

# AGENDA

Special Joint Meeting  
of the  
Asheboro City Board of Education  
and the  
Randolph County Board of Commissioners  
6:00 p.m.  
February 21, 2019

Welcome.....Gidget Kidd, Chairman  
Asheboro City Board of Education

Call to Order .....Darrell Frye, Chairman  
Randolph County Board of Commissioners

Information and Reports..... Dr. Terry Worrell, Superintendent  
Asheboro City Schools

- a. 10-Year Long-Range Facility Plan – Ed Keller*
- b. Asheboro High School Construction Proposal – Smith Sinnett Architecture*
- c. Discussion*

Adjournment.....Darrell Frye, Chairman  
Randolph County Board of Commissioners

## Asheboro City Schools Ten Year Facilities Plan

Facility	2019	2020	2021	2022	2023	2024	2025	Total Investment
Balfour	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 134,620	\$ 364,527	\$ 675,149
McCrary	\$ 167,624	\$ 365,000	\$ 38,114	\$ 324,716	\$ -	\$ 12,802	\$ 92,544	\$ 1,254,905
Loflin	\$ 99,285	\$ 144,000	\$ 281,788	\$ -	\$ -	\$ -	\$ 80,094	\$ 627,597
ECDC	\$ 26,700	\$ -	\$ -	\$ -	\$ -	\$ 92,232	\$ -	\$ 118,932
Teachey	\$ 176,932	\$ -	\$ -	\$ 224,956	\$ 436,649	\$ 402,025	\$ -	\$ 1,240,562
Lindley Park	\$ 110,275	\$ 292,000	\$ 242,989	\$ 4,885	\$ -	\$ 101,600	\$ -	\$ 1,497,355
NAMS	\$ -	\$ 150,000	\$ 17,700	\$ 93,737	\$ 13,359	\$ 24,829	\$ -	\$ 972,002
SAMS	\$ 413,515	\$ -	\$ 238,950	\$ 370,714	\$ 67,146	\$ 116,434	\$ 236,314	\$ 1,713,285
Asheboro High		\$ 120,000	\$ 213,934	\$ -	\$ 1,197,644	\$ 208,687	\$ 962,570	\$ 3,393,258
Central Office	\$ 40,000	\$ -	\$ 20,060	\$ -	\$ -	\$ 23,782	\$ -	\$ 88,791
District-wide		\$ -	\$ 11,500	\$ 10,000	\$ -	\$ 20,000	\$ -	\$ 227,300
Annual Totals	\$ 1,034,331	\$ 1,071,000	\$ 1,065,035	\$ 1,029,008	\$ 1,714,798	\$ 1,137,011	\$ 1,736,049	\$ 11,809,136

**Asheboro City Schools  
Ten Year Facilities Plan  
Year 4 (2018 - 2019)**

<b>Location</b>	<b>Category</b>	<b>Project</b>	<b>Estimated Cost</b>
Central Office	Building Envelope	Replace Roof	\$ 40,000.00
C.W. McCrary	Building Envelope	Replace Windows	\$ 167,624.00
D. L. Loflin	HVAC	Replace Chiller #1	\$ 90,000.00
D. L. Loflin	Building Envelope	Replace Gutter System	\$ 9,285.00
ECDC	HVAC	Replace Rooftop Units	\$ 26,700.00
Guy B. Teachey	HVAC	Install Building Controls	\$ 176,932.00
Lindley Park	Building Envelope	Replace Roof Section C	\$ 110,275.00
South Asheboro Middle	Building Envelope	Replace Roof Sections D, E	\$ 115,000.00
South Asheboro Middle	Building Envelope	Awnings Metal Work	\$ 20,345.00
South Asheboro Middle	Athletics	Resurface Track	\$ 95,000.00
South Asheboro Middle	Building Envelope	Replace Windows Gymnasium	\$ 136,655.00
South Asheboro Middle	HVAC	Repairs to Media Center Units	\$ 46,515.00
<b>Total</b>			<b>\$ 1,034,331.00</b>

**Asheboro City Schools  
Ten Year Facilities Plan  
Year 5 (2019 - 2020)**

<b>Location</b>	<b>Category</b>	<b>Project</b>	<b>Estimated Cost</b>
Asheboro High School	Site Improvements	Bleacher Repairs	\$ 60,000.00
Asheboro High School	Building Envelope	Replace Roof Sections F,G,H,E,CC,DD,EE,W,R,X	\$ 60,000.00
C. W. McCrary	HVAC	Replace Chiller #1	\$ 100,000.00
C. W. McCrary	Building Envelope	Replace Roof Sections B, H, M, C, G	\$ 265,000.00
Lindley Park	Building Envelope	Replace Roof Sections A, B, C	\$ 292,000.00
D. L. Loflin	HVAC	Install Building Controls	\$ 125,000.00
D. L. Loflin	Site Improvements	Replace Columns/Remove Lead Paint	\$ 19,000.00
North Asheboro Middle	HVAC	Replace Roof Top Units	\$ 150,000.00
<b>Total</b>			<b><u><u>\$ 1,071,000.00</u></u></b>

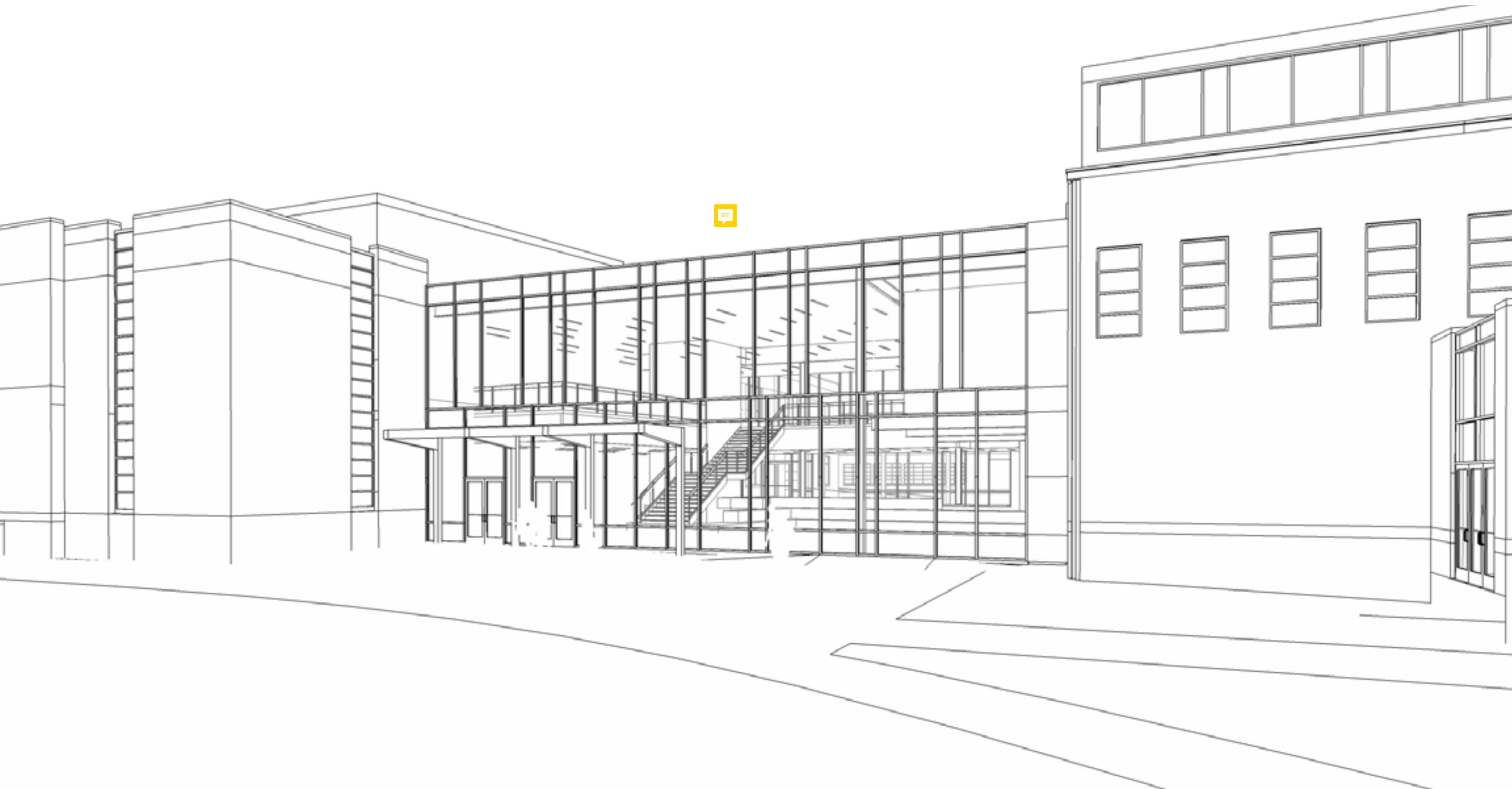
**ASHEBORO CITY SCHOOLS  
CONSTRUCTION UPDATE  
FEBRUARY 2, 2019**



**smithsinnett**  
ARCHITECTURE

**Asheboro**   
**CITY SCHOOLS**  
*A learning community of excellence!*

# PHASE I ADDITION

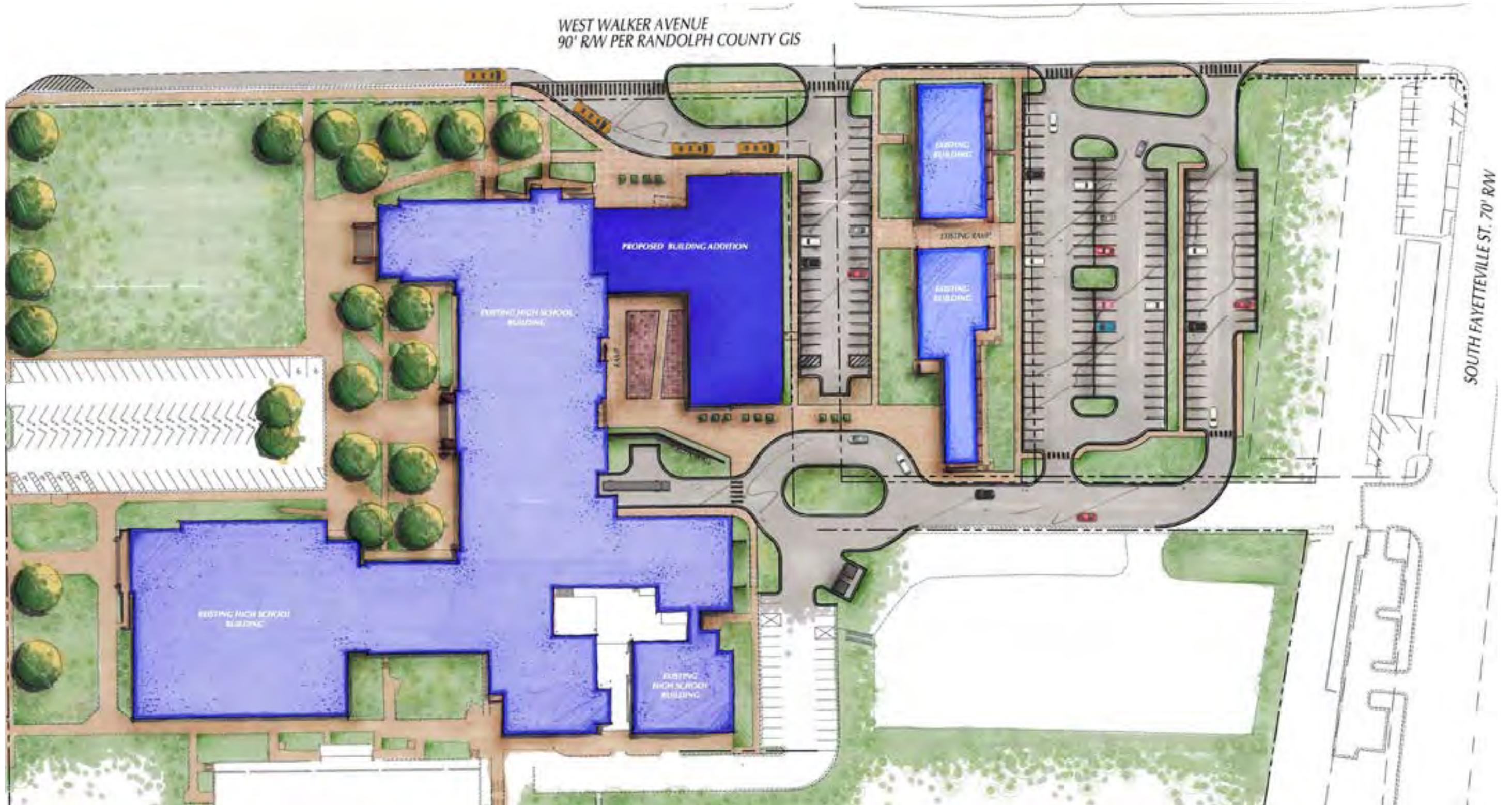


# PHASE I ASHEBORO HIGH SCHOOL ADDITION + RENOVATIONS



**AERIAL VIEW**

# PHASE I ASHEBORO HIGH SCHOOL ADDITION + RENOVATIONS



**SCHEMATIC SITE PLAN**

# PHASE I ASHEBORO HIGH SCHOOL ADDITION + RENOVATIONS



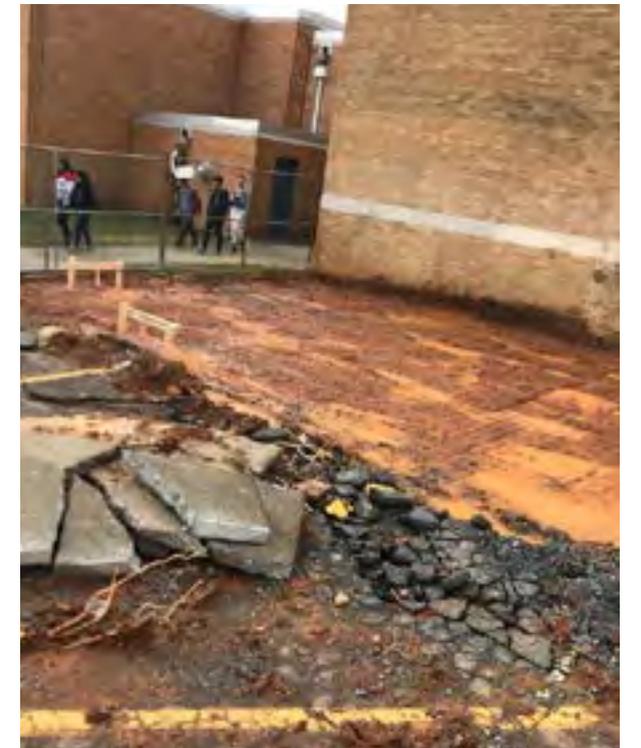
- AREA LEGEND
- Administration
  - Arts Education
  - Circulation
  - Food Service
  - H.S. Science
  - Janitorial, Mechanical, Storage
  - Vocational Classrooms

# PHASE I ASHEBORO HIGH SCHOOL ADDITION + RENOVATIONS



## SECOND FLOOR PLAN

# PHASE I ASHEBORO HIGH SCHOOL ADDITION + RENOVATIONS



**CONSTRUCTION PROGRESS | EXTERIOR**

# PHASE I ASHEBORO HIGH SCHOOL ADDITION + RENOVATIONS



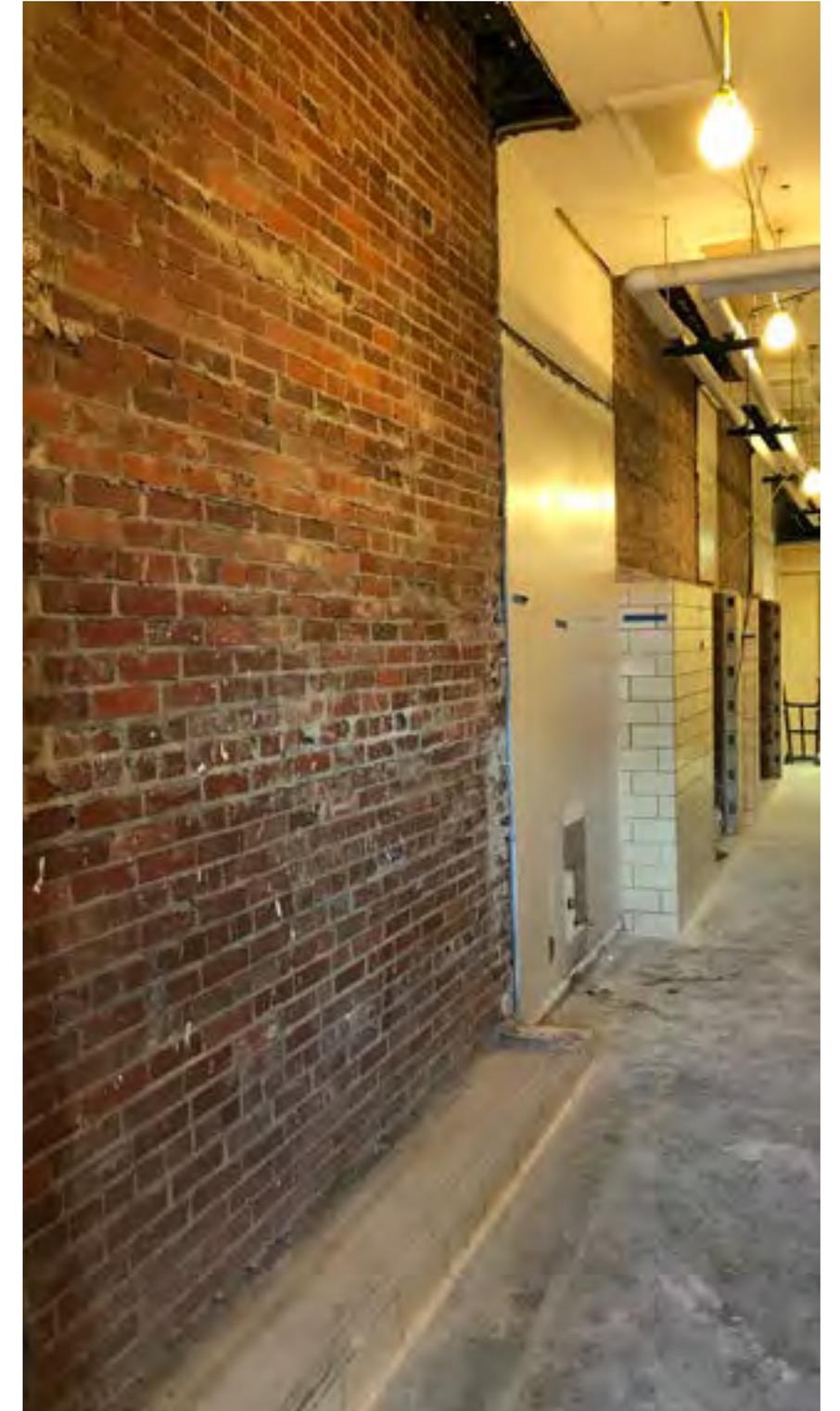
**CONSTRUCTION PROGRESS | FINE ARTS**

# PHASE I ASHEBORO HIGH SCHOOL ADDITION + RENOVATIONS



**CONSTRUCTION PROGRESS | FINE ARTS**

# PHASE I ASHEBORO HIGH SCHOOL ADDITION + RENOVATIONS



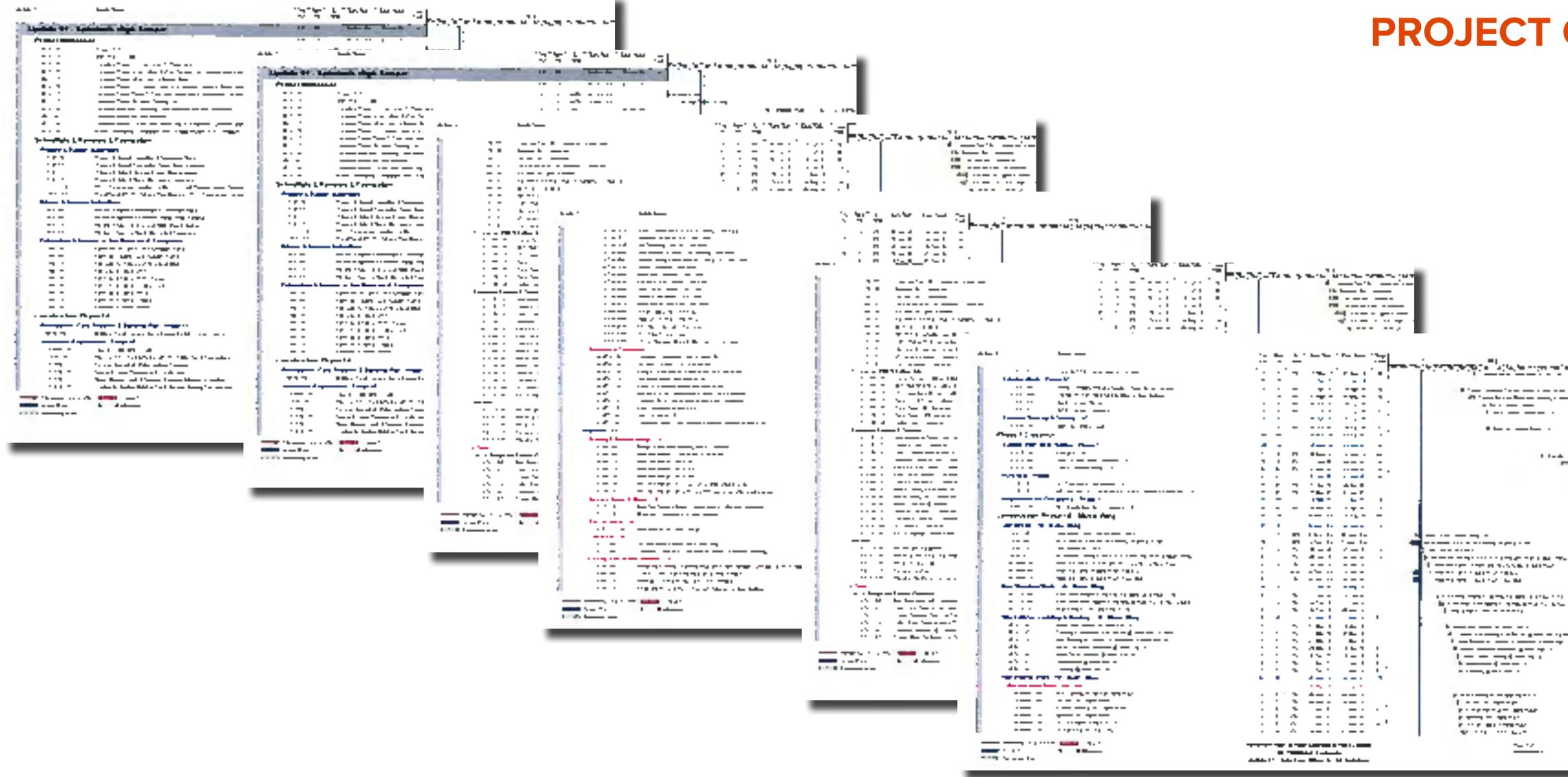
**CONSTRUCTION PROGRESS | CORRIDOR DEMOLITION**

