

**ASHEBORO CITY BOARD OF EDUCATION**

**May 10, 2018**

**7:30 p.m.**

**Asheboro High School**

**Professional Development Center**

**6:00 p.m. – Policy Committee**

**6:45 p.m. – Finance Committee**

**I. Opening**

- A.** Call to Order
- B.** Moment of Silence
- C.** Presentation of Colors – Asheboro High School JROTC – Mr. Brian Saunders
- D.** Pledge of Allegiance – Cadet Major Braden Bunner – Mr. Brian Saunders
- E.** Approval of Agenda\*

**II. Special Recognition and Presentations**

- A.** Community Spotlight – Village of Barnabas – Ms. Carla Freemyer
- B.** Board Spotlight
  - Asheboro High School JROTC – Mr. Brian Saunders
  - Apprenticeship Randolph – Mr. Brian Saunders
- C.** Recognition of Scholarship Recipients – Mr. Brian Saunders
- D.** Class of 2018 Exemplary Student Recognition – Dr. Sean McWherter
- E.** NCCTM Outstanding Secondary Math Teacher of the Year – Dr. Julie Pack
- F.** 2018 Apple of Excellence Outstanding First Year Teacher – Ms. Carla Freemyer
- G.** Recognition of the STEAM Competition Winning Teams – Mr. Anthony Woodyard
- H.** Recognition of the Career Focus Friday Participants – Dr. Julie Pack
- I.** Recognition of the NC Governor’s School Attendee – Dr. Julie Pack

**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 – April 12, 2018 (Board and Budget Work Session)
- B.** Policies Recommended for Approval
  - Policy 3410 - Testing and Assessment Program
  - Policy 3420 - Student Promotion and Accountability
  - Policy 3540 - Comprehensive Health Education Plan
  - Policy 4240/7312 - Child Abuse - Reports and Investigations
  - Policy 6125 - Administering Medicines to Students
  - Policy 6321 - Bus Routes

- Policy 6340 - Transportation Service/Vehicle Contracts
- Policy 7262 - Communicable Diseases – Employees

**C. Personnel**

**D. Overnight Field Trip Request – Asheboro High Zoo School FFA Chapter, June 19-21, State FFA Convention, Raleigh, NC**

**V. Information, Reports, and Recommendations**

**A. Policies Recommended for 30-Day Review – Dr. Drew Maerz**

- Policy 2670 – Business Advisory Council
- Policy 3110 – Innovation in Curriculum and Instruction
- Policy 4124 – Transfer of Students to Other Schools
- Policy 6110 – Organization of the Student Health Services
- Policy 6430 – Purchasing Requirements for Equipment, Materials, and Supplies
- Policy 6440 – Local Purchasing Requirements for Equipment, Materials, and Supplies (Policy number being removed due to consolidation with Policy 6430)
- Policy 9205 – Pest Management

**VI. Action Items**

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

- A. Points of Pride – Ms. Carla Freemyer**  
**B. Calendar of Events – Ms. Carla Freemyer**  
**C. 2017-2018 Board Goals, May Update – Dr. Terry Worrell**

**VIII. Board Operations**

- A. Important Dates to Remember**  
**B. Superintendent’s Evaluation Timeline**

**IX. Adjournment**

\*Item(s) requires Board approval

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

**ASHEBORO CITY BOARD OF EDUCATION**

**May 10, 2018**

**7:30 p.m.**

**Asheboro High School**

**Professional Development Center**

**Addendum**

**6:00 p.m. – Policy Committee**

**6:45 p.m. – Finance Committee**

- I. Opening**
- II. Special Recognition and Presentations**
- III. Public Comments**
- IV. Consent Agenda\***
  - C. Personnel Addendum
  - E. Overnight Field Trip Request for Asheboro High School JROTC to attend Cadet Officer Leadership School, June 17-22, 2018, Fayetteville State University
- V. Information, Reports, and Recommendations**
- VI. Action Items**
- VII. Superintendent’s Report / Calendar of Events**
  - B. Calendar of Events (Updated)
- VIII. Board Operations**
- IX. Adjournment**

\*Item(s) requires Board approval

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**Asheboro City Board of Education**  
**Special Recognitions and Presentations**  
**May 10, 2018**

**Community Partner Spotlight:**

The Community Partner to be recognized in May is the Village of Barnabas for their support of several Asheboro High School male students this school year.

**Board Spotlight:**

Brian Saunders, Principal of Asheboro High School, will present information about two programs at the school. The first will feature the AHS JROTC program that will be presented in collaboration with three cadet officers from the program. Then Mr. Saunders will share information about the Apprenticeship Randolph program in which seven students have been accepted for pre-apprenticeships this summer. He will discuss the next phase of that program and ask the selected students to share about their experiences.

**STEAM Competition Winning Teams:**

Mr. Anthony Woodyard will present information about the Asheboro City Schools STEAM Competition and introduce the elementary and secondary winning teams.

Elementary – The Lady Ewoks from Donna Lee Loflin Elementary School

Secondary – The SAMS Team and Epoch from AHS (tied for first place)

**Asheboro High School's Zoey Little Accepted to NC Governor's School:**

Dr. Julie Pack will introduce Zoey Little, a junior at Asheboro High School, who has been selected to attend the 2018 session of the North Carolina Governor's School. She will attend a five-and-a-half-week summer residential program on the campus of Meredith College in the area of Social Science.

**Career Focus Fridays:**

Dr. Julie Pack will introduce Career Development Coordinator, Courtney McGowan, who will share information about Career Focus Fridays and recognize this year's participants.

**North Carolina Council of Teachers of Mathematics Outstanding Secondary Teacher of the Year:**

Dr. Julie Pack will introduce the NCCTM Outstanding Secondary Teacher of the Year.

**Class of 2018 Exemplary Student Recognitions:**

Dr. Sean McWherter will introduce exemplary seniors from the Class of 2018 to share their experiences at Asheboro High School and their plans for the future.

**2018 Apple of Excellence First-Year Teacher of the Year:**

Ms. Carla Freemyer will introduce the 2018 Apple of Excellence First-Year Teacher.

**Board of Education Meeting  
April 12, 2018**

**Budget Work Session**

The Asheboro City Board of Education met in a budget work session on Thursday, April 12, 2018, at 6:00 p.m. in the Professional Development Center with the following members present:

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

Staff members present:

Dr. Terry Worrell	Harold Blair	Michael Mize
Kristen Wright	Sandra Spivey	Anthony Woodyard
Leigh Anna Marbert	Carla Freemyer	Dr. Sean McWherter
Dr. Aaron Woody		

Chairman Lamb opened the meeting at 6:00 p.m.

Sandra Spivey and Kristen Wright presented information and/or review of the following:

- 2018-2019 budget considerations including the cost of increases in salary, insurance rates, retirement, enhancement teacher allotment, 0.5% supplement increase, 0.5% local bonus, and technology needs.
  - 2018-2019 capital outlay budget considerations noting that roofing is needed at four school sites in addition to updated electrical and mechanical needs at two sites, South Asheboro Middle School track resurfacing, needed maintenance department vehicles, and a portion of the Asheboro High School addition and renovation.
  - The historical supplemental tax rate and revenue.
  - Local current expense county appropriation request and local current expense budget revenues and expenditures.
  - Historical capital outlay county appropriation.
  - Capital outlay budget revenues and expenditures for 2018-2019.
  - Capital outlay facilities plan summary.
  - 2018-2019 Budget and Supplemental Tax Rate request.
  - State public school fund budget revenues and expenditures.
  - Federal grants fund budget revenues and expenditures.
  - Child nutrition budget revenues and expenditures.
  - Designated accounts budget revenues and expenditures.
  - 2018-2019 Asheboro High School addition/renovation project timeline.
- \*A copy of the PowerPoint presentation is made a part of these minutes.

Mr. Blair, Assistant Superintendent of Business and Finance, addressed questions during the general discussion and question session.

Upon motion by Ms. Kidd, seconded by Mr. Hammer, the Board unanimously approved the budget request for Current Expense and Capital Outlay as presented, and kept the supplemental tax rate unchanged at \$.1500/\$100.

## **Adjournment**

There being no further business, the meeting was adjourned at 6:48 p.m.

## **Policy Committee**

Staff members present:

Dr. Terry Worrell      Dr. Sean McWherter      Carla Freemyer      Dr. Drew Maerz

Board members present:

Gidget Kidd              Kyle Lamb                      Linda Cranford      Phillip Cheek  
Dr. Beth Knott          Michael Smith

Mrs. Cranford called the meeting to order at 7:00 p.m. and referred to Dr. Maerz who began review of the agenda.

- Policy 2670 – Business Advisory Council
  - New required policy developed to address the new statutory requirement that each LEA be assisted by a business advisory council
- Policy 3110 – Innovation in Curriculum and Instruction
  - Updated language and legal references to include new policy 2670 Business Advisory Council
- Policy 4124 – Transfer of Students to Other Schools
  - Updated policy number
- Policy 6110 – Organization of the Student Health Services
  - Minor language updates
- Policy 6430 – Purchasing Requirements for Equipment, Materials, and Supplies
  - Updated policy title
  - Revised to consolidate information about state, federal, and local purchasing requirements into one policy
- Policy 6440 – Local Purchasing Requirements for Equipment, Materials, and Supplies
  - Removing policy based on efforts to consolidate information (see Policy 6430 above)
- Policy 9205 – Pest Management
  - Minor and technical language updates
  - Updated legal references

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

With no further business, the meeting was adjourned at 7:08 p.m.

## **Finance Committee**

The Finance Committee convened at 7:10 p.m. in the Professional Development Center conference room. The following board members were present:

Kyle Lamb  
Baxter Hammer  
Gwen Williams

Staff members present were:

Dr. Terry Worrell	Harold Blair	Kristen Wright
Sandra Spivey		

Mr. Blair presented the Lottery Application. The purpose of this application is to draw down NC Education Lottery funds to be used towards the payment of debt on the Teachey Elementary School addition/renovation project. The amount requested is \$300,000.

Mr. Blair presented the Audit Contract with Cherry Bekaert for the 2017-2018 school year.

There being no further business, the meeting adjourned at 7:15 p.m.

### **Board of Education**

The Asheboro City Board of Education met in open session at 7:30 p.m. in the Professional Development Center with the following members present:

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

Staff members present:

Superintendent Terry Worrell	Harold Blair	Dr. Aaron Woody
Dr. Drew Maerz	Leigh Anna Marbert	Anthony Woodyard
Dr. Sean McWherter	Michael Mize	Dr. Cayce Favasuli
Robin Harris	Dr. Wendy Rich	Dr. Julie Pack

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

Following a moment of silence, Camila Acosta Olivares, Monica Calderon, Evelyn Carbajal, Kathy Granados, and Bethsabe Ontiveros, McCrary Elementary School students and members of the McCrary Pink Panthers, led the Pledge of Allegiance.

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

### **Special Recognition and Presentations**

**Community Partner Spotlight:** Leigh Anna Marbert, Public Information Officer, recognized First United Methodist Church for their support of the students, staff, and families at Charles W. McCrary Elementary School.

**Board Spotlight:** Julie Brady, Principal, and staff members of Charles W. McCrary Elementary School presented information on the daily interventions provided to students in need of extra academic support.

Dr. Aaron Woody recognized fifth-grade student and district spelling bee winner, Hannah Charles, from Donna Lee Loflin Elementary School, and presented her with a \$25 check from the Courier-Tribune, the contest sponsor.

Dr. Aaron Woody recognized Guy B. Teachey Elementary School's Battle of the Books Team for winning the Battle of the Books competition. The Donna Lee Loflin Team was recognized as the runner-ups.

Dr. Aaron Woody recognized the following Donna Lee Loflin Elementary School students who earned third-place positions in the North Carolina PTA Reflections contest: Juliette Jackson – Dance Choreography; Chloe Charles – Visual Arts; and Erin Eames – Literature.

Dr. Julie Pack recognized the state medalists in the North Carolina DECA competition. Asheboro High School senior, Andrew Cox, received a fifth-place DECA trophy as a top five finalist earning a competitive position at the International DECA competition in Atlanta, Georgia. Asheboro High School DECA was awarded a 94% Proficiency Status for their overall events.

Dr. Julie Pack recognized the Asheboro High School Zoo School Science Olympiad team which placed in nine events at the Regional Science Olympiad Competition, including a first place win in the Mousetrap Vehicles category. The team finished eighth overall out of 15 varsity high school teams and 12th out of 30 high school teams.

Dr. Julie Pack recognized the South Asheboro Middle School Science Olympiad Team which finished seventh at the Regional Science Olympiad competition. The North Asheboro Middle School team also placed at the competition.

Dr. Julie Pack recognized Asheboro High School junior Georgianna Antoniou who has been selected by competitive audition for the North Carolina All-State Band.

Dr. Wendy Rich shared information regarding the NCCTM Central Region Math Fair that was hosted at North Asheboro Middle School on Saturday, March 17<sup>th</sup>, 2018. The following Asheboro City Schools students placed in the competition: Srishti Kushwaha - Guy B. Teachey Elementary School, third-place in the Elementary Division; Rolando Hernandez - South Asheboro Middle School, Honorable Mention in the Middle School Division; Jeannette Graham - North Asheboro Middle School, Honorable Mention in the Middle School Division; Will Kelley - South Asheboro Middle School, third-place in the Middle School Division; Arvin Singh - Asheboro High School, second-place in the High School Division; and Freddy Kelley and Kat Peters - Asheboro High School, first-place in the High School Division.

Ms. Sandra Spivey recognized Bryant Cordier, second-grader from Lindley Park Elementary School, as the winner of the Asheboro City Schools Future Chef competition. This was the first year the district and food-service provider, Sodexo, have hosted a cooking competition. This year's theme was Asian Fusion and the competition took place on Thursday, March 22<sup>nd</sup>, 2018, at Balfour Elementary School.

Dr. Terry Worrell recognized Dr. Wendy Rich, Director of Elementary Education, for her 12 years and 10 months of service to the students in Asheboro City Schools. Dr. Rich will retire effective April 30<sup>th</sup>, 2018.

Dr. Terry Worrell recognized the 2018-2019 school-level Teachers of the Year. The Asheboro City Schools Teacher of the Year will be announced on May 8<sup>th</sup>, 2018, at the Teacher of the Year banquet.

- Asheboro High School – Molly Lyons
- Balfour Elementary School – Laura Johnson

- Charles W. McCrary Elementary School – Michelle Harger
- Donna Lee Loflin Elementary School – Christopher Golden
- Guy B. Teachey Elementary School – Tressie Sargent
- Lindley Park Elementary School – Leah Chase
- North Asheboro Middle School – Bryan Gallimore
- South Asheboro Middle School – Kelly Hagood
- Early Childhood Development Center – Erica Rosencrans

**Public Comments**

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

**Consent Agenda**

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

- A. Minutes – March 8, 2018 Board of Education Meeting and Budget Work Session
- \*B. 2019-2020 Asheboro City Schools Calendar with a change in the wording of mandatory professional development and updated information for Procedures for Closing School Due to Inclement Weather.
- \*C. Overnight Field Trip Request for Loflin Elementary 5<sup>th</sup> Graders on April 16 - 17, 2018, to Mt. Shepherd Retreat Center, Asheboro, NC
- \*D. Policies Recommended for Approval:
  - Policy 7410 – Teacher Contracts
- E. Personnel:

**I. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Day	Amy	GBT	Principal	6/30/2018
McNeill	Carrie	ECDC	Afterschool Assistant	1/3/2018
Cooper	Karen	NAMS	Science	6/30/2018
Hoffmire	Jessica	LP	5th grade	6/13/2018
Stanley	Colleen	LP	Exceptional Children	6/13/2018

**II. APPOINTMENTS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Carl	Mischale	CO	Substitute Bus Driver	3/20/2018
Westbrook	Jeannie	CO	Substitute Bus Driver	3/20/2018
Harper	Johnathon	CO	Substitute Bus Driver	4/11/2018
Martinez	Esmeralda	DLL	Kindergarten	8/9/2018

**III. LEAVES OF ABSENCE**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Szabo	Emily	AHS	Exceptional Children	3/14/2018-3/29/2018

**IV. TRANSFERS**

LAST	FIRST	SCHOOL	SUBJECT	EFFECTIVE
Voncannon	Bryant	NAMS to CWM	In School Suspension to Academic Support	3/12/2018

- \*F. Capital Fund Lottery Application
- \*G. 2017-2018 Audit Contract
- \*H. 2018-2019 School Calendar – Change wording of mandatory professional development to required professional development and updated information for Procedures for Closing School Due to Inclement Weather.

