth. <ul style="list-style-type: none"> ○ Provided Hybrid (face-to-face/ CANVAS) writing professional development for elementary teachers and provided extra time for teachers to collaborate on “what works” and “areas of growth” during October grade-level meetings. ● 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. <ul style="list-style-type: none"> ○ Provided professional development training to Teacher Leadership Academy participants on “Understanding Cultural Responsiveness” on September 26th.
<p>Objective 3. Celebrate, recognize, and cultivate excellence in the profession, so that faculty and staff feel supported, valued, and successful in order to maximize their full potential.</p>	<ul style="list-style-type: none"> ● Work with building level leaders to identify additional ways to celebrate/recognize employees. ● Increase awareness of the Employee Assistance Program to provide resources and support to address personal or work-related challenges and concerns. <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</p>	<ul style="list-style-type: none"> ● Train classroom teachers and implement the use of PowerTeacher Pro. <ol style="list-style-type: none"> 1. A train-the-trainer model was implemented or each school to be implemented at the

<p>and communication systems, so that students, families, and/or staff can effectively use these resources to support student progress.</p>	<p>start of each school year. Each school sent a trainer to training at RCC in April 2018.</p> <ol style="list-style-type: none"> 2. Dr. Drew Maerz and Christina Kinley provided school support for training upon principal request. 3. PowerTeacher Pro training webinars, offered by NCDPI, are shared with teacher through email and Monday Musings. 4. Follow-up trainings are offered at individual schools on an “as needed” basis. <ul style="list-style-type: none"> ● 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 September 17. 2. On October 3, the newly formed ACS Business Advisory Council met to provide feedback to the system from the business and industry perspective. Chris Harrington from Elastic Therapy was elected as the ACS Business Advisory Council Chair. <ul style="list-style-type: none"> ● 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 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.

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.

- At the beginning of each year school will identify students that do not have a mentor or trusted adult and will work with their teachers, staff, and mentor/ volunteers to ensure each student has a trusted adult to whom they can reach out.
- Continue to build partnerships with organizations like Communities in Schools, Village of Barnabas, Eastside Development Corporation and faith based and civic partners to find mentors for students.

Objective 2. Provide a system of support to ensure access to effective health and safety programs so that the physical, social, and emotional needs of students are met.

- 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.
 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.](#)

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.

- 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

Objective 4. Expand community partnerships that promote a healthy lifestyle, so that the wellness of our students, families, and staff is improved.

- Expand Employee Assistance Program to provide resources and support to address personal or work-related challenges and concerns.
 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.
- 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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Asheboro City Schools Calendar 2018-2019

Revised 12/13/18

July 2018						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
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29	30	31				

August 2018						
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September 2018						
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30						

October 2018						
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November 2018						
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December 2018						
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30	31					

July	4	Holiday
August	15-16	Teacher Workday
	17	Staff Reports
	17, 20	Professional Development
	21-24	Mandatory Teacher Workday
	27	First day for students

September	3	Holiday
	14, 17	Teacher Workday (Florence)
October	11, 12	Teacher Workday
	29	Last day of First Quarter

November	6	Mandatory Teacher Workday
	12	Holiday
	21	Vacation/ Annual Leave
	22-23	Holiday

December	10	Vacation/ Annual Leave
	11,12	Teacher Workday
	21	Early Release
	24-26	Holiday
	27-31	Vacation/Annual Leave

January	1	Holiday
	18	End of Second Quarter
	21	Holiday
	22	Teacher Workday

February	18	Vacation/ Annual Leave
March	27	End of Third Quarter
	29	Mandatory Teacher Workday

April	15-18	Vacation/Annual Leave
	19	Holiday

May	27	Holiday
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June	7	End of Fourth Quarter
	7	Early Release
	10	Mandatory Teacher Work Day
	11	Teacher Workday

		Holiday
		Teacher Workday
		Mandatory Teacher Work Day
		Vacation/Annual Leave
		Mandatory Prof. Develop.
		Early Release
		Work Day (Florence)

January 2019						
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February 2019						
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March 2019						
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April 2019						
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28	29	30				

May 2019						
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June 2019						
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23	24	25	26	27	28	29
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Procedures for Closing School Due To Inclement Weather

* In addition to posting information on closing, on the official website for Asheboro City Schools www.asheboro.k12.nc.us, closing information will be released to the following news media:

RADIO WMAG 99.5 FM	TV-WFMY (Channel 2)	TV-WXLV (Channel 45)
RADIO WKXR 1260 AM	TV-WGHP (Channel 8)	News 14 (Channel 14)
	TV-WXII (Channel 12)	

*If school must be dismissed during the day, there will be approximately a 45-minute delay between elementary and secondary dismissals in order for the buses to make their double runs.

Makeup for Inclement Weather

Asheboro City Schools may determine that inclement weather make-up time is required. Days generally reserved include Teacher Workdays and Annual Vacation Leave Days. Make-up days will be utilized according to the educational needs and instructional programs of the Asheboro City Schools. Students, parents, and staff should plan accordingly. Potential make-up days for staff and students may include:

Workdays	Vacation/Annual Leave	Saturdays
November 6, 2018	November 21, 2018	November 3, 10, 2018
January 18, 22, 2019	December 21, 27, 28, 31, 2018	January 5, 12, 19, 26 2019
	February 18, 2019	February 23, 2019
	April 15, 16, 17, 18, 2019	June 1, 2019

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

Asheboro City Board of Education December 13, 2018

Finance

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

Policy

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

Legislative

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

School Assignments 2019

Asheboro High School
South Asheboro Middle School

North Asheboro Middle School

Balfour Elementary School

C.W. McCrary Elementary School
Donna Lee Loflin Elementary School
Guy B. Teachey Elementary School
Lindley Park Elementary School
Early Childhood Development Center

All members
Gwen Williams, Linda Cranford,
Gustavo Agudelo, Gidget Kidd,
Phillip Cheek
Baxter Hammer, Archie Priest, Jr.,
Kyle Lamb, Michael Smith
Beth Knott, Linda Cranford, Gwen
Williams
Phillip Cheek, Gustavo Agudelo
Michael Smith, Kyle Lamb
Gidget Kidd, Archie Priest, Jr.
Baxter Hammer, Joyce Harrington
Kyle Lamb