# PHASE I ASHEBORO HIGH SCHOOL ADDITION + RENOVATIONS

**PHASE I COMPLETION DATE**

**MAY 2020**

**PROJECT COST: \$20.5M**



**SCHEDULE + BUDGET**

# PHASE II HVAC + KITCHEN RENOVATIONS



## PHASE II HVAC + KITCHEN RENOVATIONS

### **HVAC GYM UPGRADES**

ASHEBORO HIGH SCHOOL

NORTH ASHEBORO MIDDLE SCHOOL

SOUTH ASHEBORO MIDDLE SCHOOL

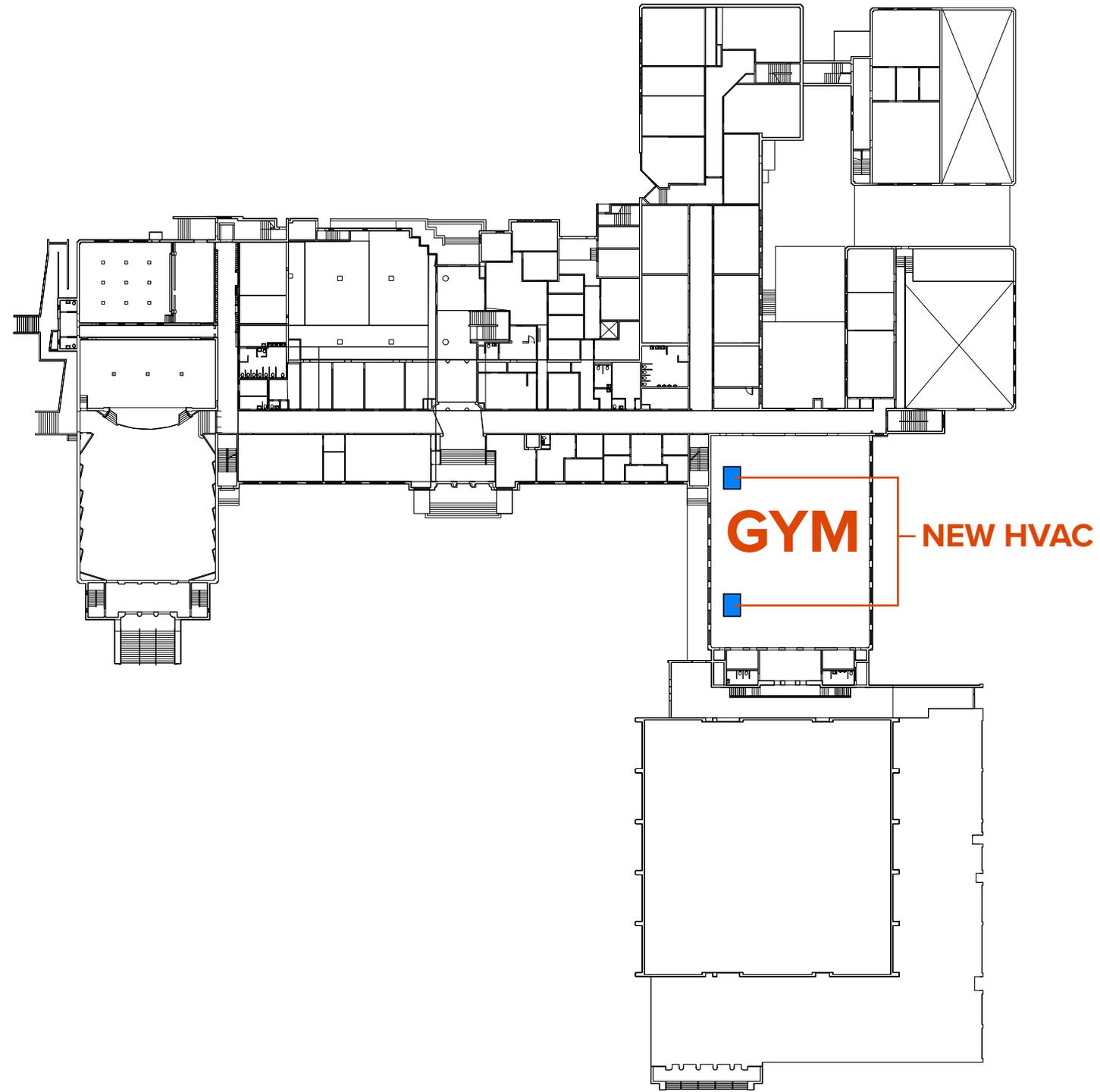
### **KITCHEN RENOVATIONS**

MCCRARY ELEMENTARY

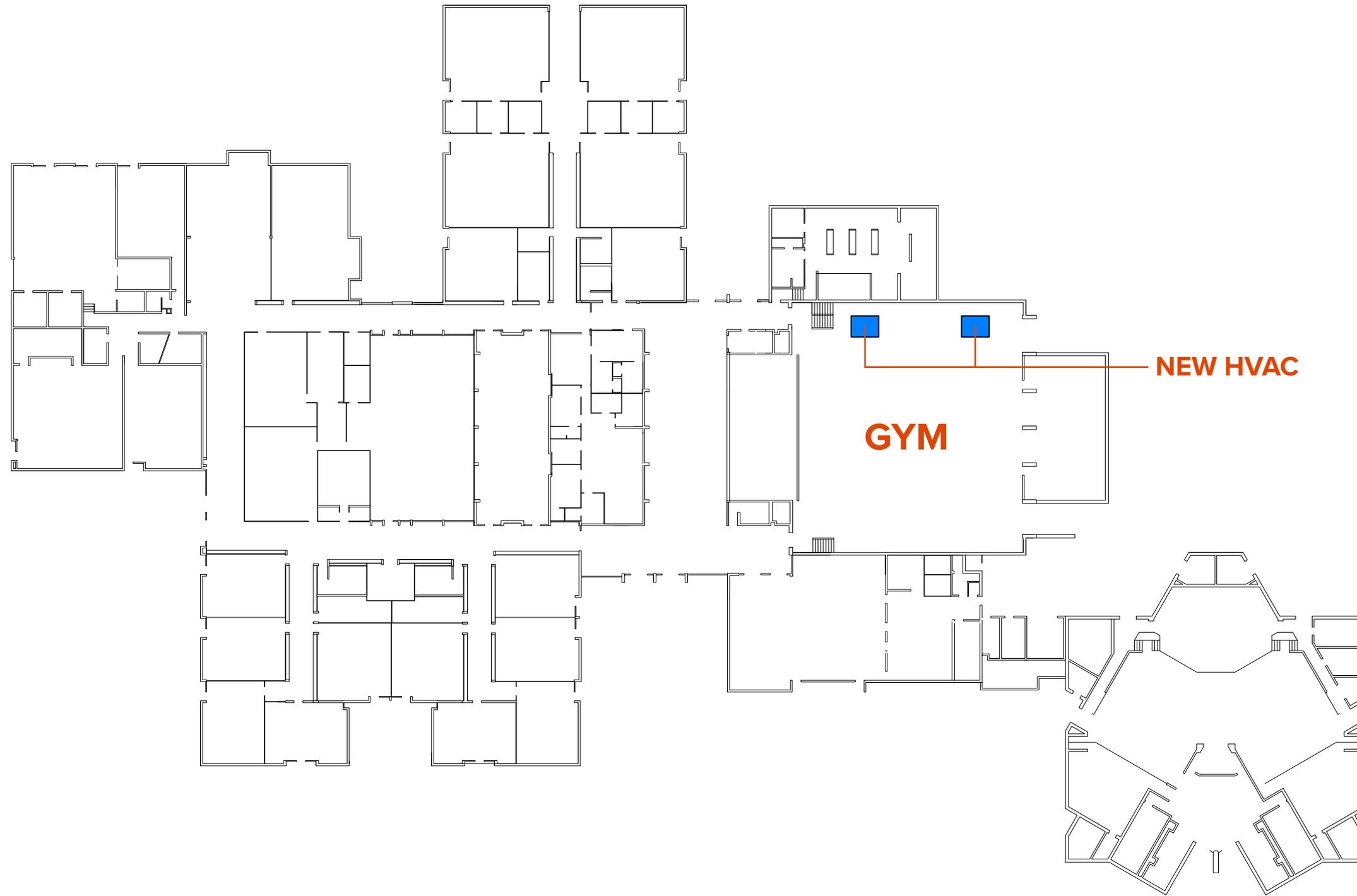
LINDLEY PARK ELEMENTARY



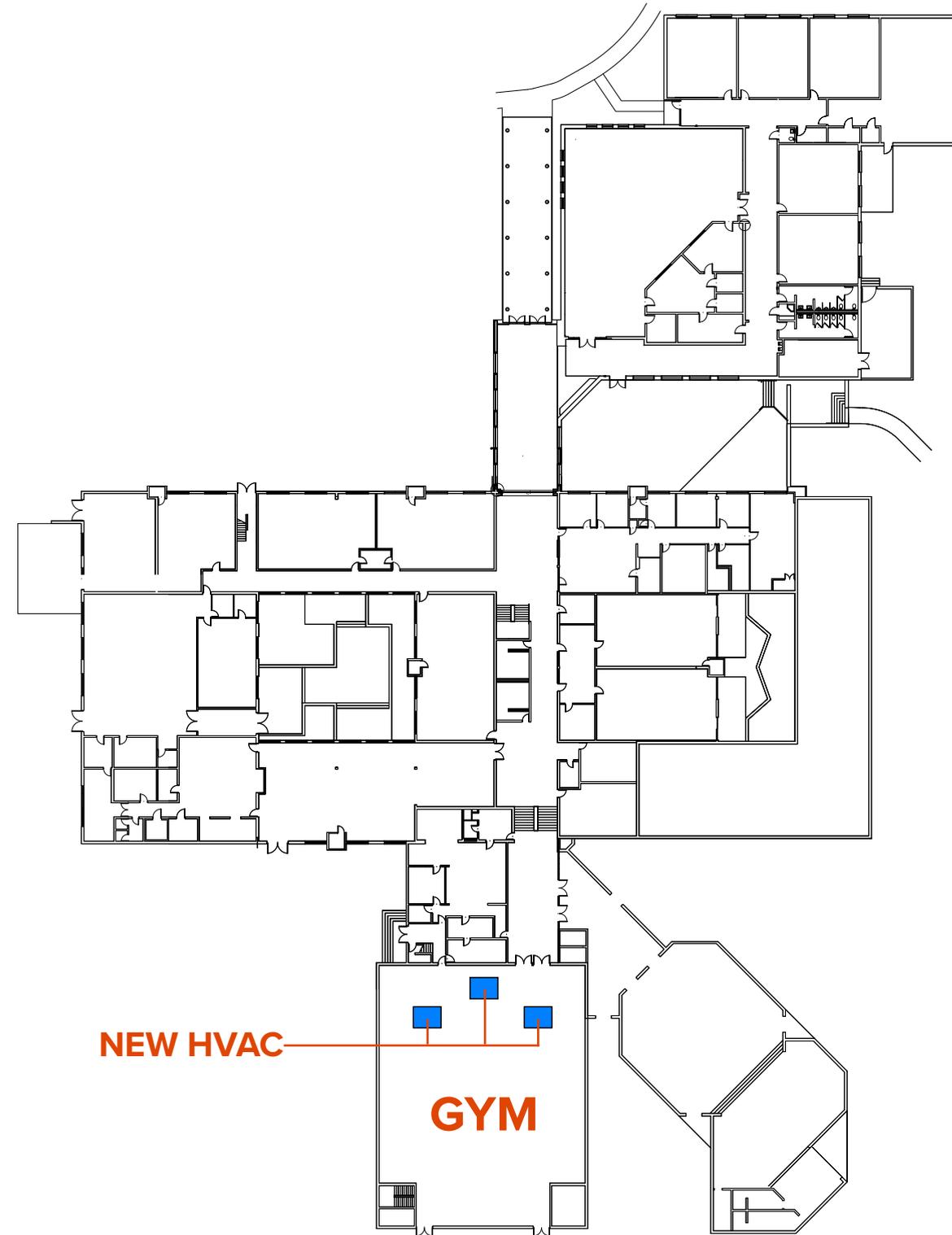
# PHASE II HVAC + KITCHEN RENOVATIONS



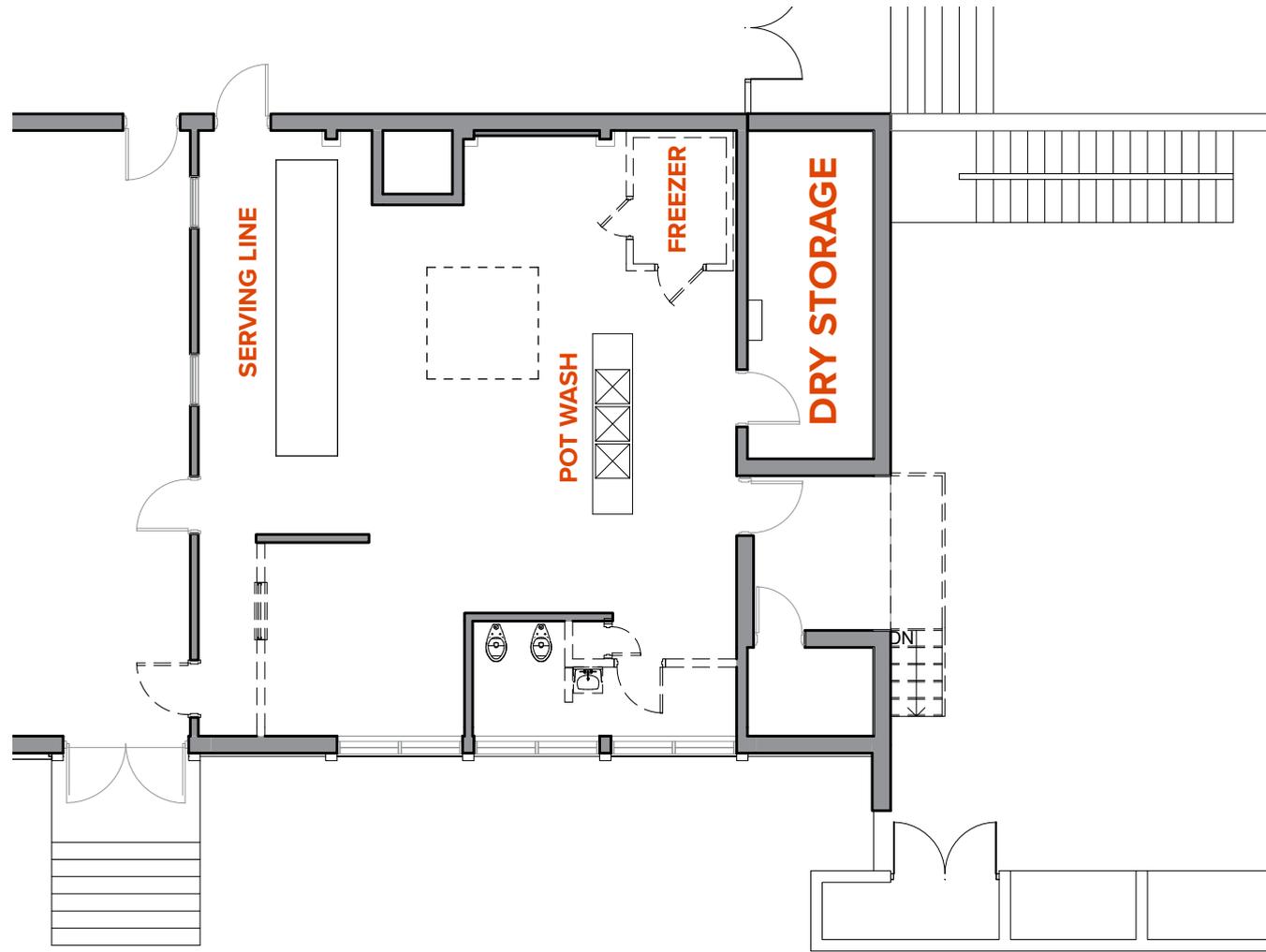
# PHASE II HVAC + KITCHEN RENOVATIONS



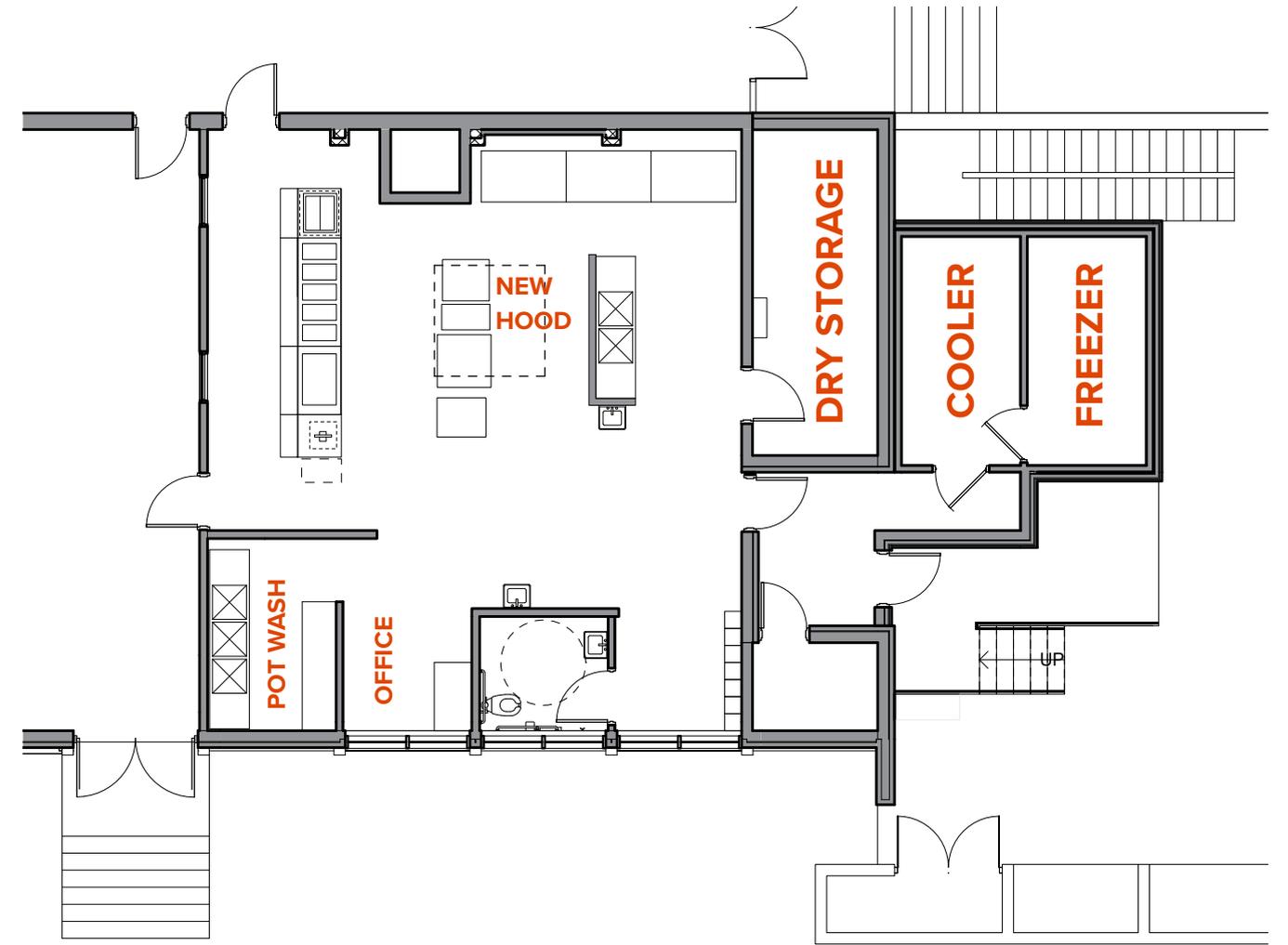
# PHASE II HVAC + KITCHEN RENOVATIONS



# PHASE II HVAC + KITCHEN RENOVATIONS

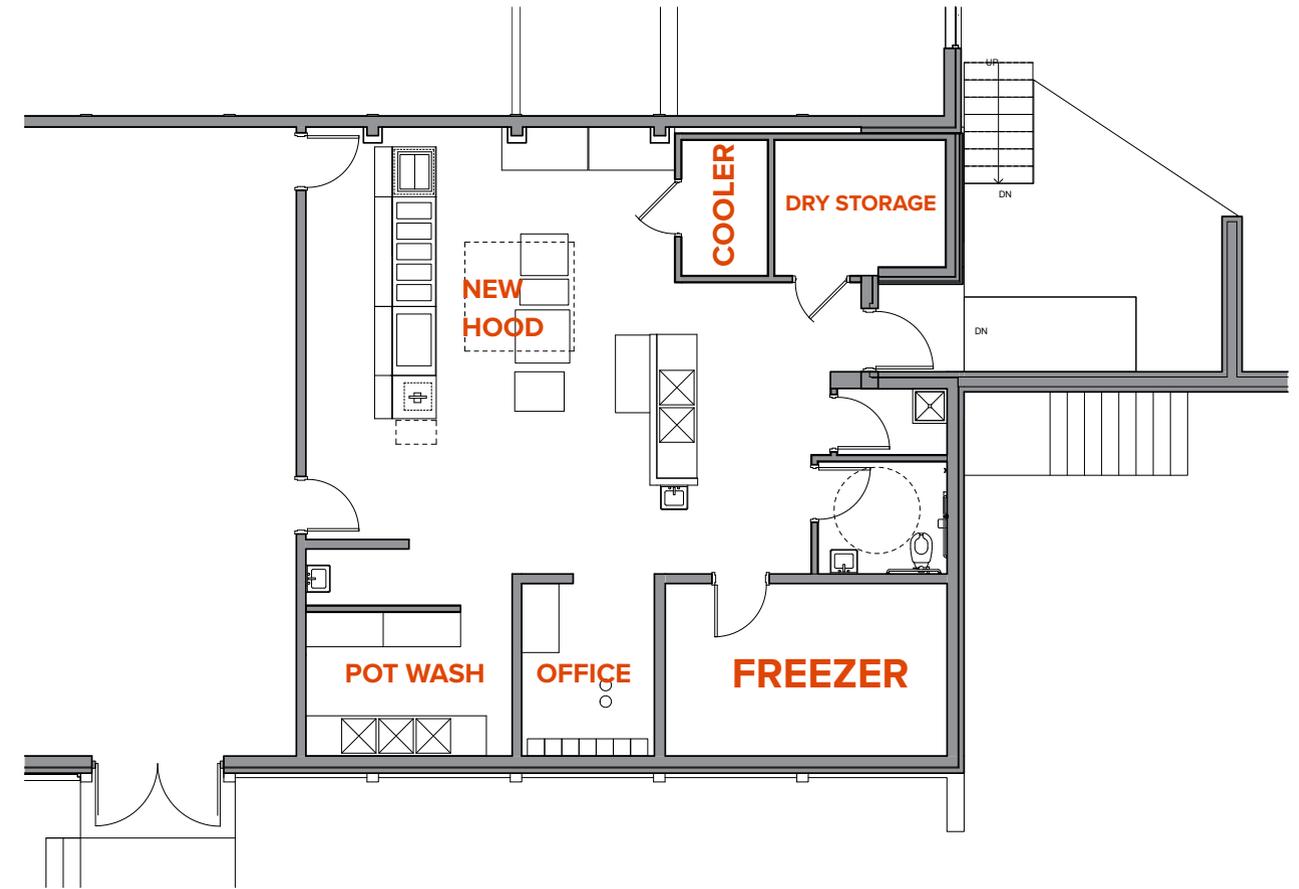
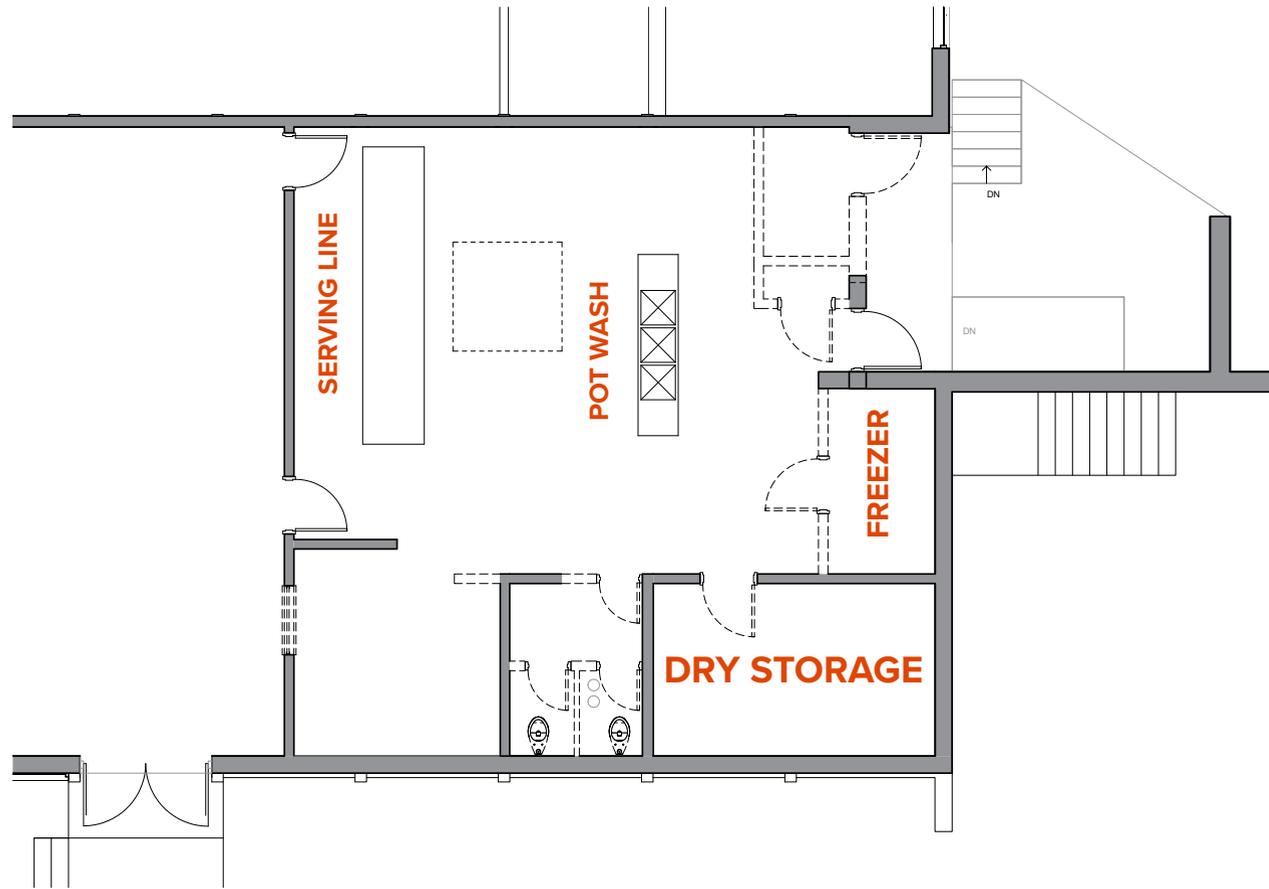


**EXISTING PLAN**



**RENOVATION PLAN**

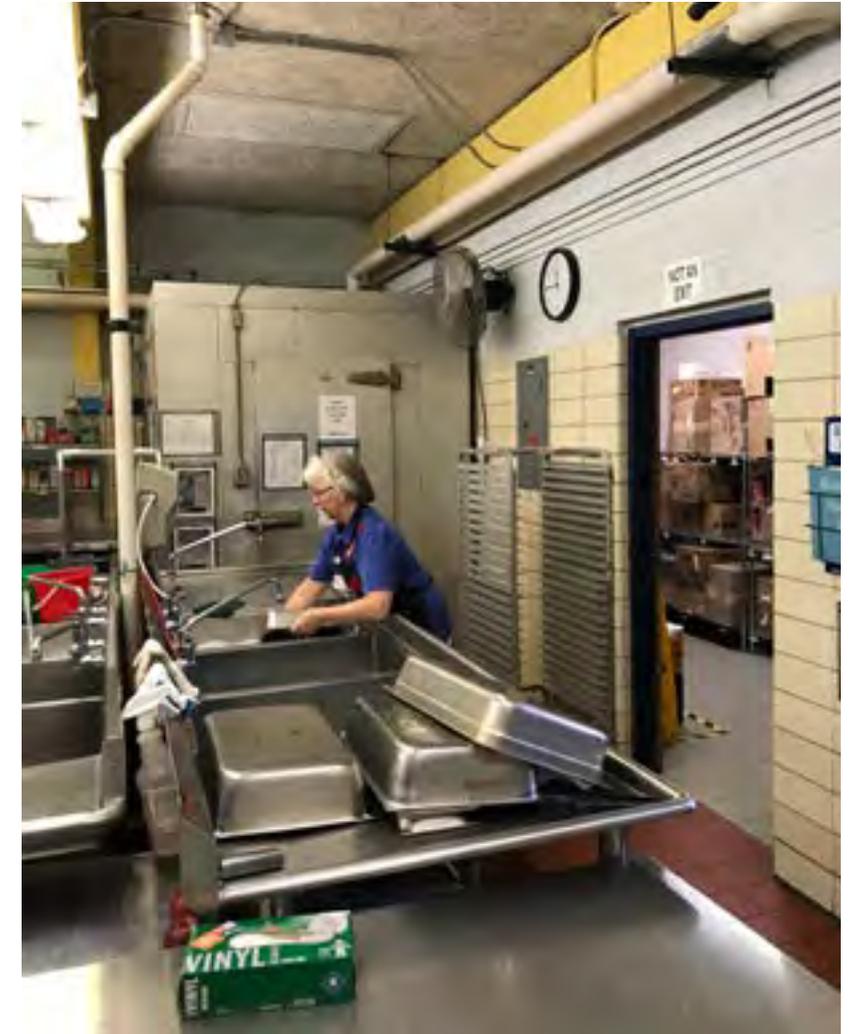
# PHASE II HVAC + KITCHEN RENOVATIONS



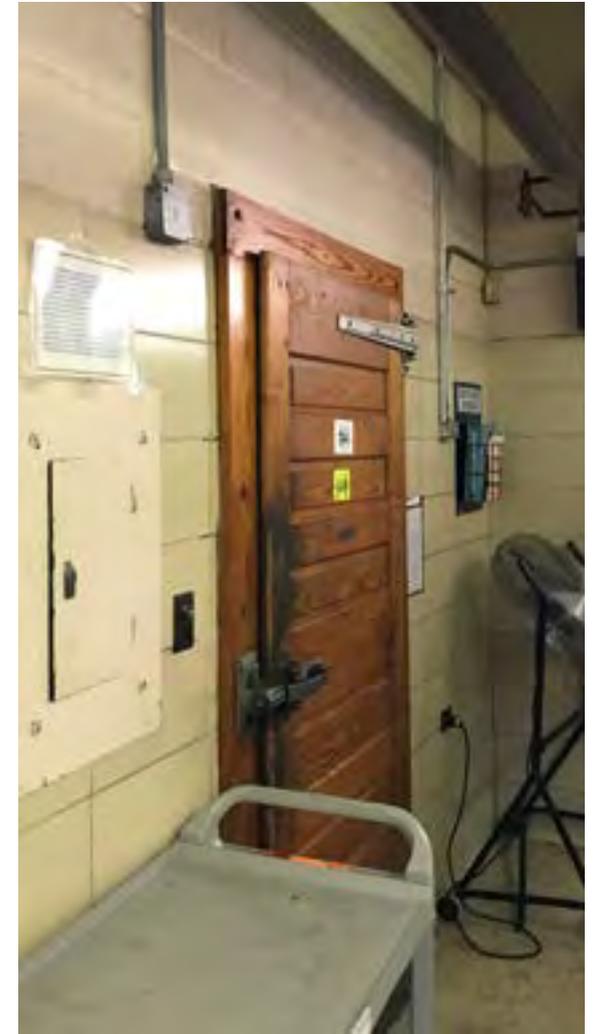
**EXISTING PLAN**

**RENOVATION PLAN**

# PHASE II HVAC + KITCHEN RENOVATIONS



## PHASE II HVAC + KITCHEN RENOVATIONS



## PHASE II HVAC + KITCHEN RENOVATIONS

**PHASE II COMPLETION DATE**

**DECEMBER 2019**

**PROJECT BUDGET: \$2.5M**

### **SCHEDULE**

January 14, 2019	Commencement of Design
February 11, 2019	Owner SD/DD Review
February 18, 2019	Owner Comments
March 4, 2019	95% Construction Documentation Completion and Reviews (DPI, City of Asheboro, Health, Fire, etc.)
March 25, 2019	Out to Bid
April 16, 2019	Open Bids
May 9, 2019	Award Bid - Board of Education
May 13, 2019	Notice to Proceed
June 10, 2019	Commence Construction
December 2019	Completion Date

# PHASE III RENOVATION

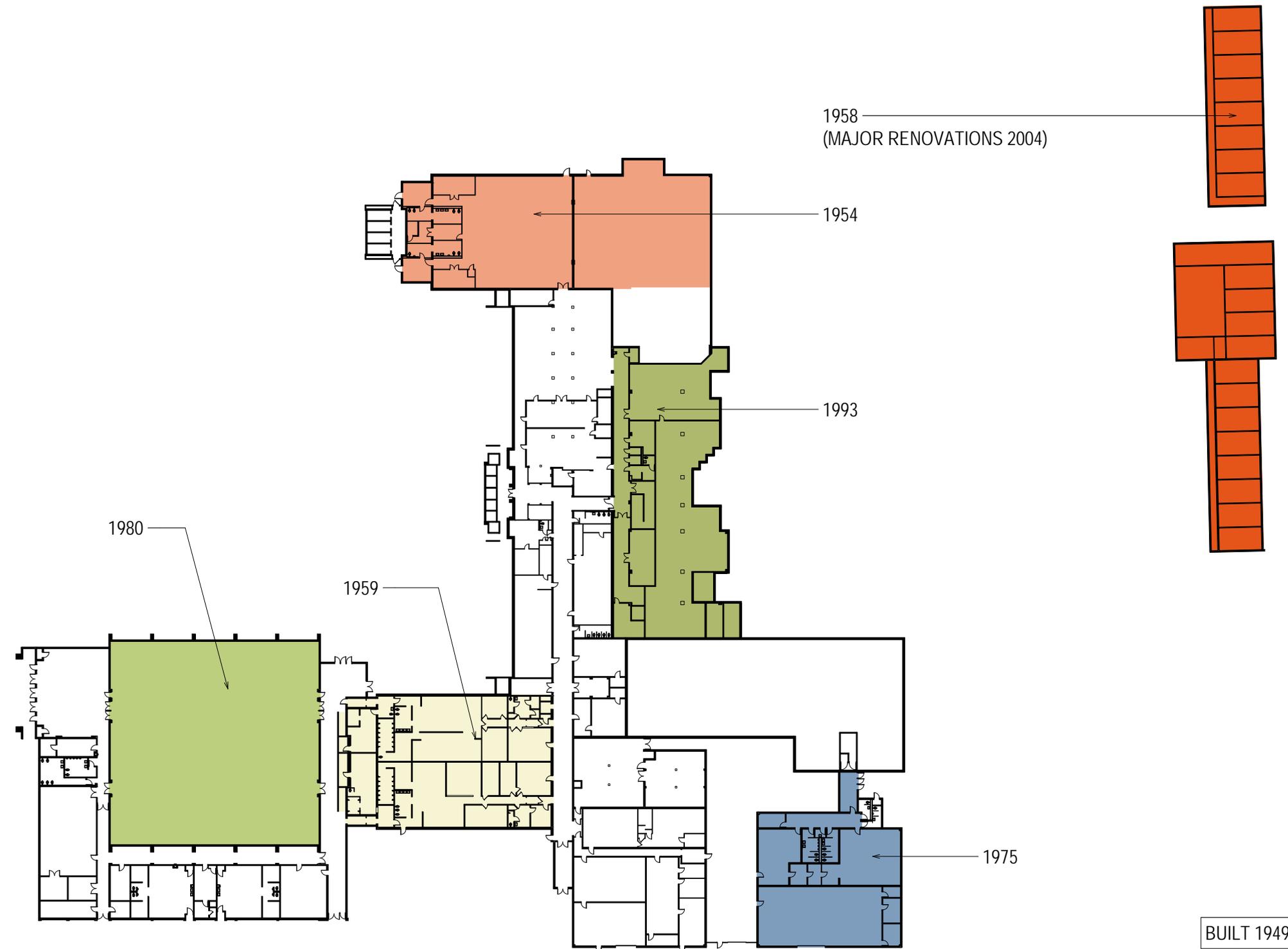


# PHASE III ASHEBORO HIGH SCHOOL RENOVATION



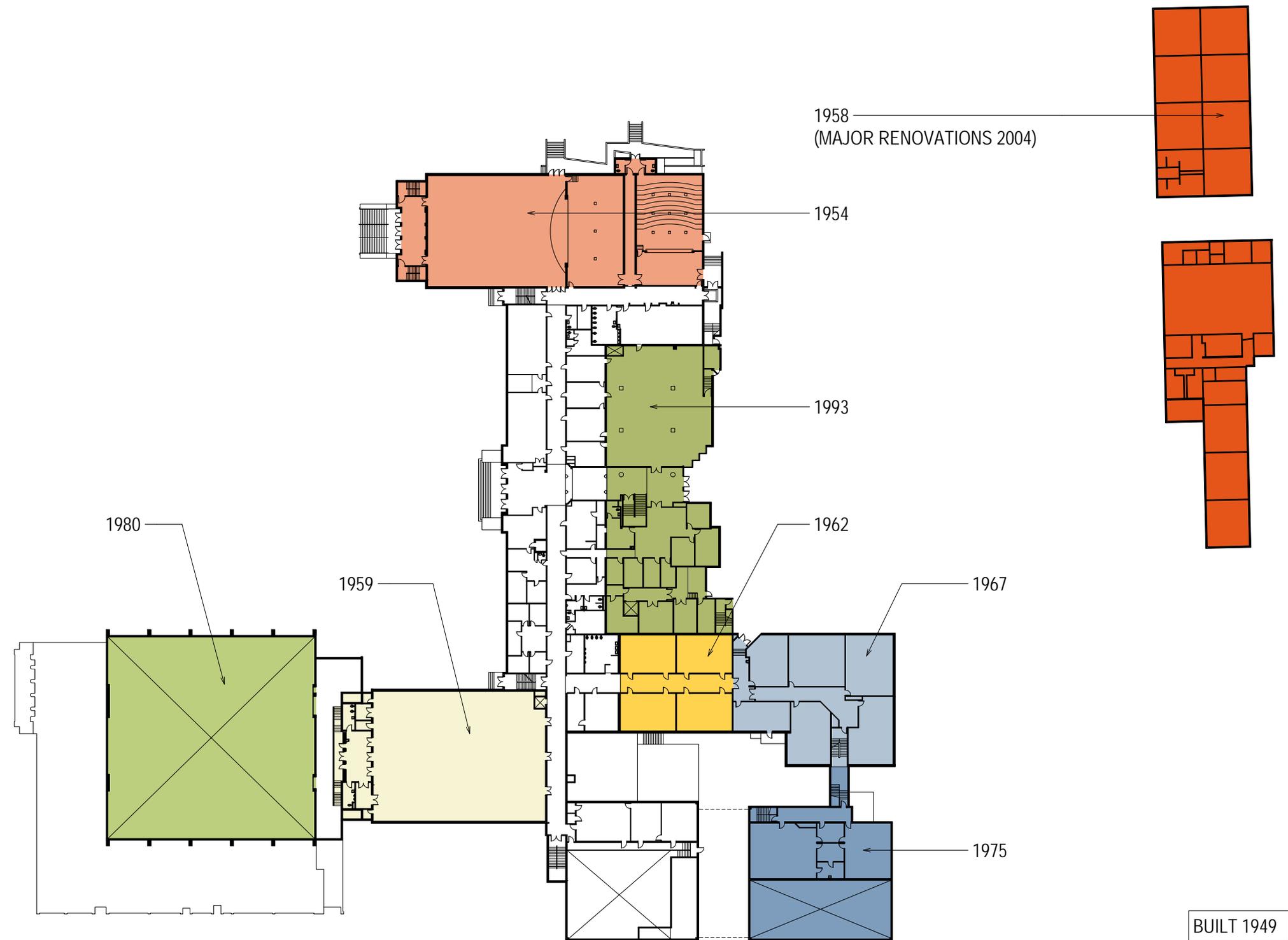
**SITE WORK**

# PHASE III ASHEBORO HIGH SCHOOL RENOVATION



**LOWER LEVEL FLOOR PLAN**

# PHASE III ASHEBORO HIGH SCHOOL RENOVATION



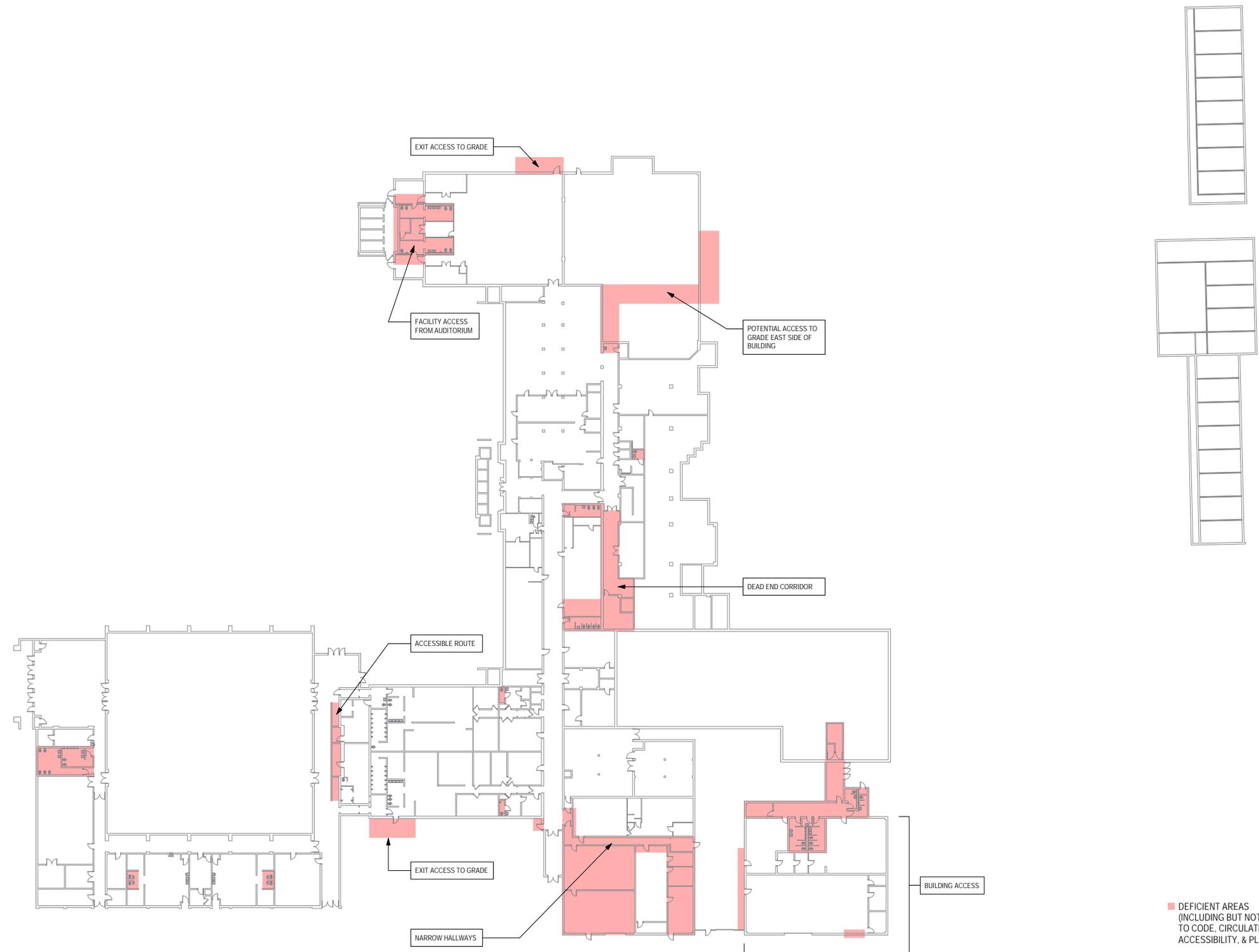
FIRST FLOOR PLAN

# PHASE III ASHEBORO HIGH SCHOOL RENOVATION



**SECOND FLOOR PLAN**

# PHASE III ASHEBORO HIGH SCHOOL RENOVATION



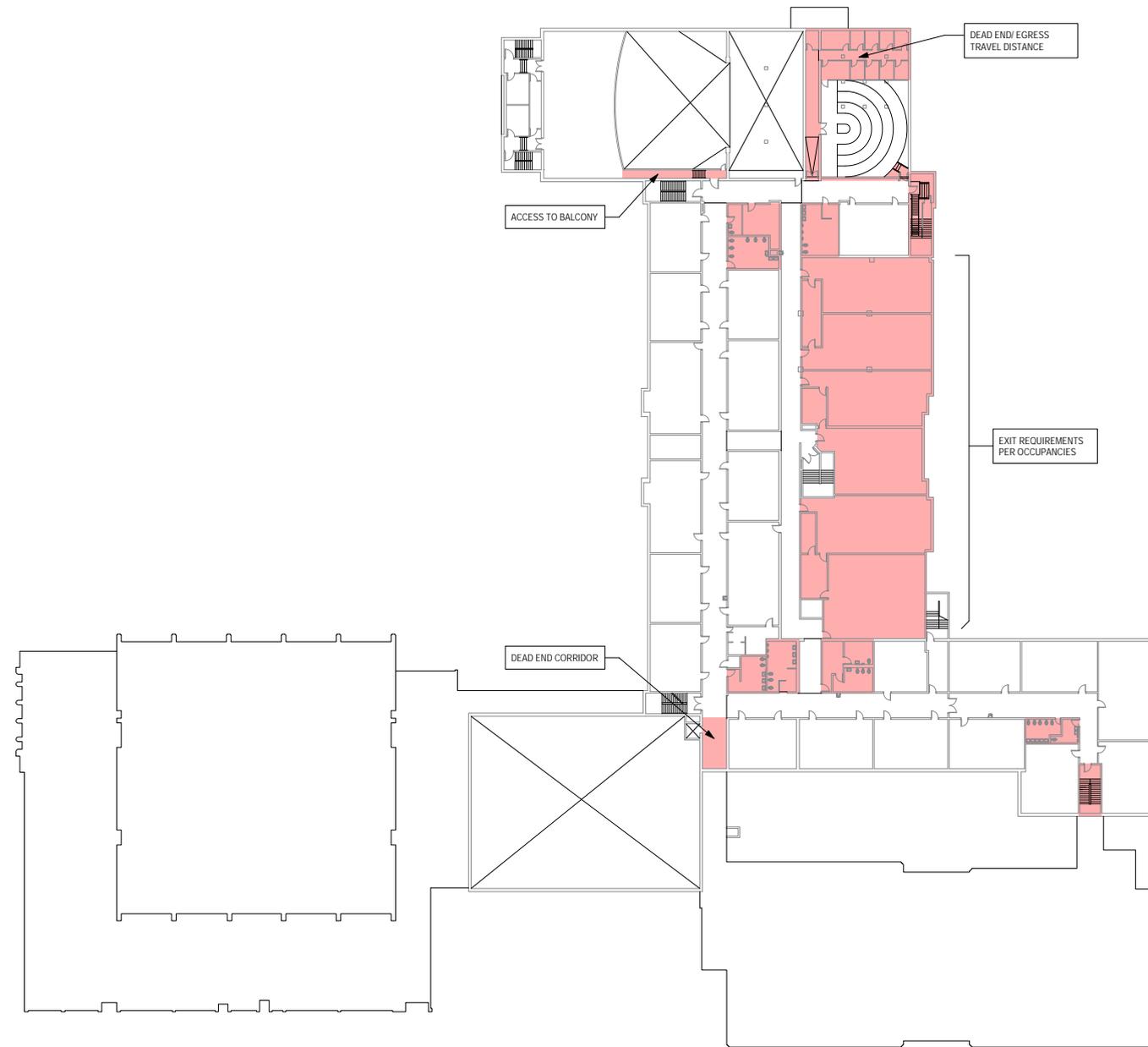
## LOWER LEVEL BUILDING ANALYSIS

# PHASE III ASHEBORO HIGH SCHOOL RENOVATION



## FIRST LEVEL BUILDING ANALYSIS

# PHASE III ASHEBORO HIGH SCHOOL RENOVATION



■ DEFICIENT AREAS  
(INCLUDING BUT NOT LIMITED  
TO CODE, CIRCULATION,  
ACCESSIBILITY, & PLUMBING)

## SECOND LEVEL BUILDING ANALYSIS

# PHASE III ASHEBORO HIGH SCHOOL RENOVATION

**PHASE III START DATE  
SPRING 2019**

## **SCHEDULE**

March 5, 2019	Commencement of Design - Contract
Spring 2019	Schematic Design + Owner Review
Summer/Fall 2019	Design Development + Owner Review
Winter 2019	Construction Documents + Owner Review
Spring 2020	95% Construction Documentation (DPI, City of Asheboro, Health, Fire, etc.)
Spring 2020	Respond To Comments
Summer/Fall 2020	Bidding
Fall 2020	Notice to Proceed + Construction
TBD	Completion Date



**smithsinnett**  
ARCHITECTURE

**ASHEBORO CITY BOARD OF EDUCATION**

**February 21, 2019**

**7:30 p.m.**

**North Asheboro Middle School Theater**

- \*5:30 p.m. – Dinner with the Randolph County Board of Commissioners
- \*6:00 p.m. – Meeting with the Randolph County Board of Commissioners
- \*7:10 p.m. – Finance Committee Meeting

**I. Opening**

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance – A’Mya Mosby and Dean Suarez, South Asheboro Middle School Students – Mr. Ron Dixon, Principal
- \*D. Approval of Agenda

**II. Special Recognition and Presentations**

- A. Community Spotlight – Ms. Tammy Bennett, Insight Human Services – Ms. Leigh Anna Marbert
- B. Board Spotlight – South Asheboro Middle School International Club – Mr. Ron Dixon, 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**

- A. Approval of Minutes:
  - January 8, 2019 Legislative Committee Meeting
  - January 10, 2019 Board of Education Meeting
  - January 18, 2019 Legislative Breakfast Meeting
  - January 30, 2019 Board of Education Special Session
  - February 2, 2019 Board of Education Winter Retreat
- B. Overnight Field Trip Requests:
  - Asheboro High School Chorus; April 26-27, 2019; Charlotte Convention Center
  - Asheboro High School Chorus; March 14, 2019; Wake Forest University
  - Asheboro High School DECA; March 14-16, 2019; Sheraton Center, Greensboro
  - South Asheboro Middle School Student Council; March 15-17, 2019; Roanoke Rapids High School
  - Lindley Park Elementary 5<sup>th</sup> Grade; April 4-5, 2019; Camp Caraway
- C. City Schools Consortium Agreement

- D. Budget Amendments: S-02, CO-02, F-02, and E-01
- E. Personnel
- F. Beginning Teacher Support Plan (Amended)
- G. Summer Academy Plan
- H. Policies for Approval – Dr. Drew Maerz
  - Policy 4370 - Student Discipline Hearing Procedures
  - Policy 4400 - Attendance
  - Policy 6125 - Administering Medicines to Students
  - Policy 6140 - Student Wellness
  - Policy 6305 - Safety and Student Transportation Services
  - Policy 7405 - Extracurricular and Non-Instructional Duties
- J. Public School Building Capital Fund – NC Education Lottery Application

**V. Action Items**

- A. Superintendent Search Service –Mr. Jim O’Rourke, North Carolina School Boards Association
- B. Targeted Support and Improvement Plans – Ms. Robin Harris

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

- A. Policies for 30-Day Review – Dr. Drew Maerz
  - Policy 6560 - Disposal of Surplus Property
  - Policy 7130 - Licensure
  - Policy 7300 - Staff Responsibilities
  - Policy 7730 - Employee Conflict of Interest
  - Policy 7920 - Reduction in Force: Teachers and School Administrators
  - Policy 9110 - Use and Selection of Architects, Engineers, Surveyors, and Construction Managers at Risk
  - Policy 9115 – Prequalification of Bidders for Construction Projects
  - Policy 9120 – Bidding for Construction Work
  - Policy 9125 – Participation by Minority Businesses
- B. Title IV-A – After-School Programs – Ms. Robin Harris

**VII. Superintendent’s Report / Calendar of Events**

- A. Points of Pride and Calendar of Events – Ms. Leigh Anna Marbert
- B. 2018-2019 Board Goals, February Update – Superintendent Worrell

**VIII. Board Operations – Chairman Kidd**

**IX. Adjournment**

**ASHEBORO CITY BOARD OF EDUCATION**

**February 21, 2019**

**7:30 p.m.**

**North Asheboro Middle School Theater**

**Addendum**

- \*5:30 p.m. – Dinner with the Randolph County Board of Commissioners
- \*6:00 p.m. – Meeting with the Randolph County Board of Commissioners
- \*7:10 p.m. – Finance Committee Meeting

**I. Opening**

**II. Special Recognition and Presentations**

**III. Public Comments**

**IV. Consent Agenda**

- D. Budget Amendments: S02, CO-02, F-02, and E-01
  - o Budget Transfer Report (New)
- E. Personnel – Addendum
- K Signature Card – Finance Office

**V. Action Items**

- B. Targeted Support and Improvement Plans (Updated) -- Ms. Robin Harris

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

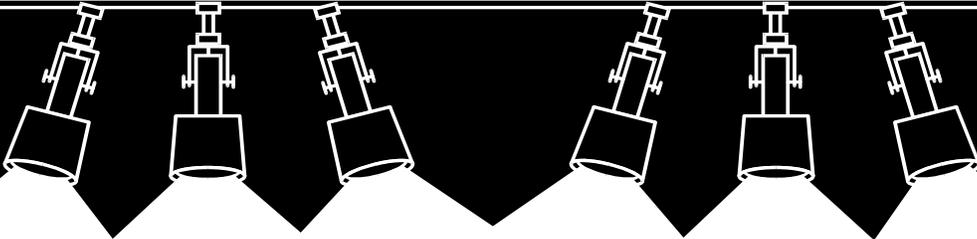
**VII. Superintendent's Report / Calendar of Events**

**VIII. Board Operations – Chairman Kidd**

**IX. Closed Session NC General Statute 143-318.11**

**X. Adjournment**

**February 21, 2019**



**Community Partner Spotlight:**

The Community Partner Spotlight for January was selected by South Asheboro Middle School. We will recognize Ms. Tammy Bennett with Insight Human Services. Ms. Bennett spends time with our students each week, teaching and mentoring them in the areas of: Drug abuse: causes and effects, decision-making, media influences, coping with anxiety, communication skills, social skills, assertiveness, and peer pressure. During lessons, students participate in icebreakers, group discussions, role plays, group work and teambuilding exercises. Students absolutely love their time with her and we appreciate the sunshine and vital information she shares with our students.

**Board Spotlight:**

The South Asheboro Middle School International Club will present information during the Board Spotlight.

**Legislative Committee Meeting Minutes**  
**Tuesday, January 8, 2019**  
**Central Office Board Room**

Board members in attendance included:

Michael Smith, Chair  
Gwen Williams  
Gidget Kidd, Ex-Officio  
Linda Cranford  
Joyce Harrington

Staff members in attendance included:

Dr. Terry W. Worrell, Superintendent  
Carla Freemyer  
Leigh Anna Marbert

Legislative Committee Chair, Michael Smith, opened the meeting at 5:50 p.m. and welcomed all in attendance. Dr. Worrell shared the drafted legislative platform for 2019. She shared with the committee that the draft was compiled using information provided by the North Carolina Association of School Administrators (NCASA) and the North Carolina School Boards Association (NCSBA). Dr. Worrell said both organizations are looking to align their priorities, creating one voice on behalf of public schools in North Carolina.

The committee agreed to present the following priorities to the full Asheboro City Board of Education on Thursday evening.

1. Standardized accountability for all publicly-funded schools.
2. Calendar flexibility.
3. Increase the weighting of student growth from 20% to 50%.
4. Class Size.
5. Adequate funding –
  - a. NC Pre-K
  - b. Increase Educator Pay
  - c. Increase funding for school safety
  - d. Approve a statewide school facility bond referendum

Mr. Smith then adjourned the meeting at 6:47 p.m.

**Asheboro City Schools  
Board of Education Meeting  
January 10, 2019**

**Policy Committee**

**Staff members present:**

Dr. Terry Worrell  
Dr. Drew Maerz

Dr. Aaron Woody  
Carla Freemyer

D.R. Cash

**Board members present:**

Dr. Beth Knott, Chair  
Michael Smith

Gwen Williams  
Gidget Kidd

Linda Cranford

Dr. Knott called the meeting to order at 6 p.m. and referred to Dr. Maerz who began review of the agenda.

- Policy 6560 - Disposal of Surplus Property
  - Clarifies equipment and supplies acquired under a federal award will be disposed of in accordance with applicable federal requirements.
  - Updated legal references.
- Policy 7130 - Licensure
  - Revised language throughout policy to reflect changes in State Board policy and changes in federal law.
  - Updated terminology throughout policy.
  - Updated legal references.
- Policy 7300 - Staff Responsibilities
  - Added information regarding driver education instructors.
  - Updated legal references.
- Policy 7730 - Employee Conflict of Interest
  - Clarified language throughout policy.
  - Updated throughout to align with state law requirements.
  - Expanded Section D, Receipt of Gifts.
  - Added section to address reporting of a violation and consequences.
  - Updated legal reference and cross references.
- Policy 7920 - Reduction in Force: Teachers and School Administrators
  - Removed the outdated reference to highly qualified status.
  - Updated cross references.
- Policy 9110 - Use and Selection of Architects, Engineers, Surveyors, and Construction Managers at Risk

- Clarified that any purchase of services using federal funds must comply with federal requirements.
- Updated legal references and cross references.
- Policy 9115 – Prequalification of Bidders for Construction Projects
  - Updated based on current law.
- Policy 9120 – Bidding for Construction Work
  - Clarified the policy only describes state and local requirements and that contracts funded with federal funds must comply with federal requirements
  - Updated legal references and cross references
- Policy 9125 – Participation by Minority Businesses
  - Revised title to reflect current statutory requirements
  - Revisions based on General Statute 143-128.2, -128.3, -131(b)
  - Added sections regarding monitoring requirements, recruiting efforts, and reporting
  - Updated legal references

All policies will go to the board for 30-day review in February.