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

**Information, Reports and Recommendations**

\*A. Dr. Drew Maerz presented the following policy for 30-day review:

- Policy 3410 - Testing and Assessment Program
- Policy 3420 - Student Promotion and Accountability
- Policy 3540 - Comprehensive Health Education Plan
- Policy 4240/7312 - Child Abuse - Reports and Investigations
- Policy 6125 - Administering Medicines to Students
- Policy 6321 - Bus Routes
- Policy 6340 - Transportation Service/Vehicle Contracts
- Policy 7262 - Communicable Diseases - Employees

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

**Action Items** - None

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

- A. Leigh Anna Marbert, Public Information Officer, shared the *Points of Pride* and *Calendar of Events* noting the next Board of Education meeting will be on May 10, 2018.
- B. Superintendent Worrell presented the following updates on the 2017-2018 Board Goals.

**Board Operations**

- A. Chairman Lamb reviewed important upcoming events.

**Closed Session**

Upon motion made by Ms. Cranford, seconded by Mr. Cheek, the Board unanimously approved to move to Closed Session under North Carolina General Statute 143-318.11. (a) (1), to discuss 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.

**Adjournment**

Upon motion by Ms. Kidd, seconded by Ms. Cranford, and unanimously approved, the Board moved to adjourn the meeting at 9:16 p.m.

\_\_\_\_\_  
Chairman

\_\_\_\_\_  
Secretary

Policies  
For  
Approval

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

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

#### **A. ADMINISTRATION OF TESTS, SCREENINGS, AND OTHER ASSESSMENTS**

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

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

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

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

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

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

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

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

**C. MINIMIZING TIME SPENT TESTING**

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

1. Schools will devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning.
2. Students will not be subject to field tests or national tests during the two-week period preceding their school's administration of end-of-grade tests, end-of-course tests, or regularly scheduled final exams.
3. No school will participate in more than two field tests at any one grade level during a school year.
4. All annual assessments of student achievement adopted by the State Board of Education pursuant to G.S. 115C-174.11(c)(1) and (3) and all final exams for courses will be administered within the final ten instructional days of the school year for year-long courses and within the final five instructional days of the semester for semester courses. Exceptions will be permitted on an individual basis to accommodate a student's individualized education program or Section 504 plans; for the administration of final exams for courses with national or international

curricula required to be held at designated times; for make-up testing; and as otherwise permitted by the Department of Public Instruction.

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

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

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

Adopted: January 9, 2014

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

**A. PURPOSE**

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

**B. STUDENT PROMOTION STANDARDS**

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

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

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

**C. LOCAL PROMOTION STANDARDS**

## 1. Grades Kindergarten, 1 and 2

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

- 
- a. K-5 Portfolio, including writing samples
  - b. K-2 math benchmark assessments
  - c. Demonstration of the current state grade level instructional standards
  - d. Teacher observation and recommendation
  - e. Reading 3D Diagnostic Data

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

2. Grades 3-5

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

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

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

3. Grades 6-8

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

- a. Standardized test scores from the North Carolina End-of-Grade tests
- b. Pass five courses: one of which must be language arts, one of which must be mathematics, one of which must be science or social studies

- c. Grades
- d. Student work portfolios, including writing samples
- e. Benchmark assessments
- f. Teacher observation and recommendation

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

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

The End of Course (EOC), End of Grade (EOG) and North Carolina Final Exam results shall count as twenty percent (20%) of a student's final grade in each middle school course for which such a test is administered. To earn high school credit for a course with an EOC assessment, in grades 6 through 8, a student must demonstrate College and Career Readiness by performing at achievement level 4 or 5. Students not demonstrating College and Career Readiness, performing below achievement level 4, shall retake the course. Middle school students requiring multiple final assessments, within a single subject, should have the assessments averaged for the final exam score. This requirement does not apply for students assessed on the Extended Content Standards or English Learner students in their first year in the United States.

5. High School End of Course Tests

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

6. Diploma Standards

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

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**D. INTERVENTION FOR STUDENTS UNLIKELY TO MEET PROMOTION STANDARDS**

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

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

**1. Intervention Plans**

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

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

**2. Intervention Strategies**

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

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

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**E. REVIEW OF STUDENT PROMOTION STANDARDS**

## 1. Previous retentions

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

## 2. Review Process

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

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

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

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

**F. APPEALS OF PROMOTION DECISIONS**

## 1. Appeal to the Superintendent

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

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

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

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2. Appeal to the Board of Education

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

**G. PROMOTION AND ACCOUNTABILITY STANDARDS FOR STUDENTS WITH DISABILITIES**

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

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

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

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

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

**I. CREDIT BY DEMONSTRATED MASTERY**

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

**J. REPEATING A COURSE FOR CREDIT**

1. Repeating a Previously Failed Course

As provided in State Board of Education policy CCRE-001, high school students who fail a course for credit may repeat that course. To take advantage of this option, the student must repeat the entire course. Beginning with the 2015-16 school year,

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when a student initially fails a high school course and successfully repeats the course for credit, the new course grade will replace the original failing grade for the course on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility. The superintendent may develop procedures for students to indicate their intent to repeat a course for credit under this paragraph and may establish any other rules as necessary and consistent with State Board policy.

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

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

- a. the student must make a written request to repeat the course;
- b. the principal or designee must approve the request;
- c. there must be space available after seats have been assigned to students who are taking the course for the first time or repeating a previously failed course;
- d. the course to be repeated must be a duplicate of the original class and course number and must be taken during the regular school day at a high school in this school system or through the North Carolina Virtual Public School;
- e. upon completion of the repeated course, the higher course grade, current or original mark, will be used on the student's transcript and in calculations of the student's GPA, class rank, and honor roll eligibility;
- f. credit towards graduation for the repeated course will be given only once;
- g. a course may be repeated only one time; and
- h. students may repeat a maximum of four previously passed courses during their high school careers.

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

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**K. ACCELERATION**

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

**L. REPORTING REQUIREMENTS****1. Superintendent's Report to the Board**

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

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

**2. Report to the North Carolina State Board of Education and Department of Public Instruction**

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

**3. Publication on the School System Website**

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

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**M. NOTIFICATION TO PARENTS**

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

The teacher of a student who does not meet promotion standards must notify the student's parents that the student has failed to meet the standards for progression to the next level of study and must provide the parents with information concerning retesting, intervention, review and appeal opportunities. When a student is to be retained, the principal shall provide the student's parents written notice of the retention and, if the student will be retained in accordance with G.S. 115C-83.7(a) for failure to demonstrate reading proficiency, (1) written notice of the reason the student is not eligible for a good cause exemption as provided in G.S. 115C-83.7(b) and (2) a description of proposed reading interventions that will be provided to the student to remediate identified areas of reading deficiency. Teachers shall provide parents of students retained under G.S. 115C-83.7(a) at least monthly written reports on student progress toward reading proficiency. The evaluation of a student's progress will be based upon the student's classroom work, observations, tests, assessments and other relevant information.

**N. CHILDREN OF MILITARY FAMILIES**

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

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

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

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

Adopted: August 11, 2011

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

The board is committed to a sound, comprehensive health education program that provides students with accurate information and encourages them to be responsible for their own health and behavior. The board recognizes the primary role of parents in providing for the health and well-being of their children and seeks to involve parents as provided in this policy. The comprehensive health education program provided by the school system will meet the requirements of state law and the objectives established by the State Board of Education. The board may, in its discretion, expand on the subject areas to be included in the program and on the instructional objectives to be met.

**A. COMPREHENSIVE HEALTH EDUCATION PROGRAM**

A comprehensive health education program must be taught to students from kindergarten through ninth grade. As required by law, the health education program must include age-appropriate instruction on bicycle safety, nutrition, dental health, environmental health, family living, consumer health, disease control, growth and development, first aid and emergency care, mental and emotional health, drug and alcohol abuse prevention, prevention of sexually transmitted diseases (STDs), including HIV/AIDS and other communicable diseases, and reproductive health and safety education.

As required by law and beginning in seventh grade, reproductive health and safety education will include age-appropriate instruction on sexual abstinence until marriage, STDs, the human reproductive system, preventable risks for preterm birth in subsequent pregnancies, the effectiveness of contraceptive methods in preventing pregnancy, and awareness of sexual assault, sexual abuse, and sex trafficking prevention and awareness.

**B. PARENTAL OPPORTUNITIES TO REVIEW MATERIALS AND WITHHOLD CONSENT FOR STUDENT PARTICIPATION**

Each year before students participate in reproductive health and safety education or in other separate instruction on the prevention of STDs, including HIV/AIDS, or the avoidance of out-of-wedlock pregnancy, the principal or designee shall notify parents of the opportunity to review the materials and objectives that will be used in instruction. A copy of all objectives and materials will be available for review in the media center of each school where these subjects will be taught.

The principal or designee shall also notify parents of the right to withhold or withdraw consent for their child's participation in all reproductive health and safety education instruction or in specific topics such as STDs, the effectiveness and safety of contraceptive methods, awareness of sexual assault and sexual abuse, and sex trafficking prevention and awareness. Parents may also withhold consent to student participation in other separate instruction on the prevention of STDs, including HIV/AIDS, or the avoidance of out-of-wedlock pregnancy. Any parent wishing to withhold consent must do so in writing to the principal.

**C. STANDARDS FOR INSTRUCTION**

For reproductive health and safety education, teachers shall follow the instructional objectives and only use the age-appropriate materials that have been made available to parents for review in accordance with this policy. Information conveyed during instruction will be objective and based upon scientific research that is peer reviewed and accepted by professionals and credentialed experts in the field of sexual health education or other field authorized by law.

A determination of what is an appropriate education for a student with disabilities must be made in accordance with the student's individualized education plan, following all procedures as provided in the North Carolina *Policies Governing Services for Children with Disabilities*.

Legal References: G.S. 115C art. 9; 115C-36, -81.25, -81.30; *Policies Governing Services for Children with Disabilities*, State Board of Education Policies EXCP-000 and SCOS-007

Adopted: August 12, 2010

Updated: April 10, 2014, June 9, 2016

## **CHILD ABUSE - REPORTS AND INVESTIGATIONS** *Policy Code: 4240/7312*

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The board of education supports all employees who make a report of child abuse, neglect, dependency or death as a result of maltreatment in good faith.

Any school employee who knows or has cause to suspect child abuse, neglect, dependency or death as a result of maltreatment is legally required to report the case of the child to the director of social services. The employee also shall report the case immediately to the principal.

Any doubt about reporting a suspected situation shall be resolved in favor of reporting and the report shall be made immediately. A school employee is immune by statute from any civil and/or criminal liability when reporting in good faith suspected child abuse, neglect, dependency or death as a result of maltreatment. Failure on the part of any school employee to report may result in disciplinary action being brought against the employee by the school district or civil action under the law.

The principal may establish a contact person in the school to act as a liaison with social services. All employees shall cooperate fully with the department of social services in its investigation of suspected child abuse, neglect, dependency or death as a result of maltreatment. Employees shall permit the child to be interviewed by social services on school campuses during school hours and shall provide social services with confidential information, so long as the disclosure does not violate state or federal law. Any confidential information disclosed by the department of social services to employees shall remain confidential and shall only be redisclosed for purposes directly connected with carrying out the responsibilities of the school system or the employee.

Upon request and to the extent permitted by law, the school district shall share with other agencies designated in G.S. 7B-3100(a), information that is relevant (1) to any assessment of a report of child abuse, neglect, dependency or death as a result of maltreatment by the department of social services; (2) to the provision or arrangement of protective services in a child abuse, neglect, or dependency case by the department of social services; or (3) to any case in which a petition is filed alleging that a juvenile is abused, neglected, dependent, undisciplined, or delinquent. School system officials and the designated agencies must continue to share such information until the protective services case is closed by the department of social services or, if a petition is filed, until the juvenile is no longer subject to the jurisdiction of juvenile court.

The superintendent shall develop any necessary procedures for reporting suspected child abuse, neglect, dependency or death as a result of maltreatment, for sharing information with designated agencies, and for cooperating with investigations by the department of social services. The board encourages school officials to provide staff development opportunities related to identifying and reporting child abuse, neglect, dependency or death as a result of maltreatment.

In addition to the requirements of this policy, any administrator who knows or has reason to believe that a licensed employee has engaged in conduct which involves physical or sexual abuse of a child shall report that information to the State Superintendent of Public Instruction in accordance with subsection C.4 of policy 4040/7310, Staff-Student Relations

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 7B-101, -301, -302 -309, -3100; 8-53.4; 14-318.2; 115C-400, -402; 16 N.C.A.C. 6C.0312; State Board of Education Policy LICN-007, NCAC-6C.0312

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

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

Administrative Procedure: None

Revised: November 14, 2002, December 11, 2008, November 9, 2017

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 ~~that~~ 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.

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- e. Proper Administration: The employee must administer the medication pursuant to the health care practitioner's written instructions provided to the 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

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appropriateness of the medication or dosage for a student, a confirmation should be obtained from the student's health care practitioner or another 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 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;

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- 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 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

The superintendent or designee shall develop school bus routes in accordance with state law and regulations. All bus routes will be kept on file in the superintendent's office, and all changes will be filed within 10 days after such change becomes effective.

Students will be assigned to a bus that passes within one mile of the student's residence. To the extent practicable and economically feasible, ride time should be less than 45 minutes one-way.

Parents will be informed of students' scheduled school bus arrival times. It is the parent's responsibility to ensure that a student is present at a bus stop prior to the scheduled arrival time.

**A. TRANSPORTATION TO LOCATIONS OTHER THAN HOME**

Upon request, the superintendent or designee may, but is not required to, assign a student to a bus to transport the student to and/or from a location other than home if the following conditions are met.

1. The student's parent or guardian submits a written, signed request that states the specific location other than home to which the student is to be transported and acknowledges that the parent or guardian and not the school system is responsible for the student's safety once the child has departed from the bus.
2. The request for such transportation does not require a bus to deviate in any significant way from an established route.
3. There is capacity on the bus if the request would necessitate the student's riding a different bus from the regularly assigned bus.
4. The student's residence and requested bus stop are within the zone eligible for transportation service.
5. The request for such transportation does not cause the school system to incur any additional cost.
6. The proposed bus stop meets safety standards established by law, the board, the superintendent or the principal.

Any changes in bus stops must be approved by the superintendent or designee.

**B. BUS ROUTES IN HAZARDOUS CONDITIONS**

School buses will not be allowed to operate if there is a serious threat to the safety of students or drivers. The superintendent may develop a more limited bus route for hazardous weather conditions in order to operate only on roads that are safe. To the extent

possible, parents will be notified in advance of the bus route that will be used in hazardous conditions. The hazardous conditions bus route will be on file in the superintendent's office.

A student who is identified as having special needs following procedures in the North Carolina *Policies Governing Services for Children with Disabilities* will be provided with transportation services as required by law.

Legal References: Individuals with Disabilities Education Act Amendments of 1997, 20 U.S.C. 1400 *et seq.*; G.S. 115C-240(d), -246; *Policies Governing Services for Children with Disabilities*, State Board of Education Policy EXCP-000; State Board of Education Policies TRAN-000, -002, -006

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

Updated: April 8, 1999, May 10, 2012, September 14, 2017

## **TRANSPORTATION SERVICE/VEHICLE CONTRACTS**

Policy Code:

**6340**

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The board may enter into contracts with public or private carriers in accordance with G.S. 115C-253, State Board of Education policy, any other applicable law, and this policy. Any contracts also must comply with board policy 6450, Purchase of Services.

The superintendent or designee shall develop safety standards for contracted commercial transportation services used to transport students to school-related activities. The standards must comply with the requirements established by the State Board. The superintendent or designee shall develop a list of companies or individuals that meet these standards and are approved to provide student transportation services. If appropriate, the superintendent shall recommend that the board enter into interlocal cooperation agreements to assist in developing the standards and list of approved entities required under this paragraph.

The superintendent shall ensure that the school system contracts for student transportation services only with companies or individuals who are on the approved list.

The board may purchase or lease student transportation vehicles in accordance with law and board policy, including policy 6432, Purchasing Requirements for Equipment, Materials and Supplies and policy 6425, Continuing Contracts. Any such vehicle must meet federal safety standards.

All titles will be issued to the board of education. Sufficient liability coverage must be maintained in accordance with board policy 8340, Insurance.

The board will consider requests for providing transportation services to a charter school. Such consideration will take into account any factors required by law.