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

### **Finance Committee**

The Finance Committee convened at 6:50 p.m. in the Central Office Board Room. The following board members were present:

Baxter Hammer, Chair  
Gus Agudelo

Joyce Harrington  
Gidget Kidd

Staff members present were:

Dr. Terry Worrell  
Kristen Wright

Harold Blair  
Sandra Spivey

Others present were: Eddie Burk and Mackenzie Palmer with Cherry Bekaert.

Eddie Burk, Partner with Cherry Bekaert, presented the 2017-18 financial audit results.

Asheboro City Board of Education received an unmodified opinion, the highest level of assurance provided by auditors.

There being no further business, the meeting adjourned at 7:27 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:

Gidget Kidd, Chair	Gustavo Agudelo (arrived at 8:30 pm)	Phillip Cheek, Vice Chair
Linda Cranford	Baxter Hammer	Joyce Harrington
Dr. Beth Knott	Kyle Lamb	Archie Priest, Jr.
Michael Smith	Gwen Williams	
Scott Eggleston, Attorney		

Staff members present:

Dr. Terry Worrell, Superintendent	Dr. Aaron Woody	Anthony Woodyard
Dr. Drew Maerz	D.R. Cash	Dr. Cayce Favasuli
Harold Blair	Leigh Anna Marbert	Carla Freemyer
Michael Mize	Ed Keller	Dr. Julie Pack

Chairman Kidd called the meeting to order and welcomed all in attendance at 7:35 p.m.

Following a moment of silence, Chloe Chanmaly, Donna Lee Loflin Student Council President, led the Pledge of Allegiance.

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

### **Special Recognitions**

Asheboro City Schools recognized Ms. Mayde Enciso, owner of Enciso Bakery, for being supportive through volunteer service to the Donna Lee Loflin Elementary School community.

Ms. Robin Baker, art teacher at Donna Lee Loflin Elementary School, shared information about the PTA Reflections Program. First place winners, Jesse McArthur and Devin McNeill, shared their artist statements explaining the inspiration for their projects.

Dr. Terry Worrell, Superintendent, expressed gratitude for the dedication of each member of the Asheboro City Board of Education. Artwork created by students was on display in honor of Board Appreciation Month.

Asheboro High School teachers Wendy Graham, Molly Lyons, and Adam Reeder were recognized by Dr. Aaron Woody, Assistant Superintendent of Curriculum and Instruction, for recently earning recertification through the National Board Certification program. National Board teachers have been certified based on accomplishments in teaching across four specific components – content knowledge, differentiation of instruction, teaching practice and classroom environment, and effective and reflective practitioner practices.

### **Public Comments**

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

## **Consent Agenda**

Upon motion by Mr. Priest, and seconded by Mr. Hammer, the following items under the Consent Agenda were unanimously approved:

**A.** Minutes for December 13, 2018 Board of Education Meeting.

**\*B.** Policies Recommended for Approval

- 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

**C.** Personnel:

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Clarett-Daniels	Kheaven	CWM	After-School Program Assistant (part-time)	12/17/2018
Jones	Aisha	GBT	Instructional Assistant/EC	1/1/2019
Seabrease	Zach	AHS	Science	1/22/2019
Williams	April	CO	Bus Driver	12/14/2018
Hunsucker	John	DLL/SAMS	Custodian	1/14/2019

### **B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Anders	Wanda	BAL	Assistant Principal (part-time/temporary)	1/2/2019 - 6/10/2019
Brittan	Marcella	LP	Office Support (part-time; temporary)	1/23 - 4/5/2019
Cooper	Karen	CO	Substitute/ \$103.00 per day	1/11/2019
Cushman	Shannon	CWM	After-School Program Support (part-time)	1/23/2019
	Mary			
Diener	Lou	BAL	Testing Support (part-time; temporary)	1/7 -6/11/2019
Hughes	Beverly	GBT	Instructional Assistant/EC	1/23/2019
Nichols	Patsy	CO	Office Support (part-time; temporary)	1/7 - 6/30/2019
Ottokhan	Terri	BAL	School Nurse	2/4/2019
Sabogal	Jafeth	LP	Office Support (part-time; temporary)	1/23 - 4/5/2019
Tzintzun	Lilia	CWM	After-School Program Support (part-time)	1/8//2019
Whitten	Christina	CO	Substitute/ \$103.00 per day	1/11/2019

**\*D.** Audit Report

**\*E.** Overnight Field Trip Request, Asheboro High School Student Council, March 15-17, 2019, Roanoke Rapids, NC – State Convention

\*A copy is made a part of these minutes.

## **Information, Reports, and Recommendations**

**A.** Policies Recommended for 30-Day Review were presented by Dr. Drew Maerz.

- Policy 4370 - Student Discipline Hearing Procedures
- Policy 4400 - Attendance
- Policy 6125 - Administering Medicines to Students
- Policy 6140 - Student Wellness
- Policy 6305 - Safety and Student Transportation Services

- Policy 7405 - Extracurricular and Non-Instructional Duties
- B.** Dr. Julie Pack and Ms. Sarah Beth Robbins provided an update on the Asheboro High School Apprenticeship Randolph program. Asheboro High School students were selected for four of the sixteen apprenticeship positions and are working at Elastic Therapy, Inc. and Post Consumer Brands. The recruitment process for 2019-2020 will begin at the end of January.

### **Action Items**

Legislative Committee Chair Michael Smith presented the 2019 Legislative Platform outlining priorities to be addressed at the upcoming meeting of the Asheboro City Board of Education with local legislators. Upon motion by Ms. Cranford and seconded by Ms. Harrington, the platform was approved as presented. \*A copy is made a part of these minutes.

### **Superintendent's Report/Calendar of Events**

- A.** Ms. Leigh Anna Marbert presented *Points of Pride* and the calendar of upcoming events noting that the next Board of Education meeting will be on February 21, 2019.
- B.** Superintendent Terry Worrell presented updates on the 2018-19 Board Goals and the following highlights:
- The Asheboro City Board of Education will meet with local legislators on January 18, 2019, to discuss educational priorities as outlined in the newly adopted Legislative Platform.
  - Asheboro City Schools will host the Teacher Recruitment Fair on February 23, 2019, at South Asheboro Middle School from 9-11:30 a.m. in the media center.
  - Congratulations to the Asheboro High School boys basketball team for winning the 2018 Courier-Tribune Invitational Basketball Tournament and the girls basketball team on their third place win.
  - The Asheboro High School Alumni and Friends Committee will be creating a spring newsletter. The committee members are: Ms. Molly Lyons, Ms. Sarah Beth Robbins, Ms. Mandy Davidson, and Ms. Nikia Domally.
  - Congratulations to Dr. Julie Pack as she leaves Asheboro City Schools to join Durham Public Schools beginning February 1, 2019. Dr. Pack has been instrumental in the creation of the Pathways to Prosperity, Apprenticeship Randolph, STEAM, Teacher Leadership Academy, and the Academically Gifted program.
  - Congratulations to Mr. Brian Nance for his 200<sup>th</sup> win as head basketball coach at Asheboro High School.

### **Board Operations**

**\*A.** Chairman Kidd presented the Asheboro City Board of Education School and Committee Assignments for 2019.

\*A copy is made a part of these minutes.

### **Closed Session**

Under NC General Statute 143-318.11.A1, to prevent disclosure of information that is privileged or confidential pursuant to the law of this State or of the United States, or not considered a public record within the Meaning of Chapter 132 of the General Statutes, and upon motion by Ms. Harrington, seconded by Mr. Cheek, and unanimously approved, the board moved to enter closed session to discuss personnel items at 8:35 p.m.

Upon motion by Mr. Smith, seconded by Mr. Agudelo, and unanimously approved, the board opened closed session at 8:46 p.m. to discuss personnel matters.

Upon motion by Ms. Cranford, seconded by Mr. Priest, and unanimously approved, the board moved from closed session at 10:16 p.m.

**Adjournment**

There being no further business, and upon motion by Mr. Smith, seconded by Mr. Agudelo, and unanimously approved, the meeting was adjourned at 10:17 p.m.

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Chair

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Secretary

Asheboro City Board of Education  
Legislative Meeting  
Early Childhood Development Center  
January 18, 2019  
8:30 a.m.

Staff Members in Attendance:

Dr. Terry Worrell, Superintendent	Dr. Aaron Woody	Michael Mize
Anthony Woodyard	Dr. Drew Maerz	Harold Blair
Leigh Anna Marbert	D.R. Cash	Carla Freemyer

Board of Education Members in Attendance:

Gidget Kidd, Chair	Phillip Cheek, Vice Chair	Linda Cranford
Baxter Hammer	Dr. Beth Knott	Michael Smith
Gwen Williams		

Elected Officials in Attendance:

Representative Allen McNeill  
Senator Jerry Tillman  
Representative Pat Hurley

Chairman Gidget Kidd and Dr. Terry Worrell, superintendent, extended a welcome to all in attendance.

Students from Balfour Elementary School's Dual Language Immersion program, Fernanda and Fabiola Torres Estrada and Bryan Bahena-Martinez, lead the Pledge of Allegiance in English and Spanish. The students were accompanied by Christopher Tuft, interim principal.

Asheboro High School students Grayson Armstrong and Reagan Underwood spoke to the audience regarding their educational experiences in Asheboro City Schools. The students noted that they had excellent high school program choices, instructors, and extra-curricular activities which have provided them with a broadened scope of skill sets for their futures. The students were accompanied by Ms. Molly Lyons, Asheboro High School teacher.

Michael Smith, Legislative Committee chair, presented the 2019 Legislative Priorities as adopted by the Asheboro City Board of Education on January 10, 2019, as follows with comments from discussion.

**Priority I: *Standardized accountability for all publicly-funded schools*** – We believe all schools receiving taxpayer dollars should be held to the same accountability measures in terms of student performance, teacher qualifications, calendar flexibility, curriculum standards, and school accreditation requirements. We strongly encourage the General Assembly to “level the playing field” so that families are able to make fair comparisons among all publicly-funded schools including private, religious, charter, and virtual schools.

Discussion:

- The Asheboro City Board of Education would like to see standardized accountability for all public schools. We need to seek parity for all public schools, calendar flexibility, and accreditation for teachers and schools. We feel Asheboro City Schools' programming and opportunities can standup against all other models of education. However, we want public schools to have the same opportunities as our competitors.
- Senator Tillman noted Asheboro City Schools has the choice of being a charter district which would give us flexibility.

**Priority II: Calendar flexibility** — We ask our local legislators to consider an amendment to the calendar law that allows for the same calendar flexibility granted to charter and low-performing schools, so that we may schedule first semester exams before the winter break and align our calendars with community college and university calendars. Amend the calendar law to provide more flexibility in the start and end dates. We believe students need an instructional calendar that optimizes retention, minimizes disruption, and allows concepts and ideas to be fully developed and absorbed. (*ACS Strategic Plan Goal 2; Objectives 2, 4, 5, and 6.*)

Discussion:

- Representative Hurley stated that she hopes there will be flexibility for the calendar.
- Ms. Williams noted the number of students enrolling in community college programs continues to grow, which supports the need for K-12 public schools to have calendar flexibility.
- We feel it would be beneficial for students to complete exams prior to winter break.
- Dr. Worrell noted we want to make student-centered decisions.
- Ms. Cranford noted public education is the only educational body bound by the calendar restrictions. Charter, homeschools, etc., all have flexibility.
- Representative McNeill noted during the last three legislative sessions, calendar flexibility has been a topic of discussion, however, a bill has never come to the floor for a vote. It involves the House of Representatives and the Senate.
- Senator Tillman recommended that concerns be addressed to NC Senate Pro Tem Phil Berger and Timothy Moore, Speaker of the North Carolina House of Representatives, by letter, email, telephone call, or visit. Senator Tillman would like to be included in any correspondence.
- Senator Tillman recommended that the Board of Education adopt a resolution regarding their support of calendar flexibility to present to law makers.

**Priority III: Increase the weighting of student growth from 20% to 50%** – We recommend an increase in the weighting of student growth from 20% to 50% in calculating the A-F school performance grades to reflect the true work and progress being made by our schools in increasing student achievement. The current grading scale (20% growth, 80% proficiency) has the potential to frame our schools and communities in a negative light, thus affecting the economic climate of Asheboro and Randolph County. We strongly encourage making the 15-point grading scale for school performance grades permanent to ensure a fair comparison of annual grades, providing stability in accountability measures governing school operations. Additionally, we would appreciate a revision to the definition of a low-performing school. Schools that “meet expected growth” should not be labeled as low-performing. (*ACS Strategic Plan Goal 2, Objective 2.*)

Discussion:

- Grading scale: We do not feel that the grades given to schools accurately reflect the work taking place in our schools. Twenty percent growth needs to be moved to fifty percent. Senator Tillman noted he supports increasing the weight of growth.

**Priority IV: Class size (K-3)** – We appreciate the extension approved by our local legislators to phase in smaller class sizes over time and for the additional funding to support our enhancement teachers (art, music, and physical education). As we continue to think through class sizes, we also encourage our legislators to consider amending the law on class size caps in K-3 to eliminate the districtwide averages. And finally, we would appreciate having the ability to apply for waivers and avoid penalty if we can demonstrate space is not available or we are unable to provide the necessary certified educators to teach our students.

Discussion:

- We are asking for continued help regarding class size restrictions. We support smaller class sizes for our students, however, we are facing limitations in terms of facilities and teachers. We find ourselves having to look at changing class sizes by creating new classrooms throughout the year based on the changing enrollments.
- Senator Tillman noted that waivers can be requested and they will most likely be granted.
- Chairman Kidd asked if waivers are monitored to verify which districts continue asking for waivers year after year. Senator Tillman stated to keep requesting because that is the purpose of the waiver.
- Representative McNeill asked if our student populations continue to grow? What is the annual percentage of growth?
- It was noted charter schools do not have to abide by classroom size limits.

**Priority V: Adequate Funding (ACS Strategic Plan Goals 4 and 5)**

**NC Pre-K**— We continue to support increased funding to serve additional three and four-year olds in five-star pre-kindergarten programs. The state-funded pre-kindergarten program – NC Pre-K – provides high-quality early educational opportunities to North Carolina’s most at-risk children. Studies have consistently found that children who participate in the program emerge better prepared for school and are more likely to read at grade-level by third grade than their at-risk peers. Lawmakers should continue to expand this program and move it back under the Department of Public Instruction.

Discussion:

- Superintendent Worrell and Chairman Kidd asked for more funding for pre-kindergarten slots, noting students who receive these early educational services are prepared to enter kindergarten and tend to be more successful.
- The representatives were asked to visit the pre-kindergarten classroom while in our Early Childhood Development Center to see the work that is being done with our young students.

***Increase Educator Pay*** – We ask our legislators to continue to increase the state’s investment in improving educator pay and benefits. We encourage pay increases for all North Carolina educators including teachers, principals, instructional support professionals, non-certified personnel and central office staff so that we may ensure attraction and retention of quality employees essential for student success. We support increases in educator compensation for the sake of recognizing our staff for their work, and also to position North Carolina as a competitive market for educators.

Discussion:

- Chairman Kidd noted that we need to continue our work on increasing teacher pay in order to recruit and retain outstanding educators.

***Increase funding for school safety*** – We would like to see continued support of the 2018 investment in school safety enhancements by providing recurring funds for grant initiatives that would allow school districts to hire additional school resource officers and student support personnel (nurses, psychologists, counselors, and social workers).

Discussion:

- All elected officials noted that they support recurring funding for school safety.

***Approve a statewide school facility bond referendum*** – We support allowing North Carolinians to vote on a significant statewide bond to assist local counties with addressing the \$8.1 billion in school facility construction and renovation need identified through 2021.

- The Asheboro City School Board said they supported a school facility bond referendum.
- Representative McNeill noted that school buildings are a local issue and noted that the NC Education Lottery hasn’t produced the income expected and a school bond referendum is needed.
- Representative Hurley reported she is on a newly-formed committee regarding the NC Education Lottery which will meet twice per year. She further noted that 25.6 percent of lottery funds have supported education and she would like to work to reduce the payouts in order to increase funds given to schools.

In closing, Chairman Kidd asked for continued support and consideration from our local legislators as they make important decisions for the students in our state.

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Chairman

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Secretary

**Asheboro City Board of Education**  
**Asheboro City Schools Central Office Board Room**  
**January 30, 2019**  
**Special Session**  
**7 p.m.**

Board Members in Attendance:

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

Staff Members in Attendance:

Dr. Terry Worrell, Superintendent	Dr. Cayce Favasuli	Dr. Aaron Woody
Carla Freemyer	Dr. Drew Maerz	

Chairman Kidd called the meeting to order at 7:04 p.m.

Upon motion by Ms. Harrington, and seconded by Mr. Cheek, the meeting agenda was unanimously approved.

Dr. Terry Worrell, superintendent, submitted her resignation effective June 30, 2019, for the purpose of retirement. Upon motion by Ms. Cranford, seconded by Mr. Smith, the Board voted ten to one (10 – 1) with Mr. Lamb opposing, to accept the resignation of Dr. Worrell.

Chairman Kidd introduced Allison Schafer, director of policy/legal counsel, and Jim O'Rourke, staff attorney, with the North Carolina School Boards Association (NCSBA). Ms. Schafer and Mr. O'Rourke shared information on superintendent search services offered by the NCSBA. Searches are conducted by NCSBA attorneys and staff who are familiar with all aspects of North Carolina law relevant to the search process.

Chairman Kidd asked the board members to review and consider the information provided on behalf of the NSBA. Further discussion will be held at the winter board retreat on February 2, 2019.

There being no further business and upon motion by Mr. Agudelo, seconded by Ms. Williams, and unanimously approved, the meeting was adjourned at 7:44 p.m.

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Chairman

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Secretary

**Asheboro City Board of Education  
Winter Board Retreat  
Graylyn International Conference Center  
February 2, 2019**

Board Members in Attendance:

Gidget Kidd, Chair  
Linda Cranford  
Dr. Beth Knott  
Michael Smith

Phillip Cheek, Vice Chair  
Baxter Hammer  
Kyle Lamb  
Gwen Williams

Gustavo Agudelo  
Joyce Harrington  
Archie Priest, Jr.

Staff Members in Attendance:

Dr. Terry Worrell, Superintendent  
Dr. Drew Maerz  
Carla Freemyer  
Leigh Anna Marbert

Dr. Aaron Woody  
Harold Blair  
Robin Harris  
Jordi Roman

Dr. Cayce Favasuli  
D.R. Cash  
Ed Keller  
Anthony Woodyard

Chairman Kidd called the meeting to order at 8:30 a.m.

Dr. Worrell welcomed everyone in attendance.

**Session #1: Our Collective Vision/Our Collective Future – “Teammates working together in alignment for the strategic plan.”**

Dr. Aaron Woody noted that this point in the year is critical for reviewing data from the first semester and readjusting our strategies to meet needs and goals which may be deficient. We should assess, plan, and teach.

**School Report Cards/TSI:** Ms. Robin Harris and Dr. Drew Maerz

The Targeted Support and Improvement (TSI) preview period is scheduled for February 7 through 13, 2019. The official release of data is scheduled for February 21, 2019. Last year we began using the Every Student Succeeds Act Accountability Model (ESSA) for School Performance Grades. The data to be released is aligned with ESSA. Duplicate math testing was deleted in eighth grade. Beginning this year, grades have been given for each subgroup composed of least 30 students. The report card that is sent to families will include an overall school performance grade and grades for subgroups at their designated school. The 2018 data from all schools will be available online. To receive a letter grade, a subgroup must have at least 30 students or were EOC or EOG tested.

In North Carolina, schools for targeted support and improvement (TSI) were identified. In North Carolina, 63% of schools were identified as TSI-AT (additional targeted support).

**Exceptional Children's (EC) Support:** Dr. Cayce Favasuli

Dr. Favasuli presented the following Exceptional Children's services update:

- The North Carolina Department of Public Instruction requires all districts to conduct Local Education Agency (LEA) self-assessments.
- The new data management system was not delivered as expected this school year.
- Individualized Education Plan (IEP) goals are directly connected to student's needs.
- EC has partnered with the English Learners (EL) department to serve EL students identified with learning disabilities.
- We must have targeted intervention for EC students who are identified as three or more years below grade level in reading proficiency.
- EC is identifying strategies to reduce teacher turnover.

**English Learners and Elementary Assessment Update:** Mr. Jordi Roman

- Currently, we have 810 students classified as ELs.
- The number of years ELs are expected to achieve proficiency is determined by their initial WIDA ACCESS scores.
- In 2017-2018, 45.2 percent of 640 EL students in Asheboro City Schools made a year's worth of growth on the WIDA ACCESS test.
- 44.9 percent of EL students in North Carolina made growth on WIDA ACCESS assessments.

**Family and Community Engagement - Schools, families and communities collaborating for student success!:** Ms. Vanessa Brooks

- Academic Family Teacher Team (AFTT) nights are held three times a year at each school. During these meetings, parents are made aware of their student's grades and academic successes and needs. This is proving to be a valued opportunity for us to partner with our parents.
- Faith-Based Partnerships: All of our schools have a faith-based partner. Many of our faith-based partners provide mentors and tutors, and provide for students' personal needs.
- Advisory Councils – PTO/PTA, Business, Latino, Black, Staff, and Student Advisory councils: These teams are also valuable problem-solver partners. All of these councils have members who connect us to the community.

**Innovative Steps to connect with ALL learners:** Mr. Anthony Woodyard, Director of Innovation and Technology, shared online Homework Resources page for families on our website.

Mr. Woodyard explained the numerous online courses available to students and parents. Some programming includes: Apex Learning, Canvas, Google Classroom, ck-12, Class Dojo, and Engage NY.

\*The PowerPoint presentations for the above sessions are attached to and made a part of these minutes.

**Afternoon Session:**

Staff Members Present:

Sandra Spivey	Kristen Wright	Harold Blair
Dr. Aaron Woody	Leigh Anna Marbert	Carla Freemyer
Ed Keller	Mike Mize	Donna Gentry
Anthony Woodyard		

Others Joining the Group:

Mr. Les Parker, Associate/Architect Smith Sinnett Architecture	Ms. Rhonda Angerio, Principal/President, Smith Sinnett Architecture
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Chairman Kidd welcomed everyone in attendance at 1:30 p.m.

Mr. Ed Keller, director of maintenance, presented the Ten-Year Facilities plan for 2016-2025. The department's focus is on security, technology, safety, and instruction without distraction. Approximately \$1,034,331.00 is the estimated cost for maintenance projects during the 2018-2019 school year. It was noted the SAMS track improvements should be completed during the summer of 2019. Mr. Keller explained the plans for 2019-2020 include the replacement of roof sections and HVAC systems at many of our school sites.

\*A copy of these plans is made a part of these minutes.

Ms. Rhonda Angerio and Mr. Les Parker of Smith Sinnett Architecture provided an overview of the construction project at AHS.

Phase I (AHS): Science, art, and math classes will be housed in the new addition. The new chiller to be added will service the entire building. The new addition will open to students in 2020. It was noted that the traffic flow for student pickup is constantly being considered.

Phase II: This phase will include three HVAC systems at the high school and middle schools (gymnasiums) and kitchen renovations at Lindley Park and Charles W. McCrary Elementary Schools. During the kitchen upgrade process, the ACS food truck will provide food (breakfast and lunch) to these locations.

Phase III: Starting date is Spring 2020. This phase includes renovating the original Asheboro High School facility. Funding for phase II and III has not yet been secured; however, the county commissioners have known about all three phases of the Asheboro City Schools construction and renovation projects.

NOTE: Mr. Lamb left the meeting at 3:25 p.m.

**Closed Session**

Under G.S. 43-318.11(c) and policy 2321 and upon motion by Ms. Harrington, seconded by Mr. Smith, the Asheboro City Board of Education unanimously approved to move to closed session at 3:30 p.m. to discuss personnel matters.

**Open Session**

After discussion and upon motion by Ms. Cranford and seconded by Dr. Knott, the board unanimously approved to ask the Randolph County Commissioners for design funding for phases II and III of the Asheboro City Schools construction and renovation projects.

After discussion and upon motion by Ms. Harrington, seconded by Mr. Cheek, the board unanimously approved to enlist the services of the North Carolina School Boards Association to handle the superintendent search for Asheboro City Schools. The board will meet at a future date to secure a contract for these services.

**Adjournment**

There being no further business and upon motion by Mr. Smith, seconded by Mr. Cheek, the board unanimously approved to adjourn at 4:50 p.m.

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Chairman

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Superintendent

All State Chorus

ASHEBORO CITY SCHOOLS

Form 8  
Procedure No. 3320.01  
5/2017

FIELD TRIP / TRANSPORTATION REQUEST

SEND TO TRANSPORTATION SUPERVISOR - CENTRAL OFFICE

Overnight Trip

Group Making Request: Chorus School: Asheboro High School

Destination: Charlotte Convention Center Date of Trip: April 26-27, 2019

Number of Students Involved: 7 Percent of Total Group: 6%

Reasons for Students Not Attending: This is an optional, auditioned opportunity.

Transportation Method:  Activity Bus  Charter Bus  Private Automobile  Other:

Charter Bus Service, state name of vendor here: N/A

If using Travel Company, state name of Vendor here: N/A

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

Number of Vehicles Needed (to be secured by the Central Office): N/A- we will be riding with participating Randolph County High Schools

Number of Drivers Needed (to be secured by the Central Office): N/A- we will be riding with participating Randolph County High Schools

Departure Time: 4-26: 7:00 am Return Time: 4-27: 6:00 pm Round Trip Miles (estimated): 153

Estimated Cost to the Student: \$132.00

Purpose(s) of the Field Trip: Preparations for this field trip will be reinforced in the Choral Curriculum daily. Three out of five Essential Standards will be applied throughout the event by means of sight reading, and the practice, performance, and audition of high level, historical choral literature.

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.

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

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

Lindsay Gallagher Lindsay Gallagher 1-16-19  
Sponsor (Group Responsible for Paying for the Trip) Date

[Signature] 1-18-19  
Approved: Principal Date

[Signature] 1/18/19  
Approved: Superintendent or Designee Date

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

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

# Music Performance Adjudication

## ASHEBORO CITY SCHOOLS FIELD TRIP / TRANSPORTATION REQUEST

Form 8  
Procedure No. 3320.01  
5/2017

Overnight Trip

**SEND TO TRANSPORTATION SUPERVISOR - CENTRAL OFFICE**

Group Making Request: Chorus School: Asheboro High School  
Destination: Wake Forest University Date of Trip: March 14, 2019  
Number of Students Involved: 110 Percent of Total Group: 100%  
Reasons for Students Not Attending: \_\_\_\_\_  
If they do not submit their signed permission slip, or If they do not appropriately participate in class.

Transportation Method:  Activity Bus  Charter Bus  Private Automobile  Other:

Charter Bus Service, state name of vendor here: N/A

If using Travel Company, state name of Vendor here: N/A

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

Number of Vehicles Needed (to be secured by the Central Office): 2

Number of Drivers Needed (to be secured by the Central Office): 2

Departure Time: TBD Return Time: TBD Round Trip Miles (estimated) 115

Estimated Cost to the Student: \$5.00

Purpose(s) of the Field Trip: \_\_\_\_\_  
The following Essential Standards will be exercised through this experience:  
B.ML.1.1: sing with a steady tone; B.ML.1.2: stand or sit up straight with my body aligned while singing;  
breathe deeply from the diaphragm while singing; sing with a supported tone.  
B.ML.1.3: blend with the timbre of voices of the ensemble members around me;  
B.ML.2.3: Interpret phrase markings. I.ML.1.3: Interpret and demonstrate expressive elements (dynamics, articulations, phrasing) while singing a diverse repertoire of music with technical accuracy; APPLY knowledge of dynamics. I.MR.1.1: interpret the gestures of the conductor.

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.

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

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

Lindsey Gallagher Lindsey Gallagher 1-16-19  
Sponsor (Group Responsible for Paying for the Trip) \_\_\_\_\_ Date

Ray Green \_\_\_\_\_ 1-18-19  
Approved: \_\_\_\_\_ Principal \_\_\_\_\_ Date

J. W. Will \_\_\_\_\_ 1/18/19  
Approved: \_\_\_\_\_ Superintendent or Designee \_\_\_\_\_ Date

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

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

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

Overnight Trip

Group Making Request: AHS DECA School: Asheboro  
Destination: Shelaton Conference Center, Greensboro Date of Trip: March 14-16, 2019  
Number of Students Involved: 15 Percent of Total Group: 31%  
Reasons for Students Not Attending: Advancing from districts.  
Transportation Method:  Activity Bus  Charter Bus  Private Automobile  Other:  
Charter Bus Service, state name of vendor here: NA  
If using Travel Company, state name of Vendor here: NA

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

Number of Vehicles Needed (to be secured by the Central Office): 1 bus  
Number of Drivers Needed (to be secured by the Central Office): 1  
Departure Time: 9 AM (3/14) Return Time: 4:00 (3/16) Round Trip Miles (estimated) 120 miles  
Estimated Cost to the Student: \$250.00 approx. (2 trips)  
Purpose(s) of the Field Trip: DECA State Competition.  
15 Competitors; 2 written events - teams.

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.

Ellen Byrum, Wes Barrier

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

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

<u>CTE 1</u>		
Sponsor (Group Responsible for Paying for the Trip)		Date
Approved:	<u>Ray Coor</u> Principal	<u>2-5-19</u> Date
Approved:	<u>[Signature]</u> Superintendent or Designee	<u>2-8-19</u> Date
Transportation Scheduled:	Transportation Supervisor	Date

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

To be presented for Board approval 2-21-19

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

**Overnight Trip**

Group Making Request: Student Council School: SAMS

Destination: Roanoke Rapids High School Date of Trip: March 15-17

Number of Students Involved: 5-15 Percent of Total Group: 75%

Reasons for Students Not Attending: other obligations

Transportation Method:  Activity Bus  Charter Bus  Private Automobile  Other:

Charter Bus Service, state name of vendor here: n/a

If using Travel Company, state name of Vendor here: n/a

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

Number of Vehicles Needed (to be secured by the Central Office): 1 AHS is securing and paying for bus expenses

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

Departure Time: 11:00 Return Time: 5:00pm Round Trip Miles (estimated) 350

Estimated Cost to the Student: \$250.

Purpose(s) of the Field Trip: North Carolina State Student Council Convention

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

Kristen Runnfeldt  
Chuck Hinson

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

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

Student Council Kristen Runnfeldt 2-4-19  
Sponsor (Group Responsible for Paying for the Trip) Date

*[Signature]* 2-6-19  
Approved: Principal Date

*[Signature]* 2/8/19  
Approved: Superintendent or Designee Date

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

Special Comments/Response: AHS is paying for all bus expenses Per Molly Lyons(Student Council AHS advisor) and Chuck Hinson. This includes gas for the bus.

Overnight Trip

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

Group Making Request: 5th Grade Lindley Park School: Lindley Park

Destination: Camp Caraway Date of Trip: April 4th-5th

Number of Students Involved: 72 Percent of Total Group: 100%

Reasons for Students Not Attending: parents don't want them to go over night

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

Charter Bus service, state name of Vendor here: \_\_\_\_\_

If Using Travel Company, state name of Vendor here: \_\_\_\_\_

\*\*The travel company must use an approved ACS Charter Bus Company

Number of Vehicles Needed (to be secured by the Central Office): 2 Buses

Number of Drivers Needed (to be secured by the Central Office): 2 Drivers

Departure Time: 9:00 Return Time: 1:30 Round Trip Miles (estimated): 35 per BUS

Two  
Days  
total

Estimated Cost to the Student: ~~\$~~ \$50.00

Purpose(s) of the Field Trip: to enhance hands-on learning of Science Standards:  
Force and Motion, Ecosystems, Weather, Human Body, Genetics

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.

Ashley Hutton Leslie Smith Tara Taylor  
Mallory Nye Katie Cook Nikki Friedman

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

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

Lindley Park 5th Grade 10-16-18  
Sponsor (Group Responsible for Paying for the Trip) Date

Approved: [Signature] 10-16-18  
Principal Date

Approved: [Signature] 10-19-18  
Superintendent or Designee Date

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

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

CITY SCHOOLS CONSORTIUM

Acknowledgment and Commitment

The Asheboro City Schools is a member of the City Schools Consortium, an organization of North Carolina public school city administrative units that provides assistance to its members in regard to issues related to city administrative units in North Carolina. Elkin City Schools serves as the fiscal agent for the City Schools Consortium. The membership fee is Four Thousand One Hundred and Fifty Dollars (US \$4,150.00). By the execution hereof, the Asheboro City Schools acknowledges its membership in the City Schools Consortium shall be effective the first day of January 2019 and shall be in full force and effect for one year thereafter unless cancelled by either party and acknowledges its commitment to pay this membership fee to the aforesaid fiscal agent not later than March 31, 2019. The execution and the delivery of this Acknowledgement and Commitment have been duly authorized and approved by the Asheboro City Schools Board of Education and the undersigned superintendent of the Asheboro City Schools has been duly authorized to execute and deliver this document on its behalf.

This the \_\_\_\_\_ day of \_\_\_\_\_, 201\_\_.

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Board Chair

Budget Amendment  
 Asheboro City Schools Administrative Unit  
 State Public School Fund

The Asheboro City Board of Education at a regular meeting on the 21st day of February, 2019, 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.

REVENUE

1.3100.000	State Allocation	\$ <u>1,707,103</u>
		\$ <u><u>1,707,103</u></u>

EXPENDITURE

1.5110.001	Regular Instruction - Classroom Teacher	\$ 800,000
1.5410.005	School Leadership - Principal/Assistant Principal	250,000
1.5810.007	School Based Support - Instructional Personnel	250,000
1.5120.013	CTE - Career Technical Education	250,000
1.5110.046	Instructional Bonus Pay - 3rd Grade Reading	34,811
1.5110.048	Instructional Bonus Pay - Other Performance Bonuses	<u>122,292</u>
		\$ <u><u>1,707,103</u></u>

Total Appropriation in Current Budget	\$ 29,909,469
Total Increase/Decrease of above amendment	<u>1,707,103</u>
Total Appropriation in Current Amended Budget	\$ <u><u>31,616,572</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 21st day of February, 2019.

\_\_\_\_\_  
 Chairman, Board of Education

\_\_\_\_\_  
 Secretary

Budget Amendment  
Asheboro City Schools Administrative Unit  
Capital Outlay Fund

The Asheboro City Board of Education at a regular meeting on the 21st day of February, 2019 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.

REVENUE

4.4490.999.000.332	Randolph Hospital Community Grant	\$ 12,000
4.4810.900	Randolph County Financing Proceeds	500,000
4.4910.999	Fund Balance Appropriated	36,900
		<u>548,900</u>
		<u>\$ 548,900</u>

EXPENDITURE

4.9119.900.526.000	HVAC/Kitchen Project Design	\$ 500,000
4.9140.999.532.332	Playground - LP	13,900
4.9365.999.551.000	Activity Bus Engine Replacement	35,000
		<u>548,900</u>
		<u>\$ 548,900</u>

Total Appropriation in Current Budget	\$ 21,055,160
Total Increase/Decrease of above amendment	<u>548,900</u>
Total Appropriation in Current Amended Budget	<u>\$ 21,604,060</u>

Passed by majority vote of the Board of Education of Asheboro City on the 21st day of February, 2019.

\_\_\_\_\_  
Chairman, Board of Education

\_\_\_\_\_  
Secretary

Budget Amendment  
Asheboro City Schools Administrative Unit  
Federal Funds

The Asheboro City Board of Education at a regular meeting on the 21st day of February, 2019, 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.

Revenue

3.3600.017	VOC ED Program Improvement	\$	12,266.00
3.3600.049	IDEA Pre-School Handicapped		976.44
3.3600.050	Title I		40,447.97
3.3600.060	IDEA VI-B Handicapped		133,013.88
3.3600.082	IDEA VI-B State Improvement		7,000.00
3.3600.103	Improving Teacher Quality		871.00
3.3600.104	Language Acquisition		738.00
3.3600.118	IDEA-Part B Targeted Assistance		11,500.00
			<u>11,500.00</u>
		\$	<u>206,813.29</u>

Expenditure

3.5120.017	CTE Curricular Services	\$	12,266.00
3.5230.049	Pre-K Children w/ Disabilities Curricular Services		976.44
3.5330.050	Remedial and Supplemental K-12 Services		40,447.97
3.5210.060	Children w/ Disabilities Curricular Services		133,013.88
3.5210.082	Children w/ Disabilities Curricular Services		7,000.00
3.5110.103	Regular Curricular Services		871.00
3.5270.104	Limited English Proficiency Services		738.00
3.5210.118	Children w/ Disabilities Curricular Services		11,500.00
			<u>11,500.00</u>
		\$	<u>206,813.29</u>

Total Appropriation in Current Budget	\$	3,764,735.68
Total Increase/Decrease of above amendment		<u>206,813.29</u>
Total Appropriation in Current Amended Budget	\$	<u>3,971,548.97</u>

Passed by majority vote of the Board of Education of Asheboro City on the 21st day of February, 2019.

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Chairman, Board of Education

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Secretary

Budget Amendment  
Asheboro City Schools Administrative Unit  
Enterprise Fund

The Asheboro City Board of Education at a regular meeting on the 21st day of February, 2019, 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.

REVENUE

7.4210.701	After School Enrichment	\$	200,000.00
7.4323.835	Catering Operations		40,000.00
			240,000.00
		\$	240,000.00

EXPENDITURE

7.5351.701	After School Instructional Services	\$	200,000.00
7.7200.835	Catering Services		40,000.00
			240,000.00
		\$	240,000.00

Total Appropriation in Current Budget	\$	0.00
Total Increase/Decrease of Budget Amendment		240,000.00
Total Appropriation in Current Amended Budget	\$	240,000.00

Passed by majority vote of the Board of Education of Asheboro City on the 21st day of February 2019.

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Chairman, Board of Education

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Secretary

**Asheboro City Schools  
Budget Transfer Report  
Information Only  
2018-2019**

<b>Fiscal Period</b>	<b>Fund</b>	<b>Purpose</b>	<b>Description</b>	<b>Sum of Amount</b>	
3	2	6500	Operational Support Services	\$ (18,404.00)	
	2	5100	Regular Instructional Services	\$ 18,404.00	
<hr/>					
4	1	6500	Operational Support Services	\$ 1,140.00	
	1	5100	Regular Instructional Services	\$ (306.00)	
	1	5200	Special Populations Services	\$ (2,072.00)	
	1	6400	Technology Support Services	\$ 1,238.00	
	3	5100	Regular Instructional Services	\$ 100.18	
	3	5200	Special Populations Services	\$ 0.98	
	3	5300	Alternative Programs and Services	\$ (2.96)	
	3	6200	Special Population Support and Development Services	\$ 0.85	
	3	6300	Alternative Programs and Services	\$ 0.48	
	3	8100	Payments to Other Governmental Units	\$ (99.53)	
	<hr/>				
	8	1	6500	Operational Support Services	\$ (763.00)
		1	6400	Technology Support Services	\$ 763.00
3		5300	Alternative Programs and Services	\$ 186.27	
3		5800	School-Based Support Services	\$ (186.27)	

**Asheboro City Schools  
Personnel Transactions  
February 21, 2019**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Blair	Harold	CO	Assistant Superintendent Business & Finance	2/28/2019
Jarmon	Shay	LP	After School Program Assistant (part-time)	1/23/2019
Petersen	Sharon	DLL	Media Specialist	1/18/2019

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Berry	Eric	DLL/SAMS	Custodian	2/4/2019
Grant	Cathie	GBT	Tutor (part-time)	2/11/19-5/28/19
Lancianese	Toni	CO	Administrative Assistant/Human Resources	2/25/2019
Spivey	Sandra	CO	Interim Finance Officer	2/22/2019
Syriac	Renee	CO	Bus Driver	1/16/2019
Wilkins	Cynthia	DLL	After School Program Assistant (part-time)	3/4/2019
Wysong	Brandon	TBD	Elementary Teacher	8/8/2019

**\*C. LEAVES OF ABSENCE**

Hupp	Alexa	ECDC	After School Program Assistant	1/28/19 - 8/23/19
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**D. TRANSFERS**

LaClair	Jennifer	AHS	LTIP to Execeptional Children	2/25/2019
Tuft	Christopher	BAL	Interim Principal to Principal	2/22/2019
Westhoff	Kelly	DLL to GBT	After School Program Asst. to Instrucctional Asst.	1/28/2019

**ASHEBORO CITY SCHOOLS  
CERTIFIED APPOINTMENTS  
February 21, 2019**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Wysong, Brandon	Baldwin Wallace University (Ohio) B: Early Childhood Education	K-6

Mr. Brandon Wysong is recommended to teach at the elementary level for the 2019-2020 school year. Through Asheboro City Schools long-standing arrangement to host student teachers from Baldwin Wallace University, Mr. Wysong moved to Asheboro in August 2018. He completed his student teaching experience at Lindley Park Elementary School in third grade with Mrs. Pervier. He enjoys making his lessons interactive, while providing students with collaborative learning opportunities. In addition to teaching, Mr. Wysong has a passion for sports, playing baseball at the collegiate level (pitcher) while at Baldwin Wallace University. We are excited Mr. Wysong has remained in Asheboro and look forward to him starting his teaching career with Asheboro City Schools. Welcome Mr. Wysong!

**Asheboro City Schools  
Personnel Transactions - ADDENDUM  
February 21, 2019**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Lucas	Deborah	AHS	Custodian	6/28/2019
Russell	Carrie	ECDC	After School Program Assistant	2/12/2019

**\*B. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Beane	Bill	AHS	Non-faculty Coach/Baseball Assistant	2/15/2019
Coleman	Billie	CO	Substitute/\$103 per day	2/25/2019
Contreras	Zenaida	CO	Bus Driver	2/19/2019
Crute	Glory	CO	Substitute/\$80 per day	2/25/2019
Grantham	Ashleigh	CO	Substitute/\$80 per day	2/25/2019
Hancock	Kimberly	CO	Substitute/\$80 per day	2/25/2019
Lee	Danny	AHS	Non-faculty Coach/Softball Assistant	2/14/2019
Malta	Danielle	NAMS	Exceptional Children	3/4/2019
Morehart	Jana	CO	Substitute/\$80 per day	2/25/2019
Poindexter	Rikki Beth	CO	Substitute/\$80 per day	2/25/2019
Redmon	Nicole	CO	Substitute/\$80 per day	2/25/2019
Russell	Sarah	CO	Substitute/\$80 per day	2/25/2019
Spivey	Sandra	CO	Finance Officer	3/1/2019

**ASHEBORO CITY SCHOOLS  
CERTIFIED APPOINTMENTS - ADDENDUM  
February 21, 2019**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Malta, Danielle	Campbell University B: Psychology	Exceptional Children

Ms. Danielle Malta is recommended to teach Exceptional Children at North Asheboro Middle School. She currently works with children diagnosed with autism as a registered behavior technician at Stepping Stones ABA in Raleigh. As a beginning teacher, Ms. Malta is looking forward to using the behavior intervention techniques and other strategies she's learned to motivate children, reinforce positive behavior, and grow academically. We are pleased Ms. Malta has selected Asheboro City Schools to begin her teaching career. Welcome Ms. Malta!



## **Beginning Teacher Support Program Plan State Board of Education Policy: TCED – 016**

### **Introduction:**

In accordance with NC State Board of Education Policy TCED – 016, Asheboro City Schools Beginning Teacher Support Program (BTSP) provides for: new teacher orientation accompanied by a three-year induction period; beginning teacher assignment within the area of licensure supported by a trained mentor; annual Professional Development Plan (PDP) designed to help each beginning teacher to grow in the profession; attention to the NC Teacher Working Conditions Survey; training in the NC Professional Teaching Standards and the NC Educator Evaluation System; and an annual evaluation of the Beginning Teacher Support Program.

Asheboro City Schools Beginning Teacher Support Program is aligned with the North Carolina Beginning Teacher Support Program Standards:

Standard 1 – Systematic Support for High Quality Induction Programs

Standard 2 – Mentor Selection, Development, and Support

Standard 3 – Mentoring for Instructional Excellence

Standard 4 – Beginning Teacher Professional Development

Standard 5 – Formative Assessment of Candidates and Programs

### **Describe adequate provisions for efficient management of the program.**

The Assistant Superintendent of Curriculum and Instruction, in partnership with the Executive Director of Human Resources, will oversee the efficient management of the program for beginning teachers. Human Resources staff will work together to verify the status of incoming teachers with fewer than three years of experience to participate in the BTSP and ensure their teaching assignment is in the correct area of licensure. Beginning teachers will be supported through the licensure process as well as in developing their teaching skills related to curriculum, instruction and assessment. Human Resources staff will collect and submit Beginning Teacher data through the State of the Teaching Profession Report.

### **Designate, at the local level, an official to verify eligibility of beginning teachers for a continuing license.**

The Executive Director of Human Resources will serve as the official who will verify eligibility of beginning teachers for a continuing license. Processes are in place to monitor and support Beginning Teachers to successfully meet all North Carolina State Board of Education testing requirements. This will also include collaboration with each building level principal as they supervise and evaluate beginning teachers who teach at their individual schools. Verification of

mentor support and completion of professional development requirements is included in this process.

**Provide for a formal orientation for beginning teachers which includes a description of available services, training opportunities, the teacher evaluation process, and the process for achieving a continuing license.**

As part of the hiring process, each beginning teacher is provided, within the first two weeks of employment, a system orientation with the Executive Director of Human Resources to learn about State and Local Board mission, goals and policy, benefits, and ACS system procedures. This includes the procedure for converting an Initial Teaching License to a Continuing Teaching License provided beginning teachers complete all coursework, pass all NCSBE approved exams, and complete three years of teaching. Asheboro City Schools new teacher orientation includes: information about available support services such as the mentor program, professional development for beginning teachers, and other pertinent information to help them be successful in their new role as a teacher. The teachers are also introduced to the NC Educator Effectiveness system (NCEES). Once at the school site, the principal continues this orientation by providing more in-depth information about the NC Teacher Evaluation process and other topics specific to the school.

Prior to the opening of school each year, a Beginning Teacher Orientation is required for all first-year teachers. During this three-day orientation, beginning teachers are given an opportunity to network, meet certain district personnel, and meet other instructional support staff. They are also given access to electronic and hard copy resources that contains information about the school system and helpful information for beginning teachers including a copy of the BTSP plan upon board approval. Materials are provided to the teachers throughout the year which they may add to this resource guide. Topics covered during the three orientation days include

- ACS and SBE missions, goals and system services and policies
- proactive and positive classroom management
- instructional and technology support
- NC Professional Teaching Standards and Evaluation Process
- NC Standard Course of Study, the local pacing guides, and curriculum frameworks, as available
- learning about exceptional children laws and procedures, including appropriate use of seclusion and restraint of students
- reviewing research-based educational best practices
- reviewing required working conditions guidelines of:
  - mentor assigned early and in close proximity
  - limited preparations
  - limited non-instructional duties
  - limited number of exceptional or difficult students
  - no extra-curricular assignments unless requested in writing by the BT

Lateral entry teachers go through a more extensive orientation with a member of the Instructional Support team in collaboration with the Executive Director of Human Resources. Their orientation focuses on their individual plans of study and school related issues. Prior to

beginning in the classroom, these lateral entry teachers must spend a minimum of five full days completing specific requirements they record and submit to Human Resources, with the remaining five days completed during the school year which may include face-to-face sessions and online modules to support the induction requirements. In addition to the required information covered in New Teacher Orientation, the lateral entry teacher orientation may include observing other teachers; meeting with administrators or other school staff, and their mentor; reviewing school and system policies.

**Address compliance with the optimum working conditions for beginning teachers identified by the State Board of Education.**

We believe all beginning teachers in Asheboro City Schools will have the opportunity to develop into outstanding teachers. With this in mind, the following working conditions will be implemented in every situation to the extent possible.

- Assignment in the area of licensure;
- Lead Mentor assigned at each school;
- Buddy teacher assigned as determined by the principal, in the licensure area, and in close proximity;
- Orientation that includes state, district, and school expectations;
- Limited preparations;
- Limited non-instructional duties;
- Limited number of students with identified challenges; and
- No extracurricular assignments unless requested in writing by the beginning teacher.

**Address compliance with the mentor selection, assignment, and training guidelines identified by the State Board of Education.**

Asheboro City Schools will continuously improve practices associated with Standard 2: Mentor Selection, Development and Support of the NC Standards for Beginning Teacher Support Programs. The areas for focus include:

- Time,
- Instructional Focus, and
- Issues of Diversity (race, ethnicity, gender, religion, and other aspects of culture).

Prospective mentors must complete an application (including job description review) and be recommended by their principal, meet or exceed the minimum mentor qualifications as outlined in State Board policy, and complete mentor training. New mentors, will be trained via the NC online module entitled *21<sup>st</sup> Century Mentoring*, which provides mentors with 21<sup>st</sup> century skills, knowledge, and dispositions needed to support beginning teachers. Mentors will also be provided additional training (as needed) to advance their knowledge/skills and have opportunities to participate in periodic mentor professional development. Additional information is provided as needed on topics related to beginning teacher support.

Special attention will be given to the mentor's NCEES rating as required by North Carolina State Board of Education Policy TCED-016. As a mentor, these teachers will not be involved in evaluating their protégés. Mentors will serve as support for beginning teachers at the school

level in partnership with the school Instructional Facilitator who will provide professional development specific to the beginning teacher needs at their school. The mentor's role will include orientation, logistical and emotional support, along with ongoing support and encouragement.

**Provide for the involvement of the principal or the principal's designee in supporting the beginning teachers.**

A specific date will be designated for principals and their designees to provide an onsite school-based orientation. This introductory session will lay the groundwork for future continued, ongoing support for the beginning teacher. The mentor will also provide support along with the principal. Mentors will provide support each month to ensure the success of the beginning teacher. Mentors at each school, in collaboration with the Instructional Facilitator, will provide regular differentiated Professional Development for beginning teachers.

**Provide for a minimum of 4 observations per year in accordance with GS115C-333, using the North Carolina Educator Evaluation System. The plan must address the appropriate spacing of observations throughout the year, and specify a date by which the annual summative evaluation is to be completed.**

A detailed timeline for all observations is planned, shared and implemented with each building level administrator from the Executive Director of Human Resources. Additionally, the Executive Director of Human Resources will carefully monitor the timeliness of each observation, the accuracy for the completion of each document for all beginning teachers as well as monitoring for evidences of support for beginning teachers. The Executive Director of Human Resources will work in close collaboration with the principal or designee to ensure all processes and procedures are consistently and correctly followed for each observation for all beginning teachers.

In compliance with the Excellent Schools Act and subsequently GS 115C-333, each beginning teacher shall be observed at least three times annually by a qualified school administrator or a designee and at least once annually by a teacher, and shall be evaluated at least once annually by a qualified school administrator. Mentors may be assigned to complete peer observations within their school as a part of the evaluation process, but they should not be assigned to observe the beginning teachers, which they mentor. Each observation must last for at least one continuous period of instructional time and must be followed by a post-conference. All persons who observe teachers must be appropriately trained. The required observations must be appropriately spaced throughout the school year, and comply with HB1030 requirements, two observations completed in the first semester and at least one observation by a principal.

**Provide for the preparation of a Professional Development Plan (PDP) by each beginning teacher in collaboration with the principal or the principal's designee, and the mentor teacher.**

Each beginning teacher is required to develop a Professional Development Plan in collaboration with his/her principal (or the principal's designee) and mentor. The plan is to be based on the North Carolina Professional Teaching Standards, and must include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills. In developing

the plan, the beginning teacher, principal (or designee), and mentor should begin with an assessment of the beginning teacher's knowledge, dispositions, and performances. Throughout the year, formative assessment conferences should be held to reflect on the progress of the beginning teacher in meeting the goals established for professional growth. The plan should be updated on an annual basis, each year of the Beginning Teacher Support Program. Professional Development Plans will be monitored and signed at each formative assessment conference during the school year by the beginning teacher, principal, and mentor.

**Provide for a formal means of identifying and delivering services and technical assistance needed by beginning teachers.**

Building level administrators will provide a minimum of 4 observations per year in accordance GS115C-333, using the North Carolina Educator Evaluation System, within the timeline established by the Executive Director of Human Resources. Other informal observations will be completed consistently and frequently in order to monitor the progress of the beginning teacher in areas noted on the PDP, classroom management, and student progress. If, at any point in time, the administrator notes a need for assistance to a beginning teacher; such assistance will be provided immediately. This assistance may be provided by the mentor and/or the instructional facilitator, and through professional development by one or more members of the Curriculum and Instruction team, or other departments as deemed necessary by the building administrator. Support will continue to be provided until the beginning teacher becomes successful in such area as noted needing improvement or until the building administrator feels the support is no longer necessary.

**Provide for the maintenance of a cumulative beginning teacher file that contains the PDP and evaluation report(s).**

The Assistant Superintendent of Curriculum and Instruction will partner with the Executive Director of Human Resources to work together to ensure the maintenance of a cumulative beginning teacher file that contains all the necessary documentation for beginning teachers.

**Provide for the timely transfer of the cumulative beginning teacher file to successive employing LEAs, charter schools, or non-public institutions within the state upon the authorization of the beginning teacher.**

The Executive Director of Human Resources will provide for the timely transfer of all documents as authorized by the beginning teacher.

**Describe a plan for the systematic evaluation of the Beginning Teacher Support Program to assure program quality, effectiveness, and efficient management.**

The Teacher Working Conditions Survey will be used to evaluate the effectiveness, efficient management and the program quality of the Beginning Teacher Support Program. Additionally, an internal survey will be administered to beginning teachers and mentors annually. Feedback will also be gathered from Principals, and other teacher groups as needed.

Asheboro City Schools will participate in the BTSP monitoring cycle conducted by NCDPI and

the Peer Review process within the PTEC and/or PANC Regional meetings. Based on the results of this evaluation, the Executive Director of Human Resources will revise the plan as needed.

**Document that the local board of education has adopted the LEA plan, or that the charter school or non-public institution plan has been approved by the SBE.**

Documentation of the adoption of the LEA plan by the local board of education will be noted in the Board of Education meeting minutes.

**Conclusion**

The Asheboro City Board of Education, district administrators, building administrators and the Curriculum and Instruction team are all fully committed to ensuring and supporting beginning teachers in their success as professionals, as teacher leaders, and in their individual growth. Mentors and instructional facilitators will work collegially with each beginning teacher so that a professional colleague will be available to provide an individualized continuum of support and encouragement. Asheboro City Schools is committed to ensuring each beginning teacher is equipped to be a future-ready professional who prepares our students to be college and career ready.

Asheboro City Schools Beginning Teacher Support Plan, approved by the Asheboro City Board of Education on:

---

Date

Submitted to Department of Public Instruction: \_\_\_\_\_

Date



## **Beginning Teacher Support Program Plan State Board of Education Policy: TCED – 016**

### **Introduction:**

In accordance with NC State Board of Education Policy TCED – 016, Asheboro City Schools Beginning Teacher Support Program (BTSP) provides for: new teacher orientation accompanied by a three-year induction period; beginning teacher assignment within the area of licensure supported by a trained mentor; annual Professional Development Plan (PDP) designed to help each beginning teacher to grow in the profession; attention to the NC Teacher Working Conditions Survey; training in the NC Professional Teaching Standards and the NC Educator Evaluation System; and an annual evaluation of the Beginning Teacher Support Program.

Asheboro City Schools Beginning Teacher Support Program is aligned with the North Carolina Beginning Teacher Support Program Standards:

Standard 1 – Systematic Support for High Quality Induction Programs

Standard 2 – Mentor Selection, Development, and Support

Standard 3 – Mentoring for Instructional Excellence

Standard 4 – Beginning Teacher Professional Development

Standard 5 – Formative Assessment of Candidates and Programs

### **Describe adequate provisions for efficient management of the program.**

The Assistant Superintendent of Curriculum and Instruction, in partnership with the Executive Director of Human Resources, will oversee the efficient management of the program for beginning teachers. Human Resources staff will work together to verify the status of incoming teachers with fewer than three years of experience to participate in the BTSP and ensure their teaching assignment is in the correct area of licensure. Beginning teachers will be supported through the licensure process as well as in developing their teaching skills related to curriculum, instruction and assessment. Human Resources staff will collect and submit Beginning Teacher data through the State of the Teaching Profession Report.

### **Designate, at the local level, an official to verify eligibility of beginning teachers for a continuing license.**

The Executive Director of Human Resources will serve as the official who will verify eligibility of beginning teachers for a continuing license. Processes are in place to monitor and support Beginning Teachers to successfully meet all North Carolina State Board of Education testing requirements. This will also include collaboration with each building level principal as they supervise and evaluate beginning teachers who teach at their individual schools. Verification of

mentor support and completion of professional development requirements is included in this process.

**Provide for a formal orientation for beginning teachers which includes a description of available services, training opportunities, the teacher evaluation process, and the process for achieving a continuing license.**

As part of the hiring process, each beginning teacher is provided, within the first two weeks of employment, a system orientation with the Executive Director of Human Resources to learn about State and Local Board mission, goals and policy, benefits, and ACS system procedures. This includes the procedure for converting an Initial Teaching License to a Continuing Teaching License provided beginning teachers complete all coursework, pass all NCSBE approved exams, and complete three years of teaching. Asheboro City Schools new teacher orientation includes: information about available support services such as the mentor program, professional development for beginning teachers, and other pertinent information to help them be successful in their new role as a teacher. The teachers are also introduced to the NC Educator Effectiveness system (NCEES). Once at the school site, the principal continues this orientation by providing more in-depth information about the NC Teacher Evaluation process and other topics specific to the school.

Prior to the opening of school each year, a Beginning Teacher Orientation is required for all first-year teachers. During this three-day orientation, beginning teachers are given an opportunity to network, meet certain district personnel, and meet other instructional support staff. They are also given access to electronic and hard copy resources that contains information about the school system and helpful information for beginning teachers including a copy of the BTSP plan upon board approval. Materials are provided to the teachers throughout the year which they may add to this resource guide. Topics covered during the three orientation days include

- ACS and SBE missions, goals and system services and policies
- proactive and positive classroom management
- instructional and technology support
- NC Professional Teaching Standards and Evaluation Process
- NC Standard Course of Study, the local pacing guides, and curriculum frameworks, as available
- learning about exceptional children laws and procedures, including appropriate use of seclusion and restraint of students
- reviewing research-based educational best practices
- reviewing required working conditions guidelines of:
  - mentor assigned early and in close proximity
  - limited preparations
  - limited non-instructional duties
  - limited number of exceptional or difficult students
  - no extra-curricular assignments unless requested in writing by the BT

Lateral entry teachers go through a more extensive orientation with a member of the Instructional Support team in collaboration with the Executive Director of Human Resources. Their orientation focuses on their individual plans of study and school related issues. Prior to

beginning in the classroom, these lateral entry teachers must spend a minimum of five full days completing specific requirements they record and submit to Human Resources, with the remaining five days completed during the school year which may include face-to-face sessions and online modules to support the induction requirements. In addition to the required information covered in New Teacher Orientation, the lateral entry teacher orientation may include observing other teachers; meeting with administrators or other school staff, and their mentor; reviewing school and system policies.

**Address compliance with the optimum working conditions for beginning teachers identified by the State Board of Education.**

We believe all beginning teachers in Asheboro City Schools will have the opportunity to develop into outstanding teachers. With this in mind, the following working conditions will be implemented in every situation to the extent possible.

- Assignment in the area of licensure;
- Lead Mentor assigned at each school;
- Buddy teacher assigned as determined by the principal, in the licensure area, and in close proximity;
- Orientation that includes state, district, and school expectations;
- Limited preparations;
- Limited non-instructional duties;
- Limited number of students with identified challenges; and
- No extracurricular assignments unless requested in writing by the beginning teacher.

**Address compliance with the mentor selection, assignment, and training guidelines identified by the State Board of Education.**

Asheboro City Schools will continuously improve practices associated with Standard 2: Mentor Selection, Development and Support of the NC Standards for Beginning Teacher Support Programs. The areas for focus include:

- Time,
- Instructional Focus, and
- Issues of Diversity (race, ethnicity, gender, religion, and other aspects of culture).

Prospective mentors must complete an application (including job description review) and be recommended by their principal, meet or exceed the minimum mentor qualifications as outlined in State Board policy, and complete mentor training. New mentors, will be trained via the NC online module entitled *21<sup>st</sup> Century Mentoring*, which provides mentors with 21<sup>st</sup> century skills, knowledge, and dispositions needed to support beginning teachers. Mentors will also be provided additional training (as needed) to advance their knowledge/skills and have opportunities to participate in periodic mentor professional development. Additional information is provided as needed on topics related to beginning teacher support.

Special attention will be given to the mentor's NCEES rating as required by North Carolina State Board of Education Policy TCED-016. As a mentor, these teachers will not be involved in evaluating their protégés. Mentors will serve as support for beginning teachers at the school

level in partnership with the school Instructional Facilitator who will provide professional development specific to the beginning teacher needs at their school. The mentor's role will include orientation, logistical and emotional support, along with ongoing support and encouragement.

**Provide for the involvement of the principal or the principal's designee in supporting the beginning teachers.**

A specific date will be designated for principals and their designees to provide an onsite school-based orientation. This introductory session will lay the groundwork for future continued, ongoing support for the beginning teacher. The mentor will also provide support along with the principal. Mentors will provide support each month to ensure the success of the beginning teacher. Mentors at each school, in collaboration with the Instructional Facilitator, will provide regular differentiated Professional Development for beginning teachers.

**Provide for a minimum of 4 observations per year in accordance with GS115C-333, using the North Carolina Educator Evaluation System. The plan must address the appropriate spacing of observations throughout the year, and specify a date by which the annual summative evaluation is to be completed.**

A detailed timeline for all observations is planned, shared and implemented with each building level administrator from the Executive Director of Human Resources. Additionally, the Executive Director of Human Resources will carefully monitor the timeliness of each observation, the accuracy for the completion of each document for all beginning teachers as well as monitoring for evidences of support for beginning teachers. The Executive Director of Human Resources will work in close collaboration with the principal or designee to ensure all processes and procedures are consistently and correctly followed for each observation for all beginning teachers.

In compliance with the Excellent Schools Act and subsequently GS 115C-333, each beginning teacher shall be observed at least three times annually by a qualified school administrator or a designee and at least once annually by a teacher, and shall be evaluated at least once annually by a qualified school administrator. Mentors may be assigned to complete peer observations within their school as a part of the evaluation process, but they should not be assigned to observe the beginning teachers, which they mentor. Each observation must last for at least one continuous period of instructional time and must be followed by a post-conference. All persons who observe teachers must be appropriately trained. The required observations must be appropriately spaced throughout the school year, and comply with HB1030 requirements, two observations completed in the first semester and at least one observation by a principal.

**Provide for the preparation of a Professional Development Plan (PDP) by each beginning teacher in collaboration with the principal or the principal's designee, and the mentor teacher.**

Each beginning teacher is required to develop a Professional Development Plan in collaboration with his/her principal (or the principal's designee) and mentor. The plan is to be based on the North Carolina Professional Teaching Standards, and must include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills. In developing

the plan, the beginning teacher, principal (or designee), and mentor should begin with an assessment of the beginning teacher's knowledge, dispositions, and performances. Throughout the year, formative assessment conferences should be held to reflect on the progress of the beginning teacher in meeting the goals established for professional growth. The plan should be updated on an annual basis, each year of the Beginning Teacher Support Program. Professional Development Plans will be monitored and signed at each formative assessment conference during the school year by the beginning teacher, principal, and mentor.

**Provide for a formal means of identifying and delivering services and technical assistance needed by beginning teachers.**

Building level administrators will provide a minimum of 4 observations per year in accordance GS115C-333, using the North Carolina Educator Evaluation System, within the timeline established by the Executive Director of Human Resources. Other informal observations will be completed consistently and frequently in order to monitor the progress of the beginning teacher in areas noted on the PDP, classroom management, and student progress. If, at any point in time, the administrator notes a need for assistance to a beginning teacher; such assistance will be provided immediately. This assistance may be provided by the mentor and/or the instructional facilitator, and through professional development by one or more members of the Curriculum and Instruction team, or other departments as deemed necessary by the building administrator. Support will continue to be provided until the beginning teacher becomes successful in such area as noted needing improvement or until the building administrator feels the support is no longer necessary.

**Provide for the maintenance of a cumulative beginning teacher file that contains the PDP and evaluation report(s).**

The Assistant Superintendent of Curriculum and Instruction will partner with the Executive Director of Human Resources to work together to ensure the maintenance of a cumulative beginning teacher file that contains all the necessary documentation for beginning teachers.

**Provide for the timely transfer of the cumulative beginning teacher file to successive employing LEAs, charter schools, or non-public institutions within the state upon the authorization of the beginning teacher.**

The Executive Director of Human Resources will provide for the timely transfer of all documents as authorized by the beginning teacher.

**Describe a plan for the systematic evaluation of the Beginning Teacher Support Program to assure program quality, effectiveness, and efficient management.**

The Teacher Working Conditions Survey will be used to evaluate the effectiveness, efficient management and the program quality of the Beginning Teacher Support Program. Additionally, an internal survey will be administered to beginning teachers and mentors annually. Feedback will also be gathered from Principals, and other teacher groups as needed.

Asheboro City Schools will participate in the BTSP monitoring cycle conducted by NCDPI and

the Peer Review process within the PTEC and/or PANC Regional meetings. Based on the results of this evaluation, the Executive Director of Human Resources will revise the plan as needed.

**Document that the local board of education has adopted the LEA plan, or that the charter school or non-public institution plan has been approved by the SBE.**

Documentation of the adoption of the LEA plan by the local board of education will be noted in the Board of Education meeting minutes.

**Conclusion**

The Asheboro City Board of Education, district administrators, building administrators and the Curriculum and Instruction team are all fully committed to ensuring and supporting beginning teachers in their success as professionals, as teacher leaders, and in their individual growth. Mentors and instructional facilitators will work collegially with each beginning teacher so that a professional colleague will be available to provide an individualized continuum of support and encouragement. Asheboro City Schools is committed to ensuring each beginning teacher is equipped to be a future-ready professional who prepares our students to be college and career ready.

Asheboro City Schools Beginning Teacher Support Plan, approved by the Asheboro City Board of Education on:

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Date

Submitted to Department of Public Instruction: \_\_\_\_\_

Date



**2019**  
**End of Grade/End of Course Retest Plan**  
**Summer Academy**

**General Plan:**

Per guidance from the North Carolina Department of Public Instruction (NCDPI) this year, End-of-Grade/End-of-Course enrichment opportunities and additional test administration is an option for students who passed a course/subject but scored a Level 1 or a Level 2 on the associated End-of-Course or End-of-Grade assessment in Reading/English Language Arts (grades 4 – 8) or Science. Districts may administer the End of Grade or End of Course tests during a summer program that occurs after the academic year. These test scores will not be included in growth analysis for school accountability or for educator effectiveness. However, the higher score will be included in proficiency calculations for school accountability within the current accountability year. The 2018–2019 accountability year ends on June 28, 2019. Summer Academy assessment scores must be uploaded to NCDPI by July 5, 2019, to be included in 2018–2019 accountability model.

Due to the standard setting for the new mathematics End-of-Grade and End-of Course assessments, we will not be able to remediate or retest in mathematics this year. Third grade students will not be included in the Summer Academy this year. They will remain eligible to participate in the Read-to-Achieve Summer Camp.

NCDPI is not specifying the number of days the summer program must be conducted or whether transportation is required and student participation is voluntary. Parents or guardians must make the final decision regarding their student’s summer school attendance; students will be held harmless if they do not participate. Additionally, for the 2018–2019 school year, schools offering a summer program must have it approved by their local Board of Education. Schools must notify parents about the summer program including, but not limited to, the dates it will occur, its purpose, and who is eligible to attend. All End of Course and End of Grade assessments must be administered during the NCDPI designated testing windows.

**“Proposed” Asheboro City Schools End of Grade/End of Course Summer  
Enrichment and Retest Plan:**

- **Tentative Dates:**
  - June 12<sup>th</sup> – June 25<sup>th</sup> = Enrichment and Skill Boost
  - June 26<sup>th</sup> and 27<sup>th</sup> = Retesting
- **Purpose:**
  - To provide opportunities for students to increase their skills in the areas of 4<sup>th</sup>/8<sup>th</sup> grade reading, English II, 5<sup>th</sup>/8<sup>th</sup> grade science, and high school Biology and demonstrate mastery of grade-level content.
- **Eligibility:**
  - Students who scored Level 2 on an End of Grade or End of Course test and students assessed through NC Extend 1. On a case-by-case basis, schools may invite other students if they feel it is appropriate for them to attend. Transportation will be provided.

**District Plans:**

The district and teacher leaders will develop the process for providing instruction to eligible students based on data. Once test scores are received, schools will begin the process of student support during the remaining days of the school year, notifying parents of the summer program opportunity by providing them with the intent letter and report to transportation the names of students who intend to participate and require bus transportation. Teacher allotments will be based on the number of students scoring at an achievement level 2 in each content area.

- **Breakfast/Lunch:**
  - Schools will serve a hot breakfast and a hot lunch as normal on these days.

**Asheboro City Schools End of Grade/End of Course Retest Plan**

**Dates:**

June 12-27, 2019

**Locations:**

Grades 3-5 – Guy B. Teachey Elementary  
Grades 6-12 – South Asheboro Middle School

**Times:**

8:15-11:30 a.m.  
8:30-11:45 a.m.

**Transportation:**

Transportation Provided

**Meals:**

Daily breakfast and lunch provided

**Subjects:**

EOG English/Language Arts Grades 4-8  
EOG Science Grades 5 & 8

EOC Biology  
EOC English II

**Attendees:**

Students scoring Achievement Level 2 that will benefit from additional instruction will be invited. Requests for students scoring at Achievement Level I will also be honored.

Policies  
For  
Approval

**A. ADMINISTRATIVE HEARINGS**

The rules set out below will govern hearings held by the superintendent in assessing misbehavior and appropriate consequences. The purpose of the hearing will be to determine the facts relevant to the alleged misbehavior and the credibility of witnesses, based on the evidence presented at the hearing.

1. The hearing will be informal and conducted in private.
2. Prior to the hearing, the student and his or her parents and representative will have an opportunity to review any audio or video recordings of the incident and, consistent with federal and state student records laws and regulations, the information that may be presented as evidence against the student, including statements made by witnesses whose names are withheld in accordance with number 5, below.
3. The hearing may be attended by the superintendent, the principal and/or assistant administrators and any persons the superintendent deems necessary. The student has the right to be present at the hearing, to be accompanied by his or her parents and to be represented by an attorney or non-attorney advocate. Witnesses should be present only when providing information.
4. The school representatives have the burden of proving the misbehavior; the violation of board policy, the Code of Student Conduct, school standards or school rules; and the appropriateness of the recommended consequence for the violation.
5. The school representatives will present the witnesses and documentary evidence against the student first. School officials may withhold witness names or other identifying information if identification of a witness could threaten the witness's safety.
6. After the school representatives have presented their evidence, the student or his or her representative may present evidence relating to the alleged disciplinary infraction, the student's intent at the time of the incident, any mitigating or aggravating factors involved, the disciplinary and academic history of the student and the potential benefits to the student of alternatives to suspension. Such evidence may include oral testimony by the student or witnesses, written statements and other documents.
7. Both the school representatives and the student or his or her parent or representative may examine the witnesses presented by the other side. The superintendent has the authority to limit questioning by any person if the questioning is unproductive, unnecessarily lengthy, repetitive or irrelevant.

8. In reaching a determination in the matter, the superintendent shall consider the documents produced in the hearing, the testimony of the witnesses and other evidence presented at the hearing. If the superintendent determines that a violation occurred, the superintendent also shall determine the appropriateness of the recommended consequences for the violation. Formal rules of evidence do not apply, and the superintendent may rely on evidence that a reasonably prudent person would consider in the conduct of serious affairs.
9. Following the hearing, the superintendent shall render a written decision based on substantial evidence presented at the hearing and shall notify the student and parent of that decision in accordance with the requirements of policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion.
10. The superintendent or designee shall provide for making a record of the hearing, including any findings or conclusions made by the superintendent. The student will have the right to make his or her own audio recording of the hearing.

## **B. BOARD HEARINGS**

### **1. Appeal of a Long-Term or 365-Day Suspension**

The board will provide the opportunity for a hearing that follows the procedures established for administrative hearings, except that (1) the superintendent or designee will represent the school system and the board or a panel of the board will be the decision maker, and (2) unless the board requests otherwise or doing so would create a substantial threat of unfairness, the board will limit presentations of testimony to the student, the student's parent and representative, and the school system's representative and will limit documentation to the records and evidence presented at the administrative hearing. The board, at its discretion, may request additional information or evidence.

The board will review any records created by the superintendent's decision and the record created from any administrative hearing held. The board will review the superintendent's decision to be sure that: (1) there was a reasonable basis for determining that the student engaged in the specified misbehavior; (2) a board policy, the Code of Student Conduct, a school standard or a school rule was violated; (3) the consequence for the violation was reasonable; and (4) procedures established by board policy were followed.

### **2. Board Decision on Expulsion**

The board will provide an opportunity for a hearing to review the superintendent's recommendation for expulsion. The rules established for administrative hearings will be followed, except that the superintendent or designee will represent the school system and the board will be the decision maker. The board may request additional records or witnesses. A decision will be made on the superintendent's

recommendation following the standards for expulsion established in policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion.

Legal References: G.S. 115C-45, -47, -276, -288, -390.1, -390.2, -390.7, -390.8

Cross References: Long-Term Suspension, 365-Day Suspension, Expulsion (policy 4353)

Adopted: November 10, 2011

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

**A. ATTENDANCE RECORDS**

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

**B. EXCUSED ABSENCES**

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

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

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

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

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

### **C. SCHOOL-RELATED ACTIVITIES**

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

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

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

**D. EXCESSIVE ABSENCES**

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

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

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

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

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

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

**E. TARDIES**

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

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, et seq.; G.S. 115C-47, -84.2, -288(a), -375.5, -378 to -383, -390.2(d), -390.2(l), -390.5, -407.5; 130A-440; 16 N.C.A.C. 6E .0102, .0103; State Board of Education Policies ATND-000, -003, NCAC-6E.0104

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

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

Revised: April 10, 2008, May 14, 2009, September 10, 2009, November 10, 2011, June 13, 2013, July 9, 2015, July 14, 2016, September 14, 2017, August 16, 2018

The board recognizes that students may need to take medication during school hours. School personnel may administer medication prescribed by a health care practitioner upon the written request of a student's parents. In limited circumstances, a student may be authorized to self-administer medications. To minimize disruptions to the school day, students should take medications at home rather than at school whenever feasible. School officials may deny a request to administer any medication that could be taken at home or when, in the opinion of the superintendent or designee in consultation with school nursing personnel, the administration of the medication by school personnel would pose a substantial risk of harm to the student or others.

For purposes of this policy, all references to "parent" include parents, legal guardians, and legal custodians. In addition, for purposes of this policy, the term "health care practitioner" is limited to licensed medical professionals who are legally authorized to prescribe medications under North Carolina law, such as doctors of medicine, doctors of osteopathic medicine, physician assistants, and nurse practitioners

**A. MEDICATION ADMINISTRATION BY SCHOOL EMPLOYEES****1. Conditions for Administering Medication**

Authorized school employees may administer medication to students when all of the following conditions are met. These conditions apply to all medications, including those available over-the-counter without a prescription.

- a. **Parental Consent:** The student's parent must make a signed written request that authorizes school personnel to administer the medication to the student.
- b. **Medication Authorization/Order:** A health care practitioner must prescribe the medication for use by the student and provide explicit written instructions for administering the medication.
- c. **Certification of Necessity:** The student's health care practitioner must ~~has~~ certify that administration of the medication to the student during the school day is necessary to maintain and support the student's continued presence in school.
- d. **Proper Container/Labeling:** If the medication to be administered is available by prescription only, the parent must provide the medication in a pharmacy-labeled container with directions for how and when the medicine is to be given. If the medication is available over-the-counter, it must be provided in the original container or packaging, labeled with the student's name.
- e. **Proper Administration:** The employee must administer the medication pursuant to the health care practitioner's written instructions provided to the

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school by the student's parent and in accordance with professional standards.

The board of education and its employees assume no liability for complications or side effects of medication when administered in accordance with the instructions provided by the parent and health care practitioner.

## 2. Procedures for Administering Medications

The superintendent shall develop procedures for the implementation of this policy. The procedures and a copy of this policy must be made available to all students and parents each school year. The superintendent's procedures should be developed according to the guidelines listed below.

- a. The health and welfare of the student must be of paramount concern in all decisions regarding the administration of medicine.
- b. Procedures for medication administration must be consistent with recommendations of the School Health Unit of the Children & Youth Branch of the N.C. Division of Public Health, as described in the North Carolina School Health Program Manual.
- c. Students with special needs are to be afforded all rights provided by federal and state law as enumerated in the *Policies Governing Services for Children with Disabilities*. Students with disabilities also are to be afforded all rights provided by anti-discrimination laws, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
- d. No student may possess, use or transmit any drug or counterfeit drug prohibited by policy 4325, Drugs and Alcohol.
- e. The board generally encourages school personnel to administer medication from a centralized location. However, in all instances, whether administered from a centralized location or multiple locations, any medications kept at school for a student must be kept in a locked and secure place. An exception to the requirement for locked storage may be made for emergency medications that must be immediately accessible.
- f. All school personnel who will be administering medicines must receive appropriate training.
- g. Only medications clearly prescribed for the student may be administered by school personnel. At the time a parent or guardian brings a medication to school for administration, if school personnel have concerns regarding the appropriateness of the medication or dosage for a student, a confirmation should be obtained from the student's health care practitioner or another

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health care practitioner prior to administering the medication or allowing a student to self-administer the medication.

- h. Although efforts should be made not to disrupt instructional time, a parent has the right to administer medication to his or her child at any time while the child is on school property.
- i. Written information maintained by school personnel regarding a student's medicinal and health needs is confidential. Parents and students must be accorded all rights provided by the Family Educational Rights and Privacy Act and state confidentiality laws. Any employee who violates the confidentiality of the records may be subject to disciplinary action.

## **B. EMERGENCY MEDICATION**

Students who are at risk for medical emergencies, such as those with diabetes, seizures, asthma or severe allergies, must have an emergency health care plan developed for them to address emergency administration of medication. Students must meet the requirements of subsection A.1, above, including providing authorization and instructions from the health care practitioner and written consent of the parent, in order for emergency medication to be administered by school personnel while the student is at school, at a school-sponsored activity, and/or while in transit to or from school or a school-sponsored event.

## **C. STUDENT SELF-ADMINISTERING EMERGENCY MEDICATIONS**

The board recognizes that students with certain health conditions like diabetes or asthma, or an allergy that could result in an anaphylactic reactions, may need to possess and self-administer medication on school property in accordance with their approved individual health care plan or emergency health care plan. As used in this section of the policy, "medication" refers to a medicine prescribed for the treatment of diabetes, asthma, or anaphylactic reactions and includes insulin or a source of glucose, a prescribed asthma inhaler, or a prescribed epinephrine auto-injector. The superintendent shall develop procedures for the possession and self-administration of such medication by students on school property, during the school day, at school-sponsored activities, and/or while in transit to or from school or school-sponsored events.

### **1. Authorization to Self-Administer Medication**

Before a student will be allowed to self-administer medication pursuant to this section, the student's parent must provide to the principal or designee all of the documents listed below:

- a. written authorization from the student's parent for the student to possess and self-administer the medication;
- b. a written statement from the student's health care practitioner verifying that:

- 1) the student has asthma, diabetes, and/or an allergy that could result in anaphylactic reaction;
  - 2) health care practitioner prescribed the medication for use on school property during the school day, at school-sponsored activities, or while in transit to or from school or school-sponsored events; and
  - 3) the student understands, has been instructed in self-administration of the medication, and has demonstrated the skill level necessary to use the medication and any accompanying device;
- c. a written treatment plan and written emergency protocol formulated by the prescribing health care practitioner for managing the student's asthma, diabetes, or anaphylaxis episodes and for medication use by the student;
  - d. a statement provided by the school system and signed by the student's parent acknowledging that the board of education and its employees and agents are not liable for injury arising from the student's possession and self-administration of the medication; and
  - e. any other documents or items necessary to comply with state and federal laws.

Prior to being permitted to self-administer medication at school, the student also must demonstrate to the school nurse, or the nurse's designee, the skill level necessary to use the medication and any accompanying device.

The student's parent shall provide to the school backup medication that school personnel are to keep in a location to which the student has immediate access in the event the student does not have the required medication.

All information provided to the school by the student's parent must be reviewed by the school nurse and kept on file at the school in an easily accessible location. Any permission granted by the principal or designee for a student to possess and self-administer medication will be effective only for the same school for 365 calendar days. Such permission must be renewed each school year.

## 2. Responsibilities of the Student

A student who is authorized in accordance with this policy to carry medication for self-administration must carry the medication in the original labeled container with the student's name on the label.

## 3. Consequences for Improper Use

A student who uses his or her medication in a manner other than as prescribed or who permits another person to use the medication may be subject to disciplinary action pursuant to the school disciplinary policy. However, school officials shall not impose disciplinary action on the student that limits or restricts the student's immediate access to the diabetes, asthma, or anaphylactic medication.