Legal References: 49 U.S.C. 30125, 30165; G.S. 115C-42, -47(25), -239, -240, -247, -249, -249.1, -253, -255; *North Carolina School Transportation Fleet Manual*, State Board of Education Policy TRAN-005; State Board of Education Policies TRAN-009, -010, -011; *School Charter Transportation Recommended Guidelines and Procedures*, available at <http://www.ncbussafety.org/motorcoach/index.html>

Cross References: Continuing Contracts (policy 6425), Purchasing Requirements for Equipment, Materials and Supplies (policy 6430), Purchase of Services (policy 6450), Insurance (policy 8340)

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

Updated: January 10, 2008, December 8, 2011, January 8, 2015, September 14, 2017

It is the policy of the board to attempt to provide a safe and secure environment for all students and employees. In an effort to maintain a balance between the need to protect the rights of students and employees and to control the spread of serious communicable diseases and conditions, the superintendent will make decisions regarding the employment status of employees with communicable diseases or conditions on a case-by-case basis, in accordance with this policy. An employee suffering from a communicable disease or condition is encouraged to inform his or her principal so that appropriate accommodations may be made and appropriate precautions may be taken. This policy applies to all legally reportable communicable diseases, including HIV and AIDS, as set forth in 15A N.C.A.C. 19A.0201. This policy shall be shared with school staff annually and with new employees as part of any initial orientation.

**A. COMMUNICABLE DISEASE DEFINED**

A communicable disease is defined as an illness due to an infectious agent, or its toxic products, which is transmitted directly or indirectly to a person from an infected person or animal.

**B. SAFETY CONTROL MEASURES**

1. Handling Bodily Fluids

In order to prevent the spread of communicable disease and conditions, universal health and safety precautions, including precautions regarding the handling and cleanup of blood and other bodily fluids, must be distributed by the administration and will be followed by all school system employees. Employees are also required to follow the school system's bloodborne pathogens exposure control plan that contains universal precautions and specific work practice controls relating to the handling, disposal, and cleanup of blood and other potentially infectious materials. The bloodborne pathogens exposure control plan will be made available at each school or department. All employees are required to review and be familiar with the plan within a reasonable time after assuming employment, but not to exceed 30 days. Faculty should not allow students to be involved in the handling, disposal and cleanup of potentially infectious materials unless the student has been specifically trained in the handling of such materials and is qualified to perform first aid services.

Failure to follow universal health and safety precautions or applicable provisions of the bloodborne pathogens exposure control plan may result in disciplinary action against the offending employee. All employees have a duty to report to the school

principal or the executive director of the Human Resources office any failure by a staff member or a student to follow the universal precautions, including their own.

2. Reporting Communicable Diseases

In accordance with G.S. 130A-136, school principals are required to report suspected cases of reportable communicable diseases or conditions to the county health director for investigation. Principals must provide the health director with available factual information to substantiate the report. Such reports are to remain strictly confidential and may be shared only with other staff members as necessary to prepare and file a report. Information must be kept strictly confidential.

3. Following Health Control Measures for Communicable Diseases

Any employee suffering from a communicable disease or condition is required to follow all control measures given to him or her by the health director and will take all necessary precautions to prevent the transmission of the disease or condition. Any school district employee who has reason to believe that a fellow employee is failing to follow safe practices, including a failure to use the universal precautions, must report this to his or her principal or supervisory. Supervisory personnel shall report unsafe conduct to the health department when they have reasonable concern that such conduct may cause or may have caused the spread of a communicable disease.

4. Cooperating with Health Officials

If the county health director notifies the superintendent or any other school district personnel that a school district employee with a communicable disease or condition may be posing a threat to the public health, these employees shall cooperate with the health director in eliminating the threat.

**C. EMPLOYMENT STATUS OF EMPLOYEE**

The board will follow all applicable state and federal laws and regulations and this policy in determining when an employee with a communicable disease or condition will be required to take leave from his or her position or otherwise be restricted from continuing his or her employment.

1. Requests to Alter Duties

Any employee may request that the superintendent or designee consider altering the employee's duties or other conditions of his or her employment if the employee:

- a. believes that he or she is unable to continue to perform the regular duties of the position due to a communicable disease or condition, or
- b. believes that he or she may risk transmitting the communicable disease to others by continuing to perform assigned duties.

The employee seeking alteration in the conditions of employment must apprise the superintendent or designee of his or her condition, submit medical documentation regarding such condition, suggest possible accommodations known to him or her and cooperate in any ensuing discussion and evaluation regarding whether there are possible reasonable accommodations.

2. Interdisciplinary Committee

If the superintendent so requests, the employee must give the superintendent written permission either to consult with appropriate medical personnel or to convene an interdisciplinary committee to receive medical information regarding the employee in order to assist the superintendent in determining whether alternative employment opportunities reasonably can be provided to the affected employee. The committee may include appropriate school district personnel, appropriate medical personnel, including the employee's personal physician when possible, the health director or designee, and the employee.

3. Reasonable Accommodation Review

When addressing the issue of whether reasonable accommodation is possible, the superintendent will determine:

- a. to what degree the employee's presence in his or her current job exposes students or other staff to possible transmission of the disease; and/or
- b. whether the employee is able to continue in his or her current position with reasonable modifications.

The superintendent shall consult with the health director if there is any question as to the employee's risk of transmission on the job. If the superintendent determines that a significant risk of transmission exists in the employee's current position or

that the employee is no longer able to continue in his or her current position for health reasons, the superintendent shall decide whether alternative employment opportunities are reasonably available within the school system and follow appropriate board policies for implementing or recommending a transfer.

If the employee requesting accommodation refuses to consent to the release of information to medical personnel or an interdisciplinary committee appointed by the superintendent, his or her request for an accommodation may be denied until the employee agrees to allow the superintendent to consult with the necessary parties.

#### 4. Confidentiality of Information

Information shared with the superintendent, medical personnel, or interdisciplinary committee personnel shall be kept confidential and separate from other personnel file information and may be shared with other school employees only with the written permission of the employee as necessary to explore, design, or implement possible accommodations or as otherwise allowed by law.

Nothing in this policy is intended to grant or confer any employment rights beyond those existing by law or contract.

Legal References: The Americans with Disabilities Act of 1990, 42 U.S.C. § 12101 *et seq.* 29 C.F.R. § 1630; G.S. 130A, Article 6; 10A N.C.A.C 41A.0101 *et seq.*

Cross Reference: Communicable Diseases – Students (policy 4230); Occupational Exposure to Bloodborne Pathogens (policy 7260)

Adopted: May 13, 1999

Revised: September 12, 2002, October 11, 2007

**Asheboro City Schools  
Personnel Transactions  
May 10, 2018**

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Aguero	Veronica	AHS	Spanish
Andrews	Christopher	AHS	History
Bai	Xinlei	AHS	Chinese
Bates	Julie	AHS	Exceptional Children
Baxter	Brooke	AHS	English
Blakely	Erica	AHS	Health Science
Carrouth	Andrew	AHS	History
Carrouth	Megan	AHS	English
Davis	Hollyn	AHS	English
Davis	John	AHS	Junior ROTC
Edwards	Matthew	AHS	English As A Second Language
Frazer	Joy	AHS	Art
Garner	Tony	AHS	Advanced Manufacturing
Gillespie	Richard	AHS	Physical Education
Hayes	David	AHS	Physical Education
McDonald	Kenneth	AHS	Junior ROTC
Mitchell	Melissa	AHS	Mathematics
Perez-Cortez	Mireida	AHS	Mathematics
Phelps	Karla	AHS	English
Phelps	Kary	AHS	Exceptional Children
Robbins	William	AHS	School Counselor
Seabrease	Zackery	AHS	Science
Smith	Michael	AHS	Mathematics
Walker	Amber	AHS	School Counselor
Weeks	Norman	AHS	History
Westmoreland	Jessica	AHS	English
Winsley	Nicole	AHS	English

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Beard	John	BAL	School Counselor
Berrier	Jacob	BAL	Exceptional Children
Dawalt	Keisha	BAL	Instructional Facilitator
O'Neal	Andrea	BAL	Speech Language Pathologist
Palacio-Cortes	Maria	BAL	Kindergarten/DI
Stone	Leslie	BAL	5th Grade
Sula	Teresa	BAL	Exceptional Children
Watson	Elizabeth	BAL	3rd Grade

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Johnson	Pamela	CO	EC Program Facilitator (pt)
Newman	Sara	CO	EC Lead Program Specialist

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Bradshaw	Emily	CWM	Instructional Facilitator
Carranza	Javier	CWM	4th Grade
Harger	Michelle	CWM	5th Grade
Jackson	Beverly	CWM	Reading Facilitator
Richardson	Meredith	CWM	Art
Runyon	Martha	CWM	Exceptional Children
Ward	Vickie	CWM	3rd Grade

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Baker	Robbin	DLL	Art
Booser	Laura	DLL	Speech Language Pathologist
Carr	Heather	DLL	3rd Grade
Delk	Rebecca	DLL	5th Grade
Gordy	Ryan	DLL	3rd Grade
Holloway	Caitlin	DLL	2nd Grade
Marks	Jessica	DLL	Music
Ondek	Sarah	DLL	5th Grade
Parry	Elizabeth	DLL	4th Grade
Stewart	Claudia	DLL	Exceptional Children
Walter	Shea	DLL	Exceptional Children
Willett	Ruth	DLL	Media

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Little	Tracy	ECDC	Exceptional Children

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Durgo	Rebekah	GBT	Kindergarten
Hayes	Amy	GBT	1st Grade
Hughes	Jamie	GBT	2nd Grade
Kiser	Kaitlyn	GBT	4th Grade
McKeown	Melissa	GBT	Academically Gifted
McKinnon	Leslie	GBT	Exceptional Children
Rush	Laurel	GBT	Kindergarten
Sargent	Tressie	GBT	4th Grade
Shue	Angela	GBT	3rd Grade
Smith	Carey	GBT	1st Grade
Smith	Leah	GBT	4th Grade
Vanderwal	Chasity	GBT	4th Grade
Wood	Stephanie	GBT	2nd Grade

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Arnold	Lindsay	LP	Kindergarten
Bardou	Katie	LP	Art
Casbarro	Samantha	LP	2nd Grade
Fesperman	Candice	LP	2nd Grade
Ospitia	Lady	LP	Kindergarten/DI
Parrish	Melanie	LP	Music
Scotton	Rebecca	LP	5th Grade
Smith	Leslie	LP	5th Grade
Taylor	Tara	LP	Academically Gifted

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Almond	Rita	NAMS	English Language Arts/Social Studies
Davis	Catherine	NAMS	English Language Arts
Hicks	Alisa	NAMS	Mathematics
Hopkins	Steven	NAMS	Art
Kidd	Matthew	NAMS	Agriculture Education
Patrick	Leighann	NAMS	Exceptional Children
Patton	Kelly	NAMS	Academically Gifted
Sneed	Meredith	NAMS	English Language Arts/Social Studies
Steele	Frank	NAMS	Exceptional Children
Tufts	Elizabeth	NAMS	Exceptional Children
Vamospercsi	Stephen	NAMS	Science

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Altadonna	Robert	SAMS	Science
Campbell	Taylor	SAMS	Agriculture Education
Hinson	Charles	SAMS	Spanish
Holmes	Jeremy	SAMS	English Language Arts/Social Studies
Hoogkamp	Brett	SAMS	Physical Education
Kinney	Nathan	SAMS	Social Studies
Neff	Margeaux	SAMS	English Language Arts/Social Studies
Norton	Patricia	SAMS	Exceptional Children
O'Connor	Teresa	SAMS	Exceptional Children
Oliver	Cathy	SAMS	Business Education
Ruiz	Janneth	SAMS	Science
Simpson	Bryan	SAMS	Mathematics
Thompson	Kelly	SAMS	Health Science

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Beckwith	Elizabeth	AHS	Mathematics
Berrier	Wesley	AHS	Business Education
Brady	Belinda	AHS	Health Science
Brewer	Jordan	AHS	Physical Education
Bump	Luke	AHS	English

Cagle	Amy	AHS	English
Church	Leigh Ann	AHS	Family Consumer Science
Dillion	Jonathan	AHS	Nova Academy
Dozier	Angela	AHS	English
Faircloth	Joshua	AHS	History
Gomez Fernandez	Carlos	AHS	English As A Second Language
Hildreth	Misty	AHS	Science
Horsley	Timothy	AHS	History
Hurley	Lori	AHS	Family Consumer Science
Kelley	Katherine	AHS	Mathematics
Lowe	Anna	AHS	Exceptional Children
Lyons	Molly	AHS	English
Mauney	Wendy	AHS	Science
McGowan	Courtney	AHS	Career Development Coordinator
Mormann	Meredith	AHS	Music
Pack	Elizabeth	AHS	Agriculture Education
Peters	Nicole	AHS	Science
Phillips	John	AHS	Mathematics
Risso	Michael	AHS	Science
Robbins	Jennifer	AHS	Health Science
Silva	Zulema	AHS	Spanish
Smith	Scott	AHS	Technology Education
Szabo	Emily	AHS	Exceptional Children
Thompson	Amanda	AHS	Exceptional Children
White	Jennifer	AHS	Exceptional Children

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Beck	Ilena	BAL	Kindergarten
Beck	Kristine	BAL	5th Grade
Bruchon	Stacie	BAL	Kindergarten
Currin	Allison	BAL	Music
Delgado	Izamar	BAL	1st Grade/DL
Dye	Kari	BAL	5th Grade
Elliott	Margaret	BAL	English As A Second Language
Grantham	Jessica	BAL	4th Grade
Hanson	Sarah	BAL	5th Grade
Hinshaw	Amanda	BAL	3rd Grade
Howell	Myra	BAL	1st Grade
Jessup	Mary	BAL	2nd Grade
Jones	Alisha	BAL	Kindergarten/DL
Pocock	Mary	BAL	3rd Grade
Przybylowski	Mary Jo	BAL	2nd Grade
Race	Michelle	BAL	3rd Grade
Saunders	Corey	BAL	Physical Education
Smith	Jennifer	BAL	2nd Grade
Smith	Meredith	BAL	Art
Walker	Marlenea	BAL	1st Grade

Watson	Toshia	BAL	1st Grade
Williams	Valencia	BAL	Kindergarten

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Hollingsworth	Dana	CO	EC Program Facilitator

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Bennett	Elizabeth	CWM	3rd Grade
Biaggi	Mary	CWM	English As A Second Language
Gatewood	Alanna	CWM	1st Grade
Gee	Kathleen	CWM	Music
Hutton	Ashley	CWM	5th Grade
King	Laura	CWM	5th Grade
Pugh	Felicia	CWM	3rd Grade
Stookey	Greta	CWM	Exceptional Children
White	Elizabeth	CWM	English As A Second Language

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Faircloth	Kristen	DLL	Physical Education
Golden	Christopher	DLL	5th Grade
Grady	Natalie	DLL	2nd Grade
Joyce	Meghan	DLL	4th Grade
Lee	Summer	DLL	1st Grade
Moore	Sarah	DLL	2nd Grade
Stewart	Denia	DLL	4th Grade
Tuft	Jennifer	DLL	Kindergarten

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Ivan	Joyce	ECDC	Pre-K
Lawrence-Smith	Venise	ECDC	Pre-K
Peele	Marie	ECDC	Pre-K
Phillips	Mari	ECDC	Exceptional Children
Roberts	Laura	ECDC	Speech Language Pathologist
Watts	Amber	ECDC	Pre-K

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Brumley	Jennifer	GBT	Reading Facilitator
Brumley	Shelia	GBT	Exceptional Children
Cheek	Brittany	GBT	5th Grade
Coltrane	Crandel	GBT	Physical Education
Dunn	Virginia	GBT	Reading Facilitator
Faircloth	Nicole	GBT	3rd Grade
Hancock	Jonas	GBT	Music
Hill	Katherine	GBT	2nd Grade
Lawton	Hannah	GBT	4th Grade
Leroy	Laura	GBT	Exceptional Children
Robles Alvarez	Omayra	GBT	English As A Second Language

Runnfeldt Valerie GBT 2nd Grade

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Banner	Leigha	LP	4th Grade
Brown	Jessica	LP	1st Grade
Chase	Leah	LP	Kindergarten
Cheek	Heather	LP	3rd Grade
Hopkins	Heather	LP	2nd Grade
Lamuraglia	Nancy	LP	1st Grade
Neal	Heather	LP	English As A Second Language
Nye	Mallory	LP	5th Grade
Toponce	Kelly	LP	1st Grade

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Abercrombie	Carlie	NAMS	English Language Arts
Arnold	Karen	NAMS	English As A Second Language
Berrier	Nancy	NAMS	School Counselor
Gallimore	Bryan	NAMS	Science
Gibbs	Ryan	NAMS	English Language Arts/Social Studies
Gold	Jennifer	NAMS	Media
Groseclose	Graham	NAMS	Science
Hatchett	Tresa	NAMS	Business Education
Marsh	Michelle	NAMS	English Language Arts
Paschal	Adriana	NAMS	English As A Second Language
Holland	Jennifer	NAMS	English Language Arts/Social Studies
Rodriguez	Claudia	NAMS	Mathematics
Roman	Josimar	NAMS	Spanish
Ward	Clyde	NAMS	Social Studies