The board does not assume any responsibility for the administration of medication to a student by the student, the student's parent, or any other person who is not authorized by this policy to administer medications to students.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12134, 28 C.F.R. pt. 35; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; Rehabilitation Act of 1973, 29 U.S.C. -705(20), -794, 34 C.F.R. pt. 104; G.S. 115C-36, -307(c), -375.1, - 375.2, -375.2A, -375.3; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000

Cross References: Parental Involvement (policy 1310/4002), Drugs and Alcohol (policy 4325), Emergency Epinephrine Auto-Injector Devices (policy 5024/6127/7266)

Other References: North Carolina School Health Program Manual (N.C. Dept. of Health and Human Services, Div. of Public Health, School Health Unit, 6th ed. 2014), available at <https://www2.ncdhhs.gov/dph/wch/lhd/manuals.htm>

Revised: July 14, 2005, January 21, 2016, June 9, 2016, September 14, 2017, May 10, 2018

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

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

#### **A. SCHOOL HEALTH ADVISORY COUNCIL**

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

The council will be composed of representatives from the school system, the local health department and the community. The council must include members of each of the following groups: the school board, school system administrators, school system food service representatives, physical education teachers, school health professionals, students, parents or guardians and the public. The council will provide information to the board about the following areas or concerns: (1) physical activity, (2) health education, (3)

employee wellness, (4) health services, (5) social and emotional climate, (6) nutrition environment and services, (7) counseling, psychological, and social services, (8) physical environment, (9) family engagement, and (10) community involvement.

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

**B. NUTRITION PROMOTION AND NUTITION EDUCATION**

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

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

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

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

Goals will consist of:

1. Child Nutrition will follow all North Carolina and federal nutritional guidelines.
2. Nutrition education will align with national dietary guidelines and adhere to the North Carolina Healthful Living Standard Course of Study to support a healthful lifestyle and improved quality of life for all students.

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

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

1. School Lunch, Breakfast and Snack Programs

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

2. Competitive Foods

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

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

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

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

4. Food and Beverage Marketing

Food and beverage marketing on school campuses during the school day must meet federal and state standards. In accordance with these standards, only foods

and beverages that meet the Smart Snack standards (as described in subsection C.2, above) may be marketed or advertised on school campuses during the school day.

**D. PHYSICAL EDUCATION AND PHYSICAL ACTIVITY**

1. Goals of the Physical Education Program

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

2. The Physical Education Course

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

3. Physical Activity Requirements and Goals

School personnel should strive to provide opportunities for age and developmentally appropriate physical activity during the day for all students so that students can learn how to maintain a physically active lifestyle. Schools must provide a minimum of 30 minutes of moderate to vigorous physical activity daily for kindergarten through eighth-grade students. Such activity may be achieved through a regular daily physical education class as described in Sections D.1 and D.2 above, or through recess, dance, classroom energizers and/or other curriculum-based physical activity programs of at least 10 minutes duration, that, when combined, total 30 minutes of daily physical activity. Principals shall work with teachers to ensure that students meet the minimum physical activity requirement. The board will periodically measure and report progress toward meeting these goals.

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

used as a form of punishment for students.

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

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

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

**F. IMPLEMENTATION AND REVIEW OF POLICY**

1. Oversight and Monitoring of Implementation and Progress

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

2. Review of Policy

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

used to notify the school health advisory council and/or other stakeholders of their ability to participate.

3. Annual Reporting

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

4. Triennial Assessment

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

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

**G. PUBLIC NOTIFICATION**

- 1. The school system will publish contact information for the lead wellness official on the school system website.
- 2. The lead wellness official shall assist the school health advisory council with ~~to~~ annually informing and updating the public about this policy and its implementation and State Board policy SHLT-000.
- 3. The superintendent or designee shall make public the results of the triennial assessment described in subsection F.4 of this policy.
- 4. All information required to be reported under this section and any additional information required by the state to be reported publicly shall be widely disseminated to students, parents and the community in an accessible and easily understood manner, which may include by posting on the school system website.

## **H. RECORDKEEPING**

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

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

Legal References: Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. 1751; Healthy, Hunger-Free Kids Act of 2010, P.L. 111-296; National School Lunch Act, 42 U.S.C. 1751 *et seq.*; 7 C.F.R. 210.11, 210.12a, and 210.31; G.S. 115C-264.2, -264.3; 16 N.C.A.C. 6H.0104; State Board of Education Policies SHLT-000, CHNU-002, NCAC-6H.004; *Eat Smart: North Carolina's Recommended Standards for All Foods in Schools*, N.C. Department of Health and Human Services, N.C. Division of Public Health (2004)

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

Issued: August 10, 2006

Revised: June 30, 2009, April 10, 2014, January 21, 2016, September 14, 2017

## **SAFETY AND STUDENT TRANSPORTATION SERVICES**

*Policy Code:*

**6305**

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Safety is of paramount concern in providing student transportation services. The board recognizes that providing safe transportation requires the cooperation of students, parents, volunteers, personnel and other governmental agencies. The superintendent or designee and all principals shall make reasonable efforts to inform affected individuals or entities about safety issues and monitor compliance with legal requirements and this policy.

### **A. STUDENT BEHAVIOR**

A safe and orderly environment is critical whenever transporting students. The Code of Student Conduct and board policies on student behavior apply as provided in board policy 4300, Student Behavior Policies. All students will receive training on school bus safety as required by law regardless of whether they regularly ride a school bus to and from school.

### **B. TRANSPORTATION SAFETY ASSISTANTS AND BUS MONITORS**

Upon recommendation of a building principal and the superintendent, the board may employ transportation safety assistants to assist bus drivers with the safety, movement, management and care of students. In addition, the superintendent or designee may appoint a volunteer monitor to assist a bus driver with maintaining order and student safety for any bus assigned to a school. As necessary, the superintendent or designee shall designate in administrative guidelines the responsibilities of school bus transportation safety assistants and bus monitors in accordance with state law.

### **C. MAINTENANCE**

The superintendent or designee and principals will fulfill all duties prescribed by state law and regulations for maintaining, inspecting and repairing school buses and other vehicles used to transport students.

### **D. SAFETY PRACTICES ON SCHOOL BUSES AND ACTIVITY BUSES**

In addition to any rules established by the superintendent or designee for the safe operation of the student transportation services, the board expects school employees to observe the following practices.

1. All school bus drivers must utilize the North Carolina crossing signal to communicate to students when it is safe to cross the street to board the bus and when it is safe to cross the street after exiting the bus.

2. The number of students transported on any school bus, activity bus, commercial bus or contracted vehicle will not exceed the official rated capacity for the specific vehicle being used.
3. All riders must be seated while the vehicle is in motion.
4. No person will be permitted to stand or sit in the aisle or stepwell when the vehicle is in motion.
5. All school bus drivers are expected to use good judgment in determining whether it is safe to operate a school vehicle, and to permit students to enter or leave the bus at particular locations.
6. Bus drivers must report immediately any suspected mechanical defects or other unsafe conditions, including road or traffic conditions which affect the safeness of the bus route or bus stops.

**E. TRAINING**

It is the responsibility of the superintendent or designee to see that:

1. students and bus drivers receive training as required by law, including training on the use of the North Carolina crossing signal;
2. students taking trips on activity buses or commercial buses receive safety instruction as needed, including, but not limited to, instruction on and demonstration of emergency exit operation for the vehicle on which they are riding for any specific trip; and
3. records of student training are made as required by the State Board of Education.

**F. ACCIDENT REPORTING**

The driver of any school bus or other school vehicle must report immediately to the superintendent or designee any accident involving death, injury or property. Any driver involved in an accident involving injury or property damage must undergo immediate drug and alcohol testing at the agency designated by the Asheboro City Schools.

Legal References: G.S. 115C-239, -240, -245, -248, -249.1; *Preventive Maintenance and Vehicle Replacement Manual (NC Bus Fleet Manual)*, State Board of Education Policy TRAN-005, available at [www.ncbussafety.org/documents/Buses/NCBusFleetManual.pdf](http://www.ncbussafety.org/documents/Buses/NCBusFleetManual.pdf); State Board of Education Policies TRAN-006, TRAN-011; *North Carolina School Bus Driver Handout*, Department of Transportation, Division of Motor Vehicles, available at <https://www.ncdot.gov/dmv/license-id/driver-licenses/new-drivers/Documents/School%20Bus%20Handbook.pdf>

Cross References: Student Behavior Policies (policy 4300), Authority of School Personnel (policy 4301), School Plan for Management of Student Behavior (policy 4302), Orderly Environment (policy 4315)

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

Revised: January 21, 2016 , September 14, 2017

The board acknowledges that instructing students is the primary mission of the school system. Generally, in order to carry out the responsibilities of the school system, teachers and other employees may also be required to perform certain non-instructional and extracurricular duties. Assigned additional duties are considered part of all employees' responsibilities. However, assignment of additional duties to teachers should be minimized to allow time for teachers to plan, collaborate with colleagues, conduct conferences with parents, tutor students and perform any other activities that have a direct impact on student achievement. Beginning teachers also need adequate opportunities to develop their professional skills and need access to experienced teachers who will provide mentoring to them. In light of these goals, the principal of each school has the authority to assign extracurricular and non-instructional duties as necessary to conduct the business of the school, within the following guidelines.

**A. EXTRACURRICULAR DUTIES**

Initially licensed teachers may not be assigned extracurricular duties unless they request the assignments in writing.

**1. Extracurricular Duties Defined**

Extracurricular duties include those duties performed by a teacher outside the regular school day that involve students and are not directly related to the instructional program. Examples of extracurricular activities for which consent is required include such things as coaching duties, taking tickets at sporting events and acting as a faculty sponsor for a student club. Extracurricular duties do not include such things as time spent in parent-teacher conferences or activities related to courses taught by the teacher, such as band concerts that are performed as a part of band class.

**2. Exceptions Permitted for Compelling Reasons**

In cases of compelling need, initially licensed teachers may be required to perform extracurricular duties if the procedures set forth in this paragraph are followed.

**a. Compelling Need Defined**

A compelling need arises when the principal of a school is not reasonably able to provide adequate supervision by qualified personnel at extracurricular activities without using initially licensed teachers and no initially licensed teachers have volunteered in writing to perform these activities. In determining whether a compelling need exists, it will be assumed that teaching assistants and other non-licensed employees may not be assigned to extracurricular duties unless the assignment is approved in

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advance by the superintendent or designee. Examples of compelling need include circumstances when:

- 1) an employee who is scheduled to perform an extracurricular duty is unexpectedly unavailable and the position must be filled quickly;
- 2) the school principal cannot adequately fill extracurricular duty positions without additional reliance on initially licensed teachers; or
- 3) an extracurricular duty must be supervised by individuals with certain experience, skills or qualifications and initially licensed teachers are the only qualified staff members who possess the required experience, skills or qualifications.

b. Process for Granting a Compelling Need Waiver

1) Board Waiver

In cases in which the need for a waiver is reasonably foreseeable and there is an opportunity to bring the matter before the board of education for approval prior to the extra duty, the superintendent shall bring the matter to the board for a decision on the waiver request. The recommendation for a waiver must be in writing and set forth the circumstances requiring the waiver. The board minutes or other documentation will reflect the reasons for granting the waiver.

2) Superintendent Waiver

If there is not a scheduled board meeting prior to the need to provide adequate supervision at the extracurricular activity, the superintendent may waive the requirement upon a finding of compelling need. The superintendent shall make a written record of all such waivers and the circumstances for requesting each waiver. At the next regular board meeting, the superintendent shall report to the board any past waivers made and the reasons therefore. If the waiver is for an ongoing activity, the superintendent must seek and obtain board approval to continue the initially licensed teacher in the extracurricular activity in accordance with the procedure in paragraph (1) above.

3) Principal Waiver

If there is an exigent need to waive the policy, such as the unexpected illness or absence of an employee, then the school

principal is authorized to waive the policy temporarily for up to five days. However, the principal must report the waiver to the superintendent in writing, setting forth the circumstances requiring the waiver. The superintendent must approve all waivers over five days, as provided in paragraph (2) above. The board must approve all continuing waivers at its next regular meeting, as provided in paragraph (1) above.

4) Teacher Access to Records

The teacher may request and is entitled to receive any documentation regarding waivers requested or granted under this policy.

**B. NON-INSTRUCTIONAL DUTIES**

Principals shall minimize the assignment of non-instructional duties to all teachers, including initially licensed teachers. Specifically, teachers should not be required to use their daily planning periods on an ongoing and regular basis to supervise students. Planning periods generally should be reserved for course planning and meetings with other professional staff regarding the instructional program.

1. Non-Instructional Duties Defined

Non-instructional duties refer to those duties that are not directly involved with the instructional program or the implementation of the current statewide instructional standards, but that all teachers are expected to do. These duties include such things as bus duty, carpool duty and regular and ongoing use of planning periods to monitor hallways and cafeterias. Nothing in this policy should be construed to relieve teachers of the responsibility to provide for the safety and supervision of students during regular school hours, as necessary to maintain order and discipline in the school.

2. Distribution of Non-Instructional Duties

Non-instructional duties should be distributed equitably among employees to the extent that it is reasonably possible to do so. In assigning non-instructional duties, consideration should be given to the need for initially licensed teachers to have adequate professional development, planning time and access to experienced teachers who can share their expertise. Principals are responsible for structuring these opportunities in a way that will be beneficial to the students and employees at their schools.

**C. EVALUATION**

The failure of an initially licensed teacher to volunteer to perform extracurricular

duties is not appropriate grounds to lower the teacher's evaluation or just cause for a less than proficient evaluation rating of an initially licensed teacher, provided that the teacher has conducted himself or herself in a professional manner when declining to accept extracurricular duties. However, a teacher's failure to perform an assigned non-instructional or extracurricular duty in a competent and professional manner may be considered as a part of the teacher's evaluation.

Legal References: G.S. 115C-47(18a), -301.1; State Board of Education Policy TCED-16

Adopted: September 9, 1999

Revised: May 11, 2000, May 10, 2012, January 8, 2015, March 11, 2016, October 5, 2017

**APPLICATION  
PUBLIC SCHOOL BUILDING CAPITAL FUND  
NORTH CAROLINA EDUCATION LOTTERY**

Approved: \_\_\_\_\_

Date: \_\_\_\_\_

County: \_\_\_\_\_

Contact Person: \_\_\_\_\_

LEA: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Project Title: \_\_\_\_\_

Location: \_\_\_\_\_

Type of Facility: \_\_\_\_\_

North Carolina General Statutes, Chapter 18C, provides that a portion of the proceeds of the North Carolina State Lottery Fund be transferred to the Public School Building Capital Fund in accordance with G.S. 115C-546.2. Further, G.S. 115C-546.2 (d) has been amended to include the following:

(3) No county shall have to provide matching funds...

(4) A county may use monies in this Fund to pay for school construction projects in local school administrative units and to retire indebtedness incurred for school construction projects incurred on or after January 1, 2003.

(5) A county may not use monies in this Fund to pay for school technology needs.

As used in this section, "Public School Buildings" shall include only facilities for individual schools that are used for instructional and related purposes, and does not include central administration, maintenance, or other facilities. **Applications must be submitted within one year following the date of final payment to the Contractor or Vendor.**

Lottery Funds received for FY 2010-11 may be used to pay classroom teachers, at the request of the local board of education. (SL 2010-123)

Short description of Construction Project: \_\_\_\_\_

Estimated Costs:

Purchase of Land _____	\$ _____
Planning and Design Services _____	_____
New Construction _____	_____
Additions / Renovations _____	_____
Repair _____	_____
Debt Payment / Bond Payment _____	_____
Classroom Teachers _____	_____
<b>TOTAL</b> _____	<b>\$</b> _____

Estimated Project Beginning Date: \_\_\_\_\_ Est. Project Completion Date: \_\_\_\_\_

We, the undersigned, agree to submit a statement of state monies expended for this project within 60 days following completion of the project.

The County Commissioners and the Board of Education do hereby jointly request approval of the above project, and request release of \$ \_\_\_\_\_ from the Public School Building Capital Fund (Lottery Distribution). We certify that the project herein described is within the parameters of G.S. 115C-546 (or SL 2010-123).

\_\_\_\_\_  
(Signature — Chair, County Commissioners)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature — Chair, Board of Education)

\_\_\_\_\_  
(Date)

**NORTH CAROLINA DEPARTMENT OF STATE TREASURER  
SIGNATURE CARD FOR DISBURSING AND STIF ACCOUNTS**

This card is to be executed by the agency head, board chairman or president of any entity; authorized by the NC State Controller's Office to maintain a disbursing account with the State Treasurer, pursuant to North Carolina General Statute ("N.C.G.S.") § 147-74; or authorized to maintain a Short-term Investment Fund (STIF) account with the State Treasurer pursuant to either N.C.G.S. § 147-69.3(b), N.C.G.S. § 116-36.1 or N.C.G.S. § 147-86.11(e)(1a). Updated cards should be filed with the State Treasurer whenever changes occur.

Effective Date: 03/01/2019

Agency Name: <u>Asheboro City LEA</u>	Customer ID(AAA####): <u>ATY0502</u>
Account Number: <u>5</u> - <u>0</u> <u>0</u> <u>0</u> - <u>5</u> <u>0</u> <u>2</u>	Type Account: Disbursing <input checked="" type="checkbox"/> or STIF <input type="checkbox"/>
Account Name: <u>Asheboro ADM Unit</u>	
Individual(s) authorized to transact business on the above account (show facsimile signature if used):	
<u>Printed Name and Title</u>	<u>Signature</u>
<u>Terry W. Worrell, Superintendent</u>	_____
<u>Sandra Annette Spivey, Finance Officer</u>	_____
_____	_____
_____	_____

**Certification of Agency Head, President or Chairman:**

I certify that the information provided in this form is true and correct. The above individuals are authorized to act in the capacity indicated and to transact business on behalf of the agency on the accounts listed above.

Yvonne Wilson Kidd, Board of Education Chair

Printed Name

Signature

Date

If a disbursing account, this should be the same individual who executes OSC's Delegation of Disbursing Authority, which is available at: NC OSC: Disbursing Accounts

**CONTACTS**

**Agency's Chief Fiscal Officer**

Name: Sandra Annette Spivey  
Address: P.O. Box 1103  
Asheboro, NC 27204  
Telephone: 336-625-5104  
E-mail Address: sspivey@asheboro.k12.nc.us

**Account Contact**

Name: Kristen Michelle Wright  
Address: P.O. Box 1103  
Asheboro, NC 27204  
Telephone: 336-625-5104  
E-mail Address: kmwright@asheboro.k12.nc.us

# Amendment to Commercial Account Signature Card

## I. Account Title(s)

<b>Account #1</b> <u>2003910001084</u> CoID <u>182</u> <small>(Internal Use Only)</small>	<b>Account #2</b> <u>2003950020300</u> CoID <u>182</u> <small>(Internal Use Only)</small>
<b>Title Line 1</b> <u>Asheboro City Schools</u> <small>(Customer's full legal name matching Customer's formation documents and TIN certification documentation- 40 characters max.)</small> Optional Account Title Lines (40 characters max per line.)	<b>Title Line 1</b> <u>Asheboro City Schools</u> <small>(Customer's full legal name matching Customer's formation documents and TIN certification documentation- 40 characters max.)</small> Optional Account Title Lines (40 characters max per line.)
Title Line 2 _____ Title Line 3 _____ Title Line 4 _____ <small>(If applicable, enter DBA name on last available title line)</small>	Title Line 2 <u>payroll</u> Title Line 3 _____ Title Line 4 _____ <small>(If applicable, enter DBA name on last available title line)</small>
<b>Account #3</b> <u>2000026316831</u> CoID <u>338</u> <small>(Internal Use Only)</small>	<b>Account #4</b> <u>2003950034590</u> CoID <u>338</u> <small>(Internal Use Only)</small>
<b>Title Line 1</b> <u>Asheboro City Schools</u> <small>(Customer's full legal name matching Customer's formation documents and TIN certification documentation- 40 characters max.)</small> Optional Account Title Lines (40 characters max per line.)	<b>Title Line 1</b> <u>Asheboro City Schools</u> <small>(Customer's full legal name matching Customer's formation documents and TIN certification documentation- 40 characters max.)</small> Optional Account Title Lines (40 characters max per line.)
Title Line 2 _____ Title Line 3 _____ Title Line 4 _____ <small>(If applicable, enter DBA name on last available title line)</small>	Title Line 2 _____ Title Line 3 _____ Title Line 4 _____ <small>(If applicable, enter DBA name on last available title line)</small>

## II. Amendment to Authorized Account Signers-add:

#1	Terry White Worrell	Superintendent	
	Signature	Printed Name	Position/Title
	<small>Signer role-Please Select <b>one</b>. If no selection default will be limited signer. Refer to section IV for authority definitions.</small>		
	<input type="checkbox"/> Limited Signer <input checked="" type="checkbox"/> Principal Officer/Key Executive <input type="checkbox"/> Owner		
#2	Sandra Annette Spivey	Finance Officer	
	Signature	Printed Name	Position/Title
	<small>Signer role-Please Select <b>one</b>. If no selection default will be limited signer. Refer to section IV for authority definitions.</small>		
	<input type="checkbox"/> Limited Signer <input checked="" type="checkbox"/> Principal Officer/Key Executive <input type="checkbox"/> Owner		
#3			
	Signature	Printed Name	Position/Title
	<small>Signer role-Please Select <b>one</b>. If no selection default will be limited signer. Refer to section IV for authority definitions.</small>		
	<input type="checkbox"/> Limited Signer <input type="checkbox"/> Principal Officer/Key Executive <input type="checkbox"/> Owner		

## III. Amendment to Authorized Account Signers-delete:

#1 Barney H Blair Jr.  
Signer Name

#2 \_\_\_\_\_  
Signer Name

#### IV. Customer Acknowledgement & Agreement

On behalf of the customer, I hereby certify, by my signature below, that each of the individuals designated in Section II above as

- (a) a "Limited Signer" is authorized, acting alone, to (i) sign checks drawn on the account(s) and (ii) instruct Wells Fargo with respect to stop payment order(s).
- (b) a "Principal Officer/ Key Executive" is authorized, acting alone, to (i) sign checks drawn on and make cash withdrawals from the accounts(s), (ii) instruct Wells Fargo with respect to stop payment order(s) and (iii) initiate funds transfers by ACH, wire or other means from the account(s) in accordance with the customer's contractual arrangements with Wells Fargo regarding these services.
- (c) an "Owner" is authorized, acting alone, to (i) sign checks drawn on and make cash withdrawals from the accounts(s), (ii) instruct Wells Fargo with respect to stop payment order(s) and (iii) initiate funds transfers by ACH, wire or other means, including to personal and business account(s) in accordance with the customer's contractual arrangements with Wells Fargo regarding these services.

Wells Fargo may obtain credit reports or other information about the customer. Wells Fargo may disclose information about each account to its affiliates, to credit reporting agencies, and to other persons or agencies that, in Wells Fargo's judgement, have a legitimate purpose for obtaining the information.

**I acknowledge that the customer has received the Wells Fargo Commercial Account Agreement and agrees its terms and conditions, as amended from time to time will govern the account(s).**

Terry White Worrell

Printed Name \_\_\_\_\_ Position/Title \_\_\_\_\_

Authorized Signature \_\_\_\_\_ Date \_\_\_\_\_

Bank Use Only		
Banker Name Pietro Sgueglia	Banker Telephone +1 (704) 564-6827	Banker MAC D1086-271
AU 11819	RAU 11819	Officer # 51320
Submitter Name Susan Glover		Submitter Phone # +1 (919) 881-6460

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# Authorization Certificate

## Depository Accounts and Treasury Management Services

The undersigned hereby certifies that he or she is the duly appointed authorized representative of Asheboro City Schools

(Account holder's complete legal entity/company name), a government (description of Account holder's business entity type) ("Customer"), with authority to act on behalf of Customer, and that the following are true and correct resolutions duly adopted by Customer, in accordance with its formation and governing documents, and that these resolutions have not been in any way altered, amended or rescinded, and are now in full force and effect:

The undersigned further certifies that any one of the following named persons, whose signatures are set forth opposite their names (and titles, if applicable):

Name	Title (if applicable)	Signature or Facsimile Signature <sup>1</sup>
#1 <u>Terry White Worrell</u>	<u>Superintendent</u>	X _____
#2 <u>Sandra Annette Spivey</u>	<u>Finance Officer</u>	X _____
#3 _____	_____	X _____
#4 _____	_____	X _____
#5 _____	_____	X _____
#6 _____	_____	X _____

is individually authorized to, and to designate one or more other Customer officers, agents or employees (each such aforementioned person, officer or designee thereof is referred to herein as an "Authorized Representative") to: (a) open or close one or more deposit and/or securities accounts (the "Accounts") with Wells Fargo Bank, National Association ("Bank"); (b) execute and deliver in Customer's name such agreement(s) regarding the Accounts and the services related thereto as Bank may from time to time require; (c) authorize and execute transactions on the Accounts, including, without limitation, (i) signing checks and other instruments withdrawing funds from the Accounts, including those payable to cash or to persons who sign them, (ii) requesting funds transfers by Bank to and from the Accounts, (iii) entering into arrangements for the processing of automated clearing house ("ACH") debit entries and/or ACH credit entries to and from the Accounts, and (iv) endorsing on behalf of Customer, and otherwise negotiating, checks and other items payable to Customer; (d) incur overdrafts and other obligations in the Accounts at Bank in connection with any of the products, services, or activities authorized by these resolutions; and (e) invest Customer's funds on such terms and conditions as such Authorized Representative deems appropriate.

Customer is authorized to enter into any other arrangements, agreements and documents with respect to any of Bank's deposit and treasury management products and services, in such form and on such terms and conditions as may be agreed to by an Authorized Representative signing such agreements and documents.

Customer shall be bound to Bank by, and Bank may rely upon, any communication or act, including telephone communications, purporting to be done by any partner, employee or agent of Customer provided that Bank believes, in good faith, that the same is done by a person authorized to so act.

The authority hereby conferred is in addition to that conferred by any other certificate heretofore or hereafter delivered to Bank and shall continue in full force and effect until Bank shall have received notice in writing from Customer of the revocation hereof. Any such revocation shall be effective only as to actions which are taken by Customer pursuant to the certifications contained herein, subsequent to Bank's receipt of such notice. The authority hereby conferred shall be deemed retroactive, and any and all acts authorized herein which were performed prior to the execution of this certificate are hereby approved and ratified.

The undersigned further certify that the activities covered by the foregoing certifications constitute duly authorized activities of Customer; that said certifications are now in full force and effect; and that there is no provision in any document pursuant to which Customer is organized and/or which governs Customer's continued existence limiting the power of the undersigned to make the certifications set forth herein, and that the

<sup>1</sup> **Facsimile Signature/Logo.** Customer authorizes the use of facsimile signatures/logos in connection with its agreements with and instructions to Bank if the facsimile/logo is provided on this form. Customer agrees its use of the facsimile/logo will be governed by Bank's Commercial Account Agreement.

same are in conformity with the provisions of all such documents.

ACKNOWLEDGED & AGREED TO:

By/Signature: \_\_\_\_\_

Printed Name: Terry White Worrell

(this individual must be a duly appointed representative of the TIN of record)

Title (if applicable): Superintendent

Date: \_\_\_\_\_

Tax Identification Number of Customer: 56-6000989

(TIN of the Account holder as assigned by the IRS)

Public Funds Customers Only: Unless Customer otherwise specifically instructs Bank in writing, Bank will consider each of the Authorized Representatives listed above to be an "Official Custodian" as referenced in 12 C.F.R. 330.15 for the purposes of calculating Customer's deposit insurance coverage.

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

*Deposit Accounts, Loan and Services Agreement*



I, Dr. Terry Worrell, hereby certify that I am the duly elected and qualified secretary of Asheboro City Board of Education, an unincorporated association, and as such officer the keeper of its records, and that at a regular called meeting of the Asheboro City Board of Education of such association, held on the 21<sup>st</sup> day of February, 2019, at which a quorum was present, the following were elected to the office opposite their respective names and the following resolutions were adopted, and that such persons are now such officers of said association and that said resolutions are now in full force and effect:

The following officers were duly elected to serve for the ensuing year or until their respective successor shall be elected and duly qualified:

Officer Name:			
Home Address:	City:	State:	Zip:

Officer Name:			
Home Address:	City:	State:	Zip:

Officer Name:			
Home Address:	City:	State:	Zip:

The following resolutions were adopted and are now in full force and effect:

**1. BANK DEPOSITORY. RESOLVED**, that **Capital Bank**, a div of **First Tennessee Bank N.A.**

("Bank") is hereby designated as a depository of this association and that an account or accounts, for and on behalf of this association, be revised or opened and operated in said Bank in the name of

Account Name:	ASHEBORO HIGH SCHOOL	Account Number:	110116
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**2. AUTHORIZED SIGNERS FOR DEPOSIT ACCOUNT. RESOLVED**, that delivery to Bank of funds, checks, drafts or other property, with or without endorsement, and if endorsed, in whatever manner effected, unless specifically restricted, shall be authority to said Bank to place the same to the credit of the association under the terms set forth in the Bank's Depository Agreement, and such credits may be withdrawn by check, draft, debit card or other order of withdrawal executed for the association by any of the following signers, even though the association may have a requirement for more than one signature, with the understanding that Bank shall be under no obligation to see or make inquiry as to the application of the funds so withdrawn, even though such withdrawal order may be payable to the agent of the association executing same and funds be withdrawn for personal use:

Title	Typed Name	Signer's SSN	Signature
Finance Officer	Sandra Spivey		
Treasurer	Jamie Baker		
Principal	Penny Crooks		

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

*Deposit Accounts, Loan and Services Agreement*



3. **AUTHORIZED FOR INFORMATION ONLY.** *RESOLVED*, that Bank is authorized to release account information to the following person(s) upon request or inquiry.

Title	Typed Name	Signer's SSN	Signature
N/A			

4. **FACSIMILE SIGNATURES.** *RESOLVED*, that Bank is authorized and directed to honor checks, drafts and other instruments on said account which bear or purport to bear the facsimile signature(s) appearing below, and Bank is entitled to charge said account regardless of by whom or by what means a facsimile signature may be affixed if such signature resembles the following:

Title	Typed Name	Facsimile Specimen
N/A		

5. **LOANS.** *RESOLVED*, that any \_\_\_\_\_ of the following officers of the association (is) (are jointly) authorized at any time, until this authority shall be revoked by proper action of the association and official notice thereof given in writing to Bank, to effect loans or other credit extensions from the Bank for the association, including renewals, modifications or extensions, to pledge, mortgage, hypothecate, or in any other manner create a lien upon the assets of the association as collateral and security for any such loans or other obligations owned by the association to the Bank, and to execute any related documents required by the Bank, the Bank being under no obligation to observe or inquire as to application of any proceeds.

Name	Office or Title
N/A	

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

*Deposit Accounts, Loan and Services Agreement*



6. **SERVICES AGREEMENTS.** *RESOLVED*, that any one of the following officers of the association (is) (are jointly) authorized to sign agreements under which Bank provides certain services:

Title	Typed Name	Signature
Finance Officer	Sandra Spivey	

IN WITNESS WHEREOF, I hereunto affix my signature on this the \_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

Secretary Name: Dr. Terry Worrell	Secretary Signature:
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APPROVED (•)

Officer Title	Typed Name	Officer Signature

\*If these resolutions authorized the Secretary to withdraw or borrow funds, the signature of another officer of the organization above confirms the Secretary's authorization to do so.

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

*Deposit Accounts, Loan and Services Agreement*



I, Dr. Terry Worrell, hereby certify that I am the duly elected and qualified secretary of Asheboro City Board of Education, an unincorporated association, and as such officer the keeper of its records, and that at a regular called meeting of the Asheboro City Board of Education of such association, held on the 21st day of February, 2019, at which a quorum was present, the following were elected to the office opposite their respective names and the following resolutions were adopted, and that such persons are now such officers of said association and that said resolutions are now in full force and effect:

The following officers were duly elected to serve for the ensuing year or until their respective successor shall be elected and duly qualified:

Officer Name:			
Home Address:	City:	State:	Zip:

Officer Name:			
Home Address:	City:	State:	Zip:

Officer Name:			
Home Address:	City:	State:	Zip:

The following resolutions were adopted and are now in full force and effect:

**1. BANK DEPOSITORY. RESOLVED**, that **Capital Bank**, a div of **First Tennessee Bank N.A.** ("Bank") is hereby designated as a depository of this association and that an account or accounts, for and on behalf of this association, be revised or opened and operated in said Bank in the name of

Account Name:	Balfour Elementary School	Account Number:	220000003374
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**2. AUTHORIZED SIGNERS FOR DEPOSIT ACCOUNT. RESOLVED**, that delivery to Bank of funds, checks, drafts or other property, with or without endorsement, and if endorsed, in whatever manner effected, unless specifically restricted, shall be authority to said Bank to place the same to the credit of the association under the terms set forth in the Bank's Depository Agreement, and such credits may be withdrawn by check, draft, debit card or other order of withdrawal executed for the association by any of the following signers, even though the association may have a requirement for more than one signature, with the understanding that Bank shall be under no obligation to see or make inquiry as to the application of the funds so withdrawn, even though such withdrawal order may be payable to the agent of the association executing same and funds be withdrawn for personal use:

Title	Typed Name	Signer's SSN	Signature
Finance Officer	Sandra Spivey		
Treasurer	Donna Hill		
Principal	Christopher J. Tuft		

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

## *Deposit Accounts, Loan and Services Agreement*



3. **AUTHORIZED FOR INFORMATION ONLY.** *RESOLVED*, that Bank is authorized to release account information to the following person(s) upon request or inquiry.

Title	Typed Name	Signer's SSN	Signature
N/A			

4. **FACSIMILE SIGNATURES.** *RESOLVED*, that Bank is authorized and directed to honor checks, drafts and other instruments on said account which bear or purport to bear the facsimile signature(s) appearing below, and Bank is entitled to charge said account regardless of by whom or by what means a facsimile signature may be affixed **if** such signature resembles the following:

Title	Typed Name	Facsimile Specimen
N/A		

5. **LOANS.** *RESOLVED*, that any \_\_\_\_\_ of the following officers of the association (is) (are jointly) authorized at any time, until this authority shall be revoked by proper action of the association and official notice thereof given in writing to Bank, to effect loans or other credit extensions from the Bank for the association, including renewals, modifications or extensions, to pledge, mortgage, hypothecate, or in any other manner create a lien upon the assets of the association as collateral and security for any such loans or other obligations owned by the association to the Bank, and to execute any related documents required by the Bank, the Bank being under no obligation to observe or inquire as to application of any proceeds.

Name	Office or Title
N/A	

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

*Deposit Accounts, Loan and Services Agreement*



6. SERVICES AGREEMENTS. *RESOLVED*, that any one \_\_\_\_\_ of the following officers of the association (is) (are jointly) authorized to sign agreements under which Bank provides certain services:

Title	Typed Name	Signature
Finance Officer	Sandra Spivey	

*IN WITNESS WHEREOF*, I hereunto affix my signature on this the \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

Secretary Name: Dr. Terry Worrell	Secretary Signature:
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*APPROVED* (•)

Officer Title	Typed Name	Officer Signature

\*If these resolutions authorized the Secretary to withdraw or borrow funds, the signature of another officer of the organization above confirms the Secretary's authorization to do so.

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

*Deposit Accounts, Loan and Services Agreement*



I, Dr. Terry Worrell, hereby certify that I am the duly elected and qualified secretary of Asheboro City Board of Education, an unincorporated association, and as such officer the keeper of its records, and that at a regular called meeting of the Asheboro City Board of Education of such association, held on the 21st day of February, 2019, at which a quorum was present, the following were elected to the office opposite their respective names and the following resolutions were adopted, and that such persons are now such officers of said association and that said resolutions are now in full force and effect:

The following officers were duly elected to serve for the ensuing year or until their respective successor shall be elected and duly qualified:

Officer Name:
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Home Address:	City:	State:	Zip:
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Officer Name:
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Home Address:	City:	State:	Zip:
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Officer Name:
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Home Address:	City:	State:	Zip:
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The following resolutions were adopted and are now in full force and effect:

**1. BANK DEPOSITORY. RESOLVED**, that **Capital Bank**, a div of First Tennessee Bank N.A. ("Bank") is hereby designated as a depository of this association and that an account or accounts, for and on behalf of this association, be revised or opened and operated in said Bank in the name of

Account Name:	Charles W. McCrary Elementary School	Account Number:	268151
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**2. AUTHORIZED SIGNERS FOR DEPOSIT ACCOUNT. RESOLVED**, that delivery to Bank of funds, checks, drafts or other property, with or without endorsement, and if endorsed, in whatever manner effected, unless specifically restricted, shall be authority to said Bank to place the same to the credit of the association under the terms set forth in the Bank's Depository Agreement, and such credits may be withdrawn by check, draft, debit card or other order of withdrawal executed for the association by any of the following signers, even though the association may have a requirement for more than one signature, with the understanding that Bank shall be under no obligation to see or make inquiry as to the application of the funds so withdrawn, even though such withdrawal order may be payable to the agent of the association executing same and funds be withdrawn for personal use:

Title	Typed Name	Signer's SSN	Signature
Finance Officer	Sandra Spivey		
Treasurer	Renee Brewer		
Principal	Julie Brady		

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

*Deposit Accounts, Loan and Services Agreement*



3. **AUTHORIZED FOR INFORMATION ONLY.** *RESOLVED*, that Bank is authorized to release account information to the following person(s) upon request or inquiry.

Title	Typed Name	Signer's SSN	Signature
N/A			

4. **FACSIMILE SIGNATURES.** *RESOLVED*, that Bank is authorized and directed to honor checks, drafts and other instruments on said account which bear or purport to bear the facsimile signature(s) appearing below, and Bank is entitled to charge said account regardless of by whom or by what means a facsimile signature may be affixed if such signature resembles the following:

Title	Typed Name	Facsimile Specimen
N/A		

5. **LOANS.** *RESOLVED*, that any \_\_\_\_\_ of the following officers of the association (is) (are jointly) authorized at any time, until this authority shall be revoked by proper action of the association and official notice thereof given in writing to Bank, to effect loans or other credit extensions from the Bank for the association, including renewals, modifications or extensions, to pledge, mortgage, hypothecate, or in any other manner create a lien upon the assets of the association as collateral and security for any such loans or other obligations owned by the association to the Bank, and to execute any related documents required by the Bank, the Bank being under no obligation to observe or inquire as to application of any proceeds.

Name	Office or Title
N/A	

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

*Deposit Accounts, Loan and Services Agreement*



6. SERVICES AGREEMENTS. *RESOLVED*, that any one \_\_\_\_\_ of the following officers of the association (is) (are jointly) authorized to sign agreements under which Bank provides certain services:

Title	Typed Name	Signature
Finance Officer	Sandra Spivey	

*IN WITNESS WHEREOF*, I hereunto affix my signature on this the \_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

Secretary Name: Dr. Terry Worrell	Secretary Signature:
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*APPROVED* (•)

Officer Title	Typed Name	Officer Signature

\*If these resolutions authorized the Secretary to withdraw or borrow funds, the signature of another officer of the organization above confirms the Secretary's authorization to do so.

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

*Deposit Accounts, Loan and Services Agreement*



I, Dr. Terry Worrell, hereby certify that I am the duly elected and qualified secretary of Asheboro City Board of Education, an unincorporated association, and as such officer the keeper of its records, and that at a regular called meeting of the Asheboro City Board of Education of such association, held on the 21st day of February, 2019, at which a quorum was present, the following were elected to the office opposite their respective names and the following resolutions were adopted, and that such persons are now such officers of said association and that said resolutions are now in full force and effect:

The following officers were duly elected to serve for the ensuing year or until their respective successor shall be elected and duly qualified:

Officer Name:			
Home Address:	City:	State:	Zip:

Officer Name:			
Home Address:	City:	State:	Zip:

Officer Name:			
Home Address:	City:	State:	Zip:

The following resolutions were adopted and are now in full force and effect:

**1. BANK DEPOSITORY. RESOLVED**, that **Capital Bank**, a div of **First Tennessee Bank N.A.**

("Bank") is hereby designated as a depository of this association and that an account or accounts, for and on behalf of this association, be revised or opened and operated in said Bank in the name of

Account Name:	Child Nutrition	Account Number:	220000003262
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**2. AUTHORIZED SIGNERS FOR DEPOSIT ACCOUNT. RESOLVED**, that delivery to Bank of funds, checks, drafts or other property, with or without endorsement, and if endorsed, in whatever manner effected, unless specifically restricted, shall be authority to said Bank to place the same to the credit of the association under the terms set forth in the Bank's Depository Agreement, and such credits may be withdrawn by check, draft, debit card or other order of withdrawal executed for the association by any of the following signers, even though the association may have a requirement for more than one signature, with the understanding that Bank shall be under no obligation to see or make inquiry as to the application of the funds so withdrawn, even though such withdrawal order may be payable to the agent of the association executing same and funds be withdrawn for personal use:

Title	Typed Name	Signer's SSN	Signature
Finance Officer	Sandra Spivey		
Treasurer			
Principal			

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

*Deposit Accounts, Loan and Services Agreement*



3. **AUTHORIZED FOR INFORMATION ONLY.** *RESOLVED*, that Bank is authorized to release account information to the following person(s) upon request or inquiry.