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Carter	Casey	SAMS	Social Studies
Clarett	Adriane	SAMS	Science
Dawson	Julia	SAMS	Media
Everett	Callie	SAMS	Mathematics
Hagood	Kelly	SAMS	English Language Arts
Herrin	Kirstin	SAMS	Science
Lackey	Kathleen	SAMS	Music
Lamb	Kerri	SAMS	English Language Arts
McElroy	David	SAMS	Mathematics
McElroy	Rachel	SAMS	Mathematics
Myers	Tamara	SAMS	Exceptional Children
Purkerson	Donna	SAMS	English As A Second Language
Ross	Anthony	SAMS	English Language Arts/Social Studies
Toscano	Kristen	SAMS	Exceptional Children
Trollinger	Sarah	SAMS	Mathematics
Wiley	Sharon	SAMS	English As A Second Language

**\*C. RESIGNATIONS/RETIREMENT/SEPARATIONS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE DATE</b>
Benhart	Scott	NAMS	Band	6/13/2018
Benhart	Suzanne	AHS	Band	6/13/2018
Cappello	Emily	BAL	Media	6/13/2018
Dye	Kari	BAL	5th Grade	6/30/2018
Moore	Caryn	BAL	After School Program Assistant	5/4/2018
Smith	Patrick	AHS	Long-Term/Short-Term Intervention	6/30/2018

**\*D. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE DATE</b>
LeMarier	Rachel	GBT	Exceptional Children	8/9/2018
Pascual	Osmara	BAL	After School Assistant	4/17/2018
Roberto	Ashlyn	SAMS	Exceptional Children	8/9/2018
Shinn	Carla	CO	Substitute/ \$103 per day	5/11/2018
Towery	Mari "Kalen"	TBD	Elementary	8/9/2018
Wilson	Shameeka	TBD	Exceptional Children	8/9/2018
Wilson	Shameeka	CO	Substitute/ \$80 per day	4/30/2018
Wyatt	Kathleen	CO	Substitute Bus Driver	5/7/2018

**\*E. ADMINSTRATIVE CONTRACTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE DATE</b>
Harris	Robin	CO	Director of Federal Programs/ELL	7/1/2018-6/30/2022
Pack	Julie	CO	Director of Secondary and CTE	7/1/2018-6/30/2022

**F. ADMINSTRATIVE TRANSFERS**

Evans	Ann	CWM to GBT	Assistant Principal to Principal	7/1/2018
Hayes	Lisa	DLL	Assistant Principal to Principal	7/1/2018
Roman	Jordi	DLL to CO	Principal to Director of Elementary Education	7/1/2018

**Asheboro City Schools  
Personnel Transactions - Addendum  
May 10, 2018**

**\*C. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Mondragon	Jose	SAMS	Exceptional Children	6/13/2018

**\*D. APPOINTMENTS**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Burgess	Kimberly	TBD	Exceptional Children	8/15/2018
Friedman	Nikki	LP	Exceptional Children	8/15/2018
Pena	Lucia	SAMS	Custodian	5/14/2018
Towery	Kalen	CO	Substitute/\$80 per day	5/14/2018
Vickrey	Lauren	TBD	Speech Language Pathologist	8/15/2018

**ASHEBORO CITY SCHOOLS  
CERTIFIED APPOINTMENTS  
May 10, 2018**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
LeMarier, Rachel	High Point University B: Special Education, Adapted Curriculum M: Intellectual Disabilities	Exceptional Children

Ms. LeMarier is recommended as an exceptional children teacher at Guy B. Teachey Elementary School for the 2018-2019 school year. Ms. LeMarier has a heart for children with disabilities and a strong desire to be an advocate for her students. She believes in student-centered education and she wants to continually grow as a teacher and adapt to the needs of her students. She has assisted in several EC classrooms since 2012, most recently at Wheatmore High School and Andrews High School. Ms. LeMarier is excited to begin her teaching career at Guy B. Teachey and become a valued staff member and compassionate teacher to her students. Please help me welcome Ms. LeMarier to Asheboro City Schools. Welcome Ms. LeMarier!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Roberto, Ashlyn	St. John's University B: Childhood Education Grades 1-6 M: Special Education	Elementary Education Exceptional Children

Ms. Ashlyn Roberto is recommended as an exceptional children teacher at South Asheboro Middle School for the 2018-2019 school year. She studied abroad in Italy, Spain and Paris which gave her valuable insight into other cultures. She also taught English in a small school in Spain which she said was "amazing and eye-opening". Ms. Roberto recently completed her student teaching experience at North Side Elementary School, Hicksville School District in New York. She currently works as an assistant in a self-contained special education classroom in New York where has been able to foster and refine her communication skills with the students. Ms. Roberto is excited to relocate to Asheboro and begin her teaching career in Asheboro City Schools. Welcome Ms. Roberto!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Towery Mari "Kalen"	Appalachian State University B: Elementary Education	Elementary Ed.

Ms. Kalen Towery is recommended as a Kindergarten teacher for Asheboro City Schools for the 2018-2019 school year. Her school assignment has not yet been determined. Ms. Towery will be a first year teacher. She will receive her Bachelor of Arts in Elementary Education in May, 2018 with a concentration in Language, Literacy and the English Learner. Ms. Towery is currently student teaching at Lindley Park Elementary School in a third grade classroom. She also served as an intern in a Kindergarten class in Boone in the Fall, 2017 and in a second grade

class in Hudson, NC in the Spring, 2017. Ms. Towery has received glowing references. Her supervisors have said that she has a great respect for the teaching profession, she enjoys collaborating, she's high energy, and she's very creative, engaging and responsive to student needs. Ms. Towery wants to continuously learn and grow to be the best teacher she can be for her students. She has enjoyed student teaching in our District and she is looking forward to joining our District officially for the next school year. Welcome Ms. Towery!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Wilson, Shameeka	UNC Greensboro B: Professions in Deafness: K-12	Exceptional Children

Ms. Shameeka Wilson is recommended as an exception children teacher for Asheboro City Schools for the 2018-2019 school year. Her school assignment has not yet been determined. Ms. Wilson will be a first year teacher. She is currently working on her Masters of Education in Teacher Education with a concentration in Teaching English Speakers of Other Languages with an expected date of completion of December, 2019. Ms. Wilson recently completed her student teaching at Guy B. Teachey Elementary School. She has also interned at Eastern North Carolina School for the Deaf teaching high school mathematics. Prior to this experience, she participated in the Experiencing China Faculty Led Study Abroad program and taught at a Shanghai Experimental School. Ms. Wilson is eager to begin her professional career in Asheboro City Schools. Please welcome Ms. Wilson!

**ASHEBORO CITY SCHOOLS  
ADMINISTRATIVE TRANSFERS  
May 10, 2018**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Evans, Ann	Niagara University B: Secondary Math Education Bowling Green State University M: Mathematics UNC-Greensboro M: School Administration	Math Principal

Mrs. Ann Evans is recommended as the Principal for Guy B. Teachey Elementary School. Mrs. Evans has served the district as an Assistant Principal at Charles W. McCrary for the past three years. Mrs. Evans is a North Carolina Principal Fellow and participated in the inaugural ACS Teacher Leadership Class, as well as developed and presented district and school-wide professional development for updated math curriculum implementation. Through the Principal Fellows program, Mrs. Evans completed her administrative internship at Julius I. Foust Elementary School, Guilford County Schools. We are excited to welcome Mrs. Evans in her new leadership role and to the Teachey Tiger team.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Hayes, Lisa	University of South Carolina Upstate B: Elementary Education Gardner Webb University M: School Administration	K-6 Principal

Mrs. Lisa Hayes is recommended as Principal at Donna Lee Loflin Elementary School. Mrs. Hayes currently serves Donna Lee Loflin as Assistant Principal and Instructional Facilitator. Mrs. Hayes is an experienced educator who taught for ten years, served as an Assistant Principal for two years and as an Elementary Mathematics Curriculum Facilitator in Gaston County Schools. Mrs. Hayes is skilled in planning, teaching and facilitating instructional lessons as well as professional development. She also has strong technology skills which have aided her in developing mathematics pacing guides, curriculum units and assessments. We look forward to the great things Mrs. Hayes will continue to accomplish at Donna Lee Loflin Elementary School. Congratulations Mrs. Hayes!

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
Roman, Jordi	Southeastern University (FL) B: Secondary English Education The College of New Jersey M: Education UNC – Chapel Hill M: School Administration	Principal

Mr. Jordi Roman is recommended as the Director of Elementary Education. Mr. Roman is a veteran educator who has served as principal at Donna Lee Loflin for the past two years. Previously, he served as principal at Liberty Elementary School in Randolph County Schools. Additionally, he served Asheboro City Schools as an Assistant Principal at North Asheboro Middle School, Lead ESL teacher for the district, and ESL teacher at Asheboro High School. Mr. Roman is a North Carolina Principal Fellow and completed his internship at North Asheboro Middle School. Mr. Roman’s experience and curriculum knowledge will be an asset to the district in his new role. We are pleased to congratulate Mr. Roman!

**ASHEBORO CITY SCHOOLS  
CERTIFIED APPOINTMENTS - ADDENDUM  
May 10, 2018**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Burgess, Kimberly	Gardner-Webb University B: American Sign Language UNC Charlotte Special Education certification	Special Education

Ms. Kimberly Burgess is recommended as an exceptional children teacher for the 2018-2019 school year. Ms. Burgess' school assignment will be determined at a later date. Ms. Burgess comes to us with six years teaching experience and assisting in exceptional children classrooms in the Charlotte Mecklenburg Schools. Ms. Burgess has a passion for teaching special needs children and a strong desire to motivate and inspire them. She is praised by supervisors and co-workers as being a creative and outstanding teacher with a strong work ethic. She is also praised for being "adept at communicating and collaborating" with students, staff and parents. Ms. Burgess is relocating to Asheboro from South Carolina over the summer. She is eager to bring her strong teaching and interpersonal skills to Asheboro City Schools. Please join me in welcoming Ms. Burgess!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Friedman, Nikki	Rutgers University B: Psychology M: Special Education/Elementary Education	Elementary Education Special Education

Ms. Nikki Friedman is recommended as an exceptional children teacher at Lindley Park Elementary School for the 2018-2019 school year. Ms. Friedman comes to us from South Brunswick Public Schools in New Jersey where she has taught fifth grade and special education since 2002. While serving in South Brunswick Public Schools, Ms. Friedman was named Teacher of the Year in 2004 and 2018; and Teacher of Recognition in 2014, 2015, and 2016. She has coached teachers in Guided Reading and Writer's Workshop, facilitated project-based math professional development, served as a Cooperating Teacher and mentored novice teachers. Her outside the box thinking, persistence and connection with students and their families have been hallmarks of her teaching career. Ms. Friedman will be relocating to the area over the summer and is excited to begin her career in Asheboro City Schools. Welcome Ms. Friedman!

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Vickrey, Lauren	UNC at Greensboro B: Communications Sciences & Disorders M: Speech-Language Pathology	Speech Pathology

Ms. Lauren Vickrey is recommended as a speech language pathology teacher for the 2018-2019 school year. The location assignment for Ms. Vickrey will be determined at a later date. She has completed internships serving various ages at Duke University Medical Center, Clapp's Rehabilitation and Nursing Center, Phoenix Academy, and UNCG Speech and Hearing Center. Ms. Vickrey previously served as an Instructional Assistant at Lindley Park Elementary School in 2016 and she is eager to re-join our Asheboro City School and serving our students in her new role. We are excited to have Ms. Vickrey return to our district and begin her Speech Pathologist career in Asheboro City Schools. Welcome back Ms. Vickrey!

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

Overnight Trip

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

Destination: State FFA Convention, Raleigh, NC Date of Trip: June 19-21

Number of Students Involved: 10 Percent of Total Group: \_\_\_\_\_

Reasons for Students Not Attending: Not competing or being recognized at state level

Transportation Method:  Activity Bus  Charter Bus  Private Automobile  Other: \_\_\_\_\_

Charter Bus Service, state name of vendor here: \_\_\_\_\_

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

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

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

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

Departure Time: 6/19 8am Return Time: 6/21 5pm Round Trip Miles (estimated) 150

Estimated Cost to the Student: \$100

Purpose(s) of the Field Trip: State level competitions in Forestry and Parliamentary Procedure, awards recognition for individual students and chapter, keynote speakers, leadership workshops & more.

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.

Dr. Julie Paek, Matthew Kidd (NAMS agriculture teacher) ~~\_\_\_\_\_~~  
~~\_\_\_\_\_~~  
~~\_\_\_\_\_~~

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.

Elizabeth Paek [Signature] 4/13/18  
Sponsor (Group Responsible for Paying for the Trip) Date

Approved: [Signature] 4/13/18  
Principal Date

Approved: [Signature] 4/17/18  
Superintendent or Designee Date

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

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

Riding Activity bus  
w/ Randolph County  
Schools

ASHEBORO CITY SCHOOLS  
FIELD TRIP / TRANSPORTATION REQUEST

Overnight Trip

SEND TO TRANSPORTATION SUPERVISOR - CENTRAL OFFICE

Group Making Request: JROTC School: Asheboro HS

Destination: Fayetteville State University Date of Trip: 17-22 June 2018

Number of Students Involved: 9 Percent of Total Group: 9%

Reasons for Students Not Attending: Fitness Qualifications

Transportation Method:  Activity Bus  Charter Bus  Private Automobile  Other: No Trans Needed

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

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

Departure Time: 8:00 AM Return Time: 3:00 PM Round Trip Miles (estimated) 166

Estimated Cost to the Student: \$50.00

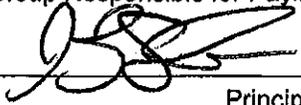
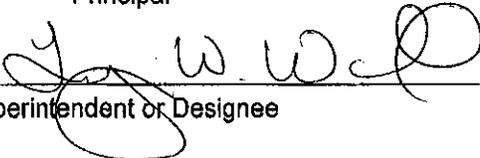
Purpose(s) of the Field Trip: Cadet Officer Leadership School-Cadets will engage in leadership building activities coordinated by 30 JROTC Instructors from 23 NC High Schools.

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.

MSgt John Davis

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>JROTC/MSgt John Davis</u>		<u>4 May 2018</u>
Sponsor (Group Responsible for Paying for the Trip)		Date
Approved:	 Principal	<u>5/7/18</u> Date
Approved:	 Superintendent or Designee	<u>5/9/18</u> Date
Transportation Scheduled:	Transportation Supervisor	Date

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

Policies  
For  
30-Day Review

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

**A. COMPOSITION OF THE COUNCIL**

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

**B. APPOINTMENT OF BUSINESS AND INDUSTRY REPRESENTATIVES**

1. Initial Appointment of Business and Industry Representatives

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

2. Subsequent Appointment of Business and Industry Representatives

a. Reasons for Appointment

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

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

b. Appointment Process

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

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

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

**C. OPERATION OF THE COUNCIL**

The business advisory council will operate in accordance with G.S. 115C-170. The superintendent shall provide the council with a meeting space and shall assign necessary administrative staff to assist the council. The council shall report back to the board annually on its recommendations for the school system's career and technical education instruction, activities, and services. Meetings of the council are subject to the requirements of the open meetings law in Article 33C of Chapter 143 of the General Statutes.

Legal References: G.S. 115C-47(30), -55, -170; 143 art. 33C

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

Adopted:

The board welcomes new and innovative ideas in curriculum as additional avenues to achieve the goals and objectives of the educational program. Administrators are encouraged to pursue innovative programs and to take advantage of community resources in order to enhance and enrich the learning process. In addition, the board believes that parental involvement is vital to the development and implementation of new programs and encourages administrators to involve parents in plans for innovative projects.

The board encourages school administrators to use community resources, including businesses that can effectively contribute to the advancement of educational goals. Resource persons in the community may be used in the classroom to help with teaching the prescribed curriculum. High school administrators are encouraged to partner with local businesses to facilitate high school-to-work partnerships for students who have indicated that they are unlikely to seek higher education. The board encourages local businesses to work with high school administrators to create opportunities for students to complete job shadows, internships or apprenticeships. The career and technical education administrator shall designate a career development coordinator at the high school to be the contact person for local businesses.

The superintendent shall periodically consult with local industries, employers, business advisory councils, and the local workforce development board to identify industry certification and credentials the board may offer to best meet workforce needs. The superintendent shall consider this information in planning the educational program.

Other innovative pilot programs may be initiated by the administrators of any school with the approval of the board. Such programs should be included in the proposed school improvement plan. If the program will modify the curriculum, the proposal should first be submitted to the superintendent or designee in accordance with policy 3100, Curriculum Development. If a school improvement plan is already in effect, school administrators may submit a modified plan for board approval. Board approval is required before implementation may take place.

All pilot projects and educational programs must comply with state and federal laws and regulations. Parents and guardians of children in applicable federally funded programs have the right to inspect all instructional materials used in connection with such programs.

The superintendent shall develop administrative regulations, as necessary, to implement this policy.

Legal References: 20 U.S.C. 1232h; G.S. 115Cart. 16; 115C-36, -47, -156.2(a), -157

Cross References: Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), School Improvement Plan (policy 3430)

Adopted: March 8, 2012

Updated: March 13, 2014

## **TRANSFER OF STUDENTS TO OTHER SCHOOL DISTRICTS**

*Policy Code:*

**41254**

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The Asheboro City Board of Education believes that in almost all cases the child should attend the school that serves his/her domicile. Exceptions to this will be made in limited circumstances within the criteria provided below and any administrative procedures established by the superintendent.

### **A. INTER-DISTRICT AGREEMENT**

In full compliance with North Carolina General Statutes 115C-366 and 366.1:

Any student domiciled within the Asheboro City Schools district who wishes to apply for admission to another public school system in North Carolina, who is not otherwise entitled to enroll, must secure a release of assignment from the Asheboro City Schools prior to assignment to a school in another public school system. The superintendent may grant a release based on the standards established in this policy. If the release is accepted by the board of education of the other public school system, the release and acceptance shall serve as the agreement between the two school systems. The release and acceptance documentation shall be filed in the office of the superintendent and shall serve as the official records of agreement between the two boards.

### **B. CRITERIA FOR RELEASE**

The parent, legal guardian, or legal custodian must make a written application to the office of the superintendent for an out-of-district transfer. Such an application must be submitted in writing by June 1. A decision will be made and notice mailed by June 30. In instances where there are extraordinary, compelling and specific circumstances that make the June 1 deadline impossible to comply with, the superintendent may accept the application after June 1. In such cases, a decision will be made and notice mailed within 20 working days. Students may be released by the superintendent, or designee, to attend school in another school administrative unit for one or more of the following reasons:

1. Employee of a Public School System

A student whose parent, legal guardian, or legal custodian is a permanent employee of another school system may be released.

2. Change of Domicile

A student whose parent, legal guardian, or legal custodian plan to move out of the Asheboro City Schools within 90 days after the beginning of the school year may

be released at the beginning of the school year to the school system serving the student's new domicile. A student who changes his/her domicile during the course of the school year may be released to the school system previously attended for the remainder of the school year. A student who changes his/her domicile during or after the completion of the 11<sup>th</sup> grade may be released for the 12<sup>th</sup> grade to the school serving his/her prior domicile.

3. Exceptional Student Program Transfers

A student in the exceptional student program may be released upon the recommendation of the IEP Team.

4. Hardship

A student may be released because of undue hardship, or extraordinary, compelling, specific circumstances.

5. Special Curricular Needs

A student who is unable to obtain specially needed courses or programs in their regularly assigned school may be released to another school.

6. School Utilization

A student may be released when it would provide for the more orderly and efficient administration and operation of the schools in the district.

**C. ATHLETICS**

Athletics or participation in athletics is not a lawful reason for release.

**D. CONDITIONS FOR RELEASE**

Any release or admissions granted pursuant to this policy will be for one school year and a written application for renewal must be made annually.

The superintendent may issue administrative regulations necessary for the implementation of this policy.

Domiciled students who are released based upon false or misleading information on their application will have their release voided and rescinded immediately.

Domiciled students who are released to other school administrative units are responsible for their own transportation.

**E. APPEAL OF RELEASE DECISIONS**

A decision of the superintendent's designee may be appealed to the superintendent. An appeal to the superintendent must be received in writing no later than five working days following receipt of the decision of the superintendent's designee. The superintendent will review the appeal and make a written determination within 30 days of receiving the appeal.

Legal Reference: 115C-36, -366, -366.1, -369

Cross Reference: Discretionary Admission (policy 4130), Tuition for Discretionary Admission (policy 4135)

Adopted: April 12, 2001

Updated: November 10, 2005

Administrative Procedure: Yes

Reviewed by Policy Committee: October 11, 2007

## **ORGANIZATION OF THE STUDENT HEALTH SERVICES**

*Policy Code:* **6110**

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The superintendent shall establish student health services consistent with board goals as provided in board policy 6100, Goals of Student Health Services, and state and federal laws and regulations. Duties related to the health services will be included in appropriate job descriptions. Each principal is responsible for providing supervision of the student health services offered at his or her school.

Legal References: G.S. 115C-36; -288(e), -307(b) and (c)

Cross References: Goals of Student Health Services (policy 6100)

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

Administrative Procedure: None

Updated: March 12, 2009

## **PURCHASING REQUIREMENTS FOR EQUIPMENT, MATERIALS, AND SUPPLIES**

*Policy Code:*

**6430**

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All purchases of apparatus, supplies, materials, and equipment will be made in accordance with all applicable state laws and regulations, including Article 8 of Chapter 143 and Articles 6E and 6G of Chapter 147 of the North Carolina General Statutes, board policy, and school system purchasing procedures. Purchasing contracts subject to the E-Verify requirement will contain a provision stating that the contractor and contractor's subcontractors must comply with the requirements of G.S. Chapter 64, Article 2. Purchases using federal funds must also be made in accordance with all applicable requirements of federal law and regulation, including the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ("Uniform Guidance") issued by the U.S. Office of Budget and Management. All employees involved in purchasing must be familiar with applicable requirements.

The finance officer or designee shall ensure that written specifications for desired products are descriptive and clear and incorporate the quality requirements and service needs of the school system. There is no minimum number of bids, proposals, or quotes required for the purchase of apparatus, supplies, materials, and equipment (whether formally or informally bid); however, the board encourages the finance officer or designee to obtain at least two (2) bids, proposals, or quotes when feasible.

Except as otherwise required by law or specified by the board, the board delegates to the superintendent or finance officer the authority to award contracts for the purchase of apparatus, supplies, materials, and equipment up to the formal bid threshold. In order to award formal bid contracts the signature of both the superintendent and the finance officer are required. The finance officer or designee and any additional staff deemed appropriate by the superintendent shall review submissions of bids, proposals, or quotes to determine if they are responsive to the system's specifications and will make recommendations to the superintendent or finance officer. The superintendent or finance officer may award the contract based upon such recommendations or will make a recommendation to the board for award of the contract by the board.

Apparatus, supplies, materials, and equipment must be purchased in accordance with the following requirements.

### **A. FORMAL BIDS (EQUAL TO OR MORE THAN \$90,000)**

The purchase of apparatus, supplies, materials, or equipment for expenditures equal to or more than \$90,000 must be secured through the competitive bid process governed by G.S. 143-129. The superintendent or finance officer is authorized to determine the best method for formally bidding a product or, as appropriate, utilizing one of the exceptions to formal bidding as provided below in Section E. The finance officer or designee shall oversee the use of any purchasing method and ensure that all state requirements are met, including advertisement, sealed bids, maintaining records, and public opening of bids. The board authorizes the use of newspaper advertisement, electronic advertisement, or both for formal bids; however, the superintendent has the authority to determine which method will be used

for a specific purchase or categories of purchases.

Awards will be made to the lowest responsible bidder(s) whose bid or proposal meets the requirements and criteria set forth by the school system, taking into consideration quality, performance, and the time specified in the proposal for the performance of the contract. To be eligible for an award of a contract subject to G.S. 143-129, the contractor and its subcontractors, if any, must demonstrate compliance with all applicable provisions of G.S. Chapter 64, Article 2, including the responsibility to use E-Verify. All contracts awarded must be in writing.

The board permits the use of the following processes for contracts that require formal bidding.

1. Competitive Sealed Bids

A competitive sealed bid (or invitation to bid) may be used to request the cost of particular goods by providing detailed specifications in advance.

2. Reverse Auction

Pursuant to G.S. 143-129.9(a)(1), the school system may use reverse auctions as an alternative to sealed bid procedures. For purposes of this policy, “reverse auction” means a real-time purchasing process in which bidders compete to provide goods at the lowest selling price in an open and interactive environment. The superintendent or finance officer shall determine whether reverse auctions are appropriate for a specific purchase or category of purchases. To conduct a reverse auction, the finance officer may use a third party, may use the state’s electronic procurement system, or, if appropriate equipment is available, may conduct the auction using school system equipment.

3. Exceptions to Formal Bids

Any of the processes outlined below in Section E may be used in lieu of formal bidding, so long as all requirements of state law are met.

**B. INFORMAL BIDS (\$30,000 TO \$90,000)**

The purchase of apparatus, supplies, materials, or equipment for expenditures of at least \$30,000 but less than \$90,000 must be secured through the informal bidding process governed by G.S. 143-131. The superintendent or finance officer is authorized to determine the best method for securing informal bids on a product. The finance officer or designee shall oversee the use of any purchasing method and ensure that all state requirements are met, including maintaining records of all bids submitted. Records of informal bids will not be available for public inspection until the contract has been awarded. Awards will be made to the lowest responsible, responsive bidder(s) whose bid or proposal meets the requirements and criteria set forth by the school system, taking into

consideration quality, performance, and the time specified in the proposal for the performance of the contract.

1. Competitive Sealed Bids

Informal bid requirements may be met by the use of sealed bids. The finance officer or designee may utilize the methods for formal competitive bids provided in section A or may determine other appropriate methods for soliciting sealed bids. The bid specifications must include the time, date, and place for opening bids. No advertisement for bids is necessary (unless the formal bid process is used); however, the finance officer or designee may advertise for bids as he or she deems appropriate.

2. Quotations

Informal bid requirements may be met by the solicitation of quotes from prospective vendors. Quotations may be solicited and submitted via telephone, fax, e-mail, or the North Carolina E-Procurement system. Telephone quotes must be placed in writing before a final contract will be awarded. Written quotations must be on the vendor's letterhead or an official quotation form.

3. Reverse Auction

A reverse auction may be used to solicit informal bids, consistent with the process provided in Section A.2.

4. Exceptions to Informal Bids

Any of the processes outlined below in Section E may be used in lieu of informal bidding, so long as all requirements of state law are met.

**C. LOCAL REQUIREMENTS FOR PURCHASES FOR LESS THAN \$30,000**

When competitive bidding is not statutorily required, purchases should be made under conditions that foster competition among potential vendors. Purchasing decisions should be made after considering price, quality, suitability for specified need, and timeliness of delivery and performance. The board may refuse to enter into a contract with a supplier or contractor whose performance on a previous contract was found to be unsatisfactory by the superintendent or the board.

If informal bidding is used, the informal bidding process described in Section B, above, may be followed.

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**D. ELECTRONIC BIDDING**

Pursuant to G.S. 143-129.9(a)(2), the school system may receive bids electronically in addition to or instead of paper bids. If electronic bids are used for purchases that must be formally bid, procedures for receipt of electronic bids must be designed to ensure the security, authenticity, and confidentiality of the bids to at least the same extent as provided with paper bids. The superintendent or finance officer shall determine whether electronic bidding is appropriate for a specific purchase or category of purchases.

**E. EXCEPTIONS TO THE FORMAL AND INFORMAL BIDDING REQUIREMENTS**

The school system may utilize the following purchasing options instead of pursuing competitive bidding. Formal or informal bidding is not required if any of these processes are used. The finance officer or designee shall gather information to document the basis for the use of any exceptions to the competitive bidding requirements. The superintendent or finance officer will determine that using one of the following exceptions is appropriate for a specific purchase or group of purchases.

**1. Purchases from Other Governmental Agencies**

Pursuant to G.S. 143-129(e)(1), the school system may contract for the purchase, lease, or other acquisition of apparatus, supplies, materials, or equipment from any other federal, state, or local governmental agency.

**2. Special Emergencies**

Pursuant to G.S. 143-129(e)(2), competitive bidding is not required in cases of special emergencies involving the health and safety of people or their property. For an emergency to exist under the statute, the following factors must exist: (1) the emergency is present, immediate, and existing; (2) the harm cannot be averted through temporary measures; and (3) the emergency was not self-created by the school system.

**3. Competitive Group Purchasing**

Pursuant to G.S. 143-129(e)(3), the school system may make purchases through a competitive bidding group purchasing program, through which another entity uses a competitive process to establish contracts on behalf of multiple entities at discount prices.

**4. State Term Contract**

Pursuant to G.S. 143-129(e)(9), the school system may purchase products included in state term contracts with the state vendor for the price stipulated in the state contract, if the vendor is willing to extend to the school system the same or more favorable prices, terms, and conditions as established in the state contract.

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5. Sole Source Items

Pursuant to G.S. 143-129(e)(6), upon approval of the board of education, the school system may purchase an item through a single or sole source contract under the following circumstances: (1) when performance or price competition is not available; (2) when a needed product is available from only one source of supply; or (3) when standardization or compatibility is the overriding consideration. When requesting a purchase under the sole source exception, the finance officer or designee shall provide the board with documentation that justifies the use of the exception.

6. “Piggybacking” or Previously Bid Contracts

Pursuant to G.S. 143-129(g), upon approval of the board of education, the school system may purchase from any supplier that, within the previous 12 months, has contracted to furnish the needed item to the federal government, to any state government, or to any agency or political subdivision of the federal government or any state government. Before recommending a purchase using the piggybacking exception, the finance officer or designee shall ensure that the following requirements are met: (1) the price and other terms and conditions of the contract are at least as favorable as the prior contract; (2) the contract was entered into following a public, formal bidding process substantially similar to that required by North Carolina General Statutes; (3) the same vendor is used; and (4) notice of intent to award the contract without bidding is publicly advertised at least 10 days prior to the regularly-scheduled board meeting at which the contract will be approved. Before approving the contract, the board must determine that using the contract is in the best interest of the school system.

7. Purchases of Information Technology Goods and Services

Pursuant to G.S. 143-129(e)(7) and 143B-1324(b), the school system may purchase or lease information technology through contracts established by the Department of Information Technology. The finance officer or designee shall work with the information technology department to ensure that any such purchases meet the needs of the school system.

In addition, the school system also may purchase information technology goods and services by using a request for proposal (RFP) pursuant to G.S. 143-129.8, provided that the following requirements are met: (1) notice of the request is provided consistent with the formal bidding notice requirements and (2) contracts are awarded to the person or entity that submits the best overall proposal as determined by the superintendent and finance officer. The RFP should describe the scope of work, general terms and conditions, specifications of the product needed by the school system, and the application process. The information technology supervisor shall assist the finance officer or designee in reviewing the

responsiveness of any RFP submitted pursuant to this subsection. RFPs will be evaluated using the “best value” method as defined in G.S. 143-135.9(a)(1) so that the system may select the most appropriate technological solution to meet the school system’s objectives. However, if the finance officer or designee considers the purchase to be highly complex or is unable to clearly determine what the optimal solution for the school system is, the “solution-based solicitation” or “government-vendor partnership” method may be used. The finance officer or designee may negotiate with the proposer to obtain a final contract that meets the best needs of the school system, so long as the alterations based on such negotiations do not deprive proposers or potential proposers of the opportunity to compete for the contract and do not result in the award of the contract to a different person or entity than would have received it if the alterations had been included in the RFP.

8. Gasoline, Fuel, and Oil Purchases

Pursuant to G.S. 143-129(e)(5), the school system may purchase gasoline, fuel, and oil products without using formal competitive bidding. However, such purchases are subject to the informal bidding requirements provided above.

9. Used Products

Pursuant to G.S. 143-129(e)(10), the school system may purchase previously used apparatus, supplies, materials, or equipment without using formal competitive bidding. Before purchasing used products, the finance officer or designee shall ensure that the products are in good, usable condition and will be sufficient to meet the school system’s needs for a reasonable period of time.

10. Published Materials

Pursuant to G.S. 115C-522(a), compliance with Article 8 of Chapter 143 of the General Statutes is not mandatory for the purchase of published books, manuscripts, maps, pamphlets, and periodicals. Such purchase shall be made in accordance with Section C of this policy.

**F. LEASE PURCHASE CONTRACTS AND OTHER CONTRACTS FINANCED OVER TIME**

Lease purchase contracts, contracts that include options to purchase, and leases for the life of equipment all must be bid consistent with the requirements of G.S. 143-129 and 143-131. The finance officer shall ensure that such contracts meet the legal requirements and the provisions of policy 6420, Contracts with the Board.

**G. USE OF SCHOOL SYSTEM TERM CONTRACTS**

The school system may create and use term contracts for items that are routinely purchased by the school system. If the estimated expenditure for a routine item under the term

contract is equal to or exceeds \$90,000, the contract must be formally bid. If the estimated expenditure is at least \$30,000 but less than \$90,000, the contract must be informally bid. The finance officer or his designee may incorporate the use of a term contract in the bidding specifications. If term contracts are used, the contracts will be created and/or reviewed by the board attorney, in consultation with the finance officer or designee.