Title	Typed Name	Signer's SSN	Signature
N/A			

4. **FACSIMILE SIGNATURES.** *RESOLVED*, that Bank is authorized and directed to honor checks, drafts and other instruments on said account which bear or purport to bear the facsimile signature(s) appearing below, and Bank is entitled to charge said account regardless of by whom or by what means a facsimile signature may be affixed if such signature resembles the following:

Title	Typed Name	Facsimile Specimen
N/A		

5. **LOANS.** *RESOLVED*, that any \_\_\_\_\_ of the following officers of the association (is) (are jointly) authorized at any time, until this authority shall be revoked by proper action of the association and official notice thereof given in writing to Bank, to effect loans or other credit extensions from the Bank for the association, including renewals, modifications or extensions, to pledge, mortgage, hypothecate, or in any other manner create a lien upon the assets of the association as collateral and security for any such loans or other obligations owned by the association to the Bank, and to execute any related documents required by the Bank, the Bank being under no obligation to observe or inquire as to application of any proceeds.

Name	Office or Title
N/A	

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

*Deposit Accounts, Loan and Services Agreement*



6. SERVICES AGREEMENTS. *RESOLVED*, that any one \_\_\_\_\_ of the following officers of the association (is) (are jointly) authorized to sign agreements under which Bank provides certain services:

Title	Typed Name	Signature
Finance Officer	Sandra Spivey	

*IN WITNESS WHEREOF*, I hereunto affix my signature on this the \_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

Secretary Name: Dr. Terry Worrell	Secretary Signature:
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*APPROVED* (•)

Officer Title	Typed Name	Officer Signature

\*If these resolutions authorized the Secretary to withdraw or borrow funds, the signature of another officer of the organization above confirms the Secretary's authorization to do so.

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

*Deposit Accounts, Loan and Services Agreement*



I, Dr. Terry Worrell, hereby certify that I am the duly elected and qualified secretary of Asheboro City Board of Education, an unincorporated association, and as such officer the keeper of its records, and that at a regular called meeting of the Asheboro City Board of Education of such association, held on the 21st day of February, 2019, at which a quorum was present, the following were elected to the office opposite their respective names and the following resolutions were adopted, and that such persons are now such officers of said association and that said resolutions are now in full force and effect:

The following officers were duly elected to serve for the ensuing year or until their respective successor shall be elected and duly qualified:

Officer Name:			
Home Address:	City:	State:	Zip:

Officer Name:			
Home Address:	City:	State:	Zip:

Officer Name:			
Home Address:	City:	State:	Zip:

The following resolutions were adopted and are now in full force and effect:

**1. BANK DEPOSITORY. RESOLVED**, that **Capital Bank**, a div of **First Tennessee Bank N.A.** ("Bank") is hereby designated as a depository of this association and that an account or accounts, for and on behalf of this association, be revised or opened and operated in said Bank in the name of

Account Name:	Donna Lee Loflin Elementary School	Account Number:	258032
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**2. AUTHORIZED SIGNERS FOR DEPOSIT ACCOUNT. RESOLVED**, that delivery to Bank of funds, checks, drafts or other property, with or without endorsement, and if endorsed, in whatever manner effected, unless specifically restricted, shall be authority to said Bank to place the same to the credit of the association under the terms set forth in the Bank's Depository Agreement, and such credits may be withdrawn by check, draft, debit card or other order of withdrawal executed for the association by any of the following signers, even though the association may have a requirement for more than one signature, with the understanding that Bank shall be under no obligation to see or make inquiry as to the application of the funds so withdrawn, even though such withdrawal order may be payable to the agent of the association executing same and funds be withdrawn for personal use:

Title	Typed Name	Signer's SSN	Signature
Finance Officer	Sandra Spivey		
Treasurer	Carrie Dorrity		
Principal	Lisa Hayes		

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

*Deposit Accounts, Loan and Services Agreement*



3. **AUTHORIZED FOR INFORMATION ONLY.** *RESOLVED*, that Bank is authorized to release account information to the following person(s) upon request or inquiry.

Title	Typed Name	Signer's SSN	Signature
N/A			

4. **FACSIMILE SIGNATURES.** *RESOLVED*, that Bank is authorized and directed to honor checks, drafts and other instruments on said account which bear or purport to bear the facsimile signature(s) appearing below, and Bank is entitled to charge said account regardless of by whom or by what means a facsimile signature may be affixed **if** such signature resembles the following:

Title	Typed Name	Facsimile Specimen
N/A		

5. **LOANS.** *RESOLVED*, that any \_\_\_\_\_ of the following officers of the association (is) (are jointly) authorized at any time, until this authority shall be revoked by proper action of the association and official notice thereof given in writing to Bank, to effect loans or other credit extensions from the Bank for the association, including renewals, modifications or extensions, to pledge, mortgage, hypothecate, or in any other manner create a lien upon the assets of the association as collateral and security for any such loans or other obligations owned by the association to the Bank, and to execute any related documents required by the Bank, the Bank being under no obligation to observe or inquire as to application of any proceeds.

Name	Office or Title
N/A	

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

*Deposit Accounts, Loan and Services Agreement*



6. SERVICES AGREEMENTS. *RESOLVED*, that any one \_\_\_\_\_ of the following officers of the association (is) (are jointly) authorized to sign agreements under which Bank provides certain services:

Title	Typed Name	Signature
Finance Officer	Sandra Spivey	

*IN WITNESS WHEREOF*, I hereunto affix my signature on this the \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

Secretary Name: Dr. Terry Worrell	Secretary Signature:
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*APPROVED* (•):

Officer Title	Typed Name	Officer Signature

\*If these resolutions authorized the Secretary to withdraw or borrow funds, the signature of another officer of the organization above confirms the Secretary's authorization to do so.

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

*Deposit Accounts, Loan and Services Agreement*



I, Dr. Terry Worrell, hereby certify that I am the duly elected and qualified secretary of Asheboro City Board of Education, an unincorporated association, and as such officer the keeper of its records, and that at a regular called meeting of the Asheboro City Board of Education of such association, held on the 21<sup>st</sup> day of February, 2019, at which a quorum was present, the following were elected to the office opposite their respective names and the following resolutions were adopted, and that such persons are now such officers of said association and that said resolutions are now in full force and effect:

The following officers were duly elected to serve for the ensuing year or until their respective successor shall be elected and duly qualified:

Officer Name:
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Home Address:	City:	State:	Zip:
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Officer Name:
---------------

Home Address:	City:	State:	Zip:
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Officer Name:
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Home Address:	City:	State:	Zip:
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The following resolutions were adopted and are now in full force and effect:

**1. BANK DEPOSITORY. RESOLVED**, that **Capital Bank**, a div of **First Tennessee Bank N.A.** ("Bank") is hereby designated as a depository of this association and that an account or accounts, for and on behalf of this association, be revised or opened and operated in said Bank in the name of

Account Name:	EARLY CHILDHOOD DEVELOPMENT CENTER ANNEX	Account Number:	220000003633
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**2. AUTHORIZED SIGNERS FOR DEPOSIT ACCOUNT. RESOLVED**, that delivery to Bank of funds, checks, drafts or other property, with or without endorsement, and if endorsed, in whatever manner effected, unless specifically restricted, shall be authority to said Bank to place the same to the credit of the association under the terms set forth in the Bank's Depository Agreement, and such credits may be withdrawn by check, draft, debit card or other order of withdrawal executed for the association by any of the following signers, even though the association may have a requirement for more than one signature, with the understanding that Bank shall be under no obligation to see or make inquiry as to the application of the funds so withdrawn, even though such withdrawal order may be payable to the agent of the association executing same and funds be withdrawn for personal use:

Title	Typed Name	Signer's SSN	Signature
Finance Officer	Sandra Spivey		
Treasurer	Tammy Davidson		
Principal	Holly White		

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

*Deposit Accounts, Loan and Services Agreement*



3. AUTHORIZED FOR INFORMATION ONLY. *RESOLVED*, that Bank is authorized to release account information to the following person(s) upon request or inquiry.

Title	Typed Name	Signer's SSN	Signature
N/A			

4. FACSIMILE SIGNATURES. *RESOLVED*, that Bank is authorized and directed to honor checks, drafts and other instruments on said account which bear or purport to bear the facsimile signature(s) appearing below, and Bank is entitled to charge said account regardless of by whom or by what means a facsimile signature may be affixed **if** such signature resembles the following:

Title	Typed Name	Facsimile Specimen
N/A		

5. LOANS. *RESOLVED*, that any \_\_\_\_\_ of the following officers of the association (is) (are jointly) authorized at any time, until this authority shall be revoked by proper action of the association and official notice thereof given in writing to Bank, to effect loans or other credit extensions from the Bank for the association, including renewals, modifications or extensions, to pledge, mortgage, hypothecate, or in any other manner create a lien upon the assets of the association as collateral and security for any such loans or other obligations owned by the association to the Bank, and to execute any related documents required by the Bank, the Bank being under no obligation to observe or inquire as to application of any proceeds.

Name	Office or Title
N/A	

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

*Deposit Accounts, Loan and Services Agreement*



6. SERVICES AGREEMENTS. *RESOLVED*, that any one \_\_\_\_\_ of the following officers of the association (is) (are jointly) authorized to sign agreements under which Bank provides certain services:

Title	Typed Name	Signature
Finance Officer	Sandra Spivey	

*IN WITNESS WHEREOF*, I hereunto affix my signature on this the \_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

Secretary Name: Dr. Terry Worrell	Secretary Signature:
-----------------------------------	----------------------

*APPROVED* (•):

Officer Title	Typed Name	Officer Signature

\*If these resolutions authorized the Secretary to withdraw or borrow funds, the signature of another officer of the organization above confirms the Secretary's authorization to do so.

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

*Deposit Accounts, Loan and Services Agreement*



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The following officers were duly elected to serve for the ensuing year or until their respective successor shall be elected and duly qualified:

Officer Name:			
Home Address:	City:	State:	Zip:

Officer Name:			
Home Address:	City:	State:	Zip:

Officer Name:			
Home Address:	City:	State:	Zip:

The following resolutions were adopted and are now in full force and effect:

**1. BANK DEPOSITORY. RESOLVED**, that **Capital Bank**, a div of **First Tennessee Bank N.A.** ("Bank") is hereby designated as a depository of this association and that an account or accounts, for and on behalf of this association, be revised or opened and operated in said Bank in the name of

Account Name:	Guy B. Teachey Elementary School	Account Number:	364002
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**2. AUTHORIZED SIGNERS FOR DEPOSIT ACCOUNT. RESOLVED**, that delivery to Bank of funds, checks, drafts or other property, with or without endorsement, and if endorsed, in whatever manner effected, unless specifically restricted, shall be authority to said Bank to place the same to the credit of the association under the terms set forth in the Bank's Depository Agreement, and such credits may be withdrawn by check, draft, debit card or other order of withdrawal executed for the association by any of the following signers, even though the association may have a requirement for more than one signature, with the understanding that Bank shall be under no obligation to see or make inquiry as to the application of the funds so withdrawn, even though such withdrawal order may be payable to the agent of the association executing same and funds be withdrawn for personal use:

Title	Typed Name	Signer's SSN	Signature
Finance Officer	Sandra Spivey		
Treasurer	Tina Poole		
Principal	Ann Evans		

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

*Deposit Accounts, Loan and Services Agreement*



3. **AUTHORIZED FOR INFORMATION ONLY.** *RESOLVED*, that Bank is authorized to release account information to the following person(s) upon request or inquiry.

Title	Typed Name	Signer's SSN	Signature
N/A			

4. **FACSIMILE SIGNATURES.** *RESOLVED*, that Bank is authorized and directed to honor checks, drafts and other instruments on said account which bear or purport to bear the facsimile signature(s) appearing below, and Bank is entitled to charge said account regardless of by whom or by what means a facsimile signature may be affixed **if** such signature resembles the following:

Title	Typed Name	Facsimile Specimen
N/A		

5. **LOANS.** *RESOLVED*, that any \_\_\_\_\_ of the following officers of the association (is) (are jointly) authorized at any time, until this authority shall be revoked by proper action of the association and official notice thereof given in writing to Bank, to effect loans or other credit extensions from the Bank for the association, including renewals, modifications or extensions, to pledge, mortgage, hypothecate, or in any other manner create a lien upon the assets of the association as collateral and security for any such loans or other obligations owned by the association to the Bank, and to execute any related documents required by the Bank, the Bank being under no obligation to observe or inquire as to application of any proceeds.

Name	Office or Title
N/A	

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

*Deposit Accounts, Loan and Services Agreement*



6. **SERVICES AGREEMENTS.** *RESOLVED*, that any one \_\_\_\_\_ of the following officers of the association (is) (are jointly) authorized to sign agreements under which Bank provides certain services:

Title	Typed Name	Signature
Finance Officer	Sandra Spivey	

*IN WITNESS WHEREOF*, I hereunto affix my signature on this the \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

Secretary Name: Dr. Terry Worrell	Secretary Signature:
-----------------------------------	----------------------

*APPROVED (\*):*

Officer Title	Typed Name	Officer Signature

\*If these resolutions authorized the Secretary to withdraw or borrow funds, the signature of another officer of the organization above confirms the Secretary's authorization to do so.

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

*Deposit Accounts, Loan and Services Agreement*



I, Dr. Terry Worrell, hereby certify that I am the duly elected and qualified secretary of Asheboro City Board of Education, an unincorporated association, and as such officer the keeper of its records, and that at a regular called meeting of the Asheboro City Board of Education of such association, held on the 21st day of February, 2019, at which a quorum was present, the following were elected to the office opposite their respective names and the following resolutions were adopted, and that such persons are now such officers of said association and that said resolutions are now in full force and effect:

The following officers were duly elected to serve for the ensuing year or until their respective successor shall be elected and duly qualified:

Officer Name:
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Home Address:	City:	State:	Zip:
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Officer Name:
---------------

Home Address:	City:	State:	Zip:
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Officer Name:
---------------

Home Address:	City:	State:	Zip:
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The following resolutions were adopted and are now in full force and effect:

**1. BANK DEPOSITORY. RESOLVED**, that **Capital Bank**, a div of **First Tennessee Bank N.A.**

("Bank") is hereby designated as a depository of this association and that an account or accounts, for and on behalf of this association, be revised or opened and operated in said Bank in the name of

Account Name:	Lindley Park Elementary School	Account Number:	256048
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**2. AUTHORIZED SIGNERS FOR DEPOSIT ACCOUNT. RESOLVED**, that delivery to Bank of funds, checks, drafts or other property, with or without endorsement, and if endorsed, in whatever manner effected, unless specifically restricted, shall be authority to said Bank to place the same to the credit of the association under the terms set forth in the Bank's Depository Agreement, and such credits may be withdrawn by check, draft, debit card or other order of withdrawal executed for the association by any of the following signers, even though the association may have a requirement for more than one signature, with the understanding that Bank shall be under no obligation to see or make inquiry as to the application of the funds so withdrawn, even though such withdrawal order may be payable to the agent of the association executing same and funds be withdrawn for personal use:

Title	Typed Name	Signer's SSN	Signature
Finance Officer	Sandra Spivey		
Treasurer	Nicole Cox		
Principal	Nikia Domally		

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

*Deposit Accounts, Loan and Services Agreement*



3. **AUTHORIZED FOR INFORMATION ONLY.** *RESOLVED*, that Bank is authorized to release account information to the following person(s) upon request or inquiry.

Title	Typed Name	Signer's SSN	Signature
N/A			

4. **FACSIMILE SIGNATURES.** *RESOLVED*, that Bank is authorized and directed to honor checks, drafts and other instruments on said account which bear or purport to bear the facsimile signature(s) appearing below, and Bank is entitled to charge said account regardless of by whom or by what means a facsimile signature may be affixed **if** such signature resembles the following:

Title	Typed Name	Facsimile Specimen
N/A		

5. **LOANS.** *RESOLVED*, that any \_\_\_\_\_ of the following officers of the association (is) (are jointly) authorized at any time, until this authority shall be revoked by proper action of the association and official notice thereof given in writing to Bank, to effect loans or other credit extensions from the Bank for the association, including renewals, modifications or extensions, to pledge, mortgage, hypothecate, or in any other manner create a lien upon the assets of the association as collateral and security for any such loans or other obligations owned by the association to the Bank, and to execute any related documents required by the Bank, the Bank being under no obligation to observe or inquire as to application of any proceeds.

Name	Office or Title
N/A	

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

*Deposit Accounts, Loan and Services Agreement*



6. SERVICES AGREEMENTS. *RESOLVED*, that any one \_\_\_\_\_ of the following officers of the association (is) (are jointly) authorized to sign agreements under which Bank provides certain services:

Title	Typed Name	Signature
Finance Officer	Sandra Spivey	

*IN WITNESS WHEREOF*, I hereunto affix my signature on this the \_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

Secretary Name: Dr. Terry Worrell	Secretary Signature:
-----------------------------------	----------------------

*APPROVED* (•)

Officer Title	Typed Name	Officer Signature

\*If these resolutions authorized the Secretary to withdraw or borrow funds, the signature of another officer of the organization above confirms the Secretary's authorization to do so.

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

*Deposit Accounts, Loan and Services Agreement*



I, Dr. Terry Worrell, hereby certify that I am the duly elected and qualified secretary of Asheboro City Board of Education, an unincorporated association, and as such officer the keeper of its records, and that at a regular called meeting of the Asheboro City Board of Education of such association, held on the 21st day of February, 2019, at which a quorum was present, the following were elected to the office opposite their respective names and the following resolutions were adopted, and that such persons are now such officers of said association and that said resolutions are now in full force and effect:

The following officers were duly elected to serve for the ensuing year or until their respective successor shall be elected and duly qualified:

Officer Name:			
Home Address:	City:	State:	Zip:

Officer Name:			
Home Address:	City:	State:	Zip:

Officer Name:			
Home Address:	City:	State:	Zip:

The following resolutions were adopted and are now in full force and effect:

**1. BANK DEPOSITORY. RESOLVED**, that **Capital Bank**, a div of **First Tennessee Bank N.A.** ("Bank") is hereby designated as a depository of this association and that an account or accounts, for and on behalf of this association, be revised or opened and operated in said Bank in the name of

Account Name:	NORTH ASHEBORO MIDDLE SCHOOL	Account Number:	284289
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**2. AUTHORIZED SIGNERS FOR DEPOSIT ACCOUNT. RESOLVED**, that delivery to Bank of funds, checks, drafts or other property, with or without endorsement, and if endorsed, in whatever manner effected, unless specifically restricted, shall be authority to said Bank to place the same to the credit of the association under the terms set forth in the Bank's Depository Agreement, and such credits may be withdrawn by check, draft, debit card or other order of withdrawal executed for the association by any of the following signers, even though the association may have a requirement for more than one signature, with the understanding that Bank shall be under no obligation to see or make inquiry as to the application of the funds so withdrawn, even though such withdrawal order may be payable to the agent of the association executing same and funds be withdrawn for personal use:

Title	Typed Name	Signer's SSN	Signature
Finance Officer	Sandra Spivey		
Treasurer	Faye McLeod		
Principal	Candace Call		

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

*Deposit Accounts, Loan and Services Agreement*



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N/A			

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Title	Typed Name	Facsimile Specimen
N/A		

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Name	Office or Title
N/A	

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

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6. SERVICES AGREEMENTS. *RESOLVED*, that any one \_\_\_\_\_ of the following officers of the association (is) (are jointly) authorized to sign agreements under which Bank provides certain services:

Title	Typed Name	Signature
Finance Officer	Sandra Spivey	

*IN WITNESS WHEREOF*, I hereunto affix my signature on this the \_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

Secretary Name: Dr. Terry Worrell	Secretary Signature:
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*APPROVED* (•)

Officer Title	Typed Name	Officer Signature

\*If these resolutions authorized the Secretary to withdraw or borrow funds, the signature of another officer of the organization above confirms the Secretary's authorization to do so.

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

*Deposit Accounts, Loan and Services Agreement*



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The following officers were duly elected to serve for the ensuing year or until their respective successor shall be elected and duly qualified:

Officer Name:			
Home Address:	City:	State:	Zip:

Officer Name:			
Home Address:	City:	State:	Zip:

Officer Name:			
Home Address:	City:	State:	Zip:

The following resolutions were adopted and are now in full force and effect:

**1. BANK DEPOSITORY. RESOLVED**, that **Capital Bank**, a div of **First Tennessee Bank N.A.**

("Bank") is hereby designated as a depository of this association and that an account or accounts, for and on behalf of this association, be revised or opened and operated in said Bank in the name of

Account Name:	SOUTH ASHEBORO MIDDLE SCHOOL	Account Number:	110191
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**2. AUTHORIZED SIGNERS FOR DEPOSIT ACCOUNT. RESOLVED**, that delivery to Bank of funds, checks, drafts or other property, with or without endorsement, and if endorsed, in whatever manner effected, unless specifically restricted, shall be authority to said Bank to place the same to the credit of the association under the terms set forth in the Bank's Depository Agreement, and such credits may be withdrawn by check, draft, debit card or other order of withdrawal executed for the association by any of the following signers, even though the association may have a requirement for more than one signature, with the understanding that Bank shall be under no obligation to see or make inquiry as to the application of the funds so withdrawn, even though such withdrawal order may be payable to the agent of the association executing same and funds be withdrawn for personal use:

Title	Typed Name	Signer's SSN	Signature
Finance Officer	Sandra Spivey		
Treasurer	Lisa Rhodes		
Principal	Ron Dixon		

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

*Deposit Accounts, Loan and Services Agreement*



3. AUTHORIZED FOR INFORMATION ONLY. *RESOLVED*, that Bank is authorized to release account information to the following person(s) upon request or inquiry.

Title	Typed Name	Signer's SSN	Signature
N/A			

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Title	Typed Name	Facsimile Specimen
N/A		

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Name	Office or Title
N/A	

# CERTIFIED RESOLUTIONS OF ASSOCIATION OR SIMILAR UNINCORPORATED ORGANIZATION

## *Deposit Accounts, Loan and Services Agreement*



6. SERVICES AGREEMENTS. *RESOLVED*, that any one \_\_\_\_\_ of the following officers of the association (is) (are jointly) authorized to sign agreements under which Bank provides certain services:

Title	Typed Name	Signature
Finance Officer	Sandra Spivey	

*IN WITNESS WHEREOF*, I hereunto affix my signature on this the \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

Secretary Name: Dr. Terry Worrell	Secretary Signature:
-----------------------------------	----------------------

*APPROVED* (•):

Officer Title	Typed Name	Officer Signature

\*If these resolutions authorized the Secretary to withdraw or borrow funds, the signature of another officer of the organization above confirms the Secretary's authorization to do so.



**OFFICERS**

Billy Griffin, Jones  
*President*  
Brenda Stephens, Orange  
*President-Elect*  
Amy Churchill, Buncombe  
*Vice President*  
Earl Taylor, Onslow  
*Treasurer*  
Minnie Forte-Brown, Durham  
*Immediate Past President*

**DIRECTORS**

Coleman Barbour  
*Whiteville*  
Patricia Burden  
*Wayne*  
Randy Burns  
*Burke*  
Ed Dennison  
*Moore*  
Lucy Edwards  
*Northampton*  
Mac Hodges  
*Beaufort*  
Sharron Huffman  
*Wilkes*  
Ron Kiviniemi  
*Transylvania*  
Mary McCray  
*Charlotte-Mecklenburg*  
Dr. Terri Mosley  
*Surry*  
Christian Overton  
*Camden*  
Darrell Pennell  
*Caldwell*  
Brian Piercy  
*McDowell*  
Dub Potts  
*Davie*  
Barry Shoemaker  
*Cabarrus*  
Jennifer Thompson  
*Cherokee Central*  
Steve Van Pelt  
*Alamance-Burlington*  
Carol Worley  
*Clinton*

**PAST PRESIDENTS**

*Carr Ippock, Craven*  
*Roberta Scott, Warren*  
*Paige Sayles, Franklin*  
*Shearra Miller, Cleveland*  
*Evelyn Bulluck, Nash-Rocky Mt*  
*Chuck Francis, Haywood*  
*Wendell Hall, Hertford*  
*Linda Cranford, Asheboro*  
*Leonard Peace, Granville*  
*Dr. Christine Fitch, Wilson*

P.O. Box 97877  
Raleigh, NC 27624  
Office: 919.747.6700  
Fax: 919.841.4020  
aschafer@ncsba.org

**MEMORANDUM**

To: Asheboro City Board of Education  
From: Allison Schafer  
Re: Superintendent Search Service – Initial Draft Documents  
Date: February 15, 2019

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Thank you so much for choosing NCSBA to assist your board with the critical task of selecting a new superintendent to lead the Asheboro City Schools. We very much look forward to working with you. We will do our best to help you have a smooth transition to an excellent new leader.

Jim O'Rourke will attend your upcoming board meeting on Thursday, February 21, to get the superintendent search process started. To that end, I am enclosing several documents for your review and consideration prior to the meeting. The following documents are intended to help you make the necessary decisions to begin the advertising and community input portions of the search:

1. a draft superintendent search timeline;
2. a draft advertisement of the vacancy;
3. a list of vacancy advertising options;
4. a sample application form; and
5. sample community and staff surveys.

All these documents are provided as drafts or samples for discussion and can be changed in any way the board chooses.

First, you will find two draft timelines with different application deadlines for the board to consider. These timelines allow for considerable time to advertise the position and project start dates in early- or late-August 2019. Regardless of which option the board chooses, the adopted timeline is subject to further changes by the board as most dates listed are flexible target dates. The only fixed date you set when you adopt a timeline is the application deadline, which we will need to publish with the application and vacancy advertisement.

The draft vacancy announcement is meant to capture the information you wish to convey to potential applicants about your expected experience and qualifications, your school system, and your community. Please make sure all the information included in the announcement is accurate and conveys the appropriate message you wish to send to interested candidates. Jim will help you edit this document as you see fit when you meet on February 21.



*Allison Schafer*  
*Legal Counsel/Director of Policy*

I am also enclosing a chart on advertising options. Most of the places boards typically advertise are free, as listed on page 1 of the document. The only expenditure that we recommend is for advertising with the American Association of School Administrators (AASA). AASA reaches administrators across the country and has helped us attract excellent candidates from all corners of the country and even abroad. Depending on the board's specific needs and budget, you may also want to consider some of the additional advertising options on page 2 of the document.

The fourth enclosed document is a sample application form. NCSBA utilizes a software program called Applitrack to set up an online application system for candidates to apply for your open position. As you can see, most of the information requested on the application form is standard for any employment application: contact information, work history, educational background, etc. However, one section of the application contains job-specific questions (see "Asheboro City-Specific Questions" on pages 9 and 10). This is where you, as a board, select specific short-answer and essay questions that address issues in which your board is particularly interested. As an alternative, the board may choose to draft its own questions.

We also offer to conduct online surveys to collect community and staff input on the search. Included are two different versions of sample community and staff surveys: the sample surveys in set #1 are shorter and simpler while the sample surveys in set #2 are longer and more in-depth. Many boards prefer one survey over the other. The board may edit these surveys to meet its needs. Please note that, upon request, we can work with your ESL staff to provide Spanish-language community surveys that you may choose to distribute as well. All surveys will be anonymous but, by law, cannot be confidential, except that any references to confidential student or personnel information must be redacted prior to public dissemination.

Please keep in mind that all discussion about the search process and approval of these documents must take place in open session. The discussion at this point will not be about individual applicants. Also, please remember that this is your process. Please edit or change our initial draft documents or alter the suggested process to suit your needs. We are here to assist you and to make this process as easy, efficient, and effective as possible.

**ASHEBORO CITY BOARD OF EDUCATION  
SUPERINTENDENT SEARCH  
DRAFT TIMELINE – Option 1**

February 21, 2019*	Meeting to Approve Initial Documents
February 22, 2019	Advertising of Vacancy Begins
February 22 – April 4, 2019	Community and Staff Input Period (e.g., online surveys)
April 11, 2019*	Meeting to Review Community and Staff Input (e.g., online survey results) and to Draft Custom Leadership Profile
<b>April 22, 2019</b>	<b>APPLICATION DEADLINE</b>
May 3, 2019	NCSBA Makes Application Materials Available to Board Members
May 3-16, 2019	Board Reviews Applications
May 16, 2019	Meeting on Applications to Choose First Round Interviewees and to Select Questions (Closed)
June 3-9, 2019	Meeting(s) for Initial Interviews and to Select Finalists and Final Round Questions (Closed)
<i>During the period between the initial and final interviews, NCSBA will conduct complete and thorough reference checks and request the criminal and credit background checks of the finalists in compliance with applicable laws.</i>	
July 8-14, 2019	Meeting(s) for Final Interviews and to Decide on Terms of Offer (Closed)
July 15-22, 2019	Contract Discussions
July 22, 2019	Announcement and Introduction of Superintendent
August 21, 2019	Employment to Begin

\* Regularly scheduled meeting.

**ASHEBORO CITY BOARD OF EDUCATION  
SUPERINTENDENT SEARCH  
DRAFT TIMELINE – Option 2**

February 21, 2019*	Meeting to Approve Initial Documents
February 22, 2019	Advertising of Vacancy Begins
February 22 – April 4, 2019	Community and Staff Input Period (e.g., online surveys)
April 11, 2019*	Meeting to Review Community and Staff Input (e.g., online survey results) and to Draft Custom Leadership Profile
<b>April 15, 2019</b>	<b>APPLICATION DEADLINE</b>
April 26, 2019	NCSBA Makes Application Materials Available to Board Members
April 26 – May 10, 2019	Board Reviews Applications
May 10, 2019	Meeting on Applications to Choose First Round Interviewees and to Select Questions (Closed)
May 28 – June 2, 2019	Meeting(s) for Initial Interviews and to Select Finalists and Final Round Questions (Closed)
<i>During the period between the initial and final interviews, NCSBA will conduct complete and thorough reference checks and request the criminal and credit background checks of the finalists in compliance with applicable laws.</i>	
June 24-30, 2019	Meeting(s) for Final Interviews and to Decide on Terms of Offer (Closed)
July 1-8, 2019	Contract Discussions
July 8, 2019	Announcement and Introduction of Superintendent
August 7, 2019	Employment to Begin

\* Regularly scheduled meeting.



## STANDARD ADVERTISING OPTIONS



<i>ORGANIZATION</i>	<i>TYPE AND MANNER</i>	<i>COST</i>
American Association of School Administrators	Website	30 days - \$559 60 days - \$799
National School Boards Association/National Connections Hub	Website	Free
North Carolina School Boards Association	Website, Newsletter, Facebook, Twitter, & LinkedIn	Free
Other State School Boards Associations	Website	Free
North Carolina Association of School Administrators	Website	Free
South Carolina Association of School Administrators	Website	Free
Virginia Association of School Superintendents	Listserv	Free
Tennessee Organization of School Superintendents	Website	Free
Georgia School Superintendents Association	Website	Free
Council of Urban Boards of Education	Newsletter and Listserv	Free
The Broad Center	Listserv	Free
National Affiliation of Superintendent Searchers	Listserv	Free
North Carolina Department of Public Instruction	Listserv	Free
North Carolina LEA Personnel Directors	Listserv	Free
K12 JobSpot	Website	Free



## ADDITIONAL ADVERTISING OPTIONS



<i>ORGANIZATION</i>	<i>TYPE AND MANNER</i>	<i>COST</i>
Education Week – “Top School Jobs”	Website	30 days - \$395
American Association of School Personnel Administrators	Website and Social Media	30 days - \$200
Chronicle of Higher Education	Website	30 days - \$310
National Alliance of Black School Educators	Website	30 days - \$250
Association of Latino Administrators and Superintendents	Website	6 weeks - \$150

ASHEBORO CITY  
BOARD OF  
EDUCATION

Application

Superintendent of Schools



**An Equal Opportunity Employer**

## Sample Community Survey #1

### INTRODUCTION

**The Sample Board of Education is in the process of searching for a new superintendent. The members of the board are seeking your input in this process. Please take a few minutes to complete this survey by rating the following statements Most Important to Least Important.**

**All survey responses must be submitted by Due Date.**

**All survey results and comments are anonymous but not confidential. In other words, no one will know who submitted a particular comment, but the results will eventually be released to the public, with any references to specific individuals redacted.**

# Sample Community Survey #1

## RATING OF SUPERINTENDENT CHARACTERISTICS

Please rate each of the following desired characteristics based on level of importance:

1. Communicates well with all community groups.

Most Important  Very Important  Important  Less Important  Least Important

2. Communicates well with people of all races and socioeconomic status.

Most Important  Very Important  Important  Less Important  Least Important

3. Has strong human relations or "people skills."

Most Important  Very Important  Important  Less Important  Least Important

4. Understands research-based school programs.

Most Important  Very Important  Important  Less Important  Least Important

5. Supports the use and development of technology in teaching and learning.

Most Important  Very Important  Important  Less Important  Least Important

6. Is willing to take new approaches to teaching and learning.

Most Important  Very Important  Important  Less Important  Least Important

7. Has ideas and approaches to close achievement gaps.

Most Important  Very Important  Important  Less Important  Least Important

8. Has ideas and approaches to improve graduation rates and prevent dropouts.

Most Important  Very Important  Important  Less Important  Least Important

9. Understands school finance, budgets, and business management.

Most Important  Very Important  Important  Less Important  Least Important

10. Understands how to effectively advocate for resources needed to operate the schools.

Most Important  Very Important  Important  Less Important  Least Important

11. Knows how to get staff, students, parents, and community to work together to help children learn.

Most Important  Very Important  Important  Less Important  Least Important

12. Understands how to, and is able to effectively delegate authority.

Most Important  Very Important  Important  Less Important  Least Important

13. Supports firm discipline in schools.

Most Important  Very Important  Important  Less Important  Least Important

14. Understands how to provide safe environments for students and staff.

Most Important  Very Important  Important  Less Important  Least Important

15. Has experience with building, maintaining, and managing schools.

Most Important  Very Important  Important  Less Important  Least Important

16. Has been an effective classroom teacher.

Most Important  Very Important  Important  Less Important  Least Important

17. Has been a successful principal.

Most Important  Very Important  Important  Less Important  Least Important

18. Has been a successful assistant or associate superintendent.

Most Important  Very Important  Important  Less Important  Least Important

19. Has been a successful superintendent.

Most Important  Very Important  Important  Less Important  Least Important

20. Has worked in North Carolina public education.

Most Important  Very Important  Important  Less Important  Least Important

21. Should have high visibility in our schools.

Most Important  Very Important  Important  Less Important  Least Important

22. Should spend time in individual classrooms.

Most Important  Very Important  Important  Less Important  Least Important

23. Should continue the current direction of the school system.

Most Important  Very Important  Important  Less Important  Least Important

24. Should be accessible and respond to concerns in a timely fashion.

Most Important  Very Important  Important  Less Important  Least Important

## Sample Community Survey #1

### COMMENTS

25. Please share any additional comments that you may have.

## Sample Community Survey #1

### OPTIONAL INFORMATION

26. Do you currently have children attending the Sample Schools?

Yes  No

27. If so, in which grade levels?

Pre-K

Middle School

Elementary School

High School

## Sample Community Survey #1

### SURVEY COMPLETE

Thank you for completing the Sample Schools Superintendent Search Community Survey.

## Sample Staff Survey #1

### INTRODUCTION

**The Sample Board of Education is in the process of searching for a new superintendent. The members of the board are seeking your input in this process. Please take a few minutes to complete this survey by rating the following statements Most Important to Least Important.**

**All survey responses must be submitted by Due Date.**

**All survey results and comments are anonymous but not confidential. In other words, no one will know who submitted a particular comment, but the results will eventually be released to the public, with any references to specific individuals redacted.**

## Sample Staff Survey #1

### RATING OF SUPERINTENDENT CHARACTERISTICS

Please rate each of the following desired characteristics based on level of importance:

1. Communicates well with all community groups.

Most Important  Very Important  Important  Less Important  Least Important

2. Communicates well with people of all races and socioeconomic status.

Most Important  Very Important  Important  Less Important  Least Important

3. Has strong human relations or "people skills."

Most Important  Very Important  Important  Less Important  Least Important

4. Understands research-based school programs.

Most Important  Very Important  Important  Less Important  Least Important

5. Supports the use and development of technology in teaching and learning.

Most Important  Very Important  Important  Less Important  Least Important

6. Is willing to take new approaches to teaching and learning.

Most Important  Very Important  Important  Less Important  Least Important

7. Has ideas and approaches to close achievement gaps.

Most Important  Very Important  Important  Less Important  Least Important

8. Has ideas and approaches to improve graduation rates and prevent dropouts.

Most Important  Very Important  Important  Less Important  Least Important

9. Understands school finance, budgets, and business management.

Most Important  Very Important  Important  Less Important  Least Important

10. Understands how to effectively advocate for resources needed to operate the schools.

Most Important  Very Important  Important  Less Important  Least Important

11. Knows how to get staff, students, parents, and community to work together to help children learn.

Most Important  Very Important  Important  Less Important  Least Important

12. Understands how to, and is able to effectively delegate authority.

Most Important  Very Important  Important  Less Important  Least Important

13. Supports firm discipline in schools.

Most Important  Very Important  Important  Less Important  Least Important

14. Understands how to provide safe environments for students and staff.

Most Important  Very Important  Important  Less Important  Least Important

15. Has experience with building, maintaining, and managing schools.

Most Important  Very Important  Important  Less Important  Least Important

16. Has been an effective classroom teacher.

Most Important  Very Important  Important  Less Important  Least Important

17. Has been a successful principal.

Most Important  Very Important  Important  Less Important  Least Important

18. Has been a successful assistant or associate superintendent.

Most Important  Very Important  Important  Less Important  Least Important

19. Has been a successful superintendent.

Most Important  Very Important  Important  Less Important  Least Important

20. Has worked in North Carolina public education.

Most Important  Very Important  Important  Less Important  Least Important

21. Should have high visibility in our schools.

Most Important  Very Important  Important  Less Important  Least Important

22. Should spend time in individual classrooms.

Most Important  Very Important  Important  Less Important  Least Important

23. Should continue the current direction of the school system.

Most Important  Very Important  Important  Less Important  Least Important

24. Should be accessible and respond to concerns in a timely fashion.

Most Important  Very Important  Important  Less Important  Least Important

## Sample Staff Survey #1

### COMMENTS

25. Please share any additional comments that you may have.

## Sample Staff Survey #1

### OPTIONAL INFORMATION

26. What is your current job assignment?

Administrator  Teacher  Support Staff

27. If assigned to a specific school, what grade level?

Elementary School  Middle School  High School

## Sample Staff Survey #1

### SURVEY COMPLETE

Thank you for completing the Sample Schools Superintendent Search Staff Survey.

## Sample Community Survey #2

### INTRODUCTION

**The Sample Board of Education is in the process of searching for a new superintendent. The members of the board are seeking your input in this process. Please take a few minutes to complete this survey.**

**All survey responses must be submitted by Due Date.**

**All survey results and comments are anonymous but not confidential. In other words, no one will know who submitted a particular comment, but the results will eventually be released to the public, with any references to specific individuals redacted.**

# Sample Community Survey #2

## SURVEY QUESTIONS

1. Please select all that apply to you.

- I live in the Sample Schools attendance area.
- My child(ren) attend(s) Sample Schools.
- I am a student in Sample Schools.
- I represent a household without a school-aged child.
- I am retired.
- I represent a business in the community.
- I hold an elected political office.
- I am active duty military.

2. If you currently have children attending the Sample Schools, please indicate the grade level(s).

- Pre-K
- Elementary School
- Middle School
- High School

3. Please select the FIVE (5) most significant strengths of the Sample Schools.

	Strength 1	Strength 2	Strength 3	Strength 4	Strength 5
Supportive community	<input type="radio"/>				
Excellent teachers and staff	<input type="radio"/>				
Size of system	<input type="radio"/>				
Student achievement	<input type="radio"/>				
Location of system	<input type="radio"/>				
Available resources	<input type="radio"/>				
Good school facilities	<input type="radio"/>				
Supportive parents	<input type="radio"/>				
Quality of life	<input type="radio"/>				
Reputation of system	<input type="radio"/>				

4. Please select the FIVE most important areas of skill or expertise that the next superintendent should possess (you should only check five bullets in this section).

	First	Second	Third	Fourth	Fifth
Fiscal management and budgeting	<input type="radio"/>				
Organizational leadership	<input type="radio"/>				
Interpersonal and public relations skills	<input type="radio"/>				
Educational leadership	<input type="radio"/>				
Facilities management/building construction	<input type="radio"/>				
Curriculum development and instruction	<input type="radio"/>				
Communication with parents and community	<input type="radio"/>				
Staff relations	<input type="radio"/>				
Professional development	<input type="radio"/>				
School-based technology	<input type="radio"/>				
Defining system goals	<input type="radio"/>				
Academic standards/student assessment	<input type="radio"/>				
Managing a diverse staff and student body	<input type="radio"/>				
Staff evaluation	<input type="radio"/>				
Digital learning	<input type="radio"/>				

5. Please rate the following experience and qualifications according to their importance (you should check fourteen bullets in this section - one for each row):

	Important but not Mandatory	Mandatory	Less important	Not important
Doctorate or terminal degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience as a superintendent with a proven record of success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience as a superintendent in a similar size system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience as an assistant superintendent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience as a principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience as a classroom teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience in finance, budgets, and acquiring outside funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience in human resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience in instruction and curriculum development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience in facility management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience in educational technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience in a similar system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience in North Carolina education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other leadership experience (e.g.,military, business)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Please select from the list below the FIVE most important traits you would like the next superintendent to exhibit (check only five items in this section).

	First	Second	Third	Fourth	Fifth
Commitment to high student achievement	<input type="radio"/>				
Commitment to technology	<input type="radio"/>				
Commitment to the community	<input type="radio"/>				
Confidence	<input type="radio"/>				
Enthusiasm	<input type="radio"/>				
Integrity	<input type="radio"/>				
Change agent	<input type="radio"/>				
Risk taker	<input type="radio"/>				
Negotiator	<input type="radio"/>				
Mediator	<input type="radio"/>				
Visionary	<input type="radio"/>				
Values employees	<input type="radio"/>				
Motivator	<input type="radio"/>				
Proactive	<input type="radio"/>				

7. Please rate the following characteristics according to their importance (check one rating for each item):

	Important but Not Mandatory	Important Mandatory	Less Important	Not Important
Ability to build consensus and commitment among individuals and groups with emphasis on parental involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to develop and maintain a mutually beneficial relationship between the business community and the school system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to work with legislators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commitment to community visibility with high interest in a broad range of community groups and organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspires and motivates others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspires trust, has high levels of self-confidence and optimism, and models high standards of integrity and personal performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possesses excellent people skills and can present a positive image of the system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to develop and communicate a vision of quality education for the future to the board, staff, and community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated ability to work with the media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Important but Not Mandatory	Less Important	Not Important
Effective communication skills, including speaking, listening, and writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to secure and promote positive student behavior conducive to student achievement/learning climate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commitment to the importance of both the academic and activity programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated ability to enhance student performance, especially in identifying and closing or narrowing the gaps in student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated ability to integrate instructional and administrative technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of emerging research and best practice in the area of curriculum/instructional design and practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to delegate authority appropriately while maintaining accountability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to develop both short and long-range system goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to identify and select building and central office administrators who are capable of advancing the system vision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to lead a large organization dedicated to goals of continuous improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience in the management of system resources and knowledge of sound fiscal procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possesses the leadership skills required to respond to the challenges presented by a diverse community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommendations and decisions are data-driven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skilled leadership in the planning, implementation, and assessment of relevant professional development for all staff members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly committed to a "student first" philosophy in all decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Successful experience in sound management practices, including appropriate participation of others in planning and decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Successful experience in the selection and implementation of educational priorities consistent with the interests and needs of students, staff, board, and community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willing to listen to input, but can make tough decisions when necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. The Sample Board of Education expressly requests and welcomes all additional comments. If you have anything that you would like to add related to the board's search for a new superintendent, please provide in the space below.

**Sample Community Survey #2**

**SURVEY COMPLETE**

**Thank you for completing the Sample Schools Superintendent Search Community Survey.**

## Sample Staff Survey #2

### INTRODUCTION

**The Sample Board of Education is in the process of searching for a new superintendent. The members of the board are seeking your input in this process. Please take a few minutes to complete this survey.**

**All survey responses must be submitted by Due Date.**

**All survey results and comments are anonymous but not confidential. In other words, no one will know who submitted a particular comment, but the results will eventually be released to the public, with any references to specific individuals redacted.**

## Sample Staff Survey #2

### SURVEY QUESTIONS

1. Please select your current job assignment.

- Administrator
- Teacher
- Support Staff

2. If assigned to a specific school, what grade level?

- Elementary School  Middle School  High School

3. Please select the FIVE (5) most significant strengths of the Sample Schools.

	Strength 1	Strength 2	Strength 3	Strength 4	Strength 5
Supportive community	<input type="radio"/>				
Excellent teachers and staff	<input type="radio"/>				
Size of system	<input type="radio"/>				
Student achievement	<input type="radio"/>				
Location of system	<input type="radio"/>				
Available resources	<input type="radio"/>				
Good school facilities	<input type="radio"/>				
Supportive parents	<input type="radio"/>				
Quality of life	<input type="radio"/>				
Reputation of system	<input type="radio"/>				

4. Please select the FIVE most important areas of skill or expertise that the next superintendent should possess (you should only check five bullets in this section).

	First	Second	Third	Fourth	Fifth
Fiscal management and budgeting	<input type="radio"/>				
Organizational leadership	<input type="radio"/>				
Interpersonal and public relations skills	<input type="radio"/>				
Educational leadership	<input type="radio"/>				
Facilities management/building construction	<input type="radio"/>				
Curriculum development and instruction	<input type="radio"/>				
Communication with parents and community	<input type="radio"/>				
Staff relations	<input type="radio"/>				
Professional development	<input type="radio"/>				
School-based technology	<input type="radio"/>				
Defining system goals	<input type="radio"/>				
Academic standards/student assessment	<input type="radio"/>				
Managing a diverse staff and student body	<input type="radio"/>				
Staff evaluation	<input type="radio"/>				
Digital learning	<input type="radio"/>				

5. Please rate the following experience and qualifications according to their importance (you should check fourteen bullets in this section - one for each row):

	Important but not Mandatory	Mandatory	Less important	Not important
Doctorate or terminal degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience as a superintendent with a proven record of success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience as a superintendent in a similar size system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience as an assistant superintendent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience as a principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience as a classroom teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience in finance, budgets, and acquiring outside funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience in human resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience in instruction and curriculum development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience in facility management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience in educational technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience in a similar system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience in North Carolina education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other leadership experience (e.g.,military, business)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Please select from the list below the FIVE most important traits you would like the next superintendent to exhibit (check only five items in this section).

	First	Second	Third	Fourth	Fifth
Commitment to high student achievement	<input type="radio"/>				
Commitment to technology	<input type="radio"/>				
Commitment to the community	<input type="radio"/>				
Confidence	<input type="radio"/>				
Enthusiasm	<input type="radio"/>				
Integrity	<input type="radio"/>				
Change agent	<input type="radio"/>				
Risk taker	<input type="radio"/>				
Negotiator	<input type="radio"/>				
Mediator	<input type="radio"/>				
Visionary	<input type="radio"/>				
Values employees	<input type="radio"/>				
Motivator	<input type="radio"/>				
Proactive	<input type="radio"/>				

7. Please rate the following characteristics according to their importance (check one rating for each item):

	Important but Not Mandatory	Important Mandatory	Less Important	Not Important
Ability to build consensus and commitment among individuals and groups with emphasis on parental involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to develop and maintain a mutually beneficial relationship between the business community and the school system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to work with legislators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commitment to community visibility with high interest in a broad range of community groups and organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspires and motivates others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspires trust, has high levels of self-confidence and optimism, and models high standards of integrity and personal performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possesses excellent people skills and can present a positive image of the system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to develop and communicate a vision of quality education for the future to the board, staff, and community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated ability to work with the media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Important Mandatory	Important but Not Mandatory	Less Important	Not Important
Effective communication skills, including speaking, listening, and writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to secure and promote positive student behavior conducive to student achievement/learning climate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commitment to the importance of both the academic and activity programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated ability to enhance student performance, especially in identifying and closing or narrowing the gaps in student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated ability to integrate instructional and administrative technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of emerging research and best practice in the area of curriculum/instructional design and practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to delegate authority appropriately while maintaining accountability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to develop both short and long-range system goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to identify and select building and central office administrators who are capable of advancing the system vision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to lead a large organization dedicated to goals of continuous improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience in the management of system resources and knowledge of sound fiscal procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possesses the leadership skills required to respond to the challenges presented by a diverse community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommendations and decisions are data-driven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skilled leadership in the planning, implementation, and assessment of relevant professional development for all staff members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly committed to a "student first" philosophy in all decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Successful experience in sound management practices, including appropriate participation of others in planning and decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Successful experience in the selection and implementation of educational priorities consistent with the interests and needs of students, staff, board, and community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willing to listen to input, but can make tough decisions when necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. The Sample Board of Education expressly requests and welcomes all additional comments. If you have anything that you would like to add related to the board's search for a new superintendent, please provide in the space below.

**Sample Staff Survey #2**

**SURVEY COMPLETE**

**Thank you for completing the Sample Schools Superintendent Search Staff Survey.**

**LETTER TO APPLICANTS**

**ASHEBORO CITY SCHOOLS**  
**Asheboro, North Carolina**

Dear Applicant:

We are pleased you are interested in the position of Superintendent of Asheboro City Schools and encourage you to complete and submit an application. NCSBA utilizes Applitrack, an online application program. The link to the application is easily accessible via our website at <http://www.ncsba.org/super-search/north-carolina-vacancies/>. In order to be considered timely, the application must be submitted by 11:59 p.m. on \_\_\_\_\_, **2019**. The online system will automatically generate confirmation emails to you and NCSBA when you submit the completed application. Note, you may want to print or save a copy of your completed application, as you will not be able to access the application to review, edit, or add documents once the deadline has passed.

Please include scanned copies of any college or graduate school transcripts (unofficial transcripts will be accepted) and scanned copies of any applicable professional licenses or certificates as attachments to your application. It is also important to note that the application contains authorizations and releases, which are self-explanatory. These must be digitally signed.

After the application deadline, completed applications will be forwarded to the members of the Asheboro City Board of Education for review. The board will then invite selected applicants for interviews. The board hopes to make a final decision by \_\_\_\_\_ 2019.

Your inquiry and application will be treated confidentially. By law, the board may not publicly release any of your application information without your consent. Thus, your information will not be released beyond the members of the NCSBA search team, the members of the Asheboro City Board of Education, and the board attorney. As noted on the application, the board also may need to contact references and conduct background checks on the finalists for the position. If you are selected as a finalist and the board requests this information, NCSBA will contact you with the necessary notice, authorization, and release forms.

I look forward to receiving your completed application. If you have any questions as you gather the required information and complete the application, please feel free to contact me at (919) 747-6700 or [aschafer@ncsba.org](mailto:aschafer@ncsba.org). Please do not attempt to contact, or ask anyone you know to contact, the individual board members about your interest in or application for this position. All inquiries should go through NCSBA.

Sincerely,



Allison B. Schafer

# Asheboro City Board of Education Superintendent Application

Doe, Jane

## Personal Data

**Name:** Dr. Jane Doe  
(Title) (First) (Middle Initial) (Last)

Other name(s) under which transcripts, certificates, and former applications may be listed:

**Other:** (Title) (First) (Middle Initial) (Last)

**Email Address:** janedoe@abc.com

## Postal Address

### Current Address

Number & Street: 123 Loft Lane  
Apt. Number:  
City: Raleigh  
State/Province: NC  
Zip/Postal Code: 27615  
Country: United States of America  
Home/Cell Phone: (919) 555-5555  
Daytime Phone: (919) 555-5555

## Employment Desired

### Open Vacancy Desired:

JobID: 174 **Superintendent:** Asheboro City Schools Superintendent

### Date Last Submitted

Not Submitted

### Experience in Similar Positions

-

# Asheboro City Board of Education Superintendent Application

Doe, Jane

## Licensure

Do you hold a valid superintendent license in North Carolina?

Yes

If yes, please upload a copy.

Do you hold a valid superintendent license or certificate in any other state(s), and if so, what state(s)?

If yes, please upload a copy(ies).

If you do not hold any superintendent license, please explain your current licensure status.

# Asheboro City Board of Education Superintendent Application

Doe, Jane

## Employment History

### Describe your present employment.

- \* Employer (include city and state where located):
- \* Your title:
- \* Beginning date of employment:
- \* Number of students (in school system):
- \* Number of employees you supervise:
- \* Amount of budget you control:


Major responsibilities:

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**Please list in reverse chronological order all full-time positions, excluding your current position listed above, that you have held both within and outside the field of education. If you would also like to attach a resume, please do so below.**

- Employer (include city and state where located):
- Your title:
- Dates employed, from:
- until:
- Number of employees you supervised:+
- Number of students (in school system):+
- Amount of budget you controlled:+
- Reason for leaving:


Major responsibilities:

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- Employer (include city and state where located):
- Your title:
- Dates employed, from:
- until:
- Number of employees you supervised:+
- Number of students (in school system):+
- Amount of budget you controlled:+
- Reason for leaving:


Major responsibilities:

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- Employer (include city and state where located):

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# Asheboro City Board of Education Superintendent Application

Doe, Jane

## Employment History continued

Your title:

Dates employed, from:

until:

Number of employees you supervised:+

Number of students (in school system):+

Amount of budget you controlled:+

Reason for leaving:


Major responsibilities:

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Employer (include city and state where located):

Your title:

Dates employed, from:

until:

Number of employees you supervised:+

Number of students (in school system):+

Amount of budget you controlled:+

Reason for leaving:


Major responsibilities:

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Employer (include city and state where located):

Your title:

Dates employed, from:

until:

Number of employees you supervised:+

Number of students (in school system):+

Amount of budget you controlled:+

Reason for leaving:


Major responsibilities:

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Employer (include city and state where located):

Your title:

Dates employed, from:

until:


# Asheboro City Board of Education Superintendent Application

Doe, Jane

## Employment History continued

Number of employees you supervised:+

Number of students (in school system):+

Amount of budget you controlled:+

Reason for leaving:


Major responsibilities:

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Employer (include city and state where located):

Your title:

Dates employed, from:

until:

Number of employees you supervised:+

Number of students (in school system):+

Amount of budget you controlled:+

Reason for leaving:


Major responsibilities:

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+Approximate number during last year in position.

# Asheboro City Board of Education Superintendent Application

Doe, Jane

## Educational Background

Below please list in reverse chronological order all college and postgraduate institutions you have attended and attach an electronic copy (e.g., a scanned PDF) of the corresponding transcript. Certified transcripts are not required.

* Institution	
* Location	
* Years of Attendance	
* Degree Received	
* Major/Minor	
Transcript	

Institution	
Location	
Years of Attendance	
Degree Received	
Major/Minor	
Transcript	

Institution	
Location	
Years of Attendance	
Degree Received	
Major/Minor	
Transcript	

Institution	
Location	
Years of Attendance	
Degree Received	
Major/Minor	
Transcript	

Institution	
Location	
Years of Attendance	
Degree Received	
Major/Minor	
Transcript	

Institution	
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# Asheboro City Board of Education Superintendent Application

Doe, Jane

## Educational Background continued

Location

Years of Attendance

Degree Received

Major/Minor

Transcripts


# Asheboro City Board of Education Superintendent Application

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Doe, Jane

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## Community and Professional Activities

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In order of importance to you, please list the professional organization(s) of which you are or have been a member:

Please list any professional awards you have received and publications you have written:

# Asheboro City Board of Education Superintendent Application

Doe, Jane

## Asheboro City-Specific Questions - Short Answer

Please describe briefly any accomplishments or significant experiences you have had with each of the following programs or activities. Non-traditional candidates are encouraged to explain comparable experiences.

1. Instructional leadership

2. Financial planning, budgeting, and procuring additional funding

3. Personnel relations/administration

4. Goal setting and monitoring student achievement

5. Organizational planning and team building

6. Fostering community relations and/or intergovernmental partnerships

7. The use of instructional technology and other innovative media to improve student performance

8. Success in working with diverse populations

9. Leadership in maintaining safe school environments

10. Planning and funding of school facilities

# Asheboro City Board of Education Superintendent Application

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Doe, Jane

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## Asheboro City-Specific Questions - Essays

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Please provide short answers to the following questions.

1. Why are you interested in leaving your current position to become superintendent of the Asheboro City Schools

2. How should the board and the superintendent work together to complement and support each other?

3. What would you do to raise student achievement levels and help close achievement gaps?

4. What personal and/or administrative skills or experiences do you have which you believe make you qualified to be our next superintendent?

5. What are the first things you would do to learn about our community and schools?

6. Please describe your leadership style.

# Asheboro City Board of Education Superintendent Application

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Doe, Jane

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## References

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References will be requested when needed. If you wish to attach any reference letters, please do so below.

# Asheboro City Board of Education Superintendent Application

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Doe, Jane

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## Additional Information

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Please provide any additional information you wish to share with the board which is not specifically covered in this application form and which you would like the board to consider as it evaluates your application (e.g., cover letter).

# Asheboro City Board of Education Superintendent Application

Doe, Jane

## Criminal and Employment Background Information

Have you ever been convicted of a crime as follows? Note, in accordance with state law, you are not required to disclose any arrest, charge, or conviction that has been expunged from the public record.

\* Felony

No

\* Misdemeanor

No

\* Traffic Offenses

No

If yes, please provide a brief explanation of the date and circumstances below or on an attached page. Note, in accordance with EEOC guidance, disclosure of such information will not be an automatic bar to employment.

Have you ever been dismissed, bought out, asked to resign from a position, or had a contract not renewed?

\*

No

If yes, please provide a brief explanation of the date, position, employer, and circumstances below or on an attached page.

# Asheboro City Board of Education Superintendent Application

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Doe, Jane

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## Asheboro City Release and Certification

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I hereby expressly authorize the Asheboro City Board of Education and its agents and employees, including the North Carolina School Boards Association (NCSBA) and its employees, to make any investigation of my personal, financial, or employment history. This release expressly includes, but is not limited to, federal and/or state, criminal, law enforcement, or traffic records. I understand that I am not required to disclose any arrest, charge, or conviction that has been expunged from the public record. I also expressly give permission for the North Carolina School Boards Association and its agents and employees to have access to any and all personnel records it may receive in connection with my application. I further authorize any former employer, person, firm, corporation, credit agency, administrative body, or governmental agency to give to the NCSBA and the Asheboro City Board of Education, its agents, or employees any information they may have regarding me. In consideration of the review of my employment application by the Asheboro City Board of Education, I hereby release the Asheboro City Board of Education, its agents, and employees, the North Carolina School Boards Association, its agents, and employees, and any and all providers of information to whom this is sent from any liability as a result of furnishing or receiving this information. I hereby authorize my previous employers to provide all information which they may have concerning my past employment and release them and the Asheboro City Board of Education, its agents, and employees, as well as all previous employers from any potential liability resulting from the release of information. I also certify that I have read this information carefully and that the information I have given is correct and complete. I understand and agree that the falsification of any statement on this application, or in any personal interview, will constitute sufficient grounds for nonemployment or dismissal.

The Asheboro City Board of Education does not discriminate in the hiring, tenure, or promotion of employees on the basis of race, religion, sex, national origin, disability, age, genetic testing and screening information, or veteran status.

# **Asheboro City Board of Education Superintendent Application**

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Doe, Jane

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## **Asheboro City Collection of Public Information**

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Thank you for submitting an application for the position of Superintendent of the Asheboro City Schools. During the process of evaluating candidates, the Asheboro City Board of Education ("board") or its agent including the North Carolina School Boards Association and its employees, may view and/or access information about applicants that is publicly available, including information that is publicly available on the Internet. The board will not use information from any such source to discriminate on the basis of race, religion, sex, national origin, disability, age, genetic testing and screening information, or veteran status or any other legally protected status.

You are encouraged to submit any publicly available information of which you are aware to NCSBA. You may also attach an explanation and supporting documents, if any, to be forwarded to the board.

By signing below, I, Jane Doe, acknowledge and agree that the board may view and/or access publicly available information about me, including information publicly available on the Internet, as part of its review of my application for the position of the Asheboro City Superintendent of Schools. I further understand and agree that falsification of any publicly available information, explanation, or supporting documentation will constitute sufficient causal grounds for nonemployment and/or dismissal.



# **Targeted Support and Improvement Plans 2018-2019**

## **Balfour TSI Grant Proposal**

**Objective:** To provide supports for Core Instruction and Intervention for Students with Disabilities subgroup in order to increase student proficiency in literacy and math.

**NCSTAR Alignment:** A4.01 The school will implement a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

### **Budget**

Proposal: The grant will be used to pay for professional development for teachers that focuses on the meeting the needs of diverse learners.

<b>Professional Development</b>	<b>Teachers Involved</b>	<b>Estimated Cost</b>
Corrective Reading Training	2 EC Teachers	TBD
Letterland Intervention Training	2 EC Teachers 10 Instructional Assistants	\$300 per person
Orton-Gillingham Training *Once trained, Reading Facilitator will provide ongoing professional development to classroom teachers	Reading Facilitator	\$1175
On-Site Professional Development - Classroom teachers in grades 3-5 and EC teachers will participate in professional development focused on helping students with disabilities meet the depth and rigor of the standards in grades 3-5. Training will be facilitated by school leadership. Teachers will be paid a stipend for participating during the summer.	13 Classroom teachers 3 EC Teachers 1 Instructional Facilitator	Stipends - \$1700
Hills Center Professional Development - <ul style="list-style-type: none"> <li>● Multi-Sensory Math: Strategies for Teaching All Learners</li> <li>● Hill Strategies for Math</li> </ul>	3 Classroom Teachers 1 Instructional Facilitator	\$350 per person

**TSI Grant Proposal Plan**  
**Charles W. McCrary**

**Objective:** Our goal is to increase our EC teachers' instructional tools, resources and knowledge.

**Budget:**

Professional Development	Teachers Involved	Estimated Cost
Letterland Training (K, 1st, 2nd)	3 EC Teachers	\$150 per person per session  \$1350
Orton-Gillingham Training	3 EC Teachers	Approximately \$1200 per person  \$3600
Strategic Planning - EC Teachers, our Instructional Facilitator and up to 3 teacher leaders will meet to analyze student IEPs and plan the master schedule for the upcoming year to best meet the needs of our students with disabilities. General education teachers will provide professional development for EC teachers regarding grade level standards, expectations and assessment measures. Goals to improve the success of our students with disabilities for the school's continuous improvement plan will be developed.	Teacher Leaders--up to 3 EC Teachers--3 Instructional Facilitator Assistant Principal (if after June 30)	Stipends - \$800
Hill Center Professional Development (TBD) <ul style="list-style-type: none"> <li>• Multi-Sensory Math: Strategies for Teaching All Learners</li> <li>• Hill Strategies for Math</li> <li>• From Words to Works: Developing Foundational Writing Skills</li> <li>• Helping Struggling Readers Through an Understanding of Reading Profiles</li> </ul>	3 EC Teachers	Up to \$4200

**TSI Grant Proposal Plan  
LOFLIN ELEMENTARY SCHOOL**

**Objective:** To provide targeted supports for CORE instruction and intervention for our EC student subgroup population in order to increase student growth and proficiency in literacy and math.

**NCStar Goal Alignment:**

- A3.01: Instructional Teams will use student learning data to identify students in need of instructional support or enhancement. (5110)
- A3.02: Instructional Teams will track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs. (5111)
- A4.01: The school will implement a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (5117)

**Budget**

Proposal: The grant will be used to pay for professional development for EC teachers, classroom teachers, and instructional specialists with a focus on meeting the needs of diverse learners.

<b>Professional Development</b>	<b>Teachers Involved</b>	<b>Estimated Cost</b>
Wilson Reading System Training	1 Reading Specialist 2 EC Teachers	\$650 per person
Letterland Intervention Training	1 Reading Specialist 2 EC Teachers	\$300 per person
Orton-Gillingham Training *Trained teachers will provide professional development for classroom teachers as a differentiation/intervention tool during core instruction.	2 EC Teachers	TBD
On-Site Professional Development - EC teachers and Instructional Facilitator will provide a 1 day training for regular classroom setting teachers as a tool for core differentiation and meeting the unique learning needs of our students with disabilities.	19 Classroom teachers 2 EC Teachers 1 Instructional Facilitator	Stipends - \$2100
Strategic Planning - EC Teachers and the School Leadership Team will meet to analyze student IEPs and schedules for the upcoming year to best meet the needs of our students with disabilities. The master schedule and the service time (inclusion and pull-out) will be developed during this time. Goals for the school's continuous improvement plan will be discussed and actions steps developed for the school year in regards to low	School Leadership Team - 12 members EC Teachers - 2 Reading Specialist - 1	Stipends - \$1400

performing subgroups.		
Hills Center Professional Development - <ul style="list-style-type: none"> <li>● Multi-Sensory Math: Strategies for Teaching All Learners</li> <li>● Hill Strategies for Math</li> <li>● From Words to Works: Developing Foundational Writing Skills</li> <li>● Helping Struggling Readers Through an Understanding of Reading Profiles</li> </ul>	1 Classroom Teacher 1 Instructional Facilitator 1 Reading Specialist	\$350 per person

## TSI PLAN FOR LINDLEY PARK ELEMENTARY SCHOOL

**Objective:** To provide targeted supports for CORE instruction and intervention for our EC student sub-group population in order to increase student growth and proficiency in literacy and math.

**NC Star Goal Alignment: A3.09** All teachers will differentiate assignments to provide the right balance of challenge and attainability for each student (5350)

**Action Step 1:** All teachers will receive training on digital tools that can be used for differentiating whole group instruction and personalizing learning experiences for individual students. This training will be provided by a combination of school level and district office personnel.

**NC Star Goal Alignment: A4.01** The school will implement a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

**Action Step 2:** All EC teachers and reading interventionists will attend training on the Wilson reading system, a multisensory approach to reading instruction based on phonological coding research and Orton-Gillingham principles.

**Action Step 3:** CORE classroom teachers will be trained in math interventions via Orton Gillingham Math training.

### Budget

Expense Category	Estimated Amount	Action Step	Notes
Wilson Reading System Training for 2 interventionists	\$1300 (\$650.00 per person) for training	2	March 6th, 7th, and 8th in Greensboro NC  Moss-reading Specialist Jones- EC Teacher  No substitute pay will be required for these individuals.
Travel to and from Greensboro	\$94 (\$.52 per mile for 30 miles, round trip for 3 days)	2	
Orton-Gillingham	\$2700 (\$675 per	3	June 18th-June 21st

Math training for 4 teachers	person)		<a href="https://www.carolinaday.org/uploaded/KLC/Intro_to_Multisensory_Math_flyer_June_2019.pdf">https://www.carolinaday.org/uploaded/KLC/Intro_to_Multisensory_Math_flyer_June_2019.pdf</a>
Summer Stipend for OG Math Training for 4 teachers	\$1600 (\$100 dollars per day X 4 days)	3	
Travel to Asheville	\$192-\$384 (\$.52 per mile for 185 miles, round trip)	3	
Lodging in Asheville	\$900.00 (For two rooms at 3 nights each)	3	
Meal Allowances	TBD*		It is unclear if the grant funding will allow for the reimbursement of meals. I would appreciate clarification on that.*
Total Cost	\$6978 (\$1022 remaining)		The remaining budget can be used for meal allowances as needed/permissible (\$1022)

\*I need to learn if breakfast and or lunch are included in any workshop registrations.

North Asheboro Middle School Plan  
Targeted Support and Improvement Schools  
January 30, 2019

After reviewing our data and NC Star Comprehensive Progress Report, the North Asheboro Middle School leadership team will implement the following strategies to address the learning needs of students in the identified subgroups. The materials from all of the new strategies to be implemented have or will be funded by local or district funds as noted.

**New Action Steps**

1. Math and ELA teachers will utilize Versa Tiles to provide interventions and differentiated instruction for students in identified groups in order to increase engagement in lessons. Instructional funds were used to purchase these materials. NAMS teachers will provide training for teachers who are unfamiliar with these materials and strategies for interventions. Our Comprehensive Progress Report will be amended when the materials arrive to be utilized. This new action step aligns with to A4.01.
  
2. In addition to core content instruction, students will receive direct instruction using Corrective Reading materials during NAMS Academy. The Comprehensive Progress Report was amended yesterday with the following statement/action step for A4.01. This new action step supports and is aligned with other steps in our plan.  
A4.01: The school will implement a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

1/29/19 After being identified as a targeted subgroup, EC students will receive an intervention of direct instruction via Corrective Reading materials delivered by their EC teacher during NAMS Academy. Leslie McKinnon 02/15/2019

3. Break out Boxes will be ordered from Hour of Code money and used to support problem based learning opportunities to enhance classroom instruction in all content areas in order to provide high interest and active lessons to engage students in targeted groups. This new action step aligns with A4.01.

## TSI PLAN FOR NORTH ASHEBORO MIDDLE SCHOOL

**Objective:** To provide targeted supports for CORE instruction and intervention for our SWD and Black student sub-group populations in order to increase student growth and proficiency in literacy and math.

**NC Star Goal Alignment:** A4.01: The school will implement a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

**Action Step 1:** All teachers will receive training Aimsweb with particular emphasis on diagnostic steps following the review of data from universal screeners. The trainings will also include strategies for differentiating whole group instruction and personalizing learning experiences for individual students. A combination of school level and district office personnel will provide the training in July or August for selected team members. Trained team members will train NAMS staff members in September 2019. Stipends will be paid to the school level personnel providing and attending the training who are not twelve-month employees.

**NC Star Goal Alignment:**

**Action Step 2:**

### Budget

Expense Category	Estimated Amount	Action Step	Notes
Stipends for Trainers	\$2000.00 (\$500.00 for each trainer)	1	Suggested trainers to consider Chris Burian, Lori Columbia, Keisha Dawalt, and Kasey Wood
Stipends for teachers attending training	\$6000.00 (500.00 for each teacher attending and training teachers in September)	1	10 teachers will be selected to attend the training and be prepared to train the remainder of the staff in September.
<b>Total Cost</b>	<b>\$8,000.00</b>		

## South Asheboro Middle School TSI Plan

**Objective:** To provide targeted supports for core instruction and intervention for our Students with Disabilities (SWD) in order to increase student achievement measures for growth and proficiency in reading, math, and science.

**NC Star Goal Alignment: A4.01:** We will implement a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

**NC Star Goal Alignment: A2.04:** Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

**Action Step 1:** All SAMS EC teachers will receive training in IEP development, with a particular emphasis on writing standards-based goals. EC teachers will learn best practices for personalizing goals based on student need; while also tightly aligning goals to academic standards. District level personnel will facilitate this training for EC teachers in either July or August. Stipends will be paid to teachers and district personnel who are not 12 month employees.

**Action Step 2:** Selected SAMS teachers will receive training in differentiation, with a particular emphasis on research-based instructional practices for EC students in all settings. District level personnel will facilitate this training for SAMS teachers in either July or August. Stipends will be paid to teachers and district personnel who are not 12 month employees.

**Action Step 3:** Selected SAMS EC teachers will receive advanced training in the facilitation of the Read 180 and System 44 programs. These programs are geared to help students who are more than 2 years behind in reading by utilizing an accelerated blended learning approach. A trainer from Houghton Mifflin Harcourt will provide training for at least two teachers. Stipends will be paid to each teacher and the trainer will be paid.

### Budget

Expense Category	Estimated Amount	Action Step	Notes
Standards-Based IEP Development Training for SAMS EC Teachers	<b>Total-\$750</b> \$250- Facilitator \$100- 5 EC Teachers	1	1 Full day of training Barb Skelly- Facilitator
Training in Instructional	<b>Total- \$2850</b>	2	1 Full day of initial training with facilitator & 1 Full day of follow-up



**Title IV-A**  
**Afterschool**  
**Programs**  
**2018-2019**

# Balfour Spanish Enrichment Plan

**Program Goals:** Students in the Balfour Elementary Spanish Enrichment Program will be able to converse conversationally with their peers at a novice to intermediate level.

**Strategic Goal Alignment:** GOAL 1: Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.

		3:00-4:00
K-2	Monday	20 students
	Wednesday	
3-5	Monday	20 students
	Wednesday	

## Schedule

2:35-3:00      Snack  
 3:00-4:00      Spanish Enrichment Classes

## Implementation Plan

- Send letter to families to assess interest.
- The program’s duration will be from January 28 - May 3. If interest is substantial, we will run two 6-week “sessions” and make them available to different groups of students in order to meet demand.
- 15-20 students per session, per grade level span will be selected through a lottery.

## Program Needs

- Personnel Needs:
  - Two Spanish Enrichment Program teachers
    - Palacio (Kindergarten Dual Language)
    - Przybylowski (2nd Grade Dual Language)
  - Personnel assigned to assist with snack
- Financial needs:
  - 4 hours/week for enrichment teachers (\$25/hour)
  - Snack
- Use strategies/curriculum similar to Kindergarten Dual Language
- Progress Monitoring Strategy: At the end of each session, students in the program will participate in a culminating activity for their parents.

# Balfour GEMS Proposal

**School: Balfour**

**Program Coordinator/Contact :Melissa McKeown**

**Program Goals:** Students in the GEMS (Girls Excelling in Math and Science) Program will participate in activities that will encourage and excite them about learning about math and science, potential careers in the sciences, and the importance of science and math.

**Strategic Goal Alignment:** GOAL 1: Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.

Grade Levels	Days of the Week	Times	Total Hours Per Week	# of Students
4-5	<i>Thursday, biweekly</i>	<i>3:00-4:00</i>	<i>1</i>	<i>15</i>

## Schedule

2:35-3:00      Snack  
3:00-4:00      GEMS activities

## Implementation Plan

- Send application to students and families to assess interest.
- The program will meet biweekly for 12 weeks (6 sessions)
- 15 students will be selected from those who apply.

## Program Needs

- Personnel Needs:
  - 2 teachers to sponsor program
  - Personnel assigned to assist with snack
- Financial needs:
  - 2 hours/week for enrichment teachers (\$25/hour)
  - Snack
  - General classroom supplies for activities
  - Long term needs may include Lego kits for engineering, field trip expenses
- We will engage public speakers to come talk to the girls about careers in science and math. We will do experiments and activities that encourage participants to excel at science and math.
- Resources from [http://gemsclub.org/for\\_educators](http://gemsclub.org/for_educators)

# McCrary Enrichment Plan

Our current and proposed after school offerings directly align to the following goals and objectives of Asheboro City Schools' Strategic Plan:

- Goal 1, Objectives 5 & 6
- Goal 2, Objectives 3, 4, 5, 6
- Goal 5, Objective 2

## All current afterschool offerings will continue.

These include:

- Battle of the Books (Mondays 2:35-3:45) (4th and 5th)
- Marvelous Mustangs Boys Only Book Club (Every other Monday evening from 5:00-6:00.) (2nd-5th boys and dads)
- UNITE Club--world drumming and environment (Wednesdays 2:35-3:45) (3rd-5th)
- Girls' Running Club (Wednesdays 2:35-3:30) (3rd-5th)
- Musical Mustangs--Choir in fall and recorders in spring (Thursdays 2:35-3:45) (3rd-5th)
- Sports Club--Girls' volleyball in fall; boys' basketball in spring (Fridays 2:35-4:00) (ages vary...usually 3rd-5th)
  
- Spring Tutoring for grades 3rd-5th for select students (based on data) will begin in March.

## Additions to after school programming

- **1st and 2nd grade Science Enrichment club**
  - Demonstrations and hands-on experiences focused on a variety of 1st and 2nd grade science standards.
    - Instructor will use a "Read, do, observe, write" model to engage students not only with the task but also with written text. Students will make connections between what they are doing and reading/writing.
  - Open to 20 students in 1st and/or 2nd grade, first come/first served
  - Club will be once per week--Thursdays from 3:00-4:00 with snack provided before.
  - Ms. Landis will lead the club and Ms. Buck and Ms. Gatewood will alternate weekly.
  - Budget--pay for 2 teachers and \$200 for supplies
- **K-2 and 3-5 Spanish** (plan submitted by Ms. Domally)

# Loflin Spanish Enrichment Plan

**Program Goals:** Students in the Loflin Elementary Spanish Enrichment Program will be able to converse conversationally with their peers at a novice to intermediate level.

**Strategic Goal Alignment:** GOAL 1: Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.

		3:00-4:00
K-2	Monday	20 students
	Wednesday	20 students
3-5	Thursday	20 students
	Friday	20 students

## Schedule

2:35-3:00      Snack  
 3:00-4:00      Spanish Enrichment Classes

## Implementation Plan

- Send letter to families to assess interest.
- The program's duration will be from January 28 - May 3.
- 15-20 students per session.

## Program Needs

- Personnel Needs:
  - One Spanish Enrichment Program teacher
    - Mrs. Cortez (Loflin Kindergarten Teacher)
  - Personnel assigned to assist with snack
- Financial needs:
  - 4 hours/week for enrichment teacher (\$25/hour)
  - Snack
- Use strategies/curriculum similar to Kindergarten Dual Language
- Progress Monitoring Strategy: At the end of the session, students in the program will participate in a culminating activity for their parents.

# Loflin STEAM Enrichment Proposal

**School: Loflin Elementary**

**Program Coordinator/Contact : Meghan Joyce**

**Program Goals:** Students in the Loflin STEAM enrichment program will build knowledge and passion for STEAM by fostering collaboration, creativity, critical thinking, and problem solving.

The goal of this project is to empower young women and men by sparking an interest in the fields of math, science, technology, engineering and the arts. By utilizing resources from research-based and standards aligned sources such as SciGirls Seven (A PBS Female Scientist Project), GoScience Girls.com, the North Carolina partners of the National Girls Collaborative Project, and Yellow Scope, this 8 week course will allow students to focus different hands-on activities to engage them in math, science, engineering and the arts. Activities and information will be adapted from these research based activities to meet the same goals for our male STEAM group. Activities will be centered around developing creative thinking and critical thinking skills, as well as encouraging students to persevere through teamwork and learning from their mistakes.

**Strategic Goal Alignment:** GOAL 1: Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.

Grade Levels	Days of the Week	Times	Total Hours Per Week	# of Students
3-5 Female Group	Monday	3:00-4:00	2	10
	Wednesday			
3-5 Male Group	Monday	3:00-4:00	2	10
	Wednesday			

## Schedule

2:35-3:00      Snack  
3:00-4:00      STEAM Enrichment Club

## Implementation Plan

- Send letter to families to assess interest. Anticipated start date: February 11, 2019.
- The program's duration will be for 8 weeks.
- 10 students per session - 2 sessions per day, grades 3-5 (1 male and 1 female group)

## Program Needs

- Personnel Needs:
  - 2 STEAM Enrichment Program teachers - 1 for each group
  - Personnel assigned to assist with snack
- Financial needs:
  - 4 hours/week for enrichment teachers (\$25/hour) Snack

- Many of the materials and resources needed will be items that can easily be purchased from the dollar store or Wal-Mart type stores, for which I am requesting up to \$300. Some of the materials needed will be purchased as kits that students will use for specific projects. The first two kits are consumable, but the Solar House Design Challenge Kit and the OzoBot kits can be re-used with other students.
- The kits needed are
  - (4) "Foundation Chemistry: Beakers and Bubbles" sets from Yellow Scope (Total: \$200)
  - (4) "Paper Chromatography: The Art of Science and Color" Kids (Total \$160)
  - 1 "STEM in Action Solar House Design Challenge Kit" (Total \$300)
  - OzoBot Evo Classroom Kit (\$1,199.00).
- Participants in this group will complete an application and have a recommendation from a teacher or parent to participate.

# Loflin “My Best Self” Enrichment Proposal

**School: Loflin Elementary**

**Program Coordinator/Contact : Elizabeth Parry**

## Program Goals:

Students will be learning about specific healthy lifestyle choices in order to improve overall wellness. Students will come away from this course realizing the importance of living a healthy and active lifestyle through activities such as exercise, researching articles on the body/movements, learning about nutrition and researching articles on food groups, practicing self-care strategies such as mindfulness/meditation/writing/yoga. Each day of the program will focus on a different aspect of health and wellness and students will be explicitly taught, modeled, and have time to practice the strategies. Students will be able to leave the program and be able to live out these wellness strategies independently.

Standards included:

Health Education standards for grades 3-5

R.I. standards for 4th and 5th grade for researching informational texts

Arts Education standards (dance)

**Strategic Goal Alignment:** GOAL 1: Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.

Grade Levels	Days of the Week	Times	Total Hours Per Week	# of Students
4-5	Monday	3:00-4:00	2	10 - 15
	Wednesday			

## **Schedule**

2:35-3:00      Snack

3:00-4:00      “My Best Self” Enrichment Club

## **Implementation Plan**

- Send letter to families to assess interest. Anticipated start date: February 4, 2019.
- The program’s duration will be for 8 weeks.
- 10-15 students per session

## **Program Needs**

- Personnel Needs:
  - 2 Enrichment Program teachers - 1 for each day (Monday, Wednesday)
  - Personnel assigned to assist with snack
- Financial needs:
  - 2 hours/week for enrichment teachers (\$25/hour)
  - Snack

- Students will “apply” by developing a response to why they have an interest in joining the program/what they are hoping to learn.