#### **H. HISTORICALLY UNDERUTILIZED BUSINESSES**

The board affirms the state's commitment to encouraging the participation of historically underutilized businesses in purchasing functions. The board will comply with all legal requirements and the standards in policy 6402, Participation by Historically Underutilized Businesses.

Legal References: 2 C.F.R. 200.317-326; G.S. 64, Art. 2; 115C-36, -522; 143, art. 8; 143B, art. 14; 147 art. 6E, art. 6G; Sess. Law 2013-128

Cross References: Participation by Historically Underutilized Businesses (policy 6402), Organization of the Purchasing Function (policy 6410), Contracts with the Board (policy 6420)

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

Updated: August 13, 2015, October 13, 2016

Pests are significant problems for people and property. The pesticides that are commonly used in pest control may pose a potential risk to human health and the environment. The board is committed to maintaining a safe educational environment while also protecting the physical conditions of school facilities. To this end, the board will utilize Integrated Pest Management (IPM) programs or incorporate IPM procedures into the maintenance program conducted by the school system. The superintendent will appoint an IPM contact person to facilitate the use of IPM techniques. As necessary, the superintendent will develop administrative procedures for the IPM program.

**A. OVERVIEW OF INTEGRATED PEST MANAGEMENT**

IPM is a comprehensive approach that combines effective, economic, environmentally sound and socially acceptable methods to prevent and solve pest problems. IPM emphasizes pest prevention and provides a decision-making process for determining if, when and where pest suppression is needed and what control tactics are appropriate.

The school system's IPM program will strive to do the following:

1. minimize any potential health, environmental and economic risks from pests or from the use of pest control methods;
2. minimize loss or damage to school structures or property from pests or from the use of pest control methods;
3. minimize the risk of pests spreading into the community; and
4. enhance the quality of facility use for the school and community.

Pesticides use will not be used based *solely* on a schedule. School personnel in charge of pest management will consider how and when pesticides need to be used to achieve the pest management goals.

**B. USE OF IPM IN FACILITY AND MAINTENANCE OPERATIONS**

The school system shall include pest management considerations in facilities planning and maintenance. The IPM contact person, in conjunction with the school system's contracted pest management professional, will recommend to the superintendent any landscaping changes, structural modifications and sanitation changes needed to reduce or prevent pest problems. The superintendent will review such recommendations and may authorize action to address necessary minor changes in a timely manner, as the budget permits. For significant changes or changes that require a significant expenditure of funds, the superintendent will recommend changes to the board for approval.

**C. PROVIDING INFORMATION ON IPM TO THE SCHOOL COMMUNITY**

Staff, students, pest managers, parents and the public will be informed about potential school pest problems, school IPM policies and procedures, and their respective roles in achieving the desired pest management objectives. Each year, the principal or designee will ensure that the student handbook includes the schedule of anticipated pesticide use on school property and a notice to parents of their right to request notification of nonscheduled pesticide use. Notice of nonscheduled pesticide use should be made at least 72 hours in advance, to the extent possible.

**D. RECORDKEEPING**

Records of all pest management activities must be maintained, including inspection records, monitoring records, pest surveillance data sheets or other indicators of pest populations, and a record of structural repairs and modifications. If pesticides are used, records must be maintained on site to meet the requirements of the state regulatory agency and school board.

Legal References: G.S. 115C-12(34)(d) and (e), -36, and -47(457)

Cross References: School Safety (policy 1510/4200/7270), Planning to Address Facility Needs (policy 9000), Care and Maintenance of Facilities (policy 9200)

Adopted: July 15, 2010



## Points of Pride Update

May 10, 2018

- **Asheboro Zoo FFA Team Competes in Guil-Rand Federation Development Events**

On Tuesday, March 27, Asheboro Zoo FFA members competed in the Guil-Rand Federation Leadership Development events held at Trinity High School. Nathaly Trinidad placed second in the Job Interview competition, and the Ritual & Parliamentary Procedure team placed first. This team consisted of Destiney Houghtalen, Carlee Cagle, Tayyiba Azeem, Cameron Kidd, Carson Harvell, and Hannah Taylor.

- **NAMS has Undefeated Soccer Season**

North Asheboro Middle School defeated South Asheboro Middle School to win the Randolph County Middle School Soccer Tournament. NAMS finished the season undefeated and won the conference championship.

- **Lindley Park Student Performs with the Greensboro Symphony Orchestra**

Bearik Bigelow, from Lindley Park Elementary School, was selected to perform his original composed melody "Pharaoh's Tomb" with the Greensboro Symphony Orchestra. In partnership with UNC-G, the symphony played the orchestrated melody for ACS fourth and fifth grade students at the Performing Arts Center.

- **Asheboro High School Global Navigators Receive \$18,140 in Scholarship Awards**

This summer, five students will learn a second language, undertake service projects, and study in another country and culture on CIEE's high school study abroad programs.

- **Katherine Brown** - Promoting Children's Rights & Education in Legon, Ghana
- **Laura Gomez Rodriguez** - Tropical Biodiversity Conservation in Monteverde, Costa Rica
- **Amber Hunter** - Italian Language & Culture in Ferrara, Italy
- **Nicholas Paschal** - German Language & Culture in Berlin, Germany
- **Olivia Tyler** - Creative Arts Studio in Prague, Czech Republic

- **New Pathways to Prosperity Initiative**

Asheboro City Schools, Randolph Community College, and the Randolph County School System unveiled a third pathway focusing on agriculture in their partnership project, Pathways to Prosperity, last week. The project will include the development of a new associate degree in Agribusiness Technology at Randolph Community College. The goal is to have the curriculum developed by the end of the 2017-18 school year so that an application can be submitted to the North Carolina Community College System for approval. The earliest date for launching the new curriculum would be fall 2019.

- **CenturyLink Teachers and Technology Grant**

Charles W. McCrary Elementary School was surprised with a grant in the amount of \$4,911 from the CenturyLink Clark M. Williams Foundation Teachers and Technology Grant Program for the purchase a Nureva Span System, which will create a collaborative, hands-on, technology-based learning environment for students of all ages K-5 who are enrolled at Charles W. McCrary Elementary School.

**Calendar of Upcoming Events**

**Addendum**

**Amended Items**

				<b>Amended Items</b>
Friday	11-May	AHS Senior Showcase	7 - 10:30 p.m.	PAC
Monday	14-May	AHS Spring Sports Ceremony	7-8:30 p.m.	PAC
Tuesday	15-May	AHS Chorus Concert	7:30 - 9 p.m.	PAC
<b>Wednesday</b>	<b>16-May</b>	<b>Optional Teacher Workday</b>		
Thursday	17-May	AHS Jazz Concert	7:30 p.m.	AHS PAC
Thursday	17-May	GBT PTO Chick-Fil-A Night	5 - 8 p.m.	Chick-fil-A (Highway 64)
Friday	18-May	DLL CARE Celebration	1 p.m.	DLL Gym
		RCC - Naming Ceremony of Dahlia G. Oldham		RCC Lobby of College and Career
Monday	21-May	College/Career Readiness Program	10 a.m.	Readiness Dept.
<b>Wednesday</b>	<b>22-May</b>	<b>AHS Community Engagement Presentation Night</b>	<b>6 p.m.</b>	<b>AHS</b>
Thursday	24-May	AHS Spring Band Concert	7 p.m.	AHS PAC
Friday	25-May	AHS Academic Awards Day/ALOHA Day	Awards @ 9:30 a.m.	PAC/ Lee J. Stone Stadium
Tuesday	29-May	Randolph County Commissioners - ACS Budget Presentation	6:40 - 7 p.m.	Randolph County Courthouse
Wednesday	30-May	AHS Academic Awards Night	7 -8 p.m.	PAC
Thursday	31-May	Year-End Staff Appreciation Snacks - All Schools	7:30 a.m.	All schools
Friday	1-Jun	Superintendent's Reading Challenge Award - AHS	8 a.m.	AHS
Friday	1-Jun	DLL Kindergarten Awards Celebration	12:30 p.m.	DLL
Sunday	3-Jun	AHS Baccalaureate Ceremony	<b>7-8 p.m.</b>	PAC
Monday	4-Jun	Superintendent's Reading Challenge Award - GBT, BAL, NAMS, LP, & CWM	8 a.m.	
<b>Monday</b>	<b>4-Jun</b>	<b>SAMS 6th and 7th Grade Awards</b>	<b>1-3:30 p.m.</b>	<b>PAC</b>
Tuesday	5-Jun	Superintendent's Reading Challenge Award - ECDC	8 a.m.	ECDC
Tuesday	5-Jun	DLL 1st & 2nd Grade Awards	12:45 p.m.	DLL
<b>Tuesday</b>	<b>5-Jun</b>	<b>SAMS 8th Grade Awards</b>	<b>1:30-3:30 p.m.</b>	<b>PAC</b>
Tuesday	5-Jun	BAL PTO Meeting	6:30 p.m.	BAL Media Center
Wednesday	6-Jun	Superintendent's Reading Challenge Celebration - SAMS and DLL	8 a.m.	SAMS and GBT
<b>Wednesday</b>	<b>6-Jun</b>	<b>LP Awards (includes Young Scholar Awards)</b>	<b>10 a.m.</b>	<b>DLL</b>
Thursday	7-Jun	BAL Awards (4th grade 9 a.m. and 5th grade 1 p.m.)	9 a.m. and 1 p.m.	BAL
Thursday	7-Jun	DLL 5th (includes 4th NC Scholars) Awards Celebration	10 a.m.	DLL
Thursday	7-Jun	CWM Awards (includes Young Scholars)	12:30 p.m.	CWM
Thursday	7-Jun	DLL 3rd and 4th Grade Awards	1 p.m.	DLL
Friday	8-Jun	GBT Awards Program	8:30 a.m.	GBT
Friday	8-Jun	NAMS Awards Program	9 a.m.	NAMS
Friday	8-Jun	Last Day of School/Graduation	7:00 p.m.	AHS
Monday	11-Jun	Retirement Breakfast	7:30 a.m.	PAC
Monday,	11-Jun	Randolph County Commissioners - Public Hearing on County Budget	6:30 p.m.	Randolph County Courthouse
Thursday	14-Jun	ACS Board of Education Meeting	7:30 p.m.	PDC
Thursday - Friday	June 14-22	ACS Summer Academy (5 days instruction, 2 days testing)	8:00-12 p.m.	SAMS and GBT

Sunday	17-Jun	Rev. Ana Morrison Retirement Reception	12-2 p.m.	Mission Adonai, 819 Woodcrest St., Asheboro
Monday - Thursday	June 18-21	Manufacturing Summer Camp (half-day tours/half-day activities)	8 a.m. - 12 p.m.	RCC
Monday	18-Jun	Randolph County Commissioner - Budget Adoption	6 p.m.	Randolph County Courthouse



**BOARD OF EDUCATION GOALS 2017-2018**

**STRATEGIC GOAL:**

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

**Goal 1. Each student in Asheboro City Schools graduates prepared for further education, work and citizenship.**

**Objective 1.** Align instruction with a guaranteed and viable curriculum, so that students master grade /course standards for career and college readiness.

- a) Develop a plan to ensure a consistent and connected pacing guide, K-12.
- Elementary pacing guides revised and completed for all content areas.
  - Secondary pacing guides revised and completed for all content areas.
  - Instructional facilitators and principals check for alignment and make appropriate adjustments during weekly CASA meetings to ensure consistent and connected pacing guides.

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2017-2018

- Elementary pacing guides have been revised to align to rigorous curricular material. A committee of elementary teachers are currently reviewing to provide feedback so they will be ready by August 17, 2017.
  - All teachers received the updated pacing guides on the August 22 professional development day. We have begun our September grade level/vertical team implementation meetings to help with implementation.
  - Elementary teachers received additional training on the Engage NY materials from the Eureka Math representative at the September and November vertical grade-level meetings.
  - All K-12 curriculum resources have been organized in a central location for teachers: the curriculum Google Team drive.
- b) Provide a Collaboration Around Student Achievement (CASA) toolkit for principals.

- Administrative and School Improvement teams were provided CASA toolkits during summer leadership meetings.
- Thought partners provide support for CASA meetings as needed.

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2017-2018

- NCStar documents have been provided to schools as support for CIP process and CASA discussions.

c) Create a district scorecard to reflect up-to-date data.

- Elementary schools have progress monitoring data sheets to monitor student progress and growth.
- Monthly scorecards for each school with up-to-date data are available.

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2017-2018

- Final School Check-In's were shared following the end of the academic year. Final updates with State data will be shared in July.
- All schools are successfully implementing the NC STAR platform for their School Improvement Planning Process.

d) Enhance monitoring of core instruction through professional development, walk-through data, and administrative leadership team meetings.

- August 19 and 22 - core content teachers and support teachers participated in professional development to unpack standards, align pacing and unit plans, increase rigor, and delve into strategies for identifying and addressing literacy deficits.
- November 8th Professional Development Workday: Secondary teachers participated in "Literacy Design Collaborative (LDC)" and "Math Design Collaborative (MDC)" professional development to incorporate rigorous tasks into core content. Elementary teachers participated in "Engaging Literacy and Core pt. 2" professional development to continue their work from the August professional development (PD) day. All instructional staff began a discussion about addressing unconscious bias through a Canvas PD assignment which included a video message from Dr. Worrell.
- We have had two of the five literacy focused professional development sessions for administrators, IF's, and cabinet members. Phonemic awareness was the Administrative Leadership Team literacy topic covered on October 19th and phonics was the topic at the November 16th meeting.
- During the Fall Administrative Leadership Team meetings, administrators had professional development on enhancing and monitoring core Instruction: "Engaging Students and Increasing Rigor: Intentional Planning; Data Literacy"; EVAAS; MTSS; and "Literacy Components of the ACT".
- ESL teachers, teacher leaders, and administrators took part in professional development with Dr. Kate Kinsella involving academic vocabulary and other literacy lesson resources for all learners.
- ESL and core content teachers engaged in professional development targeting evidence-based practices in various co-teaching settings and models.

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2017-2018

- The district has decided to use the ELEOT tool as our observation tool. Walk-throughs have begun in classrooms to monitor core instruction.
- K-2, 3-5, and 6-12 Vertical Team meetings have occurred throughout the year to align curriculum and share best practices.

**Objective 2.** Define and implement consistent grading practices, so that students and families have a clear understanding of performance.

- a) Develop a plan to reinforce consistency in grading practices across all schools.

**Objective 3.** Enhance the integration of technology with instruction, so that students use digital resources as tools for learning.

- a) Develop and present a digital framework that reflects the multiple aspects of instruction in ACS.
  - Dr. Worrell, Dr. Pack, Dr. Rich, and Mr. Woodyard attended a Digital Leadership Institute for Asheboro City Schools February 22-23, 2017, at the Friday Institute.

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2017-2018

- Asheboro City Schools was one of 15 school districts awarded the Coding and Mobile App grant from NCDPI. The account of the grant is \$28,900 to provide professional development and equipment to enhance coding in the middle schools and add advanced classes at the high school.
  - AP Computer Science Principles was added to the 18-19 Course selections for AHS. Monies from the Coding and Mobile App grant will provide professional development for the instructor.
  - Each middle school will be receiving 25 iPads for use in learning coding and mobile app development this spring as a result of the Coding and Mobile App grant from NCDPI.
- b) Use technology as a tool to provide access to resources and support student achievement.
    - The Canvas Learning Management System and Accelerated Reader have been refreshed with names of current students and course rosters for 2016-2017.
    - Computer-Based SRI (Scholastic Reading Inventory) tests are being administered for each K-8 student. The Scholastic Reading Inventory (SRI) is a criterion-referenced test intended to measure reading comprehension and match students to text so they can read with confidence and control. Results from SRI are reported as scale scores (Lexile® measures).
    - Canvas was used as a medium to deliver district-wide professional development on November 8, 2016.
    - 120 new teacher laptops have been issued to K-8 teachers for use in classroom instruction.
    - Discovery Science Techbook, an online interactive technology tool, was renewed for grades 4-5 and added for grade 8 for 2016-2017.

- The REAL<sup>2</sup> partnership with the Randolph Public Library is active where students can utilize their school IDs to access electronic resources for research and other instructional resources.

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2017-2018

- Advanced Placement teachers will be utilizing AP Insight to enhance learning in AP Biology, Calculus, US History, and World History. AP Insight is a set of research-based online tools targeting concepts and skills critical to college success.
- Math 1 students and teachers will be utilizing an online curriculum resource to enhance instruction and learning and improve achievement in Math 1 classes.

**Objective 4.** Establish transition plans for the district and individual students, so that each student makes continual progress towards graduation.

- a) Develop a process to design measurable transition plans for all students.
- b) Expand opportunities for students to earn college credits.
  - Asheboro City Schools, Randolph Community College, and Randolph County Schools received a grant through NC Works to fund two Career Coaches in Randolph County. Asheboro High School shares a Career Coach with Southwest Randolph High School. The Career Coach focuses on raising dual community college enrollment, supporting students enrolled at the community college, and assisting in developing career plans for students.
  - The Asheboro High School Early College Academy was officially launched at the October 20, 2016, Board of Education meeting by Dr. Worrell and Dr. Shackelford. Students in 8th grade will have the opportunity to enroll in the Academy and graduate with both a high school diploma and an Associate’s Degree from Randolph Community College.
  - Beginning in the Spring of 2017, Asheboro High School Freshmen and Sophomores will have the opportunity to participate in two automotive Career and College Promise Pathways at Randolph Community College.

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2017-2018

- Eighty-six Early College Academy students successfully completed a summer course through North Carolina Virtual Public Schools.
- Eleven sophomores began in the Automotive Academy at Randolph Community College in the Spring of 2017. Recruitment is currently occurring with Freshmen and Sophomores for the next class beginning Spring of 2018.
- Nine Asheboro High School students participated in the Apprenticeship Randolph Orientation Week. The nine AHS students were part of 40 students selected to participate county-wide. Participation in the program could lead to a paid apprenticeship which includes a free education.

**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.

- a) Provide literacy opportunities for primary grade students to improve reading skills and meet grade level expectations by the end of third grade.
- Each school has designed a school schedule for the 2016-2017 school year that provides a minimum of 90 minutes for core literacy instruction and a structured intervention time to support remediation of reading skill deficits.
  - Students receive extra adult support during the guided reading block that provides them with eyeball-to-eyeball instruction from reading assistants, reading specialists, and ESL and EC teachers.
  - Each elementary school has an academic after-school program that provides academic support to students that need additional support in reading.
  - During our Academic Family Teacher Teams (AFTT) meetings, parents are provided with reading achievement levels and progress monitoring data, experience activities to support students at home and set goals for their child's progress.

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2017-2018

- Each elementary school has an intervention block that focuses on literacy. Teachers use these intervention blocks to catch students up in literacy.
- Each elementary school has started their 2017-2018 academic after-school program to support students that need additional support in reading.
- All K-2 teachers and their assistants received Letterland training on the August 18 workday to ensure comprehensive phonics instruction is taking place for all students.
- The OCS program and AHS EC Department has enhanced their collaboration with VocRehab through the PETS (Pre-Employment Transition Services) program to provide students with employment related job-skills training and employment experiences.

- b) Expand summer literacy camps and after-school opportunities to provide the extra support students need to read on grade level.

- 2016 summer camps have been extended for students in grades K-3 in literacy. Read to Achieve (RtA) served first and second grade students this year. Camps were located in four of the five elementary schools. The RtA camp was attended by 213 students. We also had an ELL camp for Kindergarten through third-grade students. This camp was attended by 53 students.
- Students had multiple opportunities to check-out books from the public library and school media centers this summer and take Accelerated Reader tests and receive incentives for reading.

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2017-2018

- 2017 Read to Achieve Summer Camps were located at each elementary school this summer and expanded to five weeks to decrease the summer reading gap. 189 first, second, and third grade students attended camp.
- All K-5 students had access to MyOn and AR reading programs this summer that supported students with a multitude of online books and an incentive program to track reading.

- Dates for 2018 Academic Camps have been set and planning is underway.
- c) Provide high quality, evidenced-based interventions for students. Develop interventions based on assess data, teacher observations, and other tools.
- Professional development for supporting diagnostic literacy assessments was provided to secondary staff on August 22nd.
  - Professional development for utilizing literacy diagnostic data to plan instruction and intervention was provided to all elementary teachers on August 22nd.
  - Select teachers will participate in evidence-based literacy program trainings focusing on phonemic awareness and multi-sensory literacy instruction between August 15th and October 30th to strengthen teacher instructional and intervention practices.
  - EC teachers are scheduled to attend 16 literacy focused professional development sessions at the EC Summer Institutes (7/24-7/27), including sessions on Letterland Intervention to support Regular Education interventions, as well as sessions on vocabulary, comprehension and adolescent literacy.

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2017-2018

- Each school has begun intervention services with at-risk students for the 2017-2018 school year.
- Elementary schools are utilizing Universal Screening data to differentiate core instruction to better meet all student needs.
- The MTSS implementation team is beginning to gather information and resources to support the development of a standard protocol intervention system for implementing schools.
- The MTSS Implementation team has been meeting with each elementary school to explore AimsWeb data to review intervention effectiveness and determine appropriate revisions to Core Success Plans and grade level planning meetings.

**Objective 6.** Provide each student service learning opportunities, so that all students will further develop their citizenship and contribute to their community.

- a) Integrate character education, service learning, and civic engagement into our educational / instructional standards.
- On November 2nd, the Board of Education members along with students from the McCrary Globe-Trotters and the Boys and Girls Club painted our Little Free Libraries.
  - On November 11th Asheboro City Schools' maintenance staff and students assisted in the Field of Honor for the Asheboro Community.
  - Zoo School students participated in the annual Downtown Cleanup (Keep Randolph Beautiful) on October 28<sup>th</sup>. They collected 10.5 lbs. of cigarette filters, which is 28,000 filters, plus 150 lbs. of trash, almost tripling the amount of cigarette filters collected last year.

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2017-2018

- On March 16, AHS hosted a community blood drive where students, faculty, and community members donated 75 units of blood that will benefit our local community.
- b) Promote the use of service learning as an instructional tool and structure opportunities for teachers to create and evaluate integrated units of study through community service learning projects.

**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.

- a) District Multi-Tiered System of Support (MTSS) team module training and identify pilot schools for cohort one.
- The District MTSS Implementation Team participated in the first session of MTSS Module training with Cohort 3 on September 21st.
  - Meeting dates have been scheduled for the District MTSS Problem-Solving Team, MTSS Implementation Team, and the Instructional Facilitators/Coaches teams to continue developing the district-wide implementation plan for MTSS.
  - MTSS District Problem-Solving Team will review data regarding potential barriers, developing a communication plan, and developing common language and understanding in the meeting scheduled for December 12th.
  - MTSS Implementation Team continues to participate in North Carolina Department of Public Instruction online training modules to further develop capacity and skills to support implementation.
  - The C&I Department and MTSS Implementation Team have partnered to share information about utilizing a Universal Screener to evaluate and monitor the effectiveness of Core instruction with IFs on 3/29/17 and presented to teams from each school on 4/10/17.

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**2017-2018**

- Each elementary school will be implementing MTSS this year and received their first training on August 22. The elementary schools participated in additional training on 10/12/17.
- A plan for training teams (elementary) and continuing readiness activities (secondary) has been developed and will be implemented during the 2017-18 school year.
- The district MTSS implementation Team is scheduled to begin Module 2 training (9/12/17) to continue supporting progress of implementation.
- The MTSS Implementation Team has developed and provided training on data-decision rules and progress monitoring guidelines to the training cohort. The Instructional Facilitators will receive additional training on accessing data and data analysis on 10/25/17.
- Each training cohort school has completed a self-assessment of MTSS tool (SAM) and will receive additional coaching support with utilizing the data to guide implementation. All five elementary schools have participated in individual coaching sessions to guide the team through reviewing and using the SAM data to guide team activities and planning.
- The MTSS training cohort participated in a two-hour training session on 2/21 to support on-line professional development through Canvas and the readiness cohort participated in a two-hour professional development on 2/8 to support on-line professional development through Canvas to help both teams access professional development

related to MTSS implementation. These were rescheduled from 1/22 and 1/23 due to schedule changes.

- The Elementary MTSS Training Cohort was provided with district-wide core expectations for ELA and Math. Teams will make additions to document their school's core instructional practices in each of these content areas. Follow-up sessions in March will support further development of core plans and beginning stages of intervention selection. The Secondary Readiness Cohort session in March will focus on planning regarding data, teaming structures and current systems to address core and student needs.

b) Provide Instructional Success Plan (ISP) training and support to begin implementation for all schools and grade levels, focusing on literacy.

- Administrators and elementary teams from each school received training on Instructional Success Plans on August 22<sup>nd</sup> and will implement plans focusing on literacy in the fall of 2016.
- Data from Core Success Plans from all schools will be reviewed with instructional facilitators to engage in problem-solving at the school and district level regarding core instruction on October 18th.
- Procedures have been clarified for implementing the Instructional Success Plans within the context of the pre-referral team, and will be shared with stakeholders on October 18th and 19th.
- Teams from each elementary school will receive training on Instructional Success Plans on August 22<sup>nd</sup> to support implementation.
- Teams will provide recommended forms and proposed timelines for initial implementation to the Curriculum and Instruction Department.
- Teachers across all grade-levels are completing Instructional Success Plans (or similar instructional planning tools) to strengthen the effectiveness of core instruction and engaging in an ongoing review of student progress data.
- The Instructional Team is gathering feedback from implementing teachers and beginning to identify strategies to streamline and improve procedures, supports and implementation as the plans become more integrated with MTSS components in the upcoming school year.

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2017-2018

- Based on feedback from school usage, Instructional Success Plans will be incorporated into future MTSS implementation training plans and each school team will receive additional training and support regarding specific evidence-based practices to improve outcomes.
- Elementary school teams received training on the pre-referral process and how that relates to Instructional Success Plans on October 12th.
- The MTSS Implementation Team provided each training cohort school with a Data Decision Rules document to guide the development of a continuum of intervention supports.

- All five elementary schools have received coaching sessions on using Aimsweb data. Additional support is planned to continue partnering with instructional facilitators to support ongoing problem-solving with data during CASA meetings.

**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.

a) All students grades 7-8 will interact with Career Cruising to conduct an interest inventory to begin career exploration and individual career & course plans.

- All eighth grade students are currently completing their 4-year plan through Career Cruising to plan for high school and careers.

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2017-2018

- Career and Technical Education has also purchased a resource for secondary schools called Virtual Job Shadow to help students explore careers and plan for their future. Counselors and CTE teachers will be trained on the tool September 21.
- In January 2018, AHS began the first Advanced Manufacturing class. Students who take Advanced Manufacturing I and II can earn the Certified Production Technician (CPT) credential.

b) Implement Early College Academy for ACS Students in collaboration with Randolph Community College.

- The Asheboro High School Early College Academy was officially launched at the October 20th Board of Education meeting by Dr. Worrell and Dr. Shackleford. Students in eighth grade will have the opportunity to enroll in the Academy and graduate with both a high school diploma and an Associate's Degree from Randolph Community College.
- Two Asheboro High School Early College Academy information sessions were held for parents and families on January 19th in the AHS Media Center. Applications for the Early College Academy will be due March 3, 2017.

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2017-2018

c) Launch third Pathways to Prosperity Process with Randolph Community College and Randolph County Schools. Conduct Asset Mapping to determine high need area.

- Third pathway with Pathways Partnership was launched in November 2017 in the area of Agriculture. Two strategic planning team meetings were held in 2017 and two will be held in 2018 (one in January and one in February) to finish the pathway planning process.
- As part of the Pathways Activities, 40 Asheboro City Schools eighth graders participated in Manufacturing Day on Friday, October 6th. NAMS students toured CCP Global and SAMS students toured Jaeco Precision, Inc. before joining other Randolph County eighth graders at Randolph Community College to participate in an assembly line simulation and tour the Advanced Manufacturing programs.

- On March 27, 2018, Asheboro High School tenth graders will participate in Advanced Manufacturing Day to expose them to potential careers and post-secondary options in the manufacturing industry.
- On March 28, 2018, eighth graders will participate in Health Sciences Day at Randolph Community College to expose them to potential careers and postsecondary options in the healthcare industry.

**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.

a) Provide a variety of STEAM events at the district and school level.

- Students attended STEM camps this summer through the following opportunities: Secondary students attended the STEM Camp at the AHS Zoo School and elementary students at Saint Luke’s Church.
- Hour of Code is the week of December 5-9. A district Hour of Code event was held Monday, December 5th, in the PDC from 5-7 p.m. Students and families were able to code together in Minecraft, Pixel Press, Arduino, Code Academy, and more! Each school will hold Hour of Code events throughout the week.

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2017-2018

- On December 4, 2017, Asheboro City Schools kicked-off computer science week with a district Hour of Code event at the PDC with over 125 students, family, and staff participating in coding and computer science activities. Throughout the week, schools continued to provide activities for students on coding and computer science.
- Secondary STEAM Competition Launch is set for Saturday, February 24th, from 9-12. Students will do a mini-STEAM challenge and receive their challenge for the STEAM Competition on April 11, 2018.

b) Provide technology training as part of parent education offerings.

**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.

a) Explore and implement additional after-school, summer opportunities that align with student interest and improve proficiency.

- Students had opportunities to attend camps this summer that were aligned to their interests; some camps were the City Camp at Balfour Elementary, STEM camps, literacy camps, and health sciences camps. The Read to Achieve camps added a new component this year that allowed students to research and study topics that were of high interest to the students.
- Each elementary school has an academic after-school program that provides academic support to students that need additional support in reading.
- High school juniors and seniors will explore 10 NC colleges and universities of their choice in order to facilitate awareness of post-secondary options and requirements in authentic environments.

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2017-2018

- Our summer learning opportunities are going strong! Several camps have completed and several are in the midst of their schedules. Students are engaged and happy while they are learning this summer!!
- Each elementary school has begun their after-school program for the 2017-2018 school year.
- Elementary schools are beginning after-school tutoring programs for at-risk students now through the end of May.

b) Provide opportunities for Asheboro City Schools' students to participate in cultural exchange activities.

- During the summer of 2017, five Asheboro High School students participated in a Summer Abroad program through the Council on International Educational Exchange (CIEE): Earla Estrada Perez participated in a Spanish language program in Alicante, Spain; Makayla Hunter participated in an Arabic Language and Moroccan Culture program in Rabat, Morocco; Carolina Leon-Valderrama participated in a German Language and Culture program in Berlin, Germany; Zoey Little participated in a Leadership through Mandela's Example in Cape Town, South Africa; and Noah Young participated in an Italian Language and Culture program in Ferrara, Italy.

c) Pilot dual language program at Balfour Elementary School.

- Balfour Elementary implemented the Dual-Language Immersion program in Kindergarten for the 2016-2017 school year.

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2017-2018

- Lindley Park implemented the Dual-Language Immersion program in Kindergarten for the 2017-2018 school year.
- Balfour added first grade to its Dual-Language Immersion program for the 2017-2018 school year.

d) Create and evaluate integrated units of study that personalize student learning.

- Six elementary teachers attended Math and Project-Based/Problem-Based Learning for Student Success (MAPSS) training this summer and are currently implementing integrated math units of instruction. These teachers have shared some of their expertise during the November mandatory professional development days at their schools.

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2017-2018

- Teams of elementary and secondary teachers are creating units and lessons this summer using high-quality, rigorous materials.
- Ten students earned credit for eleven high school courses through Credit by Demonstrated Mastery during the summer of 2017. Course credits were earned in Spanish 1, Spanish 2, Entrepreneurship 1, Fashion Merchandising, and NC Math 2.
- Nine students earned credit for nine high school courses through Credit by Demonstrated Mastery. Course credits were earned in American History 1, Earth and Environmental Science, Spanish 1, Spanish 2, Chinese 1, Chemistry, and English 2.

- Thirty students have applied to participate in Credit by Demonstrated Mastery for the 2018 spring semester.

**Objective 5.** Cultivate partnerships with families and the community so that student learning experiences are enhanced.

a) Develop and implement Family Engagement initiatives that are connected to student learning and build strong relationships with parents.

- All schools trained in the Karen Mapp model of family engagement and are currently planning the first of three Academic Family Teacher Team meetings.
- All schools hosted their first Academic Family Teacher Teams (AFTT) engagement nights during the first semester based on the Karen Mapp model of family engagement.
- Faith-Based and Latino Advisory Councils have been established to further focus on the academic needs of our students and families.
- Families participated in the All Comet Challenge which promoted healthy, active lifestyle experiences for kids. This venture was jointly led by the parent organizations within our district.

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2017-2018

- All schools hosted their first Academic Family Teacher Team Meetings and are preparing for the second round of AFTT meetings scheduled throughout January and February.

**Objective 6.** Expand opportunities for each student to experience the cultural arts, so that all students strengthen and develop their creativity and collaboration.

a) Expand opportunities for students to experience cultural/ performing arts.