# Elementary Spanish Enrichment Plan

**Program Goals:** Students in the ACS Elementary Spanish Enrichment Program will be able to converse conversationally with their peers at a novice to intermediate level.

**Strategic Goal Alignment:** GOAL 1: Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.

School	Days of the Week	Times	I Hours Per Week	# of Students	Start Date
Lindley Park Contact: Tutor: Ospitia & Quintero	Tuesday (K-2)	2:45-3:45	2	15-20	February 11th, 2019
	Tuesday (3-5)				
McCrary Contact: Tutor: Quintero & Wilson	Thursday (K-2)	3:00-4:00	2	15-20	February 14th, 2019
	Thursday (3-5)				
Teachey Contact: Tutor: Przybylowski	Wednesday	3:00-4:00	2	15-20	February 13th, 2019
	Thursday				

**Contract Information:** The program will run from the second week in February through the (May 17th) . If possible, please write contracts with flexibility allowing each tutor to **work up to four hours per week** as schedules may change with student groups and demand. The tutors are listed below with their home schools in parenthesis.

- Ivan Quintero (LP )
- Lorena Ospitia (LP)
- Maria Catalina Palacios (BAL)
- Shameeka Wilson (BAL)
- Mary Jo Przybylowski (BAL)

**Schedule**

2:35-3:00      Snack  
 3:00-4:00      Spanish Enrichment Classes

**Implementation Plan**

- Send letter (hard copies or digital per school preference) to families to assess interest.

- The program's duration will be for 6 to 18 weeks. If interest is substantial, we will run 2-3 6-week "sessions" and make them available to different groups of students in order to meet demand.
- 15-20 students per session, per grade level span will be selected through a lottery.

### **Program Needs**

- Personnel Needs:
  - 1-2 Spanish Enrichment Program teachers per school
  - Personnel assigned to assist with snack
- Financial needs:
  - 4 hours/week for enrichment teachers (\$25/hour)Snack
- Use strategies/curriculum similar to Kindergarten Dual Language

# Lindley Park Mathletes Enrichment Plan

**Program Goals:** Student participants in this program will be able demonstrate math fluency, critical thinking, and problem solving both individually and working in teams through school based competitions.

**Strategic Goal Alignment:** GOAL 1: Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.

Days of the Week	Times	Hours Per Week	# of Students	Start Date
Monday (1st and 2nd grade acceleration)	2:45-3:45	2	15-20	February 11th, 2019
Thursday (3rd-5th enrichment and remediation)				

**Contract Information:** The program will run for six weeks. Each grade level group will be served for 1 hour each session. The contracted individuals below will each serve 12-24 hours depending on interest. High numbers will result in a second session.

- Heather Pervier
- Heather Cheek

## Program Needs

- Personnel Needs:
  - We are requesting to have two teachers working with this group (each receiving a stipend) as a re-take in math is not an option this year. We want to capitalize on the opportunity for additional small group instruction after school.

# History of NC with Arts Integration

**Program Description:** With a focus on art projects, students will learn about the rich history of North Carolina through informational texts. Students will research a variety of topics that are focused on topics that are native to North Carolina. The first project will study the birds of our state, a with a focus on where they live and eat, in turn create a bird house/ feeder. Our second project will be an in depth focus of the food of North Carolina. Students will research different foods that are from our state and then recreate in a 3D paper mache sculpture. Lastly, students will learn about our Native American ties and our first settlers and create a totem spoon out of clay.

**Strategic Goal Alignment:** GOAL 1: Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.

Days of the Week	Times	Hours Per Week	# of Students	Start Date
Thursday	3:00-4:00	1	18 (3rd-5th)	February 11th, 2019

**Contract Information:** The program will run for eight weeks. Katie Bardou

## Program Needs

### Bird Bath/ Feeder

Twine- \$2.84  
Spray paint x 3 @ \$3.96  
Beads \$6.33  
Milk Cartons- donated  
Puffy Paint- 1@ \$9.97

### Paper Mache Food Sculptures

Acrylic Paint gloss/ sealer- 3 @ 3.96  
Cardboard- Donated  
Acrylic Paint- 6 @ \$2.50  
Masking Tape

### Totem Spoon Clay Piece

Clay- 25lbs @ .63/lb = \$15.75 ( from central park/ Starworks)  
Glazes - 6 pack \$ 68.68

# Storybook STEM Enrichment Program

**Program Description:** Each week students will listen to a picture book read aloud which will be followed by a STEM activity based on the events or characters in the book. Students will be provided opportunities to practice using new vocabulary through speaking and writing.

**Strategic Goal Alignment:** GOAL 1: Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.

Days of the Week	Times	Hours Per Week	# of Students	Start Date
Tuesdays and Wednesdays	2:45-3:45	2	16 (2 groups of 8)	February 5th, 2019

**Contract Information:** The program will run for six weeks and meet twice a week. Stacy will serve two different groups of students on alternating days.

- Stacy Dillion

## Program Needs

STEM Materials- Approximately \$15.00 per week

Copies of Texts for children to keep- Approximately \$300

# GBT Title IV Enrichment Plan

## Enrichment Program #1 Introduction to Conversational Spanish

### Program Goals

- Students in GBT Spanish Enrichment Program will be able to converse conversationally with their peers at a novice to intermediate level.

### Strategic Goal Alignment

- GOAL 1: Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.

### Implementation Plan

Thursday 3:15-4:15 pm (K-2), 4:20-5:20 (3-5)

Schedule:

2:35-3:10      Snack

3:15-4:15      Spanish Enrichment, with second class following (must be dropped off by parent)

- The program's duration will be from February 17 – May 23.
- 15-20 students per session.

### Program Needs

- Personnel Needs:
  - One Spanish Enrichment Program teacher - Mary Jo Przyblowski (BAL)
  - Personnel assigned to assist with snack
- Financial needs:
  - 2 hours/week for enrichment teacher (\$25/hour)
  - Travel compensation for Balfour teacher
  - Snack from Sodexo
- Use strategies/curriculum similar to Kindergarten Dual Language
- Progress Monitoring Strategy: At the end of the session, students in the program will participate in a culminating activity for their parents.

## **Enrichment Opportunity #2 WeDo Legos 2.0**

### **Program Goals**

- In this program students will be exposed to coding, engineering, and science through the WeDo Lego Kits. Students will work with a partner to construct different models and use coding to make their models move. They will be challenged to work collaboratively to discover how coding works and how to create models based on classroom science research.
- As explained through this program, it "improves problem solving, critical thinking, communication, collaboration and integrates the use of relevant digital tools to improve computational thinking skills.

### **Strategic Goal Alignment**

- GOAL 1: Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.

### **Implementation Plan**

- WeDo Legos 2.0 would serve approximately 12-18 students, in grades 2, 3 and 4.
- 2 days per week for 1 hour (Mondays and Thursdays)
- Start date would be 3/4/19, and continue for 6 weeks
- The Lego kits purchased for this program would not only serve this specific enrichment program, but would be utilized for future enrichment activities. GBT currently has a Lego robotics club, and in addition, Ms. Lawton has interest in offering future "rotations" of WeDo Legos 2.0, assuming that this program is a success.
- Additional information: Ms. Lawton has been implementing Lego Robotics for approximately 8 years, however the materials that she is currently using are outdated and roughly from 1986.

### **Program Needs**

- Personnel Needs:
  - 1 teacher – Hannah Lawton
- Snacks from Sodexo
- Financial needs:
  - 1 teacher (\$25/hr tutoring rate)
  - 6 Lego Education WeDo 2.0 Core Set- each kit costs \$197.95, for a grand total of \$1,187.70. As of right now, shipping is free.

### **Enrichment Opportunity #3: Tiger Tales (Introduction to Drama/Theater)**

#### **Program Goals:**

- An engaging learning environment that allows the students to explore what it's like to be an actor. Drama is an important tool for preparing students to live and work in a world that is increasingly team-oriented rather than hierarchical.
- Drama helps students develop tolerance and empathy.
- This will help increase reading fluency, comprehension, public speaking and overall confidence.

#### **Strategic Goal Alignment:**

- GOAL 1: Each student in Asheboro City Schools graduates prepared for further education, work, and citizenship.

#### **Implementation Plan**

- Students will perform a series of plays, as well as prepare for a final play for their peers and families as a culminating activity.
- Serve approximately 25 students
- Meet on Thursdays from 2:35-4:20
- Start date of 2/21/19 and continue for 10-12 weeks

#### **Program Needs**

- Personnel Needs:
  - 2 teachers – Tressie Sargent and Jennifer Brumley
- Snacks from Sodexo
- Financial needs:
  - Two staff members (\$25/hr for a total of 2 hours per week)
  - A start-up fund of approximately \$300 to help purchase materials for a set, costumes and the right to a play

## **Balfour TSI Grant Proposal**

**Objective:** To provide supports for Core Instruction and Intervention for Students with Disabilities subgroup in order to increase student proficiency in literacy and math.

**NCSTAR Alignment:** A4.01 The school will implement a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

### **Budget**

Proposal: The grant will be used to pay for professional development for teachers that focuses on the meeting the needs of diverse learners.

<b>Professional Development</b>	<b>Teachers Involved</b>	<b>Estimated Cost</b>
Corrective Reading Training	2 EC Teachers	TBD
Letterland Intervention Training	2 EC Teachers 10 Instructional Assistants	\$300 per person
Orton-Gillingham Training *Once trained, Reading Facilitator will provide ongoing professional development to classroom teachers	Reading Facilitator	\$1175
On-Site Professional Development - Classroom teachers in grades 3-5 and EC teachers will participate in professional development focused on helping students with disabilities meet the depth and rigor of the standards in grades 3-5. Training will be facilitated by school leadership. Teachers will be paid a stipend for participating during the summer.	13 Classroom teachers 3 EC Teachers 1 Instructional Facilitator	Stipends - \$1700
Hills Center Professional Development - <ul style="list-style-type: none"> <li>• Multi-Sensory Math: Strategies for Teaching All Learners</li> <li>• Hill Strategies for Math</li> </ul>	3 Classroom Teachers 1 Instructional Facilitator	\$350 per person

**TSI Grant Proposal Plan**  
**Charles W. McCrary**

**Objective:** Our goal is to increase our EC teachers' instructional tools, resources and knowledge.

**Budget:**

Professional Development	Teachers Involved	Estimated Cost
Letterland Training (K, 1st, 2nd)	3 EC Teachers	\$150 per person per session  \$1350
Orton-Gillingham Training	3 EC Teachers	Approximately \$1200 per person  \$3600
Strategic Planning - EC Teachers, our Instructional Facilitator and up to 3 teacher leaders will meet to analyze student IEPs and plan the master schedule for the upcoming year to best meet the needs of our students with disabilities. General education teachers will provide professional development for EC teachers regarding grade level standards, expectations and assessment measures. Goals to improve the success of our students with disabilities for the school's continuous improvement plan will be developed.	Teacher Leaders--up to 3 EC Teachers--3 Instructional Facilitator Assistant Principal (if after June 30)	Stipends - \$800
Hill Center Professional Development (TBD) <ul style="list-style-type: none"> <li>• Multi-Sensory Math: Strategies for Teaching All Learners</li> <li>• Hill Strategies for Math</li> <li>• From Words to Works: Developing Foundational Writing Skills</li> <li>• Helping Struggling Readers Through an Understanding of Reading Profiles</li> </ul>	3 EC Teachers	Up to \$4200

**TSI Grant Proposal Plan  
LOFLIN ELEMENTARY SCHOOL**

**Objective:** To provide targeted supports for CORE instruction and intervention for our EC student subgroup population in order to increase student growth and proficiency in literacy and math.

**NCStar Goal Alignment:**

- A3.01: Instructional Teams will use student learning data to identify students in need of instructional support or enhancement. (5110)
- A3.02: Instructional Teams will track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs. (5111)
- A4.01: The school will implement a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (5117)

**Budget**

Proposal: The grant will be used to pay for professional development for EC teachers, classroom teachers, and instructional specialists with a focus on meeting the needs of diverse learners.

<b>Professional Development</b>	<b>Teachers Involved</b>	<b>Estimated Cost</b>
Wilson Reading System Training	1 Reading Specialist 2 EC Teachers	\$650 per person
Letterland Intervention Training	1 Reading Specialist 2 EC Teachers	\$300 per person
Orton-Gillingham Training *Trained teachers will provide professional development for classroom teachers as a differentiation/intervention tool during core instruction.	2 EC Teachers	TBD
On-Site Professional Development - EC teachers and Instructional Facilitator will provide a 1 day training for regular classroom setting teachers as a tool for core differentiation and meeting the unique learning needs of our students with disabilities.	19 Classroom teachers 2 EC Teachers 1 Instructional Facilitator	Stipends - \$2100
Strategic Planning - EC Teachers and the School Leadership Team will meet to analyze student IEPs and schedules for the upcoming year to best meet the needs of our students with disabilities. The master schedule and the service time (inclusion and pull-out) will be developed during this time. Goals for the school's continuous improvement plan will be discussed and actions steps developed for the school year in regards to low	School Leadership Team - 12 members EC Teachers - 2 Reading Specialist - 1	Stipends - \$1400

performing subgroups.		
Hills Center Professional Development - <ul style="list-style-type: none"> <li>● Multi-Sensory Math: Strategies for Teaching All Learners</li> <li>● Hill Strategies for Math</li> <li>● From Words to Works: Developing Foundational Writing Skills</li> <li>● Helping Struggling Readers Through an Understanding of Reading Profiles</li> </ul>	1 Classroom Teacher 1 Instructional Facilitator 1 Reading Specialist	\$350 per person

## TSI PLAN FOR LINDLEY PARK ELEMENTARY SCHOOL

**Objective:** To provide targeted supports for CORE instruction and intervention for our EC student sub-group population in order to increase student growth and proficiency in literacy and math.

**NC Star Goal Alignment: A3.09** All teachers will differentiate assignments to provide the right balance of challenge and attainability for each student (5350)

**Action Step 1:** All teachers will receive training on digital tools that can be used for differentiating whole group instruction and personalizing learning experiences for individual students. This training will be provided by a combination of school level and district office personnel.

**NC Star Goal Alignment: A4.01** The school will implement a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

**Action Step 2:** All EC teachers and reading interventionists will attend training on the Wilson reading system, a multisensory approach to reading instruction based on phonological coding research and Orton-Gillingham principles.

**Action Step 3:** CORE classroom teachers will be trained in math interventions via Orton Gillingham Math training.

### Budget

Expense Category	Estimated Amount	Action Step	Notes
Wilson Reading System Training for 2 interventionists	\$1300 (\$650.00 per person) for training	2	March 6th, 7th, and 8th in Greensboro NC  Moss-reading Specialist Jones- EC Teacher  No substitute pay will be required for these individuals.
Travel to and from Greensboro	\$94 (\$.52 per mile for 30 miles, round trip for 3 days)	2	
Orton-Gillingham	\$2700 (\$675 per	3	June 18th-June 21st

Math training for 4 teachers	person)		<a href="https://www.carolinaday.org/uploaded/KLC/Intro_to_Multisensory_Math_flyer_June_2019.pdf">https://www.carolinaday.org/uploaded/KLC/Intro_to_Multisensory_Math_flyer_June_2019.pdf</a>
Summer Stipend for OG Math Training for 4 teachers	\$1600 (\$100 dollars per day X 4 days)	3	
Travel to Asheville	\$192-\$384 (\$.52 per mile for 185 miles, round trip)	3	
Lodging in Asheville	\$900.00 (For two rooms at 3 nights each)	3	
Meal Allowances	TBD*		It is unclear if the grant funding will allow for the reimbursement of meals. I would appreciate clarification on that.*
Total Cost	\$6978 (\$1022 remaining)		The remaining budget can be used for meal allowances as needed/permisable (\$1022)

\*I need to learn if breakfast and or lunch are included in any workshop registrations.

North Asheboro Middle School Plan  
Targeted Support and Improvement Schools  
January 30, 2019

After reviewing our data and NC Star Comprehensive Progress Report, the North Asheboro Middle School leadership team will implement the following strategies to address the learning needs of students in the identified subgroups. The materials from all of the new strategies to be implemented have or will be funded by local or district funds as noted.

**New Action Steps**

1. Math and ELA teachers will utilize Versa Tiles to provide interventions and differentiated instruction for students in identified groups in order to increase engagement in lessons. Instructional funds were used to purchase these materials. NAMS teachers will provide training for teachers who are unfamiliar with these materials and strategies for interventions. Our Comprehensive Progress Report will be amended when the materials arrive to be utilized. This new action step aligns with to A4.01.
  
2. In addition to core content instruction, students will receive direct instruction using Corrective Reading materials during NAMS Academy. The Comprehensive Progress Report was amended yesterday with the following statement/action step for A4.01. This new action step supports and is aligned with other steps in our plan.  
A4.01: The school will implement a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

1/29/19 After being identified as a targeted subgroup, EC students will receive an intervention of direct instruction via Corrective Reading materials delivered by their EC teacher during NAMS Academy. Leslie McKinnon 02/15/2019

3. Break out Boxes will be ordered from Hour of Code money and used to support problem based learning opportunities to enhance classroom instruction in all content areas in order to provide high interest and active lessons to engage students in targeted groups. This new action step aligns with A4.01.

## TSI PLAN FOR NORTH ASHEBORO MIDDLE SCHOOL

**Objective:** To provide targeted supports for CORE instruction and intervention for our SWD and Black student sub-group populations in order to increase student growth and proficiency in literacy and math.

**NC Star Goal Alignment:** A4.01: The school will implement a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

**Action Step 1:** All teachers will receive training Aimsweb with particular emphasis on diagnostic steps following the review of data from universal screeners. The trainings will also include strategies for differentiating whole group instruction and personalizing learning experiences for individual students. A combination of school level and district office personnel will provide the training in July or August for selected team members. Trained team members will train NAMS staff members in September 2019. Stipends will be paid to the school level personnel providing and attending the training who are not twelve-month employees.

**NC Star Goal Alignment:**

**Action Step 2:**

### Budget

Expense Category	Estimated Amount	Action Step	Notes
Stipends for Trainers	\$2000.00 (\$500.00 for each trainer)	1	Suggested trainers to consider Chris Burian, Lori Columbia, Keisha Dawalt, and Kasey Wood
Stipends for teachers attending training	\$6000.00 (500.00 for each teacher attending and training teachers in September)	1	10 teachers will be selected to attend the training and be prepared to train the remainder of the staff in September.
Total Cost	\$8,000.00		

## South Asheboro Middle School TSI Plan

**Objective:** To provide targeted supports for core instruction and intervention for our Students with Disabilities (SWD) in order to increase student achievement measures for growth and proficiency in reading, math, and science.

**NC Star Goal Alignment: A4.01:** We will implement a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

**NC Star Goal Alignment: A2.04:** Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

**Action Step 1:** All SAMS EC teachers will receive training in IEP development, with a particular emphasis on writing standards-based goals. EC teachers will learn best practices for personalizing goals based on student need; while also tightly aligning goals to academic standards. District level personnel will facilitate this training for EC teachers in either July or August. Stipends will be paid to teachers and district personnel who are not 12 month employees.

**Action Step 2:** Selected SAMS teachers will receive training in differentiation, with a particular emphasis on research-based instructional practices for EC students in all settings. District level personnel will facilitate this training for SAMS teachers in either July or August. Stipends will be paid to teachers and district personnel who are not 12 month employees.

**Action Step 3:** Selected SAMS EC teachers will receive advanced training in the facilitation of the Read 180 and System 44 programs. These programs are geared to help students who are more than 2 years behind in reading by utilizing an accelerated blended learning approach. A trainer from Houghton Mifflin Harcourt will provide training for at least two teachers. Stipends will be paid to each teacher and the trainer will be paid.

### Budget

Expense Category	Estimated Amount	Action Step	Notes
Standards-Based IEP Development Training for SAMS EC Teachers	<b>Total-\$750</b> \$250- Facilitator \$100- 5 EC Teachers	1	1 Full day of training Barb Skelly- Facilitator
Training in Instructional	<b>Total- \$2850</b>	2	1 Full day of initial training with facilitator & 1 Full day of follow-up

## South Asheboro Middle School TSI Plan

**Objective:** To provide targeted supports for core instruction and intervention for our Students with Disabilities (SWD) in order to increase student achievement measures for growth and proficiency in reading, math, and science.

**NC Star Goal Alignment: A4.01:** We will implement a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

**NC Star Goal Alignment: A2.04:** Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

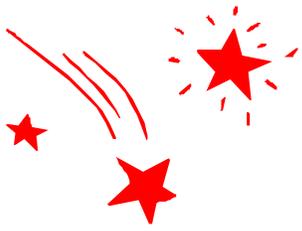
**Action Step 1:** All SAMS EC teachers will receive training in IEP development, with a particular emphasis on writing standards-based goals. EC teachers will learn best practices for personalizing goals based on student need; while also tightly aligning goals to academic standards. District level personnel will facilitate this training for EC teachers in either July or August. Stipends will be paid to teachers and district personnel who are not 12 month employees.

**Action Step 2:** Selected SAMS teachers will receive training in differentiation, with a particular emphasis on research-based instructional practices for EC students in all settings. District level personnel will facilitate this training for SAMS teachers in either July or August. Stipends will be paid to teachers and district personnel who are not 12 month employees.

**Action Step 3:** Selected SAMS EC teachers will receive advanced training in the facilitation of the Read 180 and System 44 programs. These programs are geared to help students who are more than 2 years behind in reading by utilizing an accelerated blended learning approach. A trainer from Houghton Mifflin Harcourt will provide training for at least two teachers. Stipends will be paid to each teacher and the trainer will be paid.

### Budget

Expense Category	Estimated Amount	Action Step	Notes
Standards-Based IEP Development Training for SAMS EC Teachers	<b>Total-\$750</b> \$250- Facilitator \$100- 5 EC Teachers	1	1 Full day of training  Barb Skelly- Facilitator
Training in Instructional	<b>Total- \$2850</b>	2	1 Full day of initial training with facilitator & 1 Full day of follow-up



## Points of Pride Update

February 21, 2019

- **Way to go AHS Swim Team!**

The Blue Comets Swim Team competed in the Mid-Piedmont Conference Championship Swim Meet in January with a winning record of 35-0 for the men and 32-3 for the women.

- **Congratulations AHS Wrestling Team**

The AHS Wrestling Team took second place in the NCHSAA 3A Midwest Regionals. Individual winners were Michael Smith and Sam Voncannon; both placing first in their weight classes. Luis Mena placed second in his weight class. All three of these young men competed for the individual state championship at the Greensboro Coliseum starting Thursday, February 14. Abraham Mora, Yu Chen, Kyle Hicks, Cruz Parral, and Drew Bullins had very respectable showings at regionals. All five of these guys will be back next year pursuing a state championship title.

- **ACS Spelling Bee Winner – The ACS Spelling Bee was held on Tuesday, February 19 at 7 p.m. Congratulations to \_\_\_\_-grade winner, \_\_\_\_\_, from \_\_\_\_\_ School. Shout-out to \_\_\_\_-grade runner-up, from \_\_\_\_\_ School.**

- Congratulations to Lindey Otero for placing third at the first ever NCHSAA Women State Wrestling Championship in the 138 lb. weight class. Lindey is the first female wrestler in the history of Randolph County and Asheboro High School to place in a state championship.

- The SAMS Basketball team took home the tournament championship over North Eastern Randolph Middle School.

- **Randolph County Sportsmanship Trophy**

Athletic Director, Tresa Hatchett, from North Asheboro Middle School (NAMS) received the Otus Thomas Randolph County Sportsmanship Trophy in early February. NAMS was selected to receive the award by Asheboro City Schools' and Randolph County coaches and athletic directors.

- Congratulations to Vanessa Brooks, the 2018 Celebrate Community Adult Volunteer of the Year!

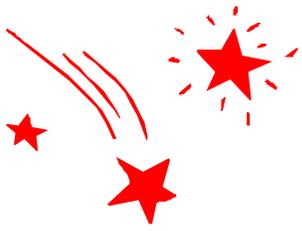
- We celebrated Love the Bus week the week of February 11 by hosting a brunch for all our school bus drivers on Thursday, February 14. Love the Bus week highlights the important role of the yellow school bus in education, with a particular focus on thanking school bus drivers for safely transporting our children to and from school every day.

- Our students celebrated the 100<sup>th</sup> day of school by dressing in their best “oldies” outfits on Tuesday, February 12.

- The application window is open and we are accepting applications for the Dual Language Immersion program for the 2019-2020 school year. Families of rising kindergarten students are encouraged to check out the ACS website where they can learn more about the program and complete an application. Applications are due by close of business on March 12.

## Upcoming Events

- **Teacher Recruitment Fair** – Saturday, Feb. 23 from 9 – 11:30 a.m. in the media center at South Asheboro Middle School.
- **Retirement Celebrations** – We will celebrate the retirement of Debora Ritter tomorrow from 12-1 p.m. in the Central Office Board Room. Then we celebrate Harold Blair, Assistant Superintendent of Business and Finance, on Tuesday, February 26 from 4-5:30 p.m. in the Central Office Board Room. If time allows, we invite you to celebrate with us tomorrow and next Tuesday.
- **Read Across America Week**  
Read Across America Day is celebrated on March 1, also Dr. Seuss's birthday! In ACS, we celebrate reading all week during our Read Across America WEEK celebrations. We invite the community to visit our schools and read to our classes during a 30-minute time slot any day during Read Across America Week. To sign up or learn more, please contact Leigh Anna Marbert at the Central Office.
- **Kindergarten Information Sessions**  
Asheboro City Schools will host kindergarten information sessions on Tuesday, March 5 from 4-7 p.m. Sessions will be hosted at each Asheboro City Schools elementary site. Families are encouraged to call Asheboro City Schools Central Office to determine which school their student will be assigned.
- **Next Meeting**  
The March meeting of the Asheboro City Board of Education will take place Thursday, March 7 at North Asheboro Middle School. The meeting will begin at 7:30 p.m.



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

Highlighted items added since 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"> <li>● Implement consistent and connected pacing in English Language Arts and Math, K-12.               <ol style="list-style-type: none"> <li>1. Monitored through CASA meetings and grade-level planning.</li> <li>2. Pacing guide is used to guide grade-level and content-level planning at each school.</li> <li>3. Two vertical team meetings for all K-12 content area teachers were held this fall to discuss vertical pacing. Two more will be held this spring.</li> </ol> </li> <li>● Develop a PreK-12 writing focus across all subjects.               <ol style="list-style-type: none"> <li>1. Developed K-12 Canvas course for K-12 teachers in writing across the curriculum.</li> <li>2. Provided writing professional development for instructional leaders and administrators during October Curriculum Conversations.</li> <li>3. Provided Hybrid (face-to-face/ CANVAS) writing professional development Module 1 for elementary teachers during October grade-level meetings.</li> <li>4. Elementary teachers continued with(face-to-face/ CANVAS) writing professional development module 2 for the month of November.</li> <li>5. Elementary teachers continued with(face-to-face/ CANVAS) writing professional development module 3 for February.</li> </ol> </li> <li>● Monitor student progress at least quarterly with data team check-ins from assessment and walk-through data.               <ol style="list-style-type: none"> <li>1. Central office teams and school-level administrators reviewed and analyzed Check-In data looking for patterns and examining next steps for instructional purposes.</li> </ol> </li> </ul>

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.

5. Elementary IF's and administration have met ( February) with grade level teams to review:

- a. mCLASS MOY assessment data
- b. Check-in data for 4th and 5th grade
- c. Determine next steps in adjusting instruction

- 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.
  2. Elementary IF's developed A"questions stems" to support teachers in scaffolding instruction related to reading comprehension tasks.
  3. MTSS Intervention Matrix for each grade level have been created and are regularly updated.
- Provide CASA fidelity checks.
  1. Protocols are in place for weekly review and analysis of formative assessments, Check-In data, and lesson plan reviews.
  2. Elementary Director participates regularly in CASA meetings at several elementary schools.
- 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.

	<ol style="list-style-type: none"> <li>3. Test Coordinator Training for administration will occur on October 9.</li> <li>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.</li> <li>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.</li> </ol>
<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"> <li>● Develop a grading practices committee to study grading practices across the district</li> <li>● Develop a common understanding of grading student performance for all schools at each level.</li> </ul>
<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"> <li>● Provide technology professional development opportunities for teachers and administrators. <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Elementary teachers completed part 1 and part 2 of Canvas Writing in the Content Area course in the first semester. The remainder of the course will have a part 3 and optional TEchnology credit opportunity as an option.</li> </ol> </li> <li>● Develop and implement a systematic and equitable process for selecting technology tools and software for classroom use.</li> </ul>
<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"> <li>● 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.).</li> <li>● Initiate 4-year plans with all eighth graders in preparation for moving to high school. <ol style="list-style-type: none"> <li>1. NAMS and SAMS are utilizing XELLO, an online career development platform</li> </ol> </li> </ul>

	to create four year plans prior to February high school registration.
Objective 5. Expand opportunities for each student to utilize critical thinking, collaboration, communication, and creativity so that students develop skills necessary for further education and careers.	<ul style="list-style-type: none"> <li>● Increase number of math and science related teams, projects, and resources. Increase number of arts-related projects and activities.</li> <li>● Expand afterschool and summer opportunities to participate in competitive and problem-solving events.</li> <li>● Increase options for opportunities to learn within Advanced Placement courses, Honors courses, Dual-Credit courses, technical courses, internships, and online courses.</li> </ul>
Objective 6. Provide each student service learning opportunities, so that all students will further develop their citizenship and contribute to their community.	<ul style="list-style-type: none"> <li>● Create and publicize opportunities for service-learning within our Asheboro City Schools community for students.</li> <li>● Develop a common language and procedure for integrating service-learning within the Asheboro City Schools community.</li> </ul>
GOAL 2. Each student has a personalized education.	
Objective 1. Implement a multi-tiered system of support (MTSS), so that all students are ensured equitable access to rigorous instruction aligned to their educational needs.	<ul style="list-style-type: none"> <li>● School Multi-Tiered System of Support (MTSS) team trainings for all schools. <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> </ul> </li> <li>● Develop standard protocols for interventions. <ul style="list-style-type: none"> <li>● The elementary cohort began developing Standard Protocols during the 8/22/18 professional development session.</li> <li>● The elementary cohort developed Standard Protocols for ELA during the 01/10/19 afternoon professional development session.</li> </ul> </li> <li>● 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"> <li>1. On 8/31/18 a multidisciplinary stakeholder group met to review and propose revisions to the Universal Screening System for K-9.</li> <li>2. Monitoring through CASA and planning.</li> <li>3. Universal Screening Systems for K-9 are currently in place</li> <li>4. Mid-year screening using AIMSWEB will be conducted in February 2019.</li> </ol> </li> </ul>

	<ul style="list-style-type: none"> <li>● Implement the ACS District Equity Plan to intentionally engage in problem-solving and action planning related to issues of equity.</li> <li>● Develop an intervention plan for all students who are not on grade level <ol style="list-style-type: none"> <li>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"> <li>○ 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.</li> </ul> </li> </ol> </li> </ul>
<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"> <li>● 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.</li> <li>● Increase the number of students participating in the Career and College Promise opportunities at Randolph Community College.</li> <li>● Increase the number of CTE Concentrator graduates who score a level silver or above on the WorkKeys credential. <ol style="list-style-type: none"> <li>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.</li> <li>2. The administration of the ACT WorkKeys for early graduates will be held in early December 2018.</li> </ol> </li> </ul>
<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"> <li>● Partner with community organizations and industries to provide and expand additional STEAM activities for students and parents.</li> <li>● Partner with academic institution in China to provide cultural opportunities for Asheboro High School students.</li> </ul>
<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"> <li>● Integrate equity into teaching, scheduling, and all student practices to ensure all students are treated fairly.</li> <li>● Expand the dual-language program to a third elementary school. <ol style="list-style-type: none"> <li>1. School Leadership Teams are reviewing and gathering data to determine “next steps” in the adoption of dual -language program.</li> <li>2. Schools will consider dual-language programs for the 2020-2021 school</li> </ol> </li> </ul>

	<p>year.</p> <ol style="list-style-type: none"> <li>3. Dual Language program information sessions have been developed to attract ACS families to register in the lottery for the dual-language programs at LP and BLF.</li> <li>4. Information sessions have been provide at BLF and LP AFTT nights</li> <li>5. Information sessions for ECDC families will take place on January 21st at AHS at 6.00 p.m.</li> <li>6. After school Conversational Spanish Programs have been developed for all 5 elementary schools.</li> </ol> <ul style="list-style-type: none"> <li>● Develop a virtual academy for Asheboro City Schools.</li> <li>● Increase the number of students who take at least one Advanced Placement and/or college course</li> <li>● Continue postsecondary education and career awareness exploration activities through annual summer college tours</li> </ul>
<p>Objective 5. Cultivate partnerships with families and the community so that student learning experiences are enhanced.</p>	<ul style="list-style-type: none"> <li>● Enhance existing Family Engagement initiatives that are connected to student learning and build strong relationships with parents and community.</li> </ul> <ol style="list-style-type: none"> <li>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.</li> <li>2. The Latino Advisory Council met on October 4th and highlighted areas that we can strengthen together as well.</li> </ol> <ul style="list-style-type: none"> <li>● Cultivate a learning partnership to provide dual enrollment to homeschool students.</li> <li>● Provide opportunity for all 2nd grade students to learn how to swim in partnership with the City of Asheboro.</li> </ul>
<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"> <li>● Conduct a comprehensive arts program planning process to explore methods for enhancement of the arts education program.</li> </ul>
<p>GOAL 3. Each student has excellent educators every day.</p>	
<p>Objective 1. Recruit, develop, and retain high quality professionals, so</p>	<ul style="list-style-type: none"> <li>● Expand and grow the Asheboro City Schools career fair.</li> <li>● Evaluate the impact of implementing the TeacherMatch system.</li> </ul>

<p>that students continue to learn and grow.</p>	<ul style="list-style-type: none"> <li>● Develop an entrance and exit survey/process to collect data to assess employee satisfaction.  <ul style="list-style-type: none"> <li>Sample exit surveys collected from several districts to review.</li> </ul> </li> </ul>
<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"> <li>● Increase the number of teachers who attend at least one Pre-AP or AP workshop conducted by the College Board. <ul style="list-style-type: none"> <li>1. Five AHS AP teachers attended a one-day workshop on October 31st through a partnership with NC AP Partnership.</li> </ul> </li> <li>● 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"> <li>■ 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.</li> <li>■ 10 teachers are currently participating in Math Foundations training and have completed four of the five days of training.</li> </ul> </li> <li>● Teachers and administrators will participate in focused professional development to support English Learners. <ul style="list-style-type: none"> <li>○ Lead teacher participated in WIDA training for administrators and brought back information to train administrators.</li> <li>○ Elementary teachers participated in Oracy (Academic Discourse) training during the initial work days of the school year.</li> <li>○ Balfour Elementary teachers participated in Oracy (Academic Discourse) training during the November 6 professional development day.</li> <li>○ EL teachers at most district schools have provided training to their staff on the use of ELlevation strategies and data. One school is holding discussion groups on ELlevation strategies to support ELs, and the two EL teachers at that school gave a presentation to the district EL team to share information gained in the discussion groups.</li> <li>○ Individual EL teachers present to the district EL team to share their strategies for engaging with EL parents and training school staff in supporting ELs.</li> <li>○ EC and ESL Directors collaborated on the roll out of Professional Development training for administrators regarding Pre-Referral Protocol for ESL students.</li> <li>○ In December, EL Director and Lead Teacher provided Professional Development on scaffolding Academic Discourse for ELs to Administrative Leadership Team.</li> <li>○ EL leaders attended EL Coordinators meeting in Raleigh in January 2019 to receive updates and training in how to meet ESSA EL progress goals.</li> <li>○ EL Lead Teacher attended a two-day conference with Kate Kinsella, author of Academic Vocabulary Toolkit, and received materials to share with district's EL team.</li> <li>○ During second semester, the district's EL team is doing a book study of Special Education Considerations for English Language Learners, in order to be better equipped to support</li> </ul> </li> </ul>

	<p>ELs referred to SST and dual-identified ELs.</p> <ul style="list-style-type: none"> <li>○ EL team will provide training during the mandatory work day March 29 on Oracy and EL Best Practices.</li> <li>● Content areas and grade level teachers will meet regularly to provide support and professional growth. <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> <li>● 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"> <li>○ Provided professional development training to Teacher Leadership Academy participants on “Understanding Cultural Responsiveness” on September 26th.</li> </ul> </li> </ul>
<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"> <li>● Work with building level leaders to identify additional ways to celebrate/recognize employees.</li> <li>● 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"> <li>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.</li> </ol> </li> </ul>
<p>GOAL 4. Asheboro City Schools will have up-to-date business, technology, and communication systems to serve its students, families, and staff.</p>	
<p>Objective 1: Provide access and up-to-date training on the use of technology and communication systems, so that students, families, and/or staff can effectively use these resources to support student progress.</p>	<ul style="list-style-type: none"> <li>● Train classroom teachers and implement the use of PowerTeacher Pro. <ol style="list-style-type: none"> <li>1. A train-the-trainer model was implemented or each school to be implemented at the start of each school year. Each school sent a trainer to training at RCC in April 2018.</li> <li>2. Dr. Drew Maerz and Christina Kinley provided school support for training upon principal request.</li> <li>3. PowerTeacher Pro training webinars, offered by NCDPI, are shared with teacher through email and Monday Musings.</li> <li>4. Follow-up trainings are offered at individual schools on an “as needed” basis.</li> </ol> </li> <li>● Train all staff on the new district telecommunications system.</li> <li>● Conduct a needs assessment survey of students and families on home internet access.</li> <li>● Continue to update signage throughout the district.</li> </ul>

<p>Objective 2: Communicate with city and local government to assess plans for community internet access.</p>	<ul style="list-style-type: none"> <li>● Continue collaboration with Randolph Public Library to provide hotspots and internet access to our families through the public library</li> <li>● Communicate low cost private internet options and free public wifi options to our families through multiple mediums</li> </ul>
<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"> <li>● Design and Implement the Asheboro High School Alumni and Friends Association</li> <li>● Re-image the Advisory Councils to help carry the Asheboro City Schools message into the community. <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> </li> <li>● Develop “Talks with Terry” to update key community stakeholders about district initiatives and hear community concerns.</li> <li>● Explore paid advertising options to continue carrying the message of Asheboro City Schools. <ol style="list-style-type: none"> <li>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.</li> <li>2. Although not paid advertising, since the last board meeting, we have scheduled monthly LIVE radio spots with 99.9 WZOO radio.</li> </ol> </li> </ul>
<p>GOAL 5. Each student is healthy, safe and responsible.</p>	
<p>Objective 1. Design, implement, and evaluate a system-wide process to ensure students are connected to an adult advocate, so that each student collaborates regularly with a mentor or trusted adult.</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> </ul>
<p>Objective 2. Provide a system of support to ensure access to effective health and safety programs so that the physical, social, and emotional needs of students are met.</p>	<ul style="list-style-type: none"> <li>● Integrate the Sanford Harmony social emotional curriculum in grades K-6.</li> <li>● Communicate the role and outreach of the school nurse to the school community.</li> <li>● Resilience Training for educators to meet the needs of students who have experienced trauma.</li> <li>● Increase student access to mental health services.</li> <li>● Provide training on the updated threat assessment process.</li> </ul>

	<ol style="list-style-type: none"> <li>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.</li> </ol>
<p>Objective 3. Design, implement, and evaluate a comprehensive continuum of behavioral supports, so that students, families, and staff have clear expectations for appropriate behavior and resources are available to meet student needs.</p>	<ul style="list-style-type: none"> <li>● Conduct monthly PBIS district meetings for the the purpose of analyzing discipline data and facilitate collaborative problem solving</li> <li>● Conduct monthly PBIS school level meetings to problem solve individual, group, and school wide discipline data, establish interventions and celebrations</li> </ul>
<p>Objective 4. Expand community partnerships that promote a healthy lifestyle, so that the wellness of our students, families, and staff is improved.</p>	<ul style="list-style-type: none"> <li>● Expand Employee Assistance Program to provide resources and support to address personal or work-related challenges and concerns. <ol style="list-style-type: none"> <li>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.</li> </ol> </li> <li>● Host a district wellness fair.</li> <li>● Encourage ACS staff and students to participate in the Mayors fitness challenge.</li> <li>● Partner with A3/ Healthy Randolph to offer classes for staff members on healthy eating and wellness.</li> </ul>