- The Charlotte Opera Express Company performed for Asheboro City Schools third, fourth, and fifth grade students. They performed the Tortoise and the Hare.
- The Park Street Players performed “You Can’t Take It With You” in November.
- The Park Street Players performed “The Phantom of the Opera” in February.

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2017-2018

- The Park Street Players performed “Almost, Maine” in Fall 2017.
- The Park Street Players performed “The Hunchback of Notre Dame” March 8-10. The cast featured 34 AHS students and a volunteer adult chorus of community members. AHS was the first North Carolina School of any kind to perform this musical.

**Goal 3. Each student has excellent educators every day.**

**Objective 1.** Recruit, develop, and retain high quality professionals, so that students continue to learn and grow.

a) Research and evaluate the feasibility of hosting a local career fair.

- Hosted a successful ACS Career Fair on Saturday, February 25th, in the PDC from 9 a.m. to noon.

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2017-2018

- To date, three hires as a result of the career fair
- ACS Career Fair set for Saturday, February 24, 2018
- EC staff members have provided feedback about proposed professional development topics to develop core content for PD necessary to support EC teachers. The data will be used to outline a comprehensive PD plan.

b) Implement TeacherMatch and the North Carolina new online application process.

- Planning to transition to this new applicant tracking system by December 2016.
- Principal training is February 16th.

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2017-2018

- Implementation a success. Planning to implement the onboarding module in the spring.

c) Evaluate the impact of attending specific college career fairs.

- ACS registered to attend seven college campus teacher fairs, plus a Virtual Career Fair sponsored by the Personnel Administrators of North Carolina.

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2017-2018

- In the process of reviewing all career fair options and preparing the spring career fair calendar.
- Poised to offer early contracts to student teachers, or others with a proven track record of success.

d) Work with Asheboro High School administration to determine steps to re-launch a teacher cadet program.

- In 2017-2018, students will have the opportunity to take new Career and Technical Education courses: Principles of Education & Training and Human Growth and Development. These two courses will offer students the opportunity to gain the understanding of careers within the education and training career cluster as well as understanding the human development across the lifespan. In addition, students will have the opportunity for work-based learning opportunity in classrooms across the district and give the district a chance to nurture our own teaching force.

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2017-2018

- In Spring 2018, 19 students are enrolled in the Principles of Education & Training.

**Objective 2.** Foster a culture of professional growth, so that all employees are supported in achieving high standards and increased student performance.

a) Develop a school administrator leadership program.

- b) Complete a professional development needs assessment, which will result in a comprehensive professional development plan.
- c) Evaluate and summarize Collaboration Around Student Achievement team data to determine professional development needs.

**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.

- a) Research employee recognition programs and recommend new ways to celebrate and recognize staff.
  - Considering adding a “Perfect Attendance” award at each school; criteria TBD

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2017-2018

- b) Communicate regularly regarding the services provided through Asheboro City Schools Employee Assistance Program provider.
  - Information shared during enrollment process, available on the district website and administrators reminded of the EPA program at the April ALT meeting.

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2017-2018

**Goal 4. Asheboro City Schools will have up-to-date business, technology, and communication systems to serve its students, families, and staff.**

**Objective 1:** Provide access and up-to-date training on the use of technology and communication systems, so that students, families, and/or staff can effectively use these resources to support student progress.

- a) Participate in Department of Public Instruction’s Enterprise Resource Planning Systems software study.
- b) Document current telecommunication capabilities and needs.
- c) Develop implementation plan and budget for updated communications system.
- d) Conduct a needs assessment survey of students and families on home internet access.
- e) Communicate with city and local government to assess plans for community internet access.

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2017-2018

**Objective 2:** Utilize technology-based collection systems for data analysis, so that data-based decisions are made about instruction, programs, and operations to ensure continuous improvement throughout the district.

- a) Deliver professional development for the Administrative Leadership Team and each school on the disaggregation and analysis of SchoolNet data generated through formative and benchmark assessments.

- SchoolNet data from the final benchmark of the 2015-2016 school year was disaggregated by standard for each school and shared with administrators in July and school leadership teams in August to support the EOG and EOC summative data analysis.
- SchoolNet data from the initial benchmark assessments from the 2016-2017 school year was shared and analyzed with the administrative leaders. Data was compiled for the progress monitoring forms in the elementary schools.

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#### 2017-2018

- SchoolNet data from initial, mid-year, and final benchmarks are tabulated on the School Check-In data forms after each assessment.
- Analysis by goal and standard of the final SchoolNet EOG and EOC benchmarks were provided to each school. This facilitates the analysis of student strengths and opportunities for growth and discussion concerning instruction.
- After the first NC Check-In assessments were administered in November in Reading/English/Language Arts (Grades 5, 6, & 7) and Mathematics (Grades 4, 5, & 6), data analysis sessions were held with Instructional Facilitators and grade level teams at each school to analyze student performance and areas for improvement.
- The second round of NC Check-In assessments were administered in January and early February. Data analysis sessions were offered to all schools. Six schools scheduled meetings with school administrators, instructional facilitators, and grade-level teams.

b) Deliver professional development for administrators and each school on the effective use of EVAAS to support instruction.

- Professional development was provided to administrators and instructional facilitators in October on the effective use of EVAAS to support instruction.
- Administrators reviewed the use of EVAAS data in problem-solving with data during the November Administrative Leadership Team meeting.

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#### 2017-2018

- Each school participated in EVAAS Roster Verification in April or May. This allowed teachers to define their portion of instruction provided for each student.
- EVAAS Growth data for 2016-17 was shared with administrators and teachers in early November.
- CTE teachers met with Dr. Maerz to review the calculation of EVAAS Growth Data and the use of data to inform instruction. We specifically reviewed the predictive data available for teachers.
- Meetings for Fall 2017 EVAAS Roster Verification were held during planning periods at the high school with teachers, Dr. Maerz, and Dr. Rogers. Dr. Maerz and Dr. Rogers met to review all over-claimed and under-claimed students.

c) Update benchmark assessments and monitor alignment with the NC Standard Course of Study and state assessments.

- All grade-levels have updated benchmarks. Initial benchmarks were given in September and the mid-year will be in January. Final summative benchmarks will be in April.

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2017-2018

- Grade five teachers at Charles W. McCrary participated in a pilot study in the use of NC Check-In Benchmark assessments in Grade 5 Mathematics. The feedback from teachers and administrators was positive.
  - NC Check-ins have been adopted for use in grades four, five, and six in Mathematics and grade five, six, and seven in Reading/English Language Arts for the 2017-2018 school year.
  - Central office representatives met with teachers, instructional facilitators, and principals to review the NC Check-In Assessment data. Using the data, we planned for future instructional needs.
  - Comprehensive benchmarks were administered for the High School End-of-Course exams in English 2, Biology, and NC Math 1 in December. Data was used by teachers to plan instruction for the end of the semester.
  - The second round of school benchmarks were administered in January and early February. Data is available through SchoolNet for teachers, Instructional Facilitators, and administrators..
- d) Provide additional professional development on the implementation of the Baldrige Performance Excellence Program.
- e) Implement district Long-Range Facilities Plan and work with County Commissioners to secure funding to support the plan.
- f) Deliver professional development on the use of Canvas to support integration into instruction.
- “Coffee and Canvas” professional development was presented to new and veteran teachers at Asheboro High School on August 24th. More than 20 teachers were in attendance. Future sessions are planned as well.
  - New users to Canvas are encouraged to participate in a self-paced Canvas course on how to use the program.

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2017-2018

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**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.

- a) Continue to distribute a monthly community newsletter.
- A newsletter is being sent on a monthly basis. Newsletters are sent to all ACS families as well as key community stakeholders the week after the regularly-scheduled Board of Education meeting.

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2017-2018

- b) Develop a team and begin researching strategies for district marketing.
- A calendar and communications plan for the remainder of the 2016-17 school year has been created. The plan accounts for events we know will take place between now and

the last day of the school, however it is constantly being updated with new emerging information we're receiving from our students, families, and school administrators.

- We are now updating the social media (Facebook and Twitter) three to seven times per week.
- We are writing monthly articles for Thrive magazine.
- We have created a new strategic planning document that has been distributed to our schools.
- We have a new annual report (based on information from 15-16) that has been sent to all taxpayers in the Asheboro community.
- Just completed our first round of school tours at each school in the district.
- In the process of completing a mailer for the community that promotes all our academic, athletic, and cultural arts programming in the district.

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#### 2017-2018

- Communications Audit was completed at the beginning of the 2017-2018 school year in which all communication tools were examined and we were given suggestions on how to better use these tools.
- In December, the district completed the 2016-17 annual report that has been mailed to approximately 8,500 supplemental taxpayers throughout Asheboro and Randolph County.
- In early December, the district contracted with a professional photographer/videographer to take photos and videos in our schools to be used in print and electronic communications.
- Dr. Worrell started monthly speaking engagements with Larry Reid on WKXR radio to share news and events from Asheboro City Schools.
- Maira Cortes (receptionist and in-house designer) has developed infographics to better help us tell our story through the use of pictures and short verbiage
- Prior to the beginning of the 2017-2018 school year, a comprehensive communication plan was developed to outline timely communications in the form of press releases, Blackboard Connect phone calls, articles, social media, face-to-face meetings, Peachjar, Monday Musings, the community newsletters, and various community presentations.
- Along with the development of the communication plan, we also developed a communication plan worksheet, the Asheboro City Schools Style and Design Guide, a special event planning checklist, and a crisis communication plan (with pre-scripted messages for different situations).
- We are up 61 Likes on Facebook since the start of the 2017-2018 school year.
- We have "boosted" one post this year that netted 946 views and engaged 39 individuals (cost was \$10 to boost).
- In collaboration with the district's Information Technology Department, we have acquired a device that allows the district to LIVE stream our events via the district's social media platforms and the new website. With the new device, we LIVE streamed the annual State of Our Schools event for the first time!
- We "boosted" our second post of the school year. With this \$20 investment, we were able to reach 1,588 individuals and engage with an additional 105 through the use of Facebook promotions. This "boost" promoted the Asheboro City Schools Teacher Recruitment Fair which was held on Saturday, February 24, 2018.

- Hosted the 2018 Legislative Breakfast on Friday, February 23. All four legislators representing Randolph County were in attendance. This was a great way opportunity for our Board to connect with local legislators and discuss topics of importance to our Board of Education.
  - Since the beginning of the school year, the Facebook page has accrued 408 page “Likes.”
- c) Update the district website to better communicate with all stakeholders.
- A Facebook feed has been added to the front of the Asheboro City Schools website. The new logo has been added to the front of the Asheboro City Schools website.
  - We are utilizing the left side of the website to promote upcoming events. Press releases listed here are also hyperlinked to a new page titled, “District News,” where all press release from this school year are placed.

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#### 2017-2018

- In November 2017, it was decided to switch website hosting vendors. We are in the process of transitioning from School Messenger to E-School Views in order to have more and better access to up-to-date website and communication tools.
  - The new site is set to go LIVE on January 18.
  - The district and all school-level sites will look similar.
  - Two major goals with new websites - ADA compliance and quicker, easier access to pertinent information for users.
  - The new sites will primarily be for external users (families, students, the community, the public). In other words, we are moving instructional resources to a secure location for teachers and instructional staff to access - but away from the public-facing site.
  - Webmasters completed a second training on the use of the new website on Tuesday, January 30. They are continuing to do work to ensure the sites are ready to go live on Friday, February 9.
  - At this point, we are updating both the old website and new websites in anticipation of the switchover on Friday, February 9.
  - We are excited about the new use of infographics to help tell our “story.” By using the blips of information that are tied to a single graphic, we hope to give key communicators to informational tools they need to help spread the word about our exceptional school district.
  - We have officially launched the new website!
  - District and school-level webmasters are continuing to update News and Events on all websites to make information more readily available for website users.
  - Continuing to tweak navigational elements on the website to ensure we meeting the industry-standard of the “three-click” rule.
  - Developing a draft of the Exceptional Children Services Department webpage to update information and resources.
- d) Develop materials featuring diverse programs throughout Asheboro City Schools for potential employee candidates.
- In the process of completing a mailer for the community that promotes all our academic, athletic, and cultural arts programming in the district.
  - Hosted the Asheboro City Schools 2018 State of Our Schools reception and program in which we highlighted the district’s many accomplishments thus far as well as student

and teacher achievements as well. At the event, families, local leaders, and staff heard from the 2017-18 Teacher and Principal of the Year, community volunteer Mr. Lennitt Bligen, and enjoyed a number of musical performances by Asheboro City Schools students.

- Created the Teacher Recruitment Event on Facebook and we are working with Human Resources to promote the event to reach a number of highly-qualified candidates.
- The NEW and improved Asheboro City Schools website will also serve a tool in which we attract highly-qualified educators to our innovative school district.

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2017-2018

- e) Integrate the new Asheboro City Schools logo across all mediums and platforms.
  - The new Asheboro City Schools' logo has been added to ID badges, website, letterhead, presentations, presentation folders, and administrative apparel.
  - The new logo is now on all ACS stationary and giveaway items.

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2017-2018

- As of January 2018, the new ACS logo has been integrated across the district.

**Goal 5. Each student is healthy, safe and responsible.**

**Objective 1.** Design, implement, and evaluate a system-wide process to ensure students are connected to an adult advocate, so that each student collaborates regularly with a mentor or trusted adult.

- a) Research evidence-based practices in student mentor programs to develop an implementation plan.

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2017-2018

**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.

- a) Coordinate professional development related to mental health to best serve student needs.
  - Staff members from Student Services and EC Departments have registered to attend Mental Health First Aid Train-the-Trainer sessions between now and Fall 2017.

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2017-2018

- Initiated the request for proposal process for vetting mental health providers in our community who will partner to serve our students in school settings. Updated contacts and agreements for the 2017-18 school year will be gathered and communicated with administrators by the beginning of the school year.

- b) Review and update crisis response and threat assessment protocols to provide appropriate professional development.
  - Secondary schools have reviewed and modified their crisis response plans.
  - Threat Assessment Protocol and procedure has been established and provided to counselors and administrators.
  - School counselors received training for Threat Assessment Procedures on 3/29/17.
  - Administrator training for Threat Assessment Procedures was provided in ALT meeting 4/12/17.
  - A district crisis response team is scheduled to participate in training in July to support district crisis plan development, and crisis responders (ex. Counselors and social workers) are scheduled to be trained in the Fall 2017.

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2017-2018

- The district crisis response team participated in training on July 25th to support the development of a district crisis plan.
- District crisis responders received training on November 2, 2017 to support effective responses to crises.
- Developing and proposing revisions to the district threat assessment protocol and procedures.

**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.

- a) Collect and summarize policy documentation and disciplinary data.
  - District PBIS team members have partnered with the Data and Evaluation Department to revise and make a disciplinary data summary available to school administrators and PBIS teams at each school site.
  - Gather and review various documents and procedural sources of evidence during SET evaluation visits to help identify additional professional development and problem solving needs.
  - Each school has access to monthly disciplinary data summaries to help guide problem-solving for disciplinary issues.
  - All elementary and middle schools participated in a SET evaluation to review their school-wide PBIS implementation. The district average score was 94%. Teams need to continue strengthening small group and individualized behavior support plans.
  - For the 2016/17 school year 1 school will be applying for Green Ribbon Recognition, 4 will apply for Model level and 2 applied for Exemplar Recognition.

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2017-2018

- For the 2016-17 school year, NAMS and Guy B. Teachey received Exemplar recognition. McCrary, Balfour, Loflin, and SAMS received Model recognition. Lindley Park received Green Ribbon recognition.

- b) Present an annual summary to school and district stakeholders for review and utilization for planning.
- c) Utilize school and district problem-solving teams.
  - PBIS Coach meetings have been held on 12/1/16, 1/5/17, 2/2/17, 3/2/17 and 5/9/17 to support school and district problem identification and problem-solving regarding PBIS and behavioral supports.

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2017-2018

- d) Assess current needs and lead professional development on classroom management.
  - After-school sessions took place on 3/27/17 and 5/1/17 to build school capacity for conducting Functional Behavior Assessments (FBA) and designing Behavior Intervention Plans (BIP).
  - PBIS Teams from 4 schools will attend PBIS Module training at the EC Summer Institutes (7/24-7/27) as a refresher or new team member training session.
  - ACS hosted a regional training session called "One Piece of the Puzzle: Creating Effective Classrooms for Students with Autism" on 5/26/17 and more than 25 regular and EC teachers and staff members participated to learn about supporting students with Autism in their classrooms.

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2017-2018

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

- a) Work with community partners and agencies to increase common health and wellness activities.
  - Our schools and central office are participating in the Mayor's fitness challenge.
  - Crumley-Roberts provided bike safety lessons and equipment during the All Comet Challenge. McDonald's Restaurant donated water to all attendees.

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2017-2018